**NGP Individual Development Plan**

**2024 - 2025**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and Year admitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This IDP is an annual required planning tool to help students think about and identify their professional goals. It also serves as a communication tool between students and advisors, requiring discussion and input from both, as well as other mentors. Students should self-assess their research interests, current skills, and identify new skills they would like to develop, with an eye toward accomplishing career objectives. This may include gaining technical abilities, improving writing skills, acquiring computational expertise, preparing fellowship applications, presenting at meetings, and gaining teaching experience. Students

will fill out their portions of the IDP first, assessing their progress and goals, then give the form to the Advisor so he or she can fill out their sections*. Within the following 2 weeks,* schedule a meeting with your advisor to discuss together the information in the IDP. After this meeting, the IDP is signed by both the student and advisor. The student keeps a copy and submits a copy to the NGP Program Coordinator, Ms. Linda Petersen.

Each year, the student and advisor will need to update the IDP before the start of the fall semester. Reminders will be sent out.

1. Student: Describe/list your academic and research accomplishments during the last 2 years as well as details of your professional development (e.g., meeting presentations, publications, special workshops attended, teaching, fellowship awards etc.). Were there specific goals that you achieved? Were there goals you did not meet? (expand the space as needed).

Advisor’s Comments:

1. Student: Briefly describe how your research is progressing at this stage. Do you feel you are making good progress? Have you encountered any setbacks? Were these overcome?

Advisors’ Comments:

**Short-term Goals**

1. Student: List your short-term career goals for the upcoming year in terms of academic, research and professional development.
2. Student: Can your mentor or others help you achieve these goals? How?

Advisor’s Comments:

1. Student: List or describe specific areas where you feel you need to expand your knowledge or skills. Use the Table on the last page to think about where you are in terms of your research and professional development.

Advisor’s Comments:

1. What will you do this next year to gain in those areas important for achieving your professional goals? Are there specific courses, workshops, collaborative opportunities etc. that you can take advantage of to expand your knowledge or skills?

**Long Term Career Goals**

1. Student: Describe your current long-term career goals. Are your goals for this next year in line with your future career plans?

Advisor’s Comments:

1. Student: Have you or do you plan to apply for an external predoctoral fellowship? Yes/No

If so when?

Funding Agency:

Advisor’s Perspective:

1. Student: Have you or do you plan to apply for an internal training fellowship or graduate award? Yes/No

If so, when?

Funding Source:

Consider collaborating with your advisor on writing and reviewing parts of their grant proposals and research papers to gain experience. For federal predoctoral fellowships try to apply in your third year, after advancement to candidacy. This allows time to rewrite and respond to reviewer comments after a first review that did not result in funding. Though the maximum time is 5 years of funding from NIH (others are NSF, DOE, or NDSEG etc.) most awards are for 2-3 years.

Advisor’s Perspective:

1. Indicate Yes/No: **If you completed any of the following this last year and include the date(s):**

Supervisory Committee formed and meeting(s) held:

Qualifying Exam/Proposal/Successful Advancement to Ph.D. Candidacy:

Dissertation Committee formed and annual meeting(s) held:

1. Student: If you have not yet Advanced to Candidacy, when do you expect to do it?

Advisor’s Comments:

1. If you have already Advanced, when do you expect to complete your Dissertation Defense and graduate?

Advisor’s Comments:

1. If you are in your fourth year in the program, have you started planning for the next steps in your career? If you are planning to find a postdoctoral or teaching position, or a job in the private sector, you will want to start exploring your career options and applying for positions 8-12 months before graduation. This means updating your CV, writing cover letters, practicing interview techniques, identifying, and requesting references, and networking with faculty in your research area locally or at scientific meetings.

What steps have you taken so far or what steps do you plan to take?

Advisor’s Perspective:

1. Research and Professional Skills: How would you assess yourself at this stage of your training? Mark boxes with an “X”.

Strong

Could in this

NA Improve Good area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gaining an adequate knowledge base/ coursework/study |  |  |  |  |
| Keeping up to date on literature/developments in my field |  |  |  |  |
| Developing testable hypotheses |  |  |  |  |
| Designing rigorous experiments |  |  |  |  |
| Analyzing and interpreting research data accurately |  |  |  |  |
| Developing new research questions |  |  |  |  |
| Ability to work independently with minimal supervision |  |  |  |  |
| Critical thinking |  |  |  |  |
| Writing skills: manuscripts and presentation of data |  |  |  |  |
| Writing grants and/or fellowships |  |  |  |  |
| Speaking publicly/effective oral communication |  |  |  |  |
| Problem solving/troubleshooting/thinking on my feet |  |  |  |  |
| Organizational/planning skills |  |  |  |  |
| Handling and managing data/good record keeping |  |  |  |  |
| Teaching/training/supervising others |  |  |  |  |
| Responding to constructive criticism/peer review |  |  |  |  |
| Providing constructive criticism |  |  |  |  |
| Investing and managing time effectively/meeting deadlines |  |  |  |  |
| Creative thinking |  |  |  |  |
| Developing and maintaining a professional network |  |  |  |  |
| Working collaboratively/teamwork |  |  |  |  |
| Understanding ethical and responsible conduct of research |  |  |  |  |
| Ability to critically assess published work in my field |  |  |  |  |
| My overall technical skill set |  |  |  |  |
| Learning or developing new techniques |  |  |  |  |
| Pursuing opportunities to present my research work |  |  |  |  |
| Participating in discussions at seminars, journal clubs, meetings |  |  |  |  |
| Participating in educational and community outreach |  |  |  |  |
| Setting short term goals |  |  |  |  |
| Creating long term career goals |  |  |  |  |

Advisor’s Perspective on 2-3 key items above:

1. Student: How often do you meet with your Advisor and is this frequency and meeting framework working well?

Advisor’s Perspective:

1. Date How often do you meet or plan to meet with your Supervisory/Dissertation Committee?

As you get closer to completing your Dissertation, it’s a good idea to meet more than once a year to be sure you are on track.

Meeting

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting

Advisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_