

**NEW[ish]
DIRECTORS'
ORIENTATION**

GADE 2018

Facilitators:

- Steve McMurtry, UW-Milwaukee
- Laina Bay-Cheng, University at Buffalo

RECRUITMENT IN THE CONTEXT OF STUDENT AND PROGRAM NUMBERS

- As shown in Table 1, between the 2005-06 and 2015-16 academic years, the number of research doctorate graduates in social work in the U.S. dropped slightly (from 332 to 330).
- In contrast, practice doctorates have rapidly expanded. For example, from no reported graduates in 2005-06, the number grew to 56 in 2015-16. More strikingly, in just one academic year, from 2014-15 to 2015-16, total enrollment in social work practice doctorate programs almost tripled—from 211 to 614.
- From 2005-06 to 2015-16, the number of U.S. social work schools offering a research doctorate grew by about 23 percent. Meanwhile, from few or no practice doctorate programs in 2005-06 (CSWE did not report numbers then), the total reached 11 programs by 2015-16.

TRENDS IN RELATED FIELDS

- Additional perspectives can be gained from related disciplines. Table 2 shows bachelors, masters, and doctoral graduates in nursing, psychology, public health, and social work over a ten-year period ending in the 2014-15 academic year. Among the trends:
 - Two fields whose graduates often compete with social workers are nursing and public health. The number of bachelors-level and master-level graduates, both of whom are potential future doctoral students, grew much faster in those fields than in social work.
 - All three related fields—nursing, psychology, and public health—saw their numbers of research doctorate graduates rise by 20 to 86 percent. In contrast, the number of research doctorate graduates in social work dropped.
 - All four fields saw large increases in the number of practice doctorate graduates, particularly in nursing.
 - Unlike in other fields, evidence suggests that growth in practice doctorate graduates has come at the expense of research doctorate graduates. At a minimum, there has been no meaningful growth in research doctorate graduates in recent years.

OUTPUT OF GRADUATES PER PROGRAM

- A further challenge for doctoral student recruitment in social work is that capacity exceeds demand. For example:
 - In public health in 2015-16, research and practice doctoral programs produced about 18 annual graduates per program.
 - In psychology in the same year, research doctorate programs produced almost 11 graduates per program, and practice doctorate programs each produced about 19 graduates.
 - Nursing produced an average of about 6 graduates per research doctorate program and 16 graduates per practice doctorate program.
 - Social work produce an average of 4 graduates per research doctorate program and 5 graduates per practice doctorate program.

RECRUITMENT STRATEGIES

- The growing number of social work doctoral programs is understandable, given the desire of faculty to teach doctoral students and the increased prestige and external funding advantage that can come from having a doctoral program
- But competition for quality students among social work doctoral programs is more intense than in other fields, especially among research doctoral programs, and recruitment efforts should reflect awareness of this fact.
- Recruitment is most critical at smaller, newer programs and those not at destination campuses
- Recruitment is more difficult in less populous areas or those with multiple programs
- Questions to answer in developing o recruiting strategy include:
 - Should you recruit internationally, nationally or locally?
 - Is it best to focus on practitioners or current students?
 - Do traditional print/email approaches work best, or should we focus on social media?
 - What is the most effective way to reaching prospects of color and those from underrepresented groups?

ADMISSIONS

- Determine financial aid offers to be made
 - Fellowships
 - Assistantships
 - Tuition
 - Loans
 - Duration of support
- Send acceptance, rejection, waiting list letters.
 - Remember the Council on Graduate Schools “April 15” resolution.
- Have faculty, current students contact those accepted
- Decide whether to invite accepted students to campus
- Match those who accept to advisors, student mentors
- Assist international students with visa applications
- Distribute contracts for assistantships, fellowships
- Monitor registration

HOW TO MANAGE the Transition

- Use the former/outgoing director
 - co-direct?
 - timelines, decision flowcharts, introductions, case reports
 - tap their wisdom
- Read & revise The Handbook
 - use your fresh eyes to see trouble spots
 - minimize redundancy (use links)
 - **BONUS: others' goodwill**

HOW TO MANAGE the Roles

- Your own
 - administrator / researcher
 - leader / higher education service provider
 - program administrator / student advocate
- Others'
 - teach mentoring (how to do it / how to receive it)
 - who works for whom

HOW TO MANAGE the Tasks

- Continually: keep calendars, keep track, & keep in touch
 - program & university deadlines, events
 - database to track & project each student's progress
 - open & systematize communication
 - weekly announcements
 - meetings w/student group
- Annually: take the program's temperature
 - program evaluation
 - insight into stakeholders' perspectives
 - troubleshoot weak spots
 - accumulate data for eventual comprehensive eval

HOW TO MANAGE the Load

- Self-care
 - service is an honor... **but ≠ self-sacrifice**
 - prioritize what makes you good and happy at your job
 - confine admin as you confine teaching
 - negotiate: course release, staff support, space, title, \$
 - salary, summer pay, merit bonus, research funds
- Transfer your skills
 - research agenda & pipeline → **program vision & projects**
- Pick your battles
- Use resources and supports... **especially GADE**