

Annual Review of Doctoral Students Proposal September 20, 2020

Title: _____ Annual Review of Doctoral Students _____

GSC presenter: _____ Sarah Lubienski _____

This proposal is for a...

☐ program change ☐ new program ☐ policy change ☒ new policy

Include responses to each question, as relevant:

1. What are you proposing and why?

Proposed Policy:

IUB SoE Faculty will formally review their doctoral students' progress annually, with results reported to the GSO. As part of this review, students will write a self-assessment of their progress, and faculty will provide brief, written feedback. This will include all Ed.D. and Ph.D. students.

Rationale:

Annual review of graduate students is a "Best Practice" according to the Council of Graduate Schools:

"Research suggests that formal annual evaluations tend to increase the numbers of students who complete, and are therefore preferable to sporadic and informal reviews . . . Some form of progress-tracking, annually or each semester, allows the student and supervisor to meet and establish objectives for the year. This ensures that both students and advisors be held accountable for timely progress and for constructive feedback"—Council of Graduate Schools, 2004, p. 17.

At the University of Illinois, a campus-wide requirement and system for review was implemented roughly 10 years ago. This is the system upon which our pilot system was based. Despite Illinois faculty's initial misgivings, the system was very quick and easy, and it (1) helped faculty better monitor and advise students, (2) helped faculty counsel students out when needed, avoiding years of frustration, and (3) benefited even the strongest students. For example, one strong doctoral student wrote:

...being able to see [my advisor's] comments was helpful and encouraging to know that I was on the right track. I think it was one of the things that kept me in the program, since left to my own thoughts I would have constantly thought that I couldn't be successful in this... Also, after coursework, it often feels like I haven't really done anything in my program, so I look forward to getting to fill it out and check the boxes for the things that are completed. It gives small steps of accomplishments in the big dissertation stage.

More rationale for annual review info is available here:

https://grad.illinois.edu/general/annualreview/regular_reviews.htm

Implementation Timeline:

If approved, this will begin in January, 2021. An easy-to-use electronic system has been developed by Keith McCorvie and others at ETS, guided by a working group that included faculty from all SoE departments, GSO staff, and ETS staff. The system was piloted by 5 programs

Annual Review of Doctoral Students Proposal September 20, 2020

across four departments in spring 2020. The system has continued to be improved, based on pilot feedback and will be ready for a January 2021 launch. The timeline would be as follows:

- Early December, 2020 – Let the students and faculty know about the policy, rationale, and process
- January 5, 2021 – Tell students that the form is open for them to begin their self-review.
- Feb 20 – Student form is due. Students who have not completed their form will be reminded, telling them that if it is not completed by Feb 28, a hold will be placed on their registration.
- March 1 – We tell faculty that they may now go into the system and complete their reviews, Due by April 15 (reviews can then inform SAA decisions). This gives faculty a 6-week window to confer with each other, as needed.

See the sample annual review form and stock emails to further understand the specifics of implementation.

2. How will this impact enrollment?

It may cause a few struggling students to exit the program sooner than they would normally, which could very slightly reduce enrollment. However, this may be offset by an increase in satisfaction and improved graduation rates, which can help attract students and create happier alumni.

3. How will this impact students' time to degree?

It should help tighten up time to degree for some students, and this is aligned with UGS/campus goals for graduate study.

4. How will this impact specific student populations and/or DEI issues?

Students from groups underrepresented in graduate study can sometimes struggle to receive the mentoring they need. They may feel less comfortable advocating for themselves and asking for guidance and feedback. Nontraditional students and off-campus students can also struggle in this regard. Annual review can help with this, ensuring that every student is receiving at least some basic feedback regularly.

5. How will this impact School of Education resources, including faculty loads?

Many programs already do annual review, and the feedback from the pilot group suggests that this system could save them time. Overall, reducing the degree to which doctoral students are “wandering in the wilderness” can ultimately save students and faculty substantial time and frustration. There will be an ongoing investment of staff and administrative time (see #6 below), but this will likely be balanced by the reduction of difficult, long-standing cases that require substantial faculty and staff time.

6. How will this be effectively sustained over time?

The GSO will continue to work with ETS to implement the annual review process and maintain/improve the electronic system.

7. What was the departmental vote tally for this proposal? NA

Annual Review of Doctoral Students Proposal September 20, 2020

EMAIL INSTRUCTING STUDENT TO COMPLETE SELF REVIEW

Dear [Student Name],

In accordance with best practices for doctoral education, the School of Education has established an electronic system for providing feedback about your academic progress.

This review is a multi-step process. First, you will complete a self-report, answering several questions about your academic progress. Your advisor will then read your self-report and provide brief feedback, which will be shared with you. You are strongly encouraged to confer with your advisor (in-person, via Zoom or via email) at some point in the review process. A meeting with your advisor is critical if you are facing challenges in making progress in your program.

The Annual Review Portal in GEMS is now open. Log into GEMS [add hyperlink], click the “review” tab, and complete the 2021 review form. **Your self-review must be submitted by February 20, 2021.** If a student does not complete the self-report by the deadline, there will be a hold placed on the student’s account preventing future registration.

If you encounter issues, please contact Matt Boots at mboots1@iu.edu.

Thank you,



Sarah Lubienksi

Associate Dean of Graduate Studies

School of Education

Indiana university

[Back to student record](#)

Student Annual Review

Student Name:

Current Program: ELPS- Ph.D. in History/Philosophy/Policy in Education (Specialization in Education Policy Studies)

Year: 2020

Advisor: Bradley Levinson

Milestone Checklist:

SIS Reported:

PoS Approved 01/04/2017

Qualifying Exams Passed 12/18/2013

Candidacy Approved Date 02/09/2017

Research Comm Approved (for Ph.D. students only) 08/28/2017

Student Reported: *The following milestones have not yet been passed. If you have already submitted paperwork for these milestones, please enter the submission date. Otherwise, please estimate your future submission date.*☐ Early Inquiry completed - Submission or anticipated submission date: ☐ Coursework completed (including no "Incomplete" grades lingering) - Submission or anticipated submission date: ☐ Dissertation Proposal approved - Submission or anticipated submission date: **Courses you have taken: Your cumulative GPA is 3.844. Be aware that you must maintain a 3.5 GPA in courses listed on your POS**

Subject Code :	Number :	Name :	Instructor :	Grade :	Semester :
ANTH-A	800	RESEARCH	Wiley,Andrea S.	R	Spring 2020
ANTH-A	800	RESEARCH	Greene,Shane	R	Fall 2019
ANTH-A	800	RESEARCH	Sept,Jeanne M	R	Spring 2019
ANTH-A	800	RESEARCH	Sept,Jeanne M	R	Fall 2018

1 2 3 4 5 6

Page size: 10 ▼

55 items in 6 pages

Subject Code :	Number :	Name :	Instructor :	Grade :	Semester :
ANTH-A	800	RESEARCH	Sept,Jeanne M	A	Spring 2018
ANTH-A	800	RESEARCH	Wiley,Andrea S.	R	Fall 2017
ANTH-G	901	ADVANCED RESEARCH	Sept,Jeanne M	R	Spring 2017
ANTH-G	901	ADVANCED RESEARCH	Sept,Jeanne M	R	Spring 2016
ANTH-G	901	ADVANCED RESEARCH	Sept,Jeanne M	R	Fall 2015
ANTH-G	901	ADVANCED RESEARCH	Tucker,Catherine M.	R	Spring 2015
<div> <div> <div>◀</div> <div>◀</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>▶</div> <div>▶</div> </div> <div>Page size: 10 ▼</div> </div> <div>55 items in 6 pages</div>					

Courses you plan to complete in the next academic year:

	Course Number	Course Name	Semester
	<input type="text"/>	<input type="text"/>	<input type="text"/>
			<input type="button" value="Add New Row"/>

Courses that may be Expired/Expiring: Courses that were taken more than seven years before passing your qualifying exams will need to be revalidated.

Subject Code	Number	Name	Instructor	Grade	Semester
ANTH-A	521	INTERNSHIP-TEACHING ANTH	Sievert,April K.	A	Fall 2013
ANTH-A	800	RESEARCH	Tucker,Catherine M.	R	Fall 2013
AFRI-A	731	SEMINAR ON CONTEMPORARY AFRICA	Goodman,Jane E.	A	Spring 2013
ANTH-P	663	N AMERICAN PREHIST THRGH FICTN	Scheiber,Laura Lee	B	Spring 2013
EDUC-H	637	TOPICAL SEMINAR:	Levinson,Bradley A	A-	Fall 2012
EDUC-H	795	DISSERTATION PROPOSAL PREP	Sutton,Margaret	A	Fall 2012
ANTH-E	648	POWER, SUBJECTIVITY,&THE STATE	Friedman,Sara Lizbeth	B+	Fall 2012
GRAD-G	597	IU GRADUATE EXCHANGE	Key,Margaret Susan	NC	Summer 2012
EDUC-H	622	SEMINAR: ISSUES IN EDUC POLICY	Sutton,Margaret	A	Spring 2012
EDUC-H	623	ED POLICY RESEARCH SEMINAR	Rutkowski,David Joseph	A	Spring 2012
<div> <div> <div>◀</div> <div>◀</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>▶</div> <div>▶</div> </div> <div>Page size: 10 ▼</div> </div> <div>40 items in 4 pages</div>					

If you have any incomplete grades, what is your timeline for finishing them?

Current CV.

Upload your CV *(Select pdf document for upload. Only one file per review. Selecting another file and save/submit will replace previous file.)*

No file chosen

Scholarly/Creative works submitted or completed in the past year (please use APA format). Include publications, presentations, and other scholarly works.

Briefly list the teaching and research experiences you have had in the past year, and additional experiences you hope to have before graduating.

Additional accomplishments in the past year, such as workshops or conferences attended.

Goals, issues, and/or concerns to be addressed in the coming year.

For program use only (skip if no program-specific instructions have been given to you).

Overall Advisor Evaluation Comments to Share with Student

General comments about student's strengths and progress, including completion of program milestones, presentations, and publications.

Is the student making adequate progress toward their degree?

- ☐ Yes, student is making adequate progress
- ☐ Not fully – there are some concerns (see below)
- ☐ No, student is not making adequate progress [This initiates the probation process with the Graduate Studies office. Student will generally not be eligible for assistantships and will be subject to dismissal if issues are not addressed by next year's annual review.] (see below)

Specific issues/concerns to be addressed in the coming year (include deadline for each milestone or task to be completed).

Cancel **Save** **Submit**

[Back to student record](#)

FULFILLING *the* PROMISE



Copyright ©2020 The Trustees of Indiana University | School of Education | Copyright Complaints | Privacy Notice