

**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

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

- 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**

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

RECRUITMENT

- 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?

ADMISSIONS

*Admissions & Recruitment in
SW Doctoral Programs
(Breakout 2, 2:15, Rm 216)*

- 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

HELPING STUDENTS

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)

- 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

CURRICULUM PLANNING

- 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

*Qualifying Exam Approaches:
Survey Results & Discussion
(Breakout 2, 2:15, Rm 203)*

- 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

PhD
DISSERTATION

DSW
CAPSTONE*

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

*Growth in DSW Programs:
Education, Implications, & Opportunities
(Friday, 9am, Grand Ballroom)*

JOB MARKET PREPARATION

*Supporting Next Career Steps
in an Evolving Job Market
(Breakout 3, 3:30, Rm 216)*

- 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

*Making Contributions as SW
Scholars in an Academic Context
(Breakout 2, 2:15, Rm 201)*

- 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

PROGRAM DIRECTOR COMPENSATION

- Most common:
 - Course release
 - Summer salary
 - Administrative support
 - Salary supplement
- Others:
 - Research assistance
 - Research funding
 - Upgraded space