Individual Development Plan for Graduate Students and Postdoctoral Scholars/Fellows

The University of Kentucky College of Medicine has created an Individual Development Plan (IDP) for use with graduate students and postdoctoral fellows. The IDP provides a tool that helps students and mentors define academic and scientific progress, identify professional development needs, and establish career objectives. This process serves as a communication tool between the student and his or her mentor (PI) to allow for clarification of expectations and recognition of milestones. Each new graduate student along with the PI must complete and submit an IDP within three months of the initial appointment. Subsequently, a revised IDP must be submitted annually.

Goals of the IDP:

Help the graduate student identify:
>
> Short-term needs for improving current performance.
> Long-term career options and necessary tools to meet these objectives.

Benefits of the IDP:

Identifying short-term goals will give graduate students a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. Graduate students will have a process that assists in developing and achieving long-term career goals. The IDP provides a tool for communication between the graduate student and the PI.

Outline of the IDP process:

The development, implementation, and revision of the IDP requires a series of steps to be followed by the graduate student and the mentor. These steps are an interactive effort. Thus, both the graduate student and the PI must participate fully in the process.

How to complete the IDP:

Basic Steps	For Graduate Student	For Mentor
Step 1	Perform self-assessment Write an IDP Share IDP and assessment	Assess student's research/professional skills Review IDP and assessments
Step 2	Implement the plan Revise IDP as needed	Establish yearly progress review
Step 3	Survey opportunities with mentor	Discuss opportunities with graduate student

Additional Information:

http://acd.od.nih.gov/bmw_report.pdf

http://myidp.sciencecareers.org/

http://www.nationalpostdoc.org/careers/career-planning-resources

http://www.faseb.org/portals/2/pdfs/opa/idp.pdf

Individual Development Plan for Graduate Students

Graduate Student Name: _____

Department: _____

Student Signature: _____   Date: _____

PI Name: _____

PI Signature: _____   Date: _____

I.   Skills Assessment

Evaluate skills and abilities in the following areas (4 = Highly proficient; 1 = Needs improvement)

Research Skills	Knowledge of the literature	1	2	3	4
	Technical abilities / bench skills	1	2	3	4
	Experimental design	1	2	3	4
	Lab records / data management	1	2	3	4
	Problem solving / troubleshooting	1	2	3	4
	Data analysis	1	2	3	4
	Computer skills / software	1	2	3	4
	Other:	1	2	3	4
Professional Skills	Oral presentation	1	2	3	4
	Writing	1	2	3	4
	Teaching	1	2	3	4
	Mentoring	1	2	3	4
	Being mentored	1	2	3	4
	Self-motivation / work ethic / perseverance	1	2	3	4
	Other:	1	2	3	4
Leadership / Management Skills	Leading / motivating others	1	2	3	4
	Budgeting	1	2	3	4
	Managing projects and time	1	2	3	4
	Organizational skills	1	2	3	4
	Other:	1	2	3	4
Interpersonal Skills	Getting along with others	1	2	3	4
	Conflict resolution	1	2	3	4
	Networking / meeting new colleagues	1	2	3	4
	Collaboration / teamwork	1	2	3	4
	Reliability	1	2	3	4
	Other:	1	2	3	4

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II.   Annual Progress Report

A.   List or briefly describe academic achievements (e.g., courses and workshops completed):

B.   List or briefly describe major research accomplishments this year (do not include publications or presentations here):

C.   List new techniques/expertise acquired this year:

D.   List references for publications submitted or published this year:

E.   List references for abstracts that were presented at meetings or retreats:

F.   List your funding sources and grants applied for or received this year. Describe your visa status if appropriate:

G.   List honors and awards received this year:

H.   List intellectual or technical collaborations established or continued this year:

I.   List accomplishments this year in other aspects of career development (e.g., teaching, clinical work, university service, etc.):

J.   List efforts made this year to improve understanding of responsible conduct of research (i.e. conflicts of interest, data ownership/sharing, responsible authorship, etc.)

K.   Are you satisfied with your academic progress in the past year? Did you reach the goals set for yourself last year? If not, why not?

L.   Are you satisfied with your research progress in the past year? Did you reach the goals set for yourself last year? If not, why not?

M.   Are you satisfied with other aspects of your career development in the past year? If not, why not?

III.   Plans for Upcoming Year

A.   Academic plans for the upcoming year:

B.   Research project goals for the upcoming year including anticipated completion dates (be brief):

C.   Plans for improving your scientific writing skills and your oral presentation skills in the upcoming year (include anticipated meeting and workshop attendance):

D.   Research techniques to learn in the upcoming year:

E.   Publications to submit in the upcoming year (indicate project titles and anticipated submission dates):

F.   Meetings and workshops to attend in the upcoming year:

G.   Grant or other funding applications planned for the upcoming year. Describe your plans to alter your visa status if appropriate

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H.   Collaborations to establish in the upcoming year:

I.   Do you have plans for other professional training in the upcoming year (e.g., teaching, course work, workshops, etc.)?

J.   Planned efforts to improve understanding of responsible conduct of research (i.e. conflicts of interest, data ownership/sharing, responsible authorship, etc.)

K.   How can your mentor help you achieve your goals for the upcoming year? What specific plans would you like your mentor to implement?

IV. Career Goals

A.   What are your short-term career goals? What is your plan and time line for achieving them? Are you participating in activities to help you refine your goals?

B.   What are your long-term career goals? What is your plan and time line for achieving them? Are you participating in activities to help you refine your goals? If applicable, have you identified and fostered relationships with mentors other than your PI in similar careers?

C.   In reference to your career goals, what resources can your PI or the College of Medicine support staff provide or help you find?

D.   What further research activity or other training is needed before it is appropriate to start a job search?

E.   When will you begin a job search? If you don't know, estimate.