Director, Graduate School of Social Work and Social Research

POSITION PROFILE

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THE OPPORTUNITY

Bryn Mawr College is recruiting a Director of the Graduate School of Social Work and Social Research (GSSWSR).

Position Description: The Director of the GSSWSR will lead the social work faculty in administering the Bryn Mawr College Graduate School of Social Work and Social Research and its three degree programs: Master of Social Service (MSS), Master of Law and Social Policy (MLSP), and Doctor of Philosophy (PhD). The Director reports directly to the Dean of Graduate Studies who has primary responsibility for all graduate education at the College. The Director will be active in fund-raising, competing for grants, supporting faculty and student scholarship, developing and implementing the curriculum and promoting the intellectual life of both the School and the College. The Director will be expected to teach no more than two courses per year. Applicants are encouraged to learn more about the history, mission, and the exciting nature of graduate social work education at Bryn Mawr College by visiting the GSSWSR Web site: http://www.brynmawr.edu/socialwork/

Requirements: PhD; master’s in social work; administrative experience in a program that offers both the MSW and PhD degrees in social work; proven ability to engage in effective fund raising; active involvement in national and/or international issues of relevance to social work and related fields; interdisciplinary experience; and an overall level of scholarly accomplishment worthy of a faculty member with the rank of Professor.

Additional information about the application process can be found at the end of this document.

BRYN MAWR COLLEGE AND THE GSSWSR: HISTORY AND OVERVIEW

Bryn Mawr College is a private, nonsectarian, undergraduate liberal arts institution. While the undergraduate College admits only women; Bryn Mawr's graduate programs in arts and sciences and social work and social research are all coeducational. The 1,300 undergraduates and more than 400 graduate students in social work and arts and sciences share an intense intellectual commitment, a purposeful vision of life, a sense of service, a respect for diversity and the inclusion of many perspectives, and a desire to make a meaningful contribution to the world around them. Bryn Mawr's campus, long recognized as one of the most beautiful in the country, is set in a century-old, varied suburb that is 11 miles west of Philadelphia, the nation's sixth-largest city. The majestic stone buildings that anchor the campus were the first examples of a style of architecture that came to be known as Collegiate Gothic, and they served as templates for dozens of other campuses. Today the campus includes 40 buildings on 135 acres.

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, the College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a
commitment to social justice and social activism. In fact, the Bryn Mawr College Graduate School of Social Work and Social Research was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of $750,000 (about $14 million in today’s dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself.

The Graduate School of Social Work and Social Research opened in 1915 as the Department of Social Economy and Social Research. The department was the first social work program affiliated with an accredited college or university in the United States, and Bryn Mawr College was the first institution of higher education in the United States to—in 1920—award a PhD in social work. In 1919, the department became one of the six charter members of the American Association of Schools of Social Work, the predecessor accrediting body to the Council on Social Work Education, and has been accredited on a continuous basis since that time. In 1970, after decades of growth, the department became a professional school, the Graduate School of Social Work and Social Research.

Throughout its 90+ year history, the School has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities with emphasis on social and economic justice and the enhancement of individual, societal, and global wellbeing. The School is deeply committed to an integrated perspective on policy, practice, theory, and research, and to educating social workers who are prepared not only to respond to current and emerging needs, but also to define standards of practice, shape social welfare policy, undertake cutting-edge research in the social and behavioral sciences, and educate the next generation of social workers.

Innovation is essential to meeting this commitment, and the following innovations have made the School more inclusive and vital.

- In 1976, establishment of the Master of Law and Social Policy (MLSP) program, the first and only master’s degree program of its kind at a graduate school of social work;
- In 1986, establishment of a career development office within the School, becoming one of the very first social work programs to employ its own career development staff;
- In 1987, establishment of a continuing education program that has since grown from 16 to 62 seminars and several certificate programs;
- In 2002, launching of a Center and curricular specialization in Child and Family Wellbeing to foster an interdisciplinary focus on a broad range of issues and challenges facing children and families across the life cycle.
- In 2002, establishment of a Board of Advisors to provide a critical portal for exchanges with diverse sectors of the social work and nonprofit community. The Advisory Board advises and assists the School and College in fund-raising, strategic planning, student recruitment, program development, and relationship building with educational,
governmental and non-governmental institutions and foundations. The Board is comprised of alumnae/i and non-alumnae/i, at least one representative from the College’s Board of Trustees, the Director, the faculty chair of the School and the president of the College as an *ex officio* member. The Board meets two or three times annually.

- In 2003, creation of an Introduction to Social Work Education seminar that invites individuals from a range of professional and life experiences to explore a career change to social work.
- In 2004, founding of the Nonprofit Executive Leadership Institute (NELI) in direct response to a call from social and human service leaders in the community to establish a high-level, specialized leadership training program tailored to meet their individual and agency needs.
- In 2005, the School initiated several enhanced field placements that bring together students who share similar internship experiences, providing them with an opportunity for a series of integrative seminars.

For more than 90 years, the co-educational GSSWSR has been a vital part of Bryn Mawr College, and while it may seem like an unlikely home for a graduate school of social work, the missions of the College and the School complement each other. During the 2005-2006 academic year, the School revisited and revised its mission, goals, and objectives, assuring alignment with the mission of the College:

**Mission Statement: Bryn Mawr College**

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in coeducational graduate programs in arts and sciences and social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

**Mission statement: The Graduate School of Social Work and Social Research**

The mission of the Graduate School of Social Work and Social Research is to advance and apply knowledge to the enhancement of individual, societal and global well-being and to promote social and economic justice through its teaching, service, and research and scholarly activities. The School provides a learning environment that is supportive and intellectually rigorous, encouraging critical thinking and the expression of social work values through classes, field-based training, research, and active civic engagement in collaboration with the College as a whole. In addition, the School promotes faculty scholarship and community service activities that further expand and refine social work knowledge and the development of service delivery systems, providing leadership in the areas of direct practice, policy, and research.
The program goals of the GSSWSR are derived from its mission.

- Through a curriculum that emphasizes the integration of practice, policy, and research within a context that promotes ethical behavior, social justice, and a global perspective, the Graduate School of Social Work and Social Research prepares students for advanced social work practice as clinicians, administrators, policy analysts, advocates, community organizers, and researchers.
- The School promotes social and economic justice initiatives that enhance individual, regional, national, and global wellbeing.
- The School provides leadership and resources to communities, social service agencies, and the social work profession.
- The School develops and advances the knowledge and practice of social work and social welfare.

THE GSSWSR COMMUNITY OF FACULTY AND STUDENTS

With a student body of just under 300 men and women in three degree programs (MSS, MLSP, and PhD), the GSSWSR is large enough to offer a rich curriculum and a cross fertilization of ideas, yet small enough to allow for a strong sense of community. Students and faculty come to know each other as colleagues, grappling with ideas in the classroom, collaborating on projects and research, and working together on committees. Although more than 75 percent of the students are employed in addition to going to school and many have family care responsibilities, they find time to engage each other academically and socially.

The faculty of the GSSWSR is multidisciplinary; along with social work, it includes disciplines such as economics, political science, law, sociology, psychology, and public health. The faculty epitomizes the scholar-teacher model. Each member of the faculty is pursuing an individual research agenda and each is respected in their specific field of study, yet all faculty identify teaching as a core mission and take it as seriously and devote as much time to it as to their own scholarship.

Students have access to the range of disciplines represented in GSSWSR and throughout Bryn Mawr, and in addition, the College participates in a consortium together with Haverford and Swarthmore Colleges and the University of Pennsylvania, extending still further students’ access to intellectual resources.

The School is a diverse community. The student body includes 24 percent who identify as being from underrepresented racial and ethnic groups. In addition, the student body includes—in almost equal numbers—recent undergraduates who bring a freshness and enthusiasm along with rich volunteer and internship experiences; seasoned social workers who bring wisdom from their years of work in human services fields such as child welfare, community mental health, and domestic violence and who now feel it is time to pursue a graduate degree; and career changers who have worked in professions as diverse as law, business, engineering, teaching, and art.
history but find that their passion is working with people and intervening in the social forces that affect their lives. This mix of backgrounds, perspectives, and experiences make the classrooms at Bryn Mawr challenge both students and faculty to think creatively, share a mutual respect and acceptance, and act inclusively.

In the world beyond the campus, alumnae/i have a meaningful impact as leaders in their chosen fields, quickly building bridges between the intellectual exploration and understanding of a subject and the opportunities for activism and change. Three alumnae have been named Social Work Pioneers by the National Association of Social Workers, in 1995 an alumna was presented with the Presidential Crime Victims Service Award by President Clinton in recognition of her extraordinary commitment to families of murder victims and to her dedication to anti-violence work, and in 2004 an alumna received the prestigious Philadelphia Award in recognition of her visionary leadership of the People’s Emergency Center and its Community Development Corporation. Additionally, an alumna is a member of the United States House of Representative, an alumnus founded the National Caucus and Center on Black Aged, an alumna founded Friends Suburban Housing which later became The Suburban Fair Housing Council, Inc., and an alumna directs the federally-funded premenstrual syndrome (PMS) research program at the Hospital at the University of Pennsylvania. Of the alumnae/i for whom the School has current employment information, 85 are executive directors, presidents, vice presidents, or other senior level managers at human service agencies and organizations and seven actually founded the organization they currently oversee. Over 90 percent of Child Welfare Education for Leadership graduates have become supervisors within two years of graduation. Finally, 67 graduates of the MSS program for whom employment information is available have gone on to work in higher education, 12 as deans, directors, or associate deans.

CURRENT CONTEXT AND ISSUES WITHIN THE GSSWSR

The GSSWSR has been moving through a period of reflection and transition for the last six years. In 2001, after 15 years of leadership and service, Dean Ruth Mayden stepped down. Two faculty members, Raymond Albert and Marcia Martin, were appointed to serve as Co-Deans, with Professor Martin taking primary responsibility for internal operations and Professor Albert taking the lead on external issues. Although this arrangement was initially expected to remain in place for only a year or two, it was extended while an institution-wide planning process, led by the Board of Trustees, was carried out.

In October 2005, the Board of Trustees convened the Task Force on Balancing the College’s Mission and Resources at the recommendation of then President Nancy J. Vickers. The Task Force was formed to assess current practices of allocating resources (financial and personnel) and to recommend changes that would enable the College to direct those resources more strategically to support the institution’s mission and highest priorities. During its final 18 months of work, the Task Force formed two subcommittees with additional members to study specifically the performance, costs and future opportunities for the Graduate School of Arts and Sciences (GSAS) and the Graduate School of Social Work and Social Research (GSSWSR). The
Task Force and its subcommittees invited participation by colleagues and outside evaluators on topics related to their expertise and/or authority, and consulted widely with the community through faculty meetings, surveys, constituency meetings, circulation of draft documents, and interim reports.

In a communication updating the Board on the work of the Task Force, former President Vickers summarized the outcome of two external assessments of graduate education at Bryn Mawr. “We have within the past six months undergone significant peer reviews of both graduate schools: the first by an ad hoc committee of highly respected graduate deans and academic officers, and the second by a re-accreditation team appointed by the national social work accrediting agency.

“What is striking about both of these … is their enthusiastic endorsement of who we are and what we do (with, of course, recommended changes) as well as their excitement about our potential. Our social work reviewers deemed the GSSWSR a 'gem' that truly occupies a special position in quality social work education; our Arts and Sciences reviewers saw in us a unique opportunity ‘do graduate education right.’ What our reviewers saw in us was the exciting possibilities that our small size presents to serve both our graduate students and our undergraduates by fostering a richer intellectual and social community.”

In February 2008, the Task Force recommended to the Board that the College strongly re-commit itself to graduate education “done right” and appropriate to the scope, scale, and nature of our primarily undergraduate liberal arts institution for women. The Task Force cast its set of recommendations for moving forward with graduate education in a document entitled “Principles and Practices for Graduate Education.” It stated that while “the core mission of the College is undergraduate education, if pursued in collaborative and imaginative ways, graduate education can make important contributions to Bryn Mawr’s core mission. [For example,] graduate education…can distinguish us from our peers, contribute to our scholarly reputation, and enhance our ability to offer our undergraduates a rich array of ways to make a meaningful contribution to the world. [The goal is] deepening and broadening the impact of the benefits…while strategically managing the resources we use to deliver them.” Thus the Task Force called for enhanced vertical integration between undergraduate and graduate programs, and horizontal integration among departments (including those without graduate programs).

To pursue these goals of increased collaboration and cooperation between the GSAS, the GSSWSR and the undergraduate College, the Task Force recommended the replacement of the two positions of Dean of GSAS and Dean of GSSWSR with a single Dean of Graduate Studies and a Director of GSSWSR. Accompanying this administrative change would be the dissolution of the separate Arts and Sciences and GSSWSR Faculty bodies into a single Faculty body.

The Task Force also recommended a modest downsizing of the graduate enterprise, including a reduction of GSAS and GSSWSR Ph.D. admissions to meet targets that allow Bryn Mawr to maintain its Carnegie classification as a primarily baccalaureate institution.

The Board unanimously approved these and other Task Force recommendations in April 2008.
To date, the Task Force recommendations for graduate education have had broad implications:

- **Administrative structure of graduate education:** In Summer 2008, the organizational structure of graduate education was changed, consistent with the Task Force Report recommendations. Elizabeth McCormack, Professor of Physics, was appointed Dean of Graduate Studies, reporting to Provost Kim Cassidy, Professor of Psychology. Professor Marcia Martin is currently serving as Director of the GSSWSR while the national search for a new Director is underway.

- **Organization of the faculty:** The Task Force recommendations urged the consideration of “the benefits of merging the GSSWSR Faculty with A&S Faculty, effectively establishing only one faculty body….This does not imply a loss of professional identity for the GSSWSR as a school of social work, but instead encourages the fulfillment of this professional identity as an integral part of the College.” The establishment of a single Faculty occurred officially in Fall 2008 with the final of the two required faculty votes to change the College’s governance structure. In practice, since Spring 2008 the College has had a single integrated Faculty that continues to meet regularly as a whole.

- **Administrative functions:** The College, with the help of a consulting firm specializing in organizational change, is currently conducting a feasibility study to investigate opportunities to realize efficiencies and coordinate student services operations across the two graduate schools in the areas of recruiting, admissions, financial aid, registration and enrollment, etc. Upon its completion in Summer 2009, the report from this study will guide decision-making and implementation around these functions.

- **Resources:** In order to achieve “a suitable balance of resources between graduate and undergraduate programs more in line with its core mission, [there will be] a decrease in the overall size of the graduate enterprise through targeted reductions in both the number of graduate students admitted and faculty FTE committed to graduate education.” External resource must also be increasingly emphasized: “There must be a reduction in graduate education costs to the College. Additional funds for graduate education must be generated from grants, tuition, corporate or other partnerships, and fundraising…[with the goal of] making graduate student awards more competitive…and [increasing] program support and innovation.” The Provost and Dean of Graduate Studies are engaged in planning with the GSSWSR Director and graduate program faculty to reach program specific staffing, enrollment and budgetary goals.

In the Spring 2008, the Council on Social Work Education (CWSE) fully reaccredited Bryn Mawr College’s Graduate School of Social Work and Social Research through 2016. In its Accreditation Review Brief, the CSWE site team noted many of the GSSWSR’s strengths, including the integration of diversity content into the curriculum, the commitment to at-risk populations and social and economic justice, the quality of the faculty, and the school’s welcoming and supportive environment for women and for students and faculty of color.
Following the College’s reaffirmation of its long-term commitment to the School and the successful re-accreditation process, faculty members at the GSSWSR commented on the School’s distinctive features, and established key benchmarks for the future. “We understand and appreciate what is distinctive about GSSWSR: the intimacy of its learning environment, as reflected in small class size and individualized attention to students; the conceptual rigor of our curriculum and its integration of policy, practice, research and theory; a unique Master’s in Law and Social Policy program; a tradition—widely known—of strength in teaching direct practice; the interdisciplinary nature of both our faculty and curriculum. Thus far, our marketing efforts have focused on these distinctive elements. Nonetheless, we need to expand and enhance our existing marketing, and integration with the undergraduate college will help us accomplish this.”

“Many of our strengths—especially our interdisciplinarity and our commitment to diversity and social justice—render our program well-suited to integration with undergraduate College. Curricular integration will lead to downsizing and reductions in required resources…. We are committed to the goals of horizontal and vertical integration. The doctoral program seeks to work closely with other graduate programs to maximize efficiency and to focus on curricular and program development in ways that support, and benefit from, the full complement of faculty strengths, interests and skills. Similarly, because the faculty at the GSSWSR is interdisciplinary in nature, we look forward to working with other departments via faculty members’ participation in undergraduate teaching (e.g. economics, political science and sociology). [In the effort to bring in additional resources and support,] we anticipate that our new director will work with the Dean of Graduate Studies to move forward swiftly on additional fundraising initiatives and opportunities.”

In July 2008, President Jane McAuliffe was appointed and has since expressed strong support for the GSSWSR. “The School is critical to Bryn Mawr’s core mission. Indeed, the School is part of Bryn Mawr’s DNA, a main component of who we are and who we hope to become. Bryn Mawr’s unique model of combining a pre-eminent undergraduate college for women with outstanding graduate programs in arts and sciences and social work excites me as an educator and scholar. The Graduate School of Social Work and Social Research is indeed a jewel in the crown that is Bryn Mawr.”

President McAuliffe has identified extensive community outreach and engagement as a primary objective, focusing new attention on relationships with Philadelphia. This objective provides yet another opportunity for the GSSWSR to play a central role in the future of Bryn Mawr College. The new Director will have the opportunity to build on the intensive College-wide efforts of recent years by creating exciting new partnerships with colleagues from throughout Bryn Mawr College, and to build on the new directions of a new President, providing the energy and leadership that can take the GSSWSR to even higher levels of excellence and recognition.
THE ROLE OF THE DIRECTOR

Reporting to the Director is a very capable and loyal staff, holding the following positions:

- Director of Admissions, supported by an Assistant Director of Admissions and an Admissions Secretary
- Director of Field Instruction, supported by an Assistant Director of Field Instruction and a Program Coordinator
- Director of Career Development and Continuing Education supported by a Program Coordinator
- Director of the Non-Profit Executive Leadership Institute
- Director of Operations
- Administrative Assistant to the Director
- Associate Director
- Office Assistant

The Director’s responsibilities will include:

- Providing leadership for the social work faculty in administering the Bryn Mawr College Graduate School of Social Work and Social Research and its three degree programs: Master of Social Service (MSS), Master of Law and Social Policy (MLSP), and Doctor of Philosophy (PhD);
- Taking an active role in fund-raising, including competing for grants and corporate and foundation support, and identifying, cultivating and soliciting individual donors;
- Consulting with the Graduate School of Social Work and Social Research Board of Advisors on program development, recruitment, fund-raising, and planning initiatives.
- Supporting faculty and student scholarship;
- Developing and implementing the curriculum;
- Promoting the intellectual life of both the School and the College;
- Teaching no more than two courses per year.

Applicants are encouraged to learn more about the history, mission, and the exciting nature of graduate social work education at Bryn Mawr College by visiting the GSSWSR Web site: http://www.brynmawr.edu/socialwork/

OPPORTUNITIES AND EXPECTATIONS FOR LEADERSHIP

The new Director of GSSWSR will be asked to address the following leadership opportunities and challenges:

- Leadership: The Director will be asked to bring energetic and creative leadership in working with an accomplished and dedicated faculty toward shaping the future of the
School and achieving the full and exciting potential created by the Task Force report. The objectives and the guidelines have been made clear; the Director can build on these in shaping the future of GSSWSR.

- **Resources**: The GSSWSR must attract new resources to support its programs and especially its new initiatives. The Director will work with the Resources Office to identify both individual donor prospects and potential sources of corporate and foundation grant support, and will actively seek additional resources for the School.

- **Management**: The GSSWSR is a complex organization in the process of substantial transformation. The Director should bring considerable management skill to the process of realigning the staff and operations into a new and more efficient configuration.

**QUALIFICATIONS**

The ideal candidate will have the following professional qualifications and personal characteristics:

- Academic credentials, including the PhD; the master’s degree in social work, and an overall level of scholarly accomplishment worthy of a faculty member with the rank of Professor;
- Proven ability to engage in effective fund-raising;
- Administrative experience in a program that offers both the MSW and PhD degrees in social work;
- Active involvement in national and/or international issues of relevance to social work and related fields;
- Interdisciplinary experience.

**PROCEDURES FOR CANDIDACY**

Inquiries, nominations and applications are invited. Interested individuals should provide a letter describing their interest and experience in the context of the above description of the School and its needs, curriculum vitae, and the names of five references with phone numbers and e-mail addresses. These materials should be sent by email to the consultants, Jean Dowdall, Ph.D., and Jane Courson, at BMCSocialWork@wittkieffer.com. Items that cannot be emailed may be sent to the consultants at Witt/Kieffer, 2015 Spring Road, Suite 510, Oak Brook IL 60523. Confidential inquiries can be directed to them at (630) 575-6131.

Review of applications is underway and will continue until the position is filled. For full consideration, materials should be received by January 23. The position is available in Summer 2009. Salary and benefits for this position are highly competitive and negotiable.
Bryn Mawr College is an Equal Opportunity, Affirmative Action Employer. Minority candidates and women are especially encouraged to apply.

The material presented in this position profile should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Bryn Mawr College documents and personal interviews and is believed to be reliable. Naturally, while every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.
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