

NADD Survey Results

76 respondents

37%

Who are we?

- 41% male and 59% female
- Almost half (47%) are 61-70 and 4% are 71 +
- Only 15% are 41-50 and 33% are 51-60
- 38% of us are Deans, 24% are Chairs, and 19% Departmental Directors, others are Directors of Schools
- 25% of us have been in our jobs for two years or less
- About 1/3 have been in their jobs for 3-5 years; about 20% have been in our jobs for 6-10 years, and 20% have been in our jobs for 11 years +
- For 79% this is our first role as dean, director, or chair
- 54% of us plan on leaving our position within the next five years, and 40% will return to faculty

More about us

- 66% hold both the MSW and Ph.D. or DSW in Social Work
- 35% hold the MSW and a doctoral degree in another field – ranges from public health to various counseling degrees to EdD
- Only 1% hold neither the MSW or Ph.D./DSW in social work

Our institutions

- 73% of our institutions are public, 23% are private, and 4% are sectarian
- We all offer the MSW, 84% also offer the BSW, and 38% offer a PhD. Three programs offer the DSW, two programs offer other non- social work degrees.
- Smallest institution was 700 students and largest was 50,000. Most are in the 10-20,000 range

More about our Programs

- Mean # of full time BSW students was 134 and average # part time BSW students was 24
- Mean # of full time MSW students was 193 and average part time program was 95
- Mean number of full time Ph.D. was 9.5 and part time was 3
- Number of tenure track faculty ranged from a low of 5 to a high of 50; most were in the 12-22 range
- 84% of programs said they have faculty who are not on a tenure track that focus primarily on teaching; and 21% reported they have non-tenured research faculty

What we know about our time together?

- Two-thirds of respondents routinely attend the fall conference, and slightly fewer attend the spring conference on a routine basis
- Why people attend:
 - ◆ Learn about national trends in the profession and in higher education
 - ◆ Learn role related content, particularly about program innovations
 - ◆ Networking, support, and camaraderie
- People don't attend because of financial constraints & scheduling problems

Things we can do better

- Smaller break out sessions with more focus on responsibilities & problems on the job
- More opportunities for smaller schools, chairs, and directors
- Don't see task forces as all that useful unless there is a plan
- More interaction, especially connecting new members

Task Force Attendance

- 59% had attended an Aging task force meeting *
- 48% had attended a child welfare meeting
- 48% had attended an international meeting
- 46% Behavioral Health
- 43% health disparities
- 43% structure of educational programs
- 32% trauma and disaster
- 32% field education

What should task forces accomplish?

- 89% provide information on current trends
- 56% help members design a project or initiative in the area
- 42% lead to a national collaborative grant
- 16% lead to a national conference

Hot Topics

- **Developing academic leadership (74%)**
- **Other topics (67%)**
- **EPAS 2015 (66%)**
- **Managing small programs (63%)**
- **Use of technology in education & practice (63%)**
- **Helping students with special needs (60%)**

Hot Topics continued

- **Donor relations (59%)**
- **Diversifying revenue (59%)**
- **Supervision of difficult faculty (53%)**
- **On-line education (52%)**
- **Managing up in your institution (51%)**
- **Recruiting faculty (51%)**

Types of NADD Sessions

1 Hot Topics (45)

#2 Time for Networking (30)

#3 Keynote speakers (21)

#4 Task Forces (14)

Most important Issues

- Decreasing financial resources, declining support for research and faculty
- Relationships within the university, challenges universities face, focus on STEM, changing nature of higher education
- Our relationship to other disciplines (both as a problem and an opportunity)
- Faculty- enough for succession, practice experience, diversity, downsizing of full time, morale and burnout
- On line education- quality, best practices, field education
- Relevance of curriculum and models of education for a 21st century workforce
- Student enrollment, debt load, non- traditional populations, engagement, diversity, ESL, internships

Most difficult tasks

- Budget cuts & inadequate resources, getting and developing additional resources,
- Managing relationships with the institution
- Managing faculty relationships & building faculty capacity for the future
- Meeting needs of students

What did we learn?

Our membership is aging out and most of us still hold a social work degree

Where is the next generation of academic social work leadership?

Most of our programs are in public institutions, both BSW & MSW, of small to medium size with a small tenure track faculty and other non-tenure track teaching faculty

More of what we learned

People attend NADD for the right reasons:

- ✓ To learn content on role related tasks and responsibilities – Hot Topics
- ✓ To learn about national trends in the professional & in higher education
- ✓ To network and feel supported

How does this fit with what we are doing with our time together?

Role related responsibilities- “Hot Topics” & New Leadership Sessions (maybe website?)

Information about National Trends- Task Forces & Keynote speakers (maybe website?)

Networking and Support- Interaction

Is there utility in an annual survey?

For what?

Board role?