The Ph.D. is a research degree and it is expected that students will develop excellence in the skills associated with scholarship. Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, outreach, and professional engagement. The categories in the portfolio are designed to mirror the professional activities in the discipline.

Because the portfolio serves as partial fulfillment for the doctoral degree, all students must meet the portfolio requirements. The criteria are the minimum requirements for portfolio approval but many of our students engage in scholarship, teaching, and service that exceed the minimum requirement. Only activities accomplished during your doctoral program (or your MA/PhD program) at the University of Minnesota can be included.

You must complete your portfolio and obtain approval from your committee prior to the scheduling of your final oral examination (dissertation defense) with the department.

**Competencies and Portfolio**

This document is designed to reflect the reality that students have different goals, and that faculty have different approaches to research, teaching and mentoring. This document is designed to provide a structure with enough flexibility to allow faculty and students to focus on some areas, give less emphasis to others, and ultimately co-create the learning experiences and learning outcomes that are ideal for the student and his/her goals.

Students should begin to compile their portfolio in their first year of the program; the portfolio should be reviewed annually during the student’s progress review, and be used by the student and the student’s committee to create goals for the student and track progress toward students’ goals. A final portfolio review with the student and his/her committee should occur before the student’s dissertation defense. A student cannot defend the dissertation until the portfolio is complete.
## THEORIES: Knowledge of family discipline content and theory

<table>
<thead>
<tr>
<th>Domains of graduate student outcomes</th>
<th>Ways students develop and demonstrate these competencies: Varying by student</th>
<th>Products/activities and documentation to assess student outcomes: Varying by student (documentation can count in multiple areas – this should be negotiated with the committee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the major epistemologies representing diverse ways of knowing</td>
<td>1-4. FSoS 8000 level theory courses, qualitative research methods, clinical supervision, CFT forum</td>
<td>At least 3 examples of application of theory or integration of theory into research.</td>
</tr>
<tr>
<td>2. Understand the concepts and assumptions of the foundational theories that undergird the development of more targeted family conceptual frameworks</td>
<td>5-8. demonstrated through written preliminary examinations as well as publications and course assignments</td>
<td>1. Paper/completed assignments from department theory courses</td>
</tr>
<tr>
<td>3. Compare and contrast the primary conceptual frameworks and theories of family science (this includes C/MFT theories)</td>
<td></td>
<td>2. Written preliminary exam - Critical review paper</td>
</tr>
<tr>
<td>4. Integrate applicable constructs and assumptions from family conceptual frameworks with empirical analyses based on selected research questions</td>
<td></td>
<td>3. Theory Construction and Research Methodology (TCRM) submission to NCFR</td>
</tr>
<tr>
<td>5. Demonstrate the ability to write research questions reflecting the major constructs and assumptions of the primary family science conceptual frameworks and theories</td>
<td></td>
<td>4. Theoretical or empirical publication</td>
</tr>
<tr>
<td>6. Demonstrate the ability to critically review theoretical applications and integration of theory with empirical analyses of family science literature</td>
<td></td>
<td>5. Couple and Family Therapy theory of change paper</td>
</tr>
<tr>
<td>7. Demonstrate conceptual precision in both concept definition and assumption application of family theories grounding student’s research</td>
<td></td>
<td></td>
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<tr>
<td>8. Demonstrate the ability to connect theory and application</td>
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<td></td>
</tr>
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<td>RESEARCH: Research and methodological skills relevant to the field</td>
<td></td>
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</tr>
</tbody>
</table>
| 1. Know research methods applying to family social science  
  a) Identify methodological issues relevant to family research.  
  i. Family shared variance and nested data methods  
  ii. Understand use of both family and individual level data sets and person/family centered approaches to data analysis | Directed research, two qualitative methods courses, two quantitative methods courses, statistics courses  
Demonstrated through Master’s thesis or project, written preliminary exams, dissertation, as well as other publications, and assistantship work | Students must complete all of the following:  
1. Develop a statement of research interest and approach.  
2. Submit at least 2 peer-reviewed publications (at least 1 first-author). At least one must be empirical. No more than one of these publications can be purely theoretical. Articles should be published or in press by the dissertation defense unless another arrangement is made with the committee.  
3. Complete at least 2 peer-reviewed scholarly presentations. Presentations should be completed before the final portfolio review. |
| 2. Identify research designs for basic and prevention/intervention research studies.  
  a) Demonstrate knowledge of qualitative methods (e.g., phenomenology, ethnography, focus groups) relevant to studying families and individuals within contexts.  
  b) Demonstrate knowledge of quantitative methods and analyses (e.g., HLM, SEM) relevant to studying families and individuals within contexts. | | |
| 3. Describe, apply, and critically evaluate the literature and the conceptual frameworks or theories specific to the student’s area of interest. | | |
| 4. Describe, apply, and critically evaluate methods that apply to the student’s program of research. | | |
| 5. Demonstrate effective research dissemination through publications in peer-reviewed journals and presentations at peer-reviewed conferences. (continued to page 4) | | |
6. Demonstrate the ability to effectively utilize technological advances to facilitate research.
   a) Understand technological tools for data collection, intervention, data management, and data analysis.
      i. Demonstrate competence with online survey tools (e.g., Qualtrics, RedCap)
      ii. Demonstrate competence with data management and data analyses programs (e.g., NVIVO, SPSS, Mplus, STATA, Lisrel)
      iii. Demonstrate competence with data storage and computing technologies (e.g., Cloud Computing)

7. Demonstrate the capacity to conduct, coordinate, or take leadership in a research study.
   a) Actively participate in research studies as a team member, leader, or investigator/principal investigator.
   b) Understand and comply with human subjects and ethical issues related to family research.
# DOCTORAL PORTFOLIO REQUIREMENTS

## Domains of graduate student outcomes

### TEACHING & ADVISING: Pedagogy/training for teaching

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</table>
| 1. Describe effective pedagogy appropriate to post-secondary education and to adult learners.  
2. Demonstrate effective teaching at the post-secondary level and/or to adult learners.  
   a) Demonstrate comfort with the development and delivery of courses and curricula specific to family social science.  
   b) Demonstrate the ability to use technology to facilitate learning.  
    i. Demonstrate ability to use teaching management systems (e.g., Moodle)  
3. Demonstrate effective mentorship, advising, or supervision. | Students must complete all of the following:  
1. Develop a teaching statement  
2. Demonstrate teaching ability through one or more of the following teaching opportunities (this could be teaching online courses or courses at other universities, teaching evaluations should be included in the portfolio):  
   a) Complete coursework related to Preparing Future Faculty  
   b) Have at least one independent teaching opportunity (1 or more credit)  
   c) Have at least one teaching assistantship opportunity  
   d) Participate in community-based teaching experiences (e.g., training a group of professionals, student teaching as part of teacher license requirements)  
   e) Mentor at least one undergraduate student or graduate student through an undergraduate or graduate research or teaching internship opportunity  
2. Complete teaching methods courses required for teacher licensure |
### Domains of graduate student outcomes

#### OUTREACH & ENGAGEMENT: Practical application of knowledge

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<tbody>
<tr>
<td>1. Describe principles and practices of community outreach and engagement.</td>
<td>Students must complete all of the following:</td>
</tr>
<tr>
<td>2. Demonstrate ability to translate research into practice in order to meet community needs regarding family science-related content areas.</td>
<td>1. Develop a statement of community engagement.</td>
</tr>
</tbody>
</table>

**Directed research, assistantships, community engagement experience or coursework**

- 2. Demonstrate ability to translate research into practice in order to meet community needs regarding family science-related content areas through at least one of the following:
  - a) Write publications or conduct presentations aimed at a lay, family professional, or media audience.
  - b) Complete a directed study with Extension or Prevention Science (e.g. Minor, training grant) or Community-Based Participatory Research programs.
  - c) Participate in a community-based research study related to families.
  - d) Demonstrate competence in assets-based community programming.
  - e) Demonstrate ability to translate research into practice for policy purposes.
  - f) Evaluate a community-based program related to families or develop a program evaluation plan.
  - g) Local involvement with community groups or events.
  - h) For CFT students only: Clinical engagement (this would be practicum and internship)
### Domains of graduate student outcomes

#### PROFESSIONAL SERVICE & LEADERSHIP

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</table>
| Orientation seminar for first year MA and PhD students, advising, directed research Demonstrated through leadership positions in organizations, being asked to serve on committees or review articles or proposals | Students must complete all of the following:  
1. Develop a statement of professional identity  
2. Join/be an active member of at least one scholarly organization  
3. Demonstrate professional service and leadership through at least two of the following:  
   a. Participate in early career sections and leadership positions with a professional organization  
   b. Review journal articles for scholarly publication or conference presentation abstracts.  
   c. Service to the department, college, or university. This could include participating in the FSoS graduate student group (Shark). |

1. Join scholarly organizations relevant to relevant to families (e.g., AAMFT, AFCPE, NCFR, SPR, GSA, SRCD) and the student’s area of interest.  
   a) Participate in early career sections of organizations relevant to specialization.  
   b) Participate in leadership positions or volunteer with a professional organization.  
2. Participate in scholarly peer review.  
3. Participate in leadership and volunteer opportunities at the departmental, university, or institutional level.