Graduate Student Individual Development Plan (IDP)

The individual development plan (IDP) is designed to work in conjunction with the Annual Student Progress Report by enabling students and advisors to assess and evaluate the student’s skills and aptitudes, and determine an appropriate set of goals for utilizing their skills and aptitudes to pursue their long-term professional and personal goals they have after graduation.

The document is student-driven, and meant to be revised or updated periodically, to capture a student’s changing set of tools, values, and interests, and adjust their goals in conjunction with the resources available to them in their programs, and at their institutions, in their intended areas of expertise.

Instructions:

* Students should complete the Annual Student Progress Report in conjunction with the IDP.
* Students should complete Part A of the IDP and advisors should complete Part B. Both parties should have the opportunity to review the entire document together, as a team, once filled out. Both advisor and student should complete Part C.
* Once complete, please save in student and advisor files for future reference (there is no need to send it to GDPE).
* Please note that not all sections will apply to all students! Use this to identify what is important to you and remove those sections that do not apply.

# **Part A. Student Planning and Self-Assessment**

**(To be completed by the student)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Year Reporting on:** |  |
| Major Advisor: |  | Degree Plan: | [MS/PhD] |
| Advising Dept. |  | | |
| Have you completed your Annual Progress Report for the past calendar year? | | | [Yes/No] |

## **Section I: Plans for Research and Scholarly Outcomes**

Subsection A: Publications

List your expectations for your future publications (including in revision, in review, or in preparation manuscripts). Feel free to include manuscripts in press or in preparation with an associated timeline for publication.

*Examples:*

*M.S. - Submission of thesis for publication before graduation. Student will keep engaging with advisor post-graduation in getting their manuscript(s) published in peer-reviewed journals.*

*PhD - By end of year X have submitted one lead author publication. For years 3 and beyond: submitting X manuscript per year or every other year; X-X papers published or in press by years four or five.*

Subsection B: Presentation

List your expectations for future presentations. Include estimated timeline, format (talk or poster), nature (*e*.*g*. regional meeting, national meeting, departmental seminar), and whether you will be the presenter, co-author, etc..

*Examples:*

*M.S. - Presentation at any conference by completion of degree.*

*PhD - Years 2 and beyond: Presentation at a conference every year, with at least one being a national conference.*

Subsection C: Grants & Proposals

List plans for grants and proposals for which you will apply. Include target agency, dollar amount, and timeline.

*Example:*

*PhD - Apply for one dissertation fellowship or grant by year 3*

Subsection D: Honors and Awards

Identify awards for which you hope to be nominated or to which you intend to apply.

Subsection E: Outreach & Engagement (defined in section E.12.4 of [CSU Faculty Code](https://facultycouncil.colostate.edu/faculty-manual-section-e/#E.10.2))

Identify your expectations for your outreach and engagement activities.

Subsection F: Data Storage, Backup, and Metadata

Please describe how you have stored all data generated as part of your graduate program, the frequency of which it is backed up, and whether you have created metadata to a sufficient degree such that another researcher could understand the data structure and protocols used to collect the data.

*Example: All raw data, quality control checked data, and metadata should be available on our shared google drive folder and also backed up monthly in a separate location, unless otherwise discussed.*

## **Section II: Self Assessment: Skills, Mentoring, Prior Accomplishments, and Goals**

Subsection A: Skills

There are several critical skills, including research, critical thinking, and communication, that will help you excel in your graduate work and career. Please evaluate your strengths and weaknesses for each skill below relative to where you think a student should be at the end of their graduate program. Please “X” boxes for skills that you would like to target in the coming year. During your assessment with your advisor, you two should discuss these skills to help further set your goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Mark your perceived current ability level* | | | **Target skill**  for this year |
| **RESEARCH SKILLS & SCIENTIFIC THINKING** | **1**  *(weak)* | **2** | **3**  *(strong)* |
| Broad-based knowledge of science |  |  |  |  |
| Critical reading of scientific literature |  |  |  |  |
| Experimental design |  |  |  |  |
| Statistical analysis and interpretation of data |  |  |  |  |
| Creativity and innovative thinking |  |  |  |  |
| Understanding and seeking advice |  |  |  |  |
| Time management |  |  |  |  |
| **COMMUNICATIONS** |  |  |  |  |
| Writing for a research proposal or publication |  |  |  |  |
| Writing with appropriate grammar and structure |  |  |  |  |
| Speaking to a specific audience |  |  |  |  |
| Communicating one-on-one |  |  |  |  |
| English fluency |  |  |  |  |
| Working with constructive criticism |  |  |  |  |

**\****This table is modified from the Stanford Bioscience Individual Development Plan\**

**Skills Follow-up Questions**

**Please list any other skills you would like to highlight (e.g. collaborative skills, conflict resolution, negotiation).**

Subsection B: Mentoring

During your graduate career, you should be reaching out to committee members and other collaborators for feedback, in addition to your primary advisor. As you are filling this out, please consider the breadth of mentoring you currently receive and whether you feel that the frequency of meetings is sufficient.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **How often do you meet?** | **Is this sufficient?** | **Do you initiate meetings?** | **Do you need help finding or coordinating?** |
| **Lead mentor** |  |  |  |  |
| **Thesis committee:**  **As a group**  (List names) |  |  |  |  |
| **Thesis committee:**  **One-on-one**  (List names) |  |  |  |  |
| **Additional mentors**  (List names) |  |  |  |  |
| **Collaborators**  (List names/roles in your research) |  |  |  |  |

**\****This table is modified from the Stanford Bioscience Individual Development Plan\**

**Mentoring Follow-up Questions**

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

**Reflect on your stated Accomplishments and Goals sections from your Annual Student Progress Report. Is there something that your advisor can do to help you further achieve your goals?**

Please rememberyour success as a student is tightly linked to your wellness. Take a moment to reflect on how you plan to maintain this for the coming year. GDPE sincerely hopes that you prioritize your health and encourages you to contact your advisor should you need to refine your goals and timeline.

# **Part B. Advisor Assessment of Student**

**(To be completed by the advisor)**

**Comments are intended to be shared with the student.**

1. Areas of Strength:

*Examples from areas such as courses, milestones completed, research, teaching, professional activity.*

2. Areas for Growth and Development for the next year:

*For example - development of research, writing, public speaking skills, and/or teaching skills, improved course performance.*

3. Milestones to complete/Plans for the next year:

*For example - courses and credit hours to complete, exams to complete, expected progress on thesis/dissertation/project, publications or other professional activity. Please work with student during meeting and revise as needed.*

4. Expectations for Meetings

*For example - what should your student expect/prepare when meeting with you? How often should your student meet with you?*

# **Part C. Signatory Acknowledgement**

Please affix your signature below to acknowledge the discussion and agreed upon plan. Save this file to your records. There is no need to sned a copy to GDPE.

**Student Signature**: **Date:**

**Advisor Signature**:  **Date:**