Evaluation of Jim Purtilo, Spring 2022

1 Background

Jim Purtilo came to the dept in the Fall of 1986, having gotten his PhD from UIUC in Computer Science. He received tenure in 1992. He has worked in many different areas of Software Engineering.

2 Research

His present research focus is on languages and systems which support structured decision-making process and negotiations. He has funding from ONR to pilot frameworks which support experimentation in this domain.

2.1 Papers

He has variously worked with seven grad students and fourteen undergraduates on this project. So far three papers have come out of the work with expanded versions in preparation for journal submission once larger experiments are completed. In addition there are two more papers in preparation in collaboration with two masters students working on the project.


In addition he has papers which reflect his mentorship and active collaboration with others.


### 2.2 Graduate Students
Graduate students who have been associated with his current research projects are:

1. PhD: Kevin Hogan. Left for industry just before start of the current AY.
5. MS: Zeping He. Finished December 2021.

### 2.3 Grants

2.4 Summary

This is a vibrant and active project that has funding, students, and is producing papers. Jim is in addition an engaged collaborator with others' projects on campus.

3 QUEST Program

Jim was heavily involved with the QUEST program so I will briefly describe it.

QUEST is an honors program run jointly by the Smith school, the Clark school and CMNS. In order to receive the degree annotation (effectively a minor) students take a sequence of QUEST courses and then do a team-based Capstone project. Companies pay for those teams of 4-5 students to come on site and solve a problem of substance for them, giving students a real world experience and a chance to apply to the real world what they have learned in academia. There are many CS majors in the program.

Jim developed and co-taught courses in QUEST, and was both a member of the Quality Guild (overseeing the program) and the CMNS representative to its Curriculum Review Committee. In addition, he served as a faculty mentor for a number of capstone teams as they worked on-site with the corporate partners. QUEST today reflects Jim’s expertise in curriculum development and his experience with project based learning practices.

4 Education

Jim teaches the Software Engineering course (CMSC 435) every semester, which offers an upper-level opportunity for CS majors while at the same time fulfilling the department’s specific capstone obligations to the Clark School. He also supervises many ugrads and grads.

1. Spring 2019 (and one Summer course)
   (a) CMSC 435Z Software Project. 48 students.
   (b) BMGT 408C Quality Web Dev in Business. 7 students.
   (c) CMSC 798 Grad Research. 1 student.
   (d) (Summer 2019) CMSC 498 Ugrad research. 1 student.

2. Fall 2019
(a) CMSC 435 Software Engineering 37 students
(b) CMSC 798 Grad Research. 3 Students.

3. Spring 2020
   (a) CMSC 435 Software Engineering. 46 students
   (b) BMGT 490H QUEST Professional Practicum. 29 students.
   (c) ENEE 490H QUEST Professional Practicum. 11 students.
   (d) CMSC 798 and 898. Grad Research. 1 student each.

4. Fall 2020
   (a) CMSC 435 Software Engineering. 42 students
   (b) BMGT 408C Quality Web Dev in Business. 24 students.
   (c) BMGT 490H QUEST Professional Practicum. 35 students.
   (d) ENEE 490H QUEST Professional Practicum. 9 students.
   (e) CMSC 499, 798, 898, ugrad res, grad res, grad res, one each.

5. Spring 2021
   (a) CMSC 435 Software Engineering. 48 students.
   (b) BMGT 490H QUEST Professional Practicum. 35 students.
   (c) ENEE 490H QUEST Professional Practicum. 8 students.
   (d) CMPS 898 grad res. 1 student.

Fall 2021
   (a) CMSC 435 Software Engineering. 41 students.
   (b) CMSC 798 Master’s Thesis. 3 students.

Summary
Jim does a tremendous amount of teaching for the department and for the university. He has told me that he keeps CMSC 435 fresh by bringing new projects each semester, and that moreover this is an important part of the pedagogy. Offering each team a unique project which, if successful, can deploy as real product increases student engagement and offers excellent resume building value for them. Each team is individually mentored by Jim. This takes an immense amount of time and energy.

Jim emailed me his teaching evals (this shows a great sense of professionalism). In summary, the students appreciate that they learn a lot of real
world skills, though this can be hard. They also appreciate learning how to work in a team.

Jim also does assessments during the semester to make course corrections in real time. He emailed me the results (this shows a great sense of professionalism). In summary, he uses these to improve an already fine course.

5 Mentoring

Jim mentors students at all levels, whether coming to him in his advisement roles (such as the Snider Center) or referred individually because of special needs. Many of these are students from other Maryland campuses, or in some cases high school students. Jim remains an informal advisor to many former students in industry, who in turn help him bring fresh projects to his capstone courses.

Projects through the QUEST Program for which he specifically served as faculty advisor are listed below.


5. Spring 2021 (with Facebook Reality Labs). Improving the User Experience with In-Product Legal Disclosures. Students: Ally Merwitz, Ben Lin, Kurnal Singh, Sapna Bagalkotkar, Victoria Miske

Summary Jim’s involvement mentoring is laudable and great service to both the department and the university.
6 Service


3. Faculty advisor to digital gaming and ESport student groups: 2011-present.

4. CS Teaching Eval Committee: 2011-present.

5. Advisory Board Member, Ed Snider Center for Enterprise and Markets: 2017-present.


7. Faculty reader for the Undergraduate Researchers of the Year award, National Scholarships Office: 2021-present.

8. Member of Summer Research Fellowship Selection Committee, Graduate School: 2022-present.

**Summary** These are serious roles that take a lot of work. Hence Jim is a great asset to both the department and the university.

7 Summary

Jim’s teaching and service are exemplary. Jim’s research has involved students and has gotten grants but has not generated that many papers.