[1] This appendix was developed by Dr. Greg von Lehmen, former Provost and later Senior Vice President at UMUC. As a draft, it benefitted greatly from review by former senior UMUC administrators

dominate the instructional staff. The ways of classifying these administrators and the qualifications for their positions have changed over time.

4. UMUC's own governance has had three characteristics that distinguish it in crucial ways from the common model centered on the traditional Faculty Senate. First, its governance structures have been fluid, changing as UMUC itself has changed. This fluidity is reflected in each and every of the self-studies from 1965 onward. Second, UMUC's own governance structures have always been advisory. Third, as already noted, and consistent with UMUC's instructional model, these structures have included adjunct faculty.

5. MSCHE

Korea, Okinawa and Taiwan) in 1956.[5] While originally organized as three overseas divisions with separate Directors—Europe, the Atlantic and the Far East—by 1986 this organization was resolved into two overseas divisions, the European Division and the "Asian Division" which stood side-by-side with the "Stateside Division" as units within University College.

UMUC as a UM campus

In 1970, the University of Maryland Board Of Regents approved a plan to make UM a multi-campus institution.[6] The purpose of the change was to allow UM to better serve the State during a period of enormous enrollment growth.[7] The campuses were College Park, Baltimore City, Baltimore County, Eastern Shore, and the "University of Maryland University College".[8] College Park continued to be the academic and administrative center of gravity for the multi-campus UM. In language that seems peculiar today, each of the five campuses, including UMUC, was led by a Chancellor who reported to the UM President and his "central administration".[9]

The titles and numbers of positions reporting to the UMUC Chancellor changed as UMUC continued to grow as a UM campus. By 1986, UMUC's organization included a Vice Chancellor for Statewide Programs who reported to the Chancellor and whose broad portfolio included all credit and non-credit academic programs offered in Maryland. His reports included a Graduate Dean, who was responsible for managing UMUC graduate programs stateside. The Vice Chancellor sat side-by-side on the organization chart with the overseas Directors who also reported directly to UMUC's Chancellor and had analogous academic and administrative responsibility for their programs.[10]

It is critical to note that its designation as a UM campus set in motion a disengagement from College Park, although its development was complex.[11] UMUC's distinctive mission as a campus continued to be that of bringing the larger University of Maryland to students who could not go to school full-time or during day-time hours. "University College", the 1976 Self-

study, notes that “University College has the mission of extending the resources of the University [of Maryland] to students who cannot or choose not to attend college full-time at a traditional campus”.[13] Still, the relationship between UMUC and College Park no longer completely defined UMUC. In various ways and at varying speeds, the different divisions of UMUC began to develop independently of College Park.

The College Park departments came gradually to delegate academic oversight to the overseas programs because of their distance, complexity and size, although links in some cases were still retained with those departments.[14] While UMUC stateside remained much closer to College Park, administratively and otherwise even as late as 1986, it began to offer a limited number of its own courses and degree programs to fill needs in Maryland that College Park and the other campuses were not meeting.[15] These included select undergraduate and graduate programs.[16] Growing independence was manifested in other ways. These included the initiation of course surveys across all divisions, which stateside applied to all faculty including College Park professors teaching for UMUC on overload.[17] All divisions also increasingly took responsibility for faculty development.[18]

UMUC as Member USM

It was with the formation of the University System of Maryland in 1988 that UMUC began to operate in a way that was completely uncoupled from College Park and the other campuses. In that year Maryland reorganized its six State teacher colleges, the five UM campuses and two research center into the then 13-member USM.[19] The campus-level titles—Chancellor Vice Chancellor and so forth—became system-level titles. Each of the five former UM campuses were led by its own Presidents, Chief Academic Officer and Vice Presidents. Within this change, UMUC’s movement toward an identity not defined in reference to UM or the other campuses came into its fullness. UMUC became completely independent with respect to its mission, academic governance and programs.

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[13] 1986 UMUC Self-study, p. 1. See also the 1986 reaffirmation letter from MSCHE which states that UMUC is “the continuing education campus of the University of Maryland and extends the University’s resources to part-time students throughout the state and overseas”. June 30, 1986 letter from Henrietta T. Smith, Vice Chair, MSCHE, to Dr. T Benjamin Massey with copy to President John S. Toll, President, University of Maryland.

[14] This point was emphasized by several of the reviewers.

[15] 1986 UMUC Self-study, pp. 53, 99-103.

[16] See 1986 Self-study, p. 53. The Master of General Administration was the first graduate program in 1978. What followed was a rapidly expanding graduate portfolio that was developed *de novo* without reference to the College Park curriculum and designed to focus on emerging workforce needs. For background on UMUC’s development of graduate programs, see 1976 UMUC Self-study, pp. 37-38 and 1986 UMUC Self-study, pp. 99-103.

[17] See 1976 UMUC Self-study (Stateside), p. 27. Dr. Golembe drew attention to this point in the next in his review of a draft of this appendix.

[18] Ibid. See also 1986 Self-study, pp. 63ff.

[19] 1996 UMUC Self-study, p. 5.

Momentum toward Institutional Integration

Throughout these years, what was called University College was in large measure a confederation of relatively autonomous divisions.

programs do not play a role in this discussion. With exceptions both rare and brief, they have only been offered stateside.[25]

The self-studies indicate that the BA, BS and AA degrees went through a number of revisions—beginning as general studies degrees and later structured around concentrations or specializations and ultimately majors and minors. The courses—the building blocks—for these concentrations were for many years mostly the result of a coordinated curriculum development process at College Park. Consequently, they were courses of the larger University of Maryland or courses approved by the College Park departments for UMUC to offer. Even so, the curricular offerings diverged for a number of reasons.

First, each of the University College divisions sought approval of courses and concentrations that served their students but were not necessarily offered by the other divisions.[26] Second, in some cases, the overseas divisions created and offered their own "special topics" courses sometimes without College Park involvement. Third, the requirements of even common concentrations allowed considerable freedom in the specific courses the divisions might offer to permit students to fulfill them.[27] The result was a curriculum in some measure dividing along geographic lines with the divisional location of the student determining the availability of concentrations and courses.[28] As the decades passed, even the numbering of 'common' courses did not always match.[29] As late as the 1996 Self-study, "UMUC courses and degree programs offered worldwide" are not described as the same but as "comparable".[30]

Apart from varying programs and courses, there was no standardization in how classroom courses were taught. All of the documentation through 1996 reflects the model in which faculty, subject to a common course description, textbook, syllabus examples of other faculty, and other general guidelines, created their own syllabi and assignments for face-to-face courses. Instructional quality control in part consisted of a periodic review of the syllabi and examinations

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[25] The AA degree was offered in Europe beginning in 1951 and was later extended to Asia. The BA in General Studies was authorized in 1953 and the BS in General Studies by 1973. Both degrees became staples of all UC divisions. University College had no graduate programs of its own prior to 1976. In the years between, however, its graduate portfolio steadily expanded, so that by the 2006 self-study UMUC had 20 master's programs and the Doctor of Management. With rare exceptions, these programs were not offered through the overseas divisions. See 1965 University College Self-study (Europe), Introduction; 1976 University College Self-study (Stateside), Chapter IV; 1986 UMUC Self-study, Chapter 7; 1996 University of Maryland University College Self-study, Chapter 4; 2006 UMUC Self-study, Chapters 1-01. Note that starting in 1947, the Stateside division coordinated a BS in Military Science at off campus locations for the UM Department of Military Science, Physical Education, and Recreation. This degree was transferred to University College in 1958 but was phased out starting in the fall 1963. See 1965 University College Self-study [Europe], p. II-2

[26] Examples are the AA and later the BA with a focus on Japanese studies. The 1981 Periodic Review Report for the Far East observes (p. 6) that. "(b)eginning in 1976, the *[Far East] Division* developed a 60-hour Associate of Art degree in Japanese Studies". Similarly, the 1986 UMUC Self-study reports that "(t)he *Asian Division* has devoted considerable effort to provide a *unique* concentration in Asian studies and plans to make further enhancements" [p,97]. Emphases provided. These concentrations were not offered in Europe.

[27] See for example the University College 1965 Self-study, Appendix D.

[28] 1976 University College Self-study (Europe), p. II-1

[29] This is an observation of Dr. Nicholas Allen, commenting on the undergraduate curricula as late as 1998/1999.

[30] 1996 UMUC Self-study, p. 9

The Importance of Adjunct Faculty

A consistent theme across the self-studies is high value UMUC places on adjunct faculty. They have played an enormous role in the delivery of UMUC programs. They are included in governance structures, given adjunct rank and even invited into support roles in academic administration. Likewise, extensive development programs for them become fixed features at UMUC.[39] Its 'adjunct culture' is contrasted with the departmental culture of the larger University of Maryland centered on full-time faculty expected to do research as well as teach.[40] This difference is ultimately rooted in University College's teaching mission to adult, "career-oriented students".

The heavy reliance on adjunct faculty in the stateside is a prominent theme throughout the self-studies. The 1965 Self-Study suggests that all of University's College's courses stateside were offered by individuals who taught for it on a part-time basis.[41] In 1976 and 1986, no less than 95% and 99% of the faculty, respectively, are reported as teaching part-time.[42] In 1996, a small percentage of courses are taught by "faculty administrators" but most offerings are by adjunct faculty.[43] Similarly, in 2006, the backbone of the stateside instructional staff continued to be adjuncts, although full-time faculty had grown to 14% of the active faculty headcount.[44] The terrific growth of the stateside programs meant that by 2006 the largely adjunct character of its faculty, as a sheer matter of proportionality, defined the face of the instructional staff for UMUC as a whole.[45]

The importance of adjunct faculty has been a fact in the overseas divisions as well. As the staffing models of these divisions evo4 Tvisograms m t(s)-1((t)-2((t)-2(a)4( )(6-1(U)2(C8-2((f)3(i)-2(ng)

The 1965 Self-Study (Stateside) references three categories for faculty" "full-time administrative faculty", "full-time teaching faculty" and "part-time faculty".[57] The "full-time administrative faculty" as a category likely referred to the Dean of University College and his Assistant Deans whose sole or predominant responsibility was programmatic rather than faculty management. At this time the direct oversight of University College stateside faculty, full- and part-time, rested with the academic department heads at College Park.[58] By far, most of the University College faculty they supervised were "part-timers" whose day jobs were not teaching.[59]

Stateside, University College's "full-time teaching faculty" and "part-time" faculty were ranked; overseas faculty were appointed annually, did not have rank, and were referred to as "lecturers".[60] Because of the distance, the supervision of overseas faculty rested primarily with their "area directors", who monitored their day-to-

Originally, these UMUC statesidecoordinators were faculty whowere hired on the basis of their ability to teach andwho performedtheir oversight and advising roles sideby-side with some level of teaching.However, the experience with this system was that it mismatched people and needs. Faculty recruited and appointed primarily to teach did not necessarily enjoy their non-teachingduties. In the Graduate School, the "overall morale of the full-time faculty was poor and attrition was high",[75] and it was the first to make changes.By 1986, it had reorganized itself. It appointed "subject area directors" to serve as "academic administrators."[76] These were classified as faculty but administration was their focus. This was emphasized by making thisa kind of "professorial" ranks adjunct ranks.[77] "Management experience" was identified as equally with academic experience as essential forappointment. With this change, moreover, the graduate instructional model was also converted to a completely adjunct one. These "subject area directors" functioned as department chairs "but without the full faculty."[78]

By 1996, eight years after UMUC became a USM institution,the graduate school model was adopted by the much larger undergraduate school.

It did this as a result of changes in USM faculty policy

swelled to well over 1,000.[90] The case remained that managing a largely adjunct faculty was the responsibility of a small number of stateside undergraduate “academic directors” and graduate “program directors” who were classified as collegiate faculty, were appointed on the basis of administrative as well as academic talent, but whose focus was not teaching but academic program management.[91]

number of members from other UM campuses.[106] The overseas divisions continued to evolve their advisory faculty bodies as well. By 1986, the European Faculty Advisory Council was restructured as a faculty-only body ("Faculty Advisory Committee"), consisting of six elected

consisted of 12 faculty seats, three of which were reserved for adjuncts. However, FAC grew in number over time as additional adjunct seats were added.[114]

The 2006 Self-study indicates that FAC members represented their Council on other formal structures at the university. This was true of the curriculum development process led respectively by the Undergraduate Curriculum Committee and the Graduate Council. The former was chaired

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