

# Final Report

## Dean of Studies Study Group

December 15, 2004

### Summary

We recommend that the current functions of the Dean of Studies Offices be formally divided into two offices, one of which is to be housed in Academic Affairs and one in Student Affairs. The

relevant functions that will be situated in Academic Affairs are primarily those that involve the systematic use of faculty and related activities. In the context of the incipient First-Year Experience, this will include work related to academic advising/mentoring, academic standing and academic integrity. The relevant functions that will be situated in Student Affairs will primarily be those that involve special student services and opportunities, and related faculty resources. Thus, we recommend the formation of a Center for Teaching and Learning housed in Student Affairs, which will oversee tutoring, Student Orientation, First-Year Experience, and



(e.g., internships, Student Opportunity Funds). The former requires organizing the work of the faculty, and given the myriad issues related to recognizing, evaluating, and rewarding faculty, we believe functions requiring extensive and systematic

function as a bridge to other offices at the College in order to develop programming as the need arises. The DOS will be in charge of coordinating all advising-related tasks (e.g., assignments,

## The Center for Teaching and Learning

A new office will be created and situated in Student Affairs devoted primarily to student success. The final title and organization of this center will need to be determined by senior staff in Student Affairs in consultation with President' Staff. One possible name is the Center for Teaching and Learning. This Center, which is shown in one of the diagrams below, will serve as one of the

the diagram below, will serve as an important academic facilitation and support service, and will serve as one of the "bridges" between Academic Affairs and Student Affairs. The primary focus of this office is to provide programs and resources designed to foster student learning and improve instruction. More generally, establishing connections between divisions, drawing faculty in to student learning beyond the classroom, and strengthening the educational component of Student Affairs will constitute the Center's core mission. One of the keys in this

and while primary responsibility for specific functions will be designated for one office, working to bridge across those boundaries in the service of shared priorities will be one of the primary charges of each office. Such coordination will be necessary, for example, in terms of linking curricular and co-curricular learning, and in terms of determining appropriate academic standing and academic support.

As the boundaries between the primary agendas of the Dean of Studies Office and the Center for Teaching and Learning are established, several functions we have identified could arguably be

responsibilities are for each of the three offices outlined here, and given the genuine tradeoffs of situating these additional functions in one area versus another, we believe the final distribution of these functions requires more clarification of specific details related to how the offices would be set up.

One of the challenges here is that key elements of the current operations in the DOS office are being divided in to an office more focused on policy (the proposed Dean of Studies Office) and one more focused on practice (the proposed Center for Teaching and Learning). The possibility

Affairs, working in consultation with the Director of the FYE, representation from current staff of the Dean of Studies office and representation from Student Affairs. The latter search should be led by a senior staff member in Student Affairs, working in consultation with the Director of the FYE, representation from current staff from the Dean of Studies office, and representation from Academic Affairs.

### **Members**

John Brueggemann, Associate Dean of the Faculty (Chair)  
Pat Oles, Dean of Student Affairs and member of CEPP  
Ruth Andrea Levinson, Professor, Education and member of CEPP  
Beth Gershuny, Assistant Professor, Psychology  
Susan Layden, Director, HEOP  
Grace Burton, Interim Dean of Studies  
Ann Henderson, Registrar  
Tina Levith, Associate Director, Dean of Studies

## Appendix 1: Research Questions

The survey questions to on-campus constituents included inquiries about:

- how familiar the respondent was with the office (and do we need to “advertise” the DOS better)
- whether the respondent thought the DOS contributes to the positive overall functioning of the College (and how)
- what improvements could be made to the office
- what, if any, functions should be added to the office.

Questions to Northeast Deans included:

- what types of academic support services their colleges offer
- what services they offer to increase student success and graduation



# Possible Model for New Administrative Structure

