# Individual Development Plan (IDP)/Progress Report

**Name: Date:**

**Estimated quarter and year of graduation:**

**Annual Committee meeting date:**

**Committee Members in attendance:**

Neuroscience Students normally finish within 5-6 years upon entering the program. Taking more than 7 years may be considered unsatisfactory progress and result in the loss of financial support (salary/benefits/tuition).

# Part A: Completed by Student

## Career Goals

Identify your existing strengths and the gaps in your knowledge or experience, then think of ways to fill those gaps during your training period.

1. Overall career goal (as of now -- you can change your mind later)?
2. What do you think you want to be doing in 10 years? (long-term objectives)?
3. What do you want to be doing once you graduate? (medium-term objectives)?
4. What do you want to accomplish in the next year? (short-term goals; be specific)?

## Discipline-Specific Knowledge and Research Skills

1. Briefly describe your research project goals. How familiar are you with the related scientific literature? (1 paragraph)
2. What specific skills or expertise (methods, techniques, specific courses, etc.) have you already acquired while working on your project?
3. What specific skills or expertise (methods, techniques, etc.) do you need to learn to accomplish your project?
   1. Please list out the elective courses you plan on taking this year.

If course is not a part of the preapproved list, please be sure to submit a [petition for an alternative elective.](https://forms.office.com/r/hxwgPEtWEb)

## Development of Career Skills

1. Communication skills (list progress you have made in this area and specific areas needing improvement, e.g., grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking, etc.)
2. Experience in teaching or public outreach (list previous, current, and future specific teaching opportunities, formal or informal training in didactics)
3. Mentoring skills (list previous and potential opportunities for training)
4. Other opportunities for developing skills in leadership, mentoring, time management etc.
5. Mentoring – Mentoring is a critical part of a successful graduate career. The list below is meant to be a starting point for a discussion with your mentor. Please select up to three items from the list below that you feel would most help you make progress over the next year.

|  |  |
| --- | --- |
| Regular face-to-face meetings. | Career guidance (e.g., networking). |
| Discussion of papers/potential research topics. | Feedback on written work. |
| Help with talk preparation. | Feedback on research. |
| Positive encouragement. | Guidance on work/life balance. |
| Mutually setting goals/expectations/timelines | Other: |
| Application help (e.g., ref letters, comments on applications). |

## Setting Goals for Progress

1. Program Requirements & Milestones (see Milestone Handout) -- Please list any coursework, teaching experience, or other academic activities accomplished during the year.
2. Upcoming academic year - please describe your plans for your academic progress during the next year. You must address any unmet Program Requirements & Milestones.
3. Research Milestones -- Activities/Accomplishments
   1. Please list the research milestones you set for this past year:
   2. Please indicate which milestones have been achieved, which milestones you are currently working on, and which if any milestones have been dropped:
   3. Please describe your research milestones for the coming year:
4. Previous and anticipated oral or poster presentations (list dates of previous and future presentations, if possible):
5. Previous and anticipated publications (describe previous and anticipated titles/topics of manuscripts and anticipated dates of submission; include both first author and collaborative publications):
6. Applications for funding (list specific source of previous and potential funding and type of award, with expected submission dates):
7. Potential Campus Resources (list specific resources that could be beneficial to accomplishing your goals):

## Timeline for Planning to Move to the Next Step in Your Career

1. Key contacts to explore career options and investigate leads:
2. Potential sources for reference letters (cultivate these relationships early):
3. Development of CV, research summary, etc.:
4. Other actions to facilitate the move to your next position (e.g. attending Biosciences career seminars, meeting with the Director of the Office of Scientific Career Development, other professional development, informational interviews, networking):

# Part B: Completed by Dissertation Advisor

1. Please describe the student’s development over the past year (for 2nd year students and beyond):
2. Is the student making satisfactory progress towards their degree?

|  |
| --- |
| Yes, the student is making satisfactory progress. |
| No, the student is not making satisfactory progress. |

* 1. If the student is not making satisfactory progress, please describe the next steps necessary for the student to improve and demonstrate their progress:

1. Additional Comments:

Agreements:

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Student Date

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Dissertation Advisor Date

cc: Dissertation Advisor

Student File