

**2023 JOB RESPONSIBILITIES  
CENTER FOR TALENTED YOUTH  
ACADEMIC DEAN**

All staff members are expected to adhere to the *CTY Standards of Employee Conduct*; contribute positively to the site's living and learning community; ensure students' physical and emotional safety; uphold the [CTY Student Code of Conduct](#) and enforce site rules; and 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, coordinating the academic program, ensuring the quality of instruction, and addressing student performance issues. The academic dean, along with the dean of residential life, 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 key 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:

- Work as a team, keeping program goals in sight while managing a range of details.
- Help set the appropriate tone for the community as described in staff handbooks and other program documents.
- Anticipate and prevent potential problems.
- Communicate promptly, clearly, sensitively, and securely with other administrators, staff, students, parents/guardians, the host institution, and the CTY office in Baltimore using JHU-approved platforms.
- Help the academic and residential/recreational programs collaborate effectively with each other.
- Model professionalism.
- Represent the philosophy and policies of CTY in a manner that fosters cooperation and respect among summer staff, students, host institution staff, and full-time CTY staff throughout the program.

**Supervision**

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

**Work Schedule and Physical Requirements**

At **residential sites**, the academic dean's work hours are primarily during class times, which include evenings at most sites. The academic dean will not have specified duties on weekends (except for Sunday evening class sessions at sites for grades 7 and above) and the opening weekend, 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 a.m. to 4:30 p.m., with additional time in the evenings and on weekends to complete paperwork and other administrative tasks. On a rotating basis, the academic dean arrives earlier and/or departs later to assist with before- and after-care for students. During opening week, the academic dean remains on campus into the evenings, if necessary, until all tasks are completed. The academic dean also works the student check-in day on the weekend immediately prior to the start of classes in order to conduct staff orientation and student check-in, as well as the closing Saturday of the final week of the session, if needed. At day sites operating for both sessions, 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, and other staff 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).

Academic deans are required to travel and navigate a college/school campus with or without accommodations. This may include traversing some long distances across campus. Some lifting and moving may be required.

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

**Before Arriving at the Site:**

- Carefully read the Academic Dean's Manual, review the site's course offerings, staff handbooks, job responsibilities, and student materials such as student information packets, to learn program structure, and rules and regulations for students and staff.
- Complete trainings, background checks, health forms, immunization records, and other items required by JHU, CTY, the host institution, or state/local regulations.
- Attend a 2-day training the first Saturday and Sunday in June. This training may be delivered online or in-person; if in-person, CTY covers travel expenses.
- Access and familiarize yourself with CTY's communication and digital file storage systems. Links, training, and login information for these systems will be provided during the onboarding process.

**Before Instructional and Residential Staff Arrive:**

- Arrive at the site on the date specified in your employment agreement to assist the administrative team with setup and planning. Bring relevant technological resources including a cell phone and laptop to use during your employment.

- Work with the site director and other administrators to establish administrative procedures and policies for the site.
- Help to plan staff orientation, opening ceremonies, and the first day of classes; making classroom assignments for academic staff; and reviewing class lists, 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.
- If there is an assistant academic dean at your site, you will supervise this individual's activities.
- Assist the site director with preparing a site handbook to distribute to staff members when they arrive.
- Assist the site director in working with the host institution to ensure effective operation of academic programs and services. This may include 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 and to coordinate a training session in these areas for science faculty; scheduling audio-visual facilities and meeting spaces; working with the bookstore to ensure that all class materials are available in adequate numbers for pick up by students; consulting with college librarians on library services; consulting with the host and/or their campus security representative on safety protocols for securing classrooms and CTY equipment/student devices and materials; and working with the host and/or their IT department to ensure any computer labs provided by the host meet the 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.
- Organize books and supplies for all instructional assistants with assistance from the assistant academic dean.
- Organize books and supplies for students with assistance from the assistant academic dean.
- Locate and distribute science supplies to appropriate classrooms with assistance from the assistant academic dean, instructors, and/or the subject area coordinator (SAC). Communicate with the program manager or assistant program manager about damaged or missing supplies. Troubleshoot with vendors about science supply orders as necessary.
- Begin reviewing field trip requests that require off-campus transportation or extensive planning, such as purchasing tickets or paying admissions fees. Consult with site program manager about which fees have already been paid and which transportation plans have already been coordinated. Coordinate with office manager and site director on scheduling, coordinating drivers (if necessary), and use of petty cash cards.
- 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.

- Prepare the student evaluations schedule and plan student evaluations training for instructional staff. If your site has an assistant academic dean, oversee and support their efforts in this endeavor.
- If there is a subject area coordinator (SAC) at your site, supervise this individual's activities once he or she arrives on Wednesday of opening week. The SAC works collaboratively with the academic dean in a variety of ways that may include developing and reviewing plans for orientation, inventorying and distributing science supplies, and assisting with waste disposal.

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

- 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 should include sessions on information like location of photocopy machines, how to request supplies, etc.; sessions on instructional strategies and working with gifted students; sessions on study skills, classroom management, student behavioral 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 evening sessions; and meetings on specific curriculum 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.
- Lead orientation session(s) for instructional staff on the student evaluation process. 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. If your site has an assistant academic dean, supervise and support them as they lead this process.
- 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.

#### **Opening Day through Closing Day:**

##### *Administrative support*

- Help plan and speak at the opening ceremony for families and the all-site meeting for students and staff.
- Act as a liaison between academic, residential, and administrative staff, fostering respect among the staff for each component of the program and a sense of working toward a common goal.
- Attend RA meetings when possible, at least once a week.

- 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 including academic and non-academic activities, upcoming deadlines, and administrative decisions regarding their students; coordinating evening sessions; 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.
- Ensure 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 student's physical or emotional safety is in question; 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.
- 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 and assisting in adherence to COVID protocols.
- Assist the site director as needed in developing and implementing a process for running emergency drills for all academic buildings, including fire drills and any other drills required by the program, host institution, or state and local guidelines.
- Maintain accurate class lists and ensure they are saved in secure locations and accessible to other administrators and the program manager.
- Inform the office manager of changes in student registration status, including withdrawals from the program, course changes, and course section changes.
- Cooperate with approved representatives of the media and other visitors to the site.
- Oversee the process for parent/guardian-teacher conferences/showcases, and, as needed, assist the site director with planning and conducting, for each session, closing ceremonies for families, the departure of staff and students, and the closing down of the site.

#### *Academic support*

- Coordinate program testing and assessment activities, including the collection of pre- and post-assessments at the end of each session. Distribute the *Fast-Paced Science Student Summary Spreadsheet* to instructors of all fast-paced science courses. Ensure security of all fast-paced course assessment tools.
- Ensure that instructors address issues of academic dishonesty with their students and that instructors and assistants take steps to minimize opportunities for violations.

- 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.
- Ensure that instructional staff receive adequate books and supplies, teaching facilities, AV equipment, or other necessary equipment. Monitor the physical condition of academic facilities.
- Oversee, monitor, and ensure the quality of classroom instruction:
  - Collect preliminary syllabi from all instructors and review for content.
  - Consult with instructional staff members and other appropriate personnel on issues such as teaching strategies, curricular concerns, etc.
  - Regularly observe each class during the session.
  - Conduct a formal classroom observation for each new instructor and, as requested by your program manager, for select returning instructors. One 45-minute observation per instructor is recommended. Discuss observations, strengths, concerns, and suggestions with the instructor, and the instructional assistant if appropriate. Give a written report of the class visit to the instructor, and include a copy with the academic dean's site report.
  - Coach instructors having difficulty working with pedagogy, course content, and classroom management. Speak directly to students having significant issues in class. Make sure the appropriate administrators (site director, academic counselor, dean of residential life, or dean of students) are involved in such discussions.
- Coordinate field trips in cooperation with the appropriate staff. All field trips must be approved by the site program manager.
- Communicate with parents/guardians when they call or email with concerns and initiate follow-up conversations. In consultation with the site director, initiate phone calls or meetings with parents/guardians of students experiencing academic difficulties.
- Coordinate the editing of course descriptions by instructors.
- Administer student satisfaction evaluations 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.
- 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.

- 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- and post-assessment. For fast-paced science instructors, collect and submit Fast-Paced Science Student Summary Spreadsheets.
- Oversee the inventory and packing process for academic supplies. For science instructors, organize and coordinate the waste-disposal process following CTY and host institution guidelines.
- Establish staff check-out procedures with the site director, and be available all day during staff check-out.
- Submit a Clery Act exit survey, providing any follow-up information as requested by JHU Campus Safety and Security.

**After the Students Depart:**

- 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, including a brief explanation for each student. In almost all cases, the parents/guardians of the students on this list should have been notified during the session 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.
- With the other administrators, close down the site. Ensure all classroom/lab supplies and supplies from the academic office have made it into the appropriate storage facility or have been properly disposed of. Develop a system for returning all academic supplies borrowed from the host, as well as any keys to classrooms/labs. Ensure all inventory lists are saved in the location designated by the program manager.
- Depart the site with the permission of the site director, program manager, or assistant program and no earlier than the date indicated on your employment agreement.
- 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 should serve as a procedural manual for the following year's academic dean, and 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.
- Provide the program manager or assistant program manager for your site with an address, telephone number, and email address where you can be reached during the upcoming academic year.

## Sample Daily Schedule

Here's what a day in the life of an Academic Dean looks like. Exact schedules will vary from site to site.

### DAY SITES

#### Morning

- Work Before Care one day per week beginning at 7:30 a.m.
- Meet with instructors and PAs individually before students arrive at 8 a.m.
- Assist with students' arrival
- Visit classes for formal and informal observations
- Complete paperwork such as classroom observation write-ups, student evaluation edits, and Concern Incident Medical Reports (CIMRs)

#### Afternoon

- Help monitor lunch and recess
- Attend the daily administrative team meeting
- Visit classes for formal and informal observations
- Talk to students and/or staff about any issues
- Continue to work on paperwork
- Assist with student departure
- Work After Care one day a week until 5:45 p.m.

### RESIDENTIAL SITES

#### Morning

- Attend breakfast and talk to students and staff before class begins
- Visit classes for formal and informal observations
- Complete paperwork such as classroom observation write-ups, student evaluation edits, and CIMRs
- Attend the daily administrative team meeting

#### Afternoon

- Have lunch and take an afternoon break
- Visit classes for formal and informal observations
- Coach and be available to instructional staff after class ends
- Plan and lead a weekly instructor meeting

#### Evening

- Check in on study hall from 7-9 p.m. (at sites for grades 7+)
- Coach and be available to instructional staff
- Continue to work on paperwork

**Weekends**

- Academic Deans are off from Friday afternoon until Sunday evening study hall except for the first weekend of each session