
THE UNIVERSITY OF MARYLAND, BALTIMORE COUNTY (UMBC)

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2 THE UNIVERSITY OF MARYLAND, BALTIMORE COUNTY (UMBC)

2.1 THE UMBC CAMPUS

UMBC opened its doors to 760 students in 1966. A research university, located on a 500-acre campus, UMBC offers 54 undergraduate major programs, 17 post-baccalaureate certificates, and 40 master's and 26 doctoral degree programs in the social sciences, arts and humanities, the sciences, and engineering.¹ During the year ending June 30, 2015, it awarded 2,432 baccalaureate degrees, 694 master's degrees, and 100 doctoral degrees. In fall 2014, it enrolled 11,379 undergraduate and 2,600 graduate students, for a total of 16,579 students. In fall 2014, the university employed 501 full-time instructional faculty, along with 268 part-time faculty. Full-time non-instructional faculty, housed primarily in research centers and departmental laboratories, numbered 151. Since its inception, UMBC has been able to attract a highly qualified instructional and research faculty.

UMBC consists of [47 main buildings](#), 8 of which comprise [bwtech@umbc](#): a Research & Technology Park adjacent to the main campus and an Incubator and Accelerator located nearby at the university's south campus. The [Albin O. Kuhn Library & Gallery](#) contains approximately 1 million bound volumes, over 1.9 million photographs and slides, and more than 33,000 current subscriptions many of which are available online. An automated library system links UMBC to the holdings of libraries throughout the University System of Maryland and affiliated institutions. Print materials found elsewhere through this system can be requested online for pickup at the UMBC Library. The system's [Research Port](#) provides immediate access to a wide array of research databases and many online full text articles as well as automated document delivery services for additional materials. The [Library Gallery](#) contributes to the intellectual life of the campus and the region through its distinguished exhibitions.

According to UMBC's mission statement, approved in 2008, "UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning." The mission statement emphasizes excellence in undergraduate and graduate education, doctoral research activities and productivity including technology transfer, the integration of research activities and undergraduate teaching, and a commitment to contribute to the region's economic, social, and cultural development. Through the University of Maryland Graduate School, Baltimore (UMGSB), in which UMBC and the University of Maryland, Baltimore (UMB) are partners, UMBC is a center for research and doctoral-level teaching in the Baltimore area. Created in 1985, the UMGSB serves as the administrative arm of the combined graduate and research programs of UMBC and UMB.

¹UMBC's inventory of academic programs is being expanded on a continual basis. This count reflects programs in the Maryland Higher Education Commission's [program inventory](#), as of August, 2015, and some of these programs have not yet been implemented. Moreover, some of the Master's programs represent degree-granting authority within doctoral programs, rather than free-standing Master's programs.

UMBC is committed to providing excellence in teaching and research and to offering academic service to the professional communities and public service to the region. Since the founding of the campus, UMBC has taken special pride in bringing students together with faculty who are dedicated to both teaching and research on the undergraduate and graduate levels. It is equally committed to promoting a community that encourages diversity and fosters cooperation among its members. UMBC takes seriously its responsibility for developing an environment that meets the needs of its students and enables them to fulfill their educational goals.

All members of the faculty, whether tenured or not, are entitled to protection against illegal or unconstitutional discrimination by the institution, or discrimination on a basis not demonstrably related to the faculty member's professional performance, including but not limited to race, sex, religion, national origin, age, physical handicap, marital status, and sexual or affectional preference.

2.2 UMBC RESEARCH FACILITIES

For the research facilities available at UMBC, the University of Maryland Graduate School, Baltimore, the University System of Maryland, and generally in the Baltimore-Washington corridor, please consult the current [UMBC Undergraduate Catalog](#), and the [UMBC Graduate Catalog](#).

2.2.1 Procedures for the Establishment and Review of Centers, Institutes, Laboratories, and Similar Groups

(Approved by the Faculty Senate September 12, 2000; Section headings and paragraph style adapted to the format of this *Handbook*.)

From time to time, University personnel seek to establish informal and formal relationships for the purposes of conducting research, enhancing teaching, and providing public service. The creation of such cooperative entities is encouraged as being consistent with the mission and spirit of UMBC. This policy is not intended to include internal service centers such as the Advisement Center or Counseling Center.

The following UMBC guidelines are consistent with the USM Policy for the Establishment and Review of Centers and Institutes (May 31, 1994). The Policy states:

Centers, Institutes, Laboratories, and similar groups and organizations form the useful devices for organizing faculty and staff from different disciplines to focus on teaching, research, and/or service in an area of common interest. Centers and similar groups should be justified based on their contribution to specified missions of research and service and by their relationship to instructional programs at the institution.

Centers, Institutes, Laboratories, and similar groups are designed to further the mission of the university. Academic credit associated with activities in these units, however, must be under the auspices of an appropriate academic department.

2.2.1.1 UMBC Procedures

1. Group

The first, and simplest type of unit, is called a Group. The Group is organized on an *ad hoc* basis to prepare a proposal or to conduct a specific project. The duration for the organization of the Group is limited to the life of the project or assignment. No formal procedure is involved in the establishment of a Group other than written

approval of the relevant department Chair and Dean. If a Group involves personnel from multiple academic units, written approval may be granted from the relevant Chairs, Dean(s) or supervisory officer(s).

2. Departmental Laboratories, Centers, and Institutes

Housed within departments and customarily involving one or two principal investigators, Departmental Laboratories, Centers, and Institutes are designed to provide a distinct identity to a focused research area or topic of investigations. A Departmental Laboratory, Center, or Institute may have a director, associated staff, and an operating budget; however, because of its size, mission, and function, it is an integral part of the academic department and therefore reports to the Chair of the relevant department. The department itself serves as home for the Departmental Laboratory, Center, or Institute, to nurture and support the management of its operations.

As with Groups, no formal procedure is required to establish a Departmental Laboratory, Center, or Institute other than written approval of the relevant department Chair and Dean. In cases where faculty seek to establish a small Laboratory, Center, or Institute that would involve faculty from more than one department, but would in all likelihood not be able to be financially self-supporting, approval may be granted by the Chairs of the host departments who will undertake responsibility for the management of the unit, together with the written consent of the relevant Dean(s) or supervisory officer(s). Reporting and review of these departmentally affiliated units shall be conducted within the regular departmental and academic program review processes.

When a Departmental Laboratory, Center, or Institute anticipates engaging UMBC resources beyond those within the jurisdiction of the department(s)-- including space, equipment, or staff support, in addition to the appropriate administrative review, the matter should be forwarded to the Academic Planning and Budget Committee (APB) for timely discussion, with a recommendation to the Faculty Senate. Identification of how the unit addresses UMBC's mission should be delineated. Should UMBC resources be forthcoming to assist the departmentally-based unit, then the Director of the unit will be obligated to complete a brief annual report which includes a description of the UMBC resources assigned to the unit (e.g., space, funding, faculty and staff, overhead support), the benefits derived from this investment, and the continued relationship of the unit's activities to the UMBC mission. The format for the annual report will be distributed by the Office of the Provost in April of each year. In addition to the distribution of a completed annual report to the relevant UMBC administrators, the report will be sent to the UMBC Research Council, the APB Committee, and the Faculty Senate. When a Departmental Center or Institute has grown sufficiently and seeks to operate as its own administrative unit outside of a department, it may apply to become a free-standing UMBC Center or Institute.

3. UMBC Centers and Institutes

UMBC Centers or Institutes are comparable to an academic program without departmental status. They may involve both external and State funding and may appear as organized units in the working budget. Headed by a Director, they have a formal administrative structure designating clear reporting lines to a Dean or supervisory officer. Centers and Institutes may be supported by general funds, but in most cases, they are designed to attract external resources. Customarily, Centers and Institutes are designed be responsive to societal needs and are therefore able to attract

external funds. Often, they are self-supporting units and will follow standard campus procedures in establishing and managing fiscal accounts.

As comparatively independent and flexible units, Centers and Institutes must establish and have approved by the UMBC President, a formal proposal that outlines need, mission, governance, proposed activities, reporting lines, personnel involved and space required, total resources involved (including start-up costs, long-term costs, administrative costs, etc.), and appointment procedures for its respective Director. All UMBC Centers and Institutes are to establish an Advisory Board and promulgate a set of by-laws. Membership of the Advisory Board must consist of at least two or more tenure-track UMBC faculty who are not part of the administrative structure of the unit.

All academic units that seek to be formally designated as UMBC Centers and Institutes are to submit a proposal for sequential review and endorsement to the department(s) whose faculty, space, and other resources are involved, to the Dean(s) or appropriate supervisory officer, the Provost, and final action by the UMBC President. Absent extraordinary circumstances, a full written proposal for a UMBC Center or Institute that includes university resources such as (but not limited to) space, faculty lines, or administrative overhead, shall be forwarded to the President of the Faculty Senate for timely review and comment by the APB Committee and the Faculty Senate prior to approval by the UMBC President. Authorization for final approval rests with the UMBC President. The UMBC President shall report the establishment of each new UMBC Center or Institute to the USM Chancellor and the Board of Regents.

Centers and Institutes are required by the USM to prepare an annual report and will participate in a periodic review based on a seven-year cycle. Annual reports and periodic review reports will be distributed to the relevant academic administrators and will be disseminated to the Research Council, APB Committee, and the Faculty Senate. The format for the annual report will be distributed by the Office of the Provost in April of each year. The units will be asked to include in their annual report a statement of the UMBC Center or Institute's goals and objectives for the academic year about to be completed, the extent to which those objectives have been accomplished— including quantitative measures where possible (e.g., activities undertaken; academic productivity including: numbers of journal papers, books, and conference presentations; numbers and types of grants; overhead generated; individuals served; community impact; personnel; national awards), UMBC resources assigned to the unit (e.g., space, funding, faculty and staff, overhead support), opportunities and challenges faced by the unit, the relationship of the unit's activities to the UMBC mission, and goals and objectives for the upcoming year.

The periodic review of UMBC Centers and Institutes will parallel the structure and standards of the periodic review undertaken by graduate programs and will include an external, independent, nationally-recognized, visitation team with expertise in the areas of teaching, research, or service allied with the mission of the Institute or Center. The review will be conducted by the Graduate School in consultation with the office in which the Center resides. The review report will provide independent feedback based on the contribution of the Center or Institute to the specified teaching, research, or service mission at UMBC.

2.2.2 UMBC Research, Teaching, and Service Centers and Institutes

The inventory of UMBC Centers and Institutes is maintained by the Vice President for Research. (See [Campus-wide Centers and Institutes](#) and [Departmental Centers](#)). The table below lists the centers and their directors, as of October 2011.

UMBC Research, Teaching, and Service Centers and Institutes

<i>Director</i>	<i>Independent Institute</i>
Michael F. Summers	HHMI Howard Hughes Medical Institute
<i>Director</i>	<i>Campus-wide Center or Institute</i>
Vivian Armor	Alex. Brown Center for Entrepreneurship
Govind Rao	CAST Center for Advanced Sensor Technology
Anthony M. Johnson	CASPR Center for Advanced Studies in Photonics Research
Symmes Gardner, Executive Director	CADVC Center for Art, Design & Visual Culture
Yelena Yesha	CHMPR Center for Hybrid Multicore Productivity
Timothy Nohe	CIRCA Center for Innovation, Research, and Creativity in the Arts
Tracey Jane Turner	CSST Center for Space Science & Technology
Claire Welty	CUERE Center for Urban Environmental Research and Education
Penny Rheingans	CWIT Center for Women and Information Technology
Jessica Berman	Dresher Center for the Humanities
Ray Hoff	GEST Goddard Earth Sciences and Technology Center
Jan Merka	GPHI Goddard Planetary Heliophysics Institute
Cynthia Woodcock	The Hilltop Institute
Dan Bailey	IRC Imaging Research Center
Russell T. Hill	IMET Institute of Marine and Environmental Technology
Chris D. Geddes	IOF Institute of Fluorescence
Danita Eichenlaub, Administrative Director	JCET Joint Center for Earth Systems Technology
Donald F. Norris	MIPAR Maryland Institute for Policy Analysis and Research
John S. Martello, Exec. Director Michele K. Wolff, Director	Shriver Center
Anupam Joshi	CYBR UMBC Center for Cybersecurity
<i>Director</i>	<i>Departmental Research and Educational Centers</i>
Robert Rubinstein	Center for Aging Studies
Anne Sarah Rubin	Center for Digital History & Education
Daniel Ritschel	Center for History Education
Brigitte Z. May	Center for Language Initiatives
Carolyn Knight	Center on Research & Teaching in Social Work
Susan Blunck	Center for Excellence in STEM Education
Curtis Menyuk, Group Leader	Computational Photonics Laboratory

Tim Finin	Institute for Global Electronic Commerce
Wayne Lutters	Interactive Systems Research Center
Tracey Jane Turner	JCA Joint Center for Astrophysics
Barry Lanman	Martha Ross Center for Oral History
Nicole King	Orser Center

2.3 GEOGRAPHIC LOCATION OF THE CAMPUS

The campus is located in a suburban environment, near the intersection of the Baltimore beltway (Interstate 695) and Interstate 95 connecting Baltimore and Washington. Ten minutes away from downtown Baltimore and from the Baltimore-Washington International Airport, and within commuting distance of Washington and Annapolis, the campus is located in the midst of one of the greatest concentrations of research facilities and talent in the nation. Universities, libraries and laboratories serving virtually every academic discipline are within easy commuting distance as are state, federal, and private institutions, museums, theatres, symphonies, operas, aquariums, zoos, historic monuments, and other institutions and activities. Additionally, the Atlantic beaches are 2½ hours away to the east and the Appalachian Mountain hiking and ski trails are 2½ hours to the west.

2.4 UMBC ADMINISTRATION

The administration of the campus is the responsibility of the [President](#), who is accountable to the Board of Regents for the successful conduct of the institution and supervision of each of its departments. Additionally, the President implements the policies of the Regents and promotes UMBC's development. Decisions about UMBC faculty appointments, promotions, and tenure are the responsibility of the President, although campus policies and procedures are reviewed by the University System and approved by the Regents.

UMBC's officials are the President, the [Provost and Senior Vice President for Academic Affairs](#), the [Vice President for Administration and Finance](#), the Vice President for Institutional Advancement, the [Vice President for Student Affairs](#), the [Vice President for Research](#), the [Dean of the College of Engineering and Information Technology](#),² the [Dean of the College of Arts, Humanities and Social Sciences](#), the [Dean of the College of Natural and Mathematical Sciences](#),³ the [Dean of the Erickson School](#), the Dean of Social Work (UMB), the Vice Provost and Dean of Undergraduate Education, the Vice Provost for Academic Affairs, the Vice Provost for Faculty Affairs, and the Vice Provost for Continuing and Professional Studies, and the university's General Counsel.

2.5 ACADEMIC ORGANIZATION

Undergraduate and graduate instruction at UMBC is distributed among 38 departments/programs administered by department chairs or program directors who, through their deans and the Dean of the Graduate School, report to the Provost, UMBC's chief academic officer. The Honors College and Interdisciplinary Studies report directly to the Office of the Provost.

²The former College of Engineering was renamed the College of Engineering and Information Technology, effective July 1, 2003.

³The former College of Arts and Sciences was divided into the College of Arts, Humanities and Social Sciences and the College of Natural and Mathematical Sciences, effective July 1, 2005.

2.5.1 [Dean, College of Arts, Humanities and Social Sciences](#)

Twenty-six departments and programs report to the Dean of the [College of Arts, Humanities, and Social Sciences](#): Africana Studies; American Studies; Ancient Studies; Asian Studies; Dance; Economics; Education; Emergency Health Services; English; Gender and Women's Studies; Geography and Environmental Systems; Gerontology; History; Interdisciplinary Science; Judaic Studies; Language, Literacy and Culture; Media and Communication Studies; Modern Languages,

Linguistics, and Intercultural Communication; Music; Philosophy; Political Science; Psychology; Public Policy; Sociology and Anthropology; Theatre; and Visual Arts. The Office of the Dean of Arts, Humanities, and Social Sciences is located in the Physics Building.

2.5.2 [Dean, College of Engineering and Information Technology](#)

The [College of Engineering and Information Technology](#) at UMBC offers programs in Chemical, Biochemical, and Environmental Engineering; Computer Science and Electrical Engineering; and Mechanical Engineering. Also located within the College is the Department of Information Systems. The Office of the Dean of Engineering and Information Technology is located in the Information Technology/Engineering Building.

2.5.3 [Dean, College of Natural and Mathematical Sciences](#)

Five departments report to the Dean of the [College of Natural and Mathematical Sciences](#): Biological Sciences, Chemistry and Biochemistry, Mathematics and Statistics, Marine Biotechnology, and Physics. The Office of the Dean of Natural and Mathematical Sciences is located in the University Center.

2.5.4 [Associate Dean, School of Social Work](#)

The [Department of Social Work](#), which offers an undergraduate program, reports to the Provost through the [Dean of the School of Social Work](#) at the University of Maryland, Baltimore. The Department of Social Work on the UMBC campus is chaired by the Associate Dean of Social Work and is located in Sherman Hall.

2.5.5 [Dean, The Erickson School](#)

The mission of the [Erickson School](#) is "To prepare a community of leaders who will use their education to improve society by enhancing the lives of older adults." The offices of the Erickson School are located at 5523 Research Park Drive, Suite 230.

2.5.6 [Dean of the Graduate School](#)

The [Graduate School](#) at UMBC offers post-baccalaureate certificate programs, and degree programs leading to the Masters degrees in Arts, Fine Arts, Professional Studies, Public Policy, and Science. The Graduate School is located on the second floor of the Administration Building.

2.5.7 [Dean of Undergraduate Education](#)

In 2005, the [Office of Undergraduate Education](#) (OUE) was established to provide a central office for promotion and administration of the undergraduate academic experience. The OUE “strives to provide an honors university experience for every UMBC undergraduate. Such an experience engages students in the intellectual life of the university and promotes academic excellence...” The OUE is located in Sherman Hall.

2.6 CAMPUS GOVERNANCE

2.6.1 Policy on Shared Governance in the University System of Maryland

([Board of Regents Policies and Procedures I-6.00](#); Approved by the Board of Regents October 4, 1996; Amended on August 25, 2000)

I. PURPOSE

The University System of Maryland (USM) consists of 13 institutions⁴ with distinct but complementary missions. The Board of Regents recognizes the distinct and complementary roles that the Regents, the Chancellor, the Presidents, other administrators, the faculty, the staff, and students have in governing the USM institutions.

Moreover, the Board also recognizes that as higher education changes and evolves, implementation of the fundamental principles of shared governance set forth below must also continue to evolve.

This policy affirms the Board’s commitment to these fundamental principles, which shall guide the development of institution-specific shared governance practices consistent with this policy.

II. PRINCIPLES

- A. Final authority and responsibility for the welfare of the USM and its institutions rests with the Board of Regents. The Board may delegate to the Chancellor and the Presidents portions of that authority for the purpose of assuring the effective management of the System and its institutions.
- B. Shared governance procedures and principles apply at all levels within the USM.
- C. Shared governance requires informed participation and collaboration by faculty, students, staff, and administrators.

⁴As of October 2011, the USM consisted of 11 degree-granting institutions, one research center, and two system-wide regional education centers. (See [Section 1](#) of this Handbook.)

- D. Faculty, staff, and students shall have opportunities to participate, appropriate to their special knowledge and expertise, in decisions that relate to:
1. Mission and budget priorities for the University System of Maryland and its constituent institutions;
 2. Curriculum, course content, and instruction;
 3. Research;
 4. Appointment, promotion, and tenure of all faculty members and the development of policies that affect faculty welfare generally;
 5. Development of human resources policies and procedures for exempt and non-exempt staff;
 6. Selection and appointment of administrators;
 7. Issues that affect the ability of students to complete their education; and
 8. Other issues that arise from time to time that affect the overall welfare of the USM and/or its institutions.
- E. While some members of shared governance bodies may be appointed, the substantial majority should be elected by their constituencies. Such bodies should elect their own presiding officers.

III. PRACTICE

- A. Each USM institution shall have in place written procedures and formal structures that provide for appropriate collaboration and communication between and among administration, faculty, staff, and students. The structures and procedures shall be developed cooperatively, disseminated widely prior to adoption, and reviewed periodically according to procedures and timelines established in the documents governing institutional practice.
- B. Each constituent institution within the USM shall have either a single shared governance body for the institution as a whole, or separate bodies for faculty, staff, and students. At least 75% of the voting members shall be elected by their constituencies. This percentage shall not apply to paragraph G. below. These bodies shall have written bylaws and shall meet regularly.
- C. Each institution shall define the subject matter appropriate for faculty, staff, and/or student participation in the shared governance process.

The definitions shall recognize:

1. The responsibility of administrators for forming and articulating a vision for the institution, for providing strategic leadership, and for managing its human resources, finances, and operations;

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2. The central role of the faculty in the institution's teaching, research, and outreach programs, including the assessment of the quality of these activities through peer review;
 3. The essential support provided by staff in facilitating the institution's operations and the legitimate interest of the staff in participating in the development of policies and procedures that affect them and the welfare of their institutions;
 4. That students are the institution's main academic educational focus and that they have a legitimate interest in matters affecting their ability to complete their education, including but not limited to costs, grading, and housing; and
 5. That there is a role for each group in the search for and selection of key institutional administrators.
- D. Institutional structures and procedures for shared governance shall address the role of non-tenured and non-tenure track, part-time, adjunct, and other faculty ranks as established by Regents' policy, as well as other employees on long-term contracts.
- E. The Presidents and other institution-wide administrators shall consult regularly with the institution's elected representative body or bodies. This consultation will be in accordance with accountability plans developed collaboratively by the participants. These accountability plans shall be subject to the approval of the Board of Regents. The Presidents shall report annually to the Chancellor on the implementation of these accountability plans, and the Chancellor in turn shall report to the Board.
- F. The Chancellor and other System administrators shall consult regularly with the legislatively-mandated, System-wide representative bodies. The Chancellor shall report annually to the Board on the status of these consultations.
- G. The Presidents shall assure that shared governance, based upon the principles and practices in this policy, is appropriately implemented in all sub-units, and are accountable for assuring that other administrators follow them in unit-level deliberations.
- H. Effective implementation of shared governance shall be a component of evaluations of the Chancellor, the Presidents, and other administrators as designated by the Chancellor for the USM Office, and by the President for the institutions.
- I. In keeping with Principle II.C., all participants share with their Presidents and the USM leadership responsibility for:
1. Being informed on issues that confront higher education, the USM, and the institutions;
 2. Acting within time constraints that are imposed by external agencies and influences, sometimes with little or no notice;
 3. Sharing appropriate information and providing timely feedback;
 4. Recognizing the specific goals and needs of the institution, and being accountable to the constituencies represented; and
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5. Distinguishing the roles played by various units and individuals in decision making and administration.
- J. Given the dynamic nature of institutional governance, it is understood
5. That there may be occasions when institutional leaders must act in the best interest of the institution on major issues affecting the institutional constituencies without full benefit of the shared governance process. In such cases the representative bodies shall be informed in a timely manner and have an opportunity to comment on the issues.
 6. That administrators shall inform important constituencies in a timely manner if they choose to disregard, in whole or in part, the advice and recommendation of constituencies, and they should provide the reasons for their decision. In these cases, the shared governance body may, if it so chooses, present a written statement of its position and/or any objections to the decision as part of the institution's or unit's record on the issue.
- K. Faculty and staff who do not hold administrative appointments, and all students, may express their opinions freely on all shared governance matters without retaliation. Administrators, including faculty holding administrative appointments, may also express their opinions freely during policy discussions, without retaliation, but once a decision is reached they are expected to support and implement policy as determined by the institutional leadership.
- L. Shared governance requires a commitment of resources and time from the USM institutions. Each institution shall provide a proper level of resources, as determined by the President, to faculty, staff, and students to allow them to carry out their shared governance responsibilities effectively.
- M. While participation in governance by faculty, staff, and students is necessary and important for the well-being of the USM and its institutions, the final responsibility for decision-making rests with institutional Presidents, the Chancellor, or the Board of Regents, who are ultimately held accountable by the public and its elected leaders.

2.6.2 Accountability Plan for Shared Governance, University of Maryland, Baltimore County

(Submitted to the University System of Maryland, February 27, 2001. Footnotes are contained in the original document.)

I. Introduction

Board of Regents Policy I-6.00, *Policy on Shared Governance in the University System of Maryland*, adopted October 4, 1996, and amended August 25, 2000, affirms a commitment to shared governance in each institution of the University System of Maryland (USM). It provides for informed, timely participation by faculty, staff, students, and administrators in the development of institutional policies and in institutional decisions appropriate to their special knowledge and expertise.

Specifically included in the policy are decisions related to: mission and budget of the USM and its constituent institutions; curriculum, course content, and instruction; research; appointment, promotion, and tenure of all faculty members and faculty welfare generally; human resources policies and procedures for exempt and non-exempt staff; selection and appointment of administrators; issues that affect the ability of students to complete their education; and other issues that affect the overall welfare of the USM and its institutions.

Each USM institution must have written procedures and formal structures that meet specific requirements enumerated in the policy. This Accountability Plan describes the structure of shared governance at the University of Maryland, Baltimore County (UMBC) and documents the institution's conformity to the USM policy.

II. Plan of Organization

The *Plan of Organization* for UMBC provides for five bodies to represent the university community to the administration of UMBC and the administrators and Board of Regents of the University System of Maryland. Adopted in 1980, and most recently revised in November 2000, the *Plan of Organization* fulfills nearly all of the requirements for shared governance enumerated in Policy I-6.00.⁵

A. The Senates

Five senates, each consisting of representatives elected from among its constituents, advise and make recommendations to the UMBC administration. These are the Faculty Senate, the Student Government Association (SGA), the Professional Associate Staff Senate (PASS), the Classified Staff Senate (CSS), and the Graduate Student Association (GSA). Each senate reviews the actions of the other four senates, establishes its own bylaws and committees, appoints members to conference committees of the senates to resolve differences among them, engages in actions assigned to it by the *Plan of Organization*, and makes recommendations to the Board of Regents through the President and Chancellor.

The President serves as a member, *ex officio*, of all five senates. The Vice Presidents and the Deans serve as members, *ex officio*, of the senates related to their areas of responsibility. The *ex officio* memberships carry voice but not vote. Senate presidents and vice-presidents are elected by members of their respective senates, except for the SGA whose officers are elected by the study body. Each senate is consulted by the administration on major policies, procedures, and guidelines affecting the UMBC community, and each also initiates ideas for consideration by the other senates and approval by the administration.

⁵Copies of the *Plan of Organization* and the bylaws of the five senates can be obtained from the Office of the Provost, UMBC, 1000 Hilltop Circle, Baltimore, MD 21250.

B. The Steering Committee

The President and Vice President of each senate form the Steering Committee, together with the President of UMBC (or designee), who sits *ex officio*, with voice but not vote. The Steering Committee coordinates the activities of the five senates, represents the senates collectively to the UMBC administration, receives reports from committees responsible to it, refers matters to the respective senates or committees, and communicates actions of each senate to the other senates. It is also responsible for maintaining and initiating revisions to the *Plan of Organization*.

C. University Committees

University Committees are established by the Plan of Organization or by majority vote of each senate. These committees accept assignments from the Steering Committee or any of the five senates, report to the body that oversees their activities, and inform all senates and the Steering Committee of their actions.

The University Committees, with a brief summary of their areas of responsibility, are described below and indicate the broad participation of the university community in recommending policies and procedures on matters identified in Policy I-6.00. Except as otherwise noted, the committees' responsibilities lie in review and recommendation of policies and procedures in these areas.

1. Undergraduate Council: Undergraduate admissions standards and scholastic standing; undergraduate degrees; degree requirements; curricula; academic major programs; individual courses.
2. Joint Graduate Council: Graduate admissions standards and scholastic standing; graduate degrees; degree requirements; curricula; academic programs; individual courses; awarding of post-baccalaureate degrees; reviews of existing graduate programs; standards for membership in the graduate faculty; selection of members of the graduate faculty.
3. Student Life Committee: Financial assistance; religious activities; health services; advising and counseling services; student housing; student transportation; social discipline of students; structure and operation of student government;
4. Special Sessions Policy Committee: Course approval; budget oversight; well-being of the Special Sessions.
5. Facilities Planning and Scheduling Committee: Architectural projects; building landscaping; energy efficiency; construction projects; capital improvements; parking; academic and non-academic use of campus facilities; academic calendar.
6. Landscape and Stewardship Committee: Natural and protected campus landscapes; ecosystem management; campus beautification; UMBC Landscape Master Plan.
7. Athletics Committee: Mission of athletics programs; recreational and intramural programs; access to athletic/recreational facilities; recruiting; admission standards; academic progress of intercollegiate athletes; outside fundraising activities.

8. Library Policy Committee: Operation of the Library.
9. Human Relations Committee: Ensuring equal justice for all members of the community in matters related to issues of race, gender, ethnicity, disability, cultural difference, and sexual orientation; resolution of problems of human relations.
10. Academic Conduct Committee: Academic misconduct; adjudication of instances of academic misconduct. The Committee also functions as a hearing board in cases of students' appeals regarding sanctions for academic misconduct.
11. Research Council: Operation of research, scholarship, and creative activities; research administration; research climate and environment; forum for discussion of research issues and problems and other issues affecting research and creative activity; administrative or academic affairs affecting research quality; review of research centers and institutes; compliance with Federal and State regulations regarding research; priorities and directions in research, scholarship, and creative activity.

III. The Senates

Each of the five senates has its own bylaws that address mission and function, organization and structure, membership, elections, duties of officers, meetings, and mechanisms for amendment. Although each senate conducts business relevant to its own concerns, the [Plan of Organization](#) ensures regular communication among the senates and between the senates and administrators. This is accomplished through the Steering Committee, the *ex officio* membership of administrators in the senates, and the University Committees, which have members elected by two or more of the senates.

IV. Other Aspects of Shared Governance

Although the [Plan of Organization](#) and the bylaws of the five senates provide the structural context for shared governance at UMBC, the University has a long history and an established culture of openness and communication among all segments of the campus community. For example, as required by BOR Policy I-6.00, the campus community has participated in the selection of UMBC's administrators. National searches have been conducted for the president, and the current deans and vice-presidents, and the search committees have included members of the faculty, staff, and students. Candidates invited to campus participate in forums that are open to the entire university community.

The President and Provost have numerous groups that they convene on a regular basis to advise them on campus policies and procedures. The President's Council, which includes senior administrators and staff and Faculty Senate leaders, meets weekly to advise the President on major matters of University policy and planning. It also serves as a forum for communication among senior administrators and faculty. The Provost's Council serves as a forum for debate and discussion of policy, planning, and University procedures. Its membership includes all those attending President's Council (with the exception of the President himself) and other administrators in support positions. In addition to regular members, persons from the campus community are frequently invited to present relevant information or to answer questions pertaining to the agenda. The Budget Committee consists of the President, the Vice Presidents, the Faculty Senate President, the Chair of the Academic Planning and Budget Committee, University Counsel, and the Associate Vice President for Marketing and Public Relations. Other groups also advise the President and Provost on specific issues. For example, the President's Commission on Women, consisting of faculty, staff, and students, advises the President on the status of women at UMBC and reviews policies and practices that affect women. The Provost annually convenes a Faculty Salary Equity Committee that reviews faculty salaries and makes specific recommendations for equity adjustments.

Planning is an ongoing process that is launched each year at the President's annual retreat, which is attended by about 100 administrators, faculty, staff, and students. The Planning Leadership Team, chaired by the Provost, includes the Vice Presidents, Deans, Faculty Senate leaders, the co-chairs of the Middle States Periodic Review Committee, and the chairs of task forces that have been convened to study important aspects of the University's mission and operation. This group sets strategic priorities and its recommendations are linked to the University budget.

In summary, governance at UMBC is carried out with a high level of participation from all segments of the University community. BOR Policy I-6.00 has identified specific aspects of shared governance that should be in place on each campus, and as documented in the table in section V, virtually all of them have been formally implemented. Those areas where formal policies are lacking, have nevertheless been observed over years of practice.

V. Table: Checklist for Shared Governance at UMBC re Applicable Sections of Board Of Regents Policy I-6.00

Yes	No	Comment
II.D.1-5, 7, 8		
	II.D.6	Observed in practice, but no formal policy is in place. Inclusion in this Plan (see section IV , ¶1) affirms UMBC's commitment to this aspect of shared governance.
II.E.		All senate officers are elected, but SGA officers are elected by <u>all</u> undergraduate students, not by their representatives.
III.A		Addressed by the <i>Plan of Organization</i> and the bylaws of the senates.
III.B		Addressed by the <i>Plan of Organization</i> and the bylaws of the senates.
II.C.1		Explicitly defined <u>advisory</u> role of all senates implicitly acknowledges that responsibility for these matters rests with administrators.
III.C.2		Addressed by the bylaws of the Faculty Senate.
III.C.3		Addressed by the bylaws of the two staff senates.
III.C.4		Addressed by the bylaws of the two student associations.
	III.C.5	See Comment for II.D.6 above.
III.D (non-tenured, non-tenure-track)	III.D (part-time, other faculty ranks)	Members of the Faculty Senate must be tenured or have 3 years of full-time experience at UMBC. The Faculty Affairs Committee includes at least one non-tenured tenure-track and one full-time non-tenure track faculty member with the rank of Instructor or Lecturer. ⁶ No explicit provisions have been made for representation part-time and other non-tenure-track faculty, but the Faculty Senate is presently addressing this issue.
III.E		Communication with the governance bodies is assured by the <i>Plan of Organization</i> and occurs in many additional ways as described in this <i>Accountability Plan</i> .

⁶The Faculty Senate approved this amendment to its bylaws at its February 13, 2001 meeting.

2.6.3 Policy on the Role of Faculty in the Development of Academic Policy

([Board of Regents Policies and Procedures II-3.00](#); Approved by the Board of Regents November 30, 1989)

1. At all institutions, faculty will have a primary role in the development of academic policies through representative bodies advisory to the chief executive officer or designees of the institution. The faculty handbook shall include a statement emphasizing that faculty role. Charters, constitutions, or similar documents establishing advisory bodies shall be approved by the chief executive officer.
2. The Council of University System Faculty, comprising institutional representatives, is advisory to the Chancellor on academic matters having a Systemwide impact, and may from time to time, make reports and recommendations to the Board.

2.6.4 Campus Governance at UMBC⁷

2.6.4.1 The Steering Committee

There are five representative bodies at UMBC: the [Faculty Senate](#), the [Student Government Association](#), the [Graduate Student Association](#), the [Professional Staff Senate](#), and the [Non-Exempt Staff Senate](#). The Steering Committee consists of the President and Vice President of each body. Each senate has authority to make recommendations to the other senates and to engage in actions assigned to it by the UMBC Plan of Organization (see Appendix I) or by the Steering Committee.

The duties of the Steering Committee include coordinating, or providing for the coordination of, the actions of the five senates and making recommendations for consideration by each senate. The Facilities Planning and Scheduling Committee, the Athletics Committee, the Library Policy Committee, and the Committee for Racial and Ethnic Justice consist of members elected from each Senate; they report to the Steering Committee.

2.6.4.2 The Faculty Senate

The Faculty Senate is an integral part of the UMBC system of governance. It is an all-faculty body that recommends policies, subject to the advice of the other senates, to the President of UMBC and, through the President, to the Chancellor and the Board of Regents. Its members are elected from each department and from academic programs having departmental status. The President of UMBC, the Provost, the Dean of Arts and Sciences, the Dean of the Graduate School, and the Dean of Engineering are ex-officio members of the Senate, with voice but not vote. The *By-Laws of the Faculty Senate* are given in Appendix II.

The UMBC Plan of Organization assigns to the Faculty Senate the responsibility to recommend policies in five specific areas: 1) principles governing faculty promotion, tenure, retention, and rules and regulations; 2) requirements for awarding undergraduate and graduate degrees; 3) approval of graduate programs; 4) approval of undergraduate major, certificate, and minor programs; and 5) periodic reviews of academic departments and programs.

⁷There is significant overlap between this section and the [Accountability Plan for Shared Governance](#) submitted to the University System of Maryland (see [Section 2.6.2](#)).

The Faculty Senate has established committees to assist it in these and other policy matters of importance to faculty members. Committee members, who need not be elected Senators, are elected by the Senate each April. The following committees report to the Senate: Faculty Affairs, Organization and University Operations, Faculty Grievance, Academic Planning and Budget, Nominations, and Computer Policy. The Senate also has established the University Faculty Review Committee, which reports to the Provost. In the fall, the Faculty Senate elects UFRC members from a slate of candidates submitted by the Provost. (See [Section 6.2](#) below.) The [Faculty Senate](#) website includes news and announcements; Senate agendas; minutes, and motions passed; Senate officers, the roster of Senators, and the list of Senate Committees and their members.

All faculty members are entitled to bring any matter to the Faculty Senate. Matters may be referred either to Senators, at least one week before Senate meetings, or to the Committee which has jurisdiction over the matter. A faculty member may obtain a copy of the UMBC Plan of Organization and the By-Laws of the Faculty Senate from the Senate secretary.

2.6.5 Graduate Council

A Graduate Council, consisting of elected graduate faculty from UMB and UMBC, recommends policy for graduate studies and research. The council is the vehicle by which the graduate faculty determines the educational policies and procedures that govern graduate and research programs at the two campuses and promotes cooperative research and programmatic effort.

Faculty are nominated for membership to the graduate faculty by their department or program directors. The faculty member's credentials are reviewed by a committee of the Graduate Council and voted upon by the Graduate Council. Those faculty with a terminal degree, but with little graduate teaching or research experience, may apply for associate membership. Membership in the graduate faculty also is open to qualified faculty from other University System of Maryland institutions, who may be nominated to teach in graduate programs or serve on doctoral committees of the UMGSB.

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