The responsibilities of Directors of Graduate Studies (DoGS) are found here: <https://gradschool.utah.edu/faculty-and-staff/directors-of-graduate-studies/responsibilities.php>.

It is important to consider several attributes when choosing a faculty member to serve as DoGS:

*Do they have the appropriate experience?*

In most cases, the DoGS will be a tenured professor at the associate or full professor rank; career-line faculty integrally involved in a graduate program are appropriate for this role in certain programs. The faculty member should have a successful track record of training and advising graduate students through successful completion, as well as advocating for their students and experience troubleshooting individual student circumstances.

*Do they have sufficient time available to dedicate to solving problems?*

The individual should have the bandwidth to successfully take on the additional responsibilities of a DoGS. Junior faculty are not likely to have ample time to devote to this as they work to build up their research and teaching portfolio.  Time availability may be a concern for other faculty as well, and depending on the size of your graduate program, reducing the scope of other assignments may be needed and/or assigning a partial FTE may be appropriate.

*Do they have a good rapport with graduate students?*

The DoGS will at times serve as an advocate for graduate students and will need to be a good communicator and a trusted resource.

*Do they provide an independent resource in this service role?*

Since the DoGS is intended to be a faculty member who can serve as an alternative to the chair/division chief in dealing with graduate student issues and concerns, their independence from the person in this position of authority is important. For this reason, close family or financial ties between the chair and DOGS should be avoided. In addition, an alternate DoGS should be appointed to handle situations when the DoGS has a direct conflict of interest with a graduate student (e.g. their own graduate students).

*Does the individual have the right temperament to be effective in this leadership position?*

A DoGS will often find themselves working to resolve impasses between students and faculty. The DoGS must be able to maintain neutrality, know how to interpret policy well, and be open to seeking help from peer DoGS, and deans and staff members in the Graduate School. The DoGS may be the first line of inquiry for students with anxiety, stress, or family issues. The DoGS must maintain confidentiality and be a solid resource to assist students who are seeking help during a crisis. Although the job of the DoGS will often require reactive response to an immediate need, the DoGS should also have the ability to abstract a particular issue to identify the root causes, and proactively work to eliminate future issues.