

Graduate Student IDP Form

Name: _____ Student ID#: _____

Degree/Program: _____ Term/Year: _____

Mentor: _____ Date: _____

STEP 1: Conduct a self-assessment:

Evaluate your skills and abilities in the following areas. Consider your previous experience and skills in:

COMMUNICATION:

<i>(1 = Needs improvement; 5 = Highly proficient)</i>	1	2	3	4	5	NA
Writing for a general audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for a discipline-specific audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentation for a general audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentation for a discipline-specific audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media communication & etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email communication & etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecting with mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to receive constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to give constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking inside your academic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking outside your academic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

TEACHING:

<i>(1 = Needs improvement; 5 = Highly proficient)</i>	1	2	3	4	5	NA
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using your discipline's teaching pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading discussion section or tab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as teaching assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

RESEARCH SKILLS: Advanced knowledge & skills relevant to your field

<i>(1 = Needs improvement; 5 = Highly proficient)</i>	1	2	3	4	5	NA
Technical skills related to my research/creative area (e.g., analytical skills, data analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Research design strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Record keeping practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Demonstrated understanding of data ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Detailed knowledge of my research/creative area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Critical reading of literature in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Demonstrated knowledge of RCR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Understanding of how research applies to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

LEADERSHIP and INTEGRITY: (Leadership; integrity; transferable skills)

<i>(1 = Needs improvement; 5 = Highly proficient)</i>	1	2	3	4	5	NA
Respecting contributions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating cultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with diverse groups/teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking responsibility for decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively managing projects & time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assuming leadership positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in service opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

CAREER DEVELOPMENT:

<i>(1 = Needs improvement; 5 = Highly proficient)</i>	1	2	3	4	5	NA
CV/Résumé building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of career opportunities in your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending career-oriented professional development workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring career-focused academic certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

CURRENT RESPONSIBILITIES AND CAREER GOALS

As part of the assessment process, and in preparation for creating a truly individualized IDP, ask yourself some questions related to your current responsibilities/requirements and career goals. Doing so will lead you to actions or goals to incorporate into your plan. Focus on developing skills that will lead to your success in your current role and beyond.

Short term:

What are the requirements and responsibilities you must meet during the next year? Two years?

What are the technical skills or discipline-specific knowledge that you need to develop?

What scholarly activities would you like to accomplish or work toward during the next year? Two years?
(Examples: Join a professional organization, present at a conference, co-author a paper?)

Other?

Long term:

What type of work would you like to do?

What is important to you in your future career? What competencies are required for your chosen career?

How well do your current skills match the competencies required for your chosen career?

What are your short-term goals related to career exploration? (Examples: Learn how to write scientific papers; conduct informational interviews; find out where graduates in my field are working/finding careers...)

How will you develop contacts--a network--related to your career exploration goals?

Other?

STEP 2: Write your own Individual Development Plan

Date: _____

This should reflect your plans as they stand currently. This is your “action plan.”

COMMUNICATION GOALS

Objectives/ skills to learn	Approaches & strategies	Timeframe	Oucomes

TEACHING GOALS

Objectives/ skills to learn	Approaches & strategies	Timeframe	Oucomes

RESEARCH GOALS

Objectives/ skills to learn	Approaches & strategies	Timeframe	Oucomes

LEADERSHIP GOALS

Objectives/ skills to learn	Approaches & strategies	Timeframe	Oucomes

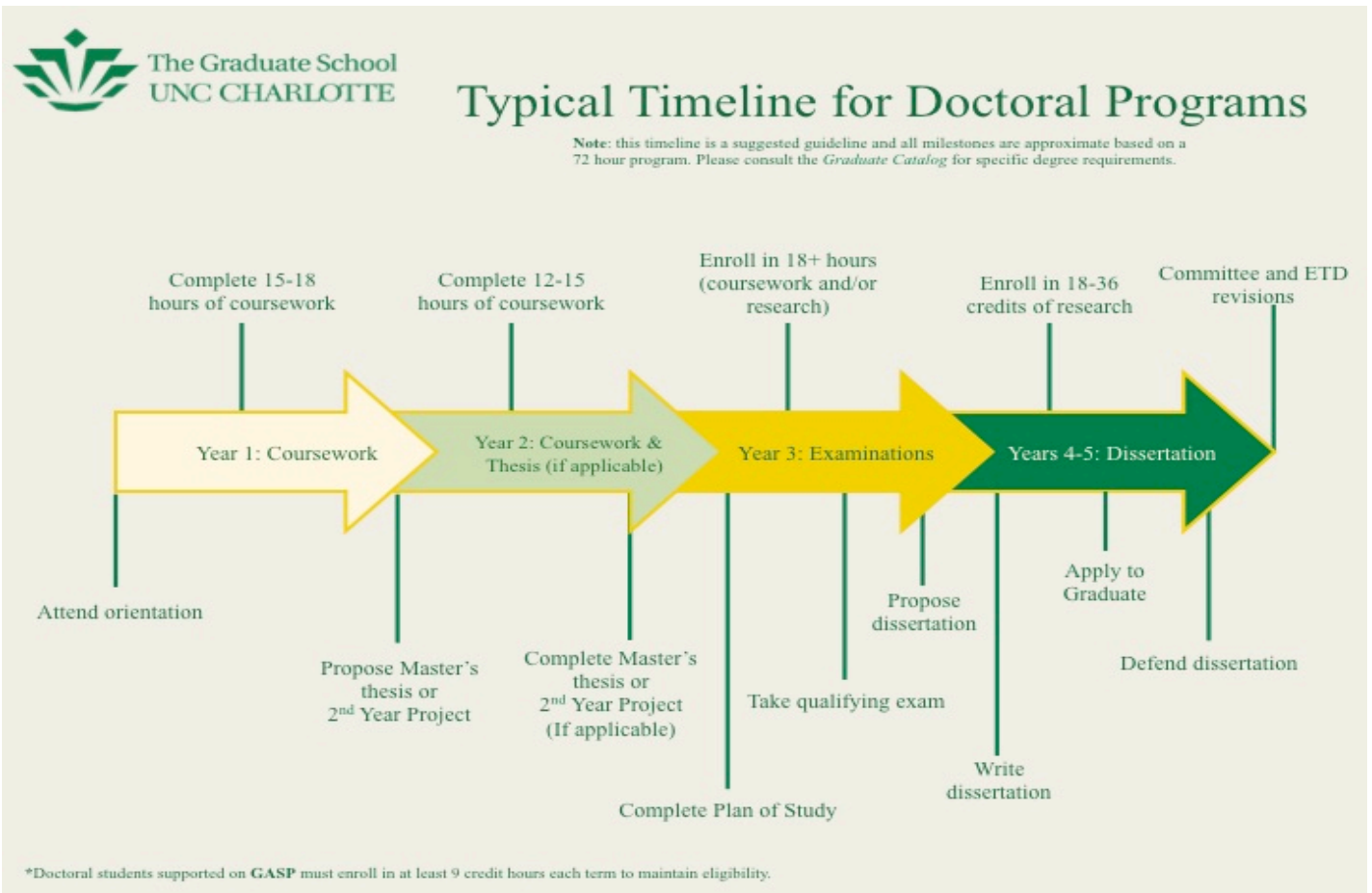
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CAREER DEVELOPMENT GOALS

Objective	Approaches & strategies	Timeframe	Oucomes

OTHER GOALS

Objectives/ skills to learn	Approaches & strategies	Timeframe	Oucomes



Annual Review Date: _____

Annual Review: This section will help remind you and your advisor about your accomplishments over the past year as well as your future goals. Please list and explain your accomplishments in the below, areas as this will be used to evaluate your progress and help identify areas you need to concentrate on going forward. If you have nothing to report in an area, please note that with N/A

Research: List any current research projects. Include your specific role on the project, where the project stands, and expected outcomes of the project. Grant and fellowship applications should be noted here as well.

Academic Performance: List the courses taken this year and grades received.

Teaching: List any courses you have taught, workshops conducted, teaching assistant activities, or guest lectures. Describe the course (course number and title, class size, etc.) or workshop and your specific role. Describe any workshops or seminars you attended on teaching or any other activities you did in an effort to develop your teaching (e.g., peer observation of your teaching).

Applied Work: List any applied experiences you have participated in. Include your specific role, a progress report on the project, and expected outcomes.

Assistantships: Explain any assistantships you held and what activities you did.

Professional Development/Service to the Profession (not the program): Explain any professional development activities you engaged in over the last year. This may include attending conferences, seminars, or workshops; joining professional organizations, attending meetings, or serving as an officer or on a committee; submitting papers to and presenting at conferences; submitting papers to journals.

Program Progress: Given your year in the program, explain how well you are making progress in the program. Please be specific (e.g., finished qualifying exam).

Service to the Program/Community. This is where you indicate the service you have done to support the program and community (e.g. serving as president; volunteer activities).

Goal Accomplishment: Did you accomplish all that you agreed on doing with your mentor, under the Action Plan during your initial meeting? If not, what parts of the plan did you not accomplish and why? Describe/list any unusual or unanticipated challenges experienced.

Mentor Comments:

Recommended Next Steps for the coming year:

Research:

Teaching:

Professional Development:

Academic Progress:

Mentee

Mentor