



GROUP FOR THE ADVANCEMENT OF  
DOCTORAL EDUCATION IN SOCIAL WORK

**RCDC/GADE Research Roots and Wings Roundtable 1: GADE  
Quality Guidelines  
January 12, 2018**

**Liz Lightfoot, PhD**

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**Cynthia Franklin, PhD ( Moderator)**



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DOCTORAL EDUCATION IN SOCIAL WORK

# Historical Context of the GADE Quality Guidelines

Elizabeth Lightfoot  
University of Minnesota



# GADE

- As of today... 92 doctoral programs in North America
- 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”

**First Social Work Doctoral Programs**

*Bryn Mawr (1915)*  
*Univ of Chicago (1924)*  
*Ohio State (1934)*  
*Catholic University (1934)*

**D&TYC Release first set of “Principles” for doctoral education**

**1st set of principles**



Grace & Edith Abbott  
Retrieved from; University of Chicago

**Rise of “Third Year” & DSW Programs**

***NIMH Funds Doctoral and Third Year Committee (D&TYC) to examine post-MSW Education***

*D&TYC → Committee on Advanced Curriculum (CoAC) under CSWE*

**CoAC Published set of "principles"**  
**Autonomy of Doctoral Programs**  
**Not enforceable**

**2<sup>nd</sup> set of principles**



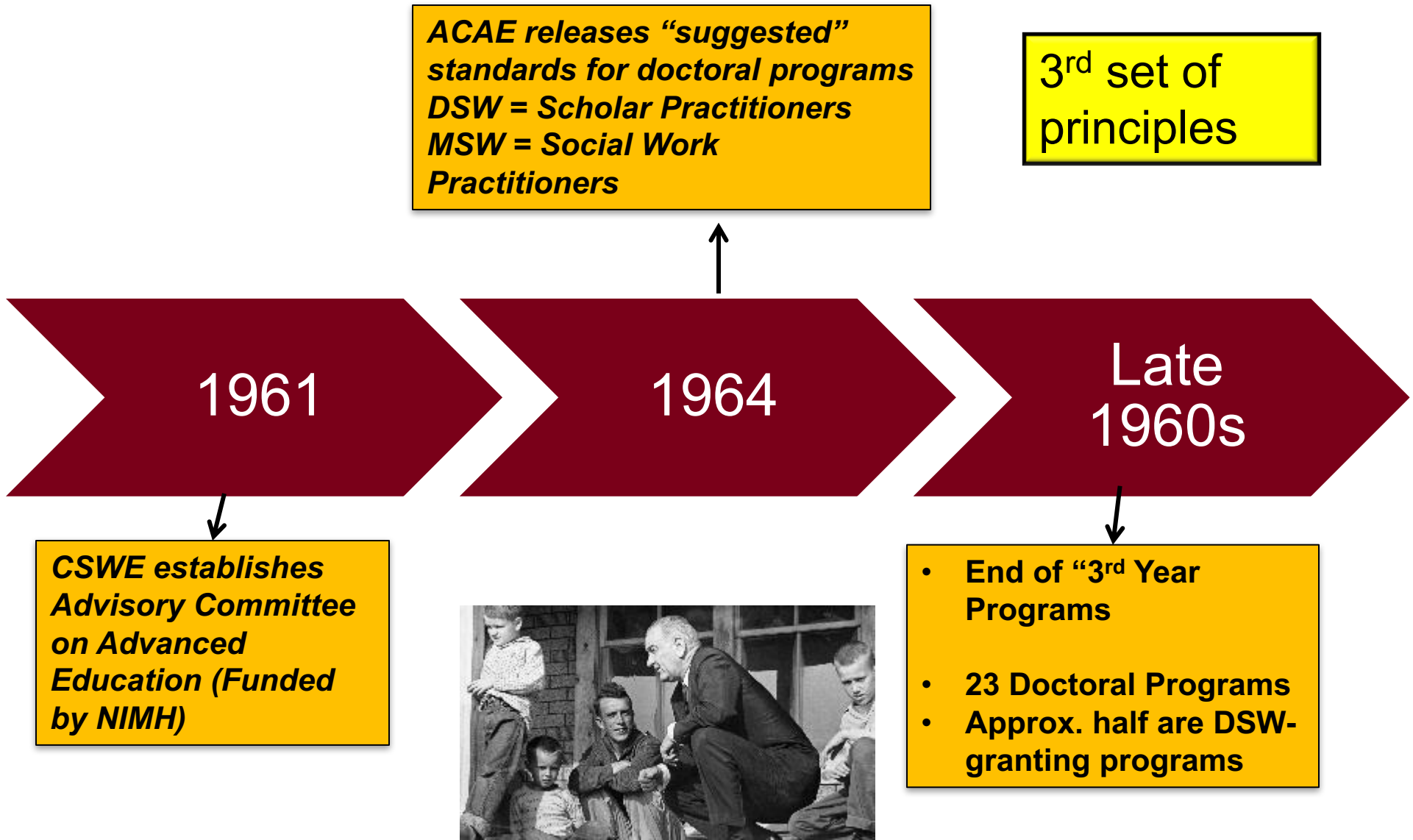
- CoAC Members**
- Univ. of Pittsburgh
  - Case Western Univ.
  - Washington Univ.
  - Columbia Univ.
  - Bryn Mawr College
  - Univ. of So. California
  - Univ. of Minnesota
  - Catholic University
  - Univ. of Chicago
  - Univ. of Pennsylvania

***CSWE attempts to change principles into standards***

***STRONG RESISTANCE***

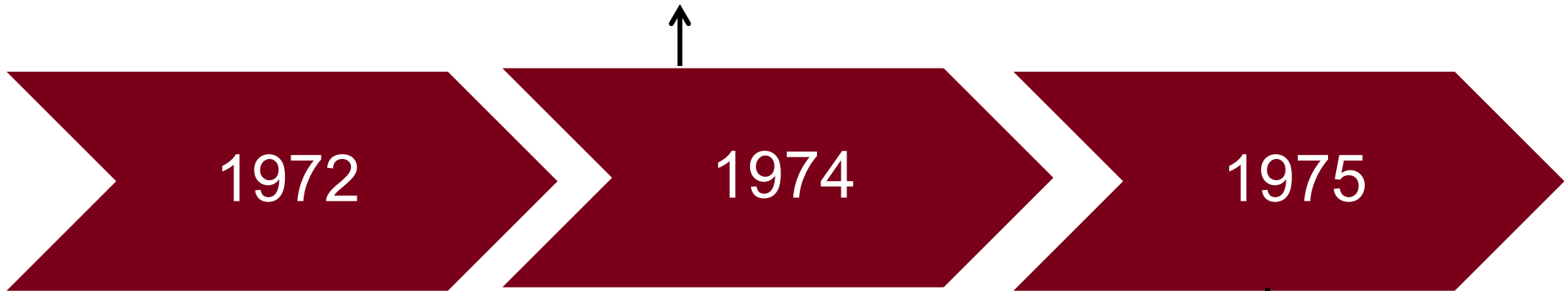
***"sacrosanct nature of PhD programs w/in universities"***





**TFSQSWE Releases Report:**

- **Make BSW the professional terminal degree**
- **Develop Social Work Doctorate (SWD) focusing on clinical practice, a 3 yr program, to replace MSW, accredited by CSWE**
- **Offered in conjunction with DSWs and PhDs**



***CSWE creates task force on Structure and Quality in Social Work Education (TFSQSWE)***



**Harold Richman, U of Chicago Dean invites 53 deans and doctoral director to develop official response against TFSQSWE Report**

**TFSQSWE Report  
recommendations tabled →  
separate meetings continued  
among doctoral program  
directors, baccalaureate program  
directors and deans**

**GADE officially formed  
as Autonomous  
Organization  
(40 eligible members)**

1976

1978

1981

**After 1<sup>st</sup> meeting of Deans/Doctoral Program Directors in 1977, GADE formed w/Tom Holland of CASE as Chair. Among concerns during first steering committee meeting:**

- **Suspicion with CSWE due to the TFSQWSE Report**
- **Lack of emphasis on RESEARCH**
- **Need forum for exchange of information/faculty development**



# GADE Early ACTIVITIES (1981-1992)

**Primarily focused on the CRISIS on social work research**

- Uneven research education in doctoral programs

**Promoting Doctoral Education in Social Work**

- IASWR & ANSWER
- GADE Program Guide
- Collaborations

**Supporting development of new PhD programs**

- Programs in new universities
- DSW program conversion
- Information Exchange

**Strengthen research training in PhD programs**

- Annual Conferences
- Syllabi
- Release of Proceedings

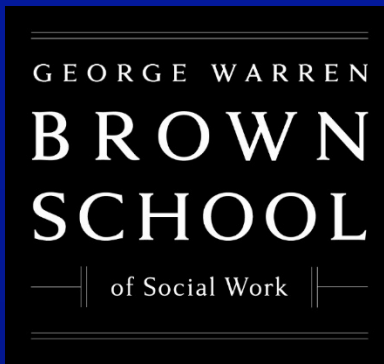
# Late 1980s/Early 1990s

- **Task Force on Social Work Research (1988)**
  - Focused on the CRISIS in social work research
    - “crisis in development of research resources”
    - **Key recommendation (1991)**

**GADE Should Develop Quality Guidelines**

- **First of the Modern GADE Guidelines**

***No knowledge of early principles!***



# GADE Quality Guidelines: *An Overview*

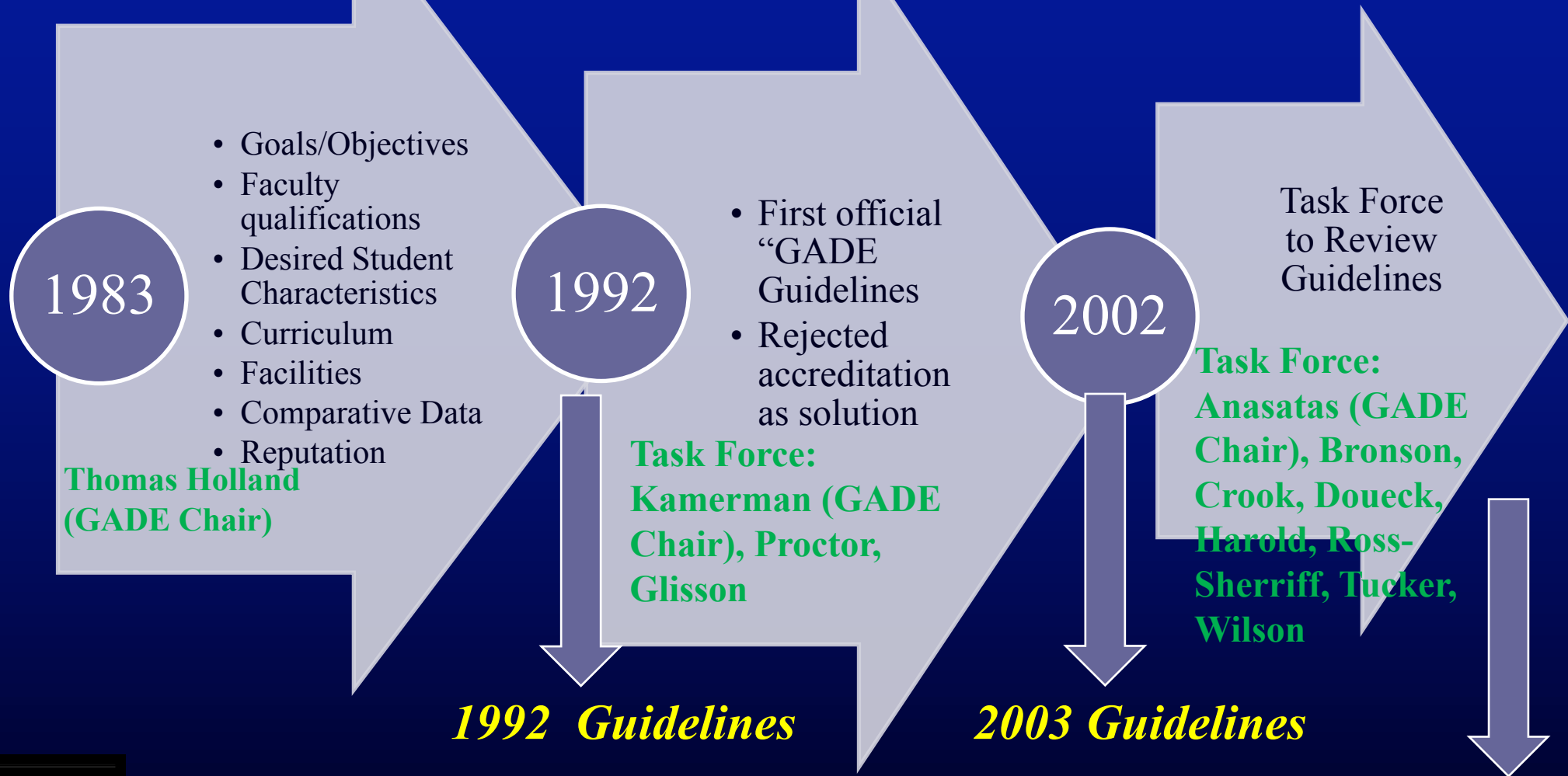
**Renee Cunningham-Williams, Ph.D., M.P.E., LCSW**

*Society for Social Work and Research*

*Friday, January 13, 2018*

*Washington, D.C.*

# History of "Quality Guidelines for Social Work PhD Programs"



# TASK FORCE:

## OUR CHARGE:

Complete Revision of 2003 Guidelines by April 2013 GADE Meeting

## OUR HOPE:

“An aspirational document to guide initial and on-going program development and to inform program assessment and improvement”

## To be true to Carnegie Initiative on the Doctorate (CID):

“Prepare students to be stewards of the discipline”

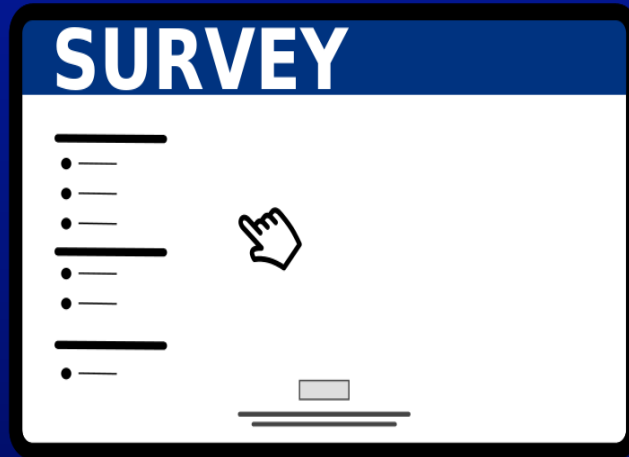


**2013 Guidelines:** “PhD-trained social work scholars improve the art and science of social work by generating, disseminating, and conserving the knowledge that informs and transforms professional practice”

# TASK FORCE:

## *“The Tasks” ... Data Collection*

*84 –item online*

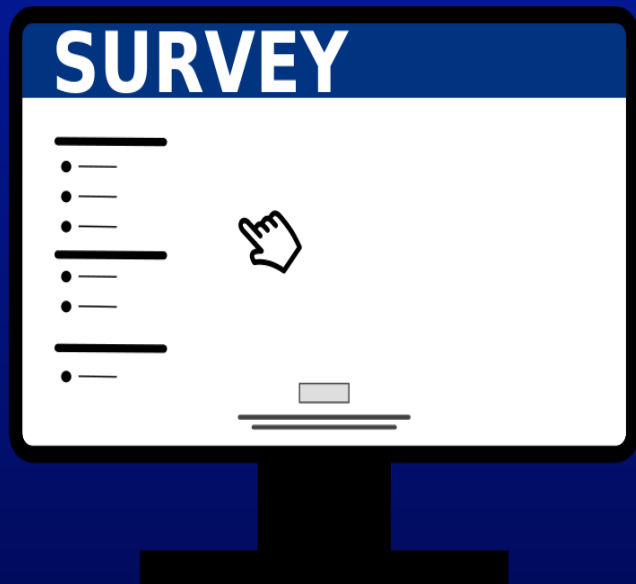


**N=416** SW faculty,  
administrators, students,  
Dec 2012

- 1) Skills /Knowledge (vs. specific curriculum)
- 2) Supports needed for success
- 3) Program resources
- 4) Program and student aspirational Outcomes

# TASK FORCE: “The Tasks” ... Analysis

84 –item online



**SURVEY DATA**

+

**EXISTING DATA**

- CID Work (Walker, 2008)
- National Survey of SW doc students (Anastas, 2012)
- Science of SW dialogue (Brekke 2012)

# GUIDELINES:

*Aspirational Document  
NOT Proscriptive*

*Focus on: SKILLS and  
EXPERTISE NOT Curriculum*



Quality  
Teaching



Knowledge of  
SW as a  
Profession &  
Discipline

Competency &  
relationship  
between  
RESEARCH +  
TEACHING

Resources,  
Admin.,  
Structures

Aspirational  
Student  
Outcomes



# Quality Guidelines for Social Work PhD Programs

Research on Social Work Practice  
2014, Vol. 24(3) 281-286  
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[sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav)  
DOI: 10.1177/1049731513517145  
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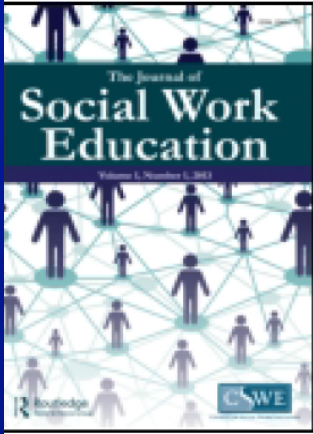
**Donna Harrington<sup>1</sup>, Christopher G. Petr<sup>2</sup>, Beverly M. Black<sup>3</sup>,  
Renee M. Cunningham-Williams<sup>4</sup>, and Kia J. Bentley<sup>5</sup>**

## **Abstract**

The Group for the Advancement of Doctoral Education in Social Work (GADE) adopted a new version of quality guidelines for PhD social work programs at its annual meeting in April 2013. These guidelines are reprinted in this article, together with a discussion of the context in which they were developed and approved. They are offered with the aim of advancing excellence in research-focused doctoral education and continuing the decades-long conversation about what constitutes excellence in those programs.

## **Keywords**

education, field of practice



## Journal of Social Work Education

 **Routledge**  
Taylor & Francis Group

ISSN: 1043-7797 (Print) 2163-5811 (Online) Journal homepage: <http://www.tandfonline.com/loi/uswe20>

# Quality Indicators and Expected Outcomes for Social Work PhD Programs: Perceptions of Social Work Students, Faculty, and Administrators

Christopher G. Petr, Donna Harrington, Kyeongmo Kim, Beverly Black, Renee M. Cunningham-Williams & Kia J. Bentley

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***CSWE Recognition of Task Force Work”***

***“Best Quantitative Article published in JSWE for 2016”***

GEORGE WARREN  
**BROWN**  
**SCHOOL**  
— of Social Work —

 **Washington University in St. Louis**

# External Evaluations of SW PhD Programs

Reasons for some sort of external assessment or measure of a SW doctoral program

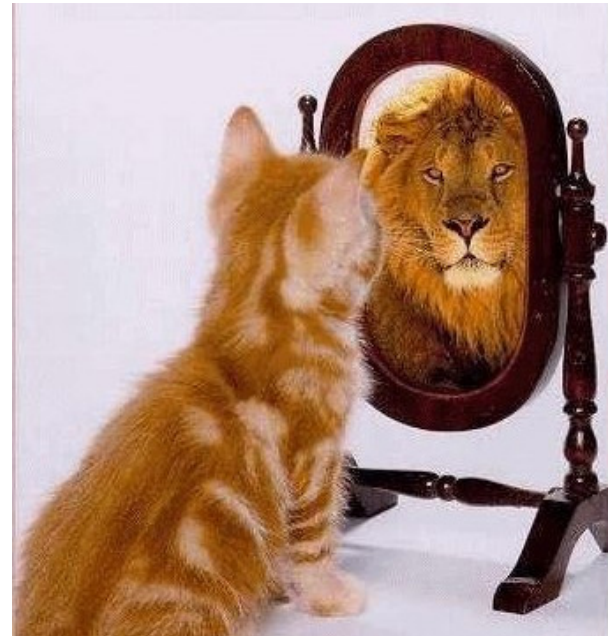
SW PhD programs are NOT accredited, which is why there is variance among programs

Benefits of using the GADE guidelines as part of a program evaluation

Example of how/why Simmons used GADE guidelines in external review

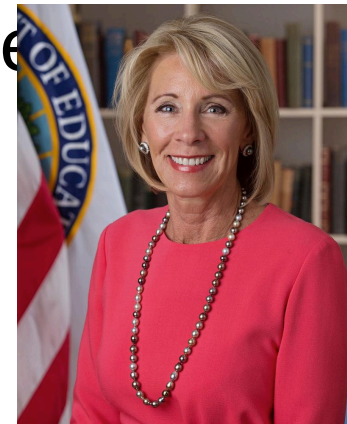
# Reasons for external review

- Base line measure for incoming students, program director, dean, and administration
- Avoid groupthink and self aggrandizement
- Keep faculty up-to-date
- Facilitate *curricular change*
- Leverage resources
- Position graduates
- Promote social justice



# Variance among SW PhD programs

- PhD awarded at the University-level
- US Department of Education Regional and National Institutional Accrediting Agencies that determine Title IV eligibility (financial aid)
- Example: NEASC accredits institutions in CT, ME, MA, NH, VT, RI offering bachelors, masters, doctoral level degrees
- GADE guidelines are specific to SW



# GADE quality guidelines

- Great utility in SW PhD program evaluation
- Calibrates program, faculty, students, graduates with nation trends and markets
- Leverage for—and with-- administrators
- Positions SW PhD Program within university
- Provides external evaluators with reference and context to suggest change/improvement



# An exemplar of external review

- New program director charged by dean to move the PhD program in a new direction
- Retained the most credible/knowledgeable expert available to conduct external review
- Stipend, travel, accommodations, extensive briefing material, tightly planned site visit with maximized exposure
- Relied on NAESC and
- GADE quality guidelines





# Innovative Research Curriculum

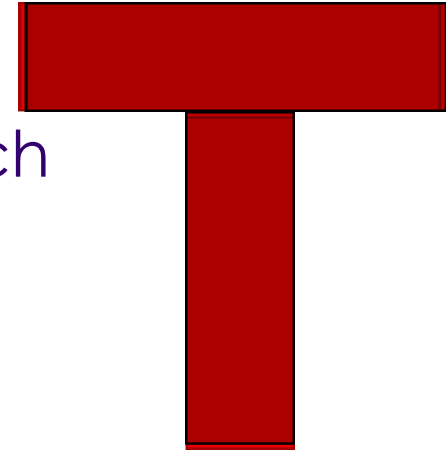
## Using Pedagogical Frameworks for Incorporating GADE Guidelines

Use literature models contemporary research careers help cluster specifics of curriculum planning

Link guideline efforts with changing research contexts and, thus, anticipated training needs

Anchored in social work AND strategically prepared to broadly collaborate (team science)

**First of these is T-shaped scholar**





# Pedagogical Frameworks Helpful for Incorporating GADE Guidelines

## THE STEM PART OF THE “T”

### GADE Guides re Knowledge of SW as Profession and Discipline

- SW value premises in knowledge development
- Locate their work in intellectual SW landscape, history
- Critically analyze theories, practices, policies, research from SW perspective
- Expertise in at least one specialized domain germane to SW



Social Work



# Science of Social Work: SW as an Integrative Science

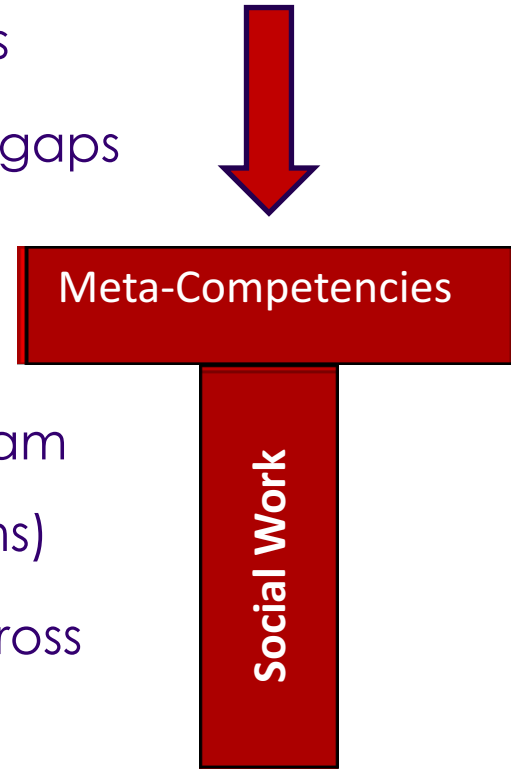
- SW history, strength in ecological, biopsychosocial, multi-level recognition of problems and solutions
- Interdisciplinary team science preparation increasingly important as SW problems/Grand Challenges highly complex, require multiple perspectives .... (and funding priorities are incentivizing)
- Require broader, deeper toolkits theorize, measure, analyze, interpret across levels, mechanisms
- GADE guides applied help SW'ers convey how they value added to research teams, are equipped work effectively with wide set collaborators .... who may not share SW values

**WHICH TAKES US TO THE CROSSBAR PART OF THE “T”**



# GADE Guides re Research/Scholarship Expertise & Skills: Integrative Meta-Competencies

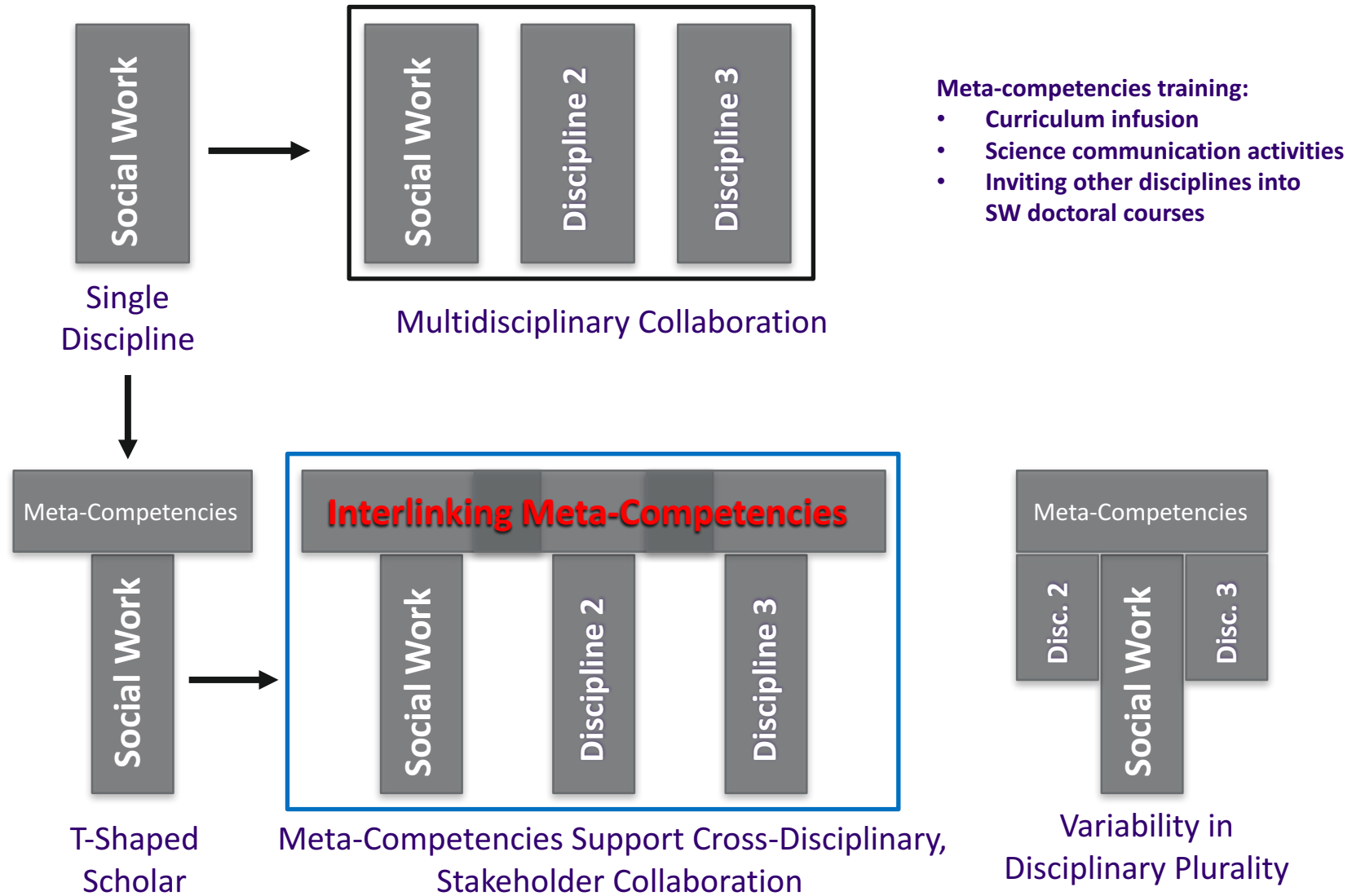
- Build viable integrative models, solo AND with others
- Nondefensively identify own/disciplinary limitations, gaps
- Readiness apply rigorous research methods support integrative modeling, analysis, interpretation
- Intentional inter-disciplinary course and research team experiences (within SW program and other programs)
- Curriculum mapping infuse meta-competencies across courses
- Mentoring, program requirements that facilitate this
- Use of IDPs (Individual Development Plans)



# Examples of Meta-Competencies

- Attitudes & initiative seek/integrate relevant knowledge from varied disciplines and stakeholders
- Ability convey own disciplinary research identity; how expertise adds value to interdisciplinary efforts
- Skills and knowledge to think generatively across disciplinary content; defensibly synthesize relevant concepts and theories
- Develop methodologically pluralistic approach relevant to one's research questions
- Learn language and methods of other disciplines sufficiently work together effectively
- Explain one's own work and perspectives in terms understandable to other disciplines and non-academic partners
- Present/publish research interdisciplinary/interprofessional venues, partner with those in other disciplines on proposals
- Collaborate respectfully, effectively with disciplinary partners and stakeholders; effectively navigate tensions and conflicts





# Concluding Note..... “Marketing” Social Work as Value-Added, Distinctive Research Partner

- Social work often not well known by others as well trained scientists.
- Continue educate potential partners, funders.....which can be challenging for students and early career scholars.
- Integrative science of social work often embedded within complex contexts, decreasingly communicating only to “the choir”.
- Recent survey junior faculty in SW reflected recognition of this gap but uncertainty how go about addressing (mentoring needs).
- Our collective challenge is apply GADE guides training for research careers will differ in many ways from those of us instructors!
- Roles of SSWR and GADE in more fully supporting our capacity: Underway and open to input!





# GADE Guidelines as an Advocacy Tool: Doctoral Student Perspective

## **2013 Action Step:**

Use GADE Guidelines language to enhance the Ph.D. program's mission and goals by including explicit focus on social justice.



# GADE Guidelines as an Advocacy Tool: Doctoral Student Perspective

## **2017 Action Step:**

Use GADE Guidelines to advocate for increasing focus on social justice within the Ph.D. curriculum.

Current Context + GADE Guidelines + NASW Code of Ethics  
+ Program's Mission, Vision & Values





# GADE Guidelines as an Advocacy Tool: Doctoral Student Perspective

- Introduce Ph.D. students to the GADE Guidelines within the first year of the program as a part of their “stewards of the discipline” socialization.
- Encourage students, faculty and program leadership to use the guidelines as a tool for continuous program improvement and accountability.