

STUDENT NAME

ADVISOR NAME

DATE

"This process sparks much needed conversations between trainees and their mentors regarding career goals, skills and interests. This kind of communication is imperative."

Your IDP for Year 1 should be completed as part of your first-year annual report. The goal of completing your IDP is to ensure that the efforts you invest in your Ph.D. best position you for success following completion of the program. This is a tool that allows you to reflect on your goals, progress, and needs for your graduate career. A key component is establishing honest and open lines of communication with your thesis advisor. By sharing this plan with your advisor at your annual report meeting, you will have generated an action plan that will guide your training as you progress through the program. Meeting with your advisor about this document provides an opportunity to discuss topics that are important to you. It follows then that you are not obligated to answer every question posed by the IDP as some may not be relevant or of high value to you at present.

The [College of Science's IDP portal](#) provides a list of the student's and advisor's responsibilities when it comes to designing a training plan. Make sure that you and your advisor review those responsibilities as they will be important to the success of the student-advisor relationship.

We also encourage you to create a free **myIDP** account at <https://myidp.sciencecareers.org/>. This excellent online tool from the American Association for the Advancement of Science (AAAS) can help you reflect on your skills, interests, and goals; explore a wide range of career paths that align with your strengths; and set and track career development goals (with optional reminders). It's a valuable resource for planning your professional journey.

IDP STEPS



- 1** Schedule an annual report meeting with your advisor to discuss your IDP and other annual report documents.
- 2** Perform a self-assessment and complete the following Development Plan (IDP). Submit your IDP with your Annual Report through the [Annual Reportal](#) for your advisor's review prior to your meeting.
- 3** Lead the discussion of your IDP self-assessment during your annual report meeting.
- 4** Obtain your advisor's feedback on your IDP, other annual report documents and your advisor's evaluation.

PROFESSIONAL AND PERSONAL DEVELOPMENT

1. What are your long-term career goals (i.e., what do you want to be doing on a daily basis 5-10 years after you graduate)? For example: PI in a research-intensive institution; a teaching intensive career; scientific testing; entrepreneurship.
2. Currently, what are your top scientific interests? Use the following list of common scientific interests for inspiration or come up with your own. Are there ways in which your interests align with your long-term career goals?

Scientific Interests			
	Designing experiments		Building new devices or developing/refining techniques
	Performing experiments		Using quantitative methods in understanding science
	Analyzing experimental results		Teaching in a classroom setting
	Planning new scientific projects or developing new research directions		Developing curricula
	Writing grant proposals		Writing about science to non-scientists
	Giving presentations about science		Mentoring or teaching one-on-one
	Representing data in figures/illustrations		Developing collaborations
	Reading papers in your field		Serving on committees
	Thinking about science		Working in a team
	Discussing science with others		Leading or supervising others
	Learning how to use new equipment or techniques		Organizing things, creating systems in the workplace

As adapted from AAAS's myIDP Interest Assessment, <https://myidp.sciencecareers.org/Interests/Assessment>.

3. In considering your current research interests and activities, what are your primary professional development goals for the coming year? Choose 1-2 activities from the list below or enter your own in the blank space. Click the links to connect with resources to help you achieve your goals.

	Join or form a peer group to help me network and follow through on my career advancement goals
	Seek additional mentorship
	Enhance self-awareness of my career interests, skills and values
	Create an online professional brand (e.g., create a LinkedIn profile)
	Develop career-specific skills
	Attend workshops, conferences, or events related to my career interests
	Explore Purdue Center for Career Opportunity resources
	Learn more about various career options in chemistry

As adapted from the AAAS's myIDP Career Advancement Assessment, <https://myidp.sciencecareers.org/Interests/Assessment>

4. What are 2-3 skills you would like to improve upon or develop in the next year that will help you meet your long-term career goals? See the "Skill Development" list on page 1.4 for inspiration.

RESEARCH TRAINING AND MENTORING

1. What program requirements do you need to complete, and what is your plan to fulfill them? Departmental program requirements include submitting your plan of study, completing your coursework, passing your preliminary exam, etc.
2. What fellowships are you interested in applying for? Have you been able to get the guidance you need to apply for these awards?
3. What is your current plan for efficiently building proficiency in the area(s) of your thesis project? What skills would you like to develop to help you build proficiency? See the "Skill Development" list on page 1.4 for ideas.
4. What resources or support will most help you succeed in graduate school? Mention any technical training you may need.
5. What actions are you taking to make sure the needs outlined in the previous question are met? Are you proactively securing the support you need from your advisor or other faculty/staff members to fulfill those needs?
6. What is important to you in a mentoring relationship? Who have you identified as possible mentors (formally or informally)?
7. Are there any factors that may complicate or hinder your productivity in research?
8. Your success as a student is linked to your overall well-being. What are you doing or what would you like to do to improve your well-being?

Year 1 Skill Development

Use this list to help you determine which scientific and professional skills you'd like to develop or improve upon in the future to help you succeed during and after grad. school. You can also conduct a self-assessment by ranking your current proficiency in each skill.

Scientific Knowledge			
	Broad-based knowledge of science		Deep knowledge of my specific research area
	Knowledge of literature in the field		Knowledge of literature related to project
Research Skills			
	Technical skills related to my specific research area		Interpretation of data/Analytical skills
	Creativity/innovative thinking		Designing experiments
	Problem solving/troubleshooting		
Communication			
	General scientific writing skills		Grant writing skills
	Seeking advice from advisor/advisory committee		Speaking clearly and effectively
	Teaching skills		Being mentored
	Oral presentation skills		
Professionalism and Interpersonal Skills			
	Demonstrating workplace etiquette		Complying with rules and regulations
	Upholding commitments and meeting deadlines		Maintaining positive relationships with colleagues
	Getting along with others		Communicating clearly in writing your advisor and other group members
	Communicating clearly in conversation with your advisor and other group members		Conflict resolution

As adapted from the AAAS's myIDP Scientific Skills Assessment, <https://myidp.sciencecareers.org/Skills/Assessment>