CAREER DEVELOPMENT PLAN

There was clear consensus from the members of the Mentoring Task Force as well from the student responses to the mentoring questionnaire that creating and utilizing an Individual Graduate Student Development plan was important and is, therefore, highly recommended by this committee. We envision that this individual development plan (IDP) will be completed yearly by students and reviewed carefully with their PI starting in the student’s second year. We also suggest that this report be completed annually just prior to one of the students two yearly advisory committee meetings and that it is reviewed with the advisory committee at this meeting.

We have attached a model IDP below (modified from an existing plan created at Brown University). This plan includes 3 main sections, including a progress report, annual goals and self-assessment. In addition, it has clearly stated expectations for the both the students and the PIs within the advising relationship. We also think this is important as it makes clear what the mentoring expectations are for both parties.

Individual Development Plan (IDP)

IDPs provide a planning process that identifies both professional development needs and career objectives, and serve as a communication tool between faculty advisors and graduate students/postdocs.

Goals

1. To help individuals determine short-term needs for improving current performance.

2. To establish longer-term research and career goals.

Part I – Progress Review: Research and Professional Training in Past Year

Give a brief overview of your research project and major accomplishments in the past year (brief paragraph):

Please list the following:

1. Publications:

2. Honors/Awards (fellowships with funding periods, grants written/applied for/received, professional society presentation awards/travel awards, etc.):

3. National or other professional meetings attended (meeting title, oral or poster presentation):

4. New areas of research or technical expertise acquired in past year:

5. Teaching activity:

6. Committee or other service activity:

7. Other professional activities not identified above:

8. Other activities (community, etc) with professional relevance:

Part II – Plans for Next Academic Year

What are your research and training plans, and career goals? (brief paragraph)

Please address the following:

1. Research project goals (brief paragraph):

2. Anticipated publications (indicate projected titles):

3. Anticipated meeting or workshop attendance:

4. Fellowship or other funding applications planned (indicate name of award):

5. Other professional training (course work, teaching activity):

6. Current career goals

7. Self-assessment

Skills Assessment (Completed by Graduate Student/Postdoc)

Strengths Developmental Needs

Goals

Short-Term Goals Research Project Goals (Brief Paragraph)

Short-Term Plans and Needs for Improving Current Performance

What goals would you like to meet? And/Or What skills need to be learned? How are you going to do this? (List any desired courses, training or assignments) When are you going to do this? (List course or training dates and assignments)

Long-Term Goals

Long-Range Research Goals Career Goals

Long-Term Career Plans and Necessary Tools to Meet These

What goals would you like to meet? And/Or What skills need to be learned? How are you going to do this? (List any desired courses, training or assignments)

When are you going to do this? (List course or training dates and assignments)

Graduate Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date: \_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor/Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_