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| **Name** |  |
| **Advisor** |  |
| **Class** |  |

**Preface**

Individualized Development Plans (IDPs) replace our Annual Review forms.

The IDPs serve two purposes:

1. Foremost, you as a graduate student should approach IDPs as an opportunity to empower yourself to take greater stock of your own professional development needs and goals, to discuss these with your advisor(s), and to construct an action plan for obtaining your goals.
2. As a document collected by the department, it is to record your engagement with your faculty advisor(s).

**STUDENTS SHOULD NOT INCLUDE ANY HIGHLY PERSONAL INFORMATION ON THE DOCUMENT - SUCH AS PHYSICAL OR MENTAL HEALTH ISSUES OR CONCERNS, OR ANY OTHER SENSITIVE PERSONAL INFORMATION**. You are **NOT** required to answer all of the questions, only those most useful for you to take stock of your professional development and goals. The few exceptions (as marked) will ask about your professional accomplishment, like presenting at professional conferences/ workshops, securing external fellowships, grants, and awards, and so on. If a question does not seem relevant to you please feel free to skip it. The objective is NOT for you to provide detailed responses to each question for the program’s benefit, but to have you pause and reflect on where you are in your professional development, where you would like to go, and how you might get there with the support of your faculty mentors and the graduate program.

IDPs arose from the STEM fields, specifically laboratory settings, where lab directors often ignored graduate student professional development needs. Many government-funding agencies like the National Institutes of Health, among others, now require IDPs to assure lab directors pay closer attention to those needs. SGS is now requiring ALL departments with graduate programs to implement IDPs as part of their yearly assessments. Again, the main objective is to make sure you as the graduate student feels empowered to take greater control over your education and professional needs and goals and to engage directly your advisors on important development issues. The department and the graduate program will continue to provide faculty with more standardized expectations of proper advising and mentoring. In addition, the graduate students should feel free to come together to discuss commonly experienced issues that might be brought to the departmental administrators and graduate faculty for possible action. The annual learning goals assessment meetings with GUSS representatives and members of the graduate program committee provides one institutionalized opportunity to discuss shared concerns. This IDP form is adapted from those used at Stanford University.

**Keys to a Good Mentoring Relationship**

**Think intentionally about your training.** You will find it helpful to think through what you want to get out of your training and how your advisors and other sources of support can help you achieve your goals.

**Have open and direct dialogue.** Starting off with strong, supportive communication is a fundamental part of getting continual advice that will help guide you throughout your life.

**Establish clear expectations/steps.** The IDP covers topics that students have found essential to discuss with their mentors. If you have additional questions or objectives related to your training, these meetings are a great time to bring them up

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| **How to Complete Your IDP**1. **Step back and self-assess!**

It’s easy to lose sight of the bigger picture. Fill out this form, using these questions as a jumping off point to understand your research progress, development, and goals.1. **Set your annual meeting with your advisor**

You are responsible for scheduling annual IDP meetings with your advisor to go over your IDP, in addition to annual progress meetings with your committee. We strongly recommend you share your completed IDP form with your advisor before your meeting.1. **Lead the discussion**

The IDP covers topics students have found helpful. If you have questions or additional objectives related to your training, these meetings are a great time to bring them up. 1. **Complete the “Action Plan” and follow up**

The last page of the IDP encourages you to establish concrete steps in the meeting with your advisor. Keep your Action Plan accessible and check on it every couple of months.1. **Submit the IDP to Marie Ferguson and Steve Brechin by Wednesday, October 28th.** Record the date the meeting occurred in the form. The IDP itself remains private between you, your advisor, and the graduate director.
2. **Keep a copy for your reference and to amend in future years.**
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Note: IDPs address academic and professional goals and accomplishments. Personal or sensitive matters are not to be included.

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| **SECTION 1: Student Information – Please complete Sections 1, 2, 3 and 3a** |
| Student Name: |   |
| Today's Date:  |   |
| Faculty Advisor Name: |   |
| Meeting date with Advisor: |   |
| **SECTION 2: Program Benchmarks at a Glance**  |
| For each section below, indicate your progress by selecting completed, in progress, or not started. Please include sign on and sign off meeting dates, if completed. |
| QP 1 Sign On: |  |
| QP 1 Sign Off: |  |
| QP 2 Sign On: |  |
| QP 2 Sign Off: |  |
| Dissertation Proposal Defense: |  |
| Dissertation Defense: |  |
| **SECTION 3: Detailed Progress on Program Benchmarks**  |
| **Section 3A: Coursework.**Add electives below\*Courses only applicable to students under 3-6-9- plan |
| **Course title** | **Course #** | **Semester & Year Completed** | **Mark if Incomplete** | **Grade** |
| Soc Research Methods | 501 |   |   |   |
| 2nd Year Paper Seminar**\*** | 503 |  |  |  |
| 2nd Year Paper Seminar**\*** | 504 |  |  |  |
| Classical Theory | 515 |   |   |   |
| Contemporary Theory | 516 |   |   |   |
| Stats I  | 541 |   |   |   |
| Stats II | 542 |  |  |  |
| Writing Seminar | 703 (0r 504) |  |  |  |
| Second Methods Course |  |  |  |  |
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| **SECTION 4: Skills Assessment**Evaluate your strengths and weaknesses below relative to the where you think a student at your stage should be, checking the boxes for skills that you would like to target in the coming year. Please mark your perceived current ability level on a scale of 1-3. |
| **Research Skills** |
|  | **1 (weak)** | **2** | **3 (strong)** | **Target Skill** |
| Broad-based knowledge of sociology |  |  |  |  |
| Critical reading of sociological literature  |  |  |  |  |
| Research design  |  |  |  |  |
| Interpretation of data |  |  |  |  |
| Statistical analysis |  |  |  |  |
| Creativity and innovative thinking |  |  |  |  |
| **Writing** |
| For a scholarly publication |  |  |  |  |
| For a research proposal |  |  |  |  |
| For a lay audience |  |  |  |  |
| Grammar/structure |  |  |  |  |
| Editing your own writing |  |  |  |  |
| **Oral Communications** |
| To a specialized audience |  |  |  |  |
| To a lay audience |  |  |  |  |
| In a classroom |  |  |  |  |
| One-on-one |  |  |  |  |
| English Fluency  |  |  |  |  |
| **Leadership** |
| Delegating; providing instruction |  |  |  |  |
| Providing constructive feedback  |  |  |  |  |
| Dealing with conflict |  |  |  |  |
| Leading and motivating others |  |  |  |  |
| Serving as a role model  |  |  |  |  |
| Setting expectations |  |  |  |  |
| **Professionalism** |
| Identifying and seeking advice |  |  |  |  |
| Upholding deadlines |  |  |  |  |
| Maintaining positive relationships |  |  |  |  |
| Approaching difficult conversations |  |  |  |  |
| **Project Management** |
| Planning projects |  |  |  |  |
| Breaking down complex tasks |  |  |  |  |
| Time management |  |  |  |  |
| Managing data and resources |  |  |  |  |
| **SECTION 5: Professional and Personal Development**  |
| What are your long-term goals – e.g. employment at R1 universities, teaching universities and colleges, private, non-profit, or public sectors? Do you have even more specific goals?  |
| For the goal(s) you listed above, identify one or two shorter-term objectives that may be important toachieving that goal. How will you work toward to achieving these goals during the year? |
| What guidance would help you with your development and your exploration of career options? |
| Are there any factors that you are concerned may negatively affect your progress? What help can youradvisor or other faculty/staff provide? |
| How are you addressing work-life balance? |
| **SECTION 6: Research & Scholarly Achievements and Goals – to present- Please fill out completely** |
| Publications: |  |
| Fellowships Applied for: |  |
| Fellowships Awarded: |  |
| Grants Applied for:  |  |
| Grants Awarded:  |  |
| Other Scholarships Applied for: |  |  |  |  |
| Other Scholarships Awarded: |  |  |  |  |
| Conference/Workshop Presentations: |  |
| Internal and external awards and recognitions  |   |
| **SECTION 7: Progress Towards Degree**  |
| **Second Year Paper (QP 1)** |
| Second Year Paper (QP 1) Committee: |
| Were you satisfied with your paper? |
| Are you revising it for eventual publication? If so, what must you do to push this paper forward? |
| **Final Qualifying Paper**\*Complete if you have NOT signed off on your 2nd QP\* |
| QP 2 Committee: |
| Major findings: |
| Challenges:  |
| Detailed Description of Progress to Date: |
| Short-term QP 2 Goals:  |
| Support, skills, or tools needed to move forward with your paper: |
| **Dissertation Proposal**\*Complete if you have finished your QP 2, but have NOT signed off on your dissertation proposal\* |
| Committee: |  |
| Intended proposal defense date: |
| Challenges: |
| Detailed Description of Progress to Date: |
| Support, skills, or tools needed to move forward: |
| **Dissertation**\*Complete if you have finished the dissertation proposal, but have NOT defended your dissertation\*  |
|  Members of Dissertation Committee: |
| Chapters Completed: |
| Chapters in Progress: |
| Findings: |
| Detailed Description of Progress to Date: |
| Short-term Dissertation Goals: |
| Support, skills, or tools needed to move forward with dissertation progress: |
| **SECTION 8: Teaching Achievements (If Applicable)** |
|  | Course Number | Semester & Year Taught |  |
| Courses Taught During Time at RU:  |  |  |  |
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| Course(s) Currently Teaching:  |  |  |  |
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| Additional skills to be developed to improve teaching:  |
| Short-term Teaching Goals: |
| Long-term Teaching Goals:  |
| Teaching Awards or Recognition: |
| **SECTION 9: Action Plan – Please fill this out together with your advisor(s)**DEVELOP AN ACTION PLAN JOINTLY WITH YOUR ADVISOR/MENTORSDURING OR AFTER THE DISCUSSION. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by the two of you. |
| **Projected Timeline**What is the projected timeline for completing your current projects and publishing your work? In what semester do you expect to graduate? |
| **Target skills**What skills (~1-2) did you identify as important development targets for the coming year? |
| **Activities**List any activities in which you and your mentor agree you should participate to achieve your academic objectives in the coming year. |
| **Financial support**If you know, what will be your financial support for the next year? |
| **Additional actions**In order to aid your success, are there any additional actions that you can take? Your mentor? |
| **Following up**When are you and your mentor going to follow up on your IDP and progress? (An annual meeting is only the minimum required.) |
| **Other**Is there anything else you would like to discuss with your advisor/mentors at this time? |
| **SECTION 10: Advisor Comments** |
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| **SECTION 11: Program Director Comments**  |
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