GROUP FOR THE ADVANCEMENT OF DOCTORAL EDUCATION IN SOCIAL WORK

CSWE/GADE Report on the Current Landscape of Doctoral Education in Social Work

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Contents

Glossary

Carnegie Classifications

R1: Doctoral University–Very high research activity

R2: Doctoral University–High research activity

D/PU: Doctoral/Professional University

Visit carnegieclassifications.iu.edu for more information.

Institution Types

For-profit: educational institutions operated by private, profit-seeking businesses

Private-other: nondenominational private, not-for-profit institutions (examples include Adelphi University, Howard University, and University of Pennsylvania)

Private–religion affiliated: private not-for-profit institutions with a religious affiliation (examples include Boston College, University of Saint Thomas, and Yeshiva University)

Public: institutions funded by or associated with a state government

CSWE Regions

Great Lakes (IL, IN, MI, MN, OH, WI)

Mid Central (IA, KS, MO, NE)

Mid-Atlantic (DE, DC, MD, PA, VA, WV)

New England (CT, ME, MA, NH, RI, VT)

North Central (CO, MT, ND, SD, UT, WY)

Northeast (NJ, NY, PR, VI)

Northwest (AK, ID, OR, WA)

South Central (AR, LA, NM, OK, TX)

Southeast (AL, FL, GA, KY, MS, NC, SC, TN)

West (AZ, CA, GU, HI, NV)

Data Sources

Data sources are color-coded in tables throughout this report using the following color themes:

2019 CSWE Annual Survey	2020 GADE Directors' Survey

Introduction

The Council on Social Work Education (CSWE) and the Group for the Advancement of Doctoral Education in Social Work (GADE) have partnered to create this report on the status of doctoral education in the United States. The data presented come from CSWE's 2019 Annual Survey of Social Work Programs in the United States and from the 2020 GADE Director Survey. Together, the data paint a picture of the current status of practice doctorate and research doctorate programs.

There is a definite need for this report on doctoral education because more social work students are pursuing doctoral degrees today (3,421) than 5 years ago (2,545). Most of this growth has been in practice doctorates, with 44.9% of all doctoral students enrolled in practice doctorate programs in 2019, compared to 9.5% enrolled in practice doctorate programs in 2014. The modern social work practice doctorate degree (DSW) emerged in 2007 at the University of Pennsylvania "as a form of genuine practice doctorate intended for experienced social work practitioners, usually holding a license to practice social work, and who wished to move into careers focusing on advanced clinical practice, and in teaching in BSW and MSW programs" (Thyer, 2015). Trend data from the CSWE's Annual Survey show that the number of practice and research doctorate programs being offered has steadily been increasing over the last 5 years, and the number of enrolled students in the practice doctorate programs has increased more than fivefold from 2015 to 2019. At the same time, the number of research doctorate students has consistently decreased over the last decade, with programs reporting data seeing a drop of 8.9% from 2018 to 2019, 18.6% from 2014 to 2019, and 24.5% from 2009 to 2019.

This report provides data for both the practice and research doctorate degrees and is designed to provide points for discussion about the future of doctoral education in social work. Current trends in doctoral education are first summarized, and differences and similarities between various components of both doctoral degrees are presented, including enrollment, degrees conferred, program offerings, students' goals for completing the degrees, curricula, and graduate job searches.

The report is designed to follow the flow of a social work student's lifecycle, starting with applying to the program and the support they may receive and concluding with the degree conferral and the graduate's first job after graduation. We believe the findings of the report will generate useful dialogue between doctoral directors and the social work community and will further advance doctoral education in a way that recognizes the unique and complementary contributions of both practice doctorate and research doctorate programs.

About CSWE and GADE

Brief History and Mission of CSWE

Founded in 1952, CSWE is the national association representing social work education in the United States. The mission of CSWE is "to advance excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions." Its members include more than 800 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

CSWE Accreditation

When CSWE was founded in 1952, the association accredited only master's programs in social work, because a perception existed—although it was not universally supported—that preparation for professional social work practice was the responsibility of master's programs.

In October 1961, the CSWE board adopted Social Welfare Content in Undergraduate Education as an aid to higher education institutions that wanted to develop such programs. In 1973, CSWE issued accreditation standards covering content in the social work curriculum, staffing, and organization of social welfare programs at the undergraduate level, and in 1974 the National Commission on Accrediting formally authorized CSWE to accredit baccalaureate social work programs (CSWE, 1973, 1974). It issued a revised curriculum policy statement in 1982 that included curriculum policy for BSW programs (CSWE, 1982). The CSWE Educational Policy and Accreditation Standards were last revised in 2015, with updated standards scheduled to be released in 2022.

Because CSWE's focus has been on the quality of education for individuals intending to engage in professional social work practice, it never has accredited social work programs at the associate's or research doctoral level.

Brief History of Doctoral Education in Social Work and GADE

In 1915, Bryn Mawr College established the first PhD program in social work in the United States. Since then, various forms of post-MSW education have been promoted, such as the research-

oriented PhD programs championed by Edith Abbot and Sophonisba Breckenridge in the 1920s and 1930s, the "third year" programs in psychiatric social work funded by the National Institute of Mental Health (NIMH), and the practitioner-based doctoral programs (DSWs) that emerged in the 1940s and 1950s (Lightfoot & Beltran, 2018). NIMH also funded various committees and task forces including the American Association of Schools of Social Work, and later the Committee on Advanced Curriculum of the CSWE, to study, monitor, and guide doctoral education in social work from the 1940s through the 1960s. These task forces and committees developed three sets of guidelines for doctoral education in social work in 1946, 1953, and 1964, which were the precursors to the modern GADE PhD Program Quality Guidelines first published in 1992 (Lightfoot & Beltran, 2018).

One important milestone in the development of doctoral education was the establishment of GADE in 1981. The formal establishment of GADE was a response to a recommendation in the CSWE-sponsored "Ripple Report" (i.e., the Bisno Report) in the 1970s to eliminate the MSW and replace it with a new 3-year practice-based doctorate, the Social Work Doctorate, and therefore to restructure social work education. Concerned that the recommendations did not consider the importance of research training in doctoral education, a group of deans and doctoral program directors began meeting in 1977 (Lightfoot & Beltran, 2018). This led to the formation of GADE in 1981, with the initial goals of promoting the interests of doctoral programs, developing a structure for information exchange, stimulating effective educational and research efforts, and collaborating with other national organizations.

GADE continues to evolve and is currently a firmly established organization, playing a key role in promoting doctoral education and supporting its constituents with the mission of "promoting rigor in doctoral education in social work, focusing on preparing scholars, researchers, and educators who function as stewards of the discipline" (GADE, 2016). GADE also became a leading player in promoting doctoral research training in the field of social work and was involved in the formation of both the Institute for the Advancement of Social Work Research in 1993 and the Action Network for Social Work Education and Research.

The GADE membership consists of directors of established social work and social welfare doctoral programs. In the first GADE membership guide, published in 1985, there were 49 doctoral programs, including 30 research doctorate programs and 19 practice doctorate programs. Currently, GADE membership includes 87 research doctorate programs (77 in the United States, 9 in Canada, and 1 in Israel) and 17 practice doctorate programs.[1]

One of GADE's main activities is improving the quality of current doctoral programs, with particular concern about the uneven quality of research training, especially in the early years. GADE published "Quality Guidelines for PhD Programs in Social Work" in 1992, 2003, and 2013, with a new edition under way. Informed by national surveys from multiple constituencies, these guidelines provide an important roadmap for the development, review, and improvement of research doctorate programs. The document specifies skills and knowledge expected for doctoral

1 At the time of data collection, 17 practice doctorate programs were members of GADE. As of the publication of this report, CSWE and GADE are aware of 19 practice doctorate programs that have currently enrolled students and one program preparing to enroll their first class of students in fall 2021.

students in the areas of knowledge of social work as a profession and discipline, research and scholarship, and teaching. In addition, the document recommends guidelines regarding core supports to students, structure and resources for program administration, and recommended aspirational outcomes for research doctorate students.

Recent Development of Research and Practice Doctorate Programs

RESEARCH DOCTORATES (PHD)

The growth of research doctorate programs in GADE member institutions has steadily increased from 30 programs in 1985 to 77 programs in 2020. CSWE has tracked a 12.7% increase in the number of research doctorate programs from 2009 to 2019 and a 6.7% increase from 2014 to 2019. Most research doctorate programs are research-focused degrees, offering intensive research training and mentoring, although most also require courses in pedagogy and opportunities for developing teaching skills. The establishment of the Institute for the Advancement of Social Work Research in 1993, the Society for Social Work and Research in 1994, the American Academy of Social Work and Social Welfare in 2009, and the Doctoral Education Roundtable at Islandwood in the early 2010s reflected social work's growing dedication to research and laid the groundwork for important dialogues about social work as an integrative scientific discipline, which also influences research training for research doctorate students (Brekke, 2014; Cnaan, 2018; Uehara, Barth, Coffey, Padilla, & McClain, 2017).

Research doctorate programs are offered primarily by public institutions (65% of programs) but also at private–nonprofit and private–for-profit institutions. They are more likely to be offered in universities classified as research institutions according to the Carnegie Classification (Indiana University Center for Postsecondary Research, 2018), with about 63% in Doctoral Universities–Very high research activity (R1), 20% in Doctoral Universities–High research activity (R2), 10% in institutions classified as Doctoral/Professional Universities (D/PU), and a small number at institutions classified as Master's Colleges and Universities, Baccalaureate Colleges, and Special Focus Institutions, based on the current GADE membership. There are both full-time and part-time PhD programs, and they vary in average length from 4 to 6 years. The number of research doctorate students enrolled at institutions responding to the CSWE Annual Survey in 2019 was approximately 1,900, down from almost 2,500 in 2009. Responding institutions have reported approximately 300 graduates each year over the last decade. Because of the focus on research, graduates of research doctorate programs are more likely to move into either academic or research positions (Lightfoot & Zheng, 2020).

PRACTICE DOCTORATES (DSW)

In contrast to the stable growth of the research doctorates, practice doctorates experienced rapid growth in the past decade, including a 260% increase in programs from 2014 to 2019. Starting in the 2010s, practice doctorate programs have had a resurgence fueled by potential students who desired doctoral education with a practice rather than a research focus, and these new programs

have distinguished themselves as offering advanced practice degrees, in contrast to the older practice doctorate degrees that, similar to research doctorate degrees today, focused more on preparing graduates to be researchers and faculty members. As of May 2021, there were 19 practice doctorate programs[2] with actively enrolled students, a 20th program scheduled to enroll its first students in fall 2021, and several more programs being planned. Like research doctorate programs, they are offered mostly by universities classified as research institutions according to the Carnegie Classification (Indiana University Center for Postsecondary Research, 2018), with about 41% in R1, 12% in R2, 35% in D/PU, and 11% at Master's Colleges and Universities. They can be found in a mix of public, private–nonprofit, and private–for-profit institutions. Eight practice doctorate programs are in social work schools and departments that also have research doctorate programs. Slightly less than half are clinically oriented, with the remainder focused on topics such as community practice, administration, and teaching. The great majority are hybrid in format, with some combination of in-person and online courses. They vary widely in terms of credits required for graduation. Most programs require a MSW for admission.

Since 2010, the role of the practice doctorate in social work and its implications for the social work profession have been examined by CSWE members and other professional groups. CSWE's activities on the subject included a practice doctorate task force report, a National Association of Social Workers Social Policy Institute Think Tank, Leadership Roundtable discussions led by GADE, and six years of surveys, research, and meetings by the CSWE Board, council and commission members, and stakeholders. CSWE then began a process to develop accreditation standards and processes for these practice doctorate programs. A committee consisting of practice doctorate directors, CSWE staff, and representative members of CSWE's Commission on Education Policy and Commission on Accreditation joined together to develop accreditation standards.

At the June 2020 Commission on Accreditation (COA) meeting, COA approved the Educational Policy and Accreditation Standards (EPAS) for professional practice doctoral programs. On June 19, 2020, CSWE announced the approval of the EPAS after a 2-year process of drafting, revising, and repeatedly gathering feedback from various constituencies including GADE, the National Association of Deans and Directors, and individual CSWE members. CSWE's Department of Social Work Accreditation then began developing a timeline and the operational infrastructure to support the development of a pilot process for the accreditation of these programs by the Commission on Accreditation, as required by the Council on Higher Education Accreditation, which recognizes the CSWE Commission on Accreditation as an accrediting body for social work education.

Because of these recent changes and development in doctoral education, it is timely to examine the current status of doctoral education, which should help generate useful dialogues for doctoral programs as they navigate their strategic directions in the changing landscape of doctoral social work education.

2 As of publication, only 17 practice doctorate programs are members of GADE.

Source of Data Presented in This Report

CSWE Annual Survey of Social Work Programs in the United States

Data on practice and doctoral social work programs in the United States are collected annually through the CSWE Annual Survey of Social Work Programs. The survey is typically administered annually from November to February and collects enrollment data for the fall semester of the current year and degree conferral data from the previous academic year. Most of the data in this section of the report were collected between November 21, 2019 and February 28, 2020, with enrollment data focused on fall 2019 and degree conferral data on the 2018–2019 academic year. Quantitative data analysis techniques were applied in SPSS software for statistical analysis.

In fall 2019, CSWE identified 18 practice doctoral programs and 80 research doctoral programs in the United States that had actively enrolled students at that time. Invitations to complete the survey were sent to all of the identified institutions via email. The response rate can be found in Table 1. Six institutions that responded to the survey had both research and practice doctorate programs. Overall, we are missing data from less than one sixth of the social work doctoral programs, most of which are private institutions. In addition, respondents to the survey were required to respond to only a small percentage of items on the survey, most notably the number of degrees conferred, resulting in varied response rates per question. Percentages reported in this report are based on the programs that responded to the survey. The data compiled in this report are based on self-reports from the responding programs and institutions.

TABLE 1 2019 CSWE Annual Survey response rate by survey section.

	Invitations	Completed responses	Percentage responding
Practice doctorate	18	15	83.3
Research doctorate	80	69	86.2

Throughout the report, data from the **2019 CSWE Annual Survey** are presented in **blue**.

2020 GADE Director Survey

The 2020 GADE Director Survey aimed to assess 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 and outcomes. Recent changes in doctoral education mean that it will be important to understand the overall landscape as well as the uniqueness of research doctorate and practice doctorate programs and how both types of programs complement and contribute to doctoral education.

The 2020 GADE Director Survey was a cross-sectional survey sent to the program directors of all 96 GADE member institutions and included up to 45 questions. The survey was conducted between April 1 and June 7, 2020. Questions about graduation and job searches focused on the 2018–2019 academic year because this was the most recent class for which complete information could be provided. Quantitative data analysis methods were used in SPSS for statistical analysis. For the open-ended question on the focus of the doctoral curriculum, researchers used qualitative techniques to identify common codes and then quantified the data by counting the occurrence of each theme.

Program directors of 78 doctoral social work programs completed the GADE Director Survey: 60 research doctorate program directors, 15 practice doctorate directors, 2 directors overseeing both research doctorate and practice doctorate programs, and 1 director of a research doctorate program that is under development (Table 2).

TABLE 2 2020 GADE Director Survey response rate by survey section.

	GADE members	Completed responses	Percentage responding
Practice doctorate	17	15	88.2
Research doctorate	87	60	69.0

Throughout the report, data from the **2020 GADE Director Survey** are presented in **gold**.

Presentation of Data

Number of Research Doctorate and Practice Doctorate Programs in the United States

The number of practice doctorate programs grew rapidly from 2015 to 2018, with increases of 37.5% from 2015 to 2016, 9.1% from 2016 to 2017, and 41.7% from 2017 to 2018. The number of research doctorate programs increased much more modestly over the time period, increasing by 6.7% from 2014 to 2019, compared with practice doctorate programs, which increased by 260.0%. Table 3 shows that, overall, there were more than four times as many research doctorate programs in the United States as practice doctorate programs in 2019.

TABLE 3 Number of practice doctorate and research doctorate programs by year, based on CSWE Annual Survey invitations.

	Practice doctorate	Research doctorate
2019	18	80
2018	17	79
2017	12	77
2016	11	77
2015	8	75
2014	5	75

Applicants and Enrollment

The CSWE Annual survey data in Table 4 show that the mean number of applications to practice doctorate programs per institution was almost two and a half times as high as the mean number of applications per research doctorate program. Practice doctorate programs accepted a much higher percentage of applicants, 83.8%, versus only 30.1% for research doctorate programs. The mean number of applicants accepted per practice doctorate program was more than seven times as large as the mean number accepted per research doctorate program. However, of the accepted students, a much higher percentage of research doctorate students enrolled and started their studies in the program, 66.0%, versus only 32.1% of practice doctorate students (Table 5).

TABLE 4 Applicants, accepted students, and first-time enrolled students for practice doctorate and research doctorate programs, fall 2019.

	Practice doctorate			Research doctorate		
	N	Sum	Mean per institution	*N*	Sum	Mean per institution
Applicants	14	1,042	74.4	59	1,793	30.4
Accepted students	13	873	67.2	59	539	9.1
First-time enrolled	13	280	21.5	60	356	5.9

TABLE 5 Acceptance rate and yield rate for practice doctorate and research doctorate programs for fall 2019.

	Practice doctorate		Research doctorate	
	N	Percentage	*N*	Percentage
Acceptance rate	13	83.8	59	30.1
Yield rate	13	32.1	59	66.0

Financial Support by Program Type

Table 6 shows the funding and tuition support that was reported for students in research doctorate and practice doctorate programs from the GADE Director's Survey. Across all domains, research doctorate programs provided significantly more support to their students than practice doctorate programs. For incoming students, 89.4% of research doctorate programs provided some form of funding to incoming students, compared to 42.9% of practice doctorate programs (p = .011).

TABLE 6 Student financial support by program type.

	Practice doctorate		Research doctorate		
	N	Percentage	*N*	Percentage	*p*
Offer any funding to incoming students	7		47		.011
No	4	57.1	5	10.6	
Yes	3	42.9	42	89.4	

Note. *p*-value from Fisher's exact test.

Enrollment

The number of reported students enrolled in practice doctorate programs that responded to the CSWE survey in the United States in fall 2019 was 1,536, 18% lower than the total number of students enrolled in responding research doctorate programs, 1,885 (Table 7). Because three practice doctorate and 11 research doctorate programs did not complete the survey, the actual total number of students enrolled in each type of doctoral program was higher. Since there were many fewer practice doctorate programs than research doctorate programs, the mean enrollment in practice doctorate programs was more than four times higher than the mean enrollment in research doctorate programs. The range in sizes of programs also varied widely, with practice doctorate programs ranging from 15 up to 465 enrolled students, versus research doctorate programs ranging from three to 191 enrolled students. Another area of difference is the number of international students enrolled in programs, with only three international students enrolled in practice doctorate programs in fall 2019 versus 254 enrolled in research doctorate programs at the same time.

TABLE 7 Total enrollment for practice doctorate and research doctorate programs for fall 2019, with breakdown of full- and part-time status and coursework completion status.

	Practice doctorate			Research doctorate		
	N	Sum	Percentage of enrolled students	*N*	Sum	Percentage of enrolled students
Full-time enrolled taking coursework	13	846	55.1	60	792	42.0
Full-time enrolled completed coursework	12	136	8.8	58	675	35.8
Part-time enrolled taking coursework	13	215	14.0	53	188	10.0
Part-time enrolled completed coursework	11	339	22.1	52	230	12.2
Total enrolled	13	1,536	—	64	1,885	—
Mean total enrollment per program	13	118	—	64	29	—

Almost two thirds of practice doctorate students from responding programs were enrolled full-time (63.9%), with 55.1% of full-time students actively taking coursework and 8.8% having completed coursework but working on final degree requirements, such as a capstone project in the final year of the 3-year program. A higher percentage of research doctorate students were enrolled full-time, more than three quarters of students (77.8%), with 42.0% actively

taking courses and 35.8% working on dissertations, which can take a student more than 2 years to complete after coursework is finished. Of the remaining 36.1% of practice doctorate students who were enrolled part-time, 14.0% were taking coursework and 22.1% were finishing degree requirements. At the research doctorate level, 22.2% of students were enrolled part-time, with 10.0% taking coursework and 12.2% working on their dissertations. Overall, 69.1% of practice doctorate students in responding programs were actively taking coursework, as opposed to 52.0% of research doctorate students in responding programs.

TABLE 8 Percentage of total enrollment for practice doctorate and research doctorate programs for fall 2019, by sex.

	Practice doctorate	Research doctorate
Male	16.8%	24.5%
Female	82.8%	73.0%
Other	0.0%	0.2%
Unknown	0.4%	2.4%

TABLE 9 Percentage of total enrollment for practice doctorate and research doctorate programs for fall 2019, by age.

	Practice doctorate	Research doctorate
Under 25	0.3%	2.5%
25–29	7.4%	17.8%
30–34	16.6%	24.8%
35–44	36.4%	31.0%
45 or over	39.0%	19.3%
Unknown	0.1%	4.7%

By sex, Table 8 shows that males made up almost a quarter of research doctorate students from responding programs (24.5%), whereas women made up 73.0% of research doctorate students. Across baccalaureate, master's, practice doctorate, and research doctorate levels, research doctorate programs have the highest percentage of male students (CSWE, 2020). At the practice doctorate level, women represented 82.8% of students, whereas men represented 16.8%.

Practice doctorate students in responding programs tended to be older than research doctorate students, as seen in Table 9, with more than three quarters being 35 years of age or older (75.4%), compared to 50.3% of research doctorate students being 35 years of age or older. Only 7.7% of practice doctorate students are under the age of 30, compared to 20.3% of research doctorate students.

A higher percentage of practice doctorate students in responding programs were African American/Black (non-Hispanic) (35.8%) versus research doctorate students (22.1%), the only race/ethnicity category for which a higher proportion of enrolled students were in practice doctorate degrees (Table 10). White (non-Hispanic) students were 36.0% of practice doctorate students compared to 46.0% of research doctorate students, Asian students were 3.3% of practice doctorate students compared to 9.9% of research doctorate students, and Hispanic/Latinx students were 10.5% of practice doctorate students and 11.6% of research doctorate students. Note that at the practice doctorate level, 11.3% of students had an unknown race/ethnicity, versus 6.5% of students at the research doctorate level.

TABLE 10 Percentage of total enrollment for practice doctorate and research doctorate programs for fall 2019, by race/ethnicity.

	Practice doctorate	Research doctorate
African American/Black (non-Hispanic)	35.8%	22.1%
American Indian/Alaska Native	0.7%	0.8%
Asian	3.3%	9.9%
Hispanic/Latinx	10.5%	11.6%
Native Hawaiian/Pacific Islander	0.2%	0.3%
White (non-Hispanic)	36.0%	46.0%
Two or more races	2.2%	2.8%
Unknown	11.3%	6.5%

Student Goals for Enrollment by Program Type

To understand why students enroll in research doctorate and practice doctorate programs, the GADE survey elicited information from both groups of program directors about their students' goals for pursuing a doctorate in social work. Based on responding programs, research doctorate and practice doctorate directors rated students' goals of educating the next generation of social workers (PhD $M = 4.35$, $SD = 0.78$; 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 $M = 3.58$, $SD = 1.38$; $p = .221$) as having comparable importance (Table 11). In addition, both research doctorate and practice doctorate students enrolled in doctoral education endorsed the goal of contributing to knowledge development, dissemination, and application. However, students in research doctorate programs placed greater importance than practice doctorate students on the goal of making their contributions through research (PhD $M = 4.72$, $SD = 0.77$; DSW $M = 3.67$, $SD = 0.99$; $p < .001$), whereas practice doctorate students placed greater importance on making their contributions through advancing specialized practice at the micro, mezzo, and macro levels (PhD $M = 3.18$, $SD = 1.41$; DSW $M = 4.67$, $SD = 0.49$; $p < .001$). Practice doctorate students also placed greater importance than research doctorate 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 nonacademic settings (PhD $M = 3.19$, $SD = 1.21$; DSW $M = 4.42$, $SD = 0.67$; $p = .001$). Though moderately important on average for practice doctorate programs, advancing clinical expertise ranked as the least important goal across both research doctorate and practice doctorate programs.

TABLE 11 Students' goals when enrolling by program type.

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

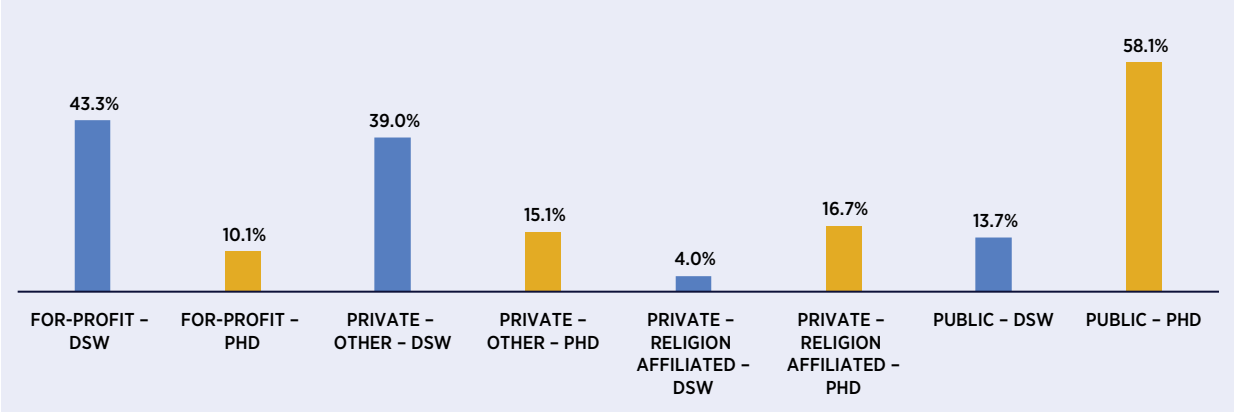
Note. Program directors were asked to rate the importance of goals students may have when they enroll in their program, from 1, "Not at all important"; 2, "Slightly important"; 3, "Moderately important"; 4, "Very important"; to 5, "Extremely important." *p* values from independent samples *t* test.

Additional Breakdown of Enrollment Data

BREAKDOWN BY TYPE OF INSTITUTION

When broken down by type of the institution, the majority of all practice doctorate students were enrolled at for-profit institutions (43.3%) or private institutions that were not religiously affiliated (39.0%), whereas only 10.1% of research doctorate students were enrolled at for-profit institutions or private institutions that were not religiously affiliated (15.1%) (Figure 1). In contrast, more than half of all research doctorate students were enrolled at public institutions (58.1%), compared to only 13.7% of practice doctorate students.

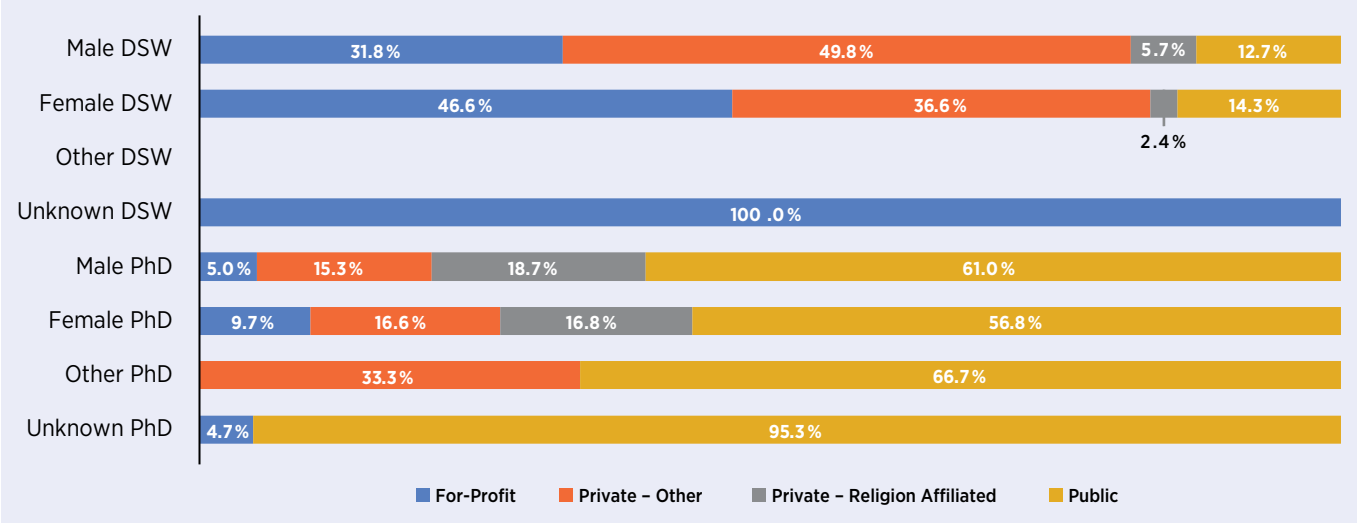
FIGURE 1 Proportion of 2019 enrollment by type of institution and degree level.



At the practice doctorate level, 46.6% of female students were enrolled at for-profit institutions, compared to only 31.8% of male students (Figure 2). A similar difference is seen at the research doctorate level, with almost twice as many female students being enrolled at for-profit

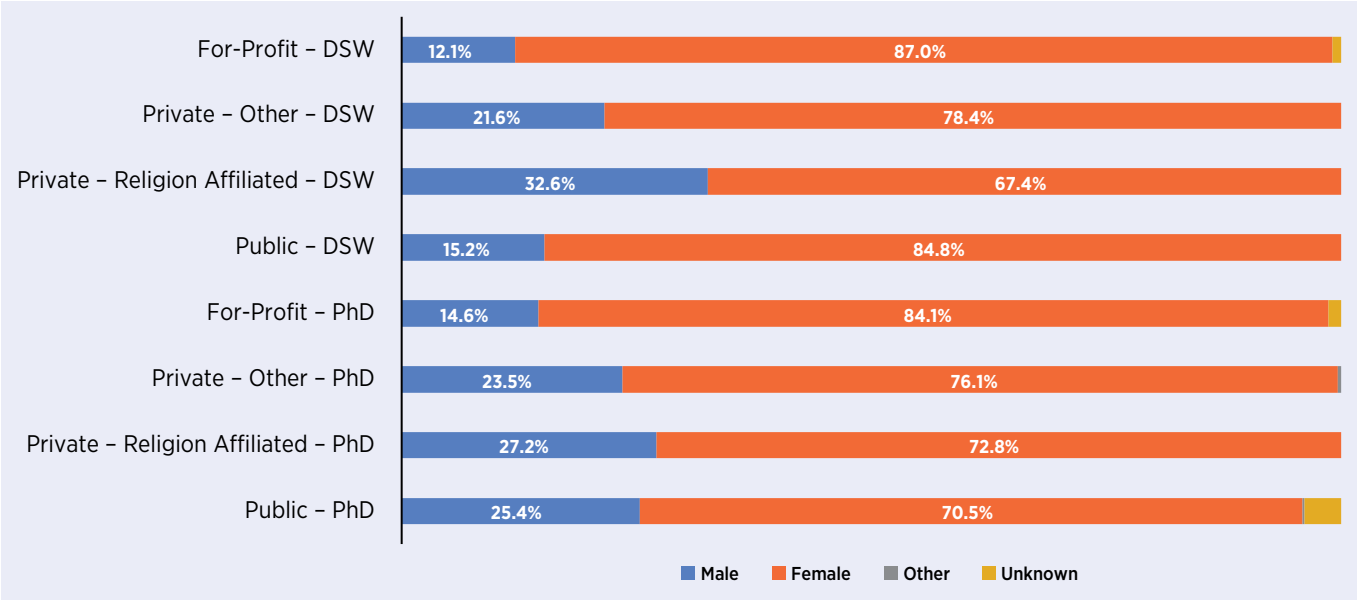
institutions (9.7%) versus male students (5.0%). At the practice doctorate level, the opposite is true at private–other institutions, with 49.6% of male students being enrolled at this type of institution compared to 36.6% of female students.

FIGURE 2 Reported proportion of 2019 enrollment by sex, type of institution, and degree level.



When broken down by proportion of enrolled students at each type of institution by the student's sex, as seen in Figure 3, female students made up a larger proportion of students at for-profit practice doctorate programs (87.0% vs. 82.8% of all practice doctorate students) and public institutions (84.8%), but a smaller proportion of students at private–religion affiliated institutions (67.4%). A similar situation is seen at for-profit research doctorate institutions, with 84.1% of students being female versus 73.0% of all students.

FIGURE 3 Reported proportion 2019 enrollment by sex, type of institution, and degree level.



By race/ethnicity, at the practice doctorate level, 56.7% of African American/Black students were enrolled at for-profit institutions (Figure 4), compared to 43.3% of all enrolled students. At all other types of institutions, the proportion of African American/Black students was lower than the proportion of students overall, with 34.6% of African American/Black students being enrolled at private–other institutions, compared to 39.0% of all students, 1.5% at private–religion affiliated, compared to 1.5% of all students, and 7.2% at public institutions, compared with 13.7% of all students. Similar divergences are seen at the research doctorate level (Figure 5), most notably with 25.8% of African American/Black students being enrolled at for-profit institutions, compared with 10.1% of all students, and 41.6% being enrolled at public institutions, compared with 58.1% overall.

At the practice doctorate level, just 8.4% of Hispanic/Latinx practice doctorate students were enrolled at public institutions, but 61.3% were enrolled at private–other institutions, well above the 39.0% of all students enrolled at private–other institutions. At the research doctorate level, 50.7% of Hispanic/Latinx students were enrolled at public universities, and 27.8% were enrolled at private–religion affiliated institutions, well above the 16.7% of all students enrolled at the same type of institutions. At both the practice doctorate and research doctorate levels, fewer Hispanic/Latinx students were enrolled at for-profit institutions than the overall proportion of all students.

More White (non-Hispanic) students at the practice doctorate level were enrolled at public institutions (24.7% vs. 13.7% of all students) and for-profit institutions (31.8% vs. 43.3% of all students). Similarly, at the research doctorate level, 65.8% of White (non-Hispanic) students were enrolled at public institutions (vs. 58.1% overall) and 6.7% were enrolled at for-profit institutions, versus 10.1% of all students.

FIGURE 4 Reported proportion of 2019 practice doctorate enrollment by race/ethnicity and type of institution.

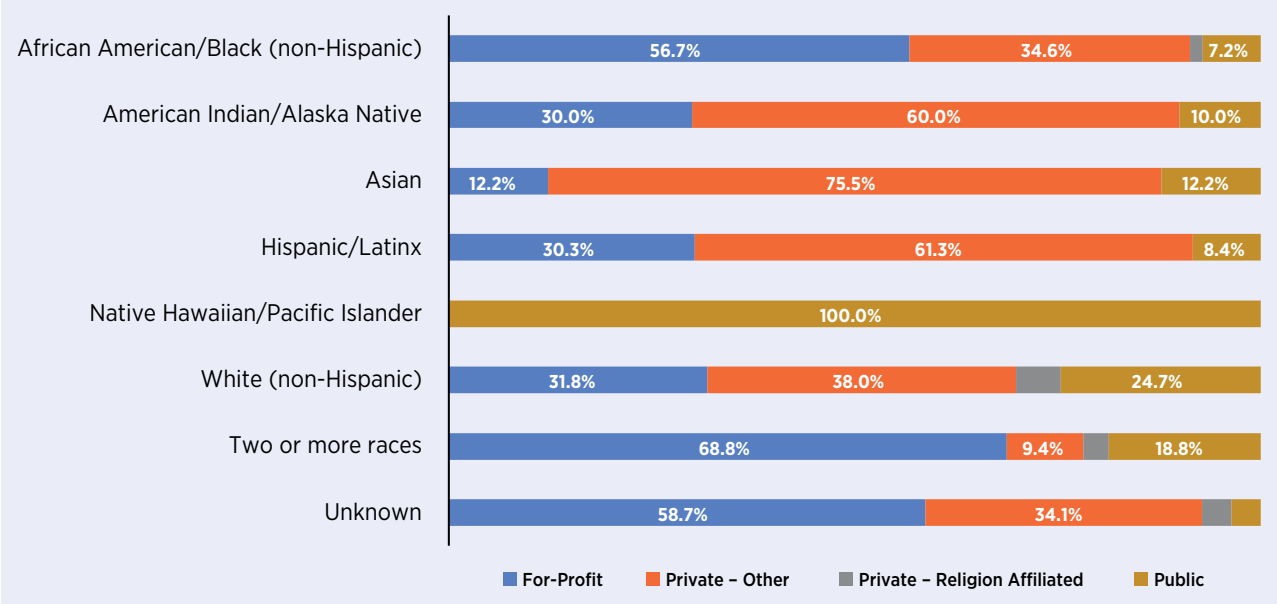
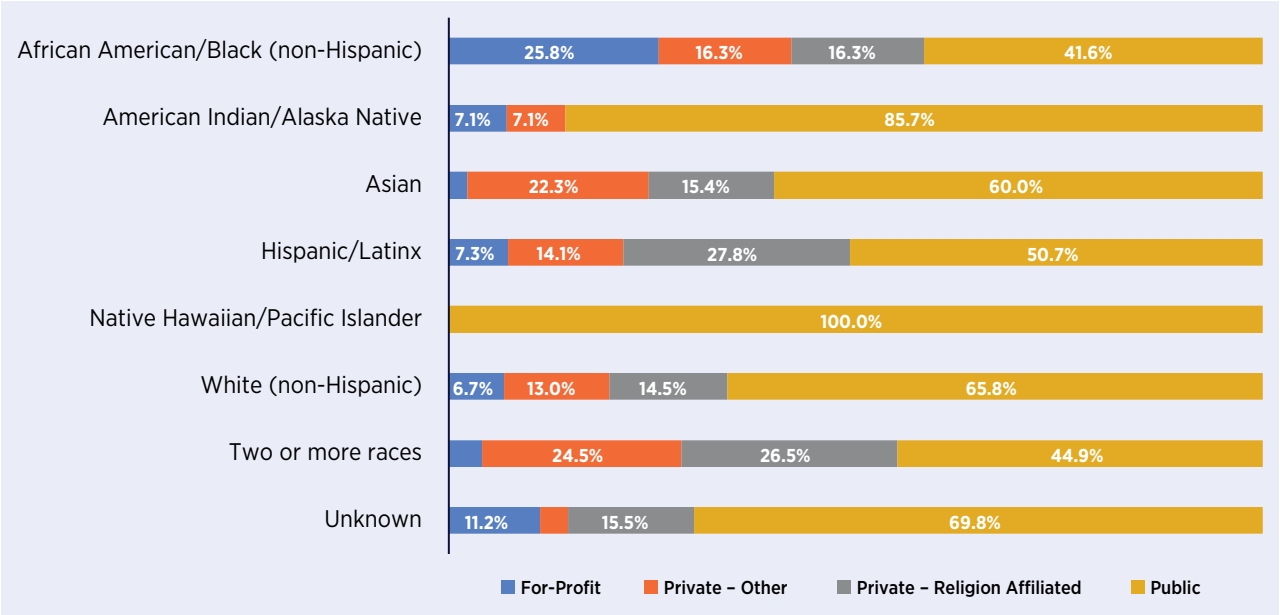
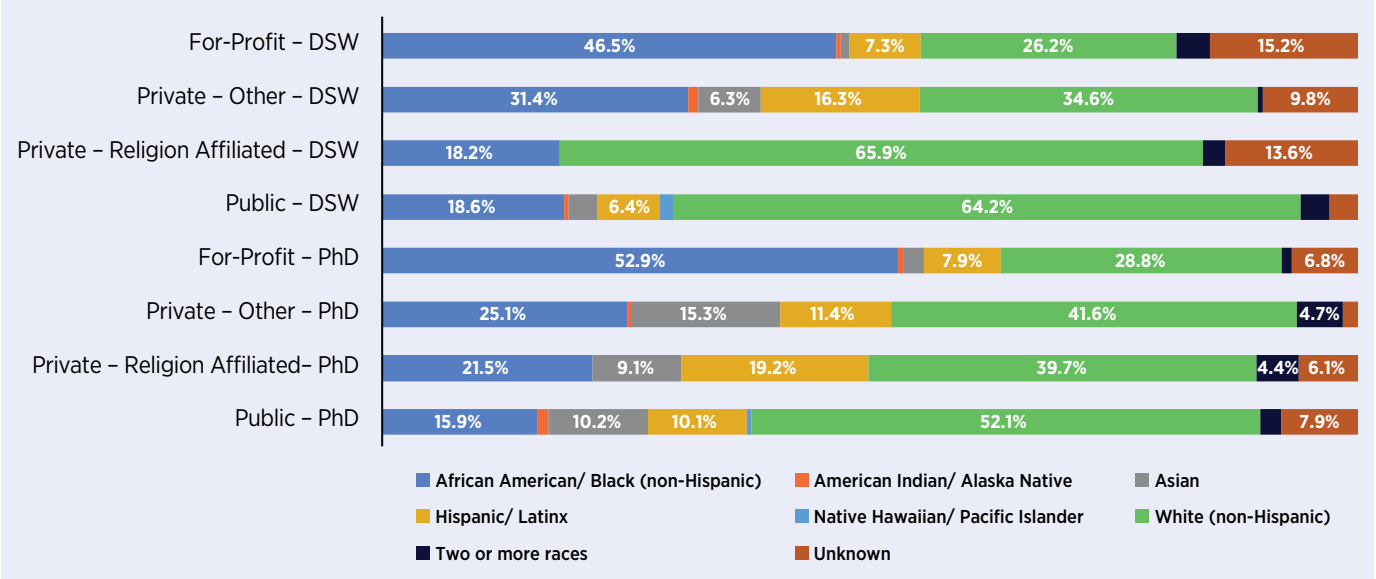


FIGURE 5 Reported proportion of 2019 research doctorate enrollment by race/ethnicity and type of institution.



In the race/ethnicity breakdown of students at each type of institution by program level in Figure 6, other disparities emerge. At for-profit practice doctorate and research doctorate programs, almost half of all enrolled students are African American/Black (46.5% and 52.9%, respectively), whereas African American/Black students were only 18.6% of students in practice doctorate programs at public institutions and 15.9% of research doctorate program students at public institutions. White students were the majority of students enrolled in practice doctorate programs at public (64.2%) and private–religion affiliated (65.9%) institutions, as well as in research doctorate programs at public institutions (52.1%).

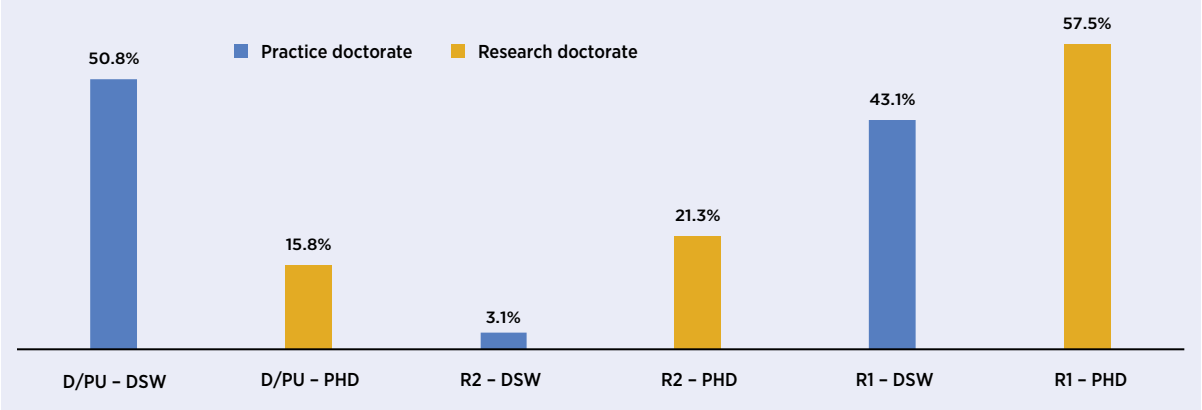
FIGURE 6 Reported proportion 2019 enrollment by race/ethnicity, type of institution, and program level.



BREAKDOWN BY CARNEGIE CLASSIFICATION OF INSTITUTION

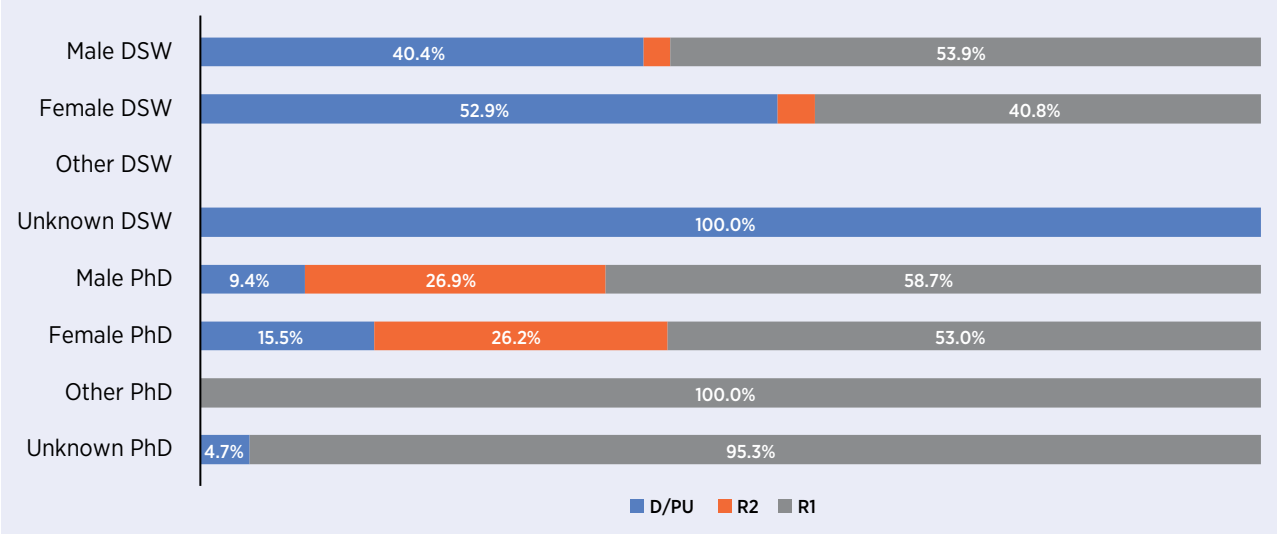
The majority of practice doctorate students (50.8%) were enrolled at institutions classified by the Carnegie Classifications as D/PU, followed closely by students enrolled at R1 institutions (43.1%) (Figure 7).[3] At the research doctorate level, the majority of students were enrolled at R1 institutions (57.5%), followed by R2 institutions (21.3%), and D/PU institutions (15.8%).

FIGURE 7 Reported proportion 2019 enrollment by Carnegie classification of institution and degree level.



Note that at the practice doctorate level, 52.9% of female students were enrolled at D/PUs compared to 40.4% of male students, but 53.9% of male students were enrolled at R1 institutions versus 40.8% of female students (Figure 8). At the research doctorate level, a similar difference is noted between male and female students, with 15.5% of female students enrolling at D/PUs compared to 9.4% of male students, but 58.7% of male students enrolled at R1 institutions compared to 53.0% of female students.

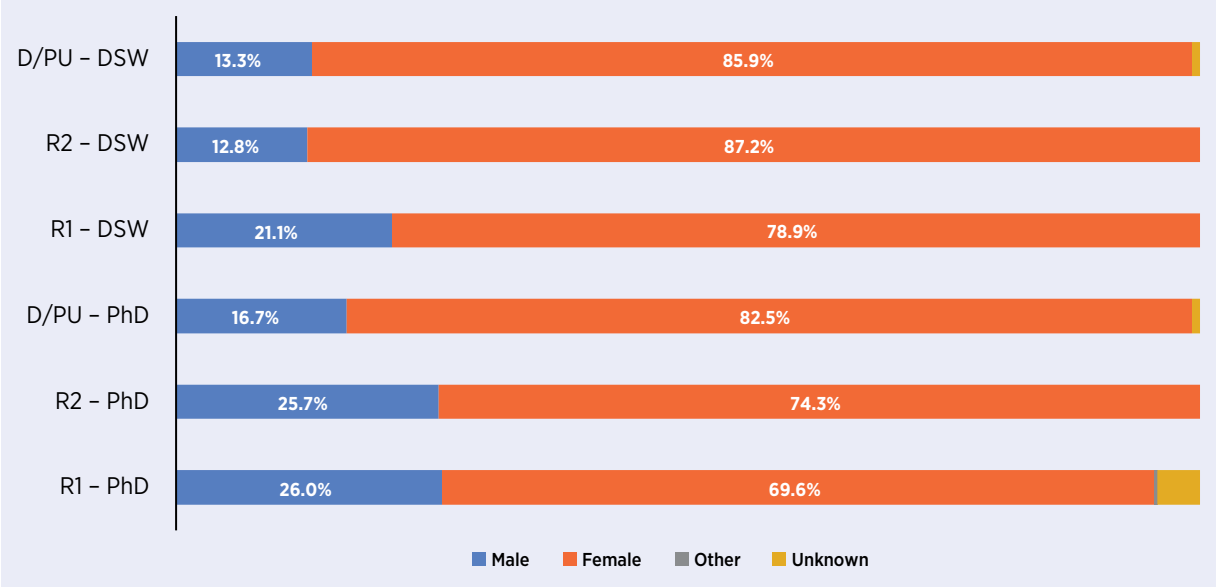
FIGURE 8 Reported proportion of 2019 enrollment by sex and Carnegie classification of institution.



3 Only the classifications with the three highest numbers of responding programs are shown.

When looking at the breakdown of enrollment by Carnegie classification of institution and sex, the proportion of female students is lower at R1 institutions than at R2 and D/PU institutions at both the practice doctorate and research doctorate levels (Figure 9). At the practice doctorate level, female students were 78.9% of the population at R1 institutions but 87.2% of the population at R2 institutions and 85.9% of the population at D/PU institutions. Similarly, at the research doctorate level, female students were 82.5% of the population at D/PUs but only 69.6% of the population at R1 institutions.

FIGURE 9 Reported proportion of 2019 enrollment by sex, Carnegie classification of institution, and degree level.



By race/ethnicity, more African American/Black students were enrolled at D/PU and fewer were enrolled R1 institutions at both the practice doctorate and research doctorate levels. At the practice doctorate level, 60.7% of African American/Black students were enrolled at D/PU institutions, compared to 50.8% of all students, while 35.9% were enrolled at R1 institutions, compared to 43.1% overall (Figure 10). The disparity was more noticeable at the research doctorate level, with 33.9% of African American/Black students being enrolled at D/PU institutions, versus 15.8% of all students being enrolled at this classification of university (Figure 11), whereas 33.5% were enrolled at R1 institutions, compared to 57.5% of all students, and 28.8% were enrolled at R2 institutions, compared to 21.3% of all students.

The opposite was true for Hispanic/Latinx students. In practice doctorate enrollment, 63.2% of Hispanic/Latinx students were enrolled at R1 institutions compared to 43.1% overall, whereas 32.9% were enrolled at D/PU institutions, compared to 50.8% overall. The same was not true at the research doctorate level, where 42.9% of Hispanic/Latinx students were enrolled at R2 institutions, versus 21.3% of all students; 40.0% were enrolled at R1 institutions, versus 57.5% of all students; and 14.6% were enrolled at D/PU institutions, versus 15.8% overall.

Enrollment of White (non-Hispanic) students was generally in line with the overall enrollment proportions for both the practice doctorate and research doctorate levels. At the practice doctorate level, 43.3% of White (non-Hispanic) students were enrolled at D/PU institutions and 45.8% were enrolled at R1 institutions, compared to 50.8% and 43.1%, respectively. At the research doctorate level, 62.1% of White (non-Hispanic) students were enrolled at R1 institutions, 20.7% at R2 institutions, and 11.3% at D/PU institutions, compared to 57.5%, 23.3%, and 15.8%, respectively.

FIGURE 10 Reported proportion of 2019 practice doctorate enrollment by race, Carnegie classification of institution, and degree level.

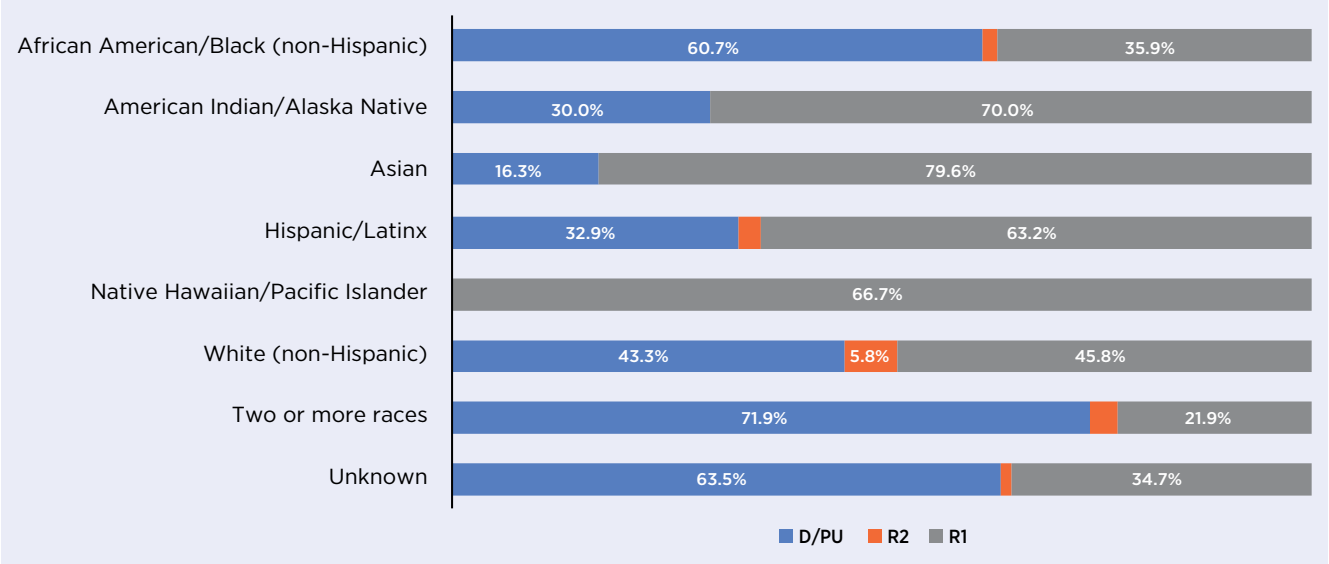
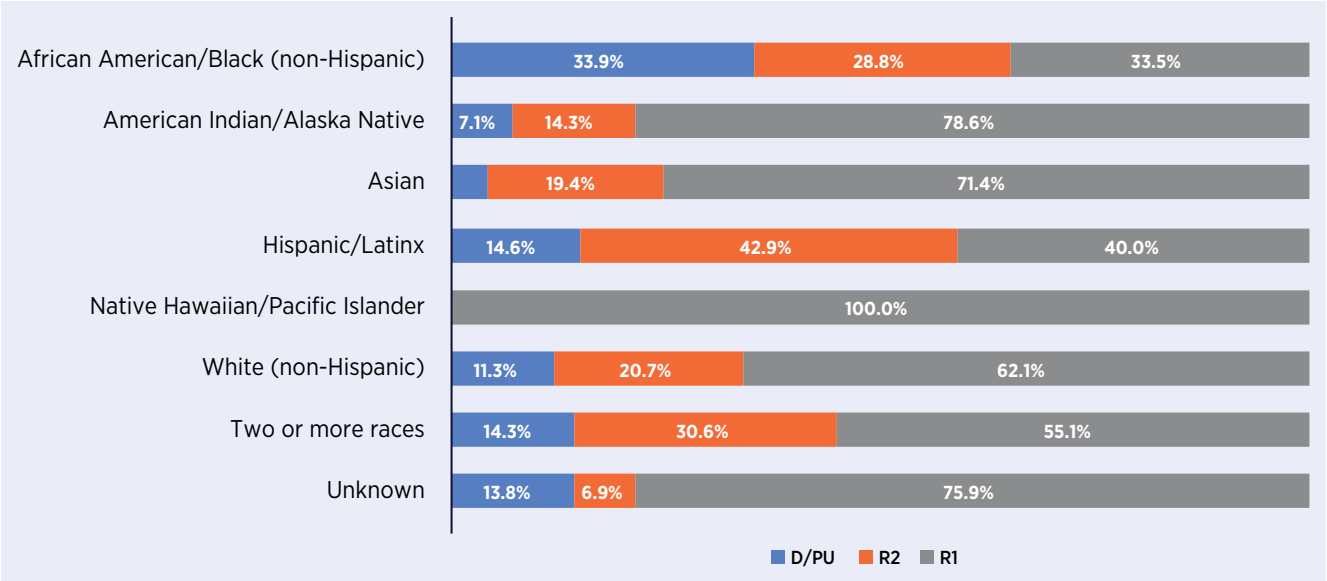


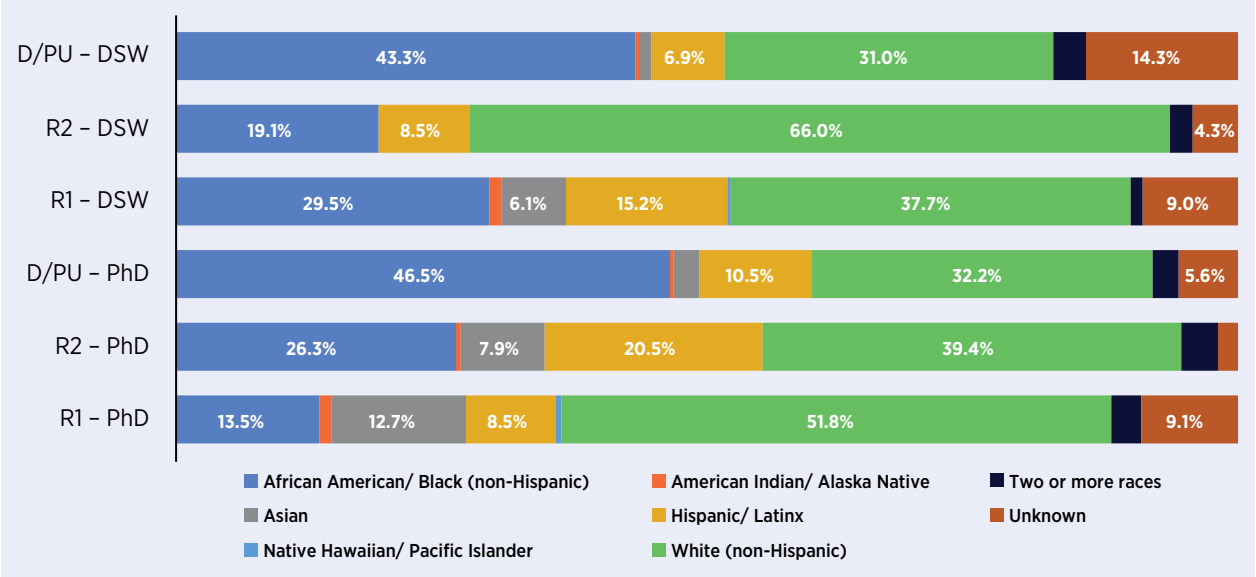
FIGURE 11 Reported proportion of 2019 research doctorate enrollment by race, Carnegie classification of institution, and degree level.



At practice doctorate and research doctorate programs at D/PU institutions, more students were African American/Black than in programs at R2 and R1 institutions (Figure 12). At D/PUs, 43.3% of

students in practice doctorate programs and 46.5% of students in research doctorate programs were African American/Black, whereas African American/Black students were 29.5% of those enrolled at R1 practice doctorate programs and only 13.5% of enrolled students at R1 research doctorate programs. Black, Indigenous, and People of Color (BIPOC) students represented the majority of students in all programs except practice doctorate programs at R2 institutions and research doctorate programs at R1 institutions.

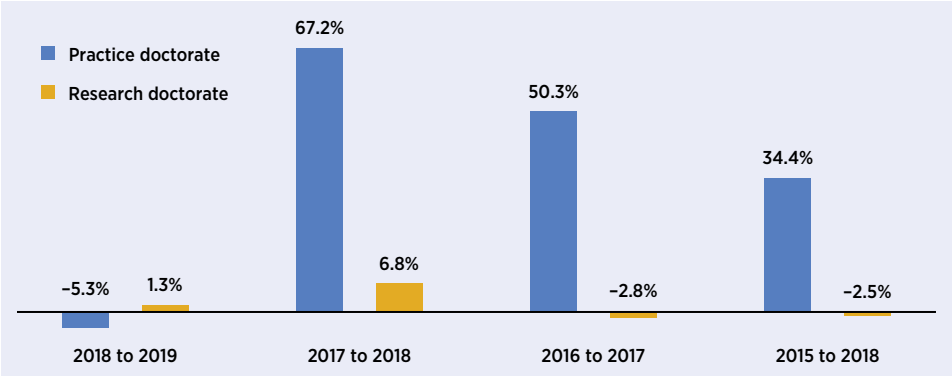
FIGURE 12 Reported proportion of 2019 enrollment by race, Carnegie classification of institution, and degree level.



Trends in Enrollment

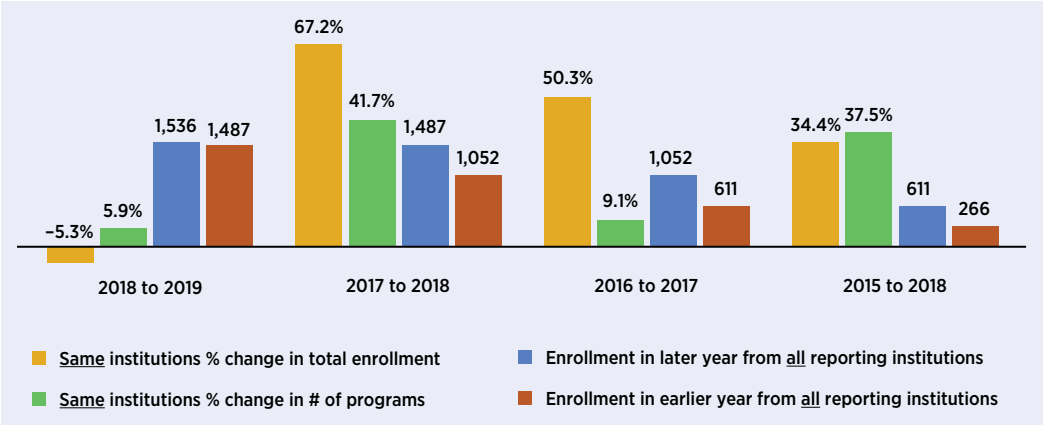
From 2015 to 2019, enrollment in practice doctorate programs that reported data in each year increased annually at a significantly faster pace than research doctorate programs that reported data each year, which saw a decrease in enrollment from 2015 to 2016 and from 2016 to 2017 (Figure 13). Enrollment data for practice doctorate programs for 2014 are too small to report, and data on practice doctorate programs were not collected by CSWE before 2014.

FIGURE 13 Percentage change in enrollment by program type and time period.



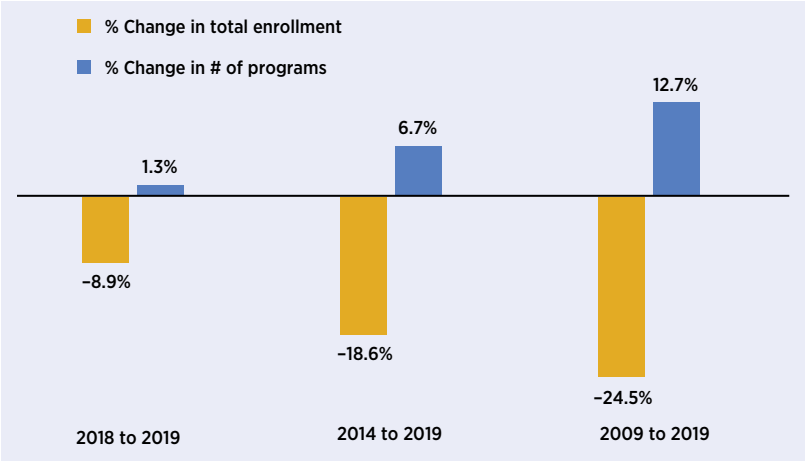
A drop of 5.3% was seen in practice doctorate year-over-year enrollment from 2018 to 2019 for the seven programs that submitted data in both years. However, when data for all 13 institutions that submitted data in 2019 and all 10 institutions that submitted data in 2018 were compared, the number of enrolled students increased from 1,487 to 1,536 (Figure 14).

FIGURE 14 Percentage change in practice doctorate enrollment and number of programs by time period.



Though experiencing a small increase in the number of programs, research doctorate programs have seen enrollment drop by almost a fifth from 2014 to 2019 and almost a quarter from 2009 to 2019 (Figure 15).

FIGURE 15 Percentage change in research doctorate enrollment and number of programs by time period.



Curriculum and Program Requirements by Program Type

To determine the focus of research doctorate and practice doctorate curricula, the GADE survey elicited information from both groups of program directors regarding the focus of their doctoral curriculum and the courses and graduation requirements of their programs.

Doctoral Curriculum by Program Type. The GADE director survey asked program directors to identify the number of courses in their program that primarily contributed to key topic areas in social work, with an additional open-ended question asking directors to describe the focus of their curriculum. Note that as the survey asked about how many courses included content on a particular area, there could be some courses that included content on several or more areas depending on how respondents answered the question. Therefore, findings must be interpreted with caution.

Table 12 shows the average number of courses that contributed to student knowledge in each area in practice doctorate and research doctorate programs. Knowledge production and dissemination made up the highest mean number of courses in both research doctorate (M = 2.98, SD = 2.37) and practice doctorate (M = 4.09, SD = 2.51) programs. Both types of programs included content in a similar number of courses on social work and social work history (PhD M = .98, SD = 0.76; DSW M = 1.00, SD = 1.21; p = .943), theory building (PhD M = 1.85, SD = 1.42; DSW M = 1.42, SD = 0.79; 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). Research doctorate programs included content on quantitative research methods (PhD M = 2.08, SD = 1.41; DSW M = 1.18, SD = 0.60; p = .002) and statistical skills (PhD M = 2.56, SD = 0.83; DSW M = .89, SD = 0.60; p < .001) in significantly more courses, with no significant difference in the number of courses that covered content on qualitative research methods (PhD M = 1.31, SD = 0.58; DSW M = 1.80, SD = 1.03; p = .179).

For advancing practice expertise, practice doctorate programs reported significantly more courses on average than research doctorate programs that included content in both micro practice (PhD M = 0.23, SD = 0.58; DSW M = 3.00, SD = 2.29; p = .007) and mezzo practice (PhD M = 0.18, SD = 0.39; DSW M = 2.30, SD = 1.83; p = .005), but there was no significant difference for the number of courses that included content in macro practice (PhD M = 0.49, SD = 0.75; DSW M = 0.67, SD = 0.71; p = .514). Practice doctorate programs also showed more courses that included content on leadership development (PhD M = 0.50, SD = 0.76; DSW M = 2.09, SD = 2.17; p = .036), with no significant differences for courses that included content on professional development (PhD M = 1.13, SD = 1.38; DSW M = 0.82, SD = 0.98; p = .485), pedagogy (PhD M = 0.96, SD = 0.62; 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, research doctorate 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 practice doctorate programs (p < .001).

TABLE 12 Curriculum by program type.

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

Note. Program directors were asked to provide the number of courses their curriculum offers that contributed to each area. Thus, the totals reflect courses that included this content on the following areas, with some courses being counted for multiple content areas, rather than the total number of courses that offered a topic. Credit hours are semester hours, generally three per course. *p* values from independent samples *t* test.

Additionally, the survey included an open-ended question for program directors to provide a description of the focus of their doctoral curriculum. A qualitative analysis was conducted by GADE of these responses, and a code list of major themes in the director's responses was compiled (Table 13). Findings were based on recoded data and should be interpreted with caution; however, they provided a useful overview of the curriculum focus of different types of programs.

Teaching was a common theme of curriculum focus among both research doctorate (40.4%) and practice doctorate programs (50.0%), and about one fifth of all programs described specialized areas of focus in their curriculum (PhD 23.1%, DSW 21.4%). Practice doctorate and research doctorate programs also had their own unique curriculum focus. Among research doctorate programs, research was the most frequent theme (84.6%). Practice doctorate programs were more likely than research doctorate programs to focus on leadership (PhD 17.3%, DSW 71.4%), clinical practice (PhD 1.9%, DSW 71.4%), administration and organizations (PhD 1.9%, DSW 14.3%), and use of technology in social work (PhD 0%, DSW 14.3%). Eleven research doctorate programs cited policy (21.2%) as a focus of their curriculum compared to no practice doctorate programs, and 21.4% of practice doctorate programs mentioned innovation compared to 5.8% of research

doctorate programs. A focus on theory appeared in 30.8% of research doctorate and 14.3% of practice doctorate descriptions, and statistics (PhD 13.5%, DSW 0%), interdisciplinary focus (PhD 15.4%, DSW 0%), and the history of social work (PhD 5.8%, DSW 0%) appeared in research doctorate but not practice doctorate descriptions. 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.

TABLE 13 Focus of doctoral curriculum: qualitative themes by program type.

	Practice doctorate		Research doctorate	
	N	Percentage	*N*	Percentage
What is the focus of the doctoral curriculum in your program?	14		52	
Research	5	35.7	44	84.6
Teaching	7	50.0	21	40.4
Leadership	10	71.4	9	17.3
Theory	2	14.3	16	30.8
Specialized areas of focus	3	21.4	12	23.1
Clinical/practice	10	71.4	1	1.9
Social justice, human rights, social work values	1	7.1	10	19.2
Policy	0	0.0	11	21.2
Interdisciplinary	0	0.0	8	15.4
Statistics	0	0.0	7	13.5
Innovation	3	21.4	3	5.8
Solve complex problems, Grand Challenges	1	7.1	5	9.6
Administration and organizations	2	14.3	1	1.9
Implementation and translational research	2	14.3	2	3.8
Intervention design and research	1	7.1	3	5.8
Global issues	1	7.1	3	5.8
History of social work	0	0.0	3	5.8
Use of technology	2	14.3	0	0.0
Research to practice gap	1	7.1	1	1.9

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 proportion of responses including that theme out of the 52 PhD and 14 DSW responses.

Faculty Members by Program Type

In the CSWE Annual Survey, respondents were asked to identify select information for both full-time faculty members and part-time faculty members (which the survey defined as adjunct/term faculty and anyone else who taught courses in the department who were not full-time faculty members) on their campus. Of 5,616 full-time faculty members identified on the survey, only 4.1% had their primary appointment at the research doctorate level and 1.1% had it at the practice doctorate level. At the research doctorate level, the full-time faculty to student ratio was 8:1, whereas at the practice doctorate level the ratio was 25:1.

Of the 7,837 part-time faculty members, 91 taught courses at the practice doctorate level and only 26 taught courses at the research doctorate level.

Survey respondents were also asked the percentage of courses at each level that were taught by part-time faculty members during the 2018–2019 academic year and how many courses overall were offered each in the 2018–2019 academic year. More than half of all practice doctorate courses were taught by part-time faculty members (56.5%), compared with only 11.7% of research doctorate level courses being taught by part-time faculty.

Directors of research doctorate programs, on average, had annual salaries of $125,295 per year, which was more than $16,000 greater than the average annual salary of practice doctorate program directors, which was $109,029. Twenty-one research doctorate and 11 practice doctorate programs submitted data for this calculation.

Salary data for full-time faculty members were not collected in a manner that allows a breakdown by program level.

Availability of Online Education

The CSWE Annual Survey identified a stark contrast exists between the way practice doctorate and research doctorate programs are administered. At the practice doctorate level, almost two thirds of programs were delivered in an online model (with more than 90% of coursework being online) (nine of 14 programs, or 64.3%) (Table 14). Only three practice doctorate programs were offered only entirely in-person, and another program offered both an entirely in-person format and a hybrid format (where at least part of one class in the program was available online).

At the research doctorate level, the majority of programs were offered entirely in person, 59 of 69 programs (85.5%), of which 52 programs offered their program only entirely face-to-face. Only three programs offered their research doctorate program entirely online, and eight offered the program in a hybrid format.

Note that the data were collected before the COVID-19 pandemic, which forced most programs to move traditionally in-person programs online. As part of CSWE's efforts to help members understand the impact of the pandemic on social work education, program deans and directors were surveyed in March 2021. One question focused on how programs had changed the delivery format of their program for spring 2021, with more than half of responding practice doctorate programs (55.6%), saying that their programs were already online and stayed online. Only one responding practice doctorate program said they kept a traditionally in-person program in-person for spring 2021. All of the research doctorate programs that responded to the survey had moved their traditionally in-person programs to hybrid formats or fully online formats at least temporarily because of the pandemic (Bradshaw, 2021).

TABLE 14 Program delivery formats for practice doctorate programs and research doctorate programs for fall 2019.

	Entirely in-person (face-to-face classroom instruction, excluding field placements)	Hybrid (at least part of one class in the program is available online; use of a learning management system (e.g., BlackBoard) does not constitute a hybrid course	More than 90% of coursework is online (field placements do not count toward the 90%)	In-person at a location other than the main campus (excluding field placements)
Practice doctorate (*N* = 14)	28.6%	14.3%	64.3%	0.0%
Research doctorate (*N* = 69)	85.5%	11.6%	4.3%	4.3%

NOTE: Programs can offer more than one format to students to complete the program, captured in the "Number indicating format offered" row.

Research doctorate programs that offered only in-person programs were generally not considering online programs or online or hybrid courses in the future (85.2% of only in-person programs), whereas 13.0% were considering online or hybrid courses and one program was considering offering an online program. At the practice doctorate level, programs that offered only entirely in-person programs were also developing or considering offering online or hybrid courses in the future.

Online practice doctorate programs were split in the delivery format, with seven of the nine using synchronous formats and five using asynchronous formats (three used both synchronous and asynchronous formats). Research doctorate programs that offered online or hybrid courses did so in synchronous and asynchronous models, although some programs offered only the online components of required courses delivered in a hybrid model in asynchronous formats.

Program Requirements by Program Type

Table 15 shows the candidacy and graduation requirements separated by research doctorate and practice doctorate programs. Research doctorate and practice doctorate programs have different requirements for candidacy and graduation. The successful completion of some types of examinations in the format of a comprehensive, qualifying or candidacy exam is an important milestone for students to attain candidacy status. Overall, 71.4% of research doctorate programs included a comprehensive examination or candidacy examination, compared to only 26.7% of practice doctorate programs (p = .002), 35.7% of research doctorate and no practice doctorate programs included a qualifying examination (p = .006), and no research doctorate program and 3 practice doctorate programs reported no additional requirement for reaching candidacy status other than completing coursework (p = .001). Five research doctorate (8.9%) and three practice doctorate (20.0%) programs required a dissertation proposal or prospectus to reach candidacy, with six research doctorate and two practice doctorate programs reporting various additional requirements (e.g., a specialization plan, capstone proposal, comprehensive or qualifying essay, prelims, or submission of a first-author manuscript). Research doctorate and practice doctorate programs also differed significantly regarding the expected timeline for students to enter candidacy (p < .001), with 54.6% of practice doctorate programs expecting students to enter

TABLE 15 Candidacy and graduation requirements by program type.

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

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 number of graduates selecting 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 were provided. *p* values from Fisher's exact test or *z* test.

candidacy by the second year in the program and 89.8% of research doctorate programs not expecting candidacy until the third year or later.

Research doctorate and practice doctorate programs also reported different graduation requirements for their students. The traditional dissertation was the most common option offered by research doctorate programs (78.6%) but was offered at only 20% of practice doctorate programs ($p < .001$). Similarly, the three-paper or multiple-manuscript style dissertation was offered in more than half of research doctorate programs (55.4%) but only 13.3% of practice doctorate programs ($p = .004$). In contrast, the capstone project was the most common option reported by practice doctorate programs (46.7%), but only one research doctorate program (1.8%) offered a capstone project ($p < .001$). The portfolio option was offered at two practice doctorate programs (13.3%) but no research doctorate programs ($p = .006$).

Finally, program directors were asked to provide the number of graduates in the 2018–2019 class who selected each dissertation option their program offered. From the responses provided, all research doctorate graduates had completed either the traditional dissertation (70.9%) or multiple manuscript dissertation (29.1%), whereas only 11.7% of practice doctorate graduates completed a traditional dissertation and none completed a three-paper dissertation. Among the practice doctorate program directors who replied to the question, 77.9% of students completed a capstone project and 10.4% completed a portfolio. The requirements completed by graduating students differed significantly by program type ($p < .001$).

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

Doctorate Degree Graduates

For the 2018–2019 academic year, the CSWE Annual Survey identified that responding practice doctorate programs had conferred degrees on 243 graduates, whereas responding research doctorate programs had conferred 294 degrees.

By sex, Table 16 shows that at responding programs, females were 84.8% of practice doctorate graduates and 79.9% of research doctorate graduates. For both degree levels, females were a larger percentage of graduates than currently enrolled students, 82.8% of practice doctorate students versus 84.8% of graduates, 73.0% of research doctorate students, compared to 79.9% of graduates. At the research doctorate level, males represented 24.5% of enrolled students but just 18.1% of graduates.

Practice doctorate graduates at responding programs were older than research doctorate students, with more than four fifths being 35 years of age or older (80.7%) and 39.1% being 45 years of age or older, compared to 59.4% of research doctorate students being 35 years of age or older and 18.0% being 45 years of age or older (Table 17). Only 2.5% of practice doctorate graduates were under the age of 30, compared to 5.4% of research doctorate graduates.

African American/Black (non-Hispanic) students represented 22.0% of graduates at the practice doctorate level at responding institutions versus 14.5% of research doctorate graduates at responding institutions, as seen in Table 18. When compared to enrolled students in Table 10, the proportion

of graduates who were African American/Black (non-Hispanic) was much lower than the proportion of enrolled students at both degree levels (22.0% of graduates versus 35.8% of enrolled students at the practice doctorate level, compared to 14.5% of graduates versus 22.1% of enrolled students at the research doctorate level). White (non-Hispanic) students represented 50.6% of practice doctorate graduates and 55.8% of research doctorate graduates, a much higher percentage than the percentage of enrolled students at both degree levels (50.6% of graduates vs. 36.0% of enrolled students at the practice doctorate level, compared to 55.8% of graduates vs. 46.0% of enrolled students at the research doctorate level). Hispanic/Latinx students were 13.7% of practice doctorate graduates and 8.0% of research doctorate graduates, versus 10.5% and 11.6% of enrolled students, respectively, whereas Asian students were 3.3% of practice doctorate graduates and 14.5% of research doctorate graduates, versus 3.3% and 9.9% of enrolled students, respectively.

TABLE 16 Percentage of graduates for practice doctorate and research doctorate programs for the 2018–2019 academic year, by sex.

	Practice doctorate	Research doctorate
Male	15.2%	18.1%
Female	84.8%	79.9%
Other	0.0%	0.3%
Unknown	0.0%	1.7%

TABLE 17 Percentage of graduates for practice doctorate and research doctorate programs for the 2018–2019 academic year, by age.

	Practice doctorate	Research doctorate
Under 22	0.0%	0.0%
22–24	0.0%	0.0%
25–29	2.5%	5.4%
30–34	16.9%	26.8%
35–44	41.6%	41.4%
45 or over	39.1%	18.0%
Unknown	0.0%	8.4%

TABLE 18 Percentage of graduates reported for practice doctorate and research doctorate programs for the 2018–2019 academic year, by race/ethnicity.

	Practice doctorate	Research doctorate
African American/Black (non-Hispanic)	22.0%	14.5%
American Indian/Alaska Native	0.4%	0.4%
Asian	3.3%	14.5%
Hispanic/Latinx	13.7%	8.0%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White (non-Hispanic)	50.6%	55.8%
Two or more races	1.7%	2.2%
Unknown	8.3%	4.7%

Additional Breakdown of Graduate Calculations

BREAKDOWN BY TYPE OF INSTITUTION

By type of institution, private–other institutions graduated the most practice doctorate graduates, 53.1%, whereas public institutions conferred the most research doctorate degrees, 66.6% (see Figure 16). Furthermore, 19.3% of practice doctorate graduates were from programs at for-profit institutions,

versus only 2.4% of research doctoral graduates. Both numbers are lower than the percentage of enrolled students in fall 2019 at for-profit institutions, which was 43.3% of enrolled practice doctorate students and 10.1% of research doctorate students. Public institutions conferred a higher percentage of all practice and research doctorate degrees than the percentage of students they enrolled, 20.6% of degrees conferred versus 13.7% of enrolled students at the practice doctorate level, and 66.6% of degrees conferred versus 58.1% of enrolled students at the research doctorate level.

FIGURE 16 Reported proportion of 2019–2020 graduates by type of institution and degree level.

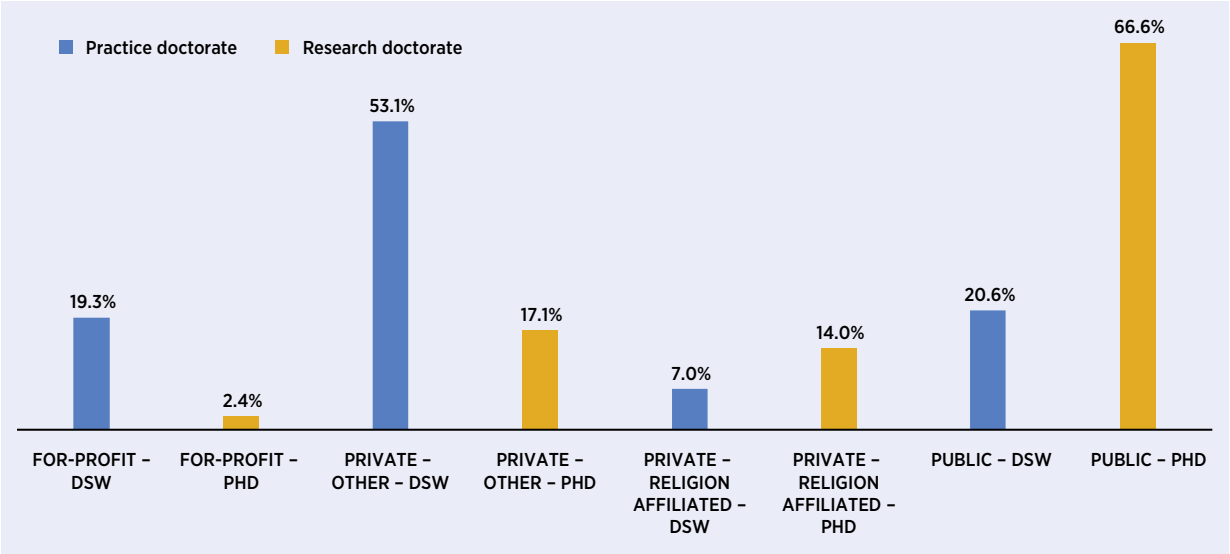
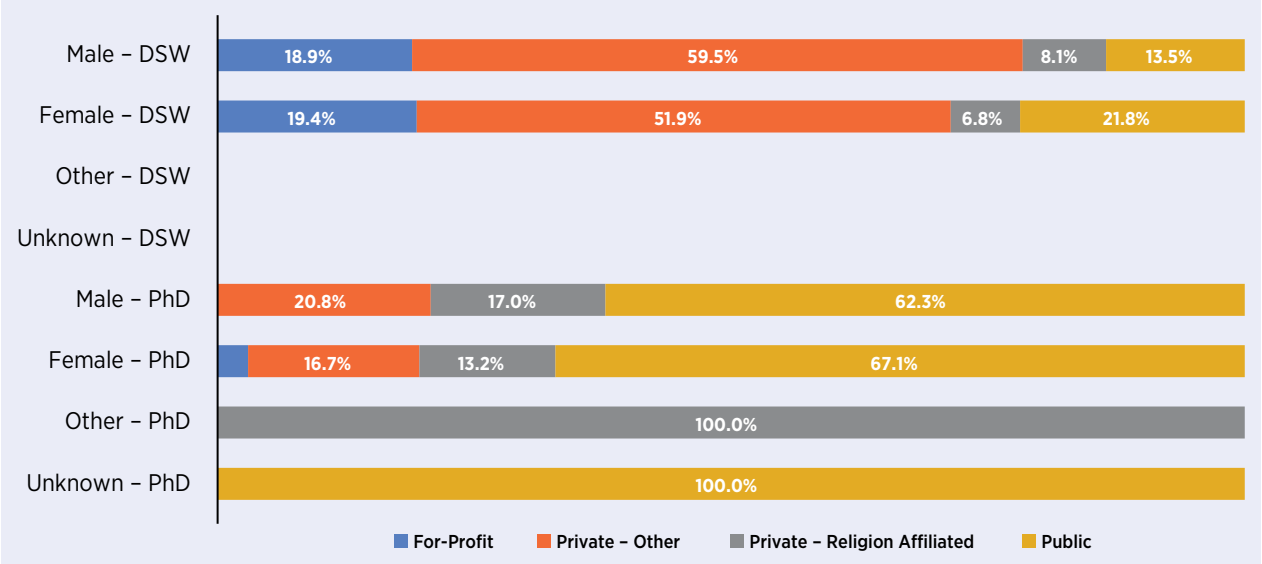


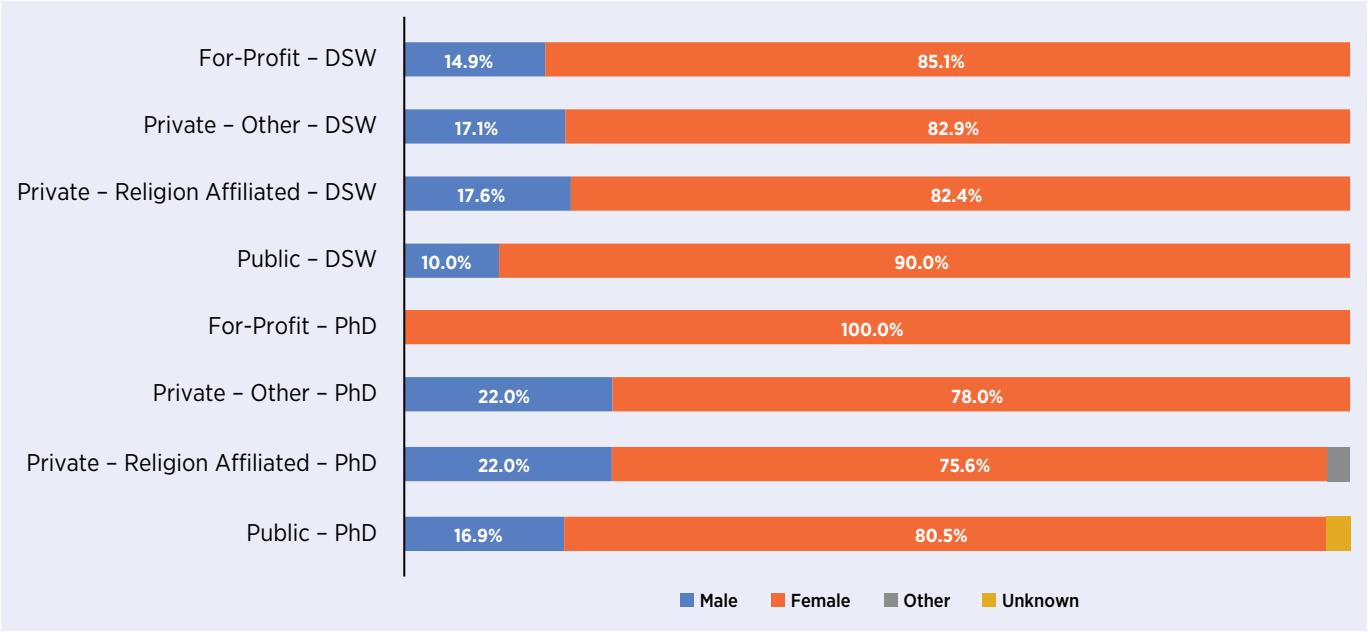
Figure 17 shows that at the practice doctorate level, 51.9% of female graduates received their degrees from private–other institutions, compared to 59.5% of male graduates. At the research doctorate level, the majority of both male and female students received their degrees from public institutions, 62.3% and 67.1%, respectively.

FIGURE 17 Reported proportion of 2019–2020 graduates by sex, type of institution, and degree level.



By percentage of graduates at each type of institution by the graduate's sex, female students were a larger percentage of graduates at for-profit practice doctorate programs (85.1%) and public institutions (90.0%), compared to being 84.8% of all graduates at responding programs (Figure 18). A similar situation is seen at for-profit research doctorate institutions, with 100.0% of graduates being female versus 79.9% of all students.

FIGURE 18 Reported proportion of 2019–2020 graduates by sex, type of institution, and degree level.



By race/ethnicity, more African American/Black (non-Hispanic) practice doctorate graduates from responding programs received their degrees from for-profit institutions (26.4%) and private–other institutions (60.4%) than the average among all students, 19.3% and 53.1%, respectively (Figure 19). Only 13.2% of African American/Black practice doctorate graduates received their degree from public institutions, compared to 20.6% of all students. Furthermore, 72.7% of Hispanic/Latinx practice doctorate graduates received their degrees from private–other institutions, compared to 53.1% of all students, and only 6.1% had their degrees conferred by public institutions, compared with 20.6% of all students. Conversely, a higher proportion of White (non-Hispanic) graduates received their practice doctorate degrees from public institutions (27.9%) than the total population (20.6%), and a smaller proportion received their degrees from for-profit institutions (14.8% vs. 19.3%). The very small number of American Indian/Alaska Natives who graduated from practice graduate programs all received their degrees from private–other institutions.

At the research doctorate level, a similar but less drastic difference is seen in the higher proportions of African American/Black (non-Hispanic) graduates receiving their degrees from for-profit institutions (5.0%) and private–other institutions (22.5%) than the average among all graduates, 2.4% and 17.1%, respectively, at responding programs (Figure 20). Furthermore, 62.5% of African American/Black research doctorate graduates received their degree from public institutions, compared to 66.6% of all students, and 10.0% received them from private–religion affiliated institutions, compared to

14.0% overall. Also of note, no Hispanic/Latinx students received degrees from for-profit institutions, but 27.3% received degrees from private–religion affiliated institutions, compared with just 14.0% of all graduates. White (non-Hispanic) research doctorate graduate proportions matched up almost identically with the overall proportions of all graduates; White (non-Hispanic) graduates were 55.8% of all research doctorate graduates. The very small number of American Indian/Alaska Natives who graduated from practice graduate programs all received their degrees from public institutions.

FIGURE 19 Reported proportion of 2019–2020 practice doctorate graduates by race/ethnicity, by type of institution, and degree level.

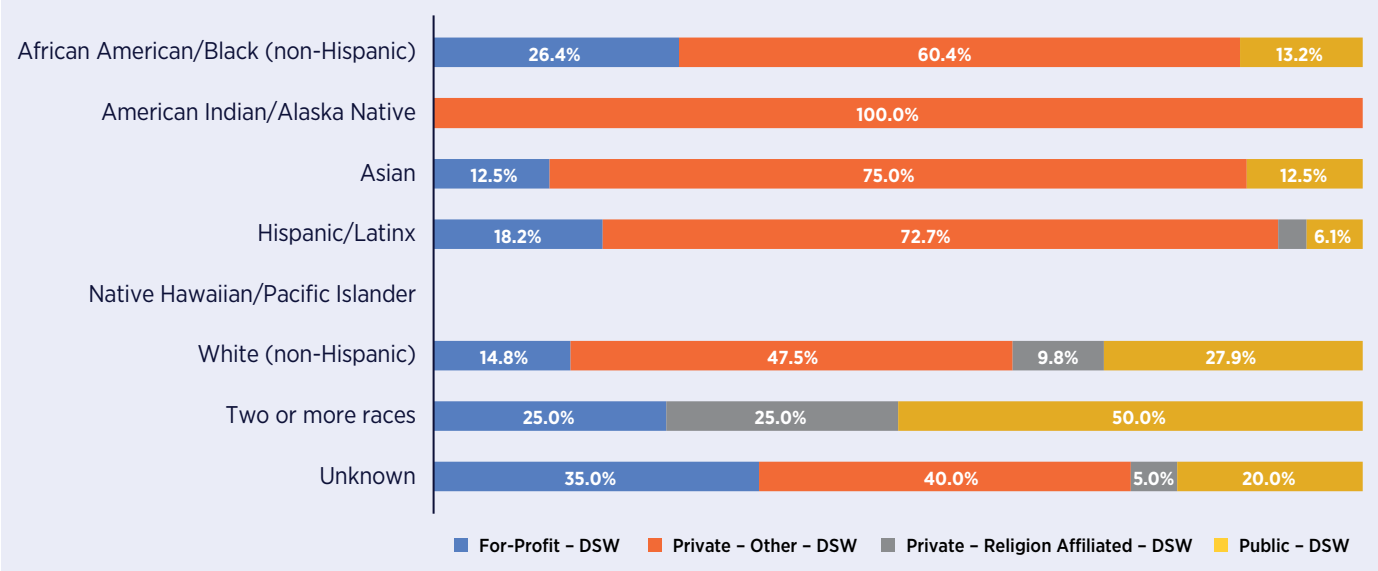


FIGURE 20 Reported proportion of 2019–2020 research doctorate graduates by race/ethnicity, type of institution, and degree level.

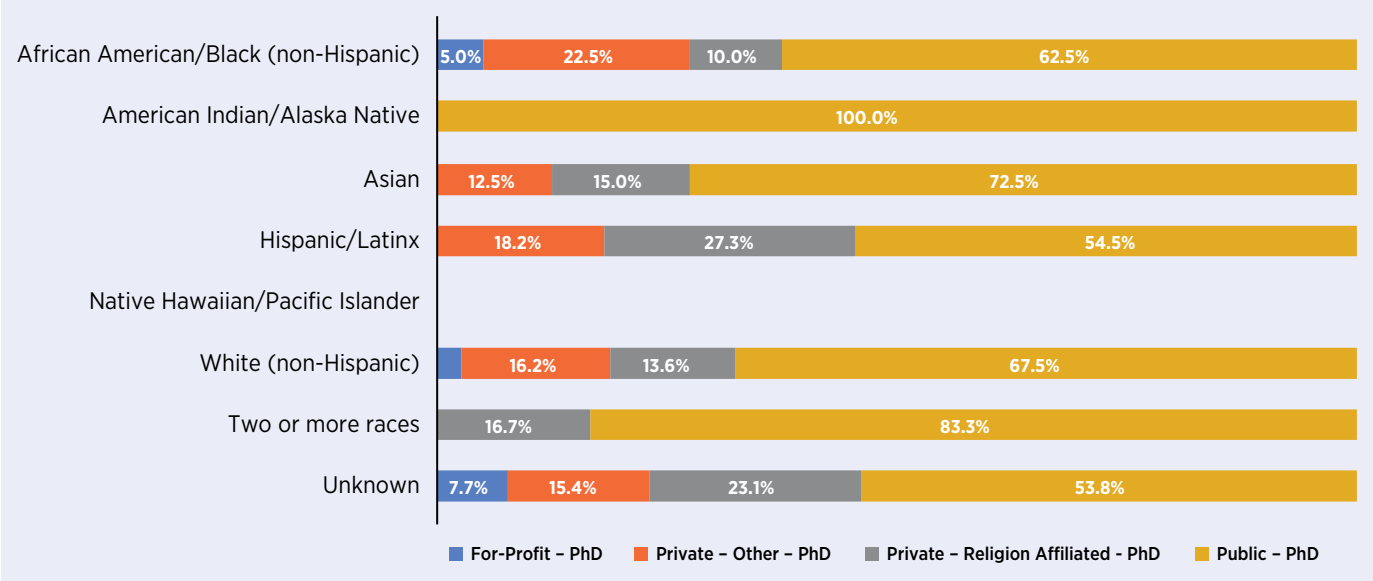
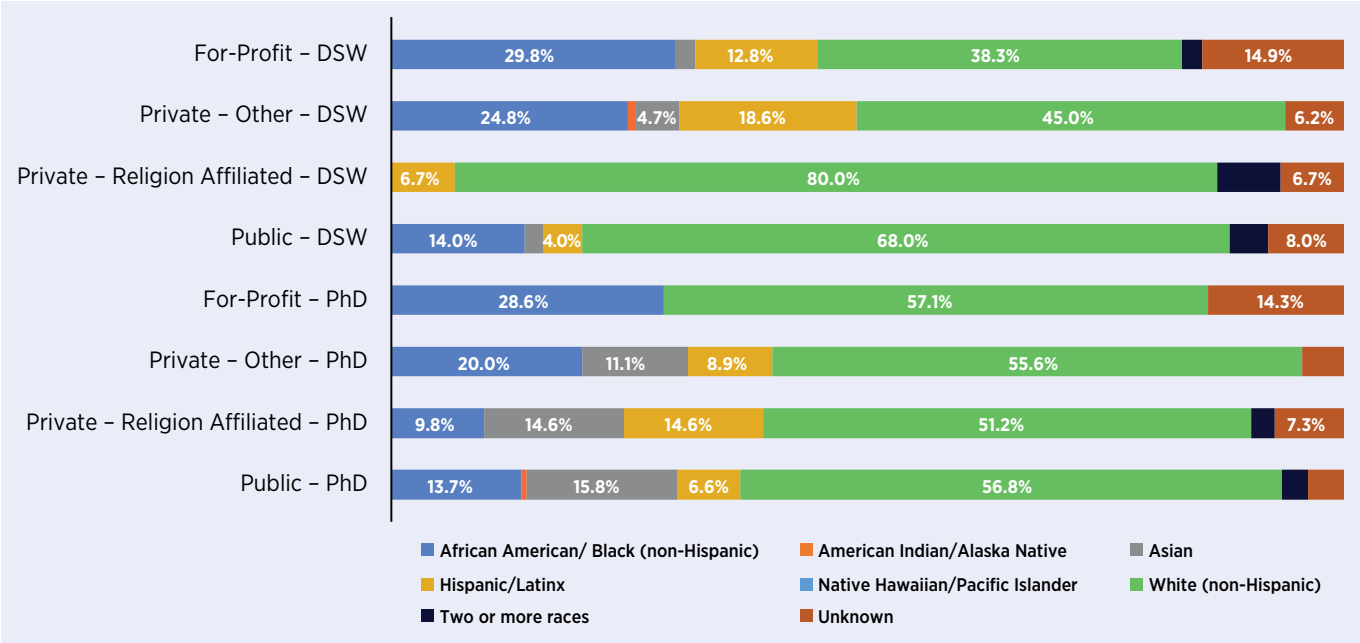


Figure 21 shows that by race/ethnicity at responding programs, 29.8% of practice doctorate graduates at for-profit institutions and 28.6% of research doctorate graduates at for-profit institutions were African American/Black (non-Hispanic), the highest proportion for African American/Black (non-Hispanic) graduates at any type of institution. African American/Black graduates were 22.0% of all practice doctorate graduates and 14.5% of all research doctorate graduates. At the practice doctorate level, the highest proportion of White (non-Hispanic) graduates were at private–religion affiliated (80.0%) and public institutions (68.0%), whereas they were less than the majority at for-profit (38.3%) and private–other (45.0%) institutions. White (non-Hispanic) graduates were 50.6% of the overall practice doctorate graduate population. Note that responding for-profit institutions had the largest proportion of unknown graduate race/ethnicities.

FIGURE 21 Reported proportion of 2019–2020 graduates by race/ethnicity, type of institution, and degree level.



BREAKDOWN BY CARNEGIE CLASSIFICATION OF INSTITUTION

The majority of both practice doctorate (64.2%) and research doctorate (67.5%) graduates from responding programs obtained their degrees from R1 classified institutions (Figure 22). The next highest proportion for research doctorate graduates was from R2 institutions (26.0%), whereas it was from D/PU institutions at the practice doctorate level (29.6%).

By sex and Carnegie classification of institutions, the percentage of graduates at both the practice doctorate and research doctorate levels are similar for all types of institutions for males and females (Figure 23). The limited number of research doctorate graduates whose sex was unknown or had a sex of other were all at R2 institutions. The percentage for males and females were also very similar to the overall percentage of graduates from the different Carnegie classified institutions.

FIGURE 22 Reported proportion of 2019–2020 graduates by Carnegie classification of institution and degree level.

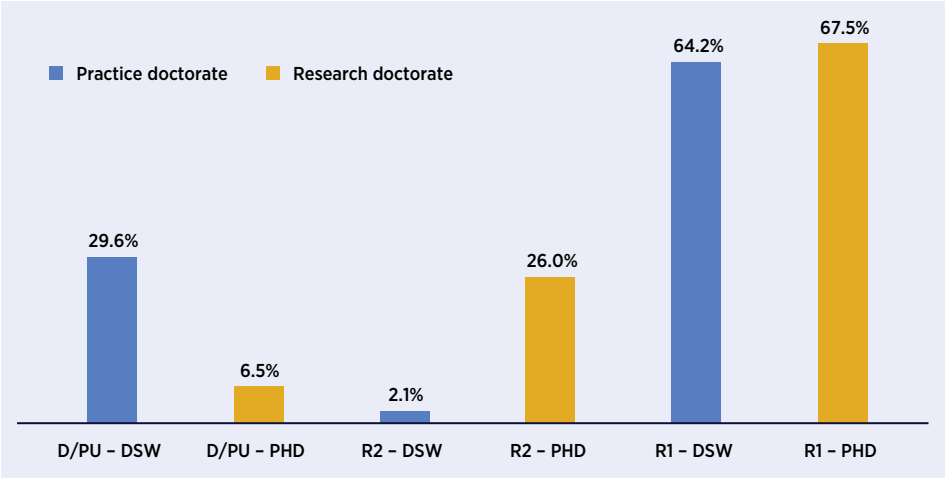
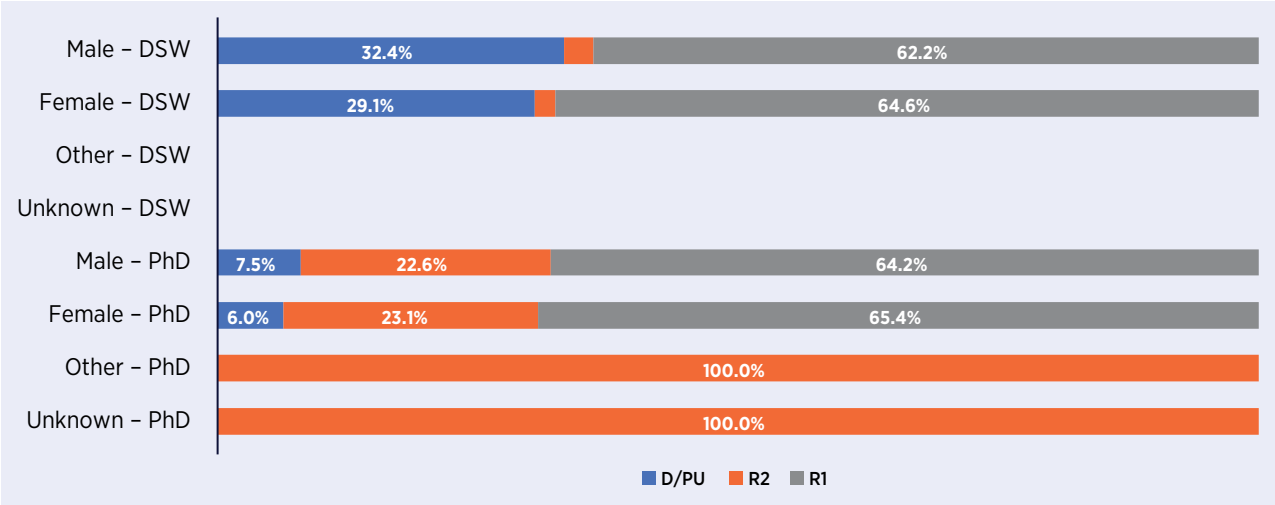
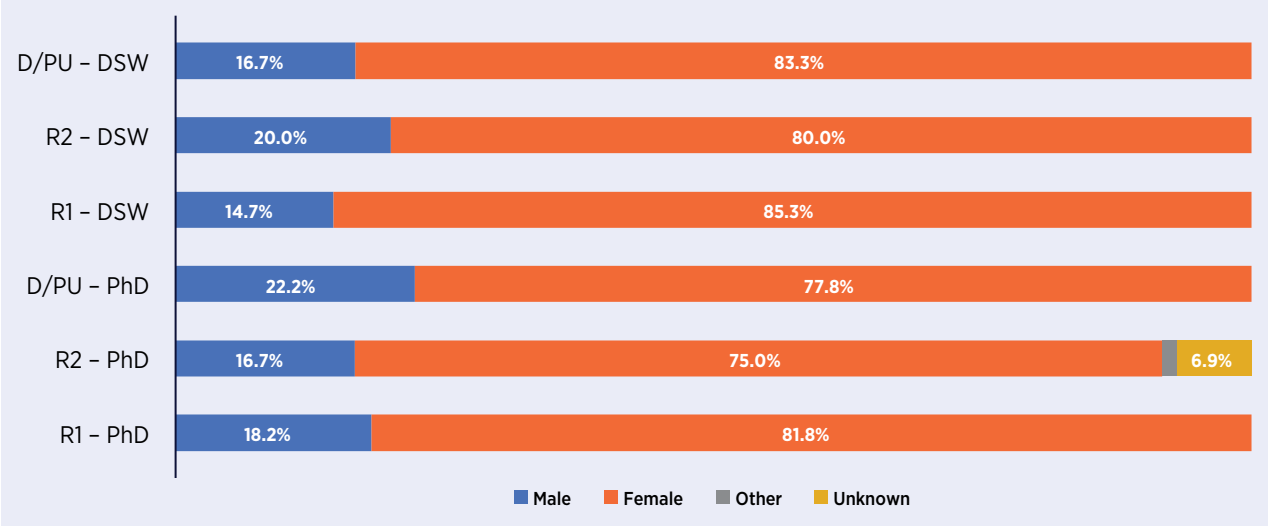


FIGURE 23 Reported proportion of 2019–2020 graduates by sex, Carnegie classification of institution, and degree level.



In the percentage of graduates at each Carnegie classification of institution by the graduate's sex in Figure 24, no items of note were found.

FIGURE 24 Reported proportion of 2019–2020 graduates by sex, Carnegie classification of institution, and degree level.



By race/ethnicity, responding institutions indicated that African American/Black (non-Hispanic) practice doctorate graduates receive their degrees from D/PU classified institutions (30.2%) and R1 classified institutions (67.9%) in similar percentages as the total graduate population (29.6% and 64.2%, respectively) (Figure 25). The same does not hold true at the research doctorate level, where more African American/Black graduates received their degrees from D/PU (10.0%) and R2 (45.0%) classified institutions than the overall graduate population (6.5% and 26.0%, respectively) (Figure 26), whereas a much lower percentage received their degrees from R1 classified institutions (40.0% vs. 67.5% overall). More Asian practice doctorate graduates received their degrees from R1 institutions (87.5% vs. 64.2% overall) over other classifications of institutions, as did Hispanic/Latinx graduates (75.8% vs. 64.2% overall). However, at the research doctorate level, more Hispanic/Latinx graduates received their degrees from R2 institutions than the overall percentage (45.5% vs. 26.0%). The percentages of White (non-Hispanic) practice doctorate and research doctorate graduates by classification of institution were both similar to the overall percentages of graduates. The very small number of American Indian/Alaska Natives who graduated from practice doctorate graduate programs all received their degrees from R1 classified institutions, whereas those that received research doctorate degrees had them conferred by R2 classified institutions.

FIGURE 25 Reported proportion of 2019–2020 practice doctorate graduates by race/ethnicity, Carnegie classification of institution, and degree level.

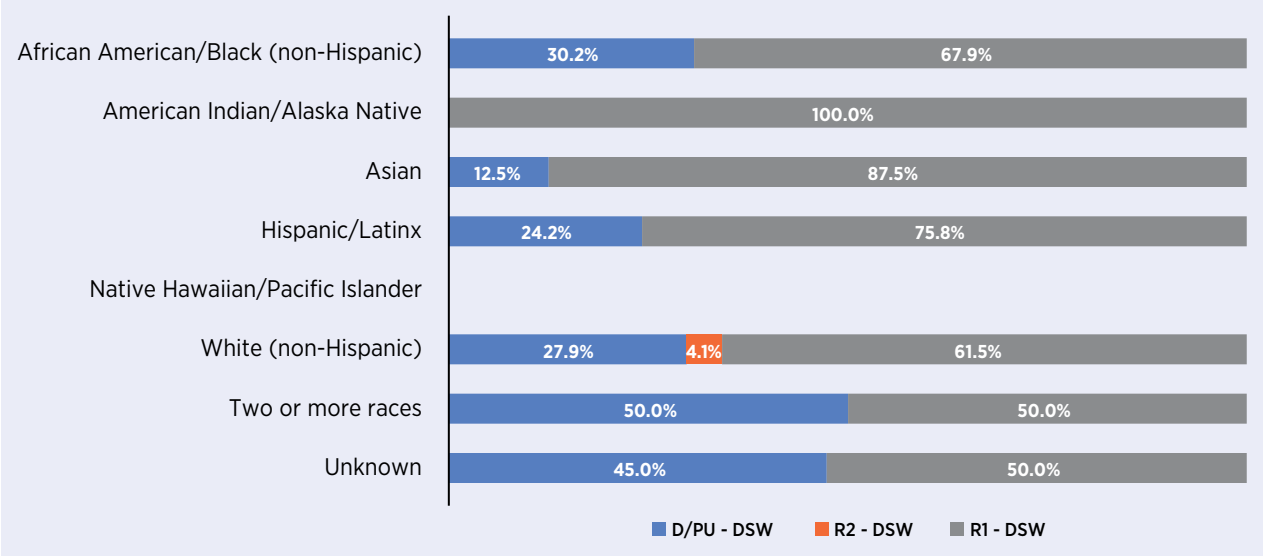
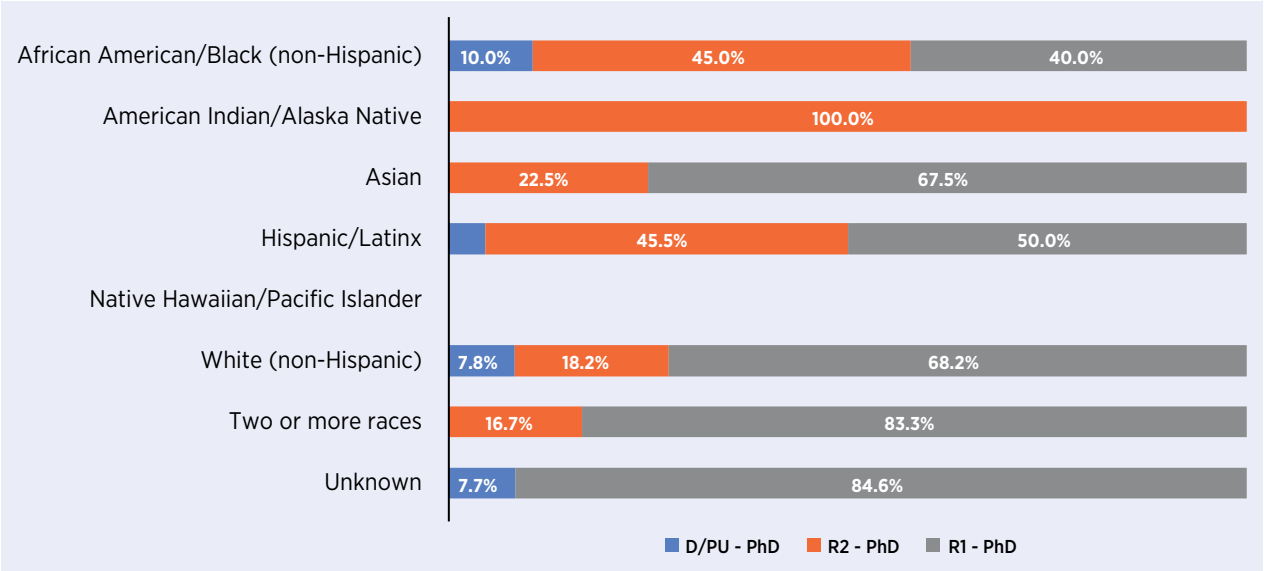


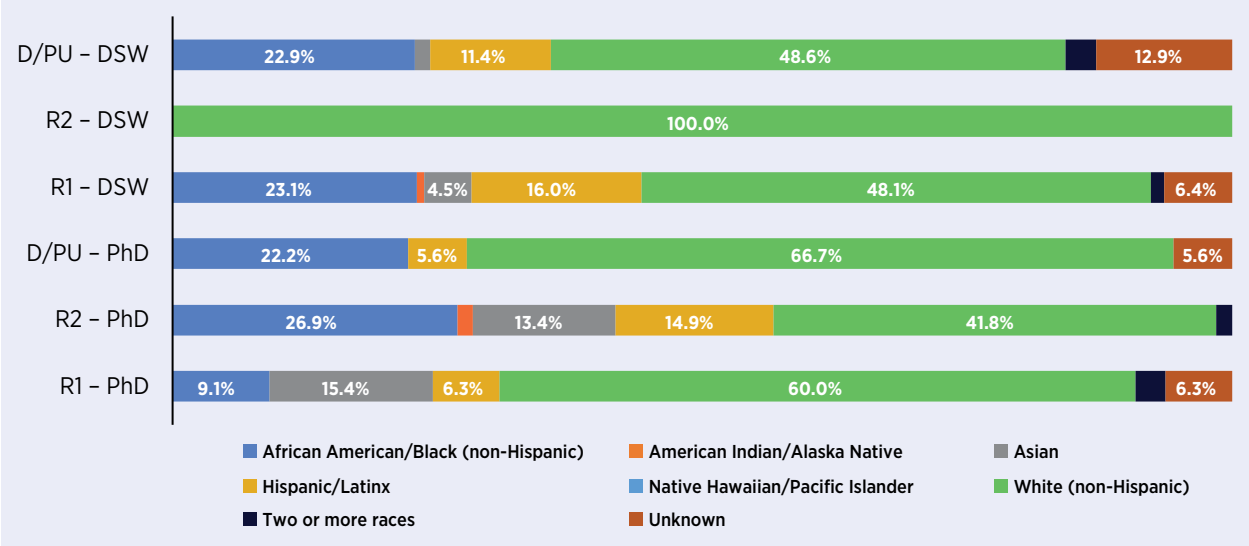
FIGURE 26 Reported proportion of 2019–2020 research doctorate graduates by race/ethnicity, Carnegie classification of institution, and degree level.



When looking at the percentage of graduates at responding programs at each Carnegie classification of institution by the graduate's race/ethnicity, African American/Black (non-Hispanic) research doctorate graduates are a larger segment of graduating classes at D/PU (22.2%) and R2 (26.9%) classified institutions but a smaller segment at R1 (9.1%) classified institutions, whereas African American/Black research doctorate graduates were 14.5% of all graduates (Figure 27). White (non-Hispanic) research doctorate graduates were also overrepresented at D/PU (66.7%) and R1 (60.0%) classified institutions and underrepresented at R2 (41.8%) institutions, compared to the overall percentage of White graduates (55.8%), as were Hispanic/Latinx graduates at R2 classified institutions (14.9% vs. 8.0% of all graduates). At the

practice doctorate level, graduate race/ethnicities by Carnegie classification of institution were proportional to the overall race/ethnicity breakdown of practice doctorate graduates, except for the R2 classification of institution, which had a low number of graduates.

FIGURE 27 Reported proportion of 2019–2020 graduates by race/ethnicity, Carnegie classification of institution, and degree level.



GRADUATE JOB SEARCH BY PROGRAM TYPE

Table 19 provides an overview of students on the job market, job search supports, and the factors contributing to a successful academic job search for both practice doctorate and research doctorate graduates. Research doctorate programs responding to the GADE survey reported an average of 4.32 and a median of four graduates (*SD* = 2.24, range 0–9) in 2018–2019, with an average of 4.04 and a median of four students (*SD* = 2.74, range 0–15) on the job market. In comparison, practice doctorate programs responded to the same survey with an average of 18.44 and a median of 17 graduates (*SD* = 20.18, range 0–67) and an average of 12.1 and a median of 2.5 students (*SD* = 20.65, range 0–67) on the job market.[4] These figures were highly skewed by large outliers, which prevented a finding of statistical significance between the two types of programs.

Regarding job search support, five practice doctorate programs (33.3%) did not provide any formal supports to their students on the job market compared to zero research doctorate programs with no formal job search support ($p < .001$). Sharing job postings with students was the most common job search support, with 89.3% of research doctorate programs and 53.3% of practice doctorate programs sharing postings ($p = .001$). Research doctorate programs reported significantly more job search supports in all areas, including job search seminars (PhD 75%, DSW 46.7%; $p = .035$), mock job talks or 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 research doctorate programs and less than half of practice doctorate programs. Negotiating job

4 Both mean and median were provided because of the presence of outliers in the data.

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 research doctorate and practice doctorate programs but still occurred in more than half of research doctorate programs.

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 showed both similarities and differences in the academic job search process of research doctorate and practice doctorate students. Research doctorate 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 research doctorate students but only slightly important for practice doctorate students. Although external funding ranked last in importance for both types of programs, it still rated significantly higher among research doctorate job seekers (PhD $M = 3.06$, DSW $M = 1.75$; $p = .007$). In contrast, practice doctorate directors rated practice experience as the most important factor ($M = 4.80$, $SD = 0.42$) with research doctorate 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.

TABLE 19 Students' job search by program type.

	Practice doctorate			Research doctorate			
	N	Mean (median)/ percent	*SD* (Range)	*N*	Mean (median)/ percent	*SD* (Range)	*p*
How many students graduated from your program in 2018–2019?	9	18.44 (17)	20.18 (0–67)	44	4.32 (4)	2.24 (0–9)	.369
Total number of students on job market in 2018–2019 academic year	10	12.10 (2.5)	20.65 (0–67)	46	4.04 (4)	2.74 (0–15)	.249
Job search support for students	15			56			
Seminar and/or workshop related to the job search	7	46.7%		42	75.0%		.035
Mock job talks or interviews	5	33.3%		42	75.0%		.002
Sharing job postings with students on the job market	8	53.3%		50	89.3%		.001
Review students' application materials	4	26.7%		45	80.4%		<.001
Helping students negotiate job offers	3	20.0%		40	71.4%		<.001
Promotional materials advertising our students	1	6.7%		31	55.4%		<.001
We do not provide formal support to our students on the job market	5	33.3%		0	0.0%		<.001
Importance of factors for an academic job search							
Research productivity	8	2.00	0.54	36	4.39	0.93	<.001
External funding	4	1.75	0.50	36	3.06	0.89	.007
Practice experience	10	4.80	0.42	36	3.56	1.05	.001
Teaching experience	10	3.80	1.03	36	3.94	0.92	.672
Good match between student and institution	9	4.11	0.93	36	4.33	0.99	.544
Focused research agenda	7	1.86	1.22	36	4.19	0.89	<.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.

The GADE survey 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 28 shows the primary positions sought by both research doctorate and practice doctorate graduates. Based on the responses of directors who provided job search data on their graduating students, more than half of research doctorate graduates sought tenure-track faculty positions at R1/research intensive (*n* = 62) or R2/research and teaching (*n* = 51) institutions, with far fewer practice doctorate graduates seeking R2 tenure-track positions (*n* = 8) and none primarily seeking an R1 tenure-track position. Similarly, directors reported only research doctorate students seeking academic and nonacademic research positions and postdoctoral fellowships. In contrast, more than half of practice doctorate students either sought nonacademic administrative positions (*n* = 53) or were currently employed and not seeking a new position (n = 80). More practice doctorate than research doctorate graduates were reportedly seeking clinical practice positions (PhD *n* = 2, DSW *n* = 13), nontenured 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 nonprofits. Roughly the same number of research doctorate and practice doctorate graduates were reportedly seeking tenure-track positions at teaching universities (PhD *n* = 19, DSW *n* = 22), policy practice (PhD *n* = 3, DSW *n* = 5), and director of field education (PhD *n* = 1, DSW *n* = 3) positions.

FIGURE 28 Students' primary position sought by program type.

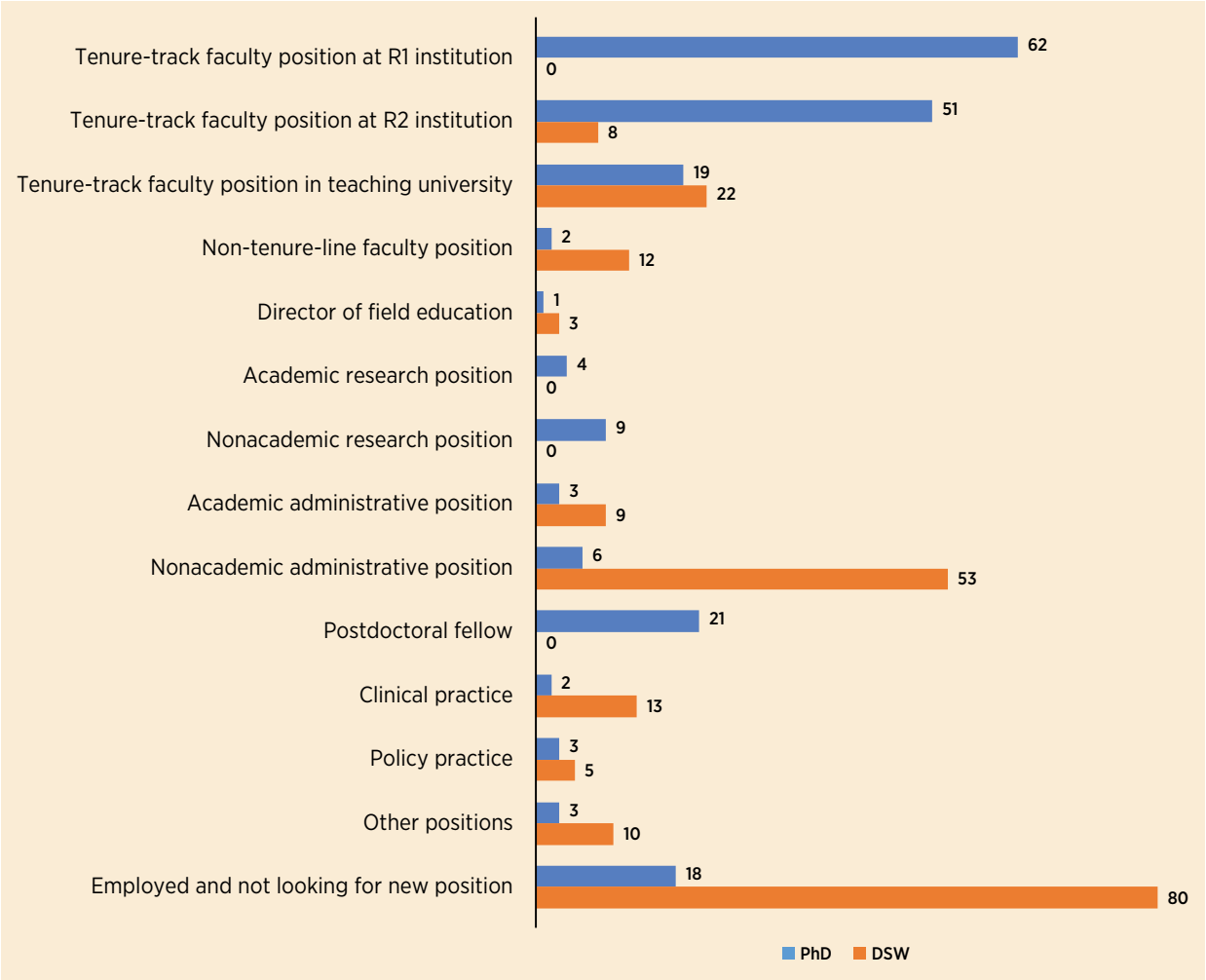
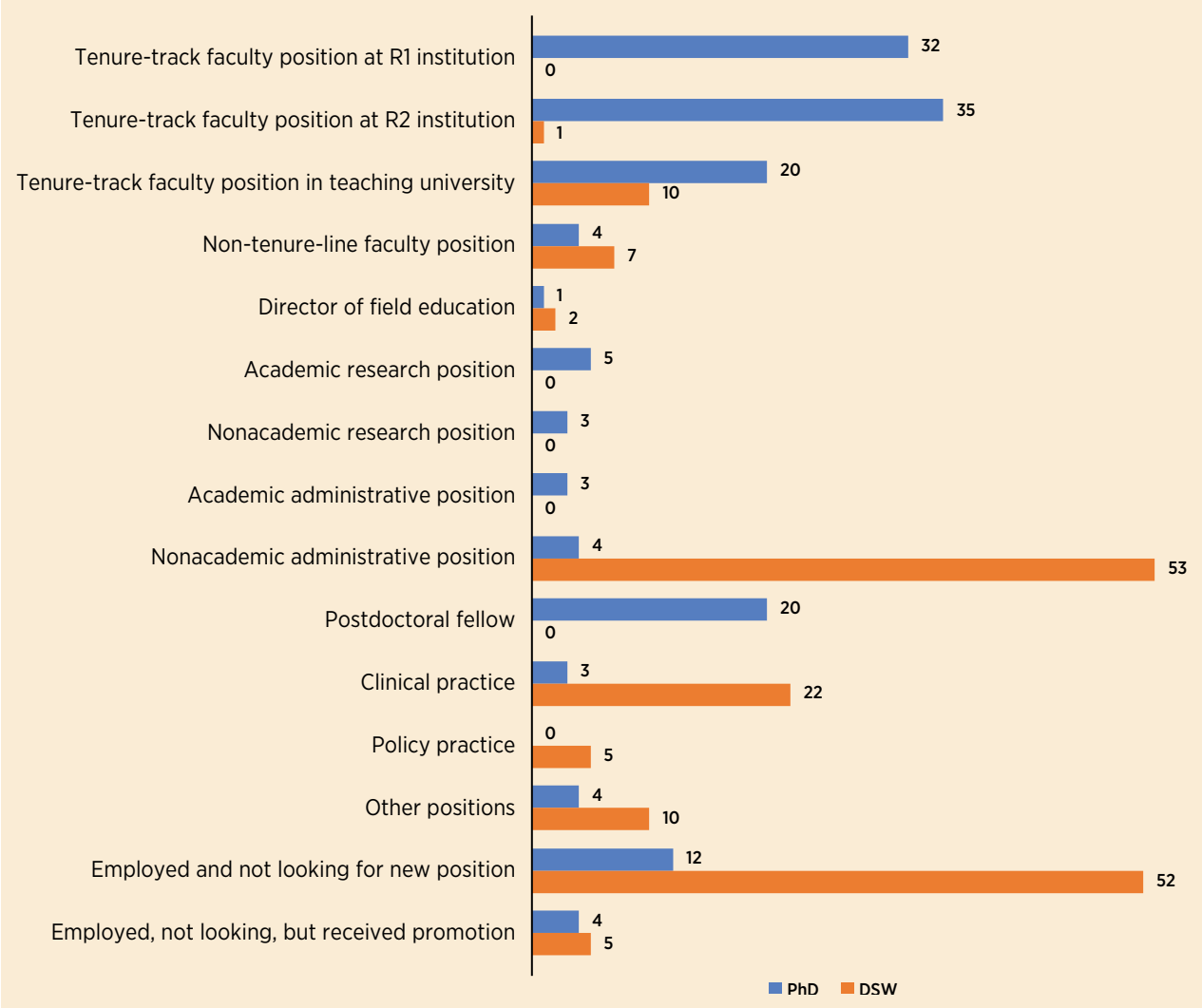


Figure 29 shows the positions actually obtained by the 2018–2019 graduates, as reported by the program directors who responded to the question. Positions obtained closely matched the positions sought, with a few exceptions. In particular, more students had sought tenure-track faculty positions than actually obtained them, and research doctorate students appeared to have an advantage over practice doctorate students in the academic job market: 87 of the 98 students successful in attaining tenure-track positions were research doctorate 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 nonacademic research positions graduated from research doctorate programs.

FIGURE 29 Positions obtained by PhD and DSW graduates.[5]



Note. Program directors were asked to provide the numbers 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. A total of 24 research doctorate directors and 6 practice doctorate directors provided data.

"Tenure-track faculty position in a teaching university" was the response option on the survey, although D/PU classified institution could be interpreted in its place.

5 GADE Director Survey adopts language from CSWE Annual Survey regarding job placements for doctoral gradates. "Tenure-track faculty position in teaching university" refers to D/PU.

In contrast, directors reported only practice doctorate graduates obtaining policy practice positions, and practice doctorate graduates outnumbered research doctorate graduates in nontenured 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 practice doctorate graduates with job placement data available obtained nonacademic administrative positions (*n* = 53) or remained in their current position (*n* = 52), although four research doctorate students and five practice doctorate students reportedly not looking for a new position did receive job promotions upon graduation. However, because of the small number of respondents to the questions on job search, findings must be interpreted with caution.

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

Discussion and Implications

This report compares data for both the practice and research doctorate degrees and is designed to provide points for discussion about doctoral education in the social work profession. The data presented in this report provide a much needed lens for understanding the characteristics of doctoral programs that were surveyed and should be a starting point for a conversation about the future of both the practice doctorate and research doctorate. Overall, more students are pursuing doctoral degrees today (3,421) than 5 years ago (2,545), and a higher proportion are choosing practice doctorate degrees (44.9% of all doctoral students enrolled in practice doctorate programs in 2019 vs. 9.5% enrolled in practice doctorate programs in 2014). The trend data nationally show that numbers of enrolled students in practice doctorate programs have greatly increased, and both practice and research doctorates have added programs. At the same time, the numbers of enrollments of research doctorate students have decreased consistently for the last decade. These trends have resulted in the enrollment in practice doctorate programs now being only slightly less than the total number of enrolled research doctorate students when compared, based on the total number of degrees conferred annually.

The breakdowns of enrollment by age, sex, and race/ethnicity indicate differences do exist in the types of programs and institutions that different students enroll and graduate from. The data from this report do not tell us whether these differences are an issue that needs to be addressed, which is a subject for future research by the social work profession.

The data show that a higher proportion of African American/Black and female doctoral students enroll in practice doctorate programs than research doctoral programs. Asian students are three times more likely to enroll in research doctorate programs than practice doctorate programs. In addition, practice doctorate students tend to be older than research doctorate students. The data source of this report does not identify the reasons for these observations, which might be related to differences in program structure such as program length, flexibility and accessibility, curriculum focus, and student preferences and goals for doctoral education. Further research on quantitative and qualitative designs are clearly needed to further clarify the observed disparities in types of programs students enroll in by sex and race/ethnicity.

Although both practice and research doctorate students entered their programs with the goals of educating the next generation of social workers and developing social work leaders in academic settings, directors' understandings of student goals for completing the different programs also differ, with research doctorate student goals being more focused on research in the field and practice doctorate students having goals more related to social work practice, which is appropriate. However, less financial institutional support is available to practice doctorate students, which may lead to increased debt levels at graduation while also making the programs cheaper for institutions to offer than research doctorate programs. The GADE survey data are also based only on the perceptions of program directors, not on the perceptions of students and graduates themselves. More research is needed on these topics, including gathering more data from students and graduates on their motivations and goals for pursuing research doctorate or practice doctorate degrees, student debt levels after graduation, and the graduate's ability to repay and timeline for repaying their loans after graduation.

Doctoral curricula for practice and research programs were organized in a way that was consistent with the perceived students' main goals of enrollment. Research doctorate directors generally depicted an overarching emphasis on contributing to the profession through research as the key focus of their doctoral curriculum. Compared to practice doctorate programs, research doctorate programs included more courses on quantitative methods and statistical skills, required more credit hours in fields outside social work, and were more likely to require the completion of candidacy or qualifying examinations and dissertations to demonstrate traditional research-oriented skills. In contrast, practice doctorate programs included more courses on micro and mezzo practice and leadership development, and they included graduation requirements such as portfolios or capstone projects to demonstrate practice skills.

Consistent with the goals of enrollment and program curriculum focus, graduates of practice doctorate and research doctorate programs appeared to show different trajectories in their job search process. The survey findings showed that practice doctorate and research doctorate graduates sought different types of positions, with research doctorate graduates pursuing

tenure-track positions, postdoctoral fellowships, and more research-oriented positions, and practice doctorate graduates more often pursuing nonacademic administrative positions or clinical practice. However, both practice doctorate and research doctorate graduates were seeking positions at teaching-oriented institutions, and research doctorate graduates appeared to have an advantage in obtaining these positions among this sample. In addition, research doctorate programs in this study provided more extensive job search support than practice doctorate programs.

The data also show that at both the practice doctorate and research doctorate levels, a larger proportion of African American/Black and female students enroll at for-profit and private institutions than at public institutions. Similarly, a higher proportion of African American/Black and female students are enrolled at D/PU classified institutions than the general population, whereas fewer than the general population are enrolled at R1 institutions. This could be because female and African American/Black students are choosing these types of institutions because of the way programs are administered at those institutions, or it could be because fewer of these students are being accepted at R1 and public institutions. Additional research is needed to identify why this is the case.

Differences are also seen in the percentages of students enrolled versus the percentage of graduates at both the practice doctorate and research doctorate level, particularly with African American/Black graduates being a smaller percentage compared to the percentage of African American/Black enrolled students and White (non-Hispanic) graduates being a higher percentage compared to the percentage of White (non-Hispanic) enrolled students. The data from this study do not allow for a clean comparison because it does not track students from enrollment through graduation to assess the completion rate. The data are also from only one year, so it is possible that students of a particular race/ethnicity all recently enrolled and are therefore a few years away from graduation. However, this disparity is worth paying attention to over the next few years. Additional research is also needed to track completion rates of both practice doctorate and research doctorate students by race/ethnicity and by type of institution students are enrolled at.

Limitations to Data

Limitations of the data sources must be acknowledged. For the GADE Director Survey, the data were based entirely on doctoral program directors' self-report, including their perception of students' educational goals and aspirations for jobs and job placement outcomes. Therefore, there might be recall errors, perception biases, or social desirability bias. Second, the survey did not capture information for all doctoral programs. Although the response rates for both PhD (69%) and DSW program directors (88%) were satisfactory, directors did not uniformly provide answers for all questions, with several sections of the survey having at least one third missing responses. Because the survey took place in the early months of the COVID-19 pandemic, directors may have experienced greater time challenges to collect data for some questions. Overall, the survey received more responses on questions about program characteristics, support

and resources provided to students, and curriculum focus and design, and fewer responses on students' demographics and job search aspirations and outcomes. For numerical questions about numbers of graduates and job seekers, the data were flawed by missing data, a low number of responses, and the presence of very large outliers, particularly among DSW programs. Therefore, findings must be interpreted with caution.

The CSWE Annual Survey data are also based entirely on self-report data from program deans and directors. Some data with clear deviations from other data are verified with respondents, but the majority of submitted data are accepted by CSWE as being correct and accurate. Although the majority of programs at both the research doctorate and practice doctorate levels did respond to the survey, almost one fifth of programs did not submit data, leaving a slightly incomplete picture in this report. Respondents may also skip some of the questions, leaving lower response rates for some of the items in this report. Lastly, the data in this report were collected before the COVID-19 pandemic, and data collected by CSWE since the start of the pandemic indicate that programs have had to modify operations and enrollment has fluctuated. Data collected from CSWE members in March 2021 suggest that enrollment at most research and practice doctorate programs has remained flat or increased slightly; however, it is unknown whether the pandemic has affected students and graduates of different sexes, ages, and races/ethnicities differently.

Conclusions

This report describes the current landscape of doctoral education and poses some questions for future research and considerations:

- Are for-profit, private institutions, and D/PU classified institutions filling a void and enrolling qualified students who are not accepted by public and R1 classified institutions, or are they enrolling unqualified students who were not accepted by public and R1 classified institutions? What is responsible for the differences between the different types of institutions that different types of students enroll in?
- How can doctoral directors revisit program accessibility and student support to increase the diversity and inclusiveness of social work doctoral education at the practice doctorate and research doctorate levels?
  - Do public institutions and research doctorate programs need to adapt their programs to better serve a more diverse student population?
  - What are the reasons that BIPOC and female students are enrolling in D/PU classified institutions more frequently than other institutions?
  - Are more BIPOC and female students choosing the practice doctorate degree because of goals to further their work in the practice, or are they choosing it because of the lesser time commitment and greater flexibility available (i.e., online coursework) in their programs compared to research doctorate programs? What are specific reasons why a higher percentage of BIPOC and female students are selecting to enroll in practice doctorate programs over research doctorate programs?
- Are graduates from different types of institutions prepared for the careers they aim to pursue with their newly acquired practice doctorate and research doctorate degrees?
- What might be the implications for a rapidly growing number of practice doctorate programs and graduates for the job market and the profession as a whole?
- What might be the opportunities for complementary contributions to doctoral education and social work profession presented by the uniqueness of practice doctorate and research doctorate programs, especially in the area of research–practice integration?

CSWE and GADE encourage social work education researchers to undertake this research and further the body of knowledge on the subject.

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