

Appendix B

INDIVIDUALIZED DEVELOPMENT PLAN FOR GRADUATE STUDENTS

Name: _____ Year in Program: _____

Mentor/Advisor: _____ Date: _____

Graduate students who engage in career planning and goal setting during their academic careers set themselves up for greater productivity, increased satisfaction, and reduced stress.¹ This process, often known as Individualized Development Planning (IDP), provides a framework for trainee-initiated reflection, goal setting, and productive mentoring conversations. The IDP process helps provide clear expectations for students and their mentors and is currently promoted by leading organizations in higher education as a best practice.² IDP is trainee-initiated, meaning that students take ownership of and are responsible for the planning process and for maintaining adequate records that they can share with their advisor(s), mentor(s), program faculty and the Graduate School when necessary. This process also enables programs to conduct more systematic annual reviews and to provide timely intervention when changes or important challenges arise in a student's life.

Guidelines for Students

Use the form on the next pages to provide background information, review and reflect on prior goals, and set new goals. As you move forward in goal-setting and reflection, consider the following best practices:

- Prior to completing your goals
 - Think about the ways your skills, assets, values, and interests weave into your goals and possible pathways. One way to do this is to use a web based IDP platform. ImaginePhD.com and Myidp.sciencecareers.org are free platforms that include self-assessments and career exploration tools.³
 - Consider at least two career plans. It is important to have career/long-term goals so you and your mentors can evaluate whether your short-term goals will help you achieve your long-term goals. It is important to think about multiple career goals because many students change career plans during their graduate career.⁴
 - Review your milestone agreement and program requirements to ensure your proposed goals align.
- Make goals “SMART” (Specific, Measurable, Achievable, Relevant, and Time-Bound)
 - For more examples on SMART goals,
- Consider goals that
 - satisfy important program milestones (e.g., completing dissertation proposal)
 - focus on research progress and clinical/professional competencies, not coursework or grades
 - involve objectives that are important for you to achieve a long-term goal (e.g, submitting a paper for publication)

¹ Davies, 2006; Ng *et al*, 2005; Abele and Wiese, 2008; Smith *et al*, 2006.

² The Federation of American Societies for Experimental Biology, the National Institutes of Health, the US Federal Office of Personnel Management, the Council of Graduate Schools, and the National Postdoctoral Association.

³ MyIDP---ScienceCareers provides tools for STEM_students to take assessments, explore career options, set goals, and collaborate with mentors. ImaginePhD is a tool for Humanities & Social Science students to take assessments, explore resources for different career paths, and develop a dynamic list of degree completion, professional, and personal goals.

⁴ Fuhrmann *et al*, 2011.

- develop skills/knowledge/experiences (e.g. teaching a class, improving writing, gaining proficiency in research method)
- Solicit feedback from colleagues and mentors to ensure your goals are SMART and beneficial to career plans.

Guidelines for Advisors/Mentors/Committees

- Review progress toward past goals and provide positive feedback for achievements, suggestions, or advice if goals are not met
 - If you are a first-year student completing the IDP for the first time, you do not need to complete the “Short-term goals from prior review period” table
- Review future goals to ensure that they:
 - are SMART goals
 - correspond to program’s milestone agreements
 - are beneficial to student's career goals
- Provide professional and constructive feedback that helps trainees make progress and may be viewed by others in the department or other campus academic units such as the Graduate School.
- Schedule follow-up conversations and/or agree on accountability plan(s).

COMMENTS

Please discuss any academic, financial, personal, or professional challenges/successes that influenced your progress since last review meeting.

CAREER & LONG-TERM GOALS

Please list two career/long-term goals and be as specific as possible. Saying “faculty member” is not very specific, for example, because there are different types of faculty positions – research focused, teaching focused, and balanced.

SHORT-TERM GOALS FROM PRIOR REVIEW PERIOD

If you are a first-year student and have not previously completed the IDP, you do not need to complete this section

Goal Description (Student)	Progress During Prior Period (Student)	Feedback on Progress (Mentor/Committee)

SHORT-TERM GOALS FOR THE CURRENT REVIEW PERIOD (NEW GOALS)

Include at least two (2) new short-term goals. If a goal from the previous review period is carrying over to the current review period, please provide justification on how the goal will be achieved in the current review period.

Goal Description and Deadlines (Student)

Feedback on Current Goals (Mentor/Committee)

MENTOR/COMMITTEE COMMENTS

Please use this space to provide constructive feedback on anything that is not directly tied to prior or current goals.

FINAL INSTRUCTIONS

Student

Sign and date this form in the space below

Submit this form, a current copy of your CV, and a copy of your milestone agreement to your mentor/committee

Student Signature

Date

Mentor

All faculty involved in this review should (1) carefully review all materials, (2) provide feedback, (3) sign and date this form, (4) make copies for your own records, and (5) return a copy to the student.

Indicate when the student/postdoc should initiate another review:

Month

Year

Printed Name

Signature

Date
