

*The Johns Hopkins University*

*Ph.D. in Interdisciplinary Humanistic Studies  
Graduate Handbook and Program Requirements  
February 2019*

## 1. Program Overview

Via the Ph.D. program in Interdisciplinary Humanistic Studies (IHS), The Johns Hopkins University (JHU) and Krieger School of Arts and Sciences (KSAS) offer doctoral students in the Humanities and humanistic Social Sciences the opportunity to create an interdisciplinary degree of their own design, within set guidelines and in consultation with University faculty.

### Objectives

The objectives of the Ph.D. in IHS are as follows:

1. To support doctoral-level research with a basis in humanistic inquiry that cannot easily be carried out under the purview of any existing Ph.D. program at JHU, but that has the potential to transform our understanding of the problems that the research addresses;
2. To provide students with sufficient training (knowledge base, research and scholarly techniques, intellectual orientations and habits of thought) in two different disciplines (at least one of which must be humanistic) that they can carry out innovative independent research across the boundary of those disciplines;
3. To produce interdisciplinary research results that are publishable, widely disseminated, and impactful, and that lead to the development of innovative curricula;
4. To position graduates to pursue careers in academia or in other arenas (e.g., government, industry, non-profits) where versatile research skills, strong analytic and writing capabilities, creativity, and high-impact results are required.

The program is supported by a five-year pilot grant from the Andrew W. Mellon foundation to KSAS, which will allow for a total of eight students to work through the program to completion. The fall 2019 cohort is the first cohort of students in this program.

### Eligibility

Students are eligible to apply for entry to the Ph.D. program in IHS if they are currently studying in a Ph.D. program in the Humanities or humanistic Social Sciences within JHU, and are in their first year of doctoral work. Successful applicants enter the IHS program in their second year of doctoral study at JHU (having completed a year of foundational study in the disciplinary program to which they were originally admitted), pursuing a unique curriculum they design in consultation with advisory faculty and subject to the guidelines indicated below. Upon entry into the IHS program, students are administratively shifted from their original program to the IHS program within KSAS. The formal title of the doctoral degree they are eventually rewarded is “Interdisciplinary Humanistic Studies,” not the field of their original program.

### Overview of funding

When students enter the IHS program, their funding is also shifted from the original program to equivalent IHS funding. The remaining four years of IHS students’ original funding lines is returned to their original programs for reallocation to new admissions and other students. IHS students are then guaranteed four further years of full stipend, tuition remission, and health

insurance, to make up five guaranteed years of full support, conditional upon satisfactory progress (see section 4 below for details on funding). Since IHS doctoral students are no longer administratively attached to the program that admitted them, they are provided work space, administrative support, and certain other programming and research support such as departments typically provide, by the Alexander Grass Humanities Institute (see section 5 below for further details on this support).

### Governance

The IHS program is governed by a board drawn from the faculty of Humanities, Social Sciences, and Natural Sciences disciplines at JHU, and appointed by the Dean of KSAS. The board serves as the admissions committee to the program, reviewing the applications and selecting the entering cohort each year. Members of the board also serve as liaisons to each student in the program and their advisors, exercising general oversight of the annual academic and professional development review process, and field policy questions or disputes that may arise, bringing them to the full Board for attention as needed. The Vice Dean for Graduate Education in KSAS convenes the IHS Board and serves as an *ex officio* member. Please refer to the program website for the current roster of IHS Board members.

### Structure and general requirements

Each student designs an individualized course of study and research in collaboration with two faculty members representing different Ph.D. programs and drawing on the intellectual resources of the fields these faculty represent. One faculty member must be in the Humanities or humanistic Social Sciences (likely, if not inevitably, from the program to which the student was originally admitted), while the second faculty member may be either in a humanistic discipline or non-humanistic social or natural sciences discipline. These faculty members supervise the individualized course of study and research, and attend to certain other administrative matters. They commit to overseeing the proposed course of study and research, and to supervising this work all the way through to the completion of the Ph.D. degree (see under “advisors’ letter” below). The individualized course of study and research must involve coursework, teaching, one or more suitably comprehensive pre-dissertation examinations, a dissertation prospectus, a dissertation, and a Graduate Board Oral examination. This course of study may also involve foreign language study, laboratory work, fieldwork, or other elements tailored to the requirements of each individual proposal. Overall, the individualized course of study and research must be closely comparable in scope and complexity to either one of the programs upon which the proposal draws, i.e., the doctoral programs represented by the two faculty members advising the proposal.

IHS students are expected to be matriculated for a total of five years: in their first year as regularly admitted students in an established humanities or humanistic Ph.D. program, where they follow the usual first-year curriculum in that program, and during which they apply to enter the IHS program; and in their remaining four years within the IHS program, pursuing the individualized course of study and research laid out in their accepted proposal. The IHS program is full-time and is subject to the University requirement that Ph.D. students be in residence while registered for at least two consecutive semesters. However, if an IHS student was in residence

and registered during her or his first year in the admitting program, thereby satisfying the residency requirement for that program, he or she will be deemed to have satisfied the residency requirement for the IHS program as well.

## **2. Application and admission**

Application to the Ph.D. program in IHS consists of two documents. The first is the applicant's proposal of an individualized program of study and research (which will require input and co-signatures from the two advising faculty). The second is a joint letter from the two advising faculty. The contents of these documents is described below.

### Applicant's proposal

The applicant's proposal must describe in detail the proposed topic of research and plan of study. It must include the following elements:

1. A plan of study that draws more or less equally on programmatic elements of two existing Ph.D. programs, one of which must be humanistic (likely, but not necessarily, the program into which the student was originally admitted), while the other may be in the humanities, social sciences, or natural sciences. In overall work product and effort, the proposed plan of study must be closely comparable to what is required by either one of the Ph.D. programs on which the proposal draws.
2. An explanation as to why the proposed project cannot be completed, or easily completed, within the framework of any other currently constituted Ph.D. program.
3. The names and affiliations of the two faculty advisors, one from each of the two Ph.D. programs involved. One of these must be designated the "primary advisor." The primary advisor must be a tenured faculty member in the University. The other advisor must also be tenure-track but may be of any professorial rank (Professor, Associate Professor, Assistant professor). These advisors, in their own letter (on which see below), will indicate their approval of the proposed course of study and research, and commit to guiding it through to Ph.D. completion.
4. A detailed description of the coursework, seminar work, and/or lab work that would be completed as part of the training for the project. Applicants will already have done one year of foundational work in the program to which they were originally admitted, but will likely need to some amount of foundational work in the second discipline as well (depending on prior training and experience), along with more advanced work in one or both disciplines, depending on the exact configuration of the proposal.
5. A provision for a suitable qualifying exam or exams, to be taken in the two fields involved in the project, no later than the end of the student's third overall year of study (i.e., no later than the end of the second year of the student's formal enrollment in the IHS program). This exam or exams should be tailored to the needs of the specific proposal, and will be designed, administered, and evaluated by the two faculty members advising the project, in collaboration with other faculty as appropriate. The proposal must indicate the scope, timing, and approximate content of this exam regime.
6. A plan for acquiring training in any additional foreign language or languages needed to

carry out the proposed research, and a plan for administering a suitable assessment of the necessary language competency.

7. If the proposed program of research requires fieldwork, laboratory work, or other such resources that are not typically required for strictly humanistic research, the proposal must describe these needs and explain how they will be met and funded if necessary.
8. A plan for the student to engage in no less than three semesters of teaching, in the form of TAs or the like. It is likely that this teaching will be carried out within the Ph.D. programs upon which the proposal draws, or via other regular teaching opportunities within the University, such as the Dean's Teaching Fellowship program administered by KSAS. While not every eventuality can be foreseen, the proposal should indicate at least some of the sorts of teaching that would be appropriate and attainable for the applicant. (See below for further information on teaching).
9. The proposal must be signed by the applicant and both advising faculty.

### Advisors' letter

The two faculty advisors must represent two different Ph.D. programs. At least one of the advisors must be a humanist, or a social scientist who significantly employs humanistic scholarly approaches. One of the two advisors must be designated as the "primary advisor," and this advisor must be tenured. The other advisor must be tenure-track but may be of any professorial rank. In addition to cosigning the applicant's proposal along with the applicant, the two advisors must also separately submit a joint, jointly signed letter:

1. Affirming they have worked with the student and consulted with one another to devise an appropriate program of study that meets the requirements set out above, and that they both approve of and support the program so devised;
2. Affirming their willingness to work together to guide the student through the entire proposed program of study and research, to dissertation completion and defense;
3. Affirming that they can provide, or secure the provision of, any research resources (such as lab space, if needed) that exceed typical humanistic research requirements;
4. Indicating whether the student is likely to benefit from completing, or is required to complete, Responsible Conduct of Research training, and affirming that one of the advisors will see to it that this training is completed if necessary;
5. Describing the provisions made, as necessary, for the applicant to teach in one or both of the programs represented by the advisors, or in some other suitable venue;
6. Indicating whether the Graduate Board Oral (GBO) examination, which is administered in accordance with University Ph.D. requirements, will be "final"—taking the form of a dissertation defense, as is usual in humanities or humanistic social sciences disciplines; or "preliminary," as is usual in the natural and quantitative social sciences, and affirming that both advisors will take part in organizing the GBO and serve as examiners (see below). If the exam is to be preliminary, the letter should indicate the timing and coverage of the exam.
7. Describing the process by which the annual review of the doctoral student's academic progress and professional development plan will be conducted. It is the primary advisor's responsibility to assure that the review is conducted annually.

## Procedure and timeline for evaluating applications

1. Completed proposals are submitted to the Vice Dean for Graduate Education in KSAS by a deadline early in the Spring semester. Please refer to the program website for the specific deadline for the current application cycle, and contact information for the Vice Dean.
2. The Vice Dean distributes completed proposals to the IHS Board.
3. The Board selects a short list of proposals deemed most competitive for acceptance.
4. Each short-listed proposal is sent to the Directors of Graduate Studies of the two Ph.D. programs upon which the proposal draws, to gain further insight into whether the “custom selection” of elements from each discipline is appropriate to support the research proposed. The DGSs are regarded as disciplinary experts who can provide a disinterested assessment of whether the specific disciplinary training proposed in each case is sufficient to prepare the applicant for the interdisciplinary program of research she or he is proposing.
5. In light of DGS feedback, the advisory board may, if necessary, ask applicants and their advisors to revise their proposals.
6. The revised proposals are then reevaluated to determine the successful applicants who will be invited to join the IHS program the following fall.
7. Applicants are notified of the decision by late March, in time for Ph.D. programs to take advantage of the current graduate application cycle to “recycle” funding lines freed up by students moving onto IHS funding.

## **3. Additional program information**

### Registration

Each semester, IHS students must receive their primary advisor’s approval to register for their courses, dissertation research, and so on. The primary advisor is responsible for lifting the advisor hold so that the student can register, once the student has consulted regarding appropriate registration.

### Teaching

IHS students must engage in no less than three semesters of teaching, in the form of TAs or the like. It is likely that this teaching will be carried out within the Ph.D. programs upon which the proposal draws, or via other regular teaching opportunities within the University, such as the Dean’s Teaching Fellowship program within KSAS. It is important to note that any teaching done by IHS students in a particular department or program is offered at no cost to that department or program, as the IHS student is fully funded by her or his own dedicated funding line within the IHS program, and does not require financial support from the program or department in which she or he is teaching.

### Annual evaluation of academic progress and professional development plan

Like all Ph.D. students in the University, IHS students undergo an annual academic evaluation

process and participate in a professional development discussion. The student fills out a self-review, including questions about professional plans beyond the Ph.D. The student's two advisors then comment on the academic progress report and professional development goals. The advisors, together with the IHS Board member who is designated as liaison to the student and advisors, then review the annual evaluation and professional development plan for issues or concerns, and refer any problematic cases to the full IHS Board. A template of the review form is "Appendix A" starting on p. 11 below.

### Graduate Board Oral examination

A Graduate Board Oral (GBO) examination must be administered, in accordance with University Ph.D. requirements, by a panel of five faculty members. The student's two advisors constitute the "inside" examiners, and the IHS Board liaison serves as the "inside alternate." These three work together to identify suitable "outside" examiners for the thesis, in accordance with Homewood Graduate Board requirements for GBO participation. This examination is likely to be "final," taking the form of a dissertation defense as is usual in humanities or humanistic social sciences disciplines. But it may in some cases be "preliminary" as is usual in quantitative social sciences and natural sciences. The advisors' letter, submitted as part of the application, indicates whether the GBO is to be final or preliminary, and in the latter case indicates the timing and coverage of the exam.

### Dissertation prospectus defense

In the event that the Graduate Board Oral examination is final, and therefore does not entail a prospectus defense, then a public prospectus defense must nevertheless be held and must be passed. The committee determining whether the prospectus is approved consists of the student's two advisors and the IHS Board liaison. This defense must take place no later than the end of the student's third overall year of study, i.e., the end of the second year of her or his enrollment in the IHS program.

### Dispute resolution

In the event that a dispute arises between a student in the IHS program and one or both of the student's advisors, or in the event that the advisors deem that the student is not demonstrating satisfactory performance and propose to place the student on probation, the matter should be communicated to the IHS Board liaison, who can bring it to the attention of the full Board for discussion and for a determination if needed.

### Probation, termination, and appeals

Students who do not make satisfactory academic progress in any area of required work in the program may be put on academic probation. Failure to meet the terms of this probation will result in the dismissal of that student from the program. In the event an IHS student is dismissed and elects to appeal, the first level of appeal is the IHS Board, and the second level of appeal is the Vice Dean for Graduate Education in KSAS, whose determination is final. This process is parallel to the established appeal process for KSAS Ph.D. students in general who have been

dismissed from their programs. Further information on probationary policies can be found online: <http://krieger.jhu.edu/hwgradaffairs/wp-content/uploads/sites/35/2014/08/Graduate-Student-Probation-Funding-Withdrawal-and-Dismissal-Policy.pdf>.

#### **4. Financial Support**

All students entering the IHS program guaranteed four years of full support, providing stipend, full tuition costs, and health insurance. These four years of full support are in addition to the year of full support students have already received in the first year of study in their admitting program, to make up five years of full support provided by JHU. The annual stipend for IHS students is at least \$31,415. This number may increase from year to year, and each year the amount will be specified (along with any other relevant considerations) in the student's reappointment letter. Continuity of funding is contingent upon satisfactory progress year by year.

Students who have exhausted their five years of funding but have not completed their dissertation and graduated with their Ph.D. degrees may apply for additional funding through the School or University (e.g., the Dean's Teaching Fellowship, the Alexander Grass Humanities Institute dissertation completion fellowship), although such funding is competitive and cannot be guaranteed. Students who foresee arriving in this situation are also encouraged to apply for external grants and fellowships to support them once their university-sponsored funding is expired. If external funding is received prior to the expiration of their IHS funding, or if students go on leave, they may "bank" their promised IHS funding to use at a later date.

#### **5. Administrative Support for students through the Alexander Grass Humanities Institute**

IHS students have peer cohorts in the Ph.D. programs with which their work is engaged, and in particular in their admitting program where they have already spent a year. IHS students are also expected to avail themselves of the intellectual resources, seminar series, and so on in the other department or program upon which their research draws. Nevertheless, IHS students are in some ways a separate group, and as such require dedicated intellectual, social, and administrative support.

The Alexander Grass Humanities Institute (AGHI, <https://krieger.jhu.edu/humanities-institute/>), provides a focal point of programming in the humanities and humanistic social sciences, supporting KSAS's ten humanities departments and related centers and programs. The AGHI provides workspace and administrative support to IHS students; it also administers a research seminar in which IHS students, other Ph.D. students affiliated with AGHI, and participating faculty can regularly to present and discuss work in progress.

IHS students also have access to a dedicated program budget supporting research and related activities—funds such as departments and programs typically provide for their doctoral students. This support budget is administered by the AGHI on behalf of IHS students. Activities to be supported could include, but would not be limited, to:

- Research and travel funding for which students in the program can apply;
- An annual visiting lecturer or seminar speaker whom the student finds highly relevant to her/his research;
- An annual reception and dinner to celebrate the accomplishments of the program, accompanied by brief presentations of IHS students' research.

## **6. Additional policies applicable to all KSAS doctoral students**

### Registration status

Students who are, at a given point, drawing on one of their five total funded fellowship years are considered “resident” students. Students who have exhausted department funding but are continuing to make what their advisors deem acceptable progress will be required to apply for “nonresident” status. Nonresident students are responsible for paying for their own tuition costs (equivalent to 10% of full-time tuition that year), and health insurance costs, and do not receive a stipend. Please contact the AGHI administrator for instructions on applying for the change of status. For more information about residency requirements, please see the Graduate Board website: <http://homewoodgrad.jhu.edu/academics/graduate-board/new-grad-board-residency-page/>.

### Student files

Files are maintained for each IHS student by the AGHI administrator. These files may contain information to which the student has waived access and/or confidential communications. If a student wishes to view her or his file, s/he should make an appointment with the administrator in advance; the administrator may withhold access to portions of the file to which the student has waived access.

### School and University Policies and Resources

- A variety of policies pertinent to graduate student academic affairs, including policies on student rights and responsibilities, probation, withdrawal, dismissal, academic and general misconduct, and leave, are available on the KSAS/WSE Graduate and Postdoctoral Affairs website at <https://homewoodgrad.jhu.edu/academics/policies/>.
- General information and resources relating to pedagogy can be found on the website of the Center for Educational Resources, <http://cer.jhu.edu/>.
- The University-wide New Child Accommodation policy for doctoral students is available at <https://www.jhu.edu/assets/uploads/2017/06/newchildaccommgradandpostdoc.pdf>.
- Information and policies on gender equity at Homewood can be found at <https://studentaffairs.jhu.edu/women-resources/>.

**Appendix A:**

**Annual review and professional development plan template for IHS students**



## **Annual Academic Progress and Professional Development Plan**

### **Ph.D. program in Interdisciplinary Humanistic Studies**

This Annual Academic Progress and Professional Development Plan document is meant to help you, as a PhD student in Interdisciplinary Humanistic Studies, reflect on and discuss with your faculty advisors both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form must be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisors; it is then reviewed by your liaison on the IHS board.** This form is intended to be a springboard for conversation between you and your academic advisor or advisors. After the conversation has occurred, the student and advisors should sign this form, and each should then receive an electronic copy, as should IHS administrative staff.

\*\*\*\*\*

**Name:**

**Date:**

**Year of Matriculation at JHU/year of entry into IHS program:**

**Advisors:**

**email addresses of advisors:**

\*\*\*\*\*

#### **I. Academic goals and objectives**

1. Share your academic and/or research progress, key milestones, and accomplishments **from the past year**, in light of the individualized requirements and benchmarks established for you as a participant in the IHS program.



6. When do you expect to graduate? And what are key steps you plan to take to meet that goal? What are any challenges you anticipate in meeting that goal?

7. How can your advisors help you at this point?

## **II. Career and Professional Goals**

(see table below in preparation for responding to these questions)

1. What are your **long-term professional goals**? e.g., What positions or responsibilities and in which sectors (academic, non-profit, policy, government, industry, other) appeal to you for 5-10 years after graduation? Which career options, tracks, or sectors do you want to be in or learn more about?

2. What **shorter-term objectives may help you achieve those goals**? E.g., are there specific skills you would like to acquire or improve? Are there courses, workshops, experiences, internships, etc. that might be helpful in getting additional exposure, furthering, or better articulating, these professional goals? **(NOTE: The table below may help guide some of your thinking in this area).**

3. What specific steps will you take to further these professional development goals?

4. Do you anticipate any challenges in meeting these professional development goals? Are there factors that could negatively affect your ability to pursue your short or long term professional goals? What help can your advisor or other faculty/staff provide?

\*\*\*\*\*

The following table is provided twice so that the student and mentor can each complete it independently and can then discuss at a subsequent meeting.

The student should complete the first table. For each area or skill, circle the degree of competency you believe you have. Also, please check 5 boxes in the right-hand column of areas you would like to make a priority for further development in the upcoming year.

Discuss with your advisor(s) strategies and resources for identifying activities in the focus areas.

Area	What do you believe is your level of competency in this area?	Focus area for next year (check 5)
<b>Research/Scholarship</b>	1= low competency; 5= high competency	
Broad knowledge of discipline	1 2 3 4 5 N/A Don't know	
Key methods of discipline	1 2 3 4 5 N/A Don't know	
Critical reading and analysis of literature of field	1 2 3 4 5 N/A Don't know	
Analytic skills	1 2 3 4 5 N/A Don't know	
Creativity and innovation in thinking	1 2 3 4 5 N/A Don't know	

Other _____	1 2 3 4 5 N/A Don't know	
<b>Writing</b>		
For a scholarly publication	1 2 3 4 5 N/A Don't know	
For a lay audience, the media, or practitioners	1 2 3 4 5 N/A Don't know	
Grammar/structure	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Oral communications</b>		
To a specialized or technical audience	1 2 3 4 5 N/A Don't know	
To a lay audience, the media, or practitioners	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Leadership/Management</b>		
Providing constructive feedback	1 2 3 4 5 N/A Don't know	
Leading and motivating others	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Professionalism/interpersonal</b>		
Networking, seeking advice	1 2 3 4 5 N/A Don't know	
Approaching difficult conversations	1 2 3 4 5 N/A Don't know	
Professional ethics	1 2 3 4 5 N/A Don't know	
Professional and respectful interactions	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Project management</b>		
Planning projects, setting timelines	1 2 3 4 5 N/A Don't know	
Developing/managing budgets	1 2 3 4 5 N/A	

	Don't know	
Time management	1 2 3 4 5 N/A Don't know	
Data management	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Teaching</b>		
Course planning	1 2 3 4 5 N/A Don't know	
Lecture delivery	1 2 3 4 5 N/A Don't know	
Leading seminars/discussions	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Career Advancement</b>		
Developing/maintaining a professional network	1 2 3 4 5 N/A Don't know	
Writing a job letter	1 2 3 4 5 N/A Don't know	
Interviewing skills	1 2 3 4 5 N/A Don't know	
Preparing a job talk	1 2 3 4 5 N/A Don't know	
Negotiating salary and other job elements	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Other (specify)</b>	1 2 3 4 5 N/A Don't know	

The ***faculty mentor*** should complete the second table. For each area or skill, circle the degree of competency you believe the student/trainee has. Discuss with the student/trainee any areas that you believe should be further developed in the coming year.

Area	What do you believe is the level of competency in this area?	Focus area for next year (check 5)
Research/Scholarship	1= low competency; 5= high competency	

Broad knowledge of discipline	1 2 3 4 5 N/A Don't know	
Key methods of discipline	1 2 3 4 5 N/A Don't know	
Critical thinking of literature of field	1 2 3 4 5 N/A Don't know	
Analytic skills	1 2 3 4 5 N/A Don't know	
Creativity and innovation in thinking	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Writing</b>		
For a scholarly publication	1 2 3 4 5 N/A Don't know	
For a lay audience, the media, or practitioners	1 2 3 4 5 N/A Don't know	
Grammar/structure	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Oral communications</b>		
To a specialized or technical audience	1 2 3 4 5 N/A Don't know	
To a lay audience, the media, or practitioners	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Leadership/Management</b>		
Providing constructive feedback	1 2 3 4 5 N/A Don't know	
Leading and motivating others	1 2 3 4 5 N/A Don't know	
Advocating for change	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Professionalism/interpersonal</b>		
Networking, seeking advice	1 2 3 4 5 N/A Don't know	
Approaching difficult conversations	1 2 3 4 5 N/A	

	Don't know	
Professional ethics	1 2 3 4 5 N/A Don't know	
Professional and respectful interactions	1 2 3 4 5 N/A Don't know	
Other	1 2 3 4 5 N/A Don't know	
<b>Project management</b>		
Planning projects, breaking into parts, setting timelines	1 2 3 4 5 N/A Don't know	
Developing/managing budgets	1 2 3 4 5 N/A Don't know	
Time management	1 2 3 4 5 N/A Don't know	
Managing data, finances, and other resources	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Teaching</b>		
Course planning	1 2 3 4 5 N/A Don't know	
Lecture delivery	1 2 3 4 5 N/A Don't know	
Leading seminars/discussions	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Career Advancement</b>		
Developing/maintaining a professional network	1 2 3 4 5 N/A Don't know	
Writing a job letter	1 2 3 4 5 N/A Don't know	
Interviewing skills	1 2 3 4 5 N/A Don't know	
Preparing a job talk	1 2 3 4 5 N/A Don't know	
Negotiating salary and other job elements	1 2 3 4 5 N/A Don't know	
Other _____	1 2 3 4 5 N/A Don't know	
<b>Other (specify)</b>	1 2 3 4 5 N/A	

	Don't know	

**Student:** Please provide any additional comments you would like to share regarding your academic progress, professional goals, career plans, special concerns, or goals for the coming year.

**Advisor:** Please write comments about student progress and goals and other thoughts.

**Date of meeting in which the conversation documented above occurred:**

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty advisor signature

\_\_\_\_\_  
Date