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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 and SGS, it is to record your engagement with your faculty advisor(s). The GPD will provide feedback at the end of this form.

**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 the questions as a starting point for your mentoring relationship with your advisor.   1. **Set your first meeting with your advisor**   You are responsible for scheduling and meeting with your advisor. It’s best to share your completed IDP form with your advisor before the meeting, at the end of week 5 of spring semester.   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 your IDP to your advisor and GDP by end of Week 5 of the spring semester**   Record the date the meeting occurred in the form. The IDP itself remains private between you, your advisor, and the graduate director. |

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** | | | | |
| Student Name: |  | | | |
| Today's Date: |  | | | |
| Faculty Advisor Name: |  | | | |
| Advisor Status: | \_\_\_\_\_\_\_\_\_\_\_ FIRST YEAR ADVISOR  \_\_\_\_\_\_\_\_\_\_\_\_\_ OFFICIAL ADVISOR | | | |
| Meeting date with Advisor: |  | | | |
| **SECTION 2: Training & Mentorship** |  | | | |
| What are your primary goals in your academic training? |  | | | |
| What resources or support will most help with your transition to graduate school? |  | | | |
| What actions can be taken by you or the program to make sure these needs are met? |  | | | |
| What is important to you in a mentoring relationship? |  | | | |
| What features of your relationships with student colleagues are most helpful and supportive to your wellbeing? |  | | | |
| What help can your advisor or other faculty/staff provide regarding professional development and graduate training? |  | | | |
| Your success as a graduate student is tightly linked to your wellness. Do you feel you have the resources to tend to your own wellbeing as you complete the program? If not, what help can your advisor, other faculty/staff, or the university provide regarding your wellness?” |  | | | |
| **SECTION 3: Program Benchmarks at a Glance** | | | | |
| For each section below, indicate your progress by selecting completed, in progress, or not started. | | | | |
| Second Year Paper Sign On: |  | | | |
| Second Year Paper Sign Off: |  | | | |
| Final Qualifying Paper Sign On: |  | | | |
| Final Qualifying Paper Sign Off: |  | | | |
| **SECTION 4: Detailed Progress on Program Benchmarks** | | | | |
| **Section 4A: Coursework.**  \*Add electives below\* |  |  |  |  |
| **Course title** | **Course #** | **Semester & Year Completed** | **Mark if Incomplete.** | **Grade** |
| Soc Research Methods | 501 |  |  |  |
| Classical Theory | 515 |  |  |  |
| Contemporary Theory | 516 |  |  |  |
| Stats I | 541 |  |  |  |
| Stats II | 542 |  |  |  |
| 2nd Year Paper Seminar (Fall) | 503 |  |  |  |
| 2nd Year Paper Seminar (Spring) | 504 |  |  |  |
| Writing Seminar | 703 |  |  |  |
| Second Methods Course |  |  |  |  |
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| **SECTION 5: 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 semesters? Please mark your perceived current ability level on a scale of 1-3. Specify 1-2 target skills | | | | |
| **Research Skills** | | | | |
|  | **1 (weak)** | **2** | **3 (strong)** | **Target Skill** |
| Broad-based knowledge of sociology |  |  |  |  |
| Critical reading of sociological literature |  |  |  |  |
| Research design |  |  |  |  |
| Statistical analysis and interpretation of data |  |  |  |  |
| Creativity and innovative thinking |  |  |  |  |
| Understanding of submission and peer review process |  |  |  |  |
| Identifying and seeking advice |  |  |  |  |
| Time management |  |  |  |  |
| Qualitative data collection skills |  |  |  |  |
| Qualitative analysis skills |  |  |  |  |
| Manuscript writing skills |  |  |  |  |
| Ability to conduct research independently |  |  |  |  |
| Ability to connect findings to literature |  |  |  |  |
| **Communication and Professional Development** | | | | |
|  | **1 (weak)** | **2** | **3 (strong)** | **Target Skill** |
| Writing for a research proposal or publication |  |  |  |  |
| Writing with appropriate grammar and structure |  |  |  |  |
| Speaking to a specific audience |  |  |  |  |
| Communicating one-on-one |  |  |  |  |
| English fluency |  |  |  |  |
| Working with constructive criticism |  |  |  |  |
| Ability to manage short- and long-term projects |  |  |  |  |

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| **SECTION 6: Research & Scholarly Achievements and Goals** | | | | |
| Publications: |  | | | |
| Fellowships Applied for: |  | | | |
| Fellowships Awarded: |  | | | |
| Grants Applied for: |  | | | |
| Grants Awarded: |  | | | |
| Other Scholarships Applied for: |  |  |  |  |
| Other Scholarships Awarded: |  |  |  |  |
| Conference Presentations: |  | | | |
| Other Presentations: |  | | | |
| **SECTION 7: Progress Towards Degree** | | | | |
| **Second Year Paper** | | | | |
| 2nd Year Paper Committee: |  | | | |
| Major findings: | | | | |
| Challenges: | | | | |
| Detailed Description of Progress to Date: | | | | |
| Short-term 2nd Year Paper Goals: | | | | |
| Support, skills, or tools needed to move forward with 2nd Year Paper: | | | | |
| **Final Qualifying Paper**  \*Complete if applicable\* | | | | |
| Final QP Committee: | | | | |  |
| Major findings | | | | |
| Challenges: | | | | |
| Detailed Description of Progress to Date: | | | | |
| Short-term Final QP Goals: | | | | |
| Support, skills, or tools needed to move forward with the Final QP: | | | | |
| **SECTION 8: Teaching Achievements (If Applicable)** | | | | |
|  | Course Number | Semester & Year Taught | Brief Course Description | |
| 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**  THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER THE DISCUSSION. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by the two of you. | | | | |
| **Communication**  What is the best way to set meetings and communicate regularly? | | | | |
| **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 can be initiated or continued by you? By your mentor? | | | | |
| **Following up**  How often do you and your advisor plan to meet? | | | | |
| **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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