

Graduate Student Individual Development Plan

The Individual Development Plan (IDP) is a mechanism for creating and accomplishing both long and short term goals in pursuit of a desired career goal. To receive maximum benefit from the IDP process, it is essential that both graduate students and their faculty mentor(s) participate fully in the process. The IDP will need to be revised as circumstances change, and it is most helpful if the mentor and graduate student work together to modify the IDP.

Name of Graduate Student _____

Department or Program _____

Date of Admission _____

Signature _____

Date _____

Name of Primary Mentor _____

Department or Program _____

Signature _____

Date _____

Name of Secondary Mentor _____

Department or Program _____

Signature _____

Date _____

Part I. Review of Past Year (to be completed by Graduate Student)

Research Training and Professional Progress

Provide a timeline of major research accomplishments over the past year.

List all accomplishments from the past year in the following categories. Provide as much detail as possible (dates, locations, titles, departments, names, etc.).

Honors and Awards

Grant or Fellowship Funding Applications (both applied for and received)

Publications

Presentations at Professional Meetings

Seminar Presentations

Patents

Clinical Activity

New research skills/new techniques acquired

Research Mentoring (supervision of undergraduate/high school students)

Teaching Activity (course lectures, labs or courses taught)

Service on Committees (Departmental, College, University)

Leadership or organizational activity (such as leadership position in organization, session chair at professional meeting, role in organization of symposium or professional meeting, etc.)

Other Professional Activities

Part II. Goals for Next Year (to be completed by Graduate Student)

A. Research Goals

Provide a timeline of research activities planned for the next year. When planning for the next year, it is advisable to break large projects into smaller sections to create a feasible timeline.

B. Training and Professional Goals and Progress

List all planned activities for the next year in the following categories. Provide as much detail as possible (titles, name of meeting, name of funding program, etc.).

Expected grant or fellowship applications

Expected publications (indicate status—in preparation, in review, in press; target journal)

Expected presentations and meeting attendance

Expected leadership or management activities

Expected teaching activities (including mentoring)

Other expected professional training

Part III. Career Goals and Planning (to be completed by Graduate Students)

What is your current career goal?

Why does this career appeal to you?

What other career path(s) interest(s) you?

Why does this / do these career path(s) appeal to you?

In order to be competitive for your desired career path(s), what additional training or experience is needed prior to applying for positions? Have you accounted for these needs in Part II above?

Are there constraints that will affect your job search? (partner's career, visa issues, geographic limitations, etc.)

When do you anticipate going on the job market?

Part IV. Mentor Comments and Recommendations (to be completed by mentors)

In this section, mentors should evaluate

- the graduate student's progress from the previous year
- the feasibility and appropriateness of the plan for the next year
- the progress towards career goals

Primary Mentor Comments and Recommendations:

Secondary Mentor Comments and Recommendations: