
*GROUP FOR THE
ADVANCEMENT
OF
DOCTORAL EDUCATION
(GADE)*

*Guidelines for Quality
in Social Work
Doctoral Programs*

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Education,
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Introduction

Social work faces formidable tasks as it approaches the twenty-first century. Social workers practicing at every level are increasingly confronted with urgent, complex, and seemingly insoluble problems, and the need to seek solutions to these problems is ever present. Without the knowledge of what leads to desirable outcomes, however, effective practice is impossible. It is the preparation of students who can contribute to the development and transmission of this knowledge base that is the mission of social work doctoral education and training.

Researchers in a variety of other fields are now addressing problems that are at the heart of social work but were once its sole purview. These problems include: individual, family, and interpersonal dysfunction; poverty and income inequality; child abuse, neglect, and maltreatment generally; care of the elderly and disabled. Without the expertise and skills that enhance our own historical contribution and those that enable us to compete or work in tandem with other professions and disciplines, social work will become less competitive in the marketplace of ideas, and the search for solutions to our pressing problems will be compromised.

The technologies for analyzing individual and social problems have improved significantly in recent years. It is thus necessary for social workers to be adequately trained in ways of assessing the social conditions related to these problems and the social interventions that show promise of ameliorating, reducing, or preventing them and enhancing social justice. If we are to be active participants in shaping policy-program-practice responses, it is essential that social work scholars create and disseminate a knowledge base that undergirds problem-solving for the client groups we serve.

Doctoral education occupies a particularly critical place in the overall structure of social work education because it is the training ground for almost all those who become faculty members and who both build and disseminate the profession's knowledge base. What social work does not accomplish through doctoral education has major implications for every level of professional practice, since it affects teaching and education at the bachelor's and master's degree levels as well as at the doctoral level. To paraphrase Bowen & Rudenstein (1992, p. 3), authors of an influential study of doctoral education, the effectiveness of undergraduate and master's level teaching as well as the quality of scholarship in the field depend to a considerable extent on how well doctoral programs function. Able, committed, motivated, and well-trained doctoral students, both as students and later as educators and scholars, make a critical contribution to the profession's ability to generate ideas and educate new generations of students and professionals.

Doctoral education in social work is primarily a development of the late 20th century. First initiated early in the century, the number of doctoral programs grew slowly during the first half of the century. Beginning with the



1960s, however, the number of programs increased sharply and rose even more dramatically in the 1980s. Seventeen doctoral programs have been established since 1980, an increase of more than 25 percent over the past dozen years. Many more are in the exploratory or developmental stage. Yet despite the dramatic growth in doctoral programs, applicants and enrollments increased only slightly during this period, and the total number of doctoral graduates has remained nearly constant throughout the last decade (Holland, et al, 1991). The pool of students is being shared among more and more programs, and schools are struggling with the daunting challenges of sustaining quality with scarce resources.

The Group for the Advancement of Doctoral Education (GADE) was founded almost twenty years ago by leading faculty in schools of social work who were concerned about the pressures facing their doctoral programs. GADE provides a forum for sharing ideas and strategies and for strengthening members' efforts at enhancing doctoral education. Additionally, it has become an important developmental resource for newly appointed administrators of existing doctoral programs as well as for representatives of those schools seeking to design and implement new programs.

The participants in GADE have always strongly opposed the concept of accreditation for doctoral programs. Most are satisfied with university control of the quality of doctoral programs and believe that doctoral education should develop within the philosophy of the host institution. Many programs were and continue to be housed in graduate schools of arts and sciences, thus barring or making redundant separate accreditation. GADE members have never believed that doctoral education should be subject to a second review process. Moreover, doctoral programs are acknowledged to be very diverse in the ways in which they achieve their shared objectives of building and disseminating social work knowledge, and there is conviction that this diversity should be protected as well.

Nevertheless, their experiences with doctoral program administration have led many GADE members to a growing awareness of the need for guidelines that would aid schools in developing and sustaining quality in doctoral education. Such guidelines are not seen as restrictions on innovation; nor are they seen as ideological parameters. Rather it is hoped that such guidelines could alert those in social work education to the crucial requisites for quality at this costly level of education.

In 1991, GADE appointed a Task Force on Quality to address these issues. Shortly thereafter, the National Institute of Mental Health (NIMH) indicated an interest in supporting efforts by professional associations in social work to strengthen their training for productivity in research. NIMH saw the efforts of GADE to strengthen the quality of doctoral education in social work as consonant with its priorities. With the joint support of GADE and NIMH, the following set of guidelines was developed.

We recognize that what we are characterizing in this document is an "ideal model." At present, no doctoral program reflects this ideal, but this docu-



ment does convey appropriate aspirations. It is not intended as the definitive statement on quality, but it is an important beginning.

The guidelines that follow are based upon a set of assumptions about the mission and purpose of doctoral education in social work. Doctoral education in social work has as its primary purpose the production of scholars. Social work scholars use systematic methods to develop through research and disseminate through teaching and writing knowledge concerning social welfare problems and professional practice. Social work professional practice includes direct service with clients, the organization and management of service delivery systems, and the formulation and analysis of social policies. Drawing upon the social and behavioral sciences as well as social work knowledge and experience, doctoral education seeks to produce scholars with the skills to expand and disseminate the base of tested knowledge that can guide the profession of social work in its efforts to address major social problems and concerns.

Given this primary mission of doctoral education, the concern of this document is with the means for achieving these objectives. While many previous studies of graduate education have focused on measurable outcomes such as attrition rates and time to completion of degree, and while such indicators are acknowledged to be valuable in evaluating programs individually and collectively, this document places its emphasis on the "inputs" that will lead to the desired outcomes. That is, from a desire to be of maximum value to universities, schools, and programs, the document identifies and addresses those features of doctoral programs that have been shown in prior work to bear on the successful achievement of the desired end — the training of scholars/educators (Rosen, 1987; Task Force, 1991; Bowen and Rudenstein, 1992).

Within the profession the quality of doctoral level graduates is critical to training educational leaders who in turn will produce a cadre of professionals who can practice effectively. How to achieve an adequate supply of high quality social work doctoral graduates is the focus of this document. In what follows, we identify and describe the characteristics of high quality doctoral education in social work in five critical areas. The specifics of quality noted with regard to each dimension, in their presence and in their interaction, are intended to reflect and guide the structuring of new doctoral programs and the improvement of long-established programs.

Dimension I: Organizational Characteristics

Dimension II: Faculty

Dimension III: Students

Dimension IV: Curriculum

Dimension V: Resources



I. Organizational Characteristics

The doctoral program should be located in an accredited university. The characteristics of the university and school within which a doctoral program is located provide important determinants and indicators of the program's quality.

Most importantly, the culture of the sponsoring institutions must demonstrate a clear commitment to quality in doctoral education. The culture of the school reflects the dean's or director's support for knowledge development and the expectation that the conducting of research is an essential component of the faculty role. Administrative supports must be available to facilitate the carrying out of research in the same way that supports are provided to carry out teaching and advising.

Evidence of the value placed upon the doctoral program and on faculty scholarship should be clearly seen throughout the school (or department). Organizational commitment to sustaining a quality doctoral program begins with emphasizing scholarly productivity and extends to all personnel decisions. Thus, faculty recruitment should take place with an eye toward hiring colleagues committed not only to teaching but to the knowledge building enterprise as well. Only in this way will the needs of doctoral programs be met.

There must be clear support for faculty scholarship and encouragement of qualified faculty to teach in the doctoral program. Incentives should be established reflecting the value placed on doctoral education. Examples of such incentives include workload recognition comparable to that at undergraduate and MSW levels, merit salary, compensation, and attention in tenure and promotion criteria to such activities as chairing dissertations, supervising doctoral projects, preparing research proposals, initiating research studies, and publishing in the scholarly literature. Doctoral program faculty should be rewarded for spending major portions of their time in teaching doctoral courses, directing dissertations, conducting research, and producing scholarly publications in the same way that bachelor's and master's degree program faculty are rewarded for student advising, performing field liaison functions and teaching.

Administrative support for faculty scholarship is also expressed through the availability of staff assistance for the preparation of proposals and reports. Other evidence of the doctoral program's importance in the school and university include ample office space and secretarial support, program discretion in admissions, and some degree of autonomy in curriculum and related academic affairs. Likewise, the organization's commitment to quality doctoral education is reflected in the seniority and credentials of the program director, workload recognition for the task of administering the program, and salary compensation for the program director.



II. Faculty

Faculty members should have the competence to provide the educational experiences required by doctoral students and the commitment to contribute to the evolution of their doctoral programs as the locus for these experiences. They should have a strong interest in doctoral education and in the creation of the next generations of social work scholars/educators. They should be obligated to administer a program as a coherent and structured entity for which they feel responsibility (Bowen & Rudenstein, 1992).

Doctoral level faculty are responsible for teaching courses; mentoring students on an individual basis; advising students; participating in examinations; and supervising research internships, teaching internships, and dissertations.

Faculty who have these competencies will possess an established record of scholarship as evidenced by the quality of their publications, the frequency with which their work is cited, their activity on research projects (often funded through grants they have obtained), their participation in peer review activities, such as editorial boards and proposal reviews, and their collaboration in interdisciplinary research efforts. In addition to these competencies, doctoral faculty should have a continuing commitment to research productivity, effective teaching, and to ethical behavior toward doctoral students. The latter includes acknowledging the work of students on projects by fully and fairly crediting their contributions to research and their co-authorship of articles; in short, by treating them as colleagues.

Doctoral faculty members should each make distinctive contributions to the overall program. Therefore, the faculty, as a whole, must possess the range of scholarly expertise required by the program's mission and offer a variety of experiences in which students can immerse themselves.

These standards of faculty quality require that the doctoral program is borne in mind when new faculty members are recruited. The faculty hiring committee should ascertain, along with teaching ability, whether candidates have a commitment to doctoral education. They should assess whether a candidate has the potential to move into the attendant activities of the doctoral program, even when this may not happen immediately, since these faculty members will be important actors in contributing to the scholarly culture of the school.

III. Students

It is impossible to discuss the quality of doctoral education in social work without discussing the quality of the individual applicants and the applicant pool available to doctoral programs in the field. It is through the development of individual students that doctoral programs achieve their goal of

preparing scholar-educators to contribute to the development and dissemination of the knowledge base of the profession. The presence of outstanding students positively impacts a program's effectiveness in meeting its stated goals (N.A.D.D., 1984). In addition, a stimulating, diverse, involved, and interacting student cohort enhances the quality of the educational experience. Students learn from each other and more senior students are sources of information, advice, knowledge, and collaboration for their junior colleagues (Proctor & Snowden, 1991).

Students accepted into doctoral programs should possess: 1) adequate academic preparation so that learning at the doctoral level can begin at an advanced rather than at a basic level; 2) strong intellectual abilities, including the ability to conceptualize and organize the abstract constructs and theoretical concepts necessary for knowledge building and to use synthesized material creatively; 3) a demonstrated professional commitment to advancing social work's knowledge base and the written, oral, and analytic skills necessary to communicate this knowledge in a meaningful way; 4) objectives for their own professional development that are consonant with the goals of the program, including a strong commitment to help meet the knowledge needs of the profession; 5) a strong record of academic and professional achievement that suggests motivation for completion of doctoral education in a timely manner. We note, here, that the type of student we seek can only be attracted to doctoral education if strong and sustained recruitment efforts are undertaken.

The student body within a doctoral program must be large enough to allow for significant interaction in and outside of class. It must be diverse enough to allow varying opinions and perspectives to emerge and to reflect the racial, ethnic and religious diversity in the society. Doctoral students must be able to expend sufficient time and energy immersing themselves in the culture of the program and the learning process. And, they must be capable of significant production after graduation. As Proctor and Snowden (1991, p. 18) note, "programs that admit few students, programs whose entering class is of poor quality, and part-time programs whose students rarely have opportunity to interact fail to provide an important resource - a strong and stimulating cohort."

Judging whether an applicant has these qualities is a difficult and complex task. Programs should therefore gather as much information as possible about their applicants so as to make informed admissions decisions, and applicant materials should be independently reviewed by a number of faculty members. The materials which should be present in an application package are: 1) transcripts of all undergraduate and graduate work completed to date; 2) GRE and/or other (e.g., MAT) standardized test scores; 3) test scores of English proficiency for foreign students; 4) letters of recommendation; 5) a personal essay; 6) a vita; and 7) writing (and publication, if any) samples. A personal interview may also be helpful in judging the qualifications of a candidate.

Transcripts will speak to whether the candidate has adequate preparation

for doctoral work and the intellectual abilities needed for its completion. Standardized test scores and the writing sample are indicators of quantitative and communicative potential and skills. Letters of recommendation should reflect the applicant's professional knowledge, skills and commitment to the mission of doctoral education as well as the appropriate personal qualities necessary for advanced study. The personal essay will allow a judgment of the candidate's commitment to advancing social work's knowledge base and whether his or her professional objectives are consonant with the goals of the program. The vita reflects whether the candidate has had appropriate professional preparation and experience, has demonstrated a commitment to knowledge building for the profession, and has the appropriate achievement motivation. A personal interview can round out faculty members' views of candidates in most of these areas.

If a school is to accept and continue to attract quality doctoral candidates, all of this information must be carefully evaluated. Data indicate that more than half of the applicants to doctoral programs in social work are accepted; that many of those enrolling have performed below average on standardized tests; and that social work doctoral programs are accepting some students with less than adequate undergraduate and graduate preparation (Kronick, Kamerman & Glisson, 1989). While no one of these indicators is a fully valid measure of potential, and reliance on quantitative ability alone may lead to our "valuing the grammar of the discipline rather than the substance" (American Economics Association, 1991), it is clear that doctoral programs must be more critical in the use of the information collected about applicants if the goals and purposes of doctoral education are to be achieved. Clearly, schools need to attract and enroll a larger proportion of students who excel on these indicators.

A more critical assessment of potential students at the point of application should lead to significantly higher quality within doctoral cohorts. It should also enhance the performance of students as they move through the program, resulting in such positive indicators as: a more timely completion of major program milestones; greater and more successful student participation in the research and teaching enterprise while in the program; greater volume of student publication while enrolled; and more externally funded doctoral student research projects and dissertations. Achievement of these measurable outcomes would demonstrate that the quality of the doctoral student pool has been enhanced (Green, Hutchison & Sar, 1992).

IV. Curriculum

Social Work doctoral education is directed at the development and transmission of new knowledge for the profession and at the rigorous evaluation of existing clinical, management, and policy practice. Scholarship in social work/social welfare pursues, primarily, knowledge for use. It is concerned with developing theoretical and empirical understanding by using



the full range of research methodologies. It also is concerned with developing knowledge and skills for teaching.

Almost all doctoral students have already obtained a professional practice degree and have professional practice experience. They enter doctoral education primarily to learn the conceptual skills and methods required of scholarly investigation. Thus, the curriculum in doctoral programs must be designed for those who will contribute to the discovery, integration, application, and dissemination of knowledge for the profession and the field of social welfare.

There is no one curriculum model in doctoral education but rather alternative models that reflect faculty expertise and the philosophies of different schools and universities. The curriculum may be organized around specializations by social work method (e.g. clinical practice; program management; social policy formation and analysis), by field of practice (e.g. child and family policies and programs; social gerontology; mental health policies and programs), or by an emphasis on interdisciplinary social science content which informs social work knowledge. Regardless of the model, the curriculum must be coherent, must have training for the development of knowledge and its dissemination as its core objectives, and must clearly contribute to the doctoral program mission of each school.

The curriculum must enhance the students' ability to conceptualize and think critically about the issues confronting the profession. Thus, curriculum content must include substantive knowledge, of the theory and practice of a social work method, research methodologies, and analytic skills. A high quality doctoral curriculum will include an array of courses that cover the state of the art in those social work methods and fields of practice accordant with the individual program's specific objectives. Thus, courses should be available on the history, theories, interventions, issues, and related research technologies in advanced practice, policy analysis, and/or administration. Courses (including tutorials) should also be available in the major social work fields of practice (or substantive areas or social problem areas), and their relevant history, target populations, policies, programs, interventions, explanatory theories, as well as a range of appropriate research methodologies.

Doctoral-level research methods encompass, but are not limited to, the following: question or problem formulation; hypothesis development; sampling theory and procedures; measurement theory, construction, and testing; and data collection, analysis, and interpretation. Advanced research methods courses could include courses in cost/benefit analysis, micro-simulation modeling, analysis of historical documents, field observations, survey research, social measurement, ethnography, discourse analysis, experimental and quasi-experimental designs, and secondary analysis. Advanced statistics courses could include content on applied regression analysis, log linear modeling, event history analysis, factor analysis, path analysis, time series analysis, etc. Additional analytic courses could deal with



the appropriate exploration of qualitative materials.

Social work research draws substantially from the research methodologies developed in the social and behavioral sciences. Moreover, social work theories describing how human behavior and the social environment may be understood and changed also draw upon these disciplines as well as the knowledge of other professions (e.g. public health, medicine, law) (Kahn, 1973). Additionally, social work scholarship makes its own contribution to these disciplines through interdisciplinary research teams, cross-listed courses, and publications in interdisciplinary journals.

For these reasons, substantive and theoretical interdisciplinary content is also an essential component of high quality doctoral education and should be taught by those with particular expertise in the different social and behavioral sciences (e.g. psychology, sociology, economics, political science, anthropology, history, demography, epidemiology). The curriculum should include a requirement for some specialized study in at least one of these disciplines as relevant to the curriculum model selected by the program.

The quality of a doctoral program's curriculum may be reflected in the range and depth of course offerings, descriptions or syllabi of specific courses, and the consonance of course offerings with the program's mission statement. Additional indicators of curriculum quality include: the availability of tutorials with faculty who have special expertise; the range and depth of content in method and field of practice courses; the breadth, diversity, and relevance of the social science course offerings; and the currency of course syllabi and readings. Individual program plans should be available for each student and should contain an appropriate range of coherently organized substantive content.

Finally, there should be evidence of appropriate procedures for assessing students' competence as they advance through the program. This will mean some form(s) of examination(s), written and/or oral, that will test the individual student's knowledge of the relevant field of practice, social work method, social science content and command of the relevant research literature, and the student's ability to apply this knowledge to a significant social work problem.

Students who have mastered conceptual and analytic skills are more likely to contribute to the generation and dissemination of new knowledge. Consequently, training in critical thinking and analysis is as fundamental a component of a doctoral curriculum as education regarding substantive knowledge and practice method knowledge. A doctoral level curriculum should provide students with explicit training in a variety of skills to enable them to be more than perspicacious consumers of knowledge. It should then afford students opportunities to engage in the application of analytic skills to practice-related problems.

While not all elements in a doctoral curriculum can be organized to promote the acquisition of research skills, a high quality curriculum must



sequence research training to demonstrate basic mechanics, promote comprehension, and cultivate a rich array of practice opportunities, including "doing" by working collaboratively with faculty members. From this perspective, research assistantships and internships should be viewed not just as sources of financial aid for students but as sequenced learning opportunities. As happens in many research and statistics courses, mere exposure to skills-related content is not likely to produce the ability to apply a skill independently. Demonstration, explanation, and supervised practice are required for skill development.

The implementation of such a curriculum is a demanding and time-consuming enterprise. It requires that students remain on campus for extended periods of time and that faculty be actively engaged in on-campus scholarly inquiry. Further, it requires that faculty be willing and able to draw students into their ongoing investigations and research.

The core skills that all social work doctoral students should develop include those that will permit them to engage in rigorous systematic analyses of social problems, social interventions, and social policies. A key part of becoming a scholar is learning to select and ask those questions that hold the greatest practical and theoretical import for social work practice and public policy. Thus, by the end of their training, students should be expected to have developed conceptual and analytic skills for formulating and shaping significant questions for scholarly investigation.

Beyond the selection of research questions per se, students should be able to design their inquiry, systematically collect data, and analyze information related to a research issue. Rooted in alternative epistemological and ontological perspectives, a diverse set of knowledge building methodologies should characterize the curricula. Exposure to all research methods should be supplemented by content on the philosophical bases on which they rest.

Although the skills for scholarly investigation vary across epistemological paradigms, it is expected that students will be exposed to rigorous problem-solving processes. The number and nature of the steps in these processes may vary; however, in rough form, they should include:

1. systematic review, critique, and synthesis of a given body of literature;
2. formulation of professionally relevant and theoretically productive research questions and hypotheses;
3. the crafting of an appropriate research design and data collection strategy;
4. the drawing of an appropriate sample using different kinds of sampling methods;
5. systematic analysis of data using quantitative and qualitative methods; and
6. presentation of findings in spoken and written form.



The acquisition and demonstration of these skills should constitute a basic component of all doctoral programs. In addition, specific skills related to a program's focus should be taught to complement and supplement these core skills. Thus, while the effort to develop students' core skills should be ubiquitous in doctoral programs, programs should seek alternative pathways to insure depth and scope in a variety of subject areas as well as in the students' capacity for critical thinking.

To insure that learning generalizes beyond the classroom, students should have early hands-on involvement in scholarly inquiry. Whether they work on ongoing faculty projects or research in community agencies, students should be immersed in investigative endeavors. For example, they should have opportunities to present findings at local, state, regional, or national conferences. In addition, a large proportion of students in these programs should have dissertation grants. It is especially desirable that students spend much of their time at the school, with their colleagues, absorbing the scholarly culture of the school in a variety of formal and informal ways. This is the principle of "immersion" and it is an important element in building a student's capacity for critical thinking and scholarly investigation.

If skills for research scholarship and knowledge generation are to be taught for application, two additional factors can affect program quality: (a) the number of students admitted; and (b) the strength of faculty research resources. Producing graduates who engage in scholarship, collaborate with faculty, and immerse themselves in research is possible only when faculty themselves are actively engaged in research and other forms of scholarship. Schools with a small number of faculty researchers/scholars can mount a high quality doctoral program, but only if they limit the size of their student body. Yet as was suggested earlier, this, too, has implications for quality in that too small a pool of Ph.D. students may limit the development of a peer culture that promotes scholarly inquiry.

The curriculum content should support the core skills identified above for systematic and rigorous inquiry. Indicators of high quality curricula include:

1. The number, range, depth, rigor, and currency of courses required and/or available to students, including research methods and statistics courses;
2. The quality and currency of reading lists and course outlines;
3. The opportunities for students to actively participate in faculty-sponsored research projects;
4. The opportunities for students to participate in teaching;
5. The quality of the dissertation proposal and of completed dissertations;
6. Students' publications and conference presentations; and
7. The opportunities for students to obtain post-doctoral traineeships.

V. Resources

The resources sustaining doctoral education both determine and reflect the program's quality. Universities and schools should undertake the establishment, maintenance, and growth of doctoral education only with a full recognition of the costs involved and with a commitment to providing the resources necessary to ensure quality in their programs (Proctor & Snowden, 1991). Resources required for high quality doctoral training include sufficient faculty, adequate library resources, appropriate computer facilities and supports, financial aid and other supportive services for students, and supports for doctoral program administration. Still another resource, critical for facilitating and enhancing practice-based research, is the existence of close linkages between the school and the doctoral program on the one hand and public and private social agencies on the other.

Doctoral education requires significant faculty resources beyond the demands of other social work degree programs. While the characteristics of a high quality faculty were discussed earlier, here we note the importance of adequate faculty size for the doctoral program. Doctoral instruction occurs not only through the formal teaching of courses but through advising, supervising dissertation work, directing tutorials, directing research assistantships, and supervising students in teaching assistantships as well. Therefore a sufficient number of full time faculty, who receive adequate work load credit, must be dedicated to these tasks.

An accessible library, with current and rich holdings, is a second essential resource to doctoral education. A library must have serial holdings in social work and social sciences, as well as federal documents holdings, which support its knowledge building enterprise, and thus its doctoral training; CD-ROM and other on-line search capacities; a sufficient budget for new acquisitions; and professional librarians familiar with the field of social work.

Since quality doctoral education occurs within a technical environment supportive of scholarship, students must have access to adequate computing facilities for word processing and data analysis tasks. Thus, schools must dedicate a sufficient budget to provide such equipment, software renewal and upgrade, and staff consultation and support. Computer facilities within the School of Social Work must be current and reflect a level of technology in hardware and software (statistical, spread sheet, and word processing) that complement the program's expectations for student performance.

Quality doctoral education also depends on an adequate base of financial support to students in the form of tuition scholarships, fellowships, and assistantships. With regard to student recruitment and the quality of students recruited, Bowen & Rudenstein (1992, p. 228) note, "without a reasonably satisfactory threshold level of funding, many students will neither undertake graduate study nor complete doctorates." This is particularly true in social



work, where individuals usually commence the doctorate after obtaining the M.S.W. and completing some years of professional experience.

The level of financial support also affects such factors as attrition and time-to-degree completion. Bowen & Rudenstein (1992, p. 12) found that "students who had to rely primarily on their own resources had markedly higher attrition rates and longer time-to-degree than students who received various forms of financial aid."

Thus, indicators of adequate financial aid might include: the proportion of pre-candidacy students receiving full tuition scholarships; the proportion of pre-candidacy students who receive stipends or fellowships; the availability of financial aid from a variety of sources to support training in a number of substantive areas; and the proportion of students who receive dissertation fellowships or awards.

If students are to gain the skills required for scholarship and the dissemination of knowledge, they may need a variety of additional resources. Office space for doctoral students, and travel funds to support the professional development of students who present papers at conferences are important resources. Doctoral students also benefit from consultation regarding quantitative and qualitative analytic techniques, advanced computer programming, job acquisition, and writing for publication. Centers to enhance teaching skills and data bases listing sources for dissertation grants both support and encourage a doctoral student's professional development.

Program Review

This document maintains its support for the autonomy of doctoral programs and its strong opposition to any formal accreditation process. Nonetheless, high quality programs will engage in periodic systematic review. Internal and external peer review can be invaluable in assisting programs to assess the extent to which their objectives are accomplished.

These guidelines may help programs in this process. For example, programs clearly will want to monitor the extent to which they achieve their desired model of doctoral education with regard to program cultures, faculty resources, student quality, curriculum design and content, and the adequacy of program resources. Still another focus of review would be the monitoring of program and student outcomes. Indicators of quality in outcomes include a high proportion of students who complete the degree, timely completion of degrees, placement of graduates both initially and subsequently in research and teaching positions, graduates' contributions to the knowledge base of the profession, and their attainment of leadership positions in the field.

Conclusion

Only high quality doctoral education will produce the needed social work scholars. As we have seen, organizational culture, faculty, students, curricula, and adequate resources are critical components of a high quality doctoral program, as is the capacity for periodic review and assessment. The task of designing such programs has been outlined. The task of implementation is up to the field.

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