

STUDENT NAME

ADVISOR NAME

DATE

Setting goals and assessing if you have accomplished these goals is crucial to being productive, not just busy. As a part of your annual report, this is a tool that allows you to reflect on your goals, progress, and needs for your graduate career. Meeting with your advisor about this document and the research report, CV, and specific aims document that compose your 2nd year annual report provides an opportunity to discuss topics that are important to you. Your advisor and mentors are invaluable resources to help you propose and execute next steps that will help make you a better scientist. A key component to your success is establishing honest and open lines of communication with your thesis advisor and mentors.

At the end of your second year, you have decided on a research project portfolio, completed your coursework, passed your foundational course with a B or better and you will be preparing to submit your specific aims and research report documents as part of your 2nd year annual report (along with this IDP) to help you prepare for your upcoming preliminary exam. The IDP is designed to help you set your goals for the coming year based on your long-term professional objectives. A key component to this exercise is establishing honest and open lines of communication with your thesis advisor. 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 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. If you haven't done so already, we encourage you to create a free American Association for the Advancement of Science myIDP account, <https://myidp.sciencecareers.org/>, to further assist you in thinking about your skills, interests and goals, finding tools to set goal (with optional goal reminders), discovering career paths that may be best suited for you based on your skills and interests, and more.

IDP Steps Reminder



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

PROGRAM AND PROFESSIONAL ACTIVITIES

1. What program requirements do you need to complete, and what is your plan to fulfill them? Departmental program requirements include passing the preliminary exam, giving a seminar presentation, writing your thesis, and passing your defense.

2. What fellowships are you interested in applying for? Have you been able to find the guidance you need to apply for these awards?

PROFESSIONAL AND PERSONAL DEVELOPMENT

1. In light of the aspects of your graduate experience that you have found most fulfilling, 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; teaching intensive career; scientific testing; entrepreneurship. See 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?

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 the American Association for the Advancement of Science's myIDP's Interest Assessment, <https://myidp.sciencecareers.org/Interests/Assessment>

2. If you are interested in pursuing an internship after passing your preliminary exam, what skills and experiences do you hope to gain that may be relevant to your long-term career goals? Are you looking for opportunities in a particular sector (e.g., federal, corporate, research)? What would be your ideal timeline be for completing an internship?

3. What professional development areas would you like to work on over the next 12 months to better position you for success in achieving long term career goals? See the following list of common career goals for inspiration or come up with your own.

Improve	Area to Work On
	Join or form a peer group to help me follow through on my career advancement goals
	Get involved in a local/regional committee or group
	Get involved in a professional organization
	Update/create your professional profile online
	Develop career-specific skills
	Attend workshops, conferences, or events related to my career interests
	Get experience (internship , part-time position, volunteering, etc.)
	Learn more about various career options
	Explore Purdue Center for Career Opportunity resources

As adapted from the American Association for the Advancement of Science's myIDP's Career Advancement Goals, <https://myidp.sciencecareers.org/CareerAdvancementGoals/Improvements>

4. Employers of Ph.D. scientists generally consider activities beyond coursework and research alone when assessing leadership potential. Have you identified means of demonstrating leadership (e.g., mentoring, service/outreach, collaboration with industry)?

5. 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 2 Skill Development

Choose the skills that you want to work on improving this year. Check off 2-3 areas of improvement.

Scientific Knowledge & Research Skills			
	Technical skills related to my specific research area		Interpretation of data/Analytical skills
	Creativity/innovative thinking		Experimental Design
	Problem solving/troubleshooting		Deep knowledge of my specific research area
	Knowledge of literature in the field		Knowledge of literature related to project
	Navigating the peer review process		
Communication			
	Writing scientific publications		Grant writing skills
	Seeking advice from advisor/advisory committee		Communicating clearly in writing your advisor and other group members
	Teaching skills		Training and mentoring individuals
	Oral presentation skills		Negotiating difficult conversations
	Communicating clearly in conversation with your advisor and other group members		
Professionalism and Interpersonal Skills			
	Demonstrating workplace etiquette		Complying with rules and regulations
	Upholding commitments and meeting deadlines		Maintaining positive relationships with colleagues
	Contributing to discipline (e.g. member of professional society)		
Management and Leadership Skills			
	Time management		Serving as a role model
	Managing Data and Resources		Leading and motivating others
	Providing constructive feedback		Planning and organizing projects
	Training and mentoring individuals		Delegating responsibilities
Responsible Conduct of Research			
	Careful recordkeeping practices		Understanding of data ownership/sharing issues
	Able to identify research misconduct		Able to identify and report conflict of interest
	Demonstrating responsible authorship and publication practices		