

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF MINNESOTA
RECOMMENDATION FORM: GRADUATE STUDENT APPLICATION

ENDORSER

Name _____
Title & Dept. _____
Institution _____
City, State, Zip code _____
Telephone Number _____
E-mail Address _____
Signature _____

APPLICANT

Name _____
Program Area _____
To insure the confidentiality of this letter, I waive my rights under the Family Educational Rights and Privacy Act of 1974 to inspect it. I understand that I may refuse to waive these rights without prejudice to my application.
____ I waive my rights ____ I do not waive my rights
Signature _____

To the applicant: Please note that the deadline for receipt of all application materials is **December 1**. We recommend the letters be submitted in sealed and signed envelopes and sent with your departmental application materials.

To the endorser: The person named above has applied to the graduate program in PSYCHOLOGY and is seeking your recommendation. Your frank appraisal of this student will be appreciated. Should the applicant be admitted into our program, your letter will be destroyed if a waiver of rights under the Family Educational Rights and Privacy Act of 1974 is not obtained.

How long have you known the applicant? _____ Months

How well do you know the applicant?

- slightly (e.g., only classroom contact in one course)
- moderately well
- very well
- I do not know the applicant well enough to give a recommendation

What has been the applicant's relationship to you? (Check all that apply.)

- undergraduate student
- graduate student
- advisee
- research supervisee
- employee
- other (please specify): _____

Our goal in asking you to provide us a candid evaluation of the applicant is to use the information you provide to better identify graduate students who will successfully complete their graduate education at the University of Minnesota. We hope to identify individuals who are good matches for our department. In addition, we believe that it is in the best interests of the applicant to study in departments that are best suited to their needs as well as personal styles.

Important characteristics that contribute to success in graduate school and later professional performance are persistence, achievement orientation, time management skills, resilience, honesty/integrity, and diligence. Please rate the candidate on these characteristics. In making your ratings, please consider all the undergraduate students that you have known in the past.

Persistence

Persistent individuals...

- are good at overcoming challenges.
- finish what they start.
- turn plans into actions.

Please rate the persistence of the applicant:

- top 1-2% of all students I have known
- top 5% of all students I have known
- top 10% of all students I have known
- top 25% of all students I have known
- top 50% of all students I have known
- bottom 50% of all students I have known
- no opportunity to observe and/or no basis for evaluation

Achievement Orientation

Individuals who are low on achievement orientation ...

- are not highly motivated to succeed.
- do just enough to get by.

Conversely, individuals who are achievement oriented...

- work hard.
- do more than what's expected of them.
- set high standards for themselves and others.
- set hard but achievable goals.

Please indicate how achievement oriented the applicant is:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Time Management

Good time managers...

- are good at meeting deadlines.
- accomplish their work on time.
- get tasks done right away.
- do things according to plan.
- like to plan ahead.
- follow a schedule.

Individuals who are poor at time management...

- do not plan ahead.
- find it difficult to get down to work.
- need a push to get started.
- waste time.
- postpone decisions.
- have difficulty starting tasks.
- are often late to work.
- put off unpleasant tasks.

Please rate how well the applicant manages his/her time:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Resilience

Resilient individuals...

- are good at overcoming challenges.
- can stand criticism.
- welcome feedback.
- handle stress well.
- readily overcome setbacks.

Conversely, stress-prone individuals...

- are easily discouraged.
- get stressed out easily.

Please indicate how resilient the applicant is:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Honesty/Integrity

Individuals who are low on integrity...

- misrepresent the facts.
- break promises.

Honest individuals...

- try to follow the rules.
- adhere to high ethical standards.
- are trustworthy.

Please rate how honest the applicant is:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Diligence

Diligent individuals...

- are always prepared.
- pay attention to details.
- demand quality.
- are careful to avoid making mistakes.
- are exacting in their work.

Individuals who are not diligent...

- neglect their duties.
- do things in a half-way manner.
- frequently forget to do things.
- do the opposite of what is asked.

Please rate how diligent the applicant is:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Knowledge of Intended Specialty of Study

There are always differences between applicants regarding their current knowledge of what the specific graduate program to which they are applying actually entails. Please rate the current knowledge of the applicant about his/her intended specialty of study (e.g., social psychology, clinical psychology, industrial/organizational psychology).

His/her knowledge is in the:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

Degree of Interest in Specialty of Study

Applicants also vary on the degree to which they currently have well defined interests in the specific graduate program to which they are applying. Please rate the degree to which the applicant has already developed a clear and strong interest in the field of their application.

Her/her degree of interest is in the:

- | | |
|--|---|
| <input type="checkbox"/> top 1-2% of all students I have known | <input type="checkbox"/> top 50% of all students I have known |
| <input type="checkbox"/> top 5% of all students I have known | <input type="checkbox"/> bottom 50% of all students I have known |
| <input type="checkbox"/> top 10% of all students I have known | <input type="checkbox"/> no opportunity to observe and/or no basis for evaluation |
| <input type="checkbox"/> top 25% of all students I have known | |

What is your overall evaluation of the candidate's probability of success in graduate school?

- Will definitely complete the Ph.D. and is likely to be a star in his/her field
- Will definitely complete the Ph.D.
- Masters easily; at least 50-50 chance of completing Ph.D.
- Good probability of Masters, may end there
- Not graduate school material
- Other (please specify): _____

Please attach your letter of recommendation to this form. We will appreciate your candid appraisal of the applicant in terms of his/her relevant qualities that you may have had the opportunity to observe. We especially welcome your evaluation of the candidate's motivation to pursue a graduate degree in psychology, and knowledge and dedication to the subfield of psychology they are applying to. If the applicant's native language is not English, please also include an evaluation of his/her English proficiency that would enable them to follow a graduate curriculum.

Thank you for providing this information. **This form and your letter are due in our office by the *December 1* application deadline.** Please seal your recommendation and this form in an envelope, sign across the seal, and return it to the applicant for enclosure with all other required application materials. If you prefer to mail your letter and form directly to the Department of Psychology, please use the following address: Coordinator of Graduate Admissions, Department of Psychology, University of Minnesota, S249 Elliott Hall, 75 East River Road, Minneapolis, MN 55455. Thank you.

9/08