

Advising Checklist for Doctoral Students

Required by the University of Washington Graduate School

The purpose of this assessment is to provide faculty the opportunity to review student progress in the PhD Program and to initiate an annual dialogue between the advisor and the student about possible resources and ways to meet student goals as they relate to the program.

**Directions:** The Faculty Advisor and student should complete this form together and each sign below by the end of each Spring Quarter. Once the form is complete and signed, the student must submit it electronically to the PhD Program Office and also upload it to their catalyst file. In lieu of a faculty signature, the student may submit a concurring email.

**Student name:**

**First Year Advisor**:

**Supervisory Chair Advisor:**

**Meetings of Advisor/Advisee (indicate date of meeting each year):**

*Date Advisor Student*

**First year**      

**Typed Name Typed Name**

**Signature (email acceptable in lieu) Signature (email acceptable in lieu)**

**Second year**      

**Typed Name Typed Name**

**Signature (email acceptable in lieu) Signature (email acceptable in lieu)**

**Third year**      

**Typed Name Typed Name**

**Signature (email acceptable in lieu) Signature (email acceptable in lieu)**

**Fourth year**      

**Typed Name Typed Name**

**Signature (email acceptable in lieu) Signature (email acceptable in lieu)**

**Fifth year**      

**Typed Name Typed Name**

**Signature (email acceptable in lieu) Signature (email acceptable in lieu)**

**Sixth year**

# First Year

**First Year Social Welfare Courses:**

At the end of the first year it is beneficial for the student to assess her/his overall sense of confidence regarding first year content and meta-skills such as writing ability, critiquing theoretical and empirical literature, formulating and articulating learning goals and career objectives. Review of the first year include whether any courses are incomplete or received a grade less than 3.0 and, if so, planning regarding resolution.

**Preliminary Suggestions for Student Supervisory Committee: To be formed early in year two; complete form when ready to constitute committee officially, phd-SUP\_REQ.doc (available on SSW website).**

Student and faculty suggestions regarding supervisory committee members and plan for recruiting members. Also list additional resource people in or outside of the School who may be useful.

**Plan for Research Practicum (SocWl 582-583 - CR/NC, to be completed by the end of year 2)**

Which research skills are of greatest interest:

Resources available:

Future areas of learning and ways to get there:

**Plan for Teaching Practicum (SocWl 584 - CR/NC to be completed by end of year 2) and other teaching training**

Courses student would like to teach and/or teaching skills of greatest interest:

Resources available:

Future areas of learning and ways to get there:

**Social Justice Learning Objective Training Plans:**

Provide a discussion of what [Social Justice Learning Objectives](http://depts.washington.edu/sswweb/programs/phd/phdforms/phd-SJ-objectives.doc) the student has achieved this year and how social justice training will be incorporated in the scholarship, teaching, and service activities over the coming years. Please note the discussion presented in this section should be used as a base for evaluating Social Justice Learning Objectives in the next end-of-year advising meeting.

**Financial Support Plan:**

Support for dissertation research pursuit of fellowships, and roles such as auxiliary faculty benefit from advanced planning and preparation. Discussion of these topics will be beneficial: faculty suggestions for potential sources of dissertation support to be applied for at the end of year 2 or early year 3.

**Areas for On-going Discussion**

The following are broad-based aspects of training that benefit from periodic assessment. Please indicate discussion about concerns and plans for solutions as deemed useful.

**Student’s Research Capacity:** Has the student developed research skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Department resources which may assist student's progress**:

**Summary of student progress:** Anything else useful to consider regarding general progress toward degree completion and/or attainment of desired competencies? Considerations for job market preparation? Development of teaching and research portfolios?

Student's end of the year self-assessment. Any faculty perspective to add?

# Second Year

**Individual Learning Plan:**

Oral presentation made during early autumn quarter of the second year. Written plan submitted to PhD Program Director by the end of autumn quarter of the second year.

|  |  |
| --- | --- |
| **Dates Completed** | **Substantive Area** |
|  |  |

**Outline of Qualifying Scholarly Paper:** submitted to PhD Program Director by end of spring quarter

|  |  |
| --- | --- |
| **Date Completed** | **Title** |
|  |  |

**Research Practicum Completed**

|  |  |
| --- | --- |
| **Quarters/Faculty Mentor** | **Project Description** |
|  |  |
| **Practicum Contract (registration form) submitted to PhD Director Yes**  **No** | **Practicum Paper submitted to PhD Director**  **Yes  No** |

**Teaching Practicum Completed**

|  |  |
| --- | --- |
| **Quarter/Faculty Mentor** | **Course ID/Description** |
|  |  |
| **Practicum Contract (registration form)submitted to PhD Director Yes  No** | **Practicum Paper submitted to PhD Director**  **Yes  No** |

**Social Science Theory Courses Completed** (2 required; 1 must be numerically graded)

|  |  |
| --- | --- |
| **Course #, Title** | **Comments on whether class contributed to student goals. Completion or grade difficulties?** |
|  |  |
|  |  |
|  |  |

**Advanced Research Methods Courses Completed** (3 required; 2 must be numerically graded; 1 must be qualitative or mixed methods)

|  |  |
| --- | --- |
| **Course #, Title** | **Comments on whether class contributed to student goals. Completion or grade difficulties?** |
|  |  |
|  |  |
|  |  |

**Substantive Courses Completed** (2 required; both must be numerically graded)

|  |  |
| --- | --- |
| **Course #, Title** | **Comments on whether class contributed to student goals. Completion or grade difficulties?** |
|  |  |
|  |  |
|  |  |

**Graduate Tutorials and Elective Courses taken (inside or outside School of Social Work):**

**Financial Support: Grant Preparation Plan:** Resources (assistantships, fellowships, grants, positions, etc.) pursued or needed? List grant proposals to be submitted within 1 year.

**Student Supervisory Committee: Submit to PhD Program Director by end of spring quarter**

Quarter/Year constituted:

Members:

Name Department

(Chair)

(Member)

(Member)

(GSR)

(Additional Members)

**Areas for On-going Discussion**

**Student’s Research Capacity:** Has the student developed research skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Student's Teaching Capacity:** Has the student developed teaching skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Social Justice Learning Objectives Training Progress:**

Reflect on the goals and plans discussed and enumerated in the first-year advising meeting with regard to social justice training. Discuss any efforts undertaken, knowledge gained, or progress toward incorporating the [Social Justice Learning Objectives](http://depts.washington.edu/sswweb/programs/phd/phdforms/phd-SJ-objectives.doc) in the student’s scholarship, teaching, and service. Also, discuss any social justice training plans for the coming year.

**Department resources which may assist student's progress**:

**Summary of student progress:** Anything else useful to consider regarding general progress toward degree completion and/or attainment of desired competencies? Considerations for job market preparation? Development of teaching and research portfolios?

# Third Year

**Completion of Qualifying Scholarly Paper**

|  |  |
| --- | --- |
| **Date Completed** | **Title** |
|  |  |

**If not completed at end of year three, identify supports needed and outline plan/timeline for completion. Submit petition for exemption to PhD Program Director.**

**Graduate School Oral General Examination: Presentation of Qualifying Scholarly Paper**

**Quarter/Year Paper Presented (General Exam passed):**

**Date PhC Conferred:**

**Date of submission of Paper to Journal**

Journal title:

Under review:  Accepted date:

**Dissertation:**

Plans for Dissertation Research: Areas of student concern/interest; suggestions for how ideas can be developed and dissertation achieved.

## Approval of Prospectus by Supervisory Committee:

**Date for Dissertation Colloquium:**

**Date for Dissertation Defense:**

**Areas for On-going Discussion**

**Student’s Research Capacity:** Has the student developed research skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Student's Teaching Capacity:** Has the student developed teaching skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Social Justice Learning Objectives Training Progress:**

Reflect on the goals and plans you discussed and put down in your second-year advising meeting with regard to social justice training. Discuss any efforts undertaken, knowledge gained, or progress toward incorporating the [Social Justice Learning Objectives](http://depts.washington.edu/sswweb/programs/phd/phdforms/phd-SJ-objectives.doc) in the student’s scholarship, teaching, and service. Also, discuss any social justice training plans for the coming year.

**Department resources which may assist student's progress**:

**Summary of student progress:** Anything else useful to consider regarding general progress toward degree completion and/or attainment of desired competencies? Considerations for job market preparation? Development of teaching and research portfolios?

Year 3:

# Fourth & Fifth Years

**Student’s Research Capacity:** Has the student developed research skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Student's Teaching Capacity:** Has the student developed teaching skills and knowledge commensurate with his/her goals and studies to date?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Social Justice Learning Objectives Training Progress:**

Reflect on the goals and plans you discussed and put down in your third-year advising meeting with regard to social justice training. Discuss any efforts undertaken, knowledge gained, or progress toward incorporating the [Social Justice Learning Objectives](http://depts.washington.edu/sswweb/programs/phd/phdforms/phd-SJ-objectives.doc) in the student’s scholarship, teaching, and service. Also, discuss any social justice training plans for the coming year.

Has the student developed broad understanding, knowledge, and capacity to incorporate social justice issues in his/her area of scholarship, teaching, and service?

Yes  Have concerns  Please specify concerns and suggestions for improvement:

**Department resources which may assist student's progress**:

**Summary of student progress:** Anything else useful to consider regarding general progress toward degree completion and/or attainment of desired competencies? Considerations for job market preparation? Development of teaching and research portfolios?

Year 4:

Year 5: