

Individual Development Plan for Neurobiology Graduate Students

Adapted and used with permission from the Federation of American Societies for Experimental Biology (FASEB)'s Science Policy Committee

Individual Development Plans (IDPs) for graduate students provide a planning process that identifies both professional development needs and career objectives for the individual student. Furthermore, IDPs serve as a communication tool between graduate students and their mentors. An IDP can be considered one component of a broader mentoring program that needs to be instituted by all types of research institutions.

Goals of the IDP:

Help the student identify:

- Long-term career options he or she wishes to pursue and the necessary tools to meet these; and
- Short-term needs for improving current performance.

Benefits of the IDP:

The IDP provides students with a process that assists in developing long-term goals. Identifying short-term goals will give students a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. The IDP also serves as a tool for communication between the students and his or her faculty mentor/supervisor/PI.

Outline of IDP Process:

The development, implementation and revision of the IDP require a series of steps to be conducted by the student and her or his mentor. These steps are an interactive effort, so both the student and the mentor must participate fully in the process.

BASIC STEPS

	<i>...for Students</i>	<i>...for PIs/Faculty Advisor/Mentors</i>
Step 1:	Conduct a self-assessment; look at your skills, interests and identify areas where you want to improve, gain more knowledge or strengthen skills.	Become familiar with available opportunities, especially those offered through your institution.
Step 2:	Discuss goals and opportunities with mentor.	Discuss opportunities with student.
Step 3:	Write an IDP, share with mentor and revise, if needed.	Review student's IDP and offer input.
Step 4:	Implement the IDP. Revise the IDP as needed.	Establish regular review of progress and help revised the IDP as needed.

Student Individual Development Plan

Name of Student: _____

Implementation Date: _____

Department: _____

GOALS FOR THE GRADUATE EXPERIENCE

Research Projects student is expected to undertake as well as any independent research projects the student hopes to pursue:

Skills student wishes to gain during graduate experience (research, teaching, etc.):

Number of Articles student plans to publish from graduate experience (also note any goals to be first author, which journals to submit articles, collaborations in writing, etc.):

Grantwriting endeavors student wishes to undertake (i.e., fellowships, co-author as senior personnel on a research grant, etc.).

National or Other Professional Meetings or Conferences student would like to attend (also note any goals to present a topic, moderate a discussion, etc.):

Mentoring or Supervision of undergraduate or fellow graduate students (or others) student would like have responsibility for:

Teaching Experience student would like to gain (course lectures, assistance with classes):

Service Activities that are of interest to the student (serving on committees, assisting with departmental endeavors, etc.):

Additional Professional Development opportunities the student would like to engage in (such as attending Graduate School and/or Postdoctoral Services seminars/workshops; attending career fairs; strengthening presentation or English-speaking skills, etc.):

CAREER GOALS

What type of career is the student interested in pursuing (faculty position in a research institution, faculty position at a teaching college, research scientist in industry, entrepreneur, etc.):

What does the student need to achieve/accomplish to pursue his/her career goals (keep in mind the postdoctoral position is meant to be one that fosters independence as a researcher and a scientist; what will the student need to be competitive for the career s/he wants to pursue)?

When does the student anticipate starting his/her job search?

Are there issues/concerns that impact the student's job search (such as visa issues, limited ability to move to a different area, etc.)?

ADDITIONAL GOALS/CONCERNS

This Individual Development Plan (IDP) was reviewed and discussed and will be used as a working document to assist both the graduate student and the PI/faculty advisor with the overall goals, endeavors and expectations associated with the student's graduate experience.

Date Reviewed: _____

Name of Graduate Student

Name of PI/Faculty Advisor

Signature of Graduate Student

Signature of PI/Faculty Advisor