

INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE
DEPARTMENT OF BIOLOGICAL SCIENCES

YEAR **1**

STUDENT NAME

ADVISOR NAME

DATE

It is always good to have a plan; thus, even if you have not directly joined a lab in the first year and are currently doing rotations like most students do, you should think about your training in the first year. In this case, you can discuss the training and skills portion of this IDP with your temporary faculty advisor; however, you do not need to turn in a the action plan (page. 1.4) to the graduate office.

If you have directly joined a lab in your first year, completing this IDP will get your training in your new lab off to a good start. A key component of this good start is to establish honest and open lines of communication with your advisor. By sharing this plan with your advisor at your initial IDP meeting, you will obtain their feedback. At the close of the process, you will have generated an action plan that will guide your training as you progress in the program. Please turn in this action plan to the Graduate Office by the end of October.

The CoS IDP portal provides a list of steps for successfully completing an IDP. Refer to those steps which are abbreviated in the box below.

In addition, the portal provides a list of the student's and advisor's responsibilities when it comes to designing a training plan. Make sure that you and your advisor review those responsibilities as they will be important to the success of the student-advisor relationship.

IDP Steps Reminder

1 Step back and self-assess!



2 Set your first meeting with your advisor.

3 Lead the discussion.

4 Obtain your advisor's feedback on your IDP.

5 If you have already joined a lab, complete the "Action Plan" (page 1.4) and submit a signed copy to the Graduate

"This process sparks much needed conversations between trainees and their mentors regarding career goals, skills and interests. This kind of communication is imperative."

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TRAINING • MENTORING

1. What requirements of your graduate program do you need to complete, and what is your plan to fulfill them?
2. What fellowships are you applying for? Have you been able to get the guidance you need to apply for these awards?
3. What are your primary goals in your academic training?
4. What resources or support will most help you to succeed in graduate school? Mention any technical training you may need.
5. What actions can be taken to make sure the needs outlined in # 4. are met?
6. What is important to you in a mentoring relationship?
7. Are there any factors that may negatively affect your progress?
8. What are your longterm goals for your professional career, and what help can your advisor or other faculty/staff provide to reach these goals?
9. Your success as a student will be linked to your overall wellness. What are you doing to tend to this?

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One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to where you think a student in the first year of their graduate studies should be and indicate your target skill level for this year. Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

Mark your perceived current ability level

RESEARCH SKILLS & SCIENTIFIC THINKING	Mark your perceived current ability level			Target level for this year
	1 (weak)	2 (aver.)	3 (strong)	
Broad-based knowledge of science				<input type="checkbox"/>
Critical reading of scientific literature				<input type="checkbox"/>
Experimental design				<input type="checkbox"/>
Technical skills pertinent to your field				<input type="checkbox"/>
Statistical analysis and interpretation of data				<input type="checkbox"/>
Creativity and innovative thinking				<input type="checkbox"/>
Understanding of submission/peer review process				<input type="checkbox"/>
Identifying and seeking advice				<input type="checkbox"/>
Time management				<input type="checkbox"/>

COMMUNICATIONS

Writing of a research proposal or publication				<input type="checkbox"/>
Writing with appropriate grammar and structure				<input type="checkbox"/>
Speaking to a specific audience				<input type="checkbox"/>
Communicating one-on-one				<input type="checkbox"/>
English fluency				<input type="checkbox"/>
Working with constructive criticism				<input type="checkbox"/>

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THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER YOUR DISCUSSION ONLY IF YOU HAVE ALREADY JOINED A LAB. Please, remember to submit a signed copy to the Graduate Studies Office by the end of October. This is a requirement to be able to register for the next semester.

Communication**1**

What is the best way to set meetings and communicate regularly?

Target skills**2**

What skills (~1-2) did you identify as important development targets for the coming year?

Coursework and Activities**3**

List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year. Include courses you must complete.

Financial support**4**

If you know, what will be your financial support for the next year?

Additional actions**5**

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

Following up**6**

How often do you and your advisor plan to meet?

Goals**7**

What are the tasks and deliverables in the coming spring, summer and fall semester to get a satisfactory grade for research credits?

Signature of Student_____
Signature of Advisor