

# INDIVIDUAL DEVELOPMENT PLAN

PHD PROGRAM OF STUDY

YEAR

2

STUDENT NAME

ADVISOR NAME

DATE

Setting goals and taking stock of whether you have accomplished those goals is crucial to being productive, not just busy. Guided by your Individual Development Plan (IDP), formal meetings with your advisor and committee are a chance for you to step back from your daily work, assess your progress, and plan for the future.

If your first year in the PhD program has gone as expected, you should have selected a thesis committee, decided on a research project and will soon complete your dissertation research proposal. This individual development plan should be completed at the beginning of your second year. Now is the time to consider how your training is progressing and determine what your goals/objectives should be, based on your progress. This phase of the IDP is designed to help you with this process and set your goals for the coming year. Do this before you meet with your committee. The last page (2.7) should be discussed with your Committee.

## IDP Steps

- 1 Step back and self-assess!**
- 2 Set up a meeting with your advisor.**
- 3 Lead the discussion with your advisor.**
- 4 Obtain your advisor's feedback on your IDP.**
- 5 Complete the "Action Plan" (page 2.7)**
- 6 Submit a signed copy to the Agronomy Graduate Program Office.**
- 7 Obtain your committee's feedback on your IDP**

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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 advisor's lab/field effort as a whole?
3. How do you feel your project is progressing?
4. Describe any unusual or unanticipated challenges you experienced this past year in trying to accomplish the goals you set for last year.
5. What actions did you take to meet these challenges?
6. What are your research goals for this year? For each goal, specify any areas where you feel you need help or additional training (e.g., the need to learn high-throughput sequencing). Include the need for scientific collaborations, if relevant.
7. How can your advisor help you reach these goals?

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**PROGRAM AND PROFESSIONAL ACTIVITIES**

1. What program requirements do you still 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 and identifying opportunities that are right for you?
4. List any involvement you are thinking about for the coming year 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 a year 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

<b>RESEARCH SKILLS &amp; SCIENTIFIC THINKING</b>	Mark your perceived current ability level			Target skill for this year
	1 (weak)	2 (aver.)	3 (strong)	
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. You may want to consider using all or some of this IDP as an impetus for conversations with your advisor, as well as other mentors you may have identified. In the space below, consider the breadth of mentoring you currently receive.

<b>Lead mentor</b>				
<b>Thesis committee: as a group</b>				
<b>Thesis committee: one-on-one</b> (List names)				
<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 the steps needed to achieve 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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**ACTION PLAN TO BE DEVELOPED JOINTLY BY GRADUATE STUDENT AND HIS/HER ADVISOR AND DISCUSSED WITH HIS/HER COMMITTEE.**

Remember to submit a signed copy (you and advisor) to the Graduate Studies Office.

1

**Projected timeline:** What is the projected timeline for completing your current projects?

2

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

3

**Coursework and Activities:** 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

4

**Financial support:** If you know, what will be your financial support for this year?

5

**Additional actions:** In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor? By your committee?

6

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

7

**Other:** Is there anything else you, your advisor, and your committee discussed?

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Signature of Student

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Signature of Advisor