

**ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DOCTORAL ANNUAL EVALUATION**

Academic Year: \_\_\_\_\_

Department: \_\_\_\_\_ Academic Plan/Major: \_\_\_\_\_

### Doctoral Student Annual Review

In accordance with University and College policy, each year, the supervisory committee, the major professor, or the student's advisor prior to selection of a major professor, will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean.

The department/program will forward the form to OASIS ([oasis-grad@fsu.edu](mailto:oasis-grad@fsu.edu)) via DocuSign for completion.  
***Form fields must be typed. Authenticated digital signatures (Adobe or DocuSign) are required.***

Student Name: \_\_\_\_\_ EMPLID: \_\_\_\_\_

Program Entry Term/Year: \_\_\_\_\_ Major Professor/Advisor: \_\_\_\_\_

Term/Year Diagnostic Exam Anticipated\*: \_\_\_\_\_ or Term/Year Diagnostic Exam Passed\*: \_\_\_\_\_  
*\*If applicable*

Term/Year Prelim Exam Anticipated: \_\_\_\_\_ or Term/Year Prelim Exam Passed: \_\_\_\_\_

Projected Date of Graduation: \_\_\_\_\_

**Portfolio Review:**

*The intent of the annual review is to ensure that each student has the opportunity for scholarly engagement and continues to make timely progression toward completion of the degree program. Students are to be evaluated based on their stage in their degree program. Progress is assessed by the doctoral portfolio using the evaluation system below. After review of the portfolio, the appropriate boxes are to be marked.*

*The student must submit supporting materials to the annual evaluation portfolio system before July 1<sup>st</sup> of each year. A copy of the completed and signed report is to be on file with OASIS (1) prior to the end of classes for those graduating in the spring semester or (2) July 1<sup>st</sup> if the student is continuing in the same program. The major (or co-major) professor(s) should also provide a completed and signed copy to the student.*

	Not yet applicable	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>1) Current CV</b>				
		- CV not uploaded <i>or</i> - Low quality (e.g., Poorly formatted, lack of information, lack of detail, unnecessary information)	- CV uploaded - Complete information	- Up to date, thoroughly edited and organized with currently accepted formatting
<b>Comments</b>				

<b>2) Draft of a grant application (SLO 1.3)</b> Students will produce a draft of a grant application relevant to their area of research				
		- Grant not uploaded <i>or</i> - Low quality, not suitable for submission	- Grant appropriate to student's research program - Ready for submission	- Grant appropriate to student's research program <i>and</i> was submitted
<b>Comments</b>				
<b>3) Publishable Manuscripts (SLO 1.2)</b> By graduation, students will submit at least 3 manuscripts for publication within a focused and systemic program of research, of which the student will be the lead author on at least of 1 of those publications				
		- Fewer than three manuscripts submitted to peer-reviewed scientific journals	- Three manuscripts submitted to peer-reviewed scientific journals of which the student is the lead author on at least 1	- More than three manuscripts submitted to peer-reviewed scientific journals and the student is the lead author on at least 1
<b>Comments</b>				
<b>4) Research presentations (oral or poster) at a national or international professional conference (SLO 1.2)</b> By graduation, students will submit at least 3 conference presentations within a focused program of research, of which the student will be the lead on at least of 1 of those presentations				
		- Fewer than three research presentations submitted to national or international professional conferences	- Three research presentations submitted to national or international professional conferences	- More than three research presentations submitted to national or international professional conferences

<b>Comments</b>				
<b>5) Statement of Program of Research</b>				
		- Program of Research not uploaded <i>or</i> - Poorly written or organized	- Program of Research uploaded with adequate writing - All elements present, clear statement of research	- Focused program of research with exemplary writing and organization
<b>Comments</b>				
<b>6) Evidence of successful teaching in a face-to-face or online format (if student was an instructor of record) (SLO 3.2)</b> Students will successfully teach at least one undergraduate course in a traditional or online format and in doing so will demonstrate knowledge and skills of effective teaching in traditional or non-traditional instructional formats.				
		- SPCI mean rating of < 3.0 (if student was instructor of record)	- SPCI mean ratings of > 3.0 (if student was an instructor of record)	-SPCI mean ratings of > 4.0 (if student was an instructor of record) - Nomination for teaching award -PIE Teaching Training Recognition
<b>Comments</b>				
<b>7) Statement of Teaching Philosophy</b>				
		-Statement not uploaded <i>or</i> - Low quality, not suitable for submitting with a job application	- Statement uploaded with adequate writing - All elements present, clear	- Exemplary writing and organization

			statement of teaching philosophy	
<b>Comments</b>				
<b>8) Cultural Competency Statement</b>		-Statement not uploaded <i>or</i> - Low quality, not suitable for submitting with a job application	- Statement uploaded with adequate writing - All elements present, clear statement of teaching philosophy	- Exemplary writing and organization
<b>Comments</b>				
<b>9) Evidence of service to the Department, College, University, or professional organization</b>		-Not a member of at least one national professional / scientific association -No events / activities	-Member of at least one national professional / scientific association -Average of at least one service event/activity per year	-More than one event / activity <i>or</i> served as a journal reviewer-in-training <i>or</i> reviewer for conference presentations
<b>Comments</b>				
<b>10) Other career-related applied activities</b>		-Little or no activity	-Active in career-related activities/service in community	-Active in career-related activities/service in community and evidence of leadership (e.g., service award, officer, etc.)
<b>Comments</b>				
<b>*Required for MFT Students</b>				
<b>11) Clinical Development and Professionalism (SLO 2)</b>		-Below satisfactory practicum evaluation assessment on	- Satisfactory practicum evaluation assessments on domains 1-7 on the	- Evaluation assessments of "very good" on practicum on domains 1-7 on the

<p>Goal 2: Students will demonstrate advanced, multiculturally-informed clinical practice competencies and supervision skills in meeting the needs of diverse individuals, couples, and families.</p>		<p>any domain criteria 1-7 on the practicum syllabus or below standard quality performance indicators on internship evaluations; -Inability to maintain requisite clinical load; -Behavior below standards of professional practice</p>	<p>practicum syllabus or adequate quality performance indicators on internship evaluations; - Maintains requisite clinical load; -Behavior represents standards of professional practice</p>	<p>practicum syllabus or high-quality performance indicators on internship evaluations; - Maintains requisite clinical load; -Behavior exceeds standards of professional practice</p>
<p><b>Comments</b></p>				

**For Students in their 2<sup>nd</sup> Year or Beyond - Developmental Review:**

*Whereas an annual evaluation is required, the overall aim is to accrue and use information to assist in students' professional development through the program. The below criteria are to be used to provide an appraisal of the student's growth and trajectory.*

<p><b>1) Academic Progression</b></p>	<p><b>Academic Progression</b> Apart from grades. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Intentional development of POS</li> <li>• Informed decisions about coursework and opportunities</li> <li>• Capacity to integrate content from different courses to inform command of body of knowledge</li> </ul>		
	<p>-No evidence of academic progression</p>	<p>-Some evidence of academic progression</p>	<p>- Clear evidence of academic progression</p>
<p><b>Comments</b></p>			
<p><b>2) Research Progression</b></p>	<p><b>Research Progression</b> Apart from articulating a research program and submitting papers/conference abstracts. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Independent articulation of research questions and hypotheses</li> <li>• Ability to independently test hypotheses, troubleshoot and manage data</li> <li>• Ability to articulate state of knowledge in research area</li> <li>• Demonstrated progress toward the development of a focused program of research</li> <li>• Articulation of the "so what" of their research program</li> </ul>		

	-No evidence of research progression	-Some evidence of research progression	-Clear evidence research progression
<b>Comments</b>			
<b>3) Professional Development</b>	<b>Professional Development</b> Apart from specific activities like service to the field, completing reviewer-in training. Examples include but are not limited to: <ul style="list-style-type: none"> <li>• Effective time management</li> <li>• Work ethic</li> <li>• Professional conduct both within the FSU community and in the broader professional arenas</li> <li>• Successfully situating oneself for success in future aspirations</li> </ul>		
	-No evidence of growth toward professional aspiration	-Some evidence of growth toward professional aspiration	-Clear evidence of growth toward professional aspiration
<b>Comments</b>			

Current Academic Year Scholarly Engagement Requirement Completed: \_\_\_\_\_Yes \_\_\_\_\_No

Satisfactory Progress: \_\_\_\_\_ Unsatisfactory Progress (Official Concern) \_\_\_\_\_

Please briefly summarize the student's progress over the past 12 months. Please note any special problems that have occurred. *Please attach a separate page if additional space for comments is needed.*

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Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of (Co-)Major Professor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of (Co-)Major Professor: \_\_\_\_\_ Date: \_\_\_\_\_

Initial of OASIS Staff Member: \_\_\_\_\_ Date Received in OASIS: \_\_\_\_\_

## **Doctoral Student Scholarly Engagement Requirement**

Please consult the current Florida State University (FSU) Graduate Bulletin for an overview of the Scholarly Engagement requirement for all FSU doctoral students. To meet the Scholarly Engagement requirement, doctoral students in the Department of Human Development and Family Science must submit evidence of Scholarly Engagement via the doctoral portfolio annual evaluation system. These activities may include presenting at conferences, preparing publishable manuscripts, submitting grant applications (see <http://ogfa.fsu.edu/> for opportunities and grant development resources), and other scholarly work determined as appropriate by the student's committee. Attending departmental and college guest lectures is also expected. Students are required to fulfill scholarly requirements each year. An action plan will be developed by the student's supervisory committee in instances when a student does not meet this requirement as indicated in an annual evaluation summary. The action plan will enumerate measurable benchmarks that must be completed by the student during the next academic year to achieve a satisfactory rating and consequences if those benchmarks are not achieved. This action plan will be signed by the student and major professor. If the benchmarks are not completed the following academic year, the student will not be allowed to progress to the next stage of the degree (e.g., sit for the preliminary exam, prospectus or dissertation defense) until concerns are resolved and benchmarks achieved.