**Chemistry and Biochemistry Graduate Student Annual Committee Meeting Evaluation Rubric and**

**Individual Development Plan (IDP)**

This IDP form is intended to provide feedback to the student, the major professor/advisor, the committee, and the program on the required annual meeting of students with their faculty committees. It should be filled out each year, for each annual meeting (including if the annual meeting is the qualifying exam). The student should fill in their portion of the form and send it to the faculty advisor for review and completion of the skills assessment. After filling out their portions of the form, the student and advisor should meet to discuss any challenges, changes, and plans for the upcoming year. During the meeting, *it is recommended that the committee meet with the student without the advisor present to discuss any advisor-specific challenges, with the student addressing whether the research topic a good fit for them and their advisor, and whether they feel like they are getting the support they need to make progress on their research*.

The completed IDP, along with a two-page written research report, should be uploaded as supporting documents to the online Graduate Student Annual Review (GSAR) system at least 3 days prior to the committee meeting.

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**Part I** (to be completed by the student)

Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester entered program: \_\_\_\_\_\_\_\_\_\_\_\_\_

Committee members present (at least three members must be in attendance, either in person or remotely, including the advisor):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (chair)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (advisor)

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date of meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I continued** (to be completed by the student)

Has the student advanced to candidacy for the Ph.D.? If yes, when?

Has the student completed all coursework for the Ph.D.? If not, what courses remain?

Has the student completed their annual open technical presentation requirement for the year? If so, provide the title of the presentation, format (poster vs talk), and location:

**Part II: Skills assessment** (to be completed by the student)

SELF evaluation: Assess your strengths and weaknesses

Evaluate your skills and abilities in the following, where:

5 = Excellent

4 = Good

3 = Satisfactory

2 = Needs Improvement

1 = Unsatisfactory, Needs Substantial Improvement

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| --- | --- | --- | --- | --- | --- |
| **Overall scientific knowledge** | 1 | 2 | 3 | 4 | 5 |
| Knowledge of literature in the field | 1 | 2 | 3 | 4 | 5 |
| Knowledge of literature related to project | 1 | 2 | 3 | 4 | 5 |
| Knowledge area (specify): | 1 | 2 | 3 | 4 | 5 |
| Knowledge area (specify): | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall communication skills** | 1 | 2 | 3 | 4 | 5 |
| Communicate clearly in writing | 1 | 2 | 3 | 4 | 5 |
| Communicate clearly in speech | 1 | 2 | 3 | 4 | 5 |
| Networking | 1 | 2 | 3 | 4 | 5 |
| Getting along with others | 1 | 2 | 3 | 4 | 5 |
| Conflict resolution | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall ethical behavior** | 1 | 2 | 3 | 4 | 5 |
| Ethical data collection | 1 | 2 | 3 | 4 | 5 |
| Ethical data interpretation | 1 | 2 | 3 | 4 | 5 |

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| **Overall skill proficiency** | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Time management | 1 | 2 | 3 | 4 | 5 |
| Speed and efficiency | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall research proficiency** | 1 | 2 | 3 | 4 | 5 |
| Designing experiments | 1 | 2 | 3 | 4 | 5 |
| Analytical skills | 1 | 2 | 3 | 4 | 5 |
| Problem solving | 1 | 2 | 3 | 4 | 5 |
| Creativity | 1 | 2 | 3 | 4 | 5 |
| Independence | 1 | 2 | 3 | 4 | 5 |

**Student’s comments:**

**Part III: Skills assessment** (to be completed by the major advisor)

MENTOR evaluation: Have your research advisor assess your strengths and weaknesses

Evaluate the scholar’s skills and abilities in the following, where:’

5 = Excellent

4 = Good

3 = Satisfactory

2 = Needs Improvement

1 = Unsatisfactory, Needs Substantial Improvement

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| --- | --- | --- | --- | --- | --- |
| **Overall scientific knowledge** | 1 | 2 | 3 | 4 | 5 |
| Knowledge of literature in the field | 1 | 2 | 3 | 4 | 5 |
| Knowledge of literature related to project | 1 | 2 | 3 | 4 | 5 |
| Knowledge area (specify): | 1 | 2 | 3 | 4 | 5 |
| Knowledge area (specify): | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall communication skills** | 1 | 2 | 3 | 4 | 5 |
| Communicate clearly in writing | 1 | 2 | 3 | 4 | 5 |
| Communicate clearly in speech | 1 | 2 | 3 | 4 | 5 |
| Networking | 1 | 2 | 3 | 4 | 5 |
| Getting along with others | 1 | 2 | 3 | 4 | 5 |
| Conflict resolution | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall ethical behavior** | 1 | 2 | 3 | 4 | 5 |
| Ethical data collection | 1 | 2 | 3 | 4 | 5 |
| Ethical data interpretation | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall skill proficiency** | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Skill set (specify): | 1 | 2 | 3 | 4 | 5 |
| Time management | 1 | 2 | 3 | 4 | 5 |
| Speed and efficiency | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Overall research proficiency** | 1 | 2 | 3 | 4 | 5 |
| Designing experiments | 1 | 2 | 3 | 4 | 5 |
| Analytical skills | 1 | 2 | 3 | 4 | 5 |
| Problem solving | 1 | 2 | 3 | 4 | 5 |
| Creativity | 1 | 2 | 3 | 4 | 5 |
| Independence | 1 | 2 | 3 | 4 | 5 |

**Advisor’s comments:**

**Part IV** (to be completed by the student)

If you have advanced to candidacy, what month and year do you hope to defend your dissertation?

What is your “long term career goal” (academia, industry, teaching, law, national lab, public policy, etc.)? Why have you made that decision and what skills to you think you will need to thrive in that career?

What is your “next-step career goal” (postdoc, job, internship, etc.)? Why have you chosen this step and how will it help you achieve your long-term goal?

If your career goals have changed in the past year list why:

Summarize your major accomplishments in the past year, and describe how they move you towards your degree:

What were your main goals for the past year?

Which goals did you meet? If you didn’t meet a goal, why not?

What new areas of research or technical expertise did you acquire in the past year?

Did you face any issues with scientific ethics in the past year? If so, describe what they were and how you resolved them.

List your teaching activities in the past year:

List any professional development activities you participated in this past year:

List any community/service activities, including participation on committees, volunteer work, and outreach programs, you participated in this past year:

**Set goals for the next year**

**Setting goals: Fundamental knowledge**

What are the scientific questions you will be working on answering in the next year? These may be papers (or even figures within a single paper) that you aim to publish. Connect w/ the bigger picture in your field:

What experimental and theoretical approaches are you currently pursuing? Are there other approaches you could try? Are there additional, promising experiments, calculations, or analysis you should do?

In what areas do you want to acquire more scientific knowledge?

How do you plan to acquire this knowledge (more reading? Discuss with specialists? Attend conferences or workshops?)?

**Setting goals: Communication skills**

What talks and posters do you plan to present in the next year?

What specific presentation skills will you work on in the next year?

How will you gain exposure and practice on those skills?

Are there any writing projects you will be working on in the next year (manuscripts, fellowships, research proposals, dissertation, etc.)?

What specific writing skills will you work on in the next year?

How will you gain exposure to, and practice on, those skills?

**Setting goals: Technical proficiency**

What specific technical skills would you like to acquire or improve in the next year?

How will you gain exposure to, and practice on, those skills?

How much of your time do you plan to spend on all your various goals and activities? What will your effort distribution be?

**Setting goals: Research proficiency**

What specific aspects of your overall research proficiency (creativity, critical thinking, independence, etc.) would you like to improve in the next year?

How will you gain exposure to, and practice on, those aspects?

**Setting goals: Ethics**

Can you foresee any ethical issues with the goals you have set above? If so, how might you address those issues before they become problems?