**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

**Year of program entry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current Year in the DRS PhD program: \_\_\_\_\_\_\_\_\_\_\_**

**PI: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS**

This form serves as a guide to fashion an annual Individual Development Plan (IDP) for each DRS PhD student through assessment of professional goals, strengths, weaknesses, values, and to make plans for a future career. This IDP is not meant to track student progress towards specific degree requirements, but instead, to assist students in developing a career plan and to position them to successfully achieve those goals. The DRS PhD program expects students to complete this form at the beginning of the first academic year and to update it annually thereafter. In the second year, students should complete this form in collaboration with their chosen dissertation advisor. Beginning in the fall of the third academic year in the DRS program (after compiling a Dissertation Committee), and continuing each fall thereafter until graduation, students should complete this with their PI, and then share the results with the members of their Dissertation Committee during their fall committee meeting. The completed IDP form should be filed with the DRS Program Administrator by the end of September in each academic year.

An Individual Development Plan helps with self-assessment, planning, and communication:

* An IDP can help you communicate your professional development and career planning needs and intentions to others including your advisor, which can lead to helpful advice and resources.
* You can use the IDP to make sure you and your advisor’s expectations are clearly outlined and in agreement so that there are no big surprises, particularly at the end of your training.
* The current job market is challenging, and research has shown that individuals who perform structured career planning achieve greater career success and satisfaction.
* Some of you, especially those early in your studies, may not yet have a firm understanding of where you hope to take your career. The IDP can also help you think about your strengths and weaknesses as you evolve towards career planning.
* The IDP is meant as a living document, to be modified as you move through the program and solidify your goals and plan.
* Take advantage of this opportunity to reflect on your success and challenges from the previous year and anticipate any successes and challenges in the coming year(s).
* Use the questions below as a starting place for thinking; do not feel you need to respond to all, if some are less relevant for you, and feel free to also consider other aspects not included.

The DRS DSC hopes that this opportunity for reflection is helpful and welcome feedback on the process.

*Type your responses below each question (or in each box) – use as much space as you need.*

**Step 1: Assess**

Make a profile with AAAS’s myIDP (linked below). Complete the exercises annually. While not mandatory, inserting a screenshot of the results into this document is strongly encouraged as will help us identify training gaps and provide you training and career development opportunities tailored to your goals.

American Association for the Advancement of Science (AAAS): <http://myidp.sciencecareers.org/>

Do the results of myIDP questionnaire match the career options you are considering? Where there surprises? Why or why not?

What (still) gets you most excited about pursuing a PhD?

Which specific research disciplines most interest you?

**Step 2: Career goal setting**

What are your long-term career goals? (e.g., what activities do you want to be doing on a daily basis 5- 10 years after graduation? What career responsibilities do you want to have?).

What professional or other factors inform these goals?

For each goal, identify 1-2 shorter-term objectives that may help you achieve that goal.

Are there factors that you are concerned may negatively affect your progress? What help can your advisor or other faculty/staff provide?

What are your main goals for this academic year?

**Step 3: Time and effort allignments**

List some of your involvements in the following activities in the past year

|  |  |
| --- | --- |
| **Category** | **Activities** |
| Academiccoursework/training |  |
| Your own research |  |
| Research led by others(e.g., collaborations) |  |
| Teaching/Mentoring |  |
| Professionaldevelopment |  |
| Conferences |  |
| Service/outreach |  |
| Wellness |  |

Describe and explain your satisfaction with other aspects of your career development in the last year.

Describe and explain your level of satisfaction with your research progress in the last year.

Describe any unusual or unanticipated challenges you faced in the past year in trying to reach the goals you set out previously. What actions have you taken to meet those challenges?

**List the approximate percentage of your time spent on each activity in the past year, and what you expect that to look like in the upcoming year.** Note that these percentages are expected to change substantially throughout your academic career.

|  |  |  |
| --- | --- | --- |
| **Category** | **% time in past year** | **% time in next year** |
| Academic coursework/training |  |  |
| Your own research |  |  |
| Research led by others (e.g., collaborations) |  |  |
| Teaching/Mentoring |  |  |
| Professional development |  |  |
| Conferences |  |  |
| Service/outreach |  |  |
| Wellness |  |  |

**In the following table mark the 5 or so areas in which you feel you made considerable progress in the past year, as well as 5 or so that you would like to focus on in the next year.** Discuss with your advisor(s) ideas for how to identify activities in the focus areas.

|  |  |  |
| --- | --- | --- |
| **Area** | **Progress in past year** | **Focus area for next year** |
| **Research skills and scientific thinking** |  |  |
| Critical reading of scientific literature |  |  |
| Study design |  |  |
| Data analysis |  |  |
| Interpretation of results |  |  |
| Translation of research to publications |  |  |
|  Other (specify): |  |  |
| **Writing** |  |  |
| For a scientific publication |  |  |
| For a research proposal |  |  |
| For a lay audience, the media, or practitioners |  |  |
| Grammar/structure |  |  |
| **Oral communications** |  |  |
| To a specialized scientific audience |  |  |
| To a lay audience, the media, or practitioners |  |  |
| In a classroom |  |  |
| One on one |  |  |
| English fluency |  |  |
|  Poster presentation |  |  |
|  Elevator Pitch (3min) |  |  |
| **Leadership/Personnel management** |  |  |
| Delegating, providing instruction |  |  |
| Providing constructive feedback |  |  |
| Leading and motivating others |  |  |
| Advocating for change |  |  |
| **Professionalism/interpersonal** |  |  |
| Identifying and seeking advice |  |  |
| Upholding commitments/deadlines |  |  |
| Maintaining positive relationships |  |  |
| Approaching difficult conversations |  |  |
| Networking |  |  |
| Establishing a professional identity |  |  |
| **Project management** |  |  |
| Prioritizing work |  |  |
| Planning projects |  |  |
| Budgeting projects |  |  |
| Breaking down complex tasks |  |  |
| Time management |  |  |
| Managing data, finances, and other resources |  |  |
| Bringing a project to completion |  |  |
| **Teaching** |  |  |
| Course planning |  |  |
| Lecture delivery |  |  |
| **Other (specify)** |  |  |
| e.g., fellowship grant writing |  |  |

**Step 4: Action plans and support**

What further research activity, other training, or professional development is needed before you enter the job market?

What are specific actions you will take in the next year to reach some of your goals in those focus areas?

Do you have a clear/defined plan for the next year of your research/dissertation work? How confident are you in your ability to complete it by the end of Year 4 or 5?

Describe any unusual or unanticipated challenges you faced in the past year in trying to reach the career goals you set out previously. What actions have you taken to meet those challenges?

Do you anticipate any challenges in the next year and what can be done to help reduce barriers in the coming year?

Who are the advisors/mentors you interact with now?

If you could have an additional mentor, what kind of mentorship would you like from them?

Do you initiate meetings with your mentors? Would it be helpful to meet more or less?

Are there any new collaborations or connections you would like to make in the next year?

In reference to your career goals, what resources can your advisor, thesis committee or the program help provide or help you find?

What sorts of environments or relationships do you find most helpful for your own success?

Your success as a student and in the longer-term is linked to your wellness. Are you aware of wellness resources available to students?

What other guidance or resources would help you with your development and exploration of career options?

**Step 5: Continue Exploring:**

Other career development resources include:

* <http://faculty.medicine.umich.edu/sites/default/files/downloads/individual_development_plan>

[\_0.pdf](http://faculty.medicine.umich.edu/sites/default/files/downloads/individual_development_plan_0.pdf)

* <https://biosciences.stanford.edu/current/idp/forms.html>
* <https://career.ucsf.edu/phds/career-paths/faculty/prepare-explore>
* <https://genetics-gsa.org/career-development/>
* <https://www.sdbonline.org/choose_development>
* <https://www.aacr.org/professionals/education-and-training/>
* <https://www.asbmb.org/career-resources>