

INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE

YEAR

1

DEPARTMENT of EARTH, ATMOSPHERIC, and PLANETARY SCIENCES

STUDENT NAME

ADVISOR NAME

DATE

Your IDP for Year 1 should be completed **within the first two weeks of beginning of the fall semester**. The goals of completing the your IDP are to get your graduate career off to a good start. A key component of this success is to establish honest and open lines of communication with your advisor. Filling out this Year 1 form will help you to begin formulating a plan for your training and research. 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.

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

In addition, the portal contains 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! (pages 1.2 - 1.4)

2 Set your first meeting with your advisor within two weeks of the beginning of the fall semester.

3 Lead the discussion.

4 Obtain your advisor's feedback on your IDP.

5 Complete the "Action Plan" (page 1.4) and submit a copy to the Graduate Studies Office.

"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 and 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 grad school either by your advisor or other faculty or staff? For example, any technical or professional training you may need.
5. What is important to you in a mentoring relationship?
6. Are there any factors that you are you concerned may negatively affect your progress?
7. What help can your advisor or other faculty/staff provide regarding professional development and graduate training?
8. What specific questions is your thesis intended to answer and do you have a good grasp how this projects fits into your field as a whole?
9. Do you know how to conduct a literature review of this topic?
10. 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 the where you think a student in the first year of their graduate studies should be, checking the boxes for skills that you would like to target in the coming 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

	1 (weak)	2 (aver.)	3 (strong)	Target skill for this year
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 for 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. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by you and your advisor.

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?

Other

7

Is there anything else you and your advisor discussed?

Signature of Student

Signature of Advisor