

REPORT TO THE DEAN ON

STATE OF THE CMPS UNDERGRADUATE OFFICE

Issues of Today and Recommendations for Tomorrow

2009-09-07

Jim Purtilo
Associate Dean
College of Computer, Mathematical and Physical Sciences
University of Maryland, College Park

SUMMARY: This report documents the Associate Dean's findings from an assessment of the college's undergraduate operations concluded in summer 2009. These findings are:

1. The strategic plan's proposed increase in majors could be realized at the expense of successful outcomes if we do not anticipate the advising costs.
2. Limited advising capacity in the college office impacts availability of service to students, especially during times of peak demand.
3. Lack of authority to undertake informed recruiting efforts leaves CMPS with an expensive obligation having indeterminate return on investment.
4. The office requires additional capacity to pursue science outreach initiatives, all of which should operate independent of recruiting activities.
5. A college involvement in both student professional organizations' co-curricular activities and career placement efforts is necessary to meet mission goals.
6. Old-millennium technology and business processes keep operating costs high and needlessly limit options for achieving goals defined in the strategic plan.
7. The undergraduate office's present organization leave us totally reactive to events, placing in jeopardy our ability to sustainably perform essential duties.

After a list of specific recommendations (next page) is discussion on the resource and organizational matters that motivate and support the main points.

RECOMMENDATIONS

Note: Several of these recommendations entail expense and hirings. There is no denying the reality that today is a tough fiscal climate to propose such steps. But each recommendation is nevertheless made in good faith and based on objective merits, and recognizes the equally tough reality that our ability to meet office goals may be at risk if not for taking these steps. We believe their costs will be far overshadowed by the value.

1. Elevate the present Assistant Director of recruiting to a Director level position.
2. Create a Director level position for Science Outreach. The person should have academic credentials in a CMPS area, and be an expert in both CMPS curricula and campus academic procedures. The 'Science Czar' should play a leadership role in organizing outreach as defined in the body of this report.
3. Create a Coordinator position for Co-curricular and Career Service. Someone in this role would manage internship opportunities, engage student professional groups, foster leadership development for scientists, advocate for National Scholarships, facilitate career education for majors and interface with both departments and the Development Office. We would further expect this role to maintain some level of advising duty, and to backstop each of the Directors, thereby giving us depth and giving a junior person experience that will help us maintain continuity of service in the future.
4. Explore changes in the PRD structure and office practices that will authorize the Associate Dean to plan and exercise flexibility in meeting the operation's goals. A budget would be determined commensurate with the independence given to the office.
5. Solve once and for all the data issue: gain unfettered access to Admissions and Registrar information for analysis, advising and recruiting purposes.
6. Abandon expensive commercial web support in favor of on-campus resources that will better suit our needs. For the short term we should hire an upper level undergraduate to assist in the transition and education of our people, and to assist with any remaining configurations of new tools.
7. Provide staff with computers adequate to do the job, and invest in training our staff to use them with good effect.

1. The strategic plan's proposed increase in majors could be realized at the expense of successful outcomes if we do not anticipate the corresponding advising costs.

CMPS remains unique among the colleges in how it outsources the freshman advising to each of the departments, a consequence of downsizing the college office in recent years. Except for initial orientation, or for exceptional circumstance, students see departmental advisors for both university and major needs.

An important value of this outsourcing is that our customers, the students, have a single point of contact for the full spectrum advising needs (which for freshmen is increasingly broad.) Our departments have skilled and dedicated advisors who largely have accepted the extra burden with grace, and they continue to engineer successful student outcomes. Quality advising, especially of new arrivals, is critical to graduation and retention efforts so we are blessed with many excellent assets with which to work.

The cost of outsourcing all routine college advising operations to departments, however, has been considerable (and also presages potential issues to come, as will be addressed.) The CMPS cost of having a dedicated in-house advising operation has been replaced by the cost of communication, training and synchronization among departmental advisors as we replicate services across major departments. University advising policies are not static – there is constant, even if routine, overhead associated with staying current on the status of freshman advising issues. All of this on-going cost is paid after incurring a startup cost for getting a major advisor up to speed on the university perspectives in the first place. In addition, at about the same time CMPS outsourced this additional advising task, campus doubled the number of orientation sessions it holds, with a consequent increased demand on our department advisors' summer schedules.

In our smaller units, the steady state cost of CMPS outsourcing its advising was absorbed, and the startup cost was minimal because advising had been done by long-time lecturers who were already very familiar with campus policies. In Physics, a mid-sized program, it is a testament to the Advisor's dedication that the increased advising burden is met, even though substantial. (This situation is a risk. We should not rely on Herculean efforts of staff as being routine, lest we experience substantial disruption in service at the point another organization might appreciate his service more.) Math adjusted by hiring a new advisor, though the full impact on Math due to our cost shifting is opaque to me.

That brings us to Computer Science, which represents almost half of the undergraduate population, but because of the failures of 'expectations management' in Admissions, it represents by far the greatest proportion of advising challenges. (Admissions carries a false message of CS rewards and expectations to students who arrive unprepared.) When freshman advising was outsourced to the major departments, CMPS placed an obligation for hundreds of contact hours per semester onto CS operations. In response, CS was able to hire only half the extra staff that was projected would be needed to meet the demand. While stressed, the CS undergrad office met demand but, it is important to note, did so at what we now recognize is the point when new arrival of CS majors had bottomed out.

Today enrollment of CS majors as first time freshman continues a slow increase, yet the advising operation there has decreased capacity and experience. The operation's turnover left CS with less-experienced people who are still coming up to speed, and fewer overall advisors, since instructors who might have helped carry some of the upper classmen load are tasked with other duties (such as handling learning outcome assessments or covering classes that professorial faculty leave open for buyouts.)

Early signs of strain are apparent. Each time benchmarks are run to evaluate student progress, more CS students are flagged than all other departments combined – and that number increased. Of note, because these are classic issues with advising new students, are problems in timely handling of COREs, decisions on math placement and checking of pre-requisites, all of which seem to come almost exclusively from CS. It is hard not to think these issues stem from the need to compress an immense amount of student advising contact into a short period of time. (The department met its Spring coverage obligations by going to ten minute advising sessions.) It should be of serious concern to us that a freshman CS major seeking advice during the 'busy season' might have to wait a couple of weeks for an appointment. CS is working very hard to close a gap between demand and supply of advising service, but the strategic picture is bleak.

The Provost reminds us that we need only have brought a handful more students into graduation in order to have made last year's campus goal for successful outcomes. Our flagging of 75 CS majors in the first pass of spring 2009 college benchmark checks tells us how quickly we can fall away from that goal as well.

2. Limited advising capacity in the college office impacts availability of service to students, especially during times of peak demand.

The previous section described how the college's primary advising tasks have been outsourced to our major departments. What remains in the advising office are tasks that largely cannot be sent to specific departments, such as student orientations, processing of administrative requests from students (e.g., change of major or petition for exception to dean's policy), and serving as the administrative interface to campus for reporting and registrar obligations (e.g., graduation clearances and scheduling.)

The residual advising capacity is sufficient to maintain a basic level of service in support of core business processes. Amy Alexander has primary responsibility for these activities, and is supported by one to two part-time graduate assistants plus hourly undergraduates. The quality of workmanship of each task performed in support of the advising operation is very high. Especially in awkward cases that will inevitably come to a college office, we find the research is thorough, the record keeping is precise and the decisions rendered are consistent with the high standards set in both the campus and college strategic plans.

Amy's operation is professional and hard working, but we don't have enough of her to go around, especially during times of peak demand. By design in the present office structure our staff members have multiple, non-overlapping responsibilities that commonly collide. This is to some extent inevitable in any operation, but is especially common for Amy as her tasks are seasonal. As a result, many routine matters take far longer to perform than is best for desired customer service. A classic example is processing of requests for students to be allowed to take graduate courses. In spring these arrive at about the expected time during registration for upper-classmen (mid-semester.) They require routine checking of records before we will issue approvals, and a judgment call by the Director. This activity conflicts with the processing of graduation clearances, that because we must perform so much of the task manually, consumes a huge amount of our time and must begin very early in the semester. This year routine grad course requests submitted at end of March were not processed until mid- to late May. That's a long time to keep a potentially top student in limbo waiting on the status of a Fall semester registration.

Decisions which once could have been made entirely in-office now require additional synchronization with advisors out in the departments. This process is entirely appropriate and in fact the trend towards collaborative decision-making is increasing as the advising operation adopts quality improvement ideas we have generated in the last year. (We will no longer automatically approve change-major forms, for example. Each request triggers a check of student performance and, potentially, one of several advising tasks depending on what we find. This way someone who fails out of one CMPS major doesn't re-start a time clock on another CMPS major, only to reach a worse outcome later.) Such changes already show signs of improving our ability to get students on track to better outcomes sooner, but there is no denying that these changes require more thoughtful time by more advisors, all of which depend on Amy, who because of the current organization, must be present. If she is not there, then many official tasks cannot be completed and we have nobody around her able to even identify cases that might slip through the cracks.

As another example of the danger of architecting a potential for ‘single point of failure’, on more than one occasion this summer Amy’s personal time away also overlapped with that of one of the departmental advisors. During that period, routine traffic sent to CMPS for handling of student advising and registration requests defaults to the Associate Dean alone. However in this office, the Associate Dean is not in that administrative silo, and so has neither the access to records nor authorization to handle requests. It is a concern that temporary unavailability of a single person could leave an entire college without ability to get its students registered in key courses needed to stay on track to graduation.

The role of our graduate assistant (or assistants, when we have two) has been important. When available, they relieve Amy of many of the most simplistic of administrative tasks that might otherwise leave her with an un-doable load. An office model built on graduate assistant support, however, is inherently unable to scale. Leaving aside that they are not full time positions, each GA stays only one to two semesters, so Amy has a long training investment into each employee, with little opportunity to amortize her cost. GA training to varying degrees is a constant part of Amy’s week.

Also, while GAs can handle much of the routine, the reality is that no part time or student labor can make a big dent in the task list. The rule of thumb is that 90% of our advising time goes to dealing with 10% of the cases, all of which require the attention of someone who has the perspective and investment of campus to make determinations at the level of quality we seek in our operation. Right now only Amy is equipped to handle these cases, which is another way of saying that all the investment in the world into more temporary student help won’t touch the biggest part of where we must spend our time. This points to our hiring new full time staff to support the advising operation, both to increase capacity and to maintain continuity of service in the face of inevitable disruptions in availability.

As addressed in another section of this report, the advising operation would benefit from being able to leverage technology, however my sense at this time is that by itself no tech path would entirely replace the role of having greater professional advising capacity. We unquestionably pay far too much for the low level of computing service presently in use, but savings from efficient use of tools will not save us enough of Amy’s time nor address long term questions of coverage and continuity of service as discussed later in the report.

Savings alone will also not address our interest in trying more creative ways to improve our rate of successful outcomes. For example, other colleges require first time freshman to take UNIV100 in their first semester, a practice that my counterparts praise as having reduced the overall advising load in their respective offices (students get better advice on college practices earlier) and raised retention rates. They use this course as opportunity to showcase students’ best practices in their areas, and establish closer ties with students far earlier than they might otherwise. UNIV100 is not without its detractors on campus (and is presently being reviewed by Undergraduate Studies) but the vast number of sections in fall reserved for students in CLFS or ENGR should give pause to CMPS, with our single under-enrolled section. Today we have no capacity to even consider experimental pilots of alternative orientations for our majors, much less one that would give the defining experience as today offered to new engineering students with great success.

3. Lack of authority to undertake informed recruiting efforts leaves CMPS with an expensive obligation having indeterminate return on investment.

We maximize our opportunity to realize the strategic plan's expectations for excellence by bringing in the best and brightest young scholars, both in attracting them to apply in the first place and in yielding them once they are accepted. Between the application and yield, however, is a fundamental barrier, which is Admissions. Students who would help us achieve our goals are not accepted, yet UM accepts students who represent a net drain of resources due to an objective lack of preparation for the College Park experience.

Most parties on campus know of the college's sincere efforts in the last three years to bridge the gulf that separates Admissions from other units. We have tried to help staff in Admissions become more informed about the consequences of their admit decisions, we sought data that would help us be more informed about advising of students once here, and we have tried to partner with Admissions in understanding where to invest resources out in schools with best effect. The college tried outreach to Admissions without success – and often without response. Admissions remains a tail that wags the campus dog.

Among the problems created for CMPS by Admissions (or the Registrar, its proxy), the denial of information ranks highest. These data could have helped us advise students to successful outcomes, focused outreach efforts to get the best bang for the college buck and guided curriculum improvements around the state. Our college's Assistant Director for Recruiting has led CMPS to marvelous successes this year, yet not nearly what we could have won had we been able to focus efforts on yielding top young scholars.

The college strategic plan correctly says that we should seek CMPS-ready applicants who might not otherwise be attracted by generic campus-level Admissions efforts. Yet at the same time that our Assistant Director of Recruiting is tasked with making dozens of annual classroom visits in order to reach top students, she is banned from making school visits except to talk about job opportunities before a generic crowd as must be arranged and supervised by Admissions staff – events they have yet to set up.

The campus strategic plan emphasizes equity, accountability and embrace of technology. Nowhere on campus are these virtues illustrated so starkly by their absence than in Admissions, which has erected an administrative stone wall to defend against perceived encroachments on its decisions and practices. As we have seen leaked in the last year, some of what they hide from the light of day are costly systemic blunders.

In general CMPS receives nowhere near the level of consideration as other colleges, yet is expected to compete with them for top freshman and ensure we give the same rate of successful outcomes. The Clark School enjoys broad access, and seems least impacted by problematic Admissions policy. It remains a Limited Enrollment Program, so its fate is in its own hands. College of Chemical and Life Sciences uses campus-wide data to improve programs, and recently relied on its ability to analyze data to create its proposal to win a

managed enrollment status too.¹ The College of Behavioral and Social Sciences has yet to report a denial for any data it seeks. The College of Agriculture and Natural Resources uses applicant data (denied us) to study recruiting practices and try new ideas. Overall, data from Admissions and the Registrar seems to be treated a commodity by which the directors purchase accommodations. Unfortunately they are not shopping at CMPS.

In light of the above emphasis by all strategic plans, problems with Admissions should be resolved, and at a minimum, the college should be given unfettered access to data needed in pursuit of our mission on behalf of students. This outcome is clearly more expensive to us than abiding a status quo, where others choose select students for our college based on political expedience. Nevertheless it is not nearly as expensive as *not* taking our college's fate into our own hands, a cost that will be measured in research opportunities missed and successful outcomes untold for want of populating our programs with the best scholars. A college whose faculty must spend time compensating for students who are unprepared for the rigors of a flagship experience will not be as competitive as one where faculty may invest energy not just on achieving "successful outcomes" (aka graduations) but also on mentoring top research. By aggressive recruiting, careful analysis of success patterns and informed outreach to high schools, we can displace mediocrity from the top – if we are allowed to.

[Data access issues are elaborated in far more detail in a separate report to the Dean.]

¹ Physics and Math are already homes to many students who were dropped by Engineering under its LEP standards. If the CLFS proposal is approved, then CMPS may soon stand out as the only welcoming home for scientist wannbes who are unable to meet standards in limited enrollment programs.

4. The undergraduate office requires additional capacity to pursue science outreach initiatives, all of which should operate independent of recruiting activities.

Individual CMPS units offer a variety of outreach programs – efforts that are intended to increase science interest among young people, promote science literacy and to varying extents improve our branding in the eyes of the surrounding community. We are blessed with the overall quality of these programs, that provide great experiences to students and are run by dedicated and caring colleagues. The college office itself, however, offers no such outreach, something that must change given goals defined in our strategic plan.

That CMPS needs more capacity in the office in order to pursue science outreach is an easy point to make. Without capacity, it is not clear how we would begin. However, at issue is not only the task of finding staff time to pursue programs, but also how these responsibilities are tasked in the overall operation. As will be argued, keeping science outreach separate from recruiting is critical to both missions' success. This will speak to our not just making staff time available, but to making a new hire.

We will first address the 'separate tasks' point, then elaborate on the non-recruiting roles that a new hire would fill.

The false preconception being confronted is that science outreach and recruiting are the same. While these activities may at times look the same (and at some point we would certainly want one to hand off to the other) each has a distinct purpose and so will more readily succeed if allowed to proceed independently. *Recruiting* is what we do to reach top CMPS-ready students and convince them to come here. *Outreach* is what we do to reach students who *aren't* CMPS-ready – and except for intervention, never would be.

The CS department's (now defunct) Java Passport program illustrates the point. Passport offered an introductory programming experience to women and minorities at middle and high school levels, drawing chiefly from schools that had no offerings of their own. While CS performed no assessment, we generally saw it as successful in raising science awareness in a population plagued by barriers along the pathways to science.

As a CMPS recruiting tool, however, Passport was a failure. In spite of its large number of participants, UM received almost no applications (the exact rate is held as a secret by Admissions) and accepted even fewer. We are unaware of any CMPS graduate who first came to us via Passport. In fact, we have anecdotal evidence that suggests UM received *fewer* applications from students after word filtered back to schools that participation in Passport had nothing to do with acceptance at UM.

Passport waved the science banner before students who would never gain admission to a flagship campus. We *should* promote science, but it would be unfair to lay responsibility for it in the hands of a recruiting director who will know that time spent on it comes at expense of yield measures by which he or she will be judged. It would be equally unfair to use recruiting metrics on someone tasked with improving state science education. Staff

who fill both roles should coordinate and interact as directed by the Associate Dean, but we should recognize they serve different missions, and should be evaluated accordingly.

Once we suspend limits on our imagination that would have constrained science outreach to only involve working with groups of high school students, a science czar role becomes clearer. Through this person's analysis, perhaps we might find out what deficiency in academic preparation plagues over half of Maryland high schools, such that none of their students has placed into a CMPS major in the four years we have (at great manual cost) reconstructed data. In understanding gaps, we can bridge them, by improvements to teacher training and voluntary high school curricula. We can improve STEM degree production. However if not coordinated by CMPS, these goals will not be pursued.

We would naturally turn to someone filling this role for support of on-campus efforts to expand curriculum (e.g. support preparation of new degree proposals, such as is under way today for CS Education) and promote science literacy. It should give us pause that examples of the latter only come from outside CMPS:

- BioScience Day is a successful activity run in CLFS, by the same person presently chairing the all-campus effort to improve high school outreach next summer.
- Program improvements that campus cites as successful in raising retention rates have to do with adjusting the math pre- and co-requisites of CLFS intro courses, based on analysis of student performance as performed by that college. What a pity that study of the role of math in science courses can only be done outside of CMPS.

The list goes on, but basically CMPS is not yet in this game. None of it is recruiting.

A good example of what we might concretely deploy is already on the drafting table. In cooperation with OES in early summer 2010 we would like to offer rising 10th and 11th graders a three week on-campus experience on 'how to do research' – and to showcase many science areas in our college. With competitive admission and also offering college credit (not unlike through YSP) we would hope to draw top area students, promoting to them that this is a pre-req to an individually mentored research project over the following year with one of the participating scientists. This hooks good students at a key point, in time for a letter from the mentor to help in winning a good school admission later. We presently have nobody in CMPS positioned to carry this organizational load.

Another example of the role that might be played by this person is in follow up to CSEM. The present grant expires this year. Someone should take ownership for a successor, if not also put us in competition for the other NSF STEP programs that open annually. We see ENGR, CLFS and AGNR competing at the college level – so should we.

Efforts to promote science literacy should not be something we that direct solely to P-20 students. For example, a reasonable case can and should be made that we find venues for explaining 'science in the news' to the public at large, especially senior citizens. We can surely think of worse things for a state school than to improve branding via service to the citizens who provide taxes and votes. Our interest in crafting science news webcasts may serve this role but is another example for which we have no carrying capacity. These are surely not at the top of our list of priorities, but should not be lost from the list altogether.

Finally, we might reasonably consider relying on this person to do in-college science outreach, asking the person filling this role to take responsibility for the CMPS numbered courses that in recent years have, as evidenced by the teaching evaluations and general lack of evidence that they contribute to successful outcomes, lost both rigor and relevance for lack of attention. Our strategic plan promises we will do more at the college level, e.g. promoting cross-department team based projects. Someone needs to own this.

5. A college involvement in both student professional organizations' co-curricular activities and career placement efforts is necessary for us to meet core mission goals.

Established relationships with students is critical for many aspects in the office operation. Knowing who is reliable, successful and possessed of good communication skill helps us recruit Ambassadors, for example, and likewise connections with student organizations is critical to development needs, where companies may initially contact us to gain access to our students. An email request from some faceless college bureaucrat will likely go into a student's spam filter, whereas the request through an established relationship gets results.

Unfortunately the outsourcing of advising as previously described gives those of us in the undergraduate office less contact with top students all the time, as will be increasingly the case as present staff become more distant from our departmental roots. Our policy of increasing emphasis on our major departments comes at the expense of college identity, and more to the point, limited access to good students made our jobs more difficult this last year, and already impacts our corporate relations.

Against that backdrop, we remember our dual interests, defined per the strategic plan, in establishing a learning environment that doesn't stop at the classroom door, and in architecting superior placement of our graduates in either industry or advanced degree programs. If our operations rely on relationships with students, while at the same time students' co-curricular activities, internships and placements rely upon corporate relationships that chiefly happen through us, then we have a natural match: we can have the same staff member in our office both support the co-curricular professional activities on campus (including career development) and serve as liaison to companies off campus, coordinating with representatives in each relevant department.

Engineering recently doubled the number of Associate Deans dedicated to these sorts of undergraduate tasks, each with a staff and mission. There is a good reason they do this: it works. CMPS ought to be in this game as well.

At a minimum, lines of communication and responsibility for handling companies ought to be clarified, and likewise, one way or the other, CMPS should decide if undergraduate operations is in the job placement business. If so, then we should do it right and establish an effective process that places students in proximity of their potential employers, with appropriate involvement of development folks. This is the preferred choice. Nevertheless, if the decision is no, then we should remove from the undergrad office the overhead of updating employer notices that it isn't clear anyone sees on the web, and responsibility of supporting job placement activities which we have no authority to implement effectively.

6. Old-millennium technology and business processes keep our operating costs high and needlessly limit our options for achieving goals defined in the strategic plan.

We would hope that the “C part” of CMPS would mean we are, if not at the cutting edge, at least in the room where we could see it. Unfortunately, observations in support of the statement at top are as many as they are frustrating, so we share only the highlights:

- In a check of hardware available to staff in the undergraduate operation, we find no computer whose first market release occurred in the present millennium. Most arrived with Windows 2000, and though upgraded to XP, many were apparently not upgraded with memory, and so run a configuration below the minimum required for XP – itself an operating system that is largely no longer supported by Microsoft.

Most of these decade-old computers are unusable in any serious sense, and if they have residual utility at all, then it is to serve as access to web tools elsewhere. Only some of the machines seem able to run MS Word, and even then we must routinely return documents to a sender in order to ask that he or she reformat materials to an older standard that our tools can read. Plug-ins to convert modern formats to older ones we can read are available, but they don't seem to be installable, and regardless, are computationally expensive and likely to be beyond what these boxes can handle.

If not for personally owned equipment and software, then several of us would not be able to function in our jobs at all.

- The Novell server that provides file sharing and backup is an antique that would have been retired a year ago save for the continued use by CMPS. Lately we find that it fills and wedges, leaving staff unable to process anything. The level of file sharing is crude and lacks synchronization, so absent database technology, two users ought not try to manipulate a file at the same time, since if they do, then the work of one or both might be lost depending on the order that they save files. This is germane during the season of doing graduation clearances, where the only safe way to have departmental advisors perform their part of the process is to schedule them to physically arrive in the office at different times to work on our slow machines. This needlessly stretches out the administrative process and adds to our overhead of doing business.
- Even if we had more computers that are usable with a modest tool-set, it would be tough for many of our staff to make effective use of them, as we have not invested in their training on basic tools of business, even though it is economically available on campus. The simple task of having a staff member check one list of students against another (a common need) can be a multi-hour manual operation (and error prone if student workers are instructed to create a new document by means of cut and paste); this is a few second command run in a modern tool. In general, lack of familiarity with basic features in Excel, Access or Adobe suites costs the college plenty.
- Simple data pulls from the Warehouse that we ought to be able to do for ourselves in support of mission needs turn into multi-day operations when, because we've given

no training, staff must make custom requests to the registrar to pull data for us. These take far longer for the campus to service, and hence stretch out our processing time.

Similarly, some mission-critical tasks, that should be ordinary, can now *only* be done by the Associate Dean. Running benchmarks to audit student progress, for example, is something that had not been done in several years, for want of understanding how to use the computers. We recently resumed benchmarking in order to bring CMPS back in line with campus policy, yet even with understanding the tools, this is a time consuming task (it can kill a couple days when coupled with a review of the records that must be manually pulled from SIS) and one that ought to be routinely off-loaded from the Associate Dean to staff.

- A number of technical tasks that would be routine edits or steps done in-house by staff in the ordinary course of their jobs are sent out to be processed commercially, at CMPS expense, since our people lack basic tools or familiarity in using them.
- We must follow practices that are expensive in our time yet seem more ritual than an activity with sound return on investment for the college. For example, per directive I carefully maintain my calendar in the campus Corporate Time, even though it is an old tool that serves no useful purpose for me, and requires duplicate entry of events. (I use far superior time management tools that, unlike Corporate Time, synchronize with PDAs and my full suite of other resources.) To the best of my knowledge and belief, over the last year no other human being besides Ritzie Coleman (with whom I would cheerfully share the more powerful tools) has inspected my carefully updated Corporate Time, a resource which even the Dean doesn't use. High-tech rituals that have negative ROI should be dropped, with savings invested more productively.
- The CMPS web site is a pedestrian design with inconsistent presentation of pages, hosted through a campus site but maintained commercially. Some of the layout is confusing in structure, and often content is difficult to find even by Dean's office staff, a condition that may in part be attributed to the needlessly high cost (in both dollars and time) of doing maintenance of the site. It seems impossible to get any log of activity, but the crude Google tracking numbers document a high bounce rate that industrially signals a troubled site. We suspect there are pages whose content has not been viewed externally at all, which makes computation of such pages' cost per view somewhat problematic. The available web services allow no electronic submission or management of documents germane to undergraduate operations, such as students submitting scholarship applications, petitions for Deans Exception to Policy or major change requests. (The corresponding paper exercise associated with each of these tasks is very expensive to the college.)

7. The undergraduate office's present organization leave us totally reactive to events, placing in jeopardy our ability to sustainably perform essential duties.

The lack of staff sufficient to perform our mission as identified in the strategic plan was addressed in earlier sections. Objectively, we know there isn't enough capacity. But another factor is at play as well. No matter what staff capacity we have, we don't get as much productivity from them as we might because of limitations imposed by the office organization and procedures under which we work. The issue starts with limited authority given to the Associate Dean.

The Associate Dean has no ownership of the operation that in any other college would be his to run. What he is allowed to undertake – and how – is rigidly defined. Staff in the office that is ostensibly his do not actually report to him, and who each of those workers in turn may work with and what they may do is similarly controlled. This is a system that is intended to dismantle a team, not foster its creation.

The fundamental problem this situation creates is that the Associate Dean has no basis for planning. It's hard to redecorate the house when its on fire, but redecorating is maddening if all we're *allowed* to do is put out select fires, while remaining accountable for saving the house. Today we are almost entirely reactive, driven by events instead of deliberately exercising control over our programs.

Given a set of objectives, planning is the process of envisioning or collecting options for action, determining merits and costs of each option and finally making decisions about allocation of resources among the options in order to advance towards the objectives. The first way we recognize that the AD has no ability to plan is that he has no options on what work must be performed in the first place. Within the elaborate PRD structure, "work responsibilities are ... assigned to a single staff member and accomplished independently." Meetings among staff are proscribed, and "recurring responsibilities [are] reduced to routine that do not require annual rethinking or review." Staff who are asked for something outside of their PRD are required to report it to their supervisor and otherwise give no response. They are conditioned to be loyal only to the job description – not the mission – and woe be to the mission if the PRDs do not account for all possible contingencies, all of which are determined statically. There are almost no decisions about the mission that the AD is allowed to make, and staff have been trained to view with horror any inquiry (from the AD or other) about alternate ways of doing business.

The second way we recognize the AD has no ability to plan is that he has no budget, so there is no basis for making decisions even in narrow matters that relate to the job.

To illustrate how this is a problem even in small matters, we cite the AD's pilot effort to promote research, grad school and national scholarships at an event for physics students in spring. In order to purchase a few pizzas – standard bait for luring undergraduates – the AD had to repeatedly justify his request going up the chain of command over a string of emails and meetings, and ultimately gain deaconal approval to spend \$50. At the point that both a Dean and Associate Dean must invest time ordering them, these become very

expensive pizzas indeed, but from the point of view of planning, a lack of a budget means one does not know if this extensive effort was only good for one pizza order during the fiscal year, is something we could be doing weekly or (most likely) is something we could do occasionally throughout the semester to promote scholarship activities. (The exercise did teach the AD to be very cautious about proposing events of this type in the future.) This point generalizes to uncertainty over such tasks as expenses for mail to prospective students, printing of recruiting materials, and purchase of swag for events. The AD is responsible for none of this.

The third way we recognize the AD has no ability to plan is that he has no people who report to him – as critical a resource to be allocated as budget. Staff are certainly assigned to do specific work the AD, as architected in our elaborate PRD system, but their duties are controlled not by the AD but by their supervisor, who (at least with some input from the AD) is responsible for assigning how well tasks were performed. Based on policy, we ask staff for assistance outside of the PRD at our mutual peril, something we know empirically. Who works with the AD is defined statically, expensive to update, rewarded and evaluated by someone else and likely to change anyway when a worker is re-tasked spontaneously ‘at the convenience of’ – usually to go fight another fire.

To illustrate the impact of this in even a small way, we cite again the Physics event above. With everyone’s jobs narrowly defined, and nobody really answering to the AD, his task at 5:30PM the day of the event was to simultaneously round up Physics faculty, begin a Powerpoint presentation to students and stand out on Paint Branch looking for the pizza delivery person. That’s more multiplexing than one person can do gracefully. There is no blame to any staff for this conundrum – all validly met the terms of their PRD, and having seen people disciplined for exercising initiative, everyone recognized that getting involved in this was not their concern. And besides, it was after 5PM.

This point generalizes to examples such as inability to reasonably task staff to investigate curriculum questions related to new program proposals, proof VPAC or PCC materials, prepare tailored recruiting or outreach materials for high schools, or research the potential impact of various proposed advising changes.

In short, the present organization not only don’t have enough capacity to do all that must be done, it doesn’t give the Associate Dean the freedom to do it. Extraordinary demands of the office demand extraordinary flexibility in how goals might be met

APPENDICES

CMPS Office practices document

PRDs for:

- Director of Student Services
- Assistant Director for Undergraduate Recruitment and Co-Curricular Programs
- Coordinator for Undergraduate Education
- Associate Dean for Undergraduate Education

CMPS Office Policies and Procedures

1. **Purpose** - Ensure the uniform treatment of all staff and integrate the work of the office.
2. **General philosophy** - This office is a service unit for college students, faculty, staff, departments, centers, and institutes. In other words, we work for them and thereby enable these constituencies to meet the objectives set out in the Provost's PRD letter to the Dean.
 - Do not assign work to or make requests of personnel in our units without the Dean's permission. (There exists an annual list of "chores" for the units and if you have on-going needs, mention them to the Director of Administration for inclusion.)
 - Only the Dean takes issue with people or units outside of the Dean's suite.
 - Communication by this office with our units is to be electronic whenever possible and may sometimes require asking campus units for electronic versions of their documents. Plain email text is preferable at all times (i.e., if possible avoid attaching files you need completed and returned).

3. Chain of Command and Division of Labor.

A. The Dean:

- Makes all resource allocations (staffing levels, time allocations, money).
- Sets objectives, priorities and parameters.
- Makes personnel decisions (appointments, duties, salaries, titles, promotions, merit increases) and signs PRD letters.
- Determines office policies and procedures.
- Approves all College policies.
- Allocates space.
- Approves external presentations of the College (note: no separate logos or letterhead).

More specifically, the Dean's prior approval (route request through the Director of Administration) is required for:

- ✓ Revisions to PRD letters (including permanent new work assignments for staff) although supervisors are at some liberty to assign tasks outside those in the PRD (referred to as "other duties as assigned").
- ✓ Acceptance by staff of assignments or responsibilities not specifically mandated by a PRD (search committees, other service work).

- ✓ Specialized software (see section 7).
- ✓ Any time off not covered by the use of leave accruals unless approved by the President's Office.
- ✓ Release time, travel and other costs associated with job training or professional development during business hours.
- ✓ Overtime whether paid by cash or compensatory leave.
- ✓ Gifts and prizes funded from State or Foundation accounts.
- ✓ Printed material representing the College.
- ✓ Webpage redesign.

B. Senior Staff are responsible for:

- Understanding objectives stated by Dean and achieving these within prescribed parameters.
- Working as self-motivated and proactive advocates for the Dean, college and all of its constituencies.
- Meeting deadlines (on the rare occasions where unavoidable delays occur, notify Dean in advance requesting a new schedule).
- Ensuring compliance with office policies and procedures by their direct reports.

C. Operating principles for all staff:

- PRDs remain in effect until changed.
- This is an interactive office in which we share information freely; at the same time there is a purposeful division of labor.
- Work responsibilities are expected to be assigned to a single staff member and accomplished independently (help with large events is normal); pair-wise informal conversations are normal but group meetings should be kept to a bare minimum.
- In this spirit, you are expected to do your job and you are expected not to do jobs assigned to others.
- Only respond to a question or take an action if it falls directly within your purview and you are 100% sure of what to say or do. Otherwise consult your supervisor or refer the matter to the Director of Administration.
- For those rare times when staff absences cause you to work outside your purview, make sure the relevant staff member is fully informed of your action(s).
- Do not assign work to or take issue with personnel who are not assigned to support you.
- Regularly recurring responsibilities (commencement, orientation, Distinguished Alumni Luncheon, etc.) should be reduced to a routine that does not require annual rethinking or review.
- Participate as needed in back-up provisions for uninterrupted services (expectation that certain staff remain in-house while other staff are on leave, at lunch, etc.).
- Do not accept personal gifts from prospects or partners.
- All Dean's calendar information goes through his Coordinator. Meeting or event material to be provided to the Coordinator at a minimum two days in advance.

4. Time and Attendance:

- Staff are expected to be either in the office, or on lunch/breaks, or outside on office business, or on approved leave. Time out of the office on business is to be recorded by staff on individual CT accounts and include timeframe, professional purpose, and location. All CT accounts are to be fully readable by supervisors, the Dean, his Coordinator and the Director of Administration.
- The expectation is that staff will arrive on time with rare exceptions. Any lateness must be recorded as annual or personal leave and a persistent pattern will be grounds for a “below expectations” rating.
- Timesheets must be completed by 4:00 pm on the last day of the pay period. In the event an employee is absent for the deadline, s/he must complete timesheet at the earliest possible time upon their return to the office. When an employee has prior knowledge of their absence on the deadline, s/he should complete the timesheet in advance.
- When possible, daily schedule adjustments should be made to avoid overtime situations. Compensatory time earned in one pay period must be used in the next one, unless other arrangements have been approved by the Dean.
- The office does not support "flex-time". Consistent patterns of work in excess of 40 hours per week for should be reported to Director of Administration.
- Excused absences to attend campus lectures, receptions, information sessions etc., are not to be considered automatic unless falling directly within responsibilities in a PRD.
- Office doors are to remain open (a door slightly ajar is not considered open) during business hours. Confidential conversations are, of course, exempt (i.e., advising students and staff, solicitations by External Relations, budget discussions).
- Phones should never go directly to voice mail unless the office is officially closed.
- Personal phone calls are on occasion a necessary part of some work days but should be kept to a minimum.
- Range for lunch breaks is 11:30-1:30. Lunch breaks may not be used to arrive late or leave work early.
- All work in excess of 5 minutes/day for the union must be reported to Director of Administration and include type of employee being serviced; some work (contract negotiation) will be verified by HR in advance.

4. Leave - General

- All leave use (annual, sick [including medical appointments, sick leave immediate family], personal, or bereavement leave and compensatory time) should be requested in writing in advance, and must include the type and duration of leave being requested.
- Unanticipated late arrivals and emergency departures are the only circumstances where written notice is waived and other staff will create a written record of the leave use.

- In requesting leave, employees certify their time away from the office will not compromise operations and that necessary back-up provisions are in place for critical functions.
- With the exception of Dean titles, leave requests should be sent to the Director of Administration with a copy to the supervisor. The Director of Administration ensures the office overall is not understaffed and approves leave for inclusion on the office master leave calendar to support timesheet approval and timekeeping audits.
- Assistant/Associate Deans request leave from the Dean, copied to the Director of Administration.
- In the event of an unexpected absence (late, sick, home emergency, etc.), report in to the Dean's Coordinator in person or call X54906 with circumstances. Affected personnel will be notified.
- A very large majority of permanent staff members in the office earn 4 weeks or more of annual leave each year. Thus it is necessary to have mechanisms to accommodate this volume which allow for adjustment of short- and long-term administrative priorities and, in addition, provide all staff with reasonably equal opportunity to plan for and secure their preferred dates for vacations, other absences, and doctor appointments and medical procedures that are difficult to make on short notice, etc.
- Therefore, requests for time away from the office for periods greater than 2 weeks require a minimum of a month's notice, and more notice is greatly preferred. Medical emergencies are, of course, exempt.
- Opportunity to schedule leave around university holidays shall be shared.
- Staff are expected to monitor their leave balances so that last minute requests at year's end are not necessary because of "use or lose" predicaments.

5. Sick Leave

- Use of sick leave is restricted to your illness or incapacitation and medical appointments that can not be scheduled during non-work hours.
- Use of sick leave for the care of a family member who can not provide such care for themselves must be recorded as "sick leave immediate family" unless you choose to use annual or personal leave instead of your sick leave.
- Reasonable travel time to or from a doctor's office or medical laboratory can be claimed as sick leave; unrelated time before, between, or after a medical appointment must be covered by annual or personal leave. Employees are expected to schedule appointments to minimize travel time claimed as sick leave.
- Since most routine doctor appointments are scheduled well in advance, permission to take sick leave for them should be requested immediately after they are scheduled to ensure their priority on the leave calendar (assuming, of course, there does not already exist a conflict with essential back-up requirements).
- When possible, a month or more notice when requesting extended periods of sick leave should be provided.
- If you have a medical appointment during the approved range for lunch breaks, you do not have to use sick leave for up to ½ hour of the portion of the appointment that overlaps with the approved range.

6. IT and AV

- All work related material must be filed in folders on the share drive. Be selective about putting material others need access to in your email folders. The “home” drive is appropriate for your personal material.
- Keep web pages for which you are responsible up-to-date and never change a page that doesn't belong to you (although thoughts for improvement/modification are welcome). The Communications Coordinator is solely authorized to contact webmaster to affect changes and will advise you on our internal process to do so.
- Moving computers: tell Associate Director of Finance new location so campus inventory report stays current.
- Computer accounts: see Dean's Coordinator to open (LAN) accounts and Undergraduate Education Coordinator for SIS/ADVISE accounts. Coordinators must ensure these accounts are closed or modified when employees leave.
- Ownership of email accounts: accounts belong to the university and, therefore, employee access and privacy is not guaranteed.
- Standard office software includes Microsoft Office Suite, Corporate Time (Oracle), Adobe Acrobat Reader, Windows Explorer, a mailer program and access to campus networks (SIS, BSR, PHR, etc.) as appropriate. Computer downloads are restricted to those required for the job and approved. No games or pirated software allowed.
- Storage of a large volume of personal items (including photos, screen savers, etc.) on office machines is strongly discouraged and may not interfere with their efficient operation.
- Computer won't work? First stop = Help Desk @ x51500. If not resolved, all other support from OIT is to ONLY be ordered through Dean's Coordinator; send her a brief email describing the problem and include any error messages the computer is giving you.
- Hardware worn out? See your supervisor who will speak with the Director of Administration.
- Equipment: LCD projector, digital camera, video camera, and laptops reserved and signed-out through Dean's Coordinator. After use, return to Dean's Coordinator for check-in (do not return directly to storeroom).

7. Other Protocols and Services

- Turnaround time on work for Dean: if you expect comments or approval on a document report, proposal, work plan, etc., better give it 3 weeks (assuming he is in during that period).
- Turnaround time on work for vendors (OIT, Enforme Interactive [formally Octavo], Printing Services, etc.): please plan for 5 business days.
- All staff and visitor parking needs are to be routed through Dean's Coordinator.
- General Stores orders will normally be placed on the 1st and 15th of the month.
- Coordinator to check stock in copy and storerooms before ordering supplies.

- Please inform Dean's Coordinator if you take the last of something or notice low stores.
- Storeroom: You may take material out; however, Dean's Coordinator will coordinate and assign space for material going into the room; long-term storage of material must be labeled.
- Have a bunch of office supplies in your office you no longer want/need? Give them directly to Dean's Coordinator as opposed to placing in copy room.
- Need office or file cabinet keys? See Associate Dean's Executive Assistant.
- Have unwanted or broken equipment and furniture? See Associate Dean's Executive Assistant.
- Continuum copies: If you anticipate a need for a particular issue, place printing order in advance with the Communications Coordinator. Copies in storeroom are for Dean's use. See the Communications Coordinator if you need a supply.
- Never take the last copy of printed material in the office without checking with the originator.
- Communal space: Respect your office colleagues; keep areas clean and neat (be especially attentive to surfaces and appliances in the kitchen!). Dirty dishes left in sink will be thrown out.
- Do not tape material to painted surfaces in or out of the office.

8. Fiscal Responsibility

- Restraint in spending is always priority number one.
- All gifts to the College must be "booked"; see External Relations Coordinator for instructions.
- Aside from pre-approved exceptions (e.g. development travel) all expenditures require prior approval of the Director of Administration.
- If you wish to produce a document that has a fair amount of formatting and graphics, let a professional do it; it's quicker and cheaper.
- Color on a document greatly increases the reproduction costs in or out of the office and should only be used when essential.
- Color printer: never use for drafts or black and white jobs; also, this particular printer is not approved for personal use.
- Associate Director of Finance checks phone bills each month for long distance calls; you will be expected to reimburse campus when charges are excessive.
- All travel must be approved in advance through the Associate Director of Finance.
- Credit card receipts should be submitted immediately to Associate Director of Finance or as soon after expenditure as possible, but at maximum within one week of purchase.
- Failure to supply credit card receipts could result in revocation of card(s).
- Validated parking in the Paint Branch visitor's lot is limited to official guests of the Dean's Office. However, if a staff member **MUST** use their car for business purposes and can not find a space in their assigned lot, they may park in the visitor's lot and the office will validate.

- Lastly, your time is our most valuable resource. Use it wisely.

Posted: 02-15-07
Revised: 06-04-07
Updated: 08-01-08
Updated: 01-10-09
Updated 07-24-09

Associate Director of Finance - Judy
Communications Coordinator - Mary
Director of Administration - Vicki
Dean's Coordinator - Lisa
External Relations Coordinator - Al
Associate Dean - Bonnie
Associate Dean's Executive Assistant - Chris
Undergraduate Education Coordinator - Ritzie

Ms. Amy Alexander
Director, Student Services
College of Computer, Mathematical and Physical Sciences
University of Maryland, College Park, Maryland

Dear Amy,

Exempt staff have assigned responsibilities approved by the Dean to meet the expectations and objectives I have set for the office and you should work closely with the Director for Administration, who has overall responsibility for administration of my office. As Director for Student Services in the College you are responsible for all work at the college level that deals with the progress of individual undergraduate students toward their degrees. For example, a primary responsibility will be to ensure that the undergraduate advising to support the goal of student success operation is managed by our departments as effectively as possible.

Your position has a key role in ensuring that this College serves its undergraduate students well. Listed below are the specific objectives which will be the focus of your activity during FY09. Your success in making substantial progress in meeting these will be a key factor in enabling the College to serve its students and the principal basis upon which your merit increment for the year will be awarded by the Dean if merit increments are available.

1. Undergraduate advising.

- Our system of mandatory advising is at the heart of our student service infrastructure. While advising students is a responsibility that has been de-centralized to our academic departments, it is your responsibility to work closely with the department advisers to ensure a reasonable consistency of approach across the College, bearing in mind and accommodating appropriately the distinct cultures of the different disciplines.
- Our fundamental advising philosophy is to communicate to our students a clear understanding of our expectations, and of the policies which govern progress through to a degree, so that they may make their own, independently formed decisions, and are able to self-correct when they veer off track. Students will often require advice from their departments about the implications of their choices of courses and course timing, and in some cases will require the assistance of this office in dealing with issues they have been unable to resolve themselves.
- Refer students who have decided to change major to the appropriate department or college; for students who seek advice on an appropriate major to switch to, it may be best to refer them to Letters and Sciences.
- In general, ensure that students who require assistance in areas beyond our responsibility are referred to appropriate campus units for this support (other colleges, Counseling, Career, Health Centers, etc.).
- Assist with appeals.
- Act as a liaison with the Athletic Department. Monitor eligibility of student-athletes on a semester basis.

2. Advising manual

- Work with the department advisers to review the College's statement of expectations for the advising process, bearing in mind the time constraints on the interaction between student and adviser, and that the first priority must be arriving at a sound plan for the student's academic program.
- With the advisers, develop for the Dean's approval an advisor's manual that encodes your conclusions, and make this easily available to all departmental, faculty and graduate assistant advisors.

- Develop a list of co-curricular opportunities (eg. undergraduate research, Corporate Scholars, career newsletter) that advisers should bring to our students' attention.

3. Undergraduate policies and procedures

- Maintain complete familiarity with the full range of major requirements, policies and procedures that affect students so that you are able to serve as a resource for staff in the office and in the departments. Ensure that these policies and procedures are applied fairly across the College.
- Work with our department advisers to recommend for the Dean's approval (after discussion at the Administrative Council) ways to simplify, streamline and eliminate where possible college policies and procedures relevant to undergraduate students.
- Make decisions in regard to Dean's Exceptions to Policy, and train graduate assistant advisers to review basic, easily negotiated Dean's Exceptions. In co-operation with department advisers devise changes to policies and procedures that will greatly reduce time spent by students and staff in obtaining Dean's Exceptions.
- Be responsible for the timely and mutual communication of changes in programs, policies and procedures in departments, as well as in the college and campus.

4. Student success policy

- Represent CMPS on the OIT-CMPS committee for the transfer of G-Station to OIT. Ensure the timetable established at the initial meeting is adhered to.
- Ensure that G-Station is working well and is being used effectively by students and advisers so that every CMPS major (entering after June 2006) has an adviser-reviewed up-to-date four year plan on file on the G-Station server.
- Ensure that the advisers in the units are thoroughly familiar with the CMPS benchmarks at the core of our student success policy.
- Ensure that students who are not meeting these benchmarks have their proposed plans referred to you for approval. (This can be done electronically during a meeting between the student and adviser.)
- Ensure that students who consistently fail to meet the requirements of these 'approved' plans are notified in writing that they are at risk of being dismissed from the major.
- When finally, in your judgment, a student should not be permitted to continue in a CMPS major, refer that recommendation to the Associate Dean for approval.

5. Graduation clearances and senior audits

- Assume responsibility for final signature on all graduation clearances. In particular, review each graduation file to ensure all requirements have been met. Ensure letters are sent to students with graduation clearance problems and ensure follow-up with students to try to clear up the problems and help them to graduate. Bring exceptional circumstances to the Associate Dean.
- In co-operation with department advisers help students who are unable to graduate at the time of application find a clear path toward rapid graduation in the future.
- Train graduate assistant advisers and oversee departmental advisers in the graduation clearance and audit review methods.
- In co-operation with department advisers devise changes to the graduation clearance procedures that will simplify these further and so as to reduce time spent.

6. Student orientation

- Assume overall responsibility for the successful planning and implementation of this important aspect of student services in the College.

- Ensure co-curricular activities, especially research opportunities, are brought to the attention of the students.
- In particular, serve as liaison with the campus, attending the summer CORA meetings, and communicating relevant information to advising staff and departments.

7. General Administration

- Ensure the Coordinator for Undergraduate Education has the necessary information to carry out her administrative support responsibilities for you.
- Propose for the Dean's approval (send request to the Director for Administration) an appropriate mix of student staff supporting student services (graduate students, undergraduate students, and volunteers, together with your recommended allocation of work to them.
- Recruit, train and supervise the student staff.
- Ensure the student staff are familiar with the document outlining office policies and procedures, and that these are respected faithfully.
- Ensure delivery of UNIV 100.
- Report to the Dean on an urgent basis when despite your gentle reminders to college departments do not meet key undergraduate education obligations (e.g., NGR's, incomplete contracts, early warning, grade reporting, book ordering).

8. Campus Represent the Associate Dean at campus meetings as requested, including in particular: UPAC, College/Registrar's monthly meetings, CATT meetings, and Advising Community meetings. Keep departments and appropriate office staff up to date on relevant campus registration and admissions issues.

9. Office protocols

- Work with the Director for Administration and other staff to maintain a productive and mutually supportive atmosphere for all staff within the office. Refer all office HR issues to her.
- Maintain good familiarity with office policies and procedures, and adhere to these faithfully, noting that except for Associate/Assistant Deans, all leave is requested from and requires the approval of the Director for Administration.
- Contribute to strengthening the culture in the office in which we all strive for quality of service to the units.
- Help develop positive relationships with all members of the University, as this can only benefit the College.
- Develop a growing familiarity with the work of the College, for example, by reading the semi-annual Continuum and the monthly E-news.
- Especially at this time of budgetary pressures, all expenditures require the approval of the Director for Administration.

10. Other duties as assigned.

Amy, it has been a real pleasure to have you in the office, and I know our students are being very well-served through your efforts. I look forward to a productive year in which we continue to simplify our processes and make life more transparent for our students, and please be assured that you have my full support in your responsibilities, as they are an essential ingredient to our students' academic well being.

Ms. Kim Ozga
Assistant Director for Undergraduate Recruitment
and Co-Curricular Programs
College of Computer, Mathematical and Physical Sciences
University of Maryland, College Park

Dear Kim:

Working closely and in collaboration with the Associate Dean for Undergraduate Education, you have the primary responsibility at the College level for efforts to increase the number, quality and diversity of undergraduate students enrolling in CMPS majors. Your efforts should complement and be integrated with the recruitment efforts by college departments, as well as campus level programs in the Office of Undergraduate Admissions. In order to be able to properly represent the college to teachers, students and parents, it will be important for you to remain current in your knowledge of the science we do in the College, and of the special opportunities the college and campus provides for our prospective and enrolled students, including, for example, research opportunities with faculty, Corporate Scholars Program, study abroad, Freshman Connection, Transfer Advantage, and the various outreach activities in the units. You will also need to stay abreast of campus policies and programs regarding undergraduate education.

Listed below are the particular objectives that will be the focus of your activity during FY09. Your success with these will be important to accomplishing my goals for the coming year, and the principal basis upon which your merit increment for the year will be awarded, if merit increments are available.

1. Recruiting

➤ **CMPS External activity**

- Maintain an aggressive schedule of visits to high schools, anticipated to be at least 50 throughout the academic year, and report monthly with a written brief summary of these visits to Dean and Associate Dean.
- Maintain a schedule of visits to community colleges, anticipated to be at least 5 during the academic year, and report monthly with a written brief summary of any visits to Dean and Associate Dean.
- Plan and coordinate visits to campus by student groups from middle and high schools and report monthly with a written brief summary of any visits to Dean and Associate Dean.
- Serve as Dean's designee on the Science and Mathematics Advisory Board for Harford County Public Schools.
- Participate as requested in the summer College Preparation Workshop.

➤ **CMPS admitted students**

In co-operation with college departments assume responsibility for College-level activity designed to encourage strong high school and community college students to enroll in CMPS majors. In particular:

- Host meetings/tours with prospective students who come to campus on an individual basis.
- Oversee Phon-a-thon.
- Conduct sessions for Banneker-Key finalists.
- Host CMPS reception(s) for students and families.

➤ **Campus-organized activity**

- Provide the college interface for CMPS participation in campus recruiting activities such as: Visit Maryland Days, Academically Talented Program, Spring Open House, etc. Participate only in those activities which have a strong likelihood to affect new enrollments.
- Take responsibility for making the Dean's Office's direct participation in Maryland Day a success, including the meet-the-dean session, and the undergraduate education booth.

2. General Administration

- As requested, assist in the development of recruitment materials, maintain the prospective student web page(s), monitor the prospective student email account and answer inquiries.
- Distribute and maintain record of updated Consent and Release Forms for high school students involved in research in CMPS departments and use the information as a lead to reach out to teachers from the various high schools.
- Introduce self at undergraduate orientations; provide assistance with orientations if and when requested by the Director.
- Assist with commencement ceremonies as requested by the Coordinator for Undergraduate Education.
- Produce the bi-weekly CMPS Career Connection E-Newsletter, ensuring that it remains up-to-date.
- Oversee the (minimal) responsibility for CMPS participation in Mentornet.

3. Office protocols

- Work with the Director of Administration and other staff to maintain a productive and mutually supportive atmosphere for all staff within the office. Refer all office HR issues to her.
- Maintain good familiarity with office policies and procedures, and adhere to these faithfully, noting that except for Associate/Assistant Deans, all leave is requested from and requires the approval of the Director of Administration.
- Contribute to strengthening the culture in the office in which we all strive for quality of service to the units.
- Help develop positive relationships with all members of the University, as this can only benefit the College.
- Develop a growing familiarity with the work of the College, for example, by reading the semi-annual Continuum and the monthly E-news.
- Especially at this time of budgetary pressures, all expenditures require the approval of the Director of Administration.

4. Other duties as assigned.

Kim, the Provost has mandated we make a major effort to increase the quality of the undergraduate students in our majors and this is the major focus of your responsibilities. I am confident you have the talent and knowledge to communicate our excellence to various constituencies, to foster an early interest in science and math, and to grow and cultivate relationships with teachers and administrators in the schools which will help us to will encourage top-tier students to enroll in CMPS majors. I look forward to your making significant progress on this in the coming year and I am committed to your success.

Yours sincerely,

Ms. Ritzie M. Coleman
Coordinator for Undergraduate Education
College of Computer, Mathematical and Physical Sciences

Dear Ritzie,

Exempt staff have assigned responsibilities approved by the Dean to meet the expectations and objectives I set for the office and you should work closely with the Director of Administration, who has overall responsibility for administration of the office. As Coordinator for Undergraduate Education you are responsible for providing the staff support for activity at the College level connected with undergraduate education. You are expected to be proactive in understanding and meeting the requirements of your position and it is your responsibility to be thoroughly familiar with and fully understand the contents of this PRD.

Note that you have two types of reporting lines for the assignment of tasks and the evaluation of performance as follows: (1) to the Associate Dean for the primary assignment of tasks; (2) to the Director of Administration in completing your primary duties, for other duties in support of the office, and for requesting leave and submitting timesheets. Listed below are the particular objectives which will be the focus of your activity during FY 09. Your success with these will be important to accomplishing my goals for the coming year, and the principal basis upon which your merit increment for the year will be awarded by the Dean, if merit increments are available.

- 1. Overall responsibility for the following four major CMPS events**, including planning, all logistics and administrative support, and coordinating the work of other staff with assigned responsibilities associated with these events.
 - Fall and spring commencement ceremonies – defend our space in campus meetings.
 - Annual Spring Academic Festival.
 - Annual CMPS College Welcome and Ice Cream with the Dean.
 - Legacy of Scholarship Reception.

- 2. Administrative support for the Associate Dean**

Provide the full range of executive administrative support for the Associate Dean of Undergraduate Education. Primary in this is the timely production of deliverables based upon a schedule of important activities/deadlines for his recurring responsibilities. This means that while he will provide the intellectual input into various processes, you will need to manage requests for and responses to information, and the compilation of paperwork and its final dispensation in a manner that completely frees him of administrative tasks. This will require that you ensure that the Associate Dean is routinely sharing with you any information or instructions he is receiving directly. Also, in order to gain full knowledge of his workload it will be important for you to open his mail to determine which communications to handle personally, which to pass on to other staff, and which to bring to his attention. Provide data and reports as requested. Schedule and handle arrangements and support for meetings; draft, prepare correspondence for signature and/or approval and disseminate; screen and route telephone calls; assemble and maintain applicable, accurate, and comprehensive records and files in compliance with the Records and Retention Disposal Schedule developed for the Dean's Office.

- 3. Records**

- Receive college roster of changes of major by students and ensure transfer and receipt of affected student files and records.
- Maintain college graduation data each semester and by race, gender, type of degree or certification, special honors, and provide to the Dean and Department Chairs.
- Forward email addresses of graduates to Communications Coordinator.

- Assume responsibility for the retention and disposal of student records.

4. Awarding scholarships

- For all scholarships within the domain of the Dean's Office:
 - arrange for appropriate advertising (except Corporate Scholars).
 - collect and compile applications.
 - maintain data on applicants, and criteria for awards.
 - organize and support committee meetings.
 - send out award letters (signed by Associate Dean), and receive back signed contracts and, where applicable, thank-you letters to donors.
 - provide Associate Director of Finance with documentation required to affect payments to awardees.
 - ensure recipients maintain eligibility requirements.
 - respond to inquiries and provide reports and information as requested.
- For departmental awards, perform early check to ensure awards have been made and report failures to do so to the Dean.

5. Executive administrative support for the following CMPS processes

- award of student honors such as Dean's List and Associate Dean's Commendation and for other scholastic opportunities for students such as Senate Elections, Senior Summer Scholars, URAP, National Scholarships.
- incomplete contracts, early warning and semester grade reporting.
- Supplemental Grade Reports (sign for Director).
- CMPS PCC Committee. This includes administrative interface with the units and the campus, and advice as necessary to units about forms and process.
- disseminate requests from and compile responses for the Office of the Registrar regarding Undergraduate Schedule of Classes (including CMPS courses), Undergraduate Catalog Revisions, etc.
- attend campus Graduation Committee, and other meetings as needed.

6. IT support and web page

- approve college-wide SIS and ADVISE accounts.
- assist UG employees with advising software programs.
- Ensure that the Associate Dean's portion of the undergraduate web page is up-to-date.

7. Documentation

- Develop simple manuals (or templates) that document the steps and timelines for the many standard processes above with which you have been entrusted, and thereby eliminate the need for other than minimal time devoted to the planning and assessment of these activities, and which would allow others to easily step in for you.
- In co-operation with the individual responsible for processes that you support, develop a manual for these as well.

8. Provide back-up for office staff, as needed.

9. Office protocols

- Work with the Director of Administration and other staff to maintain a productive and mutually supportive atmosphere for all staff within the office. Refer all office HR issues to her.
- Maintain good familiarity with office policies and procedures, and adhere to these faithfully, noting that except for Associate/Assistant Deans, all leave is requested from and requires the approval of the Director of Administration.
- Contribute to strengthening the culture in the office in which we all strive for quality of service to the units.
- Help develop positive relationships with all members of the University, as this can only benefit the College.
- Develop a growing familiarity with the work of the College, for example, by reading the semi-annual Continuum and the monthly E-news.
- Especially at this time of budgetary pressures, all expenditures require the approval of the Director of Administration.

10. Other duties as assigned.

Ritzie, it has been a real pleasure to have you in the office, and your efforts are integral to the positive student experience in the College. Please be assured that you have my full support in your responsibilities, as they are also an essential ingredient to the success of my expanded role for the Associate Dean.

Yours sincerely,

Steve Halperin
Professor and Dean

SH:vb

Updated 10-30-08

Dr. James Purtilo
Interim Associate Dean for Undergraduate Education
College of Computer, Mathematical and Physical Sciences
University of Maryland, College Park

Dear Jim:

The Dean's office has the important role of supporting our departments in their mission to deliver to undergraduate students the best possible education that a superb research college can provide. This is an important part of the University's new strategic plan, which will provide a valuable framework for CMPS activity, and as well it is a very high priority for me. I look to you as Associate Dean for Undergraduate Education to act as the point person for our efforts in this domain. Listed below are the particular objectives in priority order that should be the focus of your activity during FY 09. Your success in making substantial progress in these will be a key factor in enabling the College to meet the objectives set out by the Provost, and an important basis upon which your merit increment for the year will be awarded, if merit increments are available.

1. CMPS Undergraduate Education

- Chair the CMPS Core committee with the objective of developing a proposal for the implementation of a new general education program as that impacts courses offered by CMPS disciplines.
- Bring to fruition the objectives of the LM proposal with the pilot course delivered in the Fall 09 semester.
- Develop an ongoing close working relationship with the group of undergraduate associate chairs in the departments. Support the diversity of academic cultures they will bring to the table, while encouraging them to understand the common values we share.
- Begin an ongoing discussion with that group about what in this day and age are the principal objectives that major programs in this college should accomplish for our graduates. In this, bear in mind the following:
 - most students will not go on to graduate school and an academic career, and the priorities and needs of employers have changed considerably over the years.
 - as much as possible our students should benefit from the extraordinary quality and range of our faculty and their research programs.
 - the importance of making our students much more aware of the nature of a research university and encouraging them to take real pride in the scope and quality of the new knowledge our faculty are creating.
 - the potential value of a cross-disciplinary component, even for students headed for graduate school.

2. Undergraduate Recruitment

- In co-operation with our departments develop for my approval and then implement a strategy to increase the number of outstanding high school and transfer students we recruit into CMPS majors. In doing so consider the following:
 - integration of our efforts with those of the UM admissions office.
 - the value of building relationships with specific teachers and specific schools, including in particular the three science magnet schools in Prince George's County.
 - the "Goodman plan" to introduce to our campus large numbers of local high school students with an interest in math and science.
 - the importance of building diversity in our student population.

3. Scholarships

- Oversee the selection processes for all scholarships within the domain of the Dean's office (including those awarded in the Corporate Scholars Program) and populate and chair the Selection Committee.
- Ensure appropriate participation by College faculty and staff in campus scholarship awarding processes.

4. PCC Responsibilities

- Chair the College PCC committee. While it is important to ensure that documents provided by the units for PCC/VPAC submission are correct and timely, required changes are the responsibility of the units as this office does not edit or amend their paperwork.
- Ensure that proposals from other colleges that impact ours are vetted appropriately by the relevant CMPS units, and responded to (with my approval) in a timely way.

5. General Administration

- Ensure that the Undergraduate Education Coordinator manages the compilation of paperwork resulting from requests for and responses to college-wide catalog description updates, and scheduling sheets for the office.
- Ensure that CMPS-prefixed courses offered by this office are of a reasonable standard.
- Ensure office personnel discharge our remaining obligations on the two NSF grants (LSAMP and CSEMS).
- Office participation in any future grants regardless of funding source requires my prior approval.

6. Representing the College

- Serve as the College's chief representative to the campus on academic matters involving undergraduate education. In particular,
 - Serve on VPAC, but feel free to delegate other campus committee responsibilities to others; for example, membership on UPAC is delegated to our Director of Student Services.
 - Prepare the College's annual Access Request as part of the Planning Cycle process.
 - Serve as the College's coordinator for the management of the Learning Outcomes Assessment process, and represent the College at campus meetings for college coordinators of this process. Where changes in unit plans are required, the plans should be returned to the unit for correction with brief comments outlining the required changes.
 - Serve on the ENSP Board.
 - As requested, attend campus events in my stead.

7. Reports

- Obtain from each unit by March 15 a report listing the number of undergraduates and high school students participating in research opportunities, and the names of the faculty who supervised them. Provide me with a combined report by March 31.

8. Staff matters

- Coordinator for Undergraduate Education - This position provides administrative support to you as set out in her PRD letter. Because of her experience and competence, she will require little direct supervision in the execution of her responsibilities and it is important that you are not handling administrative matters (such as scheduling your appointments) that are assigned to her. And as she, like most support staff in the office reports to our Director of Administration, it is the Director's responsibility to ensure that office policies and procedures such as leave reporting are respected, and to deal with any personnel issues. The PRD for this position will be done by you in concert with the Director of Administration.
- Director of Student Services - This position reports to you; however, its duties have been carefully organized to avoid overlap with your own. Thus this Director is expected to work independently, although the rare difficult student cases where academic judgment is required may require your decision. And while the Director should be working essentially without supervision, you should discuss her duties with her at the expectation-setting meeting, and review progress at the mid-term meeting and again in the spring before submitting your recommended evaluation through our Director of Administration to me.
- Assistant Director for Recruitment and Co-Curricular programs - This position will work temporarily under your direct supervision to create and implement programs designed to increase the quality, number and diversity of CMPS majors. At the time the position is reclassified to director, the incumbent will be expected to adjust or redefine programs, work independently, and to provide reports that justify methodologies and meet the targets set out in her PRD. You should discuss her duties with her at the expectation-setting meeting, and review progress at the mid-term meeting and again in the spring before submitting your recommended evaluation through our Director of Administration to me.
- Grant Coordinator - This Graduate Assistant is expected to work independently in concert with our partners in the Clark School, although you will need to ensure she is meeting our contractual obligations to the NSF, including teaching obligations for (299R LSAMP) and 299J (CSEMS), and reporting requirements for the CSEMS grant.

9. Co-Curricular Programs

- Assume responsibility for increasing student enrollment in programs that enhance the educational opportunities of our students outside the classroom, including in particular, internships and study abroad.
- For the current fiscal year and until otherwise directed by me, co-curricular activities are defined as those activities that contribute to the education of students. In particular, the Dean's Office does not support student groups and does not have a "career services" division. Therefore, staff are not to be deployed in these areas.

10. Office protocols

- Work with our Director of Administration and other staff to maintain a productive and mutually supportive atmosphere for all staff within the office. Refer all office personnel issues to her.
- Maintain good familiarity with office policies and procedures, and adhere to these faithfully, noting that except for Associate/Assistant Deans, all leave is requested from and requires the approval of our Director of Administration.
- Contribute to strengthening the culture in the office in which we all strive for quality of service to the units.

- Help develop positive relationships with all members of the University, as this can only benefit the College.
- Develop a growing familiarity with the work of the College, for example, by reading the semi-annual Continuum and the monthly E-news.
- Especially at this time of budgetary pressures, all expenditures require the approval of our Director of Administration.

9. Other duties as assigned.

Jim, this is an ambitious agenda, as is the agenda for every staff member in this office. I have very much enjoyed working with you and look forward to a fine ongoing partnership with you in the coming year.

Yours sincerely,

Steve Halperin, Dean

SH:vb

Updated 10-30-08