

Standard I: Related to the College's mission, vision, and value statements, what areas of concern or opportunity do you see for improvements to these statements, if any? The mission and vision are very clear and robust. While there may be opportunities for revising. I don't know that it's necessary. The opportunities are many – lots of partnerships outside the college and with MCPS to serve more students. Equity and social justice are included in there. From where I sit, it's robust and has lots of opportunities.

Standard II: Can you share any successes or concerns in the hiring, evaluation, promotion, discipline, and separation of employees from the Dean's perspective? One dean notes concern with discipline processes. Deans are called upon to investigate an inordinate number of things: grievances from 3 different unions, violations of P&P like bullying, we'll have to investigate ethics violations, academic dishonesty. We are not trained to do these investigations, and the only thing we don't investigate is sexual harassment (just report). We are not trained, and there isn't adequate staff in HR to be doing the investigating or to even walk us through it. Another dean notes that there needs to be consideration given to developing training not just to deans, but for any manager or supervisor who must conduct investigations. They can be overwhelming and intimidating because of the way our disciplinary process unfolds. People have lots of ways to get out of the discipline or stop the investigatory /disciplinary process, but we haven't been told what the steps are that we need to follow for each type of investigation. A third dean indicates that this is a liability issue – it's not in our job description, and we are not trained. HR hires and fires, we just make recommendations – but everything in the middle gets sticky. We can recommend discipline or firing, but we can't do it. There is a lot of ambiguity. A fourth dean comments that there is also an issue of timeliness and communication: when we have questions and need support [from HR], it is very difficult to get timely responses. We must meet a schedule, but when we don't get help in a timely fashion, it is stressful. When there is closure, we don't get reports, so we're left hanging about the next steps in the process and how long we should keep documentation and where it should be stored. A fifth dean indicates that deans need to be kept in the loop for HR; when people go out for FMLA, or hiring, they will often only talk to the immediate supervisor, not the dean, so the dean is not kept in the loop. If someone is on FMLA and can come back at any time, can deans get 2 weeks' notice, so we know how to work with temps? A sixth dean observes that the hiring process has a good process and training for onboarding, but not for other processes (we have a checklist, methodical chart for these, but nothing like that for evaluation, promotion, separation, and discipline), offering that the College should develop similar procedures for these other processes. Dean five also commented that I'd like to be supported and not always be the bad guy. When we ask HR questions, we're told, "well that's up for you to decide" – no guidance is given to us, or they give guidance to personnel that contradicts what we've done and it creates a lot of problems. The same is true of separation – someone separated during the semester and was still delivering instructions to students – action like this leaves chair and dean holding the bag – not having a teacher is a big problem for students and departments, but HR says people can transition whenever they would like to. A seventh dean notes that files and paperwork is supposed to be stored in HR and Mannakee, so deans don't have access to it. Deans can't review files, particularly for full time advancement. There is no way to advance full time faculty at 2 of 3 campuses, and no solution has been provided. The same is true of discipline – if a dean is asked if a person has exhibited problem behaviors before, the dean doesn't

always know, particularly if the dean is new, but the dean doesn't have access to the file, either. Simple things like what degree someone has used to be in the catalog, and now we can't even figure this out. An eighth dean observes that HR is reluctant to pull the trigger on issues, and it can take 2 years to get rid of someone when it should take 3 months. Processes from campus to campus related to rank advancement are inconsistent. A ninth dean asks why can't deans call the job title what we want to in hiring ads? We lack control over hiring language. Further, full time faculty get privileged information from HR, adjuncts are left out – full time faculty get memos from HR that don't mention part time faculty, so part time faculty don't know if they need to meet the training requirements; in addition, sometimes part time faculty can't access the training – there is more work to do in how deans and HR can work together to communicate training opportunities and processes. We also don't consistently have a clear process for hiring across the units for part time faculty; we need to show them priority and respect. A 10th dean indicates that deans receive no clear, definitive responses to questions about procedures. I have a faculty member who verbally indicated that they planned to retire during the summer, so that person doesn't feel that they must participate in the evaluation process. When I sought guidance through HR, they indicated that I could use a letter of intent, but that's not the official document used to designate that one is retiring, a form must be filled out. It took a month to get clarity on that situation – very frustrating.

Standard III: How is or will the new academic structure help to improve the design and delivery of the student learning experience in regard to the consistency of hiring qualified faculty who will advance the College's priorities and in regard to ensuring the sufficiency of learning opportunities. Can you give some specific examples of things that are currently happening or could happen because of the new structure? One dean notes that most now use collegewide search committees for full-time faculty, so that helps with hiring – we do that since the restructure. There are some non-collegewide search committees. Another dean notes that hiring and onboarding of full time faculty are very consistent across the college. A third dean indicates that there were differences from campus to campus, but we've remedied that and communicated to the people doing the hiring what our expectations are, like a MA in the field is required, you can't hire your buddy, etc. The second dean shares that from the dean's perspective, restructuring has really unified areas – they have been regularized and been made more consistent. A fourth dean notes that when hiring, faculty are now asked to teach at more than one campus based on need – we need to have a greater conversation to address when existing full time faculty who are currently employed should be asked to teach at multiple campuses. How do we set the expectation that you may teach at more than one campus? The first dean notes that the collegewide structure allows us to examine how we do cross disciplinary teaching and make sure the instructor has an academic background that is appropriate. Deans have also been able to help faculty move from campus to campus if they want to and can factor that into hiring decisions. A fifth dean says that my department now says that there is an expectation that people teach at different campuses in an e-mail. This collegewide structure also allows us to deliver a common curriculum and student experience. Cross campus teaching facilitates that with positive results. For example, having the computer science department join the school of engineering took 10 years; in 2 years it has shown positive results. Academic Affairs area restructuring has helped to group disciplines in a proper way. A sixth dean notes that course scheduling in Criminal Justice used to be only at Rockville, now it's at all 3 campuses – having

a single dean as a result of restructuring can make decisions easier. Alternating course rotations and schedules so that we don't compete with each other also helps with class scheduling. That also helps the disciplines – when departments schedule upper level courses at 3 campuses, they don't make. If the upper level courses rotate between campuses, everyone can access them.

Standard IV : How do you track educational plans for majors in your department? What interventions are being used to monitor student progression and success? One dean notes that all students are required to have program advisors. Another dean notes that in the counseling/advising area, they use Starfish to document, for the most part – students come through counseling, and plans are initiated there. Starfish allows the tracking of several things. They've piloted flagging students for certain reasons and initiating interventions, also sending them kudos. For that to be sustained, we need more personnel to help with the technology. People are working on technology rather than teaching and advising. A third dean says that 400 nursing students are divided among 32 full time faculty, and they are advised every semester in the 8th week of the term. We use a paper trail process and are asking to pilot with Starfish. This process also applies to the rest of the health sciences. Another dean notes that in Engineering, we have integrated advising into the curriculum. We have developed a program called student advisory report (SAR) -every faculty member advises students in conjunction with their classes. In introductory level classes, students are required to develop an academic plan- these used to be uploaded in blackboard, and advisors could then go in and see them. This process is moving into curriculum now and upper level classes. Nawal Benmouna is leading that effort and has done presentations about it, including one presented at NACC. The SARs are now on MyMC, instead of Blackboard, so anyone can go look at academic plans and upload them.

Standard V: How have programs/disciplines in your area used assessment data to improve educational effectiveness? One dean indicates that all Academic Affairs deans are looking at DFW rates and intervention strategies for students in trouble – and are encouraging faculty to intervene early and often. Through restructuring, these are now stats that are kept to evaluate how we use assessment data to improve educational effectiveness. There is a student success scorecard that is public and transparent. The metrics we're using are clear.

Standard VI – How do deans participate in the budget allocation process? One dean says, “we don't.” Another dean indicates that every year we get a budget for the next fiscal year, with a budget line for each discipline, instructional supplies, and prof. development. If a dean has other things, like learning centers, in his/her area, these also have budgets that we are responsible for. A third dean says that she got a bonus of tutoring ESH for the writing center in her area – previous deans had been asked to provide data about student success, and because of that data, the area was given more money. However, these budget decisions are not made by deans; they are made by Academic affairs. The second dean noted that she can decide whether she wants a budget of ESH or cash. We don't have input beyond control of the budgets we receive. A fourth dean notes that deans don't sit on any budget advisory committee – though the third dean states that we used to have that and no longer have one, agreeing that this is an issue that needs to be examined. A Student Affairs dean indicates that the process is the same for that division. They're given money to disseminate – they can ask for a certain amount of money, and it either gets approved or not approved. For example, he notes that deans used

to have more flexibility with hiring temps, that item went from being in our budget to the SVP, and now to someone else – this item went from \$200K in the dean’s budget to nothing. Deans are needing to reallocate as a result. The group asks the follow-up question: What input about funding for large initiatives? The first dean says no, there is none. The Student Affairs dean says that they come up with initiatives and hope they get funded; if they don’t we don’t move forward. A second Student Affairs dean comments that sometimes there are “random” initiatives to do within what we’ve already been allocated without realizing what additional resources may be needed, yet we need to work within what we’ve got. A third Student Affairs dean adds that they meet as a Student affairs leadership team and identify initiatives that they’ll collectively support. This dean noted that he also manages consolidated fee money, so we have some flexibility there, based on enrollment. We can set priorities within the consolidated fee budget. The second Student Affairs dean commented that she and an Academic Affairs dean who wanted to work together on a project didn’t understand how Academic Affairs’ budgets are managed they wanted to know if, for example, math could be paired with student development; however, when the math department adds more sections, it adds more people and funding. That’s not true for Student Affairs; we don’t get funding to add more courses. Neither of us knows how the budgets on different sides are done. A WD&CE dean indicated that they put in requests for the operating budget with a 5-year plan and year to year requests. She notes that she has 12 different budgets at any time, and complete freedom to work with those budgets. For additional things, in WD&CE deans can just go out and look for money – grants, contracts, begging. Only WD&CE’s operating budget is tied to the annual college budget.

Standard VII: How do the administrative structural changes in your area promote effectiveness and support the themes of inclusivity and open communication? What is working well and what needs improvement? How do you know? What assessment data do you use to make improvements? A first dean notes any restructuring needs to be examined in the same way; one division should not be examined more closely than others. A WD&CE dean comments that before restructuring, although WD&CE had some deans with workforce and credit responsibilities, pulling them all officially under George Payne has been beneficial. We don’t have to run to 2 different people; decisions are in one place. It’s also helpful to sit down with credit faculty and chairs who can discuss what can be integrated with WDCE initiatives more efficiently. There is more communication. I was struck by the last Academic Affairs retreat because there were initiatives discussed that I wanted to turn to Student Affairs and ask what they see in relation to them, but we weren’t all in the same room. There are needs for different conversations, but there needs to be a mechanism for cross-division communications and resources. A Student Affairs dean notes that he helped to pull some independent departments together to be more consistent with standard operating procedures across the College. However, the Student Affairs restructuring did create rifts at the campus level – I’m not always up to date like I used to be. I go to the campus operating team meeting, and there’s not much I can report about beyond assessment and welcome centers, so I feel disconnected. This disconnect is felt by faculty and staff as well – they don’t feel connected as a campus and may feel alone – I can’t always get to the other campuses in my area to sit and have conversations I’d like to have. However, restructuring has streamlined communications and processes – I didn’t know we had a response center before, and now we do, but restructuring has created silos in some areas. A second Student Affairs dean comments that we

abolished one set of silos and created another. The sense of common student experience helps to create consistency at all campuses, but I must be purposeful if I want to connect with student life because they report to another dean. People don't understand our structure, so they will come to me for answers when they should go to a different Student Affairs dean. A second Academic Affairs dean notes that in terms of hiring, curriculum actions, scheduling, assessment and placement are still the same –there is representation at the department level from each campus. So, Academic Affairs restructuring has created more communication and inclusivity in terms of curriculum and delivery of courses. The first Academic Affairs dean notes, "I'd take that to the discipline level." Some disciplines used to not communicate during professional week. And that has changed – communication is so much better now. Disciplines' ability to work together towards goals has improved. The General Education process required faculty to work together in a cohesive and true way to do real work in a way they had not cooperated before. It worked to bring faculty together on Outcomes Assessment and General Education to meet and do real work together. She also notes that we use General Education assessment data consistently, and in increasingly robust ways. Cassandra Jones' office has been a positive difference. DFW data matters. A third Academic Affairs dean notes that now the College Area Review process matters and is more data driven. The first Student Affairs dean notes that we had an MGT consultant come in and do qualitative assessment of the Student Affairs restructuring under Dr. Walker-Griffea – we responded and made decisions based on that feedback – he is not aware of additional feedback. A third Student Affairs dean indicates that in student engagement, when we moved to a 1 college athletic program, we did a comparative assessment of how athletes compare to the general student population. We learned that athletes have higher GPA, retention, graduation, and transfer rates. Now we're trying to replicate what we do in athletics in the functional units in student engagement. He is also assessing and standardizing student life programs and student leadership programs to see if there is a similar success with student leaders. We've begun the process of benchmarking. The first Student Affairs dean notes that they also had Kennedy and Co. do an assessment of financial aid, finance, and onboarding. We look at local data – look at hours and streamline across the 3 campuses to determine what will be the best for students. The third Student Affairs dean notes that they want to work more closely with the IR office to do a more effective job of data tracking, collection, and mining. That office tends to be too busy. The deans all agree that they need better access to data in general. A fourth Academic Affairs dean indicates that what he feels is missing is that there hasn't been any further discussion of the Academic Affairs restructuring beyond the 100-day report to see how things are going. He notes that we're close to the end of the first chair election cycle – there are changes that could be made to make it better, but we haven't begun to assess it. We've only looked at student success data. A fifth Academic Affairs dean notes that the fourth makes a good point, elaborating that he could think of 6 or more projects where we did try to fix something, but never analyzed whether it worked. We spend a lot of time and effort without evaluating afterwards; we don't assess consistently. The fourth Academic Affairs dean notes that we've implemented so many programs, you can't say what restructuring has improved. By fixing one problem, we create a different one – instead of columns, we've got rows. Takoma Park/Silver Spring and Germantown people feel like they've lost that campus connection because they must look collegewide and look to a dean on a different campus (The first dean notes that departmental campus connections are still strong in some places), so restructuring may have eroded some sense of community. There are

instruments we could use to assess, but we're not using them. We could even ask people how they feel about restructuring and assess morale. A WD& CE dean indicates that we should create those assessment instruments at the time that we create the idea for change, rather than after the fact. Everything is reactive. People measure different results in an ad hoc fashion. Every unit should have an evaluation/assessment plan from the start. The WD&CE dean notes that they do do those assessments in WDCE because they must be resilient. When they integrated with credit, the conversation was changed. We know who is at the table and what's being measured so that we know what we need to do in the long run.

Notes compiled by Tammy Peery