

## **Social Studies Division Guidelines for Equity in Teaching, Advising, and Student Support Work**

### **I. Rationale**

Moderation and senior project requirements, which depend on intensive advising throughout the undergraduate experience, contribute to advising, student support, and teaching beyond regular courses comprising a much greater portion of the faculty workload at Bard than at many other peer institutions. Research has shown that these extra burdens often have the greatest impact on early career faculty, faculty of color, female faculty, and LGBTQ+ faculty. A first step in addressing and avoiding these inequities at Bard is to have commonly agreed upon standards and limits for advising and teaching outside of regular course instruction. These limits will distribute work more equitably across the division's faculty and prevent the most obvious and extreme instances of overwork in Category I, which too often comes at the cost of Category 2 and fewer contributions to excellence in scholarship. We hope these limits will create the best opportunities for newly hired faculty members to achieve tenure, protect against burnout, and help faculty retention at the college. A single, uniform standard cannot, we acknowledge, account for the many different forms of shadow advising and other invisible labor associated with student support work that are a common experience of many faculty of color, female faculty, and LGBTQ+ faculty. However, creating universal baselines of norms and expectations for advising and student support work, will allow us more effectively to make visible, track, and compensate those forms invisible labor.<sup>1</sup> In the meantime, as we institute these standards, we encourage individual programs to think creatively about relieving faculty members who clearly are shouldering these forms of invisible labor from other service work as a way of offsetting those additional burdens.

### **II. Proposed Guidelines for the Social Studies Division:**

- 1) Tutorials should not be taught by non-tenured faculty, and naturally continue to be entirely optional for tenured faculty. Exceptions must be approved by the division chair. (The AAUP cannot negotiate with Bard on tutorials, as they are not in fact included in our contracts.)
- 2) Advise a cap of 12 students at any given time on the number of student advisees per faculty member. Faculty are not expected to advise in their first year at the college. First-year faculty members should be given opportunities to shadow more experienced faculty members during advising sessions to get experience. Advising loads in the second and third years of the first contract period should be increased in stages.
- 3) Advise a cap of 10 moderation and 8 senior project boards (midway and final boards count as one) per faculty member each year.
- 4) Advise a cap of 3 senior project advisees per faculty member at any given time. Faculty who are on sabbatical or on leave are not expected to advise senior projects.

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<sup>1</sup> The division plans to develop a confidential time-use survey in conjunction with the roll-out of these new procedures on advising and student support that will enable us to capture and quantify in general terms the ways that inequities persist and invisible and additional work can be redistributed, offset, and/or compensated.

5) Advise a cap on the number of new course preps/modalities over the course of the first five years pre-tenure (suggested one new course prep/modality per year after the first year on average).

6) Non-tenured faculty should not serve as program directors, interim or otherwise.

Note: Cap suggestions have been made in consultation with the data, included below, averaging advising and senior project loads across the Social Studies Division from Fall 2016-Fall 2021 (with a focus on pre-COVID averages).

	<b>Avg # of advisees</b>	<b>Avg senior project load</b>
Fall 2016	13.1	2.8
Spring 2017	13	2.9
Fall 2017	11.8	2.8
Spring 2018	11.4	3.0
Fall 2018	11.3	2.6
Spring 2019	11.8	2.9
Fall 2019	11	2.8
Spring 2020	9.9	2.7
Fall 2020	9.7	2.5
Spring 2021	9.9	2.4
Fall 2021	9.4	2.5

Standards apply uniformly to tenure-track and non-tenure-track faculty members in the division, regardless of contract type. The advising and board participation limits for faculty members on fractional loads will be calibrated based on their teaching fraction (e.g., half time, 2/5 time, etc.). These standards will be reexamined periodically (every 3-5 years) to account for changes in the division's FTEs and numbers of students.

### III. Social Studies Division Advising Distribution Process

To advance the goal of balancing advising loads (academic and senior project) and board participation (moderation and senior project) across the division, program directors formulated the following processes. These incorporate several existing strategies used at the program level and extend them to the division as a whole. The goal is to improve equity of work allocation within programs and across programs in the division. We believe it will also foster more parity between disciplinary and inter-disciplinary/inter-divisional program advising commitments across our faculty. It may also streamline the board scheduling process by centralizing it and applying best practices across the division as a whole. We plan to pilot these processes in Spring and Fall 2022.

1. Project advising allocation: All students will submit a senior project advising Google form with a general topic area and three possible advisors, two in their program and one outside their

program. Joint majors will have one project advisor selected in the same way. Students in interdivisional programs who want to be advised by Social Studies Division faculty members must use this form to be considered in the pool of student advisees for divisional faculty. Spreadsheets will aggregate the requests for the division as a whole and then for each program, by program member. Program directors will review all the project advising requests for their programs at once to distribute assignments across the faculty in their program, balancing the primary and secondary program commitments for each faculty member to ensure that no faculty member's project advising load exceeds three students at any given time. During a May program directors meeting, program directors will allocate project advising assignments that cannot be accommodated by programs with their current staffing levels.

2. Senior project board allocation: Any student hoping to have a Social Studies Division faculty member on their senior project board will submit a senior project board Google form that lists their advisor, three program faculty, and two faculty from outside the program as prospective board members. All senior project boards will be held during boards week; each faculty member should hold open as much time as possible during those days to facilitate scheduling. Spreadsheets will aggregate the requests for the division as a whole by faculty members and then for each program by student to ensure that all student boards are covered and that no faculty members are overburdened. There will be an absolute cap of eight (8) project boards (midway and final boards together count as one) per year for any given faculty member.

3. Moderation board allocation: Any student moderating in the division will submit a moderation board Google form. Moderations for the division will be held on one of the spring advising days; fall moderations will be held on one day of the fall boards week. Each faculty member should hold open as much time as possible during the designated day to facilitate scheduling. Program directors will assign additional faculty members besides the advisor to each moderation board, balancing assignments across the program faculty. Joint moderations will be coordinated through the seven core disciplinary programs of the division. Interdivisional program directors should communicate in advance with program directors of disciplinary programs about including program faculty members in interdivisional program boards. There will be an absolute cap of ten (10) moderation boards per year for any given faculty member.

4. First-year advising: In the first week of the fall semester, the Registrar will provide each program director with a report of each program faculty member's current advising load as well as a list of the first-year and transfer students most interested in moderating into their program. Program directors will distribute first-year advisees across the program faculty to provide advising for all students while ensuring no faculty member's advisees exceeds the cap of 12. During the fall program directors meeting, program directors will take the first part of the meeting to assess which students cannot be supported with advisors from their program's core faculty and decide the best possible advisor with relevant expertise in other programs. All other student requests for advising (e.g., from transfer students, students changing majors, etc.) should be directed to program directors so they can maintain equity in advising load across program faculty members.

Program directors will meet at the beginning of the Spring 2023 semester to reflect on the implementation process and consider whether or not specific adjustments are necessary.

Significant changes to the process or the guidelines should be brought to the division as a whole as a formal proposal.