Guidelines for Berkeley Faculty Serving as Outside Committee Members for Social Welfare Doctoral Students

Doctoral students in Social Welfare are required to work with Academic Senate faculty outside of their department. If asked, the following may serve as a guideline as to what an outside faculty member can expect in terms of workload and responsibilities.

**Supervising a paper**
- Overview: Social welfare doctoral students are asked to develop three major papers, each on a narrow topic relevant to their interests in social work/welfare.
- Your role: Under the supervision of a senate faculty member, students prepare a major paper, suitable for publication in some instances, that draws on the relevant literature to thoroughly examine a single topic. The paper may include original, empirical work, or it may be a critical review of the literature.
- Papers are typically 25-50 pages in length.
- Students typically enroll for units with the faculty member during the course of the writing project.

**Supervising a field bibliography**
- Overview: Social welfare doctoral students are asked to prepare three field bibliographies, each on a broad topic relevant to their interests in social work/welfare.
- Your role: Under the supervision of a senate faculty member, students prepare an extensive bibliography reflecting their knowledge of the literature in the identified field.
- As a faculty supervisor, your role is threefold:
  1. The faculty member works with the student to develop the scope of the bibliography. The scope is negotiated between the student and faculty member. Each field covers a large area of knowledge and while there is no recommended length, the student and the faculty member may think of it as if they were preparing the bibliography for a complete course in that area. For instance, if the problem field is “The Family, Family Functioning,” one might consider all the topics that they might cover in a one semester course and develop the bibliography accordingly.
  2. The faculty member discusses with the student the materials on an as-needed basis;
  3. The faculty member serves as an examiner on the student’s qualifying exam (description below).
- Students typically enroll for units with the faculty member during the course of developing the field bibliography.

**Qualifying examination**
- Serve as one of five members on a student’s qualifying oral examination.
- Be available for a 3-hour (or less) exam scheduled at a time that is mutually agreed upon by all members.
- Receive student materials approximately 6-weeks in advance of the oral exam for review.
• Participate in the exam by asking questions pertaining to any part of the written material provided.

• Note: Students will provide three (3) papers, three (3) field bibliographies, and a dissertation prospectus in preparation for the oral exam. Outside examiners need not feel responsible for all of the material provided if it is outside of their field of expertise. The student will rely on the outside member, in particular, to raise questions in the exam that are most relevant to that faculty member’s interests and expertise. During the oral exam, the dissertation prospectus typically serves as a place-holder for a future conversation and it is not usually discussed at length during the exam.

**Dissertation committee**

• Serve as one of three members on a student dissertation.

• Review, provide feedback, and ultimately approve – if merited -- the dissertation prospectus.

• Meet with the student on an as needed basis to guide the student in his/her research project.

• Review the final draft document.

• Review and approve, if merited, the final dissertation.

• Other activities as mutually agreed upon between student and faculty.