

**2009 JOB RESPONSIBILITIES  
CENTER FOR TALENTED YOUTH  
ACADEMIC DEAN**

All staff members are expected to adhere to the *CTY Standards of Employee Conduct*; to contribute positively to the site's living and learning community; to ensure students' physical and emotional safety; to uphold the *Honor Code* and enforce site rules; and to perform reasonable job duties, even if not part of the job description, as assigned by their supervisors.

The academic dean has primary responsibility for supervising the academic staff and coordinating the academic program. The academic dean may also be asked to assume the site director's responsibilities in the site director's absence. In addition to promoting appreciation and understanding of CTY's philosophy, policies, and procedures among the instructional staff, the academic dean fosters communication between the instructional staff, the administrative staff, and, at residential sites, the residential staff. A primary activity of the academic dean is to provide training and support to the instructional staff.

The academic dean is a member of the site administration. All members of the site administration are expected to:

1. Work together as a team, keeping overall program goals in sight while managing a range of details.
2. Help set the appropriate tone for the community as described in staff handbooks and other program documents.
3. Anticipate and prevent potential problems.
4. Communicate promptly, clearly, and sensitively with other administrators, staff, students, parents, the host institution, and the CTY office in Baltimore.
5. Help the academic and residential programs work in harmony with each other.
6. Model professionalism.

**Supervision**

The academic dean is supervised directly by the site director and indirectly by the site program manager and assistant program manager. The academic dean is the direct supervisor of the instructors and the academic dean's assistant (at some sites) and the indirect supervisor of the instructional assistants.

**Work Schedule**

A significant portion of the academic dean's time is devoted to instructional issues and to administrative issues, such as ensuring adequate classroom facilities.

At **residential sites**, the academic dean's work hours will be primarily during class times, which include evenings at most sites. The academic dean will not have specified duties on weekends with the exceptions of Sunday evening class sessions (7<sup>th</sup> grade and above sites) and the initial start-up weekend, the closing weekend, and intersession (when all administrators help in the supervision of all aspects of the program).

At **day sites**, the academic dean works Monday through Friday, 8:00 a.m. to 4:30 p.m., with additional time in the evenings and on weekends as necessary to complete paperwork and other administrative tasks.

On a rotating basis, the academic dean will need to arrive earlier and/or depart later to assist with Before-and After-Care for students. During opening week at day sites, the academic dean remains on campus into the evenings, if necessary, until all tasks are completed. The academic dean at day sites also works the Sunday immediately prior to the start of classes in order to conduct staff orientation and student registration, as well as the closing Saturday of the final week of the session, if needed. At the Windward, Brooklandville, and Sandy Spring day sites, academic deans are required to work the weekend between the two sessions.

**At residential sites**, the academic dean works closely with the dean of residential life, academic counselor(s), and other staff persons to help coordinate the academic program with the residential aspects of the program. **At day sites**, the academic dean works with the dean of students to coordinate the duties and schedules of program assistants (PAs).

Additional job responsibilities of the academic dean include, but are not limited to, the following:

**Before Arriving at the Site:**

7. Carefully read the Academic Dean's Binder, which will be mailed to academic deans before the June Site Administrators Meeting (JSAM). Also, review the current year catalog, staff handbooks, job responsibilities, and student materials, such as student information packets.
8. Complete any required pre-summer training, including any on-line training courses, before attending JSAM.
9. Attend JSAM, which is held on a Friday–Sunday in early June in Baltimore. There is no additional compensation for this meeting except expenses.

**Before Instructional and Residential Staff Arrive:**

10. Arrive at the site on the date specified in your employment agreement to assist the site director and other site administrators in setting up the summer program and preparing for the arrival of staff (Thursday) and students (Sunday). Specific responsibilities during pre-session planning and orientation may include working with the site director and other administrators to establish administrative procedures and policies for the site; helping to plan staff orientation, opening ceremonies, and the first day of classes; addressing parents at opening ceremonies; making classroom assignments for academic staff; and reviewing class lists and the assignment of teaching assistants to instructors, as well as making any necessary revisions in consultation with the program manager and/or assistant program manager and the site director. At residential sites, the academic dean may need to make housing assignments for instructors and teaching assistants.
11. If there is an academic dean's assistant at your site, supervise this individual's activities. (If you will have an assistant, you will receive a copy of the job responsibilities for that position.)
12. Assist the site director with preparing a site handbook to distribute to staff members when they arrive.
13. Assist the site director in working with the host institution to ensure the effective operation of academic programs and services. This includes inspecting the condition of classrooms and laboratories at the beginning and end of the program, meeting with the host science contact to review laboratory safety and waste disposal, scheduling audio-visual facilities and meeting

spaces, working with the college bookstore to ensure that all class materials are available in adequate numbers for purchase by students, consulting with college librarians on library services, and working with the school's computing services to meet the word-processing and computer-programming needs of the academic program. In all contacts with the host institution, the academic dean is expected to protect the programmatic and financial concerns of CTY.

14. Locate and distribute science supplies to appropriate classrooms with assistance from the academic dean's assistant and/or subject area coordinator. (Not all sites have academic dean's assistants or subject area coordinators.) Communicate with the program manager or assistant program manager about damaged or missing supplies. Troubleshoot with vendors about science supply orders as necessary.
15. Begin reviewing field trip requests that require off-campus transportation or extensive planning, such as purchasing tickets or paying admissions fees. Consult with the office manager and the site director about reserving and scheduling buses or vans, etc.
16. In conjunction with the site director and dean of residential life or dean of students, develop and maintain an effective system for monitoring student attendance in classes while keeping in mind laboratory sessions, field trips, testing sessions, and other special circumstances. With the site director, establish a procedure for monitoring student academic performance and classroom behavior throughout the session.
17. At some sites, there are subject area coordinators (SACs) with whom the academic dean works very closely in a collaborative relationship. SACs arrive on Wednesday of opening week. This collaboration may include developing strategies for working together, reviewing the orientation plans developed by the SAC, and, if appropriate, soliciting his or her assistance with the editing of student evaluations from the instructors in the SAC's discipline.

#### **Before the Students Arrive:**

18. Coordinate and lead orientation sessions based on the staff handbooks and other information for academic staff provided by CTY and the program manager or assistant program manager. Orientation for academic staff is to include sessions on nuts and bolts (location of photocopy machines, how to request supplies, etc.); sessions on instructional strategies and working with gifted students; sessions on study skills, classroom management, disciplinary issues, and pre- and post-assessment; a meeting for instructors only to discuss working with instructional assistants; a parallel meeting only for instructional assistants to discuss working with instructors and (at residential sites) running effective study sessions; and meetings to deal with curricular issues. The pre-session schedule should also include time for instructors to meet with their assistants and make final preparations for their classes. At residential sites, time should also be set aside during the orientation period for academic and residential staff members to become acquainted with each other and to emphasize the sense of community among staff. Orientation for staff arriving second session will be abbreviated as the intersession schedule demands.
19. Remind the instructional staff to read the handbooks, memos, and other documents provided by the program manager and assistant program manager as these contain program and university policies and other important information.
20. Represent the philosophy and policies of CTY in a manner that fosters cooperation and respect among summer staff, host institution staff, and full-time CTY staff throughout the program.

## Opening Day through Closing Day:

### Administrative support

21. Help plan and speak at both the opening ceremony for parents and the all-site meeting for students and staff.
22. Act as a liaison between academic, residential, and administrative staff, fostering a respect and appreciation among the staff for each component of the program and a sense of working toward a common goal.
23. Attend RA meetings when possible. At least once a week is recommended.
24. Work with the site director to ensure the smooth day-to-day administrative functioning of the academic program. This responsibility includes keeping academic staff informed of activities and schedules for the site (including academic and non-academic activities), upcoming deadlines, and administrative decisions regarding their students; coordinating study sessions (residential sites only); establishing and overseeing a system for procuring classroom supplies and scheduling special facilities as requested by academic staff members; attending daily administrative staff meetings; and conducting weekly instructional staff meetings. (During the first week, the agenda must include a session on preparing student evaluations.)
25. Help to ensure that a *Concern/Incident/Medical Report* is completed by the appropriate person(s) when a student experiences illness or injury (no matter how minor), when a staff member is injured, when there is a problem with student behavior or academic performance, when there is an incident in which facilities are damaged, and when a student is sent home for any reason. Each completed *Concern/Incident/Medical Report* must be given to the site director. Copies can be found in the staff handbooks.
26. Assist in ensuring the health and safety of all students by following site medical protocols covered in orientation and written materials. As requested by supervisors, assist not only with health office logistics such as escorting students to/from the office or filing paperwork, but also with urgent medical situations, which may require accompanying students to the ER or to off-campus clinics.
27. Maintain accurate class lists, and submit these to the program manager and/or assistant program manager.
28. Inform the office manager of any changes in student registration status or the spellings of students' names, including withdrawals from the program, course changes, and course section changes.
29. Cooperate with approved representatives of the media and other visitors to the site.
30. Assist the site director with planning and conducting, for each session, closing ceremonies for parents, parent-teacher conferences, the departure of staff and students, and the closing down of the site, including inventorying, boxing, and storing materials at the site (or off site) and returning appropriate materials to Baltimore.

## Academic support

31. Coordinate program testing and assessment activities, including the collection of pre- and post-assessments at the end of each session.
32. Ensure that instructors address issues of academic honesty with their students and that instructors and assistants take steps to minimize opportunities for violations.
33. Ensure that students and staff are aware of and follow all safety rules (in labs and on field trips, for example, including waste disposal procedures).
34. Ensure that instructional staff are provided with adequate books and supplies, teaching facilities, AV equipment, or other equipment needs. Monitor the physical condition of the academic facilities.
35. Oversee, monitor, and ensure the quality of classroom instruction:
  - a. Collect preliminary syllabi from all instructors and review for content.
  - b. Consult with instructional staff members and other appropriate personnel on issues such as teaching strategies, curricular concerns, etc.
  - c. Regularly observe each class in session (at least one hour per class per session is recommended). Discuss observations, strengths, concerns, and suggestions with the instructor (and the teaching assistant if appropriate). Give a written report of the class visit to the instructor, give a copy to the site director, and include a copy with the academic dean's site report.
36. Coordinate field trips in cooperation with the appropriate staff. Verify that the instructor(s) going on field trips have the necessary budget for off-campus trips, a copy of each student's medical form, necessary medications, transportation, and box lunches. All field trips must be approved by the site program manager.
37. Coach instructors having difficulty working with students. Speak directly to students having significant issues in class. Make sure that the appropriate administrators (site director, counselor, dean of residential life, or dean of students) are involved in such discussions.
38. Speak with parents when they call with concerns and make follow-up phone calls. In consultation with the site director, initiate phone calls or meetings with parents of students experiencing academic difficulties.
39. Coordinate the editing of course descriptions by instructors.
40. Train new instructors in writing evaluations of student performance, review guidelines for evaluations with returning instructors, highlighting any changes from the previous year, and establish time tables for reviewing and returning evaluations that will make the review and editing process at the end of the session predictable and manageable for all involved.
41. Oversee the administering of Student Program Evaluations (SPEs) and any other student questionnaires developed or approved by the program manager and assistant program manager,

and return the completed materials to the Baltimore office as directed.

42. Collect and submit to the program manager and assistant program manager an evaluation for each student, written in accordance with the guidelines in the *Student Evaluations Handbook* and *Instructor Handbook*, and edited for grammar, punctuation, spelling, tone, and content. Also collect and submit electronic copies of the evaluations.
43. Collect and submit to the program manager and assistant program manager an electronic version of each instructor's final syllabus and an electronic version of each instructor's pre-/post-assessment.

**After the Students Depart:**

44. Prepare a list of students who had problems sufficiently severe to warrant special caution before they are allowed to return to the program in the event they reapply. A brief explanation for each student should be included. In almost all cases, the parents of the students on this list should have been contacted during the session and should be aware that their children experienced problems. Submit this list with your final report. (Alternatively, all administrative staff may collaborate on a master list for the site to be submitted with the site director's report.)
45. With the other administrators, close down the site.
46. No later than **September 1**, submit to the site program manager a final written report on the summer program at the site. The site report's purpose is two-fold: 1) it should serve as a procedural manual for the following year's academic dean, and 2) it should provide information that will assist the program manager and assistant program manager in evaluating the summer program and planning for the next year. Consult your administrative binder for details about the content and format of this report.
47. Be sure that the program manager or assistant program manager for your site has an address, telephone number, and email address where you can be reached during the upcoming academic year.