PhD Program in Social Welfare: Individual Development Plan

Name _____
Date Completed _____
Email _____

Social Justice as a Core Program Value: The IDP should highlight the ways in which the plan incorporates the PhD Program's social justice learning objectives. These should be addressed throughout as appropriate [please review the social justice objectives before completing the IDP].

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A. Scholarly and Career Goals

I. Overall Research Interests/Agenda:

a) What are your core research interests/questions (at this point in time, recognizing that these will be refined as you move through the program)?
b) What motivates these? What are reasons that this is an important topic to study?
c) How are social justice commitments reflected in your research questions?

II. Self-assessment: [complete this the first time you do your IDP]

a) What knowledge/skills, relevant to your scholarly and career goals (e.g., theoretical and methodological preparation, interpersonal communication, and collaborative skills) have you gained through your training, course work or professional experience (prior to coming into the program, if this is your first year, or in the past year, if this is after your first year)?
b) What gaps in these areas are you hoping to address in the next year?
c) How are social justice commitments reflected in your plans for addressing gaps?

III. What do you want to do immediately post-graduation? (medium-term objective within five years)

- ☐ Faculty position
- ☐ Research position
- ☐ Post-doctoral fellowship
- ☐ Non-profit or agency position
- ☐ Other:_____

IV. Looking ahead 10 years from now, where do you hope to be working, and in what capacity? (long-term objectives)

- ☐ Research position in academia
- ☐ Faculty member in a program with a balance of research and teaching
- ☐ Faculty member in a primarily teaching institution
- ☐ Employment in a setting outside of academia (e.g., research or policy –focused NGO, foundation, government, other service setting)
- ☐ Other: _____

Please elaborate on your long-term plans:

B. Substantive, Theoretical, and Methodological Knowledge and Skills

I. Substantive Knowledge: [note: substantive refers to the broad domain within which you locate your questions (e.g., health disparities, social isolation, aging, delinquency, juvenile justice, child welfare etc.)].

a) Briefly describe your substantive area.
b) Outline your current substantive knowledge and identify gaps
c) What is your plan for gaining substantive knowledge to address these gaps (e.g., potential courses, other learning/training opportunities – e.g., Certificate Programs)? How are your social justice commitments reflected in these plans?

II. Theoretical Knowledge

a) What theoretical domains do you need to learn to prepare you to undertake high quality research in your substantive area?
b) Outline your current theoretical knowledge and identify gaps
c) What is your plan for gaining theoretical knowledge to address these gaps (e.g., potential courses, other learning/training opportunities – e.g., Certificate Programs)? How are your social justice commitments reflected in these plans?

III. Methodological Knowledge and Skills

a) What research methodologies and related methods/analytic skills do you need to learn to prepare you to undertake high quality research in your substantive area?
b) Outline your current knowledge/skills in this area and identify gaps
c) What is your plan for gaining methodological knowledge/skills to address these gaps (e.g., potential courses, research practicum, RA-ships/other engagement with research projects, CSSS Statistics Track, other leaning/training opportunities)?
d) What is your plan for strengthening your cross-disciplinary research capability or skills for team science?

IV. Interventive or Impact Considerations:

    a) Where do you "locate" your research and scholarship along the translational continuum (e.g., basic science, epidemiological, etiological, intervention development, intervention testing, implementation research)?
    b) What are innovative aspects of your work?
    c) How do you see your work impacting the issues that are your research focus? How is your work going to make a difference?   How will your work advance your social justice commitments?

C. Specifying Goals & Strategies for the Coming Year

I. Use the IDP Year Planning Matrix to specify current status, upcoming year goals, strategies for completion, supports needed for goal accomplishment, timeline for accomplishment, and the meta-competencies that you anticipate will be addressed through pursuing each goal. The IDP Planning Matrix can be expanded and modified to best match your aims and circumstances.

II: Progress Toward Goal Achievement
Note that the IDP Planning Matrix focuses on four domains (rows) of progress to plan for and monitor. There will be natural overlap across these domains but the separation is intended to foster careful attention to specific sets of factors for integrated progress.

a. **Quarterly planning:** Identify goal achievement milestones across quarters to help monitor your progress.
b. **Goal Achievement**: Goal achievement can be informally considered each quarter and formally rated at the end of the academic year. Those outcomes will help shape planning for the subsequent year.
c. **Progress in Achieving Academic Program Milestones:** The [Academic Program Milestones](#) Schematic provides an overview of the expected timing for various milestones that can be used to evaluate your progress. Examples of milestones are: required coursework completed, supervisory committee established, general exam (Qualifying Paper) scheduled/taken, dissertation proposal accepted and dissertation completed and defended.

III. Setting Goals for Ongoing Productivity
We strongly urge proactive planning with mentors toward productivity (e.g., publications, presentations, posters, grant development, new collaborations, involvement in research and/or translation and dissemination activities). This begins in year one where advisors are expected to help students with activities such as conference abstract submission, possible inclusion on a paper-writing group, and so forth (see DII *Communication Skills via Research Products* for reporting progress related to productivity).

D. Early Career Skills

Use the IDP Year Planning Matrix to incorporate goals and strategies for career skills (often referred to as meta-competencies). These overlap with productivity but are intended to help you focus on incrementally developing undergirding skills for collaborative research and teaching. The *Competencies for Productive Participation in Team Science*, identified in DI-V below, provides a guide but is not meant to be comprehensive. You may also identify additional skills as important to your collaborative and/or translational aims.

Competencies for Productive Participation in Team Science

I. Values and Habits of Mind: Assess your progress and gaps in attaining the following skills.

   a) Capacity for respectful work with others that may involve challenges (e.g., do not share social justice priorities, differences in work styles)
   b) Openness to re-examining assumptions and limitations of one's disciplinary or personal predispositions
   c) Critical awareness of and efforts to manage one's own biases in collaborative contexts
   d) Fostering confidence in one's expertise and added value to cross-disciplinary efforts
   e) Other:

II. Communication skills via research "products": Assess your progress and gaps in attaining the following skills (list products in each of these areas).

a) Publications (particularly to audiences new to the student)
b) Poster and oral presentations to diverse audiences
c) Grant application development, individually or within a team
d) Science writing beyond articles/chapters (e.g., briefs, blogs, summaries for public)
e) Communication/dissemination of findings to external stakeholders or others via other mechanisms (e.g., media)
f) Other:

III. Community engagement and/or translation of research to application

a) Identify the kinds of groups that you anticipate interfacing with in your career (e.g., community stakeholders, practice or policy field colleagues)
b) Identify specific individuals that you would like to consult with and why
c) What types of experiences seem well suited to developing the skill sets of engagement and translation for your purposes? How will your community engagement reflect your social justice commitments?

IV. Collaborative and cross-disciplinary skills: Assess your progress and gaps in attaining the following skills:

    a) Explaining and integrating theory across disciplinary lines and university/community lines
    b) Negotiating integration of research methodologies
    c) Undertaking analyses and interpreting results that span disciplines and/or domains
    d) Communicating effectively with diverse audiences/stakeholders (e.g., understandably communicating your disciplinary identity, distinctive value)
    e) Negotiating differences or conflict
    f) Other:

V. Teaching Goals and Skills. Teaching experience is essential for academic positions and also prepares one for communication and collaboration outside the academy.

    a) What are your teaching goals as part of your career goals?
    b) What courses are you most interested in teaching?
    c) What gaps do you see in your teaching preparation?
    d) Outline your plan for teaching development (e.g., doctoral teaching course, teaching practicum, TAship/s, development of a teaching statement or teaching portfolio, other trainings you plan to attend, teaching-related fellowships etc.)

E. Additional Considerations Relevant to Planning for the Next Steps in Your Career

I) E-Portfolio
Students will have electronic portfolio portals available wherein scholarship, teaching, and service materials can be organized and maintained. The e-portfolio will include key reflections and comments, assessment of meeting stated objectives, and will serve as the students' demonstration of progress through the program. The e-portfolio will be accessible by program faculty as well as the PhD Program staff, and in keeping with professional confidentiality norms, each student can grant additional access as needed. Having all academic and professional materials in one place positions students to be ready for the job market and other professional development opportunities.

[Click here](#) for instructions on developing an e-portfolio (Canvas, Weebly, Wix, Wordpress)

Students follow a program template to create an e-portfolio to track and highlight their progress related to the following areas:

- Coursework
- Individual Development Plan (IDP)
- Practicum experiences (teaching and research)
- Curriculum Vitae
- Teaching Statement
- Research Statement
- Published papers
- Qualifying paper
- Dissertation prospectus
- Dissertation

II. Checklist.   There is space below to add other items that you relevant to your career planning.

☐ Key contacts to make to explore career options and investigate leads

☐ Plans for going on the job market

☐ Potential sources for letters of reference (cultivate these relationships early)

☐ Development of CV, research and teaching statements, etc.

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III. Do you have any remaining gaps or concerns? Areas of particular enthusiasm? Factors that may affect your focus, timely progress, or sense of success?

Discussed with Advisor or Mentor: _____ Date: _____

Plan to revisit with Advisor (date or time frame):_____

Individual Development Plan
Year-Planning Matrix

Name: _____   Date: _____

✓	Goal:	Current progress and/or prior obstacles	Strategies for completion	Supports needed for goal accomplishment	Timeline?	Goal Achieved?
Academic – Substantive, Theory, and Research Methodology (courses, certificate programs, mentorship, involvement with analyses, etc.)						
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
Programmatic - Milestones (first-year exams, IDP presentation, qualifying paper & defense, dissertation prospectus, dissertation goals, etc.)						
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
Productivity (publications, research involvement, grant writing, presentations, peer review activities, etc.)						
☐						☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns

					☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐					☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
Meta-Competencies for Team Science and Research Translation (select which ones to focus on)					
☐					☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐					☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns
☐					☐ Fully ☐ Mostly ☐ Somewhat ☐ Having concerns