

Policy and Planning Committee Recommendations for supporting Directors of Undergraduate Studies and Directors of Graduate Studies

January 29, 2019

The main goal of these recommendations is to establish transparency in the distribution of resources for student advising across departments, institutes and centers running undergraduate or graduate programs. To the extent possible, PPC and the Executive Committee of Arts and Sciences want to support the programs that have a demonstrable need for additional resources in order to maintain the best quality of student advising without compromising faculty's ability to conduct research and teaching. We start from the principle that academic units should adopt best practices for DGS and DUS selection that consider the costs and benefits of taking on officer roles. Such practices will increase participation and transparency, and lead to more equitable distribution of officer roles among faculty.

Continuing with the work on officer compensation started by PPC in 2016-17, the following recommendations are based on a broad range of data collected across Arts and Sciences academic units. These included data on the number of faculty, undergraduate and graduate students, class enrollments, and administrative support staff of each academic unit; existing structures of advising, and responsibilities for supervision of students; data on the compensation of DGS and DUS and, when available, the by-laws of departments, centers or institutes. PPC also conducted surveys of current DUS and DGS, and discussed earlier proposals in meetings with both groups. We also considered the equity reports on the faculty of Arts and Sciences, which found that a disproportionate number of women take on DUS roles. Women are also more likely to be heads of centers or institutes that have undergraduate programs. Interviews and surveys from the reports demonstrated that advising is perceived as a greater, often unacknowledged burden for women and underrepresented minorities among the faculty.

The responsibilities of DGS and DUS in the Arts and Sciences differ greatly on several dimensions. They vet graduating students, administer prizes, write letters of recommendations, advise research projects, organize events, and sometimes address unexpected academic or disciplinary situations. The number of students ranges from a handful to hundreds. Departments can have more than one DUS or DGS according to curricular needs. The number of undergraduate students served by the department's course offerings who need the services of the DUS in some cases well exceeds the number of majors. Some large departments have a lecturer who teaches while also working as a DUS on a long-term basis, while others rotate the position among tenure-ladder faculty. For many of the science departments, and some social science departments, the DUS is not a tenure-ladder faculty. Some DGS supervise Ph.D. programs, some supervise MAO programs, and some supervise both. Some DGS and DUS are assisted by

dedicated staff and by other faculty members, and others are mostly on their own, particularly in smaller programs.

Academic units have developed a diversity of mechanisms to support DUS and DGS. Rather than replacing current arrangements, these recommendations aim at establishing transparency, reducing inequities, and supporting underresourced programs. We have not attempted to craft a one-size-fits-all policy, or to weigh the different attributes of the job. The following are general principles and procedures to be implemented by academic units in conjunction with the EC of A&S.

Recommendations

1. Information about any existing compensation packages for DUS and DGS must be made accessible to all faculty members. Current practices regarding compensation, teaching relief, election procedures and length of tenure for DUS and DGS should be codified and described in department/institute/center bylaws.
2. DUS and DGS support may include course relief or research support. Additional forms of compensation might be included if funded by academic programs as long as they are consistently applied and communicated to the faculty of the academic unit.
3. A&S will work with department chairs and center and institute directors to identify resources to support additional staff or course release for DUS and DGS based on demonstrated need. This support aims to increase faculty participation and to facilitate the core responsibilities of DUS and DGS: program supervision, individual student advising, and support for research or teaching activities of majors, masters and doctoral students.
4. Requests for additional support must be submitted to the EC of A&S. These requests may include hiring of work-study students, additional staff time, or adjunct faculty that can cover course relief for the DUS or DGS in the field of the DUS or DGS. Priority will be given to academic units that do not have the financial means to offer DUS or DGS course release or a dedicated lecturer assigned to these posts.
5. In requesting support, a department, institute or center should submit to the EC of A&S:
 1. a description of the relevant current practices and bylaws concerning DUS and DGS selection and compensation, including a confirmation that the current DUS or DGS was not specifically hired for managing the program,
 2. the number of students (majors, concentrators, graduate students) served by the academic unit, the number of new admissions, and the availability of assistance from staff and other faculty,

6. Academic units can reapply at the time of their ARC review or at a multi-year period established by the EC of A&S.