NEW[ish]
DIRECTORS’
ORIENTATION

GADE 2019

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* With credit to Steve McMurtry for earlier versions
INTRODUCTIONS

• Name, institution, program type, director since…
• ONE thing you especially value in your program…
• ONE thing you are excited to change in your program…
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)
  • power differences & dynamics
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
  • insight into stakeholders’ perspectives
  • troubleshoot weak spots
  • inform next year’s agenda (i.e., which battle?)
  • accumulate data for eventual comprehensive evaluation
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

More Than Putting Out Fires: Developing a Vision for the Future of Your Program (Breakout 3, 3:30, Rm 203)
STAGES of Responsibility

- Recruitment and admissions
- Helping matriculated students
- Curriculum planning/management
- Exams
- PhD dissertation/DSW capstone
- Preparing students for the job market
- Enabling student productivity
- Resources for doctoral programs
• Competition for quality students is intense
• Recruitment challenges vary across programs
  • Capacity vs qualified applicant supply
• Recruitment is most challenging/critical for:
  • Smaller, newer programs
  • Programs in less populated areas
  • Programs in areas with a high density of SW programs
• Intentionality is key ➔ Develop a recruitment strategy!
  • WHO do you want to reach?
  • HOW will you reach them?
  • WHAT resources are available to support recruitment?
• Adopt a clear review process for selecting class
• Determine # of offers/estimate yield → use prior years’ data
• Determine financial aid offers
  • What will be included?
  • Uniform or tiered?
  • Anything negotiable?
• Send acceptance, rejection, wait list letters promptly
  • Observe Council on Graduate Schools “April 15” resolution.
• Recruit admitted students
  • Enlist faculty, current students to help
  • Plan visit days, or alternative depending on budget
• After acceptances → don’t wait til fall to reach out to incoming class
  • Match to advisors, student mentors
  • Determine/facilitate assistantships, fellowships
  • Other summer communication:
    • guidance on registration, health insurance, housing; assist international students with visa applications (and more)
  • Plan orientation
• High standards, high support → Ethics, Equity, Rigor

• Help via program structure
  • Organized, transparent, systematic, rational
  • Program mechanisms for feedback & recognition
  • Foster community

• Help via individual support
  • Rights & resources
  • Provide care
  • Mentoring… beyond chairs, beyond programs
    • GADE website
    • UB NEAR: grad.buffalo.edu/beyond/professional-development/near.html

Promoting Self-efficacy Among Emerging Scholars through Mentoring (Breakout 1, 11am, Rm 203)

Mental & Physical Health Challenges & Other Student Concerns (Breakout 3, 3:30, Rm 201)
• Schedule ahead
• Maximize faculty involvement
• Cooperate & communicate with other program directors
• Registration cheat-sheets for students… and advisors
• Advertise courses to other departments & vice versa
• Use program committee to review & revise curriculum
• Adhere to larger university requirements
QUALIFYING/COMPREHENSIVE EXAMS

- Important milestone of doctoral education
  - but can become taken-for-granted requirement
  - limited discussion of what exam actually accomplishes
- Cassuto (2012): "looking backward" vs "looking forward"
  - The difference between assessing knowledge of field and assessing competency to advance through the dissertation
- Exam goals similar across schools, but substantial variation in:
  - Type, Format, Timing, Evaluation Process, Feedback
    (see 2018 Survey Results)
- Programs should critically review exam goals, structure, and process regularly → value in student involvement in reviews
  - Communicate exam purpose to students and faculty
  - Assess exam effectiveness at meeting goals
- Be sure to know exam requirements of your graduate school

Qualifying Exam Approaches: Survey Results & Discussion
(Breakout 2, 2:15, Rm 203)
### Dissertations
- Variation within form
  - Single project v. 3-paper
- Variation within committee
- Variable pace & progress
  - prods / prompts
  ...including for chairs
- Invariable output: publication

### Capstones*
- Variation in form
  - Capstones, dissertations
- Variation in oversight
- Variation in pace & structure
- Variation in dissemination
  means & ends

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**Growth in DSW Programs: Education, Implications, & Opportunities**
(Friday, 9am, Grand Ballroom)
• Programming & mechanisms
  • Professional development sessions
  • CV clinics
  • Faculty search committees
  ➔ Exposure to skills, strategies, & possible selves

• Job Club
  • Quality control
  • Moral support & collegiality
  • Critique from colleagues ➔ Rejection from search committee

• Socialization as colleagues
ENABLING
STUDENT
PRODUCTIVITY
external grants & fellowships

• Increase familiarity with school/campus research supports
  • Develop a relationship with them
  • Introduce them to your students

• Track/maintain diverse database of funding opportunities
  • Enlist faculty support
  • Archive and share funded grants w/students
  • Grants & Fellowships come in many forms → Not all research fits an NIH model, learn diverse disciplinary norms

• Model a “culture” of grant writing
  • Encourage doctoral student-faculty collaboration on idea generation; team-building; and grant application prep/review
  • Encourage grant proposals as class assignments

• Offer a grant-writing course (required or elective) or encourage students to take one elsewhere on campus
ENABLING STUDENT PRODUCTIVITY

scholarship & publications

- Involve new students in research as early as possible
  - Attempt to balance RA and TA appointments
- Develop a “culture” of research and publication
  - Research as year-round activity
  - Model good scholarship: Rigorous research that leads to publication ➔ not publication for publication sake
- Encourage faculty to involve students in research:
  - holding ongoing research “labs”; helping with grant writing; co-authoring papers
  - class assignments that move toward publishable product
- Encourage student writing clubs
- Promote effective communication, dissem., & visibility of research
  - Provide writing supports; trainings on presentation skills; effective communication; data visualization; effective use of social media
  - Encourage and assist with conference proposals and presentations
  - Help identify journal and other writing outlets
• Most common:
  • Course release
  • Summer salary
  • Administrative support
  • Salary supplement

• Others:
  • Research assistance
  • Research funding
  • Upgraded space