



Arizona State University

Be the Solution



Preparing Your Students for New Trends in the Academic Job Market

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Agenda



Social Work Faculty Positions

Trends in Job Market

What do Doctoral Students
Look Like?

Preparing Students for Job
Market

Shaping Curriculum

Preparing for the academic job market: A guide for social work doctoral students and their mentors. <https://hdl.handle.net/11299/213788>

Social Work Academic Positions



Roughly 600 social work departments in the USA and Canada

81+ PhD programs in North America, with 2,000+ students (US)

23+ DSW programs with 1,700+ enrolled (US)

(CSWE's undercounts)



Types of Faculty Positions

Students must have a **REALISTIC** picture of their options in the academic job market



Tenure Track

Vary by Degrees Offered

Vary by Carnegie Classification

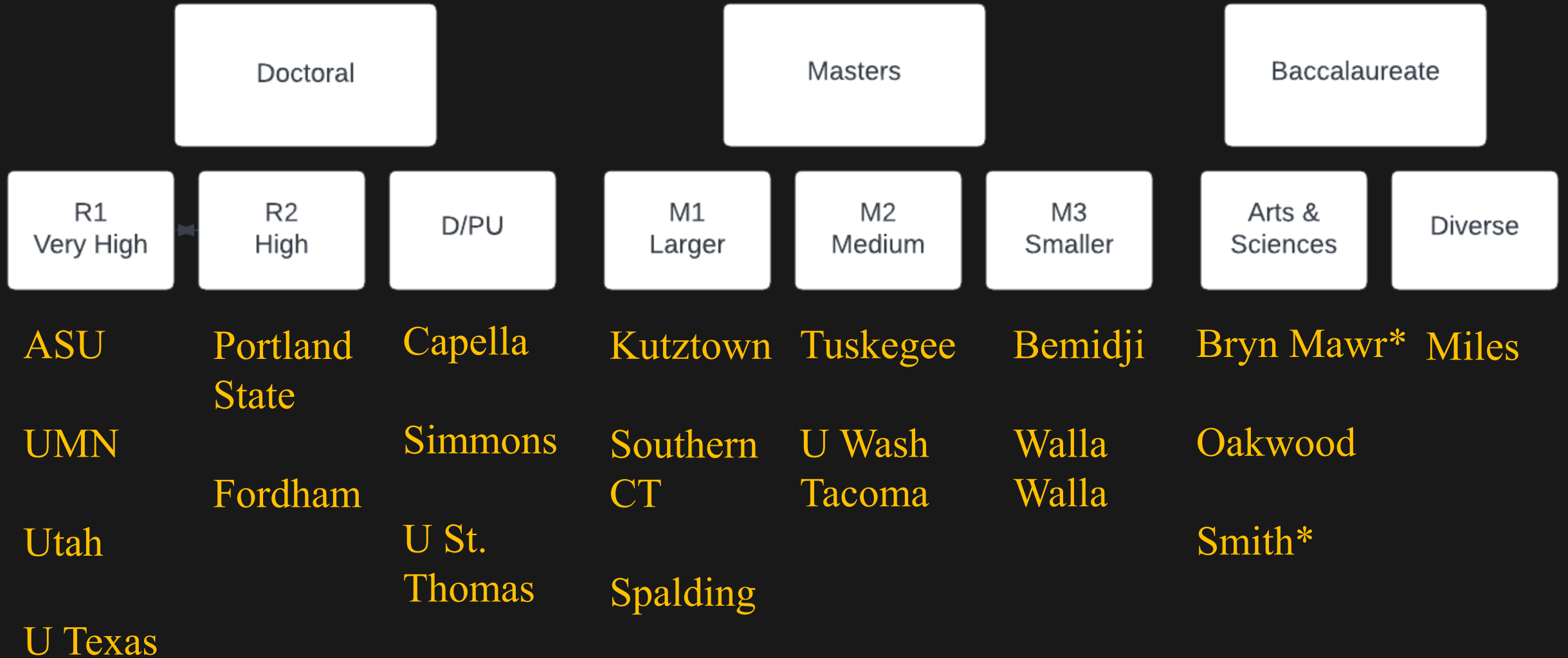


Career Track

Clinical Professors, Teaching Professors, Research Professors, Fixed Term, Lecturers, Instructors, Specialists, (NTT)



Review of Carnegie Classifications



What are Schools Looking For?

R1 (and R2)

Publication record
Research experience
Teaching experience
Practice experience***
Grant experience

2:1/2:2/3:2 teaching load

Substantial research activity
required

DP/U

Teaching experience
Practice experience
Publication record
Research experience
Scholarship
Administration

3:2, 3:3, 4:3, 4:4 teaching
load

Research/scholarship
required

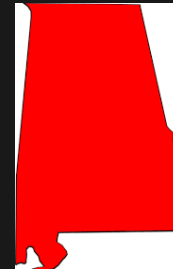
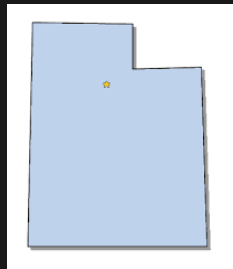
Masters/Bac

Teaching experience
Practice experience
Diverse teaching ability
Scholarship
Administration

3:3, 4:3, 4:4 teaching
load

Varies on scholarship

Tenure Line Faculty State Snapshots



Minnesota



R1

Boston
Case Western
Denver U x2
NYU
Portland State
U C Berkeley
U Chicago*
U Michigan*
U Minnesota x3
U Pittsburgh
U Washington
U Wisconsin
VCU

DP/U

Aurora DSW
Baylor
Bethel*
Bremen (Ger)
Capella DSW X2
Case Western x2
Ohio State
Smith
U Illinois Chic.
U Minnesota x11
U St. Tho. DSW x4
U Tennessee DSW
U Texas Arlington
U Wisconsin

MSW x8

M1/M2

Capella
Case Western
Denver U
Jackson State
Loyola
Mankato (PsyD)
St Cloud (EdD)
Simmons
Smith
Syracuse*
Union Inst.*
U Buffalo
U Cal Irvine*
U of Houston
U Illinois
U Illinois Chi x2

U Minnesota x15
U North Carolina*
U North Dakota*
U S. Carolina x2
U St Tho DSW x3
U Tennessee
U Tennessee DSW
U Texas Austin*
U Texas Arlington
Washington Univ

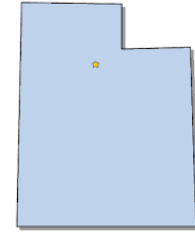
MSW x6

M3/BAC

Case Western
Mankato PsyD
N. Dakota St* x2
U of Minnesota
U St Thomas DSW X2

MSW x3

Utah



R1

Arizona State
BYU
Case Western
Florida State
Howard x2
N. Illinois
Smith
SUNY Albany
U of Alabama
U of Chicago
U Cincinnati
U of Connecticut
U of Iowa
U Maryland
U N. Carolina
USC. X2

U of Tennessee
U of Utah x4
U Washington x2
U Wisconsin
Utah State x2
Washington Univ
Wayne State

R2

Arizona State
Columbia
Albany
UC Berkeley
U Georgia
Wash Univ

M1

Fielding* (PsyD)
Harvard* (EdD)
Texas Tech*
UNLV*
U of Utah x6
U of St. Thomas (DSW)
Virginia Commonwealth

Washington



R1

Boston U
Bryn Mawr
Carnegie Mel*
Columbia
Hawaii
LSU
NYU
Northwestern*
U C Berk x4
U Chicago
UCLA x2
U Michigan x2
U South Cal
U Texas Aust
U Washington x2
U Wisconsin
Washington U
West Mich.*
Yale*

DP/U

Portland State
St. Louis U
U Washington x 4

M1/M2

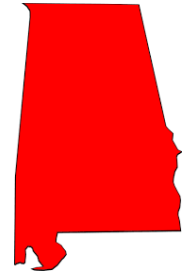
Cal State (EdD)
Case Western
Columbia
Michigan State
Portland State
Smith
Syracuse (JD)
U Chicago
U Houston
U Ill. Chic. x3
U Iowa
U Kansas
U Maryland*
U Minnesota
U Missouri
U Utah
U Washington X2
Washington Univ X2
Yeshiva

M3

Andrews U*
Capella
Capella (DSW)
Claremont Theology*
Loma Linda
U Illinois Chicago
U Minnesota
USC
USC (DSW) x2
U Tennessee (DSW)
Washington State*
Washington University

MSW x6

Alabama



R1

Auburn U
Clark Atl. x2
Columbia x3
Florida Int
Florida St x3
Ohio State
St. Louis U
Tulane
U Alabama x4
UA Birmingham*
UCLA
U Cen Flor.
U Chicago
U Georgia x5
U Kansas
U Michigan

U Mississippi
U Pitt x3
U N. Carolina
U Tennessee
U Texas Arlington
U Texas
U Wisconsin
VCU
Walden
Washington U

R2/DP/U

Jackson State
U Alabama X2
U Georgia x2
U Hawaii
U Kentucky x2
U North Carolina*
U South Carolina
U St. Thom (DSW)

M1/M2

Barry
Florida Intl
Illinois St.*
India
Jackson St. x3
Smith
Tulane (DSW) x2
U Alabama x6
UA Birmingham* x2
UC Berkeley
U Georgia x3
U Illinois
U Memphis*
USC (DSW)
U Tennessee

U Tennessee (DSW)
U Toronto
VCU
Walden

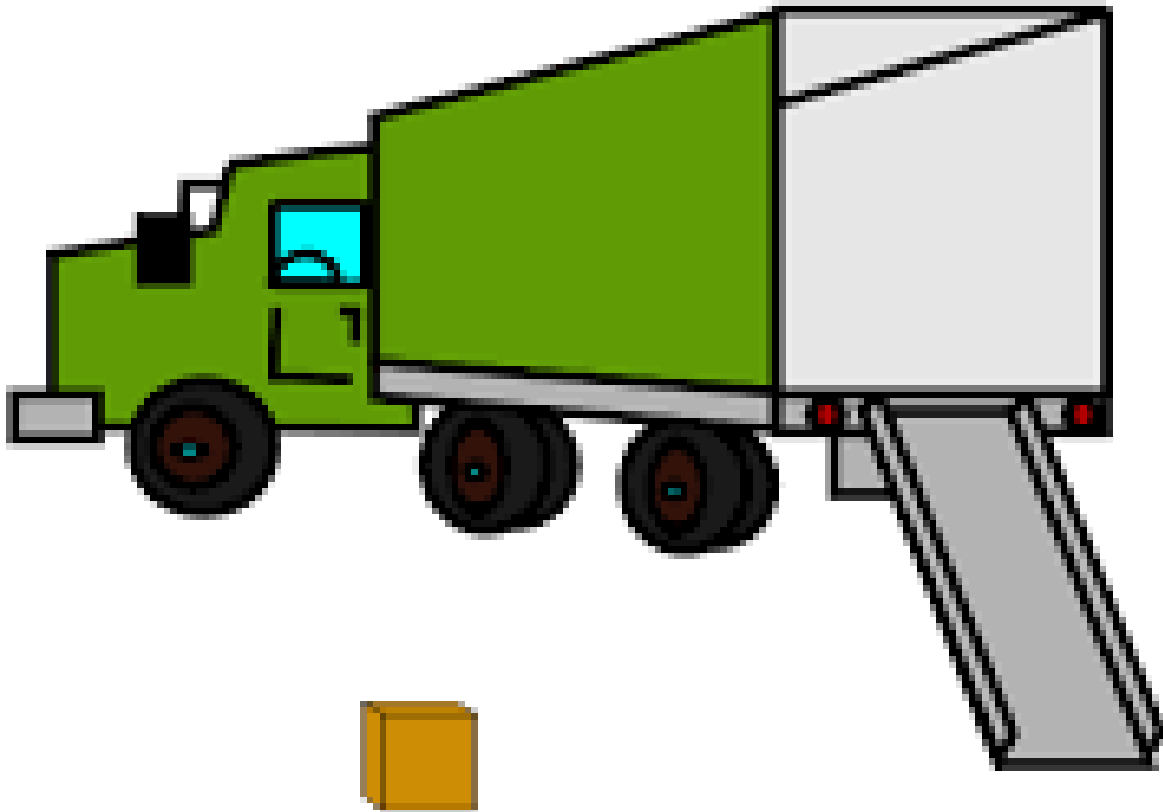
MSW x6

BAC

Capella
Walden
Walden DSW

MSW – the rest!

Job Market!



Up until a few years ago, there were
MANY more jobs than applicants

Dream Job Often Requires a MOVE

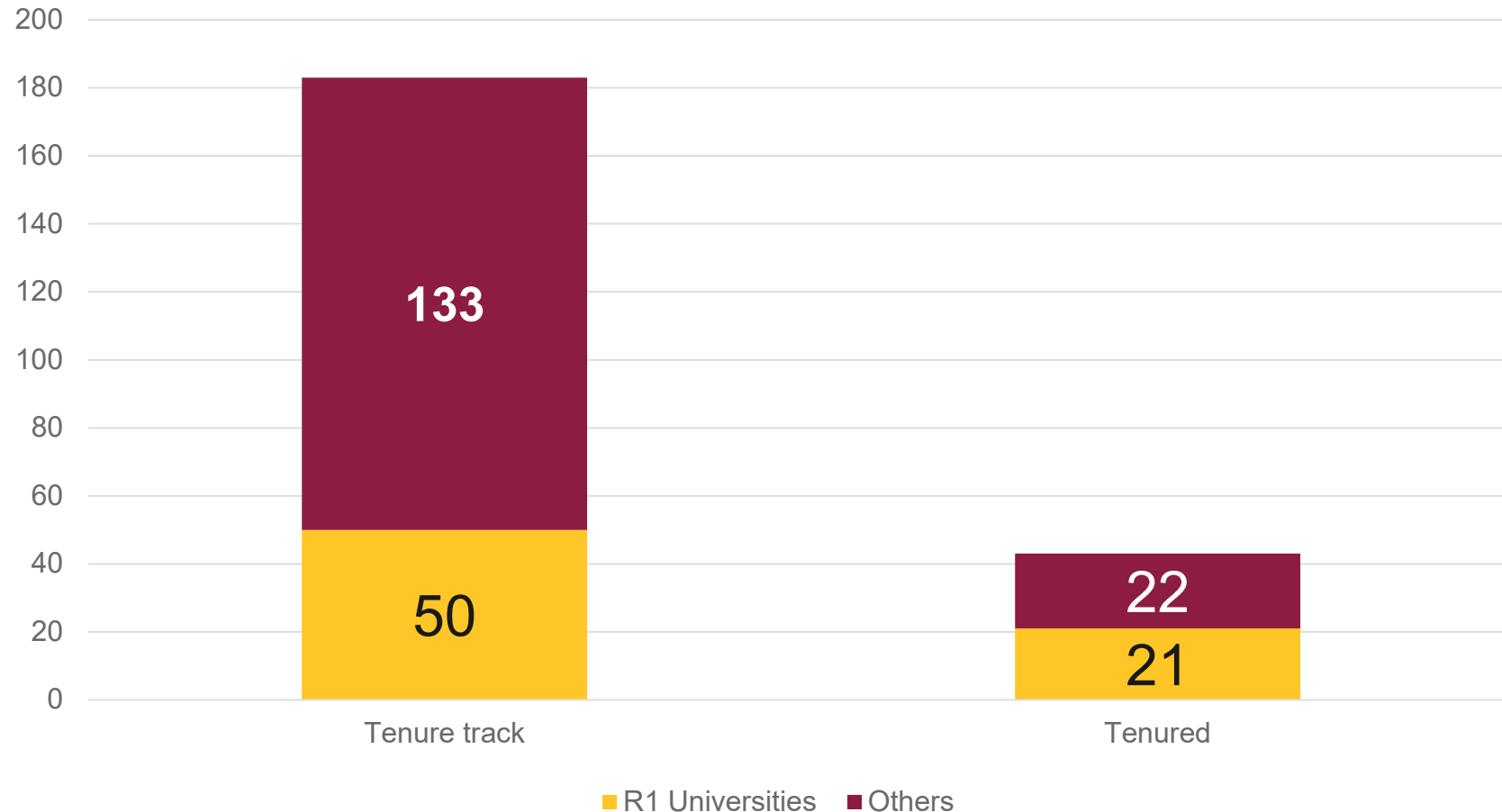
Where to find job announcements?

www.careers.cswe.com

www.chronicle.com

Social Work Job Wiki

Types of Positions 2017-2018 (Old News)



Lightfoot, E., & Zheng, M. (2021). Research Note—A Snapshot of the Tightening Academic Job Market for Social Work Doctoral Students. *Journal of Social Work Education*, 57(1), 165-172.

TOTAL		PHDs		DSWs	
Total on Job Market	349	PhDs on Job Market	283	DSWs on Job Market	66
National Market	198	National Market	180	National Market	18
Regional Market	136	Regional Market	88	Regional Market	48
International Market	15	International Market	15	International Market	0
Total SEEKING Tenure Track	231	PhDs SEEKING Tenure Track	189	DSWs SEEKING Tenure Track	42
R1	88	R1	88	R1	0
Research/Teaching	47	Research/Teaching	45	Research/Teaching	2
Teaching	47	Teaching	17	Teaching	30
Any tenure track	49	Any tenure track	39	Any tenure track	10
Total SEEKING Other	118	PhDs SEEKING Other	94	DSWs SEEKING Other	24
Postdoctoral associate	30	Postdoctoral associate	30	Postdoctoral associate	0
University non tenure track research/administration	8	University non tenure track research/administration	5	University non tenure track research/administration	3
Non tenure track teaching	4	Non tenure track teaching	4	Non tenure track teaching	0
Research outside university	14	Research outside university	14	Research outside university	0
Clinical practice	22	Clinical practice	11	Clinical practice	11
Program admin/policy practice position	35	Program admin/policy practice position	25	Program admin/policy practice position	10
Other	5	Other	5	Other	0

Total OBTAINED TENURE TRACK	138	PhD OBTAINED TENURE TRACK	119	DSW OBTAINED TENURE TRACK	19
Research 1	61	Research 1	61	Research 1	0
Research/Teaching	41	Research/Teaching	38	Research/Teaching	3
Teaching	33	Teaching	19	Teaching	14
Tenure track outside SW	3	Tenure track outside SW	1	Tenure track outside SW	2
Total OBTAINED Other	104	PhD OBTAINED Other	84	DSW OBTAINED Other	20
Postdoctoral	24	Postdoctoral	24	Postdoctoral	0
University non tenure track research/ administration	12	University non tenure track research/ Administration	10	University non tenure track research/ administration	2
Non tenure track teaching	16	Non tenure track teaching	8	Non tenure track teaching	8
Research outside university	15	Research outside university	15	Research outside university	0
Clinical practice	14	Clinical practice	11	Clinical practice	3
Program admin/policy practice position	23	Program admin/policy practice position	16	Program admin/policy practice position	7
TOTAL WITH JOB	239	TOTAL PHD WITH JOB	200	TOTAL DSW WITH JOB	39
Total with TT Job	135	Total PhD with TT Job	116	Total DSW with TT Job	19
Total with Other Job	104	Total PhD with Other Job	84	Total DSW with Other Job	20
Total Still SEEKING as of April 2018	88	PhDs Still SEEKING	61	DSWs Still SEEKING	27

Key Takeaways

More students seeking tenure track jobs than jobs available

PhD students seeking R1 jobs, but taking other jobs

Postdocs are still not common

Mismatch between students' desires and jobs available!





PhD Students on the Market

Lightfoot, E. (2021). An Examination of the Productivity of Social Work Doctoral Students. *Social Work Research*, 45(2), 141-146.

PhD Productivity – 2019-20

	Total M (SD)	Total Mdn	M (SD) Ranked 1-10	Mdn Ranked 1-10	M (SD) Ranked 11-20	Mdn Ranked 11-20	M (SD) Ranked 21-36	Mdn Ranked 21-36
Peer Reviewed Publications	4.96 (3.65)	4.0	4.41 (3.63)	4.0	5.50 (3.74)	5.0	5.59 (3.90)	5.50
1 st Author	1.58 (1.62)	1.0	1.51 (1.61)	1.0	1.91 (1.75)	1.5	1.37 (1.47)	1.0
2 nd Author	1.20 (1.31)	1.0	1.10 (1.36)	1.0	1.47 (1.44)	1.0	1.11 (.97)	1.0
3 rd Author	1.13 (1.41)	1.0	1.02 (1.31)	1.0	.94 (1.29)	0.0	1.63 (1.67)	10.0
4 th + Author	1.02 (1.29)	1.0	.78 (1.24)	0.0	1.09 (1.38)	1.0	1.48 (1.22)	1.0
Book Chapters	.48 (.93)	0.0	.40 (.94)	0.0	.41 (.712)	0.0	.78 (1.09)	0.0
Reports	1.03 (1.65)	0.0	.89 (1.36)	0.0	1.09 (1.65)	0.0	1.30 (2.22)	0.0
Peer Reviewed Presentations	10.45 (6.61)	9.5	9.25 (6.25)	8.0	9.94 (6.18)	9.0	13.85 (6.99)	13.0
Independent Sections Taught	2.94 (3.54)	2.0	2.32 (3.03)	1.0	2.75 (3.93)	1.0	4.63 (3.75)	4.0

What Should Directors Be Doing?

Admission/Years 1-2-3

Overview of Job Market

Clarify Goals

Tie Goals with Decisions

Dissertation Topic/Method

Choosing Committee

Develop Plan

Publish/Teach/Practice

Building an Academic Network

Year Before Job Market

Solidify Job Market Plan

Start Developing Materials
Research/Teaching/DEI
Statements

Orientation/Job Club

Job Market Year

Help Prepare Materials
Stress Best Practices
Proof Read!

Mock Interviews/Job Talks

Prepare for Campus Visits

Help Determine Fit

Negotiation Support

Psychological Support

Sample Advice I give to Students

Plan Early

Admissions
First Year
Annual Review

Be Flexible

Keep Options
Open
Apply Widely

Talk to Faculty

Let them know
what you are
looking for

Be Meticulous

Practice,
Prepare,
Proofread

Think of Yourself as a Colleague

The Big Picture: Job Market and PhD Preparation Nationally

- Decline in **academic jobs**
- Focus on **teaching**
- **Internationalization** of doctoral education
- **Interdisciplinary and collaborate approach** to research and knowledge building which addresses social problems (Impact)
- **Competencies and skills** for profession and employability (Teaching, Grant Writing, Statistical Analysis, Leadership in Profession, Team work)

Cardoso, S., Santos, S., Diogo, S., Soares, D., & Carvalho, T. (2022) The transformation of doctoral education: A systematic literature review. *Higher Education*, 1-24.

Nerad, M. & Evans, B. (Eds.) (2014). *Globalization and its impact on the quality of PhD education: Forces and forms in doctoral education worldwide*. Springer.

PhD Career Pathways (Council on Graduate Schools)

- PhDs in non-research universities view teaching as primary responsibility
- PhDs in Research Universities view research as primary responsibility but the majority viewed teaching as either primary or secondary responsibility

Preferences and Skills

Research Universities Innovation, Analytical Thinking, Persistence and Initiative

Teaching Universities Dependability, Concern for Others, Social Orientation



GADE Quality Guidelines and Job Market

- **Teaching** (*educated to have a core expertise in teaching and pedagogy*)
- **Knowledge of the social work as a profession**
- PhD Graduates are to be the **Stewards of the Social Work Discipline** (*history, policy, social justice, values and ethics, or other areas that may distinguish PhD education and research training from other disciplines and toward the social work profession*)
- **Research** (*educated to have a core expertise in research skills; research for social work practice and not just specific to other social science disciplines*)



How Do Other Professions View Stewardship of the Discipline

- Preparing PhD nurse graduates for leadership is important for stewarding the discipline.
- Stewarding a discipline involves generation of knowledge.
- Conservation of history and fundamental ideas inherent in the discipline is important.
- Dissemination of and sharing new knowledge to broad audiences is a component of stewarding a discipline.
- The process of stewarding is unique to each PhD-prepared nurse depending on prior experiences and expertise.
- Stewarding the discipline can be done by developing policy, critiquing the status quo, and conducting research.



Morris, N.S., Wassef, M.E., Sullivan-Bolyai, S., Bova, C., & Kane, A.T. (2021, January/February). Making explicit the development of PhD-prepared nurses to steward the discipline. *Nurs Outlook*, 69 (1), 5056. <https://doi.org/10.1016/j.outlook.2020.08.002>.

Job Market Preparation and PhD Curricula in Social Work

Research on Social Work Practice

2.2

5

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Options 

A Study of PhD Courses and Curricula Across Schools of Social Work

[Cynthia Franklin](#), [Elizabeth Lightfoot](#), [Melissa Nachbaur](#), [Katharine Sucher](#) 

First Published August 18, 2021 | Research Article |  Check for updates

<https://doi.org/10.1177/10497315211039187>

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Altmetric

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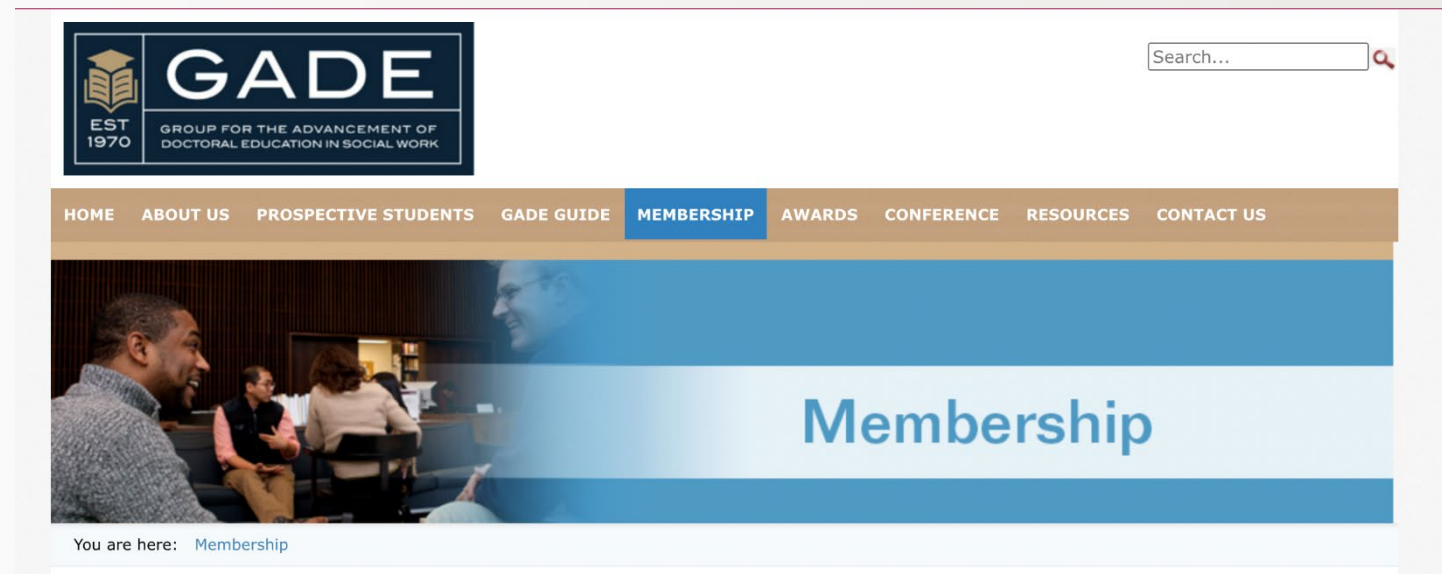


Research Questions & Aims

- ✓ Examine what types of courses are offered in PhD curriculum across GADE member schools
- ✓ Assess the implementation and consistency of GADE Quality Guidelines within course offerings
- ✓ Evaluate differences and similarities that may exist based on AAUP rankings
- ✓ Evaluate approaches to Diversity, Equity, and Inclusion (DEI)

Method: Sample

- GADE Affiliated Universities (n=85)
 - PhD Programs Only
 - 84 total programs used in curriculum analysis



Method: Coding & Design

- Courses were double-blind coded by category*. Verified by third and fourth coders and PhD Directors
- 1146 courses were coded into 28 categories (i.e. Academic and Professional Development, General Theory, Research Methods, Statistics, Pedagogy, etc.)
- Universities R1, R2, R3 and other based on ranking
- GADE importance responses ranging from 1 (not influential) to 5 (extremely influential)
- 73 open-ended responses regarding DEI subjectively analyzed



Results: Curricula Findings

Teaching

- Only 66% offered courses in teaching or pedagogy

History and Social Work Profession and Theory

- Only 23.8% offered courses focusing specifically on social work history and professional development.
- Only 57% offered a course in Policy
- Only 7% offered a course on diversity
- Programs offered an average 1 course in theory
- Less than 20% offering courses in micro, mezzo or macro theories

Research

- Programs offered a **mean of 5.7** courses in research and statistics (combined)
- Only 44% offered a course dedicated to **qualitative research** (R1 and R2 = 1 course, R3 = 2 courses)
- Coursework in **measurement, literature reviews and meta-analysis, program evaluation, and intervention research** were offered in less than 20% of PhD Programs

Table 1. Research and Statistics Curriculum Offered in PhD Programs in Social Work.

Course types	Mean courses offered by program							Range	Percent of programs offer (%)
	R1	R2	R3	Other	CAN	AAU	Total (SD)		
Research general	1.4 (1.1)	2.0 (2.2)	0.4 (.5)	3 (0.0)	0.7 (.7)	1.3 (.9)	1.4 (1.4)	0–9	75
Research quantitative	0.6 (.8)	0.4 (.6)	1.4 (.5)	0 (.0)	0.8 (.7)	0.6 (.8)	0.6 (.8)	0–3	44
Research qualitative	0.9 (.6)	1.0 (.8)	1.8 (.4)	0.8 (1.0)	0.9 (.8)	0.9 (.7)	1.0 (.7)	0–3	75
Research practicum	0.6 (.7)	0.6 (.8)	0.2 (.4)	0.5 (.6)	0.1 (.3)	0.5 (.6)	0.5 (.7)	0–3	41.6
Research intervention	0.2 (.6)	0.4 (.5)	0.2 (.4)	0 (0.0)	0 (0.0)	0.3 (.7)	0.2 (.5)	0–3	16.7
Research measurement	0.1 (.3)	0.0 (.0)	0 (.0)	0 (.0)	0 (.0)	0.1 (.3)	0.1 (.3)	0–1	8.3
Evaluation	0.0 (.2)	0.1 (.4)	0.4 (.5)	0 (.0)	0 (.0)	0.1 (.3)	0.1 (.3)	0–1	7.1
Statistics	2.1 (1.4)	1.9 (1.2)	1.6 (.9)	1.75 (1.6)	0.1 (.3)	2.2 (1.8)	1.8 (1.4)	0–7	81
Research and statistic total	6.0 (2.3)	6.4 (2.7)	6.0 (1.4)	6.0 (1.4)	2.5 (1.0)	6.0 (1.7)	5.7 (2.4)	1–13	100
Literature/meta-analysis	0.2 (.4)	0.1 (.3)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.1 (.4)	0.1 (.3)	0–1	10.7

Note. This table demonstrates the curriculum analysis of 84 out of 85 GADE universities as one university requested not to include course data.

Table 2. Theory, Pedagogy, and Disciplinary Knowledge.

Course types	Mean courses offered by program							Range	Percent of programs offer (%)
	R1	R2	R3	Other	CAN	AAU	Total (SD)		
Philosophy of science	0.3 (.5)	0.6 (.5)	0.8 (.4)	0.3 (.5)	0.8 (.4)	0.4 (.5)	0.4 (.5)	0–1	44.0
Theory: general	0.8 (.7)	0.6 (.9)	1.0 (.7)	1.0 (.8)	0.6 (.7)	0.8 (.8)	0.8 (.7)	0–3	60.7
Theory: micro	0.1 (.4)	0.4 (.6)	0.6 (.9)	2.0 (4.0)	0 (0.0)	0.1 (.3)	0.3 (1.0)	0–8	15.5
Theory: macro	0.2 (.5)	0.3 (.3)	0.4 (.7)	0.0 (.4)	0 (0.0)	.3 (.6)	0.2 (.5)	0–2	19.1
Total theory	1.2 (1.0)	1.2 (.9)	2.0 (1.9)	3.0 (3.4)	0.6 (.7)	1.2 (1.1)	1.3 (1.3)	0–8	76.2
Policy	0.7 (.5)	0.6 (.6)	1.0 (.7)	1.8 (.5)	0.0 (0.0)	0.6 (.6)	0.7 (.6)	0–2	57.1
History	0.2 (.5)	0.4 (.5)	0.4 (.5)	0.0 (.4)	0.2 (.4)	0.3 (.5)	0.3 (.5)	0–2	23.8
Seminar	0.8 (1.1)	0.7 (.8)	0.4 (.5)	0.3 (.4)	0.4 (.5)	0.9 (.8)	0.7 (1.0)	0–6	50
Prelim preparation	0.1 (.3)	0.6 (.9)	0.2 (.4)	2.5 (4.4)	0.1 (.3)	0.1 (.3)	0.3 (1.0)	0–9	16.7
Pedagogy	0.9 (.7)	1.1 (.8)	1.4 (.5)	0.8 (.5)	0.1 (.3)	0.8 (.8)	0.9 (.8)	0–3	66.6
Grant writing	0.1 (.3)	0.1 (.3)	0.2 (.4)	0 (.0)	0 (0.0)	0.1 (.3)	0.1 (.3)	0–1	9.5
Professional development	0.4 (.7)	0.4 (.8)	0.2 (.4)	0 (.2)	0.1 (.3)	0.3 (.7)	0.3 (.7)	0–3	23.9
Diversity	0.0 (.2)	0.1 (.4)	0 (.0)	0.8 (1.0)	0 (0.0)	0.1 (.3)	0.1 (.3)	0–2	7.2
Values	0.2 (.1)	0.1 (.4)	0 (.0)	0.3 (.5)	0.2 (.4)	0.0 (.2)	0.1 (.3)	0–1	7.1

Note. This table demonstrates the curriculum analysis of 84 out of 85 GADE universities as one university requested not to include course data.

Results: Influence of GADE Guidelines & DEI

- Only 40% of PhD directors reported following current GADE quality guidelines

Table 3. GADE Importance Responses.

Survey response	(1)–Not at all influential	(2)–slightly influential	(3)–somewhat influential	(4)–very influential	(5)–extremely influential	N/A–unknown	No response
# Schools	5	5	23	22	10	14	6

Note. N = 85 member PhD programs.

- Of 67 respondents, 65 indicated that diversity, equity, and inclusion content is incorporated into their curriculum or program, either implicitly or explicitly. In addition, 11 total programs indicated that they were actively working to improve diversity, equity, and inclusion content throughout their curriculum and program.

Take Aways for Doctoral Curricula

- Preparation for Teaching and to be Stewards of the Social Work Profession is Essential
- Research Focused on Knowledge and Interventions that Benefit Social Work Practice
- PhD Programs Need to Embrace and Follow *GADE Quality Guidelines*

Articles

Franklin, C., Lightfoot, E., Nachbaur, M., & Sucher, K. (2022). A Study of PhD Courses and Curricula Across Schools of Social Work. *Research on Social Work Practice*, 32(1), 116-126.

Lightfoot, E., Franklin, C., & Beltran, R. (2021). Preparing for the academic job market: A guide for social work doctoral students and their mentors. *Journal of Social Work Education*, 57(1), 153-164.

<https://hdl.handle.net/11299/213788>

Lightfoot, E., & Zheng, M. (2021). Research Note—A Snapshot of the Tightening Academic Job Market for Social Work Doctoral Students. *Journal of Social Work Education*, 57(1), 165-172.

Lightfoot, E. (2021). An Examination of the Productivity of Social Work Doctoral Students. *Social Work Research*, 45(2), 141-146.



Discussion

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