

University of Maine at Augusta



**FACULTY HANDBOOK
2015 - 2016**

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UMA FACULTY HANDBOOK

1. PREFACE

The Faculty Handbook has been prepared for the faculty of the University of Maine at Augusta and has been designed to provide faculty members with a ready reference to established policies and procedures at the University of Maine at Augusta. Additionally, the [University Catalog](#) and Student Handbook ([Appendix D, Student Handbook Index](#)) are very valuable resource regarding academic programs, policies, procedures, regulations, and other important information about the University. Suggestions for corrections or minor additions and revisions are encouraged and are made directly to the Office of the Provost. Amending of this document is done by resolutions from the Faculty Senate or via the Provost in consultation with them.

It is expected that each faculty member will become familiar with the contents of this Handbook and the University Catalog. All members of the University community should use the Handbook and Catalog for reference whenever occasion demands.

The University reserves the right to make any necessary changes in any section of this Handbook.

2. NON-DISCRIMINATION POLICIES

A. Equal Opportunity Policy

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin, citizenship status, age, disability, or veterans' status in employment, education, and all other areas of the University System. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.

Questions and complaints about discrimination in any area of the University should be directed to the Director of Equal Opportunity (Vice President of Administration, 207-621-3110). Inquiries about discrimination may also be referred to the Maine Human Rights Commission, U.S. Equal Employment Opportunity Commission, Office for Civil Rights of the U.S. Department of Education, or other appropriate federal or state agencies.

B. Sexual Harassment Policy

In accordance with its policy of complying with non-discrimination laws, the University will regard freedom from sexual harassment as a right which will be guaranteed as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To ensure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising or otherwise influencing that person's education, employment or participation in athletics or any other University activity.

It is the policy of the University to ensure fair and impartial investigation that will protect the rights of the person(s) filing sexual harassment complaints, the person complained against, and the University as a whole.

C. Non-sexist Language Policy

The University, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning, even if they are not intended to be. Accordingly, all University communications, whether delivered orally or in writing, shall be free of sexist language.

Each member of the University community is urged to be sensitive to the impact of language and to make a commitment to eliminate sexist language.

D. Privacy Rights/Release of Information

In compliance with the Family and Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment), the University will not release academic information about a student without a signed request from the student. Certain information is considered public or directory information and includes: full name, address, telephone number, major, enrollment status, date of birth, degrees awarded, dates of attendance, date of graduation, and other non-academic information. If a student wishes to withhold this information, he or she may complete the appropriate online form and/or contact Enrollment Services.

3. INTRODUCTION

The Statements of Mission and Purposes, Philosophy, and History of The University of Maine at Augusta express a dedication to the students who attend the University, to its regional and statewide communities, and to the State's public policy for higher education. These statements acknowledge the richness of UMA's students' interests, backgrounds, and skills; their commitment to personal and professional development; the unique challenges they face, often as the first generation in their families to attend college; and their responsibilities as members of families, workplaces and communities.

A. Statement of Mission and Purposes

Mission

UMA transforms the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellent student support and civic engagement, and innovative professional and liberal arts programs.

--Approved by the UMS Board of Trustees May 2015

Statement of Purposes

These stated purposes provide a collegial and respectful environment in which faculty, staff and students share these ideals and benefit from these common purposes:

1. provides a broad range of undergraduate educational opportunities distinguished by excellence and accessibility;
2. offers Baccalaureate and select Associate Degrees designed for career advancement, personal and professional growth, and preparation for graduate studies;
3. provides programs and seminars for career advancement, professional and personal development;
4. collaborates with other campuses of the University of Maine System and other constituencies such as private colleges, community colleges, libraries, businesses, industry, government and communication organizations to attain mutual support of institutional and educational goals;
5. encourages faculty, staff and students to participate in public service that contributes to the growth and development of UMA's communities and constituents;
6. prepares students for current and future challenges and exposes them to knowledge, critical thinking skills, cultural enrichment, ethical, pluralistic and aesthetic awareness;

7. provides support services, designed for non-traditional, traditional and place-bound students, to foster intellectual and personal growth, academic success, community participation and a commitment to lifelong learning;
8. provides faculty and staff with professional development activities that include scholarly research, scientific inquiry, literary and artistic expression consistent with their academic area of expertise;
9. provides an ongoing process of planning and assessment that focuses on institutional growth and development, and;
10. evaluates the emerging educational, economic and social needs of Central Maine citizens and offers new specialized programs to serve those needs.

B. Statement of History

The 102nd Maine Legislature in 1965 established the University of Maine at Augusta as a community-based institution offering associate degrees under the auspices of the University of Maine at Orono. In 1971, soon after moving to its present location in Augusta, UMA became an autonomous institution, the seventh campus of the University of Maine System. UMA, in that same year, assumed responsibility for providing degree programs and services in the Lewiston-Auburn area.

In 1975, UMA offered its first baccalaureate degree program and began building an integrated faculty community, with appropriate terminal degrees, to teach both baccalaureate and associate degree courses. During this time, UMA also developed a distinctive set of programs, services, and schedules tailored to the unique needs and strengths of its primarily non-traditional student body.

UMA was designated the "Community College of Maine" in 1986 with responsibility for leading the University of Maine System in the provision of associate degree programs and related services throughout the state. As part of this responsibility, UMA developed a statewide interactive television system as well as a network of over 40 off-campus centers and regional sites, and coordinated the delivery of university programs, courses, and services at these centers and sites. In 1994 this system, now called University College, became an independent administrative entity of the University of Maine System. In 2009, the University College came back under the administrative responsibility of the President of the University of Maine at Augusta.

In 1995, the University of Maine System Board of Trustees added University College of Bangor (UCB) to UMA. Founded in 1970 as the South Campus of the University of Maine (*at Orono*), it later became Bangor Community College, one of the colleges of the University of Maine (*at Orono*). In 1985, it was renamed University College. In 1995, the Board of Trustees affiliated the Bangor campus with Augusta and Lewiston-Auburn; at the same time the Board also reaffirmed UMA's role as a provider of selected baccalaureate programs in the Central Maine and Mid-coast region. In June 2007, the Lewiston-Auburn campus was transferred to the University of Southern Maine.

Today, the two campuses along with University College including 9 regional centers (Bath-Brunswick, East Millinocket, Ellsworth, Houlton, Norway/South Paris, Penquis/Dover-Foxcroft, Rockland, Rumford/Mexico, Saco) and 31 receive sites make up UMA. In 2011 the Bangor campus changed its name to UMA Bangor (from UCB).

For more information:

University of Maine System <http://www.maine.edu/>
UMS Data Book Statistics and Reports:
<http://www.maine.edu/system/ppa/ppa.php?section=10>

Redirection of UMA's educational mission has occurred during the past decade. Prior to 1998 UMA offered only 3 baccalaureate programs; since then, however, it has added 14, for a total in 2011 of 18 baccalaureate degrees. The following data demonstrate how the addition of these degrees has affected UMA enrollments and continues to shape its mission:

<u>Degrees Awarded</u>			
	<u>Total degrees awarded</u>	<u>Associate degrees awarded</u>	<u>Baccalaureate degrees awarded</u>
1996	298	239 (80.2%)	59 (19.8%)
2005	569	337 (59.2%)	232 (40.8%)
2011	615	263 (42.8%)	352 (57.2%)

<u>Fall Credit Hours</u>			
	<u>Matriculate Totals</u>	<u>Associate-degree</u>	<u>Baccalaureate-degree</u>
1996	29,237	24,491 (83.8%)	4,746 (16.2%)
2005	35,813	17,872 (49.9%)	17,941 (50.1%)
2011	40,319	13,501 (33.5%)	26,818 (66.5%)

These numbers represent a shift from baccalaureate degree candidates being 19.8 % of total graduates in 1996 to 40.8% of UMA's total graduates in 2005 and 61.1% of total graduates in 2011.

Credit hours for baccalaureate students grew from 16% of the total credit hours in 1996 to 50% in 2005, and 62% in 2011.

This increase in baccalaureate credit hours and degrees confirms UMA's successful efforts in transitioning into a regional baccalaureate university.

C. Statement of Philosophy

UMA develops and carries out its mission and purpose guided by a set of core beliefs:

- Intelligence, productivity, and excellence reside in individuals without regard to their background, economic or social status. UMA provides access to higher education to a diverse population of students and provides the support services that ensure those students the best possible opportunity for success. The development and success of its students are the primary endeavors of the University.
- All members of the University should strive for the highest possible standards of quality. Review and assessment are essential and necessary components of that striving.
- The Educated Person. University graduates are reflective, demonstrate integrity, and can thrive and contribute as members of contemporary societies. They demonstrate a well-informed understanding of their place in the natural and cultural worlds. They value both historical and prospective perspectives. They are self aware, think clearly, and have strong collaborative, problem finding and solving skills.

They are prepared to contribute to the knowledge of their field, perform competently in their work and have a sense of personal and social responsibility. They value imaginative, practical and life-long inquiry and learning. Graduates have demonstrated core literacies described in UMA's General Education Requirements.

The institution will sustain an environment in which these core beliefs are carried out with integrity and a true sense of purpose.

D. Development of University Policies

To the extent feasible, policies of the University are established jointly by the faculty, students, administration, as well as the greater community, and subject to approval by the President, Chancellor, and the Board of Trustees, as appropriate. Faculty participate in governance at UMA through departmental and college meetings and committees, the Faculty Senate and its committees as well as service on administrative committees.

E. Vision Statement

The University of Maine at Augusta (UMA) will become Maine State University, a recognized national leader in distance education. Through innovation and collaboration, we will deliver undergraduate and graduate programs, on-site and at a distance, that prepare our students to succeed as engaged citizens, professionals and leaders.

– 2016-2020 UMA Strategic Plan

F. General Education Statement

“General Education” [Gen Ed] is both an end (represented by learning outcomes) and a means to acquiring this breadth of skills, knowledge and habits of mind. By completing required coursework students acquire Gen Ed abilities common in all programs and consistent with UMA’s vision of an educated person.

Gen Ed is a strong foundation for a liberal arts education that enriches every student’s personal life, citizenship, and cultural appreciation. Gen Ed also provides the student with the flexibility to change and adapt during his/her lifetime. It is also a foundation for deeper and more rigorous studies in the student’s major. In courses required for a Major, learning outcomes include continued development of basic skills, knowledge and habits of mind that are valued within a given field or profession.

G. Accreditation and Membership

The University of Maine at Augusta is accredited by the New England Association of Schools and Colleges, Commission on Institutions of Higher Education (Mailing Address: 209 Burlington Road, Bedford, Massachusetts 01730-1433. Telephone: 617-271-0022. Fax: 617-271-0950)

In addition, the University of Maine at Augusta is accredited by, or is a member of, the following:

- Accreditation Commission for Education in Nursing (ACEN)
- American Association of Collegiate Registrars and Admissions Officers;
- American Veterinary Medical Association’s Committee on Veterinary Technological Education and Activities
- Association of Departments of English (ADE) -- a division of the Modern Language Association
- Association for Higher Education and Disability (AHEAD)
- Association of Veterinary Technician Educators
- Commission on Accreditation of Allied Health Education Programs
- Commission on Dental Accreditation of the American Dental Association
- Committee on Allied Health Education and Accreditation of the American Medical Association in conjunction with the Allied Health Program
- Council for Opportunity in Education (COE)
- Maine Campus Compact
- Maine Counseling Association
- Maine State Board of Nursing
- National Agency for Accreditation of Clinical Laboratory Sciences;
- National Architectural Accrediting Board (NAAB) – initial eligibility. Full accreditation scheduled for Fall 2018.
- National Association of Campus Activities (NACA);
- National Association of Foreign Student Advisers (NAFSA): Association of International Educators
- National Association of Schools of Public Affairs and Administration
- National Association of Student Personnel Administrators
- National League for Nursing
- New England Association for College Admission Counseling
- New England Association of Collegiate Registrars and Admissions Officers

New England Board of Higher Education (NEBHE)
The College Board

H. Academic Calendar <http://www.uma.edu/academiccalendar.html>

UMS Academic Calendar: <http://www.maine.edu/system/aa/index.php?section=10>

4. RESPONSIBILITIES AND RIGHTS OF THE FULL-TIME FACULTY

A. Authority and Responsibilities of the Faculty as a Whole

The faculty as a whole, by virtue of its professional competence, is in the best position to have principal jurisdiction over academic matters. Subject to the approval of the Dean of the College, Provost, President, the Chancellor, and the Board of Trustees, the academic staff has responsibility to accomplish the following:

1. evaluate and give its recommendations on new academic programs, curricula, and standards;
2. establish minimum admission, graduation, and honor requirements;
3. establish a uniform and fair grading system for all academic units;
4. ensure that the grading system is applied with reasonable uniformity in all academic Colleges;
5. recommend candidates for degrees;
6. insist that reasonably uniform standards be applied in the promotion and tenure of faculty members;
7. make recommendations concerning the budget;
8. defend all faculty members in their rights as scholars to search for truth and in their rights to exercise freedom in classroom discussion;
9. insist that in any case of censure or dismissal of a faculty member the accused individual is afforded a fair hearing and that no action is taken without adequate cause and;
10. formulate procedures to carry out the established policies and recommendations.

The faculty, when deliberating as a whole, should always strive to arrive at decisions that will best serve the long-term interests of the University of Maine at Augusta.

Faculty are responsible for notifying the University in potential cases of conflict of interest/outside employment. Notification should be submitted to your College Dean at the beginning of the semester in which the conflict may occur.

B. Authority and Responsibilities of the Programmatic or Departmental Faculty

Programmatic and/or departmental faculty help to fulfill the mission of the University by:

1. recommending the requirements for admission to programs within the jurisdiction of the College;
2. recommending the requirements for graduation and/or honors within such programs;
3. recommending the nature, number, and combination of specific courses which compose the curricula of its College;
4. revising old and devise new curricula whenever the need arises;

5. ensuring that the courses offered have comparable coverage of the material taught in other colleges or universities;
6. developing evaluative procedures for the retention or dropping of courses especially electives;
7. encouraging and maintain high standards of instruction in the College;
8. conducting program reviews and learning outcomes assessments, and;
9. conducting peer reviews of fellow faculty.

C. Responsibilities of Individual Full-time Faculty Members

1. Overview:

The workload of unit members shall consist of teaching, research, University, and public service. The mix of teaching, research, University, and public service responsibilities varies among campuses, colleges, divisions, departments, and unit members. See current AFUM contract <http://www.afum.org/contracts.asp>

Through professional competence and conduct, faculty members should seek to enhance the good reputation of the University at all times and encourage its harmonious functioning and advancement.

The faculty member is expected to cooperate fully with the academic program and its objectives as set forth in the statement on "The Mission and Goals of the University of Maine at Augusta." The faculty member should be willing to participate in departmental, programmatic, college, university, and system activities as well as faculty, administration, and System committees of which s/he is an elected or appointed member and to act as representative of the University to off-campus groups.

The faculty member is expected, as a good academic citizen, to be concerned with the problems not only of her/his discipline and College, but also with those of the University as a whole. To give a reasonable amount of her/his time to its general growth and development as the occasion may arise.

The faculty member should be concerned about public relations programs, adult education and community services, admission policies, and enrollment procedures.

Faculty members should try to the best of their abilities to work toward the success of their students, program, college and university. One important way of contributing to such success is through regular and careful reporting on work of faculty members' special responsibility in their academic disciplines and university service.

Faculty members should feel an obligation to offer criticisms, responses, suggestions and proposals that would contribute to the success of their students, program, college and university. It is vitally important for faculty members to maintain a spirit of academic community by sharing ideas with and listening to the ideas of administrative officers, students, and fellow faculty members.

2. Teaching:

Expectation of faculty teaching is required by AFUM 10(B).1.d. Instruction.

The primary responsibility of full-time and part-time faculty members is to teach effectively. Other forms of scholarly activity, however, are normal functions expected of faculty members. They are, therefore, encouraged to engage in creative scholarly activity.

i. Effective Teaching. To be effective teachers, faculty members will be able to demonstrate the following behaviors:

- establish well-defined learning outcomes for the courses they teach, develop adequate teaching aids, including course outlines, syllabi, demonstrations and audio-visual devices, and/or organize laboratory activities and projects to aid student learning.
- organize the material to be taught in a way that will encourage students to achieve course learning outcomes.
- have a command of those techniques of public communication and course organization that are considered essential to excellent teaching.
- be conscientious in meeting classes punctually and according to schedule.
- base their evaluations of students' work on scholastic accomplishment.

ii. Grading Standards and Practices

- **Uniformity in Grading Standards.** This statement is intended as a guide for the exercise of judgment. It indicates, broadly, the approach made to grades by the faculty as a group. It is highly desirable to strive for uniformity in grading standards because the grade appears alone on a student's scholastic record without an explanation of the instructor's reasons for giving the grade. Furthermore, by means of grades, students are compared for scholarships, the Dean's List, graduation with distinction, membership in honor societies, eligibility, and jobs. Whether a student is permitted to remain in the University depends on his/her grades, and graduation requirements are in terms of grades. Uniformity implies recognition of common problems. It does not imply that all courses should exhibit similar grading patterns.
- **Grades as Measures of Accomplishment.** Grades should be used to measure accomplishment against course outcomes and objectives. Grades are not disciplinary tools and should not be used as such. It is understood that each course has certain well-defined learning outcomes and objectives, as defined by the instructor and/or the department, such as accumulation of knowledge, mastery of techniques or skills, and development of ideas. It is further assumed that progress in attaining these objectives on the part of the student can be measured

by reports, tests, recitations, laboratory work, examinations, and/or other performance-based criteria.

- **Grading Deadlines.** Deadlines for grade submission vary by modality. Faculty who teach onsite courses should submit their grades via MaineStreet within 5 days of their final exam. Faculty who teach distance classes have 10 days after their final exams to submit grades. Faculty may change grades directly via MaineStreet. Grades available for use: see page 7 of UMA Catalog <http://www.uma.edu/catalogschedule.html>
- **Grade Disputes** <http://www.uma.edu/studenthandbookpols.html#academiccomplaints>

iii. Syllabus required content

1) Course catalog description, prerequisites, and credit hours:
<http://www.uma.edu/academics/courseguide>

2) Faculty Contact Information

- a) Name, office location, email address, phone number, other as applicable.
- b) *Recommended – indicate best means of contact.*

3) Office Hours

Comments related to office hours

- FT faculty are required to hold six hours of office hours per week.
- PT faculty are not required to hold office hours, however they should be responsive to student needs and inquiries and recommend specific times and ways they are available.
- Office hours should be given to the College office the first week of classes.

4) Learning outcomes as per course charter. Additional learning outcomes may be added beyond charter agreement.

5) Required and recommended course materials with ISBN as applicable (e.g. textbook, software, supplies, web-based materials).

6) Statement on promptness of grading and response time. Sample language:

“If you send me an email during the week, you should expect a response within XX hours/days. Over the weekend or on holidays, the response time will be longer.”

“Generally, assignments and tests will be graded within XX days of receipt.”

7) Learning management system used, if any (e.g. Bb, website, Mainstreet), Internet Access, technology needed. Sample language:

“Participation in this course may require that you have access to high speed internet. This is especially critical for accessing online resources such as Blackboard, video presentations including delayed viewing of classes and embedded videos, Google hangout, or interactive online “labs” such as MY Math Lab. [customize for your class] You may use your own

computer or may be able to use lab computers at the various sites and centers around the state.”

- 8) Statement regarding how to obtain assistance with technology, as applicable. Sample language: “If you have technical issues with Blackboard, please contact our IT helpdesk at techsupport@maine.edu or 1-800-696-4357 (HELP).”
- 9) Student privacy statement (below) must be included in the syllabus and posted in Blackboard for recorded courses with students present if you plan to make the recordings available to other students*.

“Please be aware that recordings of this class may be made available to other students not enrolled in this section of the course.”

*Faculty are reminded that courses which encourage the sharing of personally identifiable information of a personal and/or sensitive nature should not be shared with students registered in other sections of the course.

- 10) Time expectations for success in the course - Sample text:

“Expect to work an average of six to nine hours a week outside of class on class preparation, completion of work and studying for tests. This may vary on any particular week depending on class workload.”

- 11) Testing, grading and evaluation policy to include grade calculations (weight assigned to each assignment) and grading scale. Some programs use a common grading scale. Check with the program/discipline coordinator to determine if there is a program/department requires a specific grading scale.

- 12) Assignments with due dates, to include exams, papers, projects, etc.

- 13) Make-Up/Late Work Policy – Sample policies:

“If you miss an exam or paper deadline, you will have an opportunity to make up the assignment only if you have a documented, legitimate excuse. Otherwise you will not receive credit for that assignment. You will be required to discuss the matter with me outside of class.”

“Make-up exams will not be given without prior notification of the instructor. All make-up exams must be taken prior to the next class meeting. Late homework assignments will not be accepted under any circumstances.”

- 14) Incomplete Policy – Sample text:

“Awarding of the grade of Incomplete is at the discretion of the instructor. Incomplete grades will be granted only under unusual circumstances which prevent a student from completing the course during the semester in which the student is enrolled. The student must request the grade of incomplete from the instructor prior to the end of the semester. Not all

requests will be approved. Incompletes must be made up by the end of the next semester or by a specified time that is jointly agreed upon by the instructor and student. Otherwise, the student will receive the grade he or she has earned based upon the course work completed.”

- 15) Statement regarding the Academic Integrity Policy, to include URL for or link to policy:

<http://www.uma.edu/about/offices/dean-of-students/student-handbook/>

Found under the Policies tab > Student Academic Integrity Code

Comment: Some departments have required language regarding academic integrity. Check with the program/discipline coordinator.

Sample text: “Academic integrity means that a student's work is the product of his/her own effort. Violations of academic integrity include such behaviors as cheating, fabrication, and plagiarism, and are described more fully in the UMA Student Academic Integrity Code which is published in the online UMA Student Handbook. Each student is responsible for learning the standards of academic integrity, and ensuring that his/her work meets these standards. Failure to do so may result in appropriate sanctions consistent with UMA Student Academic Integrity Policy. If you have questions about the academic integrity of your work, discuss these with your instructor before submitting the work. The full policy can be found at *<http://www.uma.edu/about/offices/dean-of-students/student-handbook/>*”

- 16) ADA Accommodations - Required text and link:

“If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Learning Support Services Office on your campus, or Coordinator of Student Services at your campus or center to discuss possible assistance. Accommodations must be requested each semester, and are not provided retroactively. (*<http://www.uma.edu/academics/student-support/student-development-division/disability-services/>*)”

- 17) Title IX Statement – Required text

“The University of Maine at Augusta is committed to providing an environment free of violence and harassment based on sex and gender. Such civil rights offences are subject to the same accountability and support as offences based on race, national origin, etc. If you or someone else within the UMA community is struggling with sex discrimination, sexual harassment, sexual assault relationship violence, or stalking you can find the appropriate resources at: *<http://www.uma.edu/about/title-ix-info/>*.”

iv. Course Development and Maintenance (X:/drive links work only from office computers)

- New Course Proposal Form and Procedures X:/[ACADEMIC INTRANET\Forms for Faculty](#)
- Blackboard Training Application X:/[ACADEMIC INTRANET\Forms for Faculty](#) (online Bb training must be successfully completed before you can teach online)

- Distance Learning Teaching Application X: [/ACADEMIC INTRANET/Forms for Faculty](#)
 - Sharing of recorded video courses:
On occasion, students enrolled in face to face or online sections of a course may benefit from delayed viewing of a video section (via ITV, Panopto, etc.) of the same course. If you plan to make your video course available for viewing by other students not enrolled in that section, you must take certain steps. First, during the schedule building process arrange with the Registrar's Office for the addition of the following comment to the course description that will be posted in the online Course Search and course guide: "Please be aware that recordings of this class may be made available to other students not enrolled in this section of the course". Second, add the same comment to your course syllabus. Third, if you use Blackboard, post the same notice in your Bb site. Note, however, that courses which encourage the sharing of personally identifiable information of a personal and/or sensitive nature should not be shared with others not registered for that same course section.
 - Credit Hour Standard
The University of Maine at Augusta defines the appropriate workload for one credit hour as the equivalent of one hour of classroom or other faculty instruction and a minimum of two hours of out-of-class work each week. Courses that convene outside of the traditional classroom may involve arrangements that differ from this particular model, but those arrangements will involve an equivalent amount of work per credit hour. Faculty in particular classes may assign a workload above this level.
- v. **Teaching Evaluation** (not the same as faculty performance evaluation). At the end of every semester student course evaluations will be conducted as per UMS Board of Trustees policy. See College office for current procedures.
- vi. **Class Cancellation Policy.** In case of sickness, inability to conduct class, or other serious emergencies a faculty member should inform her/his College as early as possible. If unable to reach the College office, faculty member should contact the Information Center at 621-3011 (Augusta) or 262-7700 (Bangor)
- After 5:00 p.m., please contact UMA Security at 621-3400 (Augusta) and 262-7700 (Bangor).
 - Contact Center Director, if applicable
- vii. **Pedagogical Support.** For assistance with course materials, classroom materials procedures for guest speakers and visiting professors please see the College Office.

3. Academic Guidance (advising and mentoring):

Expectation of faculty to provide academic guidance is required by AFUM 10(B).1.j. Student advising.

Faculty members are expected to maintain effective relationships with students, individually and in groups, by providing academic guidance and stimulating intellectual curiosity and growth.

Upon admission to the University, each student is assigned a faculty member to act as her/his advisor. The advisor will be an individual to whom the student may turn, and from whom s/he can reasonably expect understanding and informed advice about academic and vocational matters. When more specialized non-academic counseling is required, advisors are expected to refer their students or advisees to the appropriate University department (i.e., Registrar, Financial Aid, Cornerstone).

Whether offering guidance to students from classes or advisees, faculty members **must** make themselves available during office hours, which are affixed visibly at office doors, and during special meetings arranged by appointment. Faculty are required to turn in their office hour schedule to the college during the first week of classes each semester. A minimum of six office hours per week is required during the semester.

Faculty members have a duty to perform other activities, such as counseling during the student orientation or pre-registration period, whenever such a duty is assigned by the Administration.

Faculty members are encouraged to accept responsibility to expend time and effort in student activities and in social and other extracurricular affairs of the University that provide contact with students in less formal settings than those of the classroom. They should seek to exert a wholesome influence on the student body by advising student organizations, or by participation in student-organized panels or discussion groups.

4. Research:

Expectation of faculty research is required by AFUM 10(B).1.b.g.h.i. Creative works in discipline, publications and papers, research, and scholarly writing.

Research is the activity of systematic investigation and examination designed to develop a new understanding or contribute to a body of knowledge. Research can be either basic or applied. Basic research is dedicated to the creation of theoretical knowledge while applied research is the application of theoretical knowledge to solve problems within society or to serve society.

Research activities can include:

- conducting a search of and reporting the current literature pertaining to a subject of interest;
- designing, conducting, analyzing and reporting results of an inquiry into an area of interest using either quantitative or qualitative methods;
- the production of scholarly or creative work for publication, performance or exhibition;

- the refinement of analyses;
- the development of critique or interpretations;
- the exploration of alternative perspectives and new ways of thinking; and
- the suggestion of and applications of novel modes of assessment. (Approved by Faculty Senate December, 2010)

The faculty member should have a thorough knowledge of her/his field and a respectable general knowledge base. S/he should appreciate the importance of teaching and take an interest in the teaching profession. S/he is expected to join the recognized professional societies of her/his teaching field and whenever possible participate in their annual meetings, seminars, etc. S/he must keep up with the new developments in her/his field. The expectation of research continues even after the acquisition of tenure or consideration of past accomplishments.

A faculty member doing any type of research involving human subjects must contact the Chair of the Institutional Research Committee for current requirements.

5. University Service:

Expectation of faculty university service is required by AFUM 10(B).1.c.: Departmental, college, campus and University assignments and service.

Faculty are expected to cooperate fully with the academic program and its objectives as set forth in “The Mission and Goals of the University of Maine at Augusta.” Faculty members are expected to participate in departmental, programmatic, College, University, and System activities as well as faculty, administration, and System committees to which they are elected or appointed and to act as representatives of the University to off-campus groups. Participation in these events is subject to peer review and is a factor in faculty evaluation.

As good academic citizens, faculty are expected to be concerned with the problems not only of their discipline and College, but also with those of the University as a whole. Faculty should give a reasonable amount of their time to the University’s general growth and development. They should be concerned about public relations programs, adult education and community services, admission policies, and enrollment procedures.

They should try, to the best of their abilities and conscience, to cooperate with and support the Administration and their colleagues in helping to achieve the objectives of their college and the University. Criticism, suggestions, ideas and concerns should be brought forward by faculty to the Administration. Faculty should report to the Administration any special responsibilities and/or projects they have assumed specifically related to their academic disciplines and their positions.

Faculty members are expected to offer constructive criticism and suggestions to other faculty members in committee, department or program, and faculty meetings, and to bring their ideas to the attention of the administrative officers.

6. Public Service:

Expectation of faculty public service is required by the AFUM contract, Article 10.B.1.f. Public Service in Discipline.

The committee of peers, Academic Deans and Provost decide what is considered valid public service, including but not limited to the following:

- membership and participation with professional organizations;
- outside application of discipline expertise;
- serving on boards of non-profits;
- discipline related community outreach; and
- University representative to external organizations.

7. Evaluation:

Expectation of faculty evaluation is required by the AFUM contract, Article 10(B).3.

(a) Work Plan

It is expected that faculty will submit a work plan to the Dean at the beginning of the Academic Year and will be reviewed at the conclusion of the Academic Year by the Dean.

(b) Peer Review

At the beginning of the academic year the Provost notifies all faculty who are eligible for reappointment, promotion, tenure and/or post-tenure review. The Academic Unit determines the composition of the peer group. UMA is compliant with the UMS procedures and documents for review, tenure and promotion. See <http://www.maine.edu/system/aa/TenureandPromotion.php>

Peer review calendar of deadlines (post tenure, tenure, reappointments, promotion), and individual peer group criteria for review, promotion and tenure: [X:\ACADEMIC INTRANET\Peer Review Criteria and Timetables](#)

(c) Adjunct Faculty

See PATFA contract regarding evaluation <http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>

See the AFUM contract regarding full-time faculty responsibilities in evaluating part-time faculty.

8. Technical Literacy Expectations:

The day-to-day operations of the University are highly dependent upon the use of electronic communications. Fundamental forms of these communications that a faculty member is expected to easily manage are: e-mails; e-mail attachments in Word, Excel, and PDF files; and writing in Word.

Of growing importance to the University is the use of Blackboard as a platform for teaching online or hybrid courses or in support of on-site, video conferencing and ITV classes. Courses at UMA are offered in a variety of modalities including, online, ITV, Polycom, live, smart classrooms, Panopto.

Currently, the Provost offers a stipend for faculty to take the online training course offered through University College to become familiar with Blackboard. These stipends are limited and need to be applied for using the application form available on the [X-Drive/Academic Intranet/Forms for Faculty/Bb Training Application](#).

Faculty should be knowledgeable of the following technology applications:

- **Learning Management Systems (Bb)**
Blackboard is the current learning management system supported by UMS-IT.
Blackboard training is available on an individual basis. Please see UMA's Instructional Designer to schedule a training.
- **MaineStreet**
 - Grading
 - Student Progress/Advising
 - Course Offerings
 - HR Resources
- **Learn.Maine.Edu (system-wide distance education opportunity search)**
- **Other Resources**
 - **UMA Portal** <https://mycampus.maine.edu>
 - **Office of Computer Services** <http://www.uma.edu/facultystaffservices.html>
 - **Instructional Design Support** (contact UMA Instructional Developer)
 - **Software**
 - University software (i.e., MS Office, Anti-Virus)
 - Department or Course based software
(There is no expectation that Computer Services will have to use/learn the software requested by faculty)
 - **Faculty Office Computer** <http://www.uma.edu/employeecomputerpolicy.html>
 - Responsibilities
 - Acquisition <http://www.uma.edu/techpurchasepolicy.html>
 - Upgrades (UMA IT Department manages hardware and software upgrades)

- **Online Maine** <http://online.maine.edu/>
- **Faculty Websites**

A calendar for scheduled computer software training sessions can be found at <http://www.uma.edu/cstraining.html>. One-on-one training sessions in your office may also be arranged by contacting Computer Services.

D. The Rights of the Individual Faculty Member

The individual faculty member has the following rights:

1. Faculty has the right to have full freedom of inquiry, discourse, teaching, research and publication and to be protected against influences, from within or without the University, which would restrict her/him in the exercise of these freedoms in her/his area of scholarly interest. The University of Maine at Augusta subscribes to the following statement adopted by the Association of American Colleges and the American Association of University Professors:

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of her/his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing her/his subject, but s/he should be careful not to introduce into her/his teaching controversial matter, which has no relation to her/his subject.

2. The faculty member has the right to be free from institutional censorship or discipline when s/he exercises her/his freedom of speech as a citizen. However, and here again the University of Maine at Augusta follows the guidelines adopted by the aforementioned Associations; “s/he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that s/he is not an institutional spokesperson.”
3. The faculty member as a teacher has the right to be in charge of her/his classroom and is not expected to tolerate disruptive interference with her/his teaching. Problems of this nature should immediately be brought to the attention of the Dean of Students.
4. The faculty member has the right to present to her/his College or the whole faculty academically sound and useful innovations, either in the form of new courses or program proposals or innovative teaching techniques.
5. The faculty member has the right to evaluate her/his students in any manner consistent with the policy established by the faculty as a whole. Under all normal circumstances, the grades s/he assigns may not be changed by any other person.

6. The faculty member may set the attendance requirements for her/his course, noting that the University's belief on attendance and grading is stated in Section 6-3 of this Handbook. "...Grades are not disciplinary tools and should not be used as such. Tardiness, lack of effort, or frequent absence would normally hamper the achieving of course objectives..."
 7. The faculty member may pursue her/his professional interest and use University facilities in any manner which will help maintain her/his professional competence and which is consistent with the mission of the University of Maine at Augusta. The use of University facilities cannot impede the primary teaching mission of UMA.
 8. The faculty member may, within the limits imposed by professional ethics, express her/his opinions on University policy and through established channels bring her/his views to the attention of the administrative officials who have set and/or enforce the policy.
 9. The faculty member may lodge her/his complaints with the Dean of her/his College if her/his teaching load exceeds the required minimum, or if s/he has objections to the assignment of courses to be taught within her/his discipline.
10. Political Activity see Policies & Procedures: <http://www.maine.edu/about-the-system/system-office/human-resources/>

E. Fringe Benefits and Employee Supports

1. UMA Human Resources: <http://www.uma.edu/hr.html>
2. UMS Human Resources <http://www.maine.edu/about-the-system/system-office/human-resources/>
3. UMS Labor Relations
<http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>
4. UMS Office of University Counsel and List of UMS Policies
<http://www.maine.edu/about-the-system/system-office/human-resources/>

5. PART-TIME FACULTY MEMBER

A. Responsibilities of the Individual Part-time Faculty Member.

The primary responsibilities of adjunct faculty are teaching and grading. For policies, see appropriate section in 4(C).2. of this handbook.

Adjunct faculty should be familiar with the PATFA contract that governs their employment including course assignments and service list seniority standing. It is available online at: <http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/> Also, available on the X-Drive are program specific descriptions of expectations for adjuncts as well as opportunities for them to interact with faculty within the programs.

B. Application for PT Faculty to Teach. All faculty must submit a part-time availability form along with resume, transcripts and references.

Part-time Availability form: <http://www.uma.edu/forms.html>

C. Resources

Training and resources for online course development are available (see Program Coordinator or College Dean)

To obtain a Maine.edu e-mail account, UMA ID, MaineStreet access, Blackboard and printing availability see your College Staff.

6. ORGANIZATION OF THE ACADEMIC ADMINISTRATIVE UNIT

A. Colleges. UMA is divided into two colleges which house academic programs and degrees. <http://www.uma.edu/colleges.html>

B. Deans of the Academic Colleges The Dean will provide academic leadership and vision to the college and day-to-day administration for the Colleges, including, but not limited to:

- Create, facilitate, and advocate for the development of the academic programs of the College in collaboration with the faculty and Provost.
- Lead the implementation of the academic program development process and assessment in the college.
- Facilitate the development of budgets/allocations and approve expenditures as appropriate.
- Coordinate the recruitment and orientation of full- and part-time faculty.
- Supervise personnel, with special responsibility for recommending appointments, reappointments, tenure, and promotions within the guidelines of the UMA faculty handbook, and the AFUM and PATFA collective bargaining units.

- Encourage and maintain significant levels of faculty professional engagement in the college, and evaluate full- and part-time faculty for the purpose of faculty development.
- Finalize academic scheduling in consultation with other academic deans, departmental coordinators, and in light of information provided by academic counselors, registrar, admissions staff, and student government.
- Approve instructional equipment and technology acquisition; advocate for and assist the programs in using new technologies to improve education and educational delivery.
- Approve and administer faculty assignments in consultation with coordinators and according to current contract agreements.
- Hear and act on student requests and concerns related to academic areas.
- Coordinate faculty and staff office assignments.
- Represent the college to the university, to the community, and the profession, as well as work closely with the outreach efforts of the college.
- Work with the college faculty, Provost and President to develop outreach efforts that increase the college's stature within the greater community, as well as that of individual faculty.
- Conduct college meetings.
- Ensure that the college office is managed effectively and efficiently.
- Provide coordination between college programs and programs of outside agencies.
- Develop sources of financial assistance in support of the college's programs.
- Work with the college faculty, Dean of Students, and Provost to develop co-curricular activities that promote the interests and values of the college.
- Plan for and supervise the dedicated physical plants utilized by the college.

The Dean will be evaluated by the Provost in consultation with the faculty.

C. Departments and Programs

Within the Colleges are programs which award degrees and service departments. Each program/department has a faculty member who serves as the Academic Coordinator. The Academic Coordinator is the representative of the program/discipline (program) upon whom the Dean of the College relies for information and advice regarding the general conduct of the program and from whom the Dean receives requests and recommendations concerning instruction, instructional support, personnel, budget, accreditation and/or internal program reviews where appropriate. See UMA catalog for a complete listing of departments and programs: <http://www.uma.edu/catalogschedule.html>

1. Academic Coordinator Job Description and Responsibilities

A. Appointments

- coordinates the process of proposing full-time and part-time faculty positions, creating appropriate job descriptions, and recruiting of candidates;
- examines credentials and interviews candidates (part-time and full-time) within established search guidelines;

- recommends candidates (part-time and full-time) to the Dean of the College
- assures that new part-time and full-time faculty are oriented into the program
- coordinates in collaboration with the Dean the evaluation of adjunct faculty

B. Professional Development

- encourages professional development, research and scholarship within the program;
- distributes mailings and information, which come to the program regarding professional development activities;
- reports to the dean all completed research, scholarship, publications, awards, and presentations attributed to the program faculty within monthly program minutes.

C. Curriculum

- works with the peers to establish, implement and review at a minimum of every five years:
 - program learning outcomes,
 - curriculum mapping,
 - course charters,
 - assessment of the established learning outcomes;
- identifies instructional needs in collaboration with colleagues and the Dean;
- initiates and coordinates the scheduling of courses and recommends to the Dean the teaching assignments of faculty within the program;
- ensures that course schedules and offerings meet student needs efficiently;
- encourages and facilitates course proposals and curriculum development;
- facilitates faculty assessment of the quality, rigor, and currency of the discipline curriculum;
- promotes co-curriculum activities;
- integrates the work of adjunct and full time faculty on curricular matters.

D. Program Liaison Responsibilities

- attends monthly coordinator meetings convened by the Dean;
- represents the program in matters related to enrollment management;
- reviews/proofs all program related publications;
- responds to outside inquiries related to the program;
- ensures that faculty process book orders in a timely manner;
- promotes relations with external discipline groups;
- promotes external partnerships.

E. Student Associated Responsibilities

- analyzes/responds to questions of program transfer credit evaluation;
- represents the program in matters related to student orientations, open houses, etc.;
- serves as contact for students interested in the program;
- serves as contact for enrolled students with program grievances and concerns;
- promotes, implements and evaluates program retention;

- works with peers, Admissions and Marketing in the development and implementation of recruitment strategies;
- 10th month assignments includes but is not limited to summer advising.

F. Budget

- advises the Dean of program needs and includes them in annual reports;
- remains current on the program budget.

G. Meetings

- schedules and facilitates at a minimum monthly meetings of the program as well as special meetings to address peer reviews and other matters as needed;
- program meetings should normally include the key topics expected within the annual reports:
 - curriculum development,
 - outcomes assessment,
 - enrollment activities,
 - retention activities,
 - program needs;
- creates in consultation with the Dean an agenda program meetings;
- ensures that program meeting minutes are sent to the Dean in a timely fashion.

H. Program Reviews/Accreditation

- as appropriate, apprises the Dean of accreditation guidelines and changes;
- as appropriate, complies with accreditation standards in conjunction with the Dean;
- as appropriate, arranges for on-site external accreditation visits and internal program reviews;
- insures the preparation of required self-study for reviews;
- insures the preparation of UMA annual reports;
- completes any annual reports as required by accrediting agencies.

2. Selection and Appointment Process. The Academic Coordinator is appointed by the Dean, in consultation with program faculty, to serve a term up to three years. Reassigned time or other appropriate compensation may be available and commensurate with the size and/or the complexity of the program. Selected academic coordinators serve a minimum of an additional one month's equivalent workload throughout the summer and are compensated appropriately. Additional compensation may be negotiated for periods of unusual administrative intensity or situations.

3. Current Coordinators and Individual Terms (AY 15-16)

4. Coordinators Council

The Provost chairs a meeting of all Coordinators twice per year.

7. FACULTY GOVERNANCE

A. UMS Definition of Shared Governance

<http://www.maine.edu/pdf/StatementofSharedGovernance.pdf>

B. Faculty Senate

<X:\ACADEMIC INTRANET\Faculty Handbook\Constitution.pdf>

1. Officers, and their Responsibilities and Authority
 - a. President
 - call and preside at meetings of the Senate;
 - appoint a Parliamentarian;
 - at the request of the President of the University, represent the Faculty at University-wide functions.
 - b. Vice President
 - preside at meetings of the Senate in the absence of the President;
 - represent the Faculty at University-wide functions when the President of the Senate is unable to do so.
 - c. Secretary
 - maintain the roll call of the Senate;
 - distribute the agenda for the meetings;
 - keep and distribute minutes of the meetings of the Senate;
 - perform other functions on behalf of the Senate or the Executive Committee at the request of the President of the Senate.
 - d. BOT Representative
 - Represents the interests of the faculty to the Board of Trustees
2. Committees of the Senate
 - Academic Policy Committee
 - Assessment Committee
 - Curriculum Committee
 - General Education Committee
 - Academic Planning & Priorities Committee
 - E-Learning Committee (Distance Learning)
 - Related Administrative Committees
 - a. Libra and Trustee Fellowships Committee (Presidential Research mini-grants)
 - b. Sabbatical Committee

C. Faculty Assemblies

Faculty at each campus meet as needed to discuss campus-specific issues.

D. University Committees with Faculty Representation

1. Arts & Culture Committee
2. Athletics Advisory Board
3. Behavioral Intervention Team (BIT) <http://www.uma.edu/bit.html>
4. Colloquium Committee
5. Convocation Committee
6. Diversity Committee
7. Enrollment Management Council (and associated sub-committees)
8. Facilities Committee (Bangor)
9. Facilities Committee (Augusta)
10. Graduation Committee
11. Honors Council
12. Institutional Review Board
13. Interdisciplinary Council
14. International Advocacy Committee
15. President's Advisory Council
16. Student Conduct Committee(s) and Academic Integrity Board
17. Student Programming Fund Committee(s)
18. Technology Advisory and Planning Committee AUG/BAN
19. Various UMS Committees with Faculty Representation

8. RANKS OF THE FACULTY

<http://www.maine.edu/about-the-system/system-office/human-resources/labor-relations/>

A. Full-time Faculty

1. Instructor
2. Assistant Professor
3. Associate Professor
4. Professor

B. Part-time Faculty (see PATFA contract)

1. Lecturer I, II, III

C. Professor Emeritus

1. UMA's Policy
<X:\ACADEMIC INTRANET\Forms for Faculty\Emeritus Procedure & Timetable>

9. ASSESSMENTS AND EVALUATIONS

A. Accreditation

<http://www.uma.edu/umaneasc.html>

- Mid-term Report
- UMA Self-Study

B. Program Review Process <X:\ACADEMIC INTRANET\Program Review & External Review>

C. AFUM and BOT Policies and Practices on Faculty Evaluations http://www.maine.edu/system/lr/labor_relations.php

- D. Administrative Evaluations of Faculty
- E. Faculty Evaluations of Academic Administrators
- F. Peer Evaluations
- G. Student Course Evaluations

10. INSTITUTIONAL AND ACADEMIC SUPPORT SERVICES

The role of faculty on and off campus is complex. UMA has a range of services and both academic and personal support resources to assist faculty at any stage of their academic careers. The following is a partial list.

A. Academic Financial Support:

1. Technology Fee: UMA charges students a technology fee in support of technological resources for academic activities. At least once a year, faculty may request technological resources from this fee for their classroom use. UMA's campus IT department has details.
2. Faculty Computing Budget: Faculty computers are upgraded on a regular rotation. If your computer is inadequate for your professional activities, please contact your college office to discuss the possibility of an upgrade. No UMA faculty or staff may possess more than one UMA-supported computer.
3. Libra and Trustee Professorships: The Trustee Professorship is a yearly UMS award for release time and financial support to a UMA faculty member for scholarship. The Libra Professorship enables faculty to bring a visiting professor to UMA for a semester. Please see your college office for details.
4. Professional Development Funds: Each college has a fund to support faculty who want to attend conferences and workshops for their pedagogical, scholarly and research development. Faculty must fill out a request for professional development form as well as a travel request form. College offices have information on these resources.
5. eTeaching Funds: Faculty who want to develop their course or courses for teaching online or at a distance can apply for release time or stipends to do this. First, faculty must take a short course on Blackboard, UMA's online learning management system. The Provost's office will develop priorities for development of online courses. The forms for application can be found on the academic intranet (X:\ACADEMIC INTRANET\Forms for Faculty).
6. Program/Department and College Budgets: Every program and department has a limited budget that can be used for a variety of pedagogical and scholarly needs. Please talk either with your program coordinator or your college office for more information.
7. Student Life Programming Funds: UMA Student Life has funds for student trips, activities, programming, clubs and organization. These funds cannot be limited to students in one specific program, and they must be sponsored by a UMA organization or unit. Please see the UMA student life page on UMA's website: <http://www.uma.edu/studentlife.html>
8. Presidential Research Grants: Faculty are encouraged to apply for research grants to conduct research, scholarship or creative activity for the upcoming academic year. Grants can be used to buy up to six credits of release time for each semester. The deadline is early December. Please look for communication in the fall semester regarding application instructions.
9. Enrollment Mini-Grants: Everyone in the UMA community is invited to develop proposals in the early fall for mini-grants to encourage enrollment in UMA programs and classes. Grant applications have a deadline of early October and are awarded by the end of the

calendar year. Faculty will be notified of their awards at that time. For more information, please see the UMA website: <http://www.uma.edu/minigrants.html>

10. Polycom Travel Support Funds: For faculty who teach by videoconference, travel to various class sites and centers is reimbursable. Please fill out a travel request form.

11. Program Marketing Initiative Funds: Every year, the academic unit chooses four programs for program-specific marketing.

12. Program Retention Initiative Funds: Some money is available to faculty interested in promoting student retention efforts in their program. Please see the academic and career advising office for more information.

B. Other Academic Supports

1. Academic peer groups review full time faculty for reappointment. They are the university employees academically most attuned to the faculty member's professional work. As such, they can be a source of support for navigating reappointments, and advice on pedagogical and scholarly efforts.

2. Faculty Assistants Funds: Any UMA full or part-time faculty with forty or more students enrolled in a single class, or 100 or more students in total for one semester is entitled to a faculty assistant. It is the responsibility of the faculty member to identify an appropriate faculty assistant. Please see your college office before the beginning of the semester for the appropriate form to request a faculty assistant. The number of hours of support is a minimum of one hundred hours over the course of the semester, but increases with enrollment above the minimum.

3. IT and Tech Support Services: Faculty members are also encouraged to contact tech support services for their various technological professional needs. Tech support numbers are: umahelp@maine.edu ; 621-3475

4. Instructional Design Services: Both UMA and University College have instructional designers to help with the layout and teaching of online components of your courses using Blackboard and other software. For instructional design support please go to the UMA Portal/ services and support/ Blackboard help: <https://mycampus.maine.edu/group/uma/blackboard-help>.

5. CARE team: The mission of the CARE team is to coordinate and implement policy development, education, and timely intervention in regard to students exhibiting signs of serious distress, or engaging in harmful or disruptive behavior. CARE is not a crisis or emergency response team; however, it provides a support system to help faculty intervene proactively when a student's behavior is disruptive to the safety and order of the classroom. They also take referrals on students who appear to be in emotional distress. <http://www.uma.edu/bit.html>

6. UMA Libraries (Katz and Nottage): In service to our primary roles in providing information literacy skills training and support to students, professional librarians are available for individual consultation with faculty regarding the design of library-related assignments. Library staff also regularly develop Web-based guides to the library (LibGuides) for courses and subject areas. We can also offer assistance with faculty members' scholarly research pursuits.

C. HR Support Resources:

1. Administration Services' Office of Human Resources will assist faculty address issues related to working conditions, health care benefits and services. The Office will also consult with faculty about personal office needs (e.g. office physical maintenance, ergonomic

accommodations, etc.), opportunities related to interpretations of UMS and institutional HR policies, retirement planning, and conflict resolution associated with personnel matters.

2. Employee Assistance Program: The University of Maine System recognizes that from time to time personal problems can affect our ability to perform at our jobs. UMS provides an Employee Assistance Program (EAP) benefit to help employees and families cope with challenging times. For more information, consult the EAP website.

<http://www.uma.edu/eap.html>

3. UMA's Office of Student Learning Support Services works with faculty and supports students with disabilities that affect their learning, including mental health and physical disabilities, as well as the typical learning disability such as ADD or dyslexia. If a student requests accommodation for a disability, please have the student contact this office:

<http://www.uma.edu/disabilityservices.html>

4. Student Counseling: The counseling center at UMA offers counseling for students; feel free to ask students if they would like to avail themselves of these services. UMA has full time professionally trained counselors in both Augusta and Bangor and also will support students at centers and sites. Contact <http://www.uma.edu/counseling.html>

5. The Maine Educational Association and the Associated Faculty of the University of Maine (AFUM) and the Part-Time Faculty Association (PAFTA) can provide support and assistance with faculty work.

If you have questions about faculty support, please contact the Provost's Office at 621-3288.

D. UMA Bookstore <http://www.umabookstore.com/>

E. Behavioral Intervention Team <http://www.uma.edu/bit.html>

F. Library and Information Resources

General Contact Information: Bennett D. Katz Library (Augusta) 621-3349. Judith Nottage (Bangor) 262-7900. Off-Campus Library Services (Statewide) at 621-3351.

Essential Library Links

Feel free to include these links in your syllabi and Blackboard pages. Librarians also produce many different "mini-webpages" called LibGuides for specific topics, courses and other areas of focus. [See sample LibGuides here](#). Contact your librarian.

Description

- URSUS online catalog for Maine
- Research help
- Find Journal Articles in Indexes and Databases
- Find Full-Text journals by Title
- Librarians' internet Index (Sites you can trust)
- Research Guides by Course and Subject

URL

- <http://ursus.maine.edu/>
- <http://www.uma.edu/referenceandresearch.html>
- <http://libraries.maine.edu/mariner/marindexesdb/alphalist.asp?Loc=aug>
- <http://www.uma.edu/featureddatabases.html>
- <http://www.ipl.org/>
- <http://umalibguides.uma.edu/guides>

- Borrowing Books (Circulation) <http://www.uma.edu/circulation.html>
- Interlibrary Loan (for materials not found in URSUS) <http://www.uma.edu/interlibraryloan.html>
- Online Reference Services <http://www.uma.edu/refrequest.html>
- Off-Campus Library Services <http://learn.maine.edu/library/>
- Ask a librarian: Chat, email, text messaging <http://learn.maine.edu/library/>
- Media Services (Audio-Visual) <http://www.uma.edu/audiovis.html>
- Putting Materials on Reserve <http://www.uma.edu/libraryservices.html>
- Faculty recommendations for Selection of Materials <http://www.uma.edu/collectiondevelopment.html>
- Search the UMA/DVD catalog <http://www.uma.edu/vidcatsearch.html>
- Plunkett Maine Writers' Collection <http://www.uma.edu/mainewriterscollection.html>
- Library Staff, Hours, Floor Plan, Directions, History <http://www.uma.edu/aboutthelibraries.html>
- UMA Libraries' Mission Statement <http://www.uma.edu/librariesmissionstatement.html>
- Intellectual Honesty Statement and Tutorials for Student http://libraries.maine.edu/mariner/tutorials/Academic_Honesty.asp
- Maine Women's Hall of Fame (Located in Katz Library) <http://www.uma.edu/mwhof.html>

11. DEAN OF STUDENTS OFFICE AND STUDENT RIGHTS

All of the following are included in the Dean of Students website:

<http://www.uma.edu/deanofstudents.html>

A. Academic Due Process

<http://www.uma.edu/shbkalphaindex.html>

B. Division of Student Development

1. Academic and Career Advising Center
 - a. Academic Advising
 - b. Career Services
 - c. Placement Testing
 - d. Credit for Prior Learning
2. Cornerstone Program (federally grant funded TRIO Student Support Services program)
3. Dean of Students
 - a. Student Handbook
 - b. Student Conduct
 - i. UMS Student Conduct Code
 - ii. UMA Conduct Procedures
 - c. Resolving Student Academic Complaints
 - i. Student Academic Grievance Policy
 - d. New Student Orientation
 - e. Photo ID Card Program (Student, Faculty and Staff)
 - f. Student Accident and Health Insurance

4. Learning Support and Counseling Services
 - a. Accommodating Students with Disabilities
 - i. Academic Access: A Desk Reference for Accommodating Students with Disabilities
 - b. Skills for Effective Learning
 - c. Tutoring
 5. Maine Centers for Women, Work & Community
 - a. Career Development
 - b. Microenterprise Development
 - c. Financial Literacy
 - d. Leadership Development
 6. Student Life
 - a. Civic Engagement
 - b. Student Activities
 - c. Student Government
 - d. Student Clubs and Organizations
 - e. Athletics
- C. [Student Academic Integrity Code](#)
 D. [Student Academic Grievance Policy](#)

12. UMA'S ADMINISTRATION

A. Organizational Chart [X:\ACADEMIC INTRANET\Faculty Handbook](#)

B. President <http://www.uma.edu/president.html>

1. Responsibilities, Authority, and Expectations

Dr. Rebecca Wyke is the interim President of the University of Maine at Augusta. As interim President, Dr. Cummings is responsible for leading the institution and ensuring academic quality and accessibility for its students.

The President is responsible for:

-- the implementation of plans, policies, and directives from the Board of Trustees and the Chancellor;

-- the establishment of an effective communications link between the President and the Chancellor and between the President and all of the constituencies at the institutional level: faculty, students, staff, and alumni;

- the academic leadership of the institution through established planning processes and prioritizing of goals and objectives, promotion of academic excellence, development and motivation of faculty and staff to accomplish the campus mission, and promotion of innovative and efficient use of resources;
- the development and administration of the institution's operational and auxiliary enterprise budgets as approved by the Chancellor and Board of Trustees, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets;
- the development, maintenance and operation of the physical plant and for the development of long-range capital construction priorities in accordance with the mission and guidelines set forth by the Board of Trustees;
- the administration of all programs affecting student life and promotion of the learning environment for the welfare of the student body;
- the development of an effective public service program for both the internal and external communities;
- the development of an effective community relations program.

The President's office is staffed by the President, a Chief of Staff, and an Administrative Specialist.

2. Advisory groups to the President include:

Senior Staff:

President
 Vice President of Finance and Administration
 Vice President of Academic Affairs and Provost

President's Executive Committee:

President
 Chief of Staff
 Vice President of Finance and Administration
 Vice President of Academic Affairs/Provost
 Executive Director of External Relations
 Executive Director of University College & Distance Education
 Executive Director of Institutional Research & Planning
 Academic Deans
 Dean of Students
 Dean of Enrollment Services
 Dean, UMA Bangor Campus

President's Cabinet/Advisory Council

History

Traditionally, the President's Advisory Council (the Council) has advised the President on matters deemed a priority by the President as well as shared information about and among the constituents. However, in the context of UMA's current self-study and its strategic plan, the need to expand the group's role was identified by the Provost, supported by the President and endorsed by the Council as a whole.

Mission

The Council advises the President and coordinates the strategic planning efforts of the university.

Responsibilities

The Council has the following responsibilities:

1. To advise the President on issues deemed a priority;
2. To serve as a steering committee for the continuous processes of
 - a) strategic planning and
 - b) assessment activities occurring throughout the university; and
3. To assure that leaders of the various community groups discuss major university issues from the diverse perspectives of their members.

Membership:

President

Vice President of Finance and Administration

Vice President of Academic Affairs and Provost

Chief of Staff

Executive Director of Institutional Research & Planning

Executive Director of External Relations

Executive Director of University College & Distance Education

Executive Director of Administrative Services

Dean of Enrollment Services

Dean, UMA Bangor Campus

Dean of Students

Dean, College of Professional Studies

Dean, College of Arts and Sciences

Director of Computer Services

President, Faculty Senate

2 Faculty Representatives from each of the 2 Colleges

Development Specialist

Faculty Representative to the University of Maine System Board of Trustees

Student Representative to the University of Maine System Board of Trustees

Chair of the Professional Employee Association

Chair of the Classified Employee Association

Chair of the Senior College Board of Directors

President of the Alumni Association
President of the Student General Assembly
Chair of the Board of Visitors
Community Representative
Representative from UC Center

Board of Visitors

Purpose

Established by the Maine State Legislature, the Board of Visitors advocates, raises private funds, advises the president on community issues, and reviews for final recommendation to the Board of Trustees tuition increases, new academic programs, and the mission statement of the university.

Membership

Each of the seven universities has a Board of Visitors, which may consist of up to twenty members recommended by the University President and confirmed by the Board of Trustees. The regular term of appointment is three years with a maximum of two terms. Each term expires on July 1 of the appropriate year.

- Membership reflects the mission of the University and the region it serves.
- Membership is drawn from the external University community.
- No more than one-third of the membership may be a non- resident of Maine.
- Membership must demonstrate sensitivity to diversity.
- The University President will be an ex-officio member of the Board of Visitors.

C. Vice President of Academic Affairs and Provost

<http://www.uma.edu/umaprovost.html>

1. Academic Deans
2. Dean of Students
3. Dean of UMA Bangor
4. Director of Assessment
5. Director of UMA Library Services
6. Registrar

D. Vice President for Finance and Administration

<http://www.uma.edu/financeoffice.html>

E. Executive Director of Administrative Services

<http://www.uma.edu/adminservices.html>

1. Fringe Benefits
2. Employee Support
3. Director of EEO

2015 Revised Section 4C2iii; added GenEd Statement to Introduction; Approved by Faculty Handbook Committee. updated Mission & Vision statements.

2014 Revised Section 10A added 10B&C. Approved by Faculty Handbook Committee

10/9/13 Revised section 4.C.1 paragraphs 6 & 7. Approved by Faculty Handbook Committee.