GADE SOCIAL WORK | GROUP FOR THE ADVANCEMENT OF DOCTORAL EDUCATION IN SOCIAL WORK

2020 GADE Director Survey Report

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The Group for the Advancement of Doctoral Education in Social Work (GADE) strives to provide leadership and support to promote quality and rigorous doctoral education in social work (GADE, 2016). The ever-changing landscape of doctoral education in social work raises key questions about best practices for the future of the field (Acquavita & Tice, 2015; Kurzman, 2015). The need for high quality science, improved pedagogical training, and strategies to address the gap between research and practice highlight a few of the important issues facing doctoral program directors (Anastas, 2015; Guerrero et al., 2018; Johnson & Munch, 2010). There are a wide range of questions regarding needs and best practices in doctoral education, including 1) resources and leadership models for doctoral programs, 2) resources needed to support doctoral students, 3) recruitment models to increase diversity in the social work academy, 4) online and distance education, 5) dual degree options, 6) standards and requirements for completing a doctoral program, 7) the focus of doctoral curriculum, 8) research-based practice versus practice-based research, and 9) preparing graduates for teaching social work (Kurzman, 2015).

One of the most significant and debated trends in contemporary doctoral education is the role of doctor of social work (DSW) or professional practice doctorates in social work (Acquavita & Tice, 2015; Anastas, 2015; Howard, 2016; Kurzman, 2015). Scholars have noted historical shifts in the preferred doctoral degree for social work (Howard, 2016), and have also acknowledged the increasing importance of externally funded research that poses challenges to retaining practice expertise amongst social work faculty (Anastas, 2015; Johnson & Munch, 2010). The membership of GADE includes 11 international and 86 United States-based institutions. Within U.S. member institutions, there are a total of 77 PhD programs and 16 DSW programs, which includes 8 institutions with both PhD and DSW programs, and 1 PhD program is currently under development.

The GADE Strategic Plan identifies its mission to "promote rigor in doctoral education in social work, focusing on preparing scholars, researchers, and educators who function as stewards of the discipline" (GADE, 2016). GADE Quality Guidelines for PhD programs focus on developing stewards of the discipline with "in-depth knowledge of social work as a profession and discipline, research and scholarship, and teaching" (GADE, 2013, p. 2). Recent accreditation standards from the Council on Social Work Education (CSWE) for professional practice doctoral programs in social work (DSW) emphasize the preparation of graduates "to advance practice at the micro, mezzo, and macro levels as well as in higher education and/or professional leadership" (CSWE, 2020, p. 1). The differing mission and focus of PhD and DSW programs warrants consideration of the current landscape of these programs in terms of their resources and support for program directors and students, as well as their program focus, curriculum, graduation requirements, and job search support and trends.

Objective

The 2020 GADE Director Survey aims to provide an overview of current practices and trends in doctoral education regarding characteristics and resources for doctoral programs, program directors, and doctoral students, as well as the content and focus of doctoral curricula and program requirements. Additionally, the survey aims to gather information on students' job search process and outcomes with attention to the supports and priorities relevant to an academic job search in social work. The changing landscape of doctoral education indicates that it will be important to understand both the overall

landscape as well as the uniqueness of PhD and DSW programs and how both types of programs complement each other and contribute to doctoral education. Knowledge of current practices and trends in doctoral education will support GADE's mission to provide leadership for the field in determining and improving best practices for doctoral education in social work.

Method

The 2020 GADE Director Survey was a cross-sectional survey sent to the program directors of all 97 GADE member institutions regarding their doctoral programs and current and recent doctoral students. The qualtrics survey included up to 45 questions pertaining to program directors and their programs, student demographics and goals, support and resources provided to program directors and students, curriculum and graduation requirements, and students' job search process and outcomes. The questions included two open-ended questions regarding the focus of the doctoral curriculum and any additional information not asked by the closed-ended survey questions. The survey was conducted between April 1st and June 7th, 2020, and asked directors to provide graduation and job search information for the 2018-2019 academic year as this was the most recent class for which complete information could be provided.

Data analysis used primarily quantitative techniques using SPSS software for statistical analysis. For overall data across all programs, we conducted descriptive statistics of the percentages for categorical data and mean, standard deviation, range, and median for continuous data and ordinal rating scales. For the open-ended question on the focus of the doctoral curriculum, we used qualitative techniques to identify common codes and then quantized the data by counting the occurrence of each theme. To provide a comparison of PhD and DSW programs in the current doctoral landscape, we analyzed each question by program type and conducted statistical tests including Fisher's exact test, independent samples t-test, and z-test to compare the statistical significance of between group differences. For Likert-scale responses of importance from 1 "Not at all important" to 5 "Extremely important," we treated the data as continuous data and compared the group means of PhD and DSW programs using independent samples t-tests. The quantized qualitative data was compared using z-tests of the proportion of each theme occurring by program type.

Findings

Program directors of 78 doctoral social work programs completed the GADE Director Survey. Overall data shows the landscape of doctoral education across all programs that responded to the survey. We then compared the responses of PhD and DSW programs across all portions of the survey to better understand the similarities and differences of these programs in contemporary doctoral education.

Table 1. Program Director Information (N = 78)

	N	Mean/ Percent	SD	Range
How many years as program director	71	3.71	2.98	0-15
What is your current rank	72			
Associate (tenured)	33	42.3%		
Full (tenured)	33	42.3%		
Other (not tenured)	6	8.3%		

Table 2. Program Information

	N	Mean/ Percent	SD	Range	Median
Type of doctoral degree program	78				
PhD	60	76.9%			
DSW	15	19.2%			
Other: Both PhD and DSW	2	2.6%			
Other: Planning stage of PhD program	1	1.3%			
Type of institution	71				
Public research-intensive institution	38	48.7%			
Public teaching-focused institution	2	2.6%			
Public institution that emphasizes both teaching and research	7	9.0%			
Private research-intensive institution	13	16.7%			
Private teaching-focused institution	3	3.8%			
Private institution that emphasizes both teaching and research	8	10.3%			
For profit or not-for-profit institution*	24				
For profit	4	16.7%			
Not for profit	20	83.3%			
Dual or joint degree options	78				
No	54	69.2%			
Yes, MSW/PhD or MSW/DSW	22	28.2%			
Yes, dual degree with other discipline	2	2.6%			
Method of instruction	77				
Only seated courses	54	70.1%			
Mix of online, seated, and/or hybrid courses	14	18.2%			
Only online courses (no hybrid)	5	6.5%			
Other: Online with face-to-face residencies	4	5.2%			
Enrollment options	59				
Full-time enrollment only	28	47.5%			
Full- or part-time enrollment possible	24	40.7%			
Part-time enrollment only	7	11.9%			
How many students currently enrolled	50	37.6	49.66	3-358	30

*The question about whether their institution was for-profit or not-for-profit was only asked of the 24 programs at private institutions.

Overview of Doctoral Education

To provide a general overview of the landscape of doctoral education, we compiled the responses and descriptive statistics across all 78 programs represented in the survey.

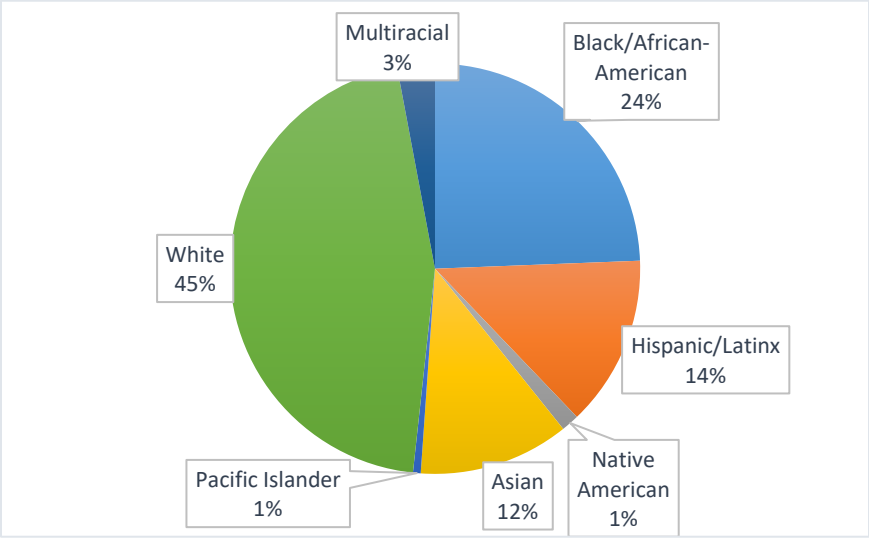
Program Directors and Doctoral Programs

Table 1 shows the characteristics of the program directors who provided information regarding their doctoral programs (N = 78). On average, survey respondents had been serving in the role of program director for 3.71 years (*SD* = 2.98) with a range from 0 to 15 years. The vast majority of program directors were tenured faculty, with an even split of full (42.3%) and associate (42.3%) professors; only 6 program directors (8.3%) held other ranks or positions that were not tenured. Regarding the programs they directed (see Table 2), 60 respondents were directors of PhD programs (76.9%), 15 were directors of DSW programs (19.2%), 2 answered that they directed both PhD and DSW programs (2.6%), and 1 director oversaw the planning stage of a new PhD program. About half of respondents indicated their program operated at a public research-intensive institution (48.7%), with the remaining programs split among private research-intensive institutions (16.7%), teaching focused institutions (2.6% public; 3.8 % private), and institutions that emphasize both teaching and research (9.0% public; 10.3% private). Of the 24 programs at private institutions, 4 (16.7%) indicated it was a for-profit institution with the other 20 programs (83.3%) indicating the institution was not-for-profit.

The survey asked several questions regarding enrollment, instruction, and degree options at the doctoral programs. Dual degree options with disciplines other than social work were rarely offered (2.6%), with most programs offer no dual degree options (69.2%) or only MSW/PhD or MSW/DSW dual degree tracks (28.2%). At the time of the survey, most programs indicated they only offered in-person, seated courses (70.1%), with only 5 programs fully online (6.5%) and 18 programs (23.4%) offering some combination of online and in-person education. More than half of programs offered part-time

Figure 1

Overall Student Demographics



Note. Combined demographics across 41 programs that reported both total enrollment and percentage of students belonging to each demographic group (Student N = 1485).

enrollment as either an option (40.7%) or the only form of enrollment (11.9%), with slightly less than half of programs offered only full-time (47.5%). The mean enrollment of doctoral programs was 37.6 students, though this average was highly skewed (*SD* = 49.66) by a large outlier; the median enrollment among doctoral programs was 30 students.

Student Characteristics

In addition to their program's total enrollment, directors were asked to provide or estimate the percentage of their students who belonged to different racial and ethnic groups and the percentage of international students, LGBTQ+ students, and students from lower socioeconomic status. For programs that provided both total enrollment and their estimated percentages for demographics (*n* = 41), we calculated the number of students belonging to each racial/ethnic group in each program, and then totaled each group across all programs that provided information to produce the overall demographics across the programs (see Figure 1). Based on 41 programs that provided estimated information on 1,485 students, we found approximate student demographics of 45% White, 24% Black/African-American, 14% Hispanic/Latinx, 12% Asian, 3% Multiracial, 1% Native American, and 1% Pacific Islander.

Some programs provided estimated percentages but not their total enrollment, and we were unable to aggregate this information without knowing the program size. So as to not lose this information, we also compiled information provided by the program directors on the estimated percentages of each group in their programs. Rather than average these percentages without knowing the comparative sizes of the programs, we decided to present the minimum, maximum, and quartile percentages from the program directors' estimates (see Table 3). The median percentages provide a rough estimate of the demographics of a "typical" program, and showed median estimates of 51% White, 17% Black/African-American, 11% Hispanic/Latinx, 13.8% Asian, 5% Multiracial, 0% Native American, and 0% Pacific Islander. In addition to the racial and ethnic demographics, these percentages showed that programs

Table 3. Student Characteristics by Program

	N	Min.	25th percentile	**50th percentile**	75th percentile	Max.
% demographics in your program						
Black/African-American	42	0.0%	10.0%	**17.0%**	32.3%	96.0%
Hispanic/Latino/Latina	37	0.0%	5.3%	**11.0%**	17.8%	40.0%
Native American/American Indian	27	0.0%	0.0%	**0.0%**	2.5%	10.0%
Asian	34	0.0%	6.5%	**13.8%**	21.3%	47.0%
Pacific Islander/Native Hawaiian	21	0.0%	0.0%	**0.0%**	0.0%	20.0%
White	39	16.7%	38.0%	**51.0%**	68.0%	100.0%
Multiracial	17	0.0%	2.5%	**5.0%**	8.0%	70.0%
% of each group in your program						
International students	32	0.0%	7.1%	**15.5%**	18.6%	33.0%
LGBTQ+	22	2.0%	6.9%	**14.3%**	20.0%	33.3%
Low SES	20	0.0%	20.0%	**31.7%**	50.0%	82.0%

Note. Respondents were asked to give the percentage of students in their program belonging to each group. Percentages shown are individual programs' responses of the percentage of that group in their student enrollment, with the lowest, highest, and quartile percentages presented. The 50th percentile approximates the median demographics across all programs.

Table 4. Director Benefits

	N	Mean/ Percent	SD	Range	Median
Course Release	75				
No	5	6.7%			
Yes, reduced by <25%	8	10.7%			
Yes, reduced by 25%	22	29.3%			
Yes, reduced by 50%	35	46.7%			
Yes, reduced by 75%	4	5.3%			
Yes, reduced by 100%	1	1.3%			
Summer Salary	63				
No	23	36.5%			
Yes, <1 month	5	7.9%			
Yes, 1 month	17	27.0%			
Yes, 2 months	6	9.5%			
Yes 3 months	12	19.0%			
Salary Supplement	55				
No	27	49.1%			
Yes	28	50.9%			
Salary Supplement Amount	25	$9,004.00	$6,188.73	$2K-$25K	$8,000.00
Increased/upgraded office	57				
No	39	68.4%			
Yes	18	31.6%			
Administrative Support	55				
No	12	21.8%			
Yes, <20 hrs/week	17	30.9%			
Yes, 20-29 hrs/week	11	20.0%			
Yes, 30-39 hrs/week	2	3.6%			
Yes, 40 hrs/week (full-time)	13	23.6%			
Graduate Research Assistant	56				
No	44	78.6%			
Yes, <10 hrs/week	5	8.9%			
Yes, 10-14 hrs/week	2	3.6%			
Yes, 15-19 hrs/week	1	1.8%			
Yes, 20+ hrs/week	4	7.1%			

ranged from 0% to 33% international students (median 15.5%), 2% to 33.3% LGBTQ+ students (median 14.3%) and from 0% to 82% students from low socioeconomic backgrounds (median 31.7%). While not providing exact or statistically robust estimates, these figures provide an overview of program directors' estimates of the groups their students belong to.

Program Director Benefits and Support

An important function of the director survey is to gather data regarding how programs support their doctoral program directors. We asked directors a number of questions regarding the benefits and resources their program provides specific to the role of program director. Table 4 provides an overview of director benefits across all programs. Nearly all programs (93.3%) provide some amount of course release from directors' teaching duties, with reductions in teaching load of 25% to 50% most common. Regarding summer salary, about two thirds of programs (63.5%) provided at least some summer salary for their program directors, with 12 programs (19.0%) provided a full 3-months of summer salary. Programs were split regarding a salary supplement for directors, with 28 programs providing supplemental salary (50.9%) and 27 programs providing no supplement (49.1%). Among program directors receiving supplemental salary, amounts ranged from $2,000 to $25,000 in additional salary, with a mean of $9,004 (*SD* = $6,188.73). Programs tended not to provide an upgraded office space for directors (68.4% had no upgrade) or a graduate research assistant (78.6% had no GRA). Only 4 programs (7.1%) provided at least 20 hour GRA funding for their directors. Administrative support for directors occurred more often, with 20 programs offering part-time administrative support (54.5%) and 13 programs (23.6%) providing a full-time position (40 hours per week).

The survey also asked directors about any research funds or conference travel funds for program directors (see Table 5). Research funds for directors were very rare with only 3 directors (3.8%) receiving an average of $13,333.33 of research funds (*SD* = $5,773.50). The vast majority of programs provided conference travels funds for their program directors, with only 4 programs (7.3%) providing no such funds. An additional 25 programs covered conference travel for the GADE conference only (45.5%), with 23 programs (41.8%) also supporting other conferences and 3 directors (5.5%) receiving a conference travel budget that was not specific to any particular conference.

Table 5. Director Research and Travel Benefits

	N	Mean/ Percent	SD
Research Funds	56		
No	53	94.6%	
Yes	3	3.8%	
Research Fund Amount	3	$13,333.33	$5,773.50
Conference Travel Funds	55		
No, no extra funds (even for GADE)	4	7.3%	
Yes, for GADE only	25	45.5%	
Yes, for GADE and other conference(s)	23	41.8%	
Yes, I receive a budget for conference travel (not specific to a certain conference)	3	5.5%	

Table 6. Student Support

	N	Mean/ Percent	SD	Range	Median
Offer any funding to incoming students	56				
No	10	17.9%			
Yes	46	82.1%			
Identical funding package for all students	76				
No, each student gets a different offer	13	17.1%			
Yes, usually (but there are occasional exceptions)	29	38.2%			
Yes, all students in a cohort get same offer	22	28.9%			
No regular funding support offered	12	15.8%			
Guaranteed number of years of funding	63				
No	20	31.7%			
Yes	43	68.3%			
How many years of guaranteed support	43	3.70	1.25	1-9	4
Tuition support	60				
No	10	16.7%			
Yes, but only partial or discounted	10	16.7%			
Yes, full tuition support only during coursework	3	5.0%			
Yes, full tuition support for entire enrollment	9	15.0%			
Yes, full tuition support for guaranteed number of years but not entire enrollment	22	36.7%			
Other: Tuition support only if employed in role with program	3	5.0%			
Other (please specify)	3	5.0%			
Annual stipend	55				
No	24	45.3%			
Yes	29	54.7%			
Annual stipend - An amount of:	28	$21,447.79	$5,595.13	$12K-$35K	$20K
Student health insurance	52				
No	13	25.0%			
Optional coverage	2	3.8%			
Yes, complete coverage	30	57.7%			
Yes, partial coverage	7	13.5%			
% of partial coverage	4	72.0%	15.253	50-85%	76.5%

Overall, programs provided support and benefits for their directors on top of the resources they received as faculty members. Benefits tended to support the duties of a program director (e.g. travel to GADE conference, administrative support, and reduced teaching load) rather than support the research activity of faculty (e.g. GRA and research funding).

Student Support

The survey asked directors to give information regarding funding and support provided to their doctoral students (see Table 6). Overall, most programs (82.1%) provided some form of funding to incoming doctoral students, with 22 programs (28.9%) offering identical funding packages to all students in a cohort and 29 programs (38.2%) usually offering identical packages with occasional exceptions. The remaining programs offered different funding offers for each incoming student (17.1%) or offered no regular funding support (15.8%). Forty-three programs (68.3%) offered a guaranteed number of years of funding support, with a median of 4 years of guaranteed funding (M = 3.70, SD = 1.25). The majority of programs offered tuition support for doctoral students, with 34 programs (56.7%) providing full-tuition support for at least part of a student's enrollment, 10 programs providing partial or discounted support (16.7%), 3 programs providing support only for students employed in a role with the program (5.0%), and 10 programs providing no tuition support (16.7%). Additionally, just over half of respondents (54.7%) indicated their program provides an annual stipend to doctoral students. Across 28 programs providing an annual stipend, students received on average $21,447.79 per year ($SD$ = $5,595.13) with a median stipend of $20,000. Finally, three out of four programs provided health coverage for doctoral students, including 30 programs providing complete coverage (57.7%), 2 programs providing optional coverage (3.8%), and 7 programs providing partial coverage of between 50% and 85% of student health insurance premiums.

The survey also asked about student support in the form of graduate assistantships and funding for conference travel (see Table 7). The majority of programs included research-oriented assistantships for doctoral students with 23 programs offering GRA positions of 20 hours per week or more (41.8%) and 14 programs (25.5%) offering GRA positions of less than 20 hours per week; 16 programs (29.1%) did not offer research assistantships. Non-research oriented assistantships (e.g. teaching or administrative assistantships) were less common, with 31 programs (56.4%) not offering these assistantships, 12 programs (21.8%) offering less than 20 hour per week positions, and only 9 programs offering positions of 20 or more hours per week (16.4%). Year-round assistantships appeared rarely, with only 3 research assistantships and 4 non-research assistantships provided for a full 12 months. Regarding conference travel, most programs (75%) offered funding support for their doctoral students to travel to conferences. Only 2 programs (5.1%) offered conference travel funding without limits (full reimbursement of all eligible trips). Twenty-five programs (64.1%) set an annual limit on conference funding averaging $818.75 ($SD$ = $424.73) for the year, 9 programs (23.1%) limited the amount per trip at an average of $950 per trip, and 9 programs limited to students to one or two trips per year (M = 1.38, SD = .518).

We also asked directors to provide other forms of support (see Table 8) provided specifically to students of their doctoral program (rather than university-wide supports). The most common forms of support were analysis software (61.8%), shared work or office space (60.5%), statistical or grant consultation (44.7%), awards (39.5%), and research or dissertation grants (38.2%). Less common forms of support included summer funding (27.6%), a laptop or computer for students (21.1%), an individual work or

Table 7. Student Assistantships and Conference Travel Support

	N	Mean/ Percent	SD	Range	Median
Non-research oriented assistantship	55				
No	31	56.4%			
Yes, <11 hrs/week; 9 or 10 month appointment	9	16.4%			
Yes, <11 hrs/week; 12 month appointment	1	1.8%			
Yes, 11-19 hrs/week; 9 or 10 month appointment	2	3.6%			
Yes, 11/19 hrs/week; 12 month appointment	0	0.0%			
Yes, 20 hrs/week; 9 or 10 month appointment	6	10.9%			
Yes, 20 hrs/week; 12 month appointment	3	5.5%			
Other	3	5.5%			
Research-oriented assistantship	55				
No	16	29.1%			
Yes, <11 hrs/week; 9 or 10 month appointment	6	10.9%			
Yes, <11 hrs/week; 12 month appointment	2	3.6%			
Yes, 11-19 hrs/week; 9 or 10 month appointment	6	10.9%			
Yes, 11/19 hrs/week; 12 month appointment	0	0.0%			
Yes, 20 hrs/week; 9 or 10 month appointment	22	40.0%			
Yes, 20 hrs/week; 12 month appointment	1	1.8%			
Other	2	3.6%			
Conference travel funds	52				
No	13	25.0%			
Yes	39	75.0%			
Limits on conference travel funding					
Maximum annual amount	25	64.1%			
Annual amount of	24	$818.75	$424.73	$250-$2K	$750
Maximum amount per trip	9	23.1%			
Amount per trip of	9	$950.00	$424.26	$500-$1600	$1,000
Limit on number of trips	9	23.1%			
Number of trips	8	1.38	0.518	1-2	1
No limit on conference travel funds (all eligible trips reimbursed in full)	2	5.1%			

Table 8. Other Forms of Student Support

	N	Percent
Other forms of support (not university-wide)	76	
Research/dissertation grants	29	38.2%
Summer funding	21	27.6%
Individual work/office space	9	11.8%
Shared work/office space	46	60.5%
Statistical or grant consultation	34	44.7%
Laptop or computer	16	21.1%
Analysis software	47	61.8%
Awards	30	39.5%
Other: Encourage students to apply to for external or university-wide funding opportunities	3	3.9%
Other (please specify): funding for pilot studies, training, or consultation; teaching opportunities; moving expenses; writing support; tuition for summer study	5	6.6%

Note. Program directors were asked to select all forms of additional support applicable to their program. Percentages are based on affirmative answers divided by the 76 respondents who reached this point in this survey.

programs provided other forms of support, such as funding for pilot studies, teaching opportunities, moving expenses, writing support, and summer tuition. Overall, most program directors indicated their programs provided some funding or support to students, though usually not year-round or comprehensive support.

Curriculum and Program Requirements

To better understand the landscape of doctoral education, we asked program directors to rate the importance of their students' goals when entering their program, describe the focus of their doctoral curriculum, and provide data on the content of their curriculum and program requirements for graduation.

Student Goals. For each of six common goals students may have when considering doctoral education, we asked program directors to rate the importance of that goal for their incoming students from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important." Table 9 shows the mean importance ratings for each goal across all programs. According to the directors, students' top goal was contributing to knowledge development, dissemination, and application in social work through research (M = 4.54, SD = .89), which fell between the very important and extremely important ratings. Following research, the next most important goals were educating future professionals (M = 4.35, SD = .82), developing leaders in social work at academic institutions (M = 3.96, SD = 1.14), advancing specialized practice at micro, mezzo, and macro levels (M = 3.51, SD = 1.40), and developing leaders in social work in non-academic settings (M = 3.45, SD = 1.22), which all had median importance ratings of very or extremely important to incoming students. Across all programs, the lowest rated goal was for students to advance their clinical expertise (M = 2.14, SD = 1.29) with a median rating of slightly important.

Table 9. Students' Goals when Enrolling in Program

	N	Mean	SD	Range	Median
Importance of goals students may have when they enroll in the program					
Contribute to knowledge development, dissemination, and application in social work through research	67	4.54	0.89	1-5	5
Contribute to knowledge development, dissemination, and application in social work through advancing specialized social work practice at micro, mezzo and macro levels	63	3.51	1.40	1-5	4
Advance clinical expertise	58	2.14	1.29	1-5	2
Contribute to educating the next generation of social work professionals	68	4.35	0.82	2-5	5
Contribute to developing leaders in social work at academic institutions	68	3.96	1.14	1-5	4
Contribute to developing leaders in social work at non-academic institutions and agencies	67	3.45	1.22	1-5	4

Note. Program directors were asked to rate the importance of goals students may have when they enroll in their program, from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important."

Doctoral Curriculum. A significant aim of the director survey was to improve our understanding of the focus of the curriculum across doctoral programs of social work. To this end, we asked program directors to provide the number of courses in their curriculum focused on different topics common in doctoral social work programs (see Table 10). Based on the median ratings across all programs' responses, a "typical" social work program had 3 courses on knowledge production and dissemination (*M* = 3.38, *SD* = 2.60), 2 courses on theory building (*M* = 1.79, *SD* = 1.30), 2 courses on statistical skills (*M* = 2.32, *SD* = 1.01), 2 courses on specialized areas determined by the student's focus (*M* = 2.73, *SD* = 2.10), and 1.5 courses on quantitative research methods (*M* = 1.91, *SD* = 1.33). Programs typically included one course each on understanding social work and its history (*M* = .98, *SD* = .84), qualitative research methods (*M* = 1.40, *SD* = .69), mixed methods (*M* = .96, *SD* = .87), intervention research (*M* = .83, *SD* = .69), and policy research (*M* = .96, *SD* = .85). The median program also included one course each on pedagogy (*M* = 1.05, *SD* = .74), leadership development (*M* = 1.04, *SD* = 1.85), professional development (*M* = 1.22, *SD* = 1.73), and advocating for social justice (*M* = 2.16, *SD* = 3.24), with a median of 6 credit hours required to be taken outside of social work (*M* = 7.26, *SD* = 9.10). Courses that did not commonly appear at the "typical" program included courses on advancing practice expertise in clinical/ micro practice (*M* = .72, *SD* = 1.51), administration/mezzo practice (*M* = .58, *SD* = 1.19), and policy/macro practice (*M* = .54, *SD* = .75). Write-in courses provided by survey respondents included the philosophy of science, grant writing, community engaged research, colloquia/comps, and trauma-informed human rights.

Additionally, the survey provided an open-ended question for program directors to describe the focus of their doctoral curriculum in a few sentences. For this question, we conducted a qualitative analysis and created a code list of the themes appearing across multiple responses. We then compiled the number of occurrences of each theme across all director responses. Table 11 shows the occurrence of each theme and the percentage of programs including that theme in the description of their curriculum's focus. The most common theme by far was research, occurring in 3 out of 4 program descriptions. Other common

Table 10. Curriculum

	N	Mean	SD	Range	Median
Number of courses in your curriculum that contribute to:					
Understanding social work and its history	65	**0.98**	0.84	0-4	1
Theory building	66	**1.79**	1.32	0-10	2
Knowledge production and dissemination	61	**3.38**	2.60	0-10	3
Developing research capacity through:					
-Quantitative research methods	64	**1.91**	1.33	0-8	1.5
-Statistical skills	63	**2.32**	1.01	0-5	2
-Qualitative research methods	63	**1.40**	0.69	0-3	1
-Mixed methods	49	**0.96**	0.87	0-4	1
-Intervention research	48	**0.83**	0.69	0-3	1
-Policy research	53	**0.96**	0.85	0-4	1
Advancing practice expertise:					
-Micro, e.g., clinical practice	50	**0.72**	1.51	0-7	0
-Mezzo, e.g., administration, management, organization, supervision	52	**0.58**	1.19	0-7	0
-Macro, e.g., policy practice and advocacy	52	**0.54**	0.75	0-3	0
Fostering pedagogical capacity	58	**1.05**	0.74	0-4	1
Leadership development	51	**1.04**	1.85	0-10	1
Professional development (e.g, writing, job search, speaking, etc.)	60	**1.22**	1.73	0-10	1
Advocating for a socially just, diverse and inclusive society	45	**2.16**	3.24	0-12	1
Specialized areas determined by students' focus	51	**2.73**	2.10	0-10	2
Other: Philosophy of science; grant writing; electives; community engaged/socially just research; colloquia/specialization/comps; trauma-informed human rights	12	**1.42**	1.08	0-3	1
Number of credit hours required to be taken outside of social work	61	**7.26**	9.10	0-48	6

Note. Program directors were asked to provide the number of courses their curriculum offers that contribute to each area, selecting only the primary area of focus of the course. Credit hours are semester hours, generally three per course.

themes occurring in at least one out of five responses included teaching (44.1%), leadership (29.4%), theory (26.5%), and specialized areas of focus (23.5%). Clinical or practice focus (17.6%) and policy (16.2%) appeared at similar rates, and a number of responses addressed implementation (5.9%), intervention research (5.9%), or the research to practice gap (2.9%). Recent and emerging trends in social work appeared in several responses, including an interdisciplinary focus (11.8%), complex problems and Grand Challenges (8.8%), innovation (8.8%), global issues (5.9%), and the use of technology in social work (2.9%). The descriptions of curriculum focus also included traditional bastions of social work education, such as social justice/human rights (16.2%) and the history of social work (4.4%), as well as administration (5.9%) and statistics (10.3%).

Table 11. Focus of Doctoral Curriculum — Qualitative Themes

	N	Percent
What is the focus of the doctoral curriculum in your program?	68	
Research	51	75.0%
Teaching	30	44.1%
Leadership	20	29.4%
Theory	18	26.5%
Specialized areas of focus	16	23.5%
Clinical/practice	12	17.6%
Social justice/human rights/social work values	11	16.2%
Policy	11	16.2%
Interdisciplinary	8	11.8%
Statistics	7	10.3%
Innovation	6	8.8%
Solve complex problems/Grand Challenges	6	8.8%
Administration/organizations	4	5.9%
Implementation/translational research	4	5.9%
Intervention design/research	4	5.9%
Global issues	4	5.9%
History of social work	3	4.4%
Use of technology	2	2.9%
Research to practice gap	2	2.9%

Note. Program directors were asked an open-ended question to describe the focus of their doctoral curriculum. Data show the occurrence of each qualitative theme and the percent of responses including that theme out of 68 total responses.

Program Requirements. Finally, the survey asked directors to provide information on the requirements for entering candidacy and for graduation at their doctoral program (see Table 12). Across all programs, students typically entered candidacy in their third year in the program (61.3%) with requirements for entering candidacy including a comprehensive or candidacy examination (60.3%), a qualifying examination (27.4%), and/or a dissertation proposal or prospectus (13.7%). Write-in answers provided by program directors included a specialization plan, capstone proposal, qualifying paper, prelims, and submission of a first author manuscript. Three programs (4.1%) had no requirement for entering candidacy status other than completing coursework. The most common options for meeting graduation requirements included a traditional dissertation (65.8%) or a multiple manuscript style dissertation (46.6%), with fewer programs requiring a portfolio (2.7%) or capstone project (11.0%) to graduate. The survey further asked program directors to provide the number of graduating students from the 2018-2019 class who completed each graduation requirement their program offered. In total, directors provided data on 355 students who completed their programs' requirements. Of these students, 156 completed a traditional dissertation (43.9%), 55 completed a multiple manuscripts style dissertation (15.5%), 17 completed a portfolio (4.8%), and 127 students completed a capstone project (35.8%).

Across all of the domains regarding the focus of doctoral curriculum, research consistently stood out as the top priority for doctoral programs overall. Directors rated research as students' most important goal when entering their programs, and the doctoral curricula supported this goal through an average of 3.38 courses on knowledge production, 1.91 courses on quantitative research methods, 2.32 courses on

Table 12. Candidacy and Graduation Requirements

	N	Percent
Requirement for candidacy status	73	
Qualifying examination	20	27.4%
Comprehensive or candidacy examination	44	60.3%
No additional requirement other than coursework	3	4.1%
Other: Dissertation proposal/prospectus	10	13.7%
Other (please Specify): specialization plan; capstone proposal; comprehensive essay/qualifying paper; prelims; submission of first-author manuscript to peer reviewed journal	8	11.0%
In which year of the program are students expected to enter candidacy?	62	
1st	1	1.6%
2nd	9	14.5%
2nd or 3rd	4	6.5%
3rd	38	61.3%
3rd or 4th	5	8.1%
4th	5	8.1%
Graduation requirement	73	
Traditional dissertation	48	65.8%
Three-paper or multiple manuscripts style dissertation	34	46.6%
Portfolio	2	2.7%
Capstone project	8	11.0%
Total graduates who selected	355	
Traditional dissertation	156	43.9%
Three-paper or multiple manuscripts style dissertation	55	15.5%
Portfolio	17	4.8%
Capstone project	127	35.8%

Note. Program directors were asked to select all the candidacy and graduation requirements applicable to their program; with percentages based on 73 program directors who reached this point in the survey. Total graduates to select each graduation requirement was based on the sum of students selecting each requirement across all programs, divided by the total number of students for whom data was provided.

statistics, and medians of one course each on qualitative, mixed methods, intervention, and policy research. Research also emerged as the top qualitative theme of doctoral programs' focus, with 75% of programs mentioning research in the description of the focus of their curriculum. After research, teaching followed as the second most important student goal as rated by program directors, and also ranked second in occurrence (44%) in the qualitative themes, but this only translated to an average of 1.05 courses on pedagogy in the doctoral curricula. Across programs overall, advancing clinical expertise rated last in student goals and had a median of zero courses in a typical doctoral curriculum, though 12 programs (17.6%) did mention clinical or practice in the description of their curriculum focus.

Student Job Search

The final area of interest for the director survey focused on the process, supports, and outcome of the student job search, with particular focus on factors leading to a successful academic job search. Table 13 shows data pertaining to the 2018-2019 academic year, as this represented the most recent completed year at the time of the survey. On average, doctoral programs had 6.60 graduates (*SD* = 9.61) in 2018-2019, with 5.31 students (*SD* = 9.14) on the job market, though this data was significantly skewed by large outliers. For comparison, the median program had 5 graduates and 4 job seekers in 2018-2019. Regarding job search supports for students, the most common support was sharing job postings with students on the job market (82.2%), and roughly two-thirds of programs supported students through reviewing their application materials (68.5%), conducting mock job talks or interviews (64.4%), and/or providing a seminar or workshop focused on the job search (67.1%). More than half of programs reported helping students negotiate their job offers (58.9%), with less than half creating promotional

Table 13. Students' Job Search

	N	Mean/ Percent	SD	Range	Median
How many students graduated from your program in 2018-2019?	55	**6.60**	9.61	0-67	5
Total number of students on job market in 2018-2019 academic year	58	**5.31**	9.14	0-67	4
Job search support for students	73				
Seminar and/or workshop related to the job search	49	67.1%			
Mock job talks or interviews	47	64.4%			
Sharing job postings with students on the job market	60	82.2%			
Review students' application materials	50	68.5%			
Helping students negotiate job offers	43	58.9%			
Promotional materials advertising our students	32	43.8%			
We do not provide formal support to our students on the job market	5	6.8%			
Importance of factors for an academic job search					
Research productivity	46	**3.96**	1.26	1-5	5
External funding	41	**2.90**	0.94	1-5	3
Practice experience	48	**3.79**	1.09	1-5	4
Teaching experience	48	**3.92**	0.92	2-5	4
Good match between student and institution	47	**4.28**	0.95	1-5	5
Focused research agenda	44	**3.84**	1.28	1-5	4

Note. Program directors were asked to select all types of job search support their program provides to students, with percentages based on 73 program directors who reached this point in the survey. For factors related to their students' academic job search, program directors were asked to rate each factor in terms of its importance for a successful job search from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important."

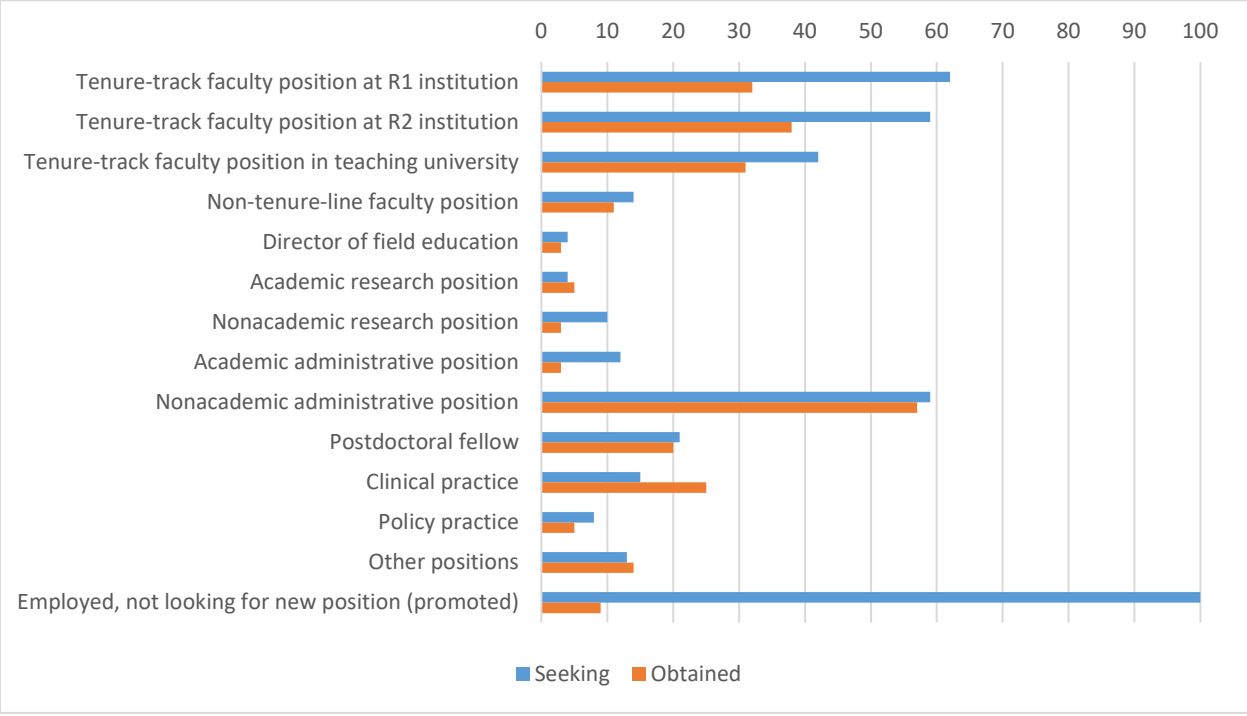
materials advertising their students on the job market (43.8%). Only 5 directors (6.8%) indicated that their program provided no formal supports to students on the job market.

The survey also asked program directors to rate the importance of various factors related to their students' success in the academic job search process, from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important." Directors rated a good match between the student and the institution as the most important factor in a successful academic job search, with a mean score (*M* = 4.28, *SD* = 0.95) above "very important" and a median score of "extremely important." Research productivity (*M* = 3.96, *SD* = 1.26) also rated as a median of "extremely important," followed closely by teaching experience (*M* = 3.92, *SD* = 0.92), a focused research agenda (*M* = 3.84, *SD* = 1.28), and practice experience (*M* = 3.79, *SD* = 1.09), which all had median scores of "very important." Securing external funding ranked last among these factors (*M* = 2.90, *SD* = 0.94), and rated as a median of "moderately important."

Finally, the survey asked directors to provide information regarding their students' job search and positions obtained from the 2018-2019 academic year (see Figure 2). When asked to provide the number of students seeking each position as their *primary* preference, the directors indicated that a

Figure 2

Positions Sought and Obtained by 2018-2019 Graduates



Note. Program directors were asked to provide the number of their students on the job market in 2018-2019 who were seeking each type of position as their primary preferred position, in addition to the actual positions obtained by graduates. For students employed during their doctoral studies and not seeking a new position, position obtained indicates the student received a promotion after graduation. Numbers shown are the sum total of positions sought and obtained by graduates across all programs that provided job search data.

total of 62 students sought tenure-track positions at research intensive (R1) institutions, 59 sought tenure-track positions at universities emphasizing both teaching and research (R2), and 42 primarily sought positions at teaching institutions. Ultimately, directors indicated that 101 total students obtained tenure track positions at either R1 universities (32 obtained), R2 universities (38 obtained), or teaching universities (31 obtained). Other positions commonly targeted by students on the job market included nonacademic administrative positions (59 seeking, 57 obtained), postdoctoral fellowships (21 seeking, 20 obtained), clinical practice (15 seeking, 25 obtained), and non-tenure track faculty positions (14 seeking, 11 obtained). Less common positions included academic administrative positions (12 seeking, 3 obtained), academic (4 seeking, 5 obtained) and non-academic (10 seeking, 3 obtained) research positions, director of field education (4 seeking, 3 obtained), policy practice (8 seeking, 5 obtained), and other positions (13 seeking, 14 obtained), including military positions and private businesses or non-profits. Furthermore, directors enumerated 100 total students who were already employed while pursuing doctoral education and who were not seeking new positions upon graduation. Among these students, directors indicated that 9 received a promotion following graduation.

Overall, most doctoral programs provided support to their students' job search, which included job boards and seminars in addition to more active supports such as mock job talks, reviewing application materials, and helping to negotiate offers. According to directors, research, teaching, and practice experience all factor into a successful academic job search, though the right match between student and institution took top precedence. As expected, a significant portion of doctoral students on the job market sought tenure-track faculty positions, with a 62% success rate based on this data. However, the landscape of doctoral education also included a considerable number of graduates seeking non-academic administrative positions, as well as doctoral students pursuing professional development without plans to seek a new position after graduation. This finding suggests variation among doctoral social work programs that warrants consideration of how programs may differ based on the type of degree awarded.

Comparison of PhD and DSW Programs

In addition to describing the current landscape of social work doctoral programs, the director survey specifically aimed to examine the uniqueness of the two types of doctoral degree programs—PhD and DSW programs—and how both program types may complement each other and contribute to doctoral education. Excluding 2 responses that combined both DSW and PhD programs in a single survey and 1 response regarding a program that was not yet active, the survey collected information from 60 PhD

Table 14. Program Director Information for PhD (N = 60) and DSW (N =15) Programs

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	SD	p-value
How many years as program director	57	3.76	3.10	12	3.33	2.45	.654
What is your current rank	57			12			.004
Associate (tenured)	27	47.4%		5	41.7%		
Full (tenured)	29	50.9%		3	25.0%		
Other (not tenured)	1	1.8%		4	33.3%		

Note. p-values from Fisher's exact test or independent samples t-test.

Table 15. Program Information by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	SD	p-value
Type of institution	57			11			.141
Public research-intensive institution	34	59.6%		3	27.3%		
Public teaching-focused institution	1	1.8%		1	9.1%		
Public institution that emphasizes both teaching and research	6	10.5%		1	9.1%		
Private research-intensive institution	9	15.8%		3	27.3%		
Private teaching-focused institution	2	3.5%		1	9.1%		
Private institution that emphasizes both teaching and research	5	8.8%		2	18.2%		
For profit or not-for-profit institution	16			6			.292
For profit	2	12.5%		2	33.3%		
Not for profit	14	87.5%		4	66.7%		
Dual or joint degree options	60			15			.700
No	39	65.0%		12	80.0%		
Yes, MSW/PhD or MSW/DSW	19	31.7%		3	20.0%		
Yes, dual degree with other discipline	2	3.3%		0	0.0%		
Method of instruction	59			15			<.001
Only seated courses	51	86.4%		2	13.3%		
Mix of online, seated, and/or hybrid courses	6	10.2%		6	40.0%		
Only online courses (no hybrid)	1	1.7%		4	26.7%		
Other: Online with face-to-face residencies	1	1.7%		3	20.0%		
Enrollment options	46			10			.008
Full-time enrollment only	22	47.8%		4	40.0%		
Full- or part-time enrollment possible	22	47.8%		2	20.0%		
Part-time enrollment only	2	4.3%		4	40.0%		
How many students currently enrolled	43	31.28	18.64	5	101.40	144.03	.338

Note. Directors of private institutions only were asked if their institution was for-profit or not-for-profit. p-values from Fisher's exact test or independent samples t-test.

programs and 15 DSW programs. For each domain of program, director, and student characteristics, director and student supports, curriculum, and job search, we separated the data by PhD and DSW program responses and conducted tests for statistical differences between the two program types.

Director and Program Information by Program Type

First, we compared PhD and DSW programs on the tenure and rank of their directors (see Table 14). There was no significant difference between the two groups regarding the length of time directors had

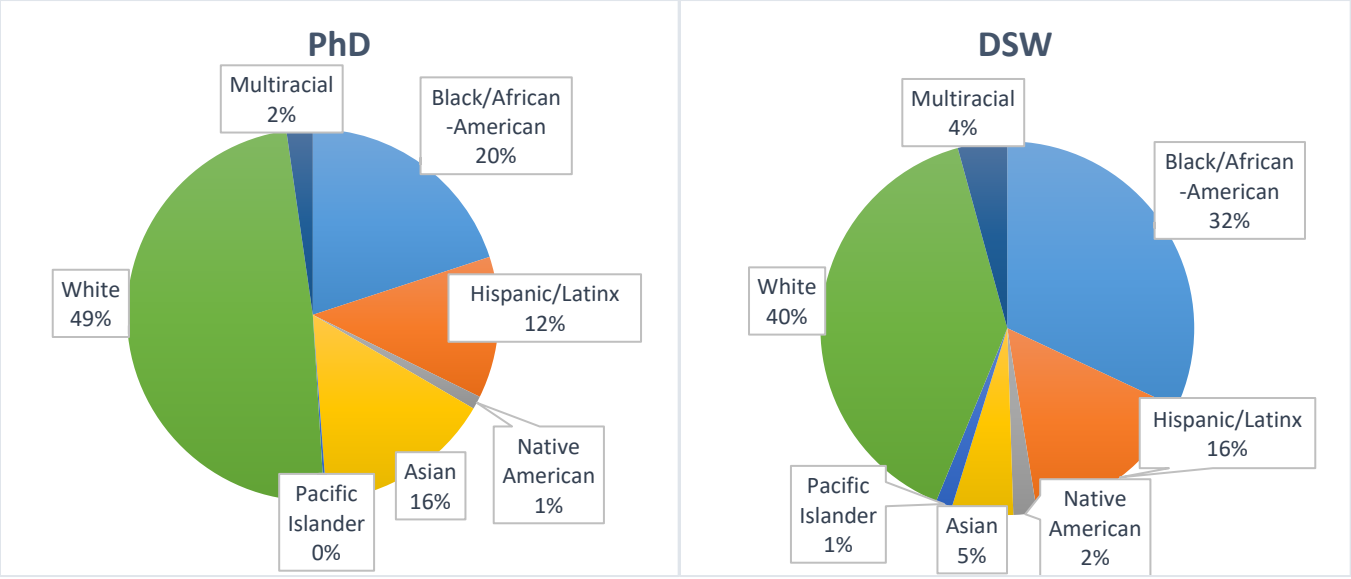
been serving in their role (p = .654), with PhD directors (M = 3.76, SD = 3.10) and DSW directors (M = 3.33, SD = 2.45) both serving around 3 years at the time of the survey. However, there were significant differences regarding directors' current academic rank (p = .004), with only 1.8% of PhD faculty in untenured positions compared to 33% of DSW directors. Just over half of PhD directors were full professors (50.9%) compared to one quarter of DSW directors; 47.4% of PhD and 41.7% of DSW directors held the rank of associate professor.

Table 15 shows the institutional characteristics and program options of PhD and DSW programs. Regarding the institutions housing the doctoral programs, 71.9% of PhD programs and 45.5% of DSW programs indicated they were at public rather than private institutions. Among the 16 PhD programs and 6 DSW programs offered through private institutions, two PhD programs (12.5%) and two DSW programs (33.3%) indicated their institution was for profit (p = .292). Further, three quarters of PhD programs (75.4%) and just over half of DSW programs (54.5%) operated at research-intensive (R1) universities. However, the Fisher's Exact test did not achieve significance (p = .141) for differences between the groups on type of institution.

There were significant differences between PhD and DSW programs regarding program options and method of instruction. The majority of PhD programs offered only in-person, seated instruction (86.4%), with 6 programs offering a mix of in-person and online instruction (10.2%), and only two programs (3.4%) that provided fully online instruction or online courses with face-to-face residencies. In contrast, 46.7% of DSW programs offered online-only instruction with or without face-to-face residences, 40% offered a mix of in-person and online instruction, and only 13.3% offered only in-person, seated courses. Similarly, 40% of DSW programs offered only part-time enrollment compared to 4.3% of PhD programs offered only part-time, with the remaining programs full-time only (47.8% PhD, 40% DSW) or with both full- and part-time options (47.8% PhD, 20% DSW). PhD and DSW programs differed significantly on both

Figure 3

Student Demographics by Program Type



Note. Combined demographics across 34 PhD programs and 5 DSW programs that reported both total enrollment and percentage of students belonging to each demographic group (PhD Student N = 967; DSW Student N = 491).

Table 16. Student Characteristics by Program Type

	N	Min.	25th percentile	**50th percentile**	75th percentile	Max.
PHD						
% demographics in your program						
Black/African-American	34	0.0%	10.0%	**16.3%**	22.5%	96.0%
Hispanic/Latino/Latina	29	0.0%	5.3%	**11.0%**	17.3%	40.0%
Native American/American Indian	24	0.0%	0.0%	**0.0%**	2.0%	10.0%
Asian	29	0.0%	10.0%	**14.3%**	23.6%	47.0%
Pacific Islander/Native Hawaiian	19	0.0%	0.0%	**0.0%**	0.0%	20.0%
White	32	30.0%	41.3%	**53.0%**	66.7%	100.0%
Multiracial	15	0.0%	2.5%	**4.5%**	8.0%	70.0%
% of each group in your program						
International students	30	0.0%	7.9%	**16.0%**	19.2%	33.0%
LGBTQ+	21	2.0%	6.3%	**13.5%**	20.0%	33.3%
Low SES	17	0.0%	20.0%	**30.0%**	45.0%	80.0%
DSW						
% demographics in your program						
Black/African-American	6	6.3%	16.6%	**28.5%**	34.7%	36.7%
Hispanic/Latino/Latina	6	2.0%	2.5%	**12.6%**	18.2%	18.8%
Native American/American Indian	3	2.0%	2.0%	**2.6%**		5.0%
Asian	4	0.0%	0.5%	**2.3%**	5.9%	7.0%
Pacific Islander/Native Hawaiian	2	0.0%	0.0%	**1.0%**		2.0%
White	5	31.0%	37.0%	**70.0%**	77.5%	80.0%
Multiracial	2	6.0%	6.0%	**6.1%**		6.1%
% of each group in your program						
International students	2	0.0%	0.0%	**1.0%**		2.0%
LGBTQ+	1	16.0%	16.0%	**16.0%**	16.0%	16.0%
Low SES	2	36.0%	36.0%	**43.0%**		50.0%

Note. Respondents were asked to give the percentage of students in their program belonging to each group. Percentages shown are individual programs' responses of the percentage of that group in their student enrollment, with the lowest, highest, and quartile percentages presented. The 50th percentile approximates the median demographics across all programs.

method of instruction ($p < .001$) and enrollment options ($p = .008$). However, dual degree options were uncommon at both types of programs, with 19 programs offering a MSW/PhD combined track (31.7%), 3 programs offering a MSW/DSW combined track (20%), and dual degrees with other disciplines rarely included at any program (3.3% PhD, 0% DSW, $p = .700$). Finally, 43 PhD programs responded with an average enrollment of 31.28 students (median = 30, *SD* = 18.64) and 5 DSW programs responded with an average of 101.4 students (median = 45, *SD* = 144.03), though the small number of DSW responses and presence of very large outliers precluded a finding of statistical difference in average enrollment ($p = .338$).

Student Demographics by Program Type

The challenges posed by the small number of DSW responses and a very large outlier among the DSW programs also affected estimates of student demographics between PhD and DSW programs. Figure 3 shows the aggregate demographics based on programs providing both the percentage demographics of their program and their total enrollment, and appears to show slightly more diversity in DSW programs (40% White compared to 49% White in PhD programs). However, compiling the directors' responses based on percentage demographics alone (see Table 16) showed instead that the median DSW program (n = 5) had 70% White students compared to 53% White students at the median PhD program. These contrasting figures suggest both the influence of a large outlier among DSW programs and the limitation of findings based on a small number of responses from DSW programs. Though the figures presented represent the answers provided by the program directors who responded to these questions, they should be approached with caution.

However, a few demographic findings appear consistent across both the combined demographics and directors' responses of their percent demographics, which may suggest areas for further inquiry with more robust methods. In particular, Black/African-American students comprised an average of 20% and a median of 16% in PhD programs compared to an average of 32% and a median of 29% in DSW programs. Also, Asian students represented one sixth of PhD students (16%) but only 5% of DSW students based on directors' responses. Similarly, PhD directors reported that a median of 16% of their students were international students (0-33%) compared to only 1% among DSW programs (0-2%). The low number of responses precludes drawing any confident conclusions, but the responses suggest the possibility that DSW programs may have a greater proportion of Black/African-American students and fewer international and Asian students than PhD programs.

Program Director Benefits and Support by Program Type

Directors' responses regarding the benefits and supports associated with their position as director enabled comparison of the director support at PhD and DSW programs. In general, director benefits for PhD and DSW directors showed comparable findings (see Table 17), with a few areas where DSW directors were more likely to receive additional benefits beyond the benefits associated with their faculty position. Both PhD and DSW programs commonly provided course release to reduce directors' teaching duties, with 94.8% of PhD programs and 92.9% of DSW programs providing some reduction in teaching load and more than half of programs (53.4% PhD, 57.1% DSW) reducing the teaching load by at least half. Regarding summer salary, there was a significant difference (p = .018) between PhD and DSW programs. All DSW directors who responded to the question reported receiving summer salary due to their position as director, with half of the DSW directors reporting a full 3 months of summer salary. In contrast, 40% of PhD directors received no summer salary, with only 15% receiving salary over the entire summer. More than half of both PhD (52.2%) and DSW (57.1%) directors reported receiving a salary supplement associated with their role as director, with an average supplement of $9,800 for PhD directors (SD = $7,372) and $8,852 for DSW directors (SD = $6,136) that did not differ statistically (p = .786).

In addition to salary and course release, 17 PhD directors (30.9%) reported receiving an upgraded office space associated with the role of director in comparison to no DSW directors that reported increased office space, though this difference did not quite reach statistical significance (p = .086). The survey also asked directors about additional support through assistance from an administrative or research assistant

Table 17. Director Benefits by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	SD	p-value
Course Release	58			14			.484
No	3	5.2%		1	7.1%		
Yes, reduced by <25%	7	12.1%		1	7.1%		
Yes, reduced by 25%	17	29.3%		4	28.6%		
Yes, reduced by 50%	28	48.3%		6	42.9%		
Yes, reduced by 75%	3	5.2%		1	7.1%		
Yes, reduced by 100%	0	0.0%		1	7.1%		
Summer Salary	52			8			.018
No	21	40.4%		0	0.0%		
Yes, <1 month	5	9.6%		0	0.0%		
Yes, 1 month	14	26.9%		2	25.0%		
Yes, 2 months	4	7.7%		2	25.0%		
Yes 3 months	8	15.4%		4	50.0%		
Salary Supplement	46			7			1.000
No	22	47.8%		3	42.9%		
Yes	24	52.2%		4	57.1%		
Salary Supplement Amount	21	$9,800	$7,372	4	$8,852	$6,136	.786
Increased/upgraded office	48			7			.086
No	31	69.1%		7	100.0%		
Yes	17	30.9%		0	0.0%		
Administrative Support	46			7			.836
No	10	21.7%		2	28.6%		
Yes, <20 hrs/week	14	30.4%		1	14.3%		
Yes, 20-29 hrs/week	9	19.6%		2	28.6%		
Yes, 30-39 hrs/week	2	4.3%		0	0.0%		
Yes, 40 hrs/week (full-time)	11	23.9%		2	28.6%		
Graduate Research Assistant	47			7			.044
No	39	83.0%		3	42.9%		
Yes, <10 hrs/week	3	6.4%		2	28.6%		
Yes, 10-14 hrs/week	2	4.3%		0	0.0%		
Yes, 15-19 hrs/week	1	2.1%		0	0.0%		
Yes, 20+ hrs/week	2	4.3%		2	28.6%		

Note. p-values from Fisher's exact test or independent samples t-test.

Table 18. Director Research and Travel Benefits by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	p-value
Research Funds	47			7		.346
No	45	95.7%		6	85.7%	
Yes	2	4.3%		1	14.3%	
Research Fund Amount	2	$15,000	$7,071.07	1	$10,000	
Conference Travel Funds	46			7		.115
No, no extra funds (even for GADE)	4	8.7%		0	0.0%	
Yes, for GADE only	24	52.2%		1	14.3%	
Yes, for GADE and other conference(s)	16	34.8%		5	71.4%	
Yes, I receive a budget for conference travel (not specific to a certain conference)	2	4.3%		1	14.3%	

Note. p-values from Fisher's exact test

position. The majority of directors (78.3% PhD, 71.4% DSW) reported receiving at least some administrative support, with 11 PhD directors (23.9%) and 2 DSW directors (28.6%) indicating support from a full-time administrative position (p = .836). For GRA support, most PhD directors (83%) responded that there was no GRA support associated with their director position compared to only 42.9% of DSW directors reporting no GRA support; similarly, only 4.3% of PhD directors had at least 20 hours per week of GRA support compared to 28.6% of DSW directors (p = .044).

Finally, regarding research and travel benefits for program directors (see Table 18), there were no differences that achieved statistical significance. Only 2 PhD directors (4.3%) and 1 DSW director (14.3%) reported receiving research funds specifically associated with their position as director (p = .346), with average funds of $15,000 for the PhD directors and $10,000 for the DSW director. However, almost of all the directors (91.3% PhD, 100% DSW) reported receiving at least some conference travel funds associated with their director position. More than half of PhD directors (52.2%) received additional conference funds for the GADE conference only, whereas 71.4% of DSW directors who responded received funds for both GADE and additional conferences. With the low number of DSW responses (n = 7), the differences in conference travel funding did not achieve statistical significance (p = .115).

In general, benefits for PhD and DSW directors were comparable or differences did not achieve significance due to the sample sizes, though statistically significantly differences favored DSW directors in terms of summer salary and GRA support associated with the director position. Since more PhD directors were already tenured faculty overall, however, it is possible that PhD directors had greater benefits already associated with their faculty position that did not require additional support upon taking the role of director.

Student Support by Program Type

DSW and PhD directors provided information regarding the funding and support provided to the doctoral students in their programs. Table 19 shows the funding and tuition support for students in both

Table 19. Student Support by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	p-value
Offer any funding to incoming students	47			7		.011
No	5	10.6%		4	57.1%	
Yes	42	89.4%		3	42.9%	
Identical funding package	59			15		.003
No, each student gets a different offer	9	15.3%		3	20.0%	
Yes, usually (but occasional exceptions)	28	47.5%		1	6.7%	
Yes, all students get same offer	19	32.2%		3	20.0%	
No regular funding support offered	3	5.1%		8	53.3%	
Guaranteed number of years of funding	51			10		<.001
No	8	15.7%		10	100.0%	
Yes	43	84.3%		0	0.0%	
How many years of guaranteed support	43	3.70	1.25	N/A	N/A	
Tuition support	48			10		<.001
No	5	10.4%		5	50.0%	
Yes, but only partial or discounted	7	14.6%		2	20.0%	
Yes, full support only during coursework	3	6.3%		0	0.0%	
Yes, full support for entire enrollment	9	18.8%		0	0.0%	
Yes, full support for guaranteed number of years but not entire enrollment	22	45.8%		0	0.0%	
Other: Tuition support only if employed in role with program	1	2.2%		2	20.0%	
Other (please specify)	1	2.1%		1	10.0%	
Annual stipend	42			9		<.001
No	13	31.0%		9	100.0%	
Yes	29	69.0%		0	0.0%	
Annual stipend - An amount of:	28	$21,448	$5,595	N/A	N/A	
Student health insurance	42			9		.037
No	7	16.7%		5	55.6%	
Optional coverage	1	2.4%		1	11.1%	
Yes, complete coverage	27	64.3%		2	22.2%	
Yes, partial coverage	6	14.3%		1	11.1%	
% of partial coverage	*3*	*71.0%*	*18.52*	*1*	*75.0%*	

Note. p-values from Fisher's exact test

Table 20. Student Assistantships and Conference Travel Support by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	SD	p-value
Non-research assistantship	40			9			.369
No	22	50.0%		8	88.9%		
Yes, <11 hrs/week; 9-10 months	9	20.5%		0	0.0%		
Yes, <11 hrs/week; 12 months	1	2.3%		0	0.0%		
Yes, 11-19 hrs/week; 9-10 mos.	1	2.3%		0	0.0%		
Yes, 11/19 hrs/week; 12 months	0	0.0%		0	0.0%		
Yes, 20 hrs/week; 9-10 months	6	13.3%		0	0.0%		
Yes, 20 hrs/week; 12 months	0	0.0%		0	0.0%		
Other	1	2.1%		1	11.1%		
Research-oriented assistantship	44			9			<.001
No	6	13.6%		9	100.0%		
Yes, <11 hrs/week; 9-10 months	6	13.6%		0	0.0%		
Yes, <11 hrs/week; 12 months	2	3.8%		0	0.0%		
Yes, 11-19 hrs/week; 9-10 mos.	5	9.4%		0	0.0%		
Yes, 11/19 hrs/week; 12 months	0	0.0%		0	0.0%		
Yes, 20 hrs/week; 9-10 months	22	50.0%		0	0.0%		
Yes, 20 hrs/week; 12 months	1	2.3%		0	0.0%		
Other	2	4.5%		0	0.0%		
Conference travel funds	40			10			.001
No	6	15.0%		7	70.0%		
Yes	34	85.0%		3	30.0%		
Limits on conference funding							
Maximum annual amount	23	67.6%		1	33.3%		
Annual amount of	*22*	*$836.36*	*$424.60*	*1*	*$1,000.00*	*N/A*	
Maximum amount per trip	7	20.6%		1	33.3%		
Amount per trip of	*7*	*$864.29*	*$424.97*	*1*	*$1,000.00*	*N/A*	
Limit on number of trips	8	23.5%		1	33.3%		
Number of trips	*7*	*1.43*	*0.535*	*1*	*1.00*	*N/A*	
No limit on conference travel funds (all eligible trips reimbursed in full)	1	2.9%		1	33.3%		

Note. p-values from Fisher's exact test

types of programs. Across all domains, PhD programs provided significantly more support to their students than DSW programs. For incoming students, 89.4% of PhD programs provided some form of funding to incoming students compared to 42.9% of DSW programs (p = .011). When asked to describe the funding packages offered to an incoming cohort, 8 DSW (53.3%) programs indicated they provide no regular funding to students, with 3 programs offering each student a different offer (20%) and 4 programs usually or always providing the same offer to all students (26.7%). For PhD programs, only 3

programs offered no regular funding support (5.1%), with 9 programs providing different offers to each student (15.3%) and 47 generally providing identical packages to all students in the cohort (79.7%). The funding packages differed significantly by program type (p = .003), and while 84.3% of PhD programs provided a guaranteed number of years of support (M = 3.70 years, SD = 1.25 years), 0% of DSW programs had guaranteed years of support (p < .001). Likewise, 69% of PhD programs provided students with an annual stipend averaging $21,448 ($SD$ = $5,595), whereas 0 DSW programs provided students with an annual stipend (p < .001). There were also significant differences in tuition support (p < .001) and student health insurance (p = .037) between PhD and DSW programs. Thirty-four PhD programs (70.8%) provided full tuition support for at least part of a student's enrollment compared to 0 DSW programs, 7 PhD (14.6%) and 2 DSW (20%) programs provided discounted tuition, and 5 PhD (10.4%) and 5 DSW (50%) programs had no tuition support for students. Similarly, 64% of PhD programs and 22% of DSW programs provided complete health coverage for students, 17% of PhD programs and 22% of DSW programs provided partial or optional coverage, and 7 PhD (16.7%) and 5 DSW (55.6%) programs offered no health coverage for students.

Regarding student assistantships (see Table 20), neither PhD nor DSW programs commonly offered non-research oriented assistantships (p = .369), with 50% of PhD and 89% of DSW programs not offering these assistantships, and only 6 PhD programs (13.3%) offering them at 20 or more hours per week. However, research assistantships were offered at all but 6 PhD programs (13.6%), with 52.3% of PhD programs offering 20 hour per week GRA positions and 29.5% offering GRA positions at less than 20 hours per week. There were no DSW programs offering research oriented-assistantships (p < .001). Finally, most PhD programs (85%) provided conference travel funds for their students, compared to only 30% of DSW programs (p = .001).

Table 21. Other Forms of Student Support by Program Type

	PhD N	Pct.	DSW N	Pct.	p-value
Other forms of support (not university-wide)	59		15		
Research/dissertation grants	28	47.5%	1	6.7%	.004
Summer funding	21	35.6%	0	0.0%	.006
Individual work/office space	9	15.3%	0	0.0%	.107
Shared work/office space	44	74.6%	1	6.7%	<.001
Statistical or grant consultation	30	50.8%	4	26.7%	.093
Laptop or computer	14	23.7%	1	6.7%	.142
Analysis software	40	67.8%	5	33.3%	.015
Awards	27	45.8%	3	20.0%	.070
Other: Encourage students to apply to for external or university-wide funding opportunities	3	5.1%	0	0.0%	
Other (please specify): funding for pilot studies, training, or consultation; teaching opportunities; moving expenses; writing support; tuition for summer study	4	6.8%	1	6.7%	

Note. Program directors were asked to select all forms of additional support applicable to their program, excluding support from the institution rather than the program. Percentages are based on affirmative answers divided by the 59 PhD respondents and 15 DSW respondents that reached this point in the survey. p-values from z-test.

Table 21 shows directors' responses regarding a variety of additional forms of support provided to students. Significantly more PhD than DSW programs offered students research or dissertation grants (47.5% to 6.7%, p = .004), summer funding (35.6% to 0%, p = .006), a shared work or office space (74.6% to 6.7%, p < .001), and analysis software (67.8% to 33.3%, p = .004). All other types of support—individual office space for students, statistical or grant consultation, a laptop or computer, awards, and various other supports—were offered by a higher percentage of PhD than DSW programs, but the differences were not statistically significant (p = .07 to .142). Overall, student support differed markedly between PhD and DSW programs, with PhD programs providing significantly more support to students across all areas.

Curriculum and Program Requirements by Program Type

The survey elicited information from both groups of program directors regarding their students' goals for pursuing a doctorate in social work, the focus of their doctoral curriculum, and the courses and graduation requirements of their programs.

Student Goals by Program Type. We asked program directors to rate the importance of goals their students may have when entering their program (see Table 22), from 1 "Not at all important" to 5 "Extremely important." PhD and DSW directors rated comparable importance regarding students' goals of educating the next generation of social workers (PhD M = 4.35, SD = .78, DSW M = 4.42, SD = 1.00; p = .806) and developing social work leaders in academic settings (PhD M = 4.04, SD = 1.10, DSW M = 3.58, SD = 1.38; p = .221). In addition, both PhD and DSW students joined doctoral education with the goal of contributing to knowledge development, dissemination, and application, although students in PhD

Table 22. Students' Goals when Enrolling in Program by Program Type

	PhD N	Mean	SD	DSW N	Mean	SD	p-value
Importance of goals students may have when they enroll in the program							
Contribute to knowledge development, dissemination, and application in social work through research	53	**4.72**	0.77	12	**3.67**	0.99	<.001
Contribute to knowledge development, dissemination, and application in social work through advancing specialized social work practice at micro, mezzo and macro levels	49	**3.18**	1.41	12	**4.67**	0.49	<.001
Advance clinical expertise	44	**1.80**	1.07	12	**3.33**	1.44	<.001
Contribute to educating the next generation of social work professionals	54	**4.35**	0.78	12	**4.42**	1.00	.806
Contribute to developing leaders in social work at academic institutions	54	**4.04**	1.10	12	**3.58**	1.38	.221
Contribute to developing leaders in social work at non-academic institutions and agencies	53	**3.19**	1.21	12	**4.42**	0.67	.001

Note. Program directors were asked to rate the importance of goals students may have when they enroll in their program, from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important." p-values from independent samples t-test.

programs place greater importance than DSW students on the goal of making their contributions through research (PhD *M* = 4.72, *SD* = .77, DSW *M* = 3.67, *SD* = .99; *p* < .001) while DSW students place greater importance on making their contributions through advancing specialized practice at micro, mezzo, and macro levels (PhD *M* = 3.18, *SD* = 1.41, DSW *M* = 4.67, *SD* = .49; *p* < .001). In addition, DSW students place greater importance than PhD students on advancing clinical expertise (PhD *M* = 1.80, *SD* = 1.07, DSW *M* = 3.33, *SD* = 1.44; *p* < .001), and developing social work leaders in non-academic settings (PhD *M* = 3.19, *SD* = 1.21, DSW *M* = 4.42, *SD* = .67; *p* = .001). Though moderately important on average

Table 23. Curriculum by Program Type

	PhD N	Mean	SD	DSW N	Mean	SD	p-value
Number of courses in your curriculum that contribute to:							
Understanding social work and its history	51	**0.98**	0.76	12	**1.00**	1.21	.943
Theory building	52	**1.85**	1.42	12	**1.42**	0.79	.317
Knowledge production and dissemination	48	**2.98**	2.37	11	**4.09**	2.51	.170
Developing research capacity through:							
-Quantitative research methods	51	**2.08**	1.41	11	**1.18**	0.60	.002
-Statistical skills	52	**2.56**	0.83	9	**0.89**	0.60	<.001
-Qualitative research methods	51	**1.31**	0.58	10	**1.80**	1.03	.179
-Mixed methods	38	**0.92**	0.78	9	**1.00**	1.23	.810
-Intervention research	36	**0.78**	0.49	10	**1.00**	1.16	.566
-Policy research	43	**0.95**	0.79	8	**1.00**	1.31	.925
Advancing practice expertise:							
-Micro, e.g., clinical practice	39	**0.23**	0.58	9	**3.00**	2.29	.007
-Mezzo, e.g., administration, management, organization, supervision	40	**0.18**	0.39	10	**2.30**	1.83	.005
-Macro, e.g., policy practice and advocacy	41	**0.49**	0.75	9	**0.67**	0.71	.514
Fostering pedagogical capacity	47	**0.96**	0.62	9	**1.56**	1.13	.157
Leadership development	38	**0.50**	0.76	11	**2.09**	2.17	.036
Professional development (e.g., writing, job search, speaking, etc.)	47	**1.13**	1.38	11	**0.82**	0.98	.485
Advocating for a socially just, diverse and inclusive society	36	**1.78**	2.89	8	**2.88**	3.76	.363
Specialized areas determined by students' focus	38	**2.89**	2.18	12	**2.33**	1.88	.426
Other: Philosophy of science; grant writing; electives; community engaged/socially just research; colloquia/specialization/comps; trauma-informed human rights	9	**1.67**	1.12	3	**0.67**	0.58	
Number of credit hours required to be taken outside of social work	48	**9.23**	9.33	12	**0.00**	0.00	<.001

Note. Program directors were asked to provide the number of courses their curriculum offers that contribute to each area, selecting only the primary area of focus of the course. Credit hours are semester hours, generally three per course. p-values from independent samples t-test.

for DSW programs, advancing clinical expertise ranked as the least important goal across both PhD and DSW programs.

Doctoral Curriculum by Program Type. The director survey asked program directors to provide the number of courses primarily contributing to a number of topic areas in social work, in addition to an open-ended question asking directors to describe the focus of their curriculum. Table 23 shows the average number of courses in each area in PhD and DSW programs. Knowledge production and dissemination comprised the highest mean number of courses in both PhD (M = 2.98, SD = 2.37) and DSW (M = 4.09, SD = 2.51) programs, with no significant difference based on program type (p = .17). Foundational courses also showed non-significant differences for understanding social work and its history (PhD M = .98, SD = .76, DSW M = 1.00, SD = 1.21; p = .943), theory building (PhD M = 1.85, SD = 1.42, DSW M = 1.42, SD = .79; p = .317), and advocating for a socially just society (PhD M = 1.78, SD = 2.89, DSW M = 2.88, SD = 3.76; p = .363). In terms of developing research capacity, PhD programs included significantly more courses on quantitative research methods (PhD M = 2.08, SD = 1.41, DSW M = 1.18, SD = .60; p = .002) and statistical skills (PhD M = 2.56, SD = .83, DSW M = .89, SD = .60; p < .001), with no significant difference in the number of courses on qualitative research methods (PhD M = 1.31, SD = .58, DSW M = 1.80, SD = 1.03; p = .179). Both PhD and DSW programs included roughly one course each in mixed methods, intervention research, and policy research.

For advancing practice expertise, DSW programs reported significantly more courses on average than PhD programs in both micro practice (PhD M = .23, SD = .58, DSW M = 3.00, SD = 2.29; p = .007) and mezzo practice (PhD M = .18, SD = .39, DSW M = 2.30, SD = 1.83; p = .005), but there was no significant difference for macro practice (PhD M = .49, SD = .75, DSW M = .67, SD = .71; p = .514). DSW programs also showed a greater number of courses on leadership development (PhD M = .50, SD = .76, DSW M = 2.09, SD = 2.17; p = .036), with no significant differences for professional development (PhD M = 1.13, SD = 1.38, DSW M = .82, SD = .98; p = .485), pedagogy (PhD M = .96, SD = .62, DSW M = 1.56, SD = 1.13; p = .157), and students' specialization areas (PhD M = 2.89, SD = 2.18, DSW M = 2.33, SD = 1.88; p = .426). Finally, PhD programs reported that students were required to take an average of 9.23 credit hours (SD = 9.33) outside the social work department, compared to zero hours outside social work in DSW programs (p < .001).

Additionally, the survey included an open-ended question for program directors to provide a description of the focus of their doctoral curriculum. We conducted qualitative analysis of these responses and compiled a code list of the major themes in the director responses (see Table 24). We then quantized this data by calculating the proportion of PhD and DSW programs including each theme in their response, with z-tests indicating if the differences were statistically significant. Teaching was a common theme among both PhD (40.4%) and DSW programs (50.0%), and about one fifth of all programs described specialized areas of focus in their curriculum (PhD 23.1%, DSW 21.4%; p = .894). Among PhD programs, research (84.6%) represented the most frequent theme by a wide margin, and was statistically significantly more common (p < .001) than for DSW programs (35.7%). In contrast, DSW programs were more likely than PhD programs to mention leadership (PhD 17.3%, DSW 71.4%; p < .001), clinical practice (PhD 1.9%, DSW 71.4%; p < .001), administration and organizations (PhD 1.9%, DSW 14.3%; p = .049), and use of technology in social work (PhD 0%, DSW 14.3%; p = .006). Eleven PhD programs cited policy (21.4%) as a focus of their curriculum compared to no DSW programs (p = .059), and 21% of DSW programs mentioned innovation compared to 5.8% of PhD programs (p = .070), though these differences did not quite reach statistical significance. A focus on theory appeared in 30.8% of PhD and 14.3% of DSW descriptions (p = .219), and statistics (PhD 13.5%, DSW 0%; p = .147), interdisciplinary focus (PhD 15.4%, DSW 0%; p = .116), and the history of social work (PhD 5.8%, DSW 0%; p < .358) appeared in PhD but not DSW descriptions but did not achieve statistical significance. A number of emerging issues—complex problems, translational and implementation research, intervention and the

Table 24. Focus of Doctoral Curriculum — Qualitative Themes by Program Type

	PhD N	Pct.	DSW N	Pct.	p-value
What is the focus of the doctoral curriculum in your program?	52		14		
Research	44	84.6%	5	35.7%	<.001
Teaching	21	40.4%	7	50.0%	.516
Leadership	9	17.3%	10	71.4%	<.001
Theory	16	30.8%	2	14.3%	.219
Specialized areas of focus	12	23.1%	3	21.4%	.897
Clinical/practice	1	1.9%	10	71.4%	<.001
Social justice/human rights/social work values	10	19.2%	1	7.1%	.280
Policy	11	21.2%	0	0.0%	.059
Interdisciplinary	8	15.4%	0	0.0%	.116
Statistics	7	13.5%	0	0.0%	.147
Innovation	3	5.8%	3	21.4%	.070
Solve complex problems/Grand Challenges	5	9.6%	1	7.1%	.772
Administration/organizations	1	1.9%	2	14.3%	.049
Implementation/translational research	2	3.8%	2	14.3%	.147
Intervention design/research	3	5.8%	1	7.1%	.849
Global issues	3	5.8%	1	7.1%	.849
History of social work	3	5.8%	0	0.0%	.358
Use of technology	0	0.0%	2	14.3%	.006
Research to practice gap	1	1.9%	1	7.1%	.313

Note. Program directors were asked an open-ended question to describe the focus of their doctoral curriculum. Data show the occurrence of each qualitative theme and proportion of responses including that theme out of the 52 PhD and 14 DSW responses. p-values from z-test of the two proportions.

research to practice gap, and global issues—appeared infrequently across both types of programs with no significant differences based on program type.

Program Requirements by Program Type. The director survey included several questions regarding the requirements for achieving candidacy status and graduating from social work doctoral programs. Table 25 shows the candidacy and graduation requirements for PhD and DSW programs. Across all domains, PhD and DSW program directors differed significantly in their responses. For candidacy, 71.4% of PhD programs included a comprehensive exam or candidacy exam compared to only 26.7% of DSW programs (p = .002), 35.7% of PhD and no DSW programs included a qualifying examination (p = .006), and no PhD programs and 3 DSW programs reported no additional requirement for reaching candidacy status other than completing coursework (p = .001). Five PhD (8.9%) and 3 DSW (20.0%) programs required a dissertation proposal or prospectus to reach candidacy, with 6 PhD and 2 DSW programs writing in various additional requirements—a specialization plan, capstone proposal, comprehensive/qualifying essay, prelims, and submission of a first-author manuscript. PhD and DSW programs also differed significantly regarding the expected timeline for students to enter candidacy (p < .001), with 54.5% of DSW programs expecting students to enter candidacy by the second year in the program and 89.8% of PhD programs not expecting candidacy until the third year or later.

PhD and DSW programs also reported different graduation requirements for their students. The traditional dissertation was the most common option offered at PhD programs (78.6%) but was only offered at 20% of DSW programs ($p < .001$). Similarly, the three-paper or multiple manuscripts style dissertation appeared at over half of PhD programs (55.4%) but only 13.3% of DSW programs ($p = .004$). In contrast, the capstone project represented the most common option reported by DSW programs

Table 25. Candidacy and Graduation Requirements by Program Type

	PhD N	Pct.	DSW N	Pct.	p-value
Requirement for candidacy status	56		15		
Qualifying examination	20	35.7%	0	0.0%	.006
Comprehensive or candidacy examination	40	71.4%	4	26.7%	.002
No additional requirement other than coursework	0	0.0%	3	20.0%	.001
Other: Dissertation proposal/prospectus	5	8.9%	3	20.0%	
Other (please Specify): specialization plan; capstone proposal; comprehensive essay/qualifying paper; prelims; submission of first-author manuscript to peer reviewed journal	6	10.7%	2	13.3%	
In which year of the program are students expected to enter candidacy?	49		11		<.001
1st	0	0.0%	1	9.1%	
2nd	4	8.2%	5	45.5%	
2nd or 3rd	1	2.0%	3	27.3%	
3rd	34	69.4%	2	18.2%	
3rd or 4th	5	10.2%	0	0.0%	
4th	5	10.2%	0	0.0%	
Graduation requirement	56		15		
Traditional dissertation	44	78.6%	3	20.0%	<.001
Three-paper or multiple manuscripts style dissertation	31	55.4%	2	13.3%	.004
Portfolio	0	0.0%	2	13.3%	.006
Capstone project	1	1.8%	7	46.7%	<.001
Total graduates who selected	189		163		<.001
Traditional dissertation	134	70.9%	19	11.7%	
Three-paper or multiple manuscripts style dissertation	55	29.1%	0	0.0%	
Portfolio	0	0.0%	17	10.4%	
Capstone project	0	0.0%	127	77.9%	

Note. Program directors were asked to select all the candidacy and graduation requirements applicable to their program; with percentages based on directors of 56 PhD programs and 15 DSW programs who reached this point in the survey. Total graduates to select each graduation requirement was based on the sum of students selecting each requirement across all programs of each program type, divided by the total number of students for whom data was provided. p-values from Fisher's exact test or z-test.

(46.7%) but only one PhD program (1.8%) offered a capstone project ($p < .001$). The portfolio option also appeared at 2 DSW programs (13.3%) but no PhD programs ($p = .006$). Finally, we asked program directors to provide the number of graduates in the 2018-2019 class who selected each graduation option their program offered. From the responses provided, all PhD graduates had completed either the traditional dissertation (70.9%) or multiple manuscript dissertation (29.1%), whereas only 11.7% of DSW graduates completed a traditional dissertation and none completed a three-paper dissertation. Among the DSW program directors who replied to the question, 77.9% of students completed the capstone project and 10.4% had completed a portfolio. The requirements completed by graduating students differed significantly by program type ($p < .001$).

Overall, both PhD and DSW programs reported that educating the next generation of social workers represented an important goal of their students and part of the focus of their curriculum. While there are similarities in the curriculum focus regarding foundational courses for understanding social work and its history, theory building, and advocating for a socially just society, PhD and DSW programs are also distinct and unique in their curriculum focus, program design and graduation requirements. In general, PhD programs reported more focus on research, quantitative methods, and interdisciplinary education. Compared to PhD programs, DSW programs exhibited greater emphasis on clinical expertise, leadership and administration in non-academic settings, and advancing social work practice at multiple levels of intervention. Regarding program requirements, PhD programs reported common traditional requirements such as candidacy examinations and dissertations, with DSW programs including alternative options such as portfolios and capstone projects. The findings show important differences between PhD and DSW doctoral education in both focus and program design.

Student Job Search by Program Type

To better understand the career aspirations and job search process of PhD and DSW students, we analyzed survey responses regarding students' job search by their type of program. Table 26 provides an overview of students on the job market, job search supports, and the factors contributing to a successful academic job search for both PhD and DSW graduates. On average, PhD programs reported 4.32 graduates ($SD = 2.24$) in 2018-2019 with 4.04 students ($SD = 2.74$) on the job market. In comparison, DSW programs responded with an average of 18.44 graduates ($SD = 20.18$) and 12.1 students ($SD = 20.65$) on the job market, though these figures were highly skewed by large outliers that prevented a finding of statistical significance between the two types of programs.

Regarding job search support, 5 DSW programs (33.3%) did not provide any formal supports to their students on the job market compared to zero PhD programs with no formal job search support ($p < .001$). Sharing job postings with students represented the most common job search support, with 89% of PhD programs and 53% of DSW programs sharing postings ($p = .001$). PhD programs reported significantly more job search supports in all areas, including job search seminars (PhD 75%, DSW 46.7%; $p = .035$), mock job talks/interviews (PhD 75%, DSW 33.3%; $p = .002$) and reviewing students' application materials (PhD 80.4%, DSW 26.7%; $p < .001$), which were offered by at least three quarters of PhD programs and less than half of DSW programs. Negotiating job offers (PhD 71.4%, DSW 20%; $p < .001$) and promotional materials on students (PhD 55.4%, DSW 6.7%; $p < .001$) were the least common job search supports for both PhD and DSW programs, but still occurred in more than half of PhD programs.

Table 26. Students' Job Search by Program Type

	PhD N	Mean/ Percent	SD	DSW N	Mean/ Percent	SD	p-value
How many students graduated from your program in 2018-2019?	44	**4.32**	2.24	9	**18.44**	20.18	.069
Total number of students on job market in 2018-2019 academic year	46	**4.04**	2.74	10	**12.10**	20.65	.249
Job search support for students	56			15			
Seminar and/or workshop related to the job search	42	75.0%		7	46.7%		.035
Mock job talks or interviews	42	75.0%		5	33.3%		.002
Sharing job postings with students on the job market	50	89.3%		8	53.3%		.001
Review students' application materials	45	80.4%		4	26.7%		<.001
Helping students negotiate job offers	40	71.4%		3	20.0%		<.001
Promotional materials advertising our students	31	55.4%		1	6.7%		<.001
We do not provide formal support to our students on the job market	0	0.0%		5	33.3%		<.001
Importance of factors for an academic job search							
Research productivity	36	**4.39**	0.93	8	**2.00**	0.54	<.001
External funding	36	**3.06**	0.89	4	**1.75**	0.50	.007
Practice experience	36	**3.56**	1.05	10	**4.80**	0.42	.001
Teaching experience	36	**3.94**	0.92	10	**3.80**	1.03	.672
Good match between student and institution	36	**4.33**	0.99	9	**4.11**	0.93	.544
Focused research agenda	36	**4.19**	0.89	7	**1.86**	1.22	<.001

Note. Program directors were asked to select all types of job search support their program provides to students, with percentages based on 56 PhD program directors and 15 DSW program directors who reached this point in the survey. For factors related to their students' academic job search, program directors were asked to rate each factor in terms of its importance for a successful job search, from 1 "Not at all important", 2 "Slightly important", 3 "Moderately important", 4 "Very important", to 5 "Extremely important." p-values from independent samples t-test or z-test.

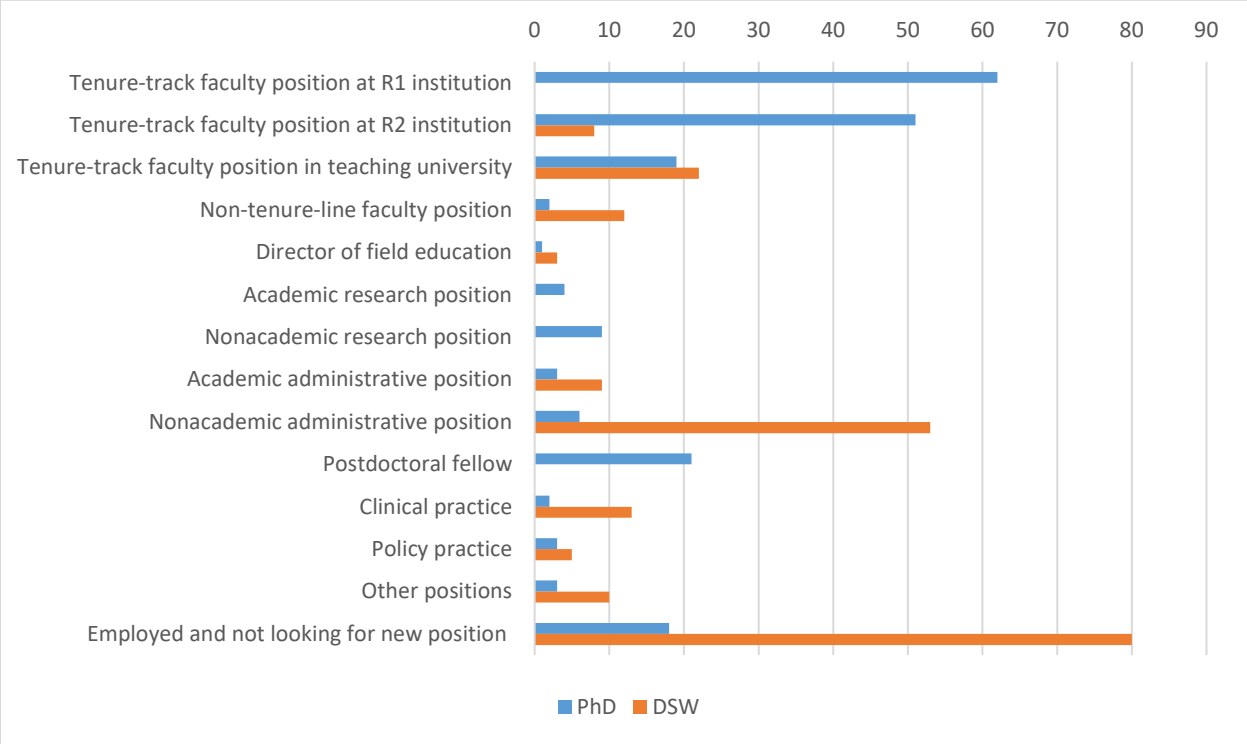
Program directors also rated the importance of various factors in an academic job search for graduates, from 1 "Not at all important" to 5 "Extremely important." Directors' responses portray both similarities and differences in the academic job search process of PhD and DSW students. PhD directors placed significantly higher importance on students' research productivity (PhD M = 4.39, DSW M = 2.00; $p <$ .001) and having a focused research agenda (PhD M = 4.19, DSW M = 1.86; $p <$ .001), which rated as very important for PhD students but only slightly important for DSW students. Though external funding ranked last in importance for both types of programs, it still rated significantly higher among PhD job seekers (PhD M = 3.06, DSW M = 1.75; p = .007). In contrast, DSW directors rated practice experience as the most important factor (M = 4.80, SD = .42), with PhD directors (M = 3.56, SD = 1.05) rating only

moderate importance (p = .001). Both types of program placed high importance on teaching experience (PhD M = 3.94, DSW M = 3.80; p = .672) and a good match between student and institution (PhD M = 4.33, DSW M = 4.11; p = .544) in the academic job search.

We also asked program directors to provide the number of their students seeking different types of positions in 2018-2019, selecting each student's primary preference in their job search. Figure 4 shows the primary positions sought by both PhD and DSW graduates. Based on the responses of directors who provided job search data on their graduating students, more than half of PhD graduates sought tenure-track faculty positions at R1/research intensive (n = 62) or R2/research and teaching (n = 51) institutions, with far fewer DSW graduates seeking R2 tenure-track positions (n = 8) and none primarily seeking a R1 tenure-track position. Similarly, directors reported only PhD students seeking academic and non-academic research positions and post-doctoral fellowships. In contrast, more than half of DSW students either sought nonacademic administrative positions (n = 53) or were currently employed and not seeking a new position (n = 80). More DSW than PhD graduates were reportedly seeking clinical practice positions (PhD n = 2, DSW n = 13), non-tenured faculty positions (PhD n = 2, DSW n = 12), academic administrative positions (PhD n = 3, DSW n = 9), and other positions (PhD n = 3, DSW n = 10) such as military social work and starting private businesses and non-profits. Roughly the same number of PhD and DSW graduates were reportedly seeking tenure-track positions at teaching universities (PhD n = 19,

Figure 4

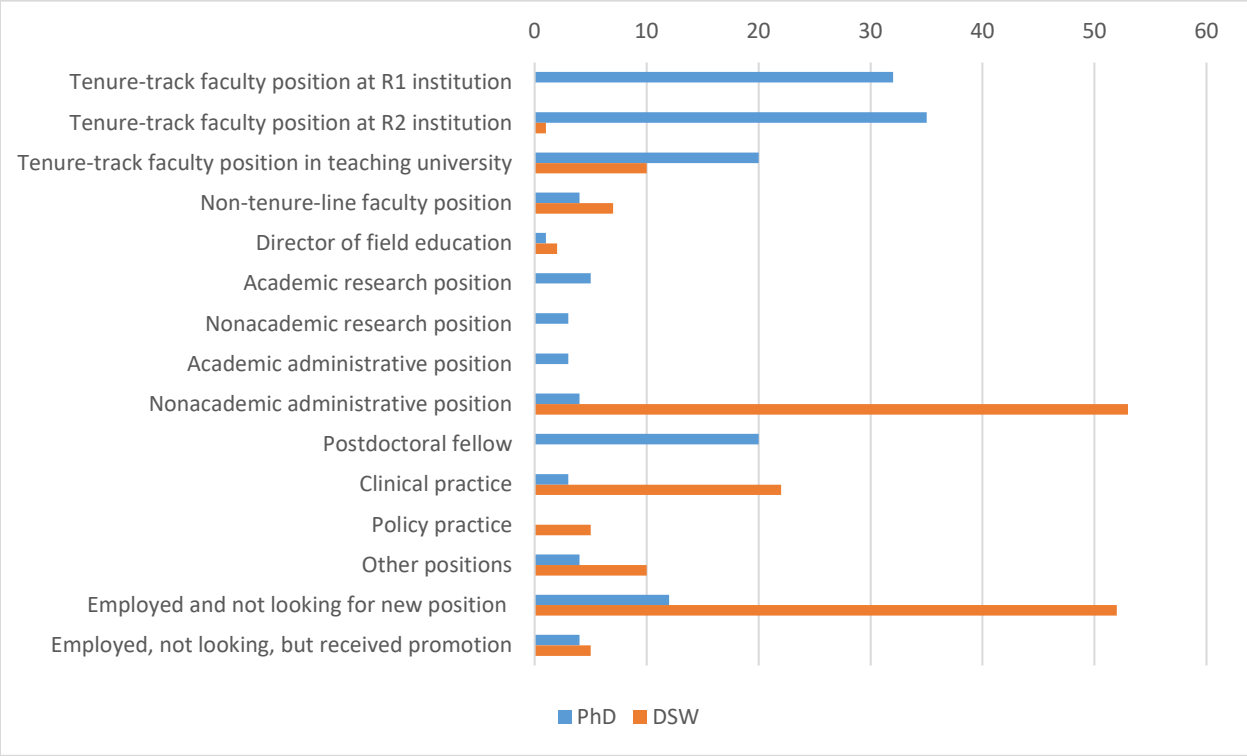
Students' Primary Position Sought by Program Type



Note. Program directors were asked to provide the number of their students on the job market in 2018-2019 who were seeking each type of position as their primary preferred position. Numbers shown are the sum total of students seeking each position across all programs of each type.

Figure 5

Positions Obtained by PhD and DSW Graduates



Note. Program directors were asked to provide the number of their students on the job market in 2018-2019 who obtained each type of position. Numbers shown are the sum total of students obtaining each position across all programs of each type.

DSW *n* = 22), policy practice (PhD *n* = 3, DSW *n* = 5), and director of field education (PhD *n* = 1, DSW *n* = 3) positions.

Figure 5 shows the positions actually obtained by the 2018-2019 graduates, as reported by the program directors who responded to the question. For the most part, positions obtained closely matched the positions sought, with a few exceptions. In particular, more students had sought tenure-track faculty positions than actually obtained them, and PhD students appeared to have an advantage in the academic job market: 87 of the 98 students successful in attaining tenure-track positions were PhD students (88.8%), including 98.5% of students at R1 and R2 institutions. Similarly, all students who obtained postdoctoral fellowships, academic administrative positions, and academic and non-academic research positions graduated from PhD programs. In contrast, directors reported only DSW graduates obtaining policy practice positions and DSW graduates outnumbered PhD graduates in non-tenured faculty positions (PhD *n* = 4, DSW *n* = 7) and clinical practice (PhD *n* = 3, DSW *n* = 22). As with positions sought, more than half of DSW graduates with job placement data available had obtained nonacademic administrative positions (*n* = 53) or remained in their current position (*n* = 52), though 4 PhD students and 5 DSW students reportedly not looking for a new position did receive promotions upon graduation.

Overall, the job search data provided by program directors portrayed differences in the job search process for PhD and DSW students. More PhD programs actively support their students' job search

process, which is likely more feasible with only about 4 students on the job market each year. PhD programs and their graduates tended to emphasize research in their positions sought and the experience needed for an academic job search, with DSW programs and graduates placing greater emphasis on practice experience and nonacademic positions, especially non-academic administrative positions. In most areas, PhD and DSW job seekers tended to pursue different types of positions, though there did appear to be competition between PhD and DSW graduates for tenure-track positions at teaching universities, with PhD graduates showing an advantage in obtaining positions. Based on directors' responses indicating a large number of DSW graduates are not seeking new positions after graduation, further inquiry is warranted into students' goals and career aspirations when pursuing DSW education.

Discussion

Findings of the 2020 GADE Director Survey provide useful information on the current landscape of doctoral education pertaining to: characteristics of programs, directors and students; support and resources provided to program directors and students; curriculum focus and design; and, students' job search support, aspirations and outcomes.

Director and Student Characteristics

Regarding directors' backgrounds, PhD and DSW program directors had comparable length of time serving in their role with more than 40% of directors of both program types at the rank of associate professor. However, significantly more PhD program directors were tenured and held the rank of full professor. In general, benefits for PhD and DSW directors were comparable although significantly more DSW directors received summer salary and GRA support associated with the director position.

Regarding student demographics, a few demographic findings appear consistent across both the combined demographics and directors' responses of their percent demographics. In particular, Black/African-American students comprised an average of 20% and a median of 16% in PhD programs compared to an average of 32% and a median of 29% in DSW programs. Also, Asian students represented 16% of PhD students but only 5% of DSW students based on directors' responses. Similarly, PhD directors reported that a median of 16% of their students were international students compared to only 1% among DSW programs. The low number of responses and presence of large outliers precludes drawing any confident conclusions, but the findings suggest the possibility that DSW programs may have a greater proportion of Black/African-American students and fewer international and Asian students than PhD programs.

Program Characteristics

PhD and DSW programs are distinct from each other in their method of instruction, program options and program size. The majority (86.4%) of PhD programs offered only in-person, seated instruction and almost half (46.7%) of DSW programs offered online-only instruction. While 47.8% of PhD programs and 40% of DSW programs and were full-time only programs, 40% of DSW programs were part-time only programs compared to only 4.3% of PhD programs that were part-time only. Also, dual degree options in terms of a MSW/PhD combined track (31.7%) and a MSW/DSW combined track (20%) were available for both program types. However, the program sizes appeared to differ between the two program types, with 43 PhD programs reporting a median enrollment of 30 students and 5 DSW programs reporting a

median of 45 students. In addition, there was large variation in program size especially among DSW programs, with PhD enrollment ranging from 3 to 93 students and DSW enrollment ranging from 16 to 358 students.

Support to Students

In terms of support to doctoral students, PhD programs provided more support across all domains compared to DSW programs. Almost 90% of PhD programs provided funding to students with 84.3% offering guaranteed years of support with an average annual stipend of $21,448. While 42.9% of DSW programs offered funding support to students, no DSW programs offered guaranteed years of support nor an annual stipend. DSW programs reported providing funding through tuition support, health insurance, non-research assistantships, conference travel, laptops and software.

Curriculum Goals and Focus

Based on directors' reports, both PhD and DSW students entered their programs with the goals of educating the next generation of social workers and developing social work leaders in academic settings. However, there were also unique goals for students joining the two types of programs. Both PhD and DSW students entered doctoral education with the goal of contributing to knowledge development and dissemination, although PhD students aimed to make this contribution primarily through research while DSW students aimed to make contributions through advancing specialized practice at micro, mezzo, and macro levels, advancing clinical expertise and developing social work leaders in non-academic settings.

Doctoral curricula of PhD and DSW programs were organized in a way that was consistent with their students' main goals. Both PhD and DSW programs offered courses related to understanding social work and its history, theory building, and advocating for a socially just society. Also, both PhD and DSW programs included roughly one course each in mixed methods, intervention research, and policy research. However, PhD programs offered significantly more courses in developing research capacity in terms of quantitative research methods and statistics, which was consistent with their students' goals to contribute to knowledge development through research. On the other hand, DSW programs offered significantly more courses than PhD programs in leadership development and micro and mezzo practice, which was also consistent with DSW students' top goals. Notably, there was no difference in the number of courses offered by PhD or DSW programs on qualitative research methods, pedagogy, or macro practice. In addition, PhD curriculum design included an interdisciplinary focus, which was not apparent in DSW curriculum design.

Directors' qualitative responses regarding their program's curriculum focus closely matched their students' goals and course offerings. Regarding curriculum focus, both PhD and DSW programs reported a focus on teaching and educating the next generation of social workers, as well as a focus on understanding social work and its history, theory building, and advocating for a socially just society. PhD and DSW programs also are distinct and unique in their curriculum focus, program design and graduation requirements. In general, PhD programs reported more focus on research, quantitative methods, and interdisciplinary education. Compared to PhD programs, DSW programs exhibited greater emphasis on clinical expertise, leadership and administration in non-academic settings, and advancing social work practice at multiple levels of intervention. A number of emerging issues—complex problems, translational and implementation research, intervention and the research to practice gap, and global issues—appeared infrequently across both types of programs with no significant differences based on

program type. Regarding program requirements, PhD programs reported common traditional requirements such as candidacy examinations and dissertations, with DSW programs including alternative options such as portfolios and capstone projects.

Job Search Support and Outcomes

Overall, the job search data provided by program directors portrayed differences in the job search process for PhD and DSW students. More PhD programs actively support their students' job search process, which is likely more feasible with only about 4 students on the job market each year. PhD programs and their graduates tended to emphasize research in their positions sought and the experience needed for an academic job search, with DSW programs and graduates placing greater emphasis on practice experience and nonacademic positions, especially non-academic administrative positions. In most areas, PhD and DSW job seekers tended to pursue different types of positions, though there did appear to be competition between PhD and DSW graduates for tenure-track positions at teaching universities, with PhD graduates showing an advantage in obtaining positions. Based on directors' responses indicating a large number of DSW graduates are not seeking new positions after graduation, further inquiry is warranted into students' goals and career aspirations when pursuing DSW education.

Limitations of the survey need to be acknowledged. First, data was entirely based on doctoral program directors' self-report, including their perception of students' educational goals, aspirations for jobs and job placement outcomes. As such, there might be recall errors or perception biases. However, program directors are tasked with the responsibility of managing doctoral programs and thus represent one of the more reliable sources of data for the topics of this survey. Second, while the response rate for both PhD and DSW program directors were high overall, especially for DSW programs, directors did not uniformly provide answers for all questions. Overall, the survey received more responses on questions regarding characteristics of programs, directors, and students, support and resources provided to program directors and students, and curriculum focus and design, and fewer responses on students' job search support, aspirations and outcomes. In addition to a low response rate especially among DSW programs, responses for numerical questions regarding student enrollment, graduates and job seekers were influenced by the presence of very large outliers that skewed program means and prevented apparent differences from achieving statistical significance. As such, some of the findings will need to be interpreted with caution.

Conclusion

The changing landscape of doctoral education includes a growing number of DSW programs, the recent accreditation standards for professional practice doctorate (DSW) programs, and an evolving job market for graduates of both PhD and DSW programs. As such, it will be important for the social work educational community to understand the overall landscape of doctoral education as well as the unique and potentially complementary contributions of PhD and DSW programs. The findings of the survey demonstrate useful information regarding similarities as well as uniqueness of both program types. There are clear similarities between the two types of programs especially in their dedication to educating the next generation of social work professionals and contributing to knowledge building and dissemination. However, these two program types are also distinct in their intended contributions to social work. PhD programs exhibit a clear focus on contributing to knowledge development and dissemination through building the research capacities of the social work discipline, including

interdisciplinary research and collaboration. DSW programs focus on preparing students to contribute in the areas of clinical expertise, leadership and administration in non-academic settings, and advancing social work practice at multiple levels of intervention. The program structure, curricula and graduation requirements are organized according to the distinct emphasis of each type of program. In addition, PhD and DSW programs appear to attract distinct groups of students who have different educational goals, backgrounds, or even expectations of funding support from the program. PhD and DSW students also showed distinct aspirations in their career path, with PhD students aiming for positions in academic and research-focused institutions and DSW students showing more variation in their career goals. The landscape of doctoral education will continue to evolve in response to the changing needs and aspirations of social work as a discipline and as a profession. We hope the findings of the 2020 GADE Director Survey will generate useful dialogue among doctoral directors and the social work community to further advance the direction of doctoral education in a way that is consistent with GADE's mission to "promote rigor in doctoral education in social work, focusing on preparing scholars, researchers, and educators who function as stewards of the discipline."

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