

# INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE

YEAR

2

DEPARTMENT of EARTH, ATMOSPHERIC, and PLANETARY SCIENCES

STUDENT NAME

ADVISOR NAME

DATE

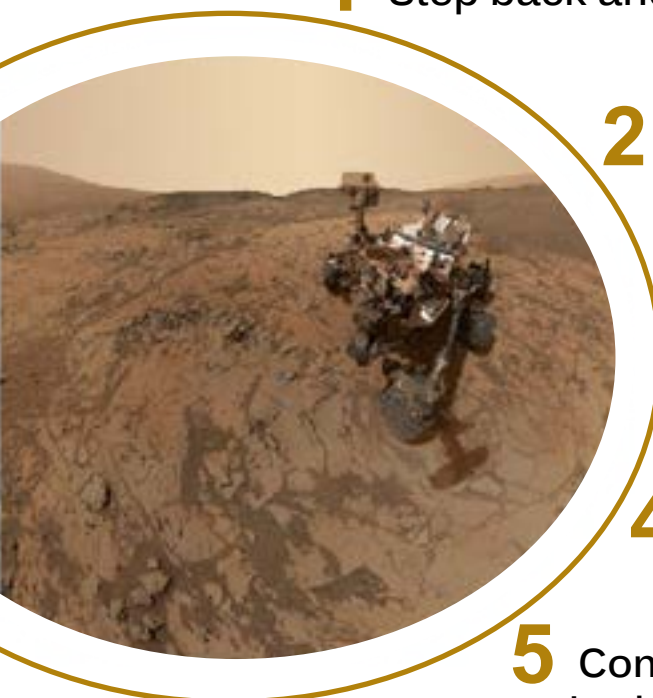
Your IDP for Year 2 should be completed **within the first two weeks of beginning of your second year**. Taking stock of your first year and planning your second are crucial to being productive and working toward your goals. Guided by your Individual Development Plan (IDP), formal meetings with your advisor are a chance for you to assess your progress and help you propose and execute next steps that will help you develop as a scientist. If your first year in the program has gone as expected, you should have selected a thesis committee, begun a research project and will soon complete your qualifying exam. Now is the time to consider what your goals/objectives should be based on these accomplishments. This phase of the IDP is designed to help you with this process and set your goals for the coming year.

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 2.1 - 2.6)



**2** Set up a meeting with your advisor within two weeks of the beginning of your second year.

**3** Lead the discussion.

**4** Obtain your advisor's feedback on your IDP.

**5** Complete the "Action Plan" (page 2.7) and submit a copy to the Graduate Studies Office.

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## SCIENTIFIC ● RESEARCH GOALS AND OBJECTIVES

1. What specific question is your dissertation intended to answer? How familiar are you with the academic literature related to this topic?
  
  
  
  
  
  
  
  
  
  
2. Do you have a good grasp of how this project fits into your lab/field as a whole?
  
  
  
  
  
  
  
  
  
  
3. How do you feel your project is progressing?
  
  
  
  
  
  
  
  
  
  
4. What are your near-term research goals? For each goal, specify any areas where you feel you need help or additional training (e.g., the need to improve laboratory, computer, field, or writing skills). Include the need for scientific collaborations, if relevant.

## CHALLENGES

1. Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with your advisor.
  
  
  
  
  
  
  
  
  
  
2. What actions have you taken to meet these challenges?
  
  
  
  
  
  
  
  
  
  
3. How can your advisor help you?

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## PROGRAM AND PROFESSIONAL ACTIVITIES

1. What EAPS graduate program requirements 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?

3. Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need any help finding opportunities?

4. List any involvement you are thinking about in the following areas:

**ACADEMIC COURSEWORK/TRAINING:**

**TEACHING/MENTORING:**

**PROFESSIONAL DEVELOPMENT:**

**CONFERENCES:**

**SERVICE/OUTREACH:**

5. Where you think further explanation might be helpful, please explain what you hope to gain from any of the activities and experiences above and how they will help you reach your goals.

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Last year, you provided an assessment of your skills. Now that you have completed Year 2 in the program, evaluate your strengths and weaknesses below relative to where you think a student should be at this stage of study, 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 advance to the goals you have set for your training.

*Mark your perceived current ability level*

## RESEARCH SKILLS & SCIENTIFIC THINKING

	<b>1</b> (weak)	<b>2</b> (aver.)	<b>3</b> (strong)		<b>Target skill for this year</b>
Broad-based knowledge of science					<input type="checkbox"/>
Critical reading of scientific literature					<input type="checkbox"/>
Technical skills pertinent to your field					<input type="checkbox"/>
Experimental design					<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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Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all or some of the IDP as an impetus for conversations with your advisor, but also with other mentors you may have identified. In the space below, consider the breadth of mentoring you currently receive.

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Need help finding or coordinating?
<b>Lead mentor</b>				
<b>Thesis committee: as a group</b> (List names)				
<b>Thesis committee: one-on-one</b>  <b>Additional mentors</b> (List names)				
<b>Collaborators</b> (List names/ roles in your research)				

What have you found most beneficial about the mentoring you have received?  
Is there anything that would improve the mentoring you receive?

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## PROFESSIONAL AND PERSONAL DEVELOPMENT

Have you started to think about your long-term goals? (i.e., what do you want to be doing on a daily basis 5-10 years after you graduate?)

- **If so**, list any early thoughts you have.
- **If not**, do you have any questions at this point?

Have you thought about what factors inform these long-term goals?

- **If so**, list any early thoughts you have.
- **If not**, do you have any questions at this point?

What guidance would help you with your development and exploration of career options?

Do you want to be involved in more collaborative work, or do you need more time to focus on your own research?

Are there factors that you are feel may negatively affect your progress?

What help can your advisor or other faculty/staff provide?

Indicate here if you need help finding professional or personal development resources.

Your success as a student is linked to your wellness. What are you doing to maintain this?

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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.

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### **Projected timeline**

1

What is the projected timeline for completing your current projects?

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### **Target skills**

2

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

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### **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 any coursework you need to complete.

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### **Financial support**

4

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

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### **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?

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### **Following up**

6

When are you and your advisor going to follow up on your IDP and progress?

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### **Other**

7

Is there anything else you and your advisor discussed?

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Signature of Student

Signature of Advisor