**Student Individual Development Plan (IDP) Template**

| **Area to develop**  (Assess your scholarly and professional competencies. What do you need to develop?) | **Long-term goals** | **Short-term**  **goals** | **Strategies for reaching goals** | **Steps and timeline to complete goals**  (What steps and by when?) | **Resources available** |
| --- | --- | --- | --- | --- | --- |
|  |  | Semester: Fall  Year:2023 |  |  |  |
| Semester: Spring  Year: 2023 |  |  |  |
| Semester: Fall  Year: 2024 |  |  |  |

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YSE Advising Compact Guidance

Purpose: The purpose of a compact between an advisor and an advisee is to establish a clear understanding regarding the roles, responsibilities, and expectations of both parties in an academic setting. This compact guidance is intended to build strong advising partnerships, promote clear and effective communication, as well as establish mutual accountability and respect. It is designed to be collaborative, ensuring that it reflects the unique dynamics and goals of each specific advising relationship. With this shared understanding established, this compact can foster a healthy partnership between the advisor and advisee. As a note to advisors: this will be a working document for you, where you can use and iterate the same responses moving forward.

Directions: The questions in this section serve as a framework for discussion and collaboration between the advisor and advisee. The steps below highlight how this compact is best used.

1. **Review**. Read the questions alone and take time to consider your wants, needs, and preferences related to the advising relationship. As you review the questions, jot down your answers. Be honest and specific.
2. **Share**. Designate time with your advisor or advisee to discuss your responses. Take turns sharing your answers using active listening skills.
3. **Discuss**. For questions that produce differing responses, work together to find common ground. Seek understanding and come to a mutually beneficial agreement.
4. **Document**. Turn in as an assignment.
5. **Revisit**. Remember that things change, and your agreements may evolve. Revisit your compact regularly, especially in long-term advising relationships or when the responsibilities of either party shift significantly.

Roles and Responsibilities  
**What will be the advisor and advisee’s roles and responsibilities?***Things to Consider: lab role, tasks or assignments, working hours, opportunities for authorship, decisions around authorship, acknowledgement of contributions of shared work, feelings on time spent on outside collaborations and professional development.*

Support  
**What level of support is desired and can be provided?***Things to Consider: accommodations (e.g., office?), mentorship, funding opportunities (i.e. grants, fellowships, professional development), lab support (i.e. equipment, space, supplies), attending conferences*

Communication  
**What are the preferred communication methods and expectations?***Things to Consider: communications channels (email, text?), how long to expect a response, good practice for scheduling a meeting, frequency and duration of meetings, meeting location, group lab meetings, expectations about feedback of work and overall progress.*

Personal Conduct  
**What are the best ways to handle personal concerns?***Things to Consider: handling time away from campus (e.g., visiting family), time frame of notifying of absence, work/life balance, diversity and respect in the work environment, managing conflict, off-limit topics*

Goals  
**What are the academic and professional goals of the advisee?***Things to Consider: program milestones, graduation timeline, resources needed, professional development needs*

Other  
**Any other questions or concerns about the advisement process that need to be addressed?**

Specific call outs from the doctoral handbook:

**Responsibilities of Student:**

Consult their adviser regarding coursework schedule for the first and each following semester.

Maintain clear communication with the adviser and help establish good practices for scheduling meetings. Be clear about limitations to their schedule, especially regarding religious observance or family obligations.

Discuss research expectations with the adviser no later than admission to candidacy. This discussion should include topics such as authorship order, when the adviser should/should not be included as coauthor, time spent on outside collaboration, and time spent on professional development.

Keep the adviser aware of upcoming deadlines, meetings, and other responsibilities. Be proactive in the advising relationship. For example, take the initiative to arrange meetings, keep the adviser informed of any circumstances that might affect academic progress, come prepared for advising meetings, consult with the adviser about presenting or publishing work.

Commit to regular attendance at departmental talks and events according to department and adviser expectations.

Consult regularly (at least monthly) with advisor and at least once each semester with all committee members.

**Responsibility of Adviser.**

Establish expectations with each student for communication, including preferred means (e.g. email, text, phone, etc), the best contact times, and shared expectations around response times

Establish expectations with each student for how often you will meet to discuss the student’s work (typically, once monthly and possibly more for new students).

Develop guidelines for reasonable working hours based on departmental expectations, amounts of vacation, and other activities for students’ mental and physical health (At YSE, a typical work day is 7.5 hours, five days a week, with two weeks of vacation, ten days of personal time, with major holidays and religious observances as appropriate.)  
  
Be cognizant of limitations to the student’s schedule, including religious observance and family obligations, while establishing #1-3.

Discuss career goals and opportunities with the student early in their graduate career (by the beginning of admission to candidacy at the latest) and continue these discussions regularly. In particular, discuss opportunities to attend conferences and to submit publications to help advance students’ careers both within and outside of academia.  
  
Discuss research expectations with the student early in their graduate career. This should include topics such as authorship order, when the adviser should/should not be included as a coauthor, time spent on outside collaboration, and time spent on professional development.

Resources at Yale

**Academic**

● [Academic Calendar](https://resources.environment.yale.edu/incoming/academic-calendar/)

● [Important Dates and Deadlines](https://resources.environment.yale.edu/incoming/dates/)

● [Doctoral Handbook](https://resources.environment.yale.edu/groups/enre/phd-opportunities/)

● [YSE PhD Student Directory](https://environment.yale.edu/directory?role%5B25%5D=25&ft=)

● [Doctoral Dissertation Titles at YSE](https://environment.yale.edu/academics/doctoral/dissertation-titles)

● [YSE Faculty Profiles](https://environment.yale.edu/directory/faculty)

**Career and Professional Development**

● [YSE Office of Career and Professional Development (CPD)](https://resources.environment.yale.edu/careers)

● [YSE Next](https://environment.yale.edu/careers#yse-next---careers-portal)

● [Professional Skills Modules (PSMs)](https://environment.yale.edu/academics/masters/professional-skills?_gl=1*1unsgsm*_ga*MTAyNTc1NzMxNC4xNjgzMDQxNzUx*_ga_THKV4HP9QY*MTY5MjgxMjI3My4yMC4xLjE2OTI4MTI4NDAuMC4wLjA.)

● [YSE 006: Summer Internship/Research](https://environment.yale.edu/student-experience/careers/summer-experience?_gl=1%2A12e1qn0%2A_ga%2AMTAyNTc1NzMxNC4xNjgzMDQxNzUx%2A_ga_THKV4HP9QY%2AMTY5MjgxMjI3My4yMC4xLjE2OTI4MTI4NzAuMC4wLjA.)

● [Career Counseling](https://environment.yale.edu/student-experience/careers/counseling)

● [Career Preparation Tools](https://resources.environment.yale.edu/careers/preparation?_gl=1*nf2r28*_ga*MTAyNTc1NzMxNC4xNjgzMDQxNzUx*_ga_THKV4HP9QY*MTY5MjgxMjI3My4yMC4xLjE2OTI4MTM4NjEuMC4wLjA.)

● [Finding a Job](https://environment.yale.edu/student-experience/careers/jobs)

● [Networking](https://environment.yale.edu/student-experience/careers/network)

**Research**

● [Research Directory](https://research.yale.edu/resources)

● [Research Contacts](https://environment.yale.edu/research/contacts?_gl=1*1rvjmq2*_ga*MTAyNTc1NzMxNC4xNjgzMDQxNzUx*_ga_THKV4HP9QY*MTY5MjgxMjI3My4yMC4xLjE2OTI4MTM0ODguMC4wLjA.)

● [Institutional Review Board](https://your.yale.edu/research-support/human-research-protection-program/yale-irb-yale-university-institutional-review-4)

● [Yale Library Research Tools](https://web.library.yale.edu/academics/research-tools)

● [Funding Opportunities](https://your.yale.edu/research-support/office-sponsored-projects/funding-opportunities)[Grants (InfoReady)](https://yale.infoready4.com/)

● [Centers, Programs, and Initiatives](https://environment.yale.edu/research/centers)

**Writing & Teaching**

● [Poorvu Center Writing Resources](https://poorvucenter.yale.edu/Writing-Resources-Tutorials)

● [Poorvu Center Teaching Resources](https://poorvucenter.yale.edu/graduate-students/resources-graduate-student-teachers)

**Health and Wellness**

● [Yale Health](https://yalehealth.yale.edu/search?search_term=directory%20departments%20student%20health)

● [Yale Well](https://yalewell.yale.edu/)

● YSE Embedded Counselor Stefany Batista Reyes (email)

● [Yale Mental Health and Counseling](https://yalehealth.yale.edu/search?search_term=directory%20departments%20mental%20health%20counseling)

● [Title IX at Yale](https://titleix.yale.edu/)

● [Drug and Alcohol Prevention](https://registrar.yale.edu/sites/default/files/files/2016%20Yale%20University%20Drug%20Prevention%20Program.pdf)

● [The Good Life Center](https://goodlifecenteratyale.com/)

● [Yale Campus Recreation](https://sportsandrecreation.yale.edu/)

● [Payne Whitney Gym](https://sportsandrecreation.yale.edu/payne-whitney-gym-pwg-hours-operation)

● [Graduate and Professional Intramurals](https://sportsandrecreation.yale.edu/graduate-professional-intramurals)

**Support Organizations**

● [Diversity, Equity and Inclusion at YSE](https://environment.yale.edu/about/diversity-equity-and-inclusion/future)

● [Yale Cultural Centers](https://yalecollege.yale.edu/communities/cultural-centers)

● [Office of LGBTQ Resources](https://lgbtq.yale.edu/)

● [Student Affairs Committee (SAC)](https://resources.environment.yale.edu/student-orgs/sac/)

● [Student Accessibility Services](https://sas.yale.edu/)

● [Forestry Club](https://resources.environment.yale.edu/student-orgs/fc/)

● [Belonging at Yale](https://belong.yale.edu/we-are-yale-university)

● [Religious Life](https://chaplain.yale.edu/)

● [Living in New Haven/Housing](https://environment.yale.edu/student-experience/living-new-haven)

Feeling stuck? Here are some additional things to consider:

Research

● Lab Role. What will be the advisee’s role in the research lab? (e.g. working hours)

● Authorship. What opportunities are there for authorship or co-authorship? How will we decide appropriate acknowledgement of contributions to shared projects?

Support

● Accommodations. Are there any accommodations that are needed for either party?

● Mentorship. What level of mentorship is desired/can be provided in the relationship?

● Funding. Are there any opportunities for future funding such as fellowships, grants, professional development? Is there any anticipated uncertainty about lab funding?

● Lab Support. What support is provided by the advisor or research lab for the advisee? (i.e. equipment, space, supplies)

Communication

● Communication Channels. What is the best way or technology to get in contact with each other? What is the appropriate amount of time to expect a response?

● Meeting Frequency. How frequently will we meet? If applicable, how frequently will the research lab meet?

● Meeting Location. Where will we meet? (in person, Zoom)

● Feedback. How often can an advisee expect to receive feedback on overall progress and work? How much time is needed to provide feedback (advisor)?

Personal Conduct

● Time Away. What are the expectations regarding vacations and time away from campus? What is the time frame for notifying each other regarding anticipated absence?

● Work/Life Balance. What are the expectations regarding work/life balance?

Diversity and Respect

● Managing Conflict. If problems arise, how will they be resolved?

● Off Limit Topics. Are there any topics that should not be discussed?

Goals

● Academic Goals. Are there any academic goals that this advising relationship can help support? Identify any resources or training needed to accomplish the goals.

● Professional Goals. Are there any professional goals that this advising relationship can help support? Identify any resources or training needed to accomplish the goals.

● Graduation. What is the target semester of graduation?

Adapted From:

University of Michigan ([student and faculty guides](https://rackham.umich.edu/faculty-and-staff/facilitating-academic-success/mentoring-advising/))

University of Wisconsin-Madison ([compact table](https://ictr.wiscweb.wisc.edu/wp-content/uploads/sites/163/2016/11/OverarchingExpectations.pdf))

UAB Questions Based Mentor [Contract](https://ictr.wisc.edu/documents/uab-mentor-contract/)