

Cancer Biology GIDP Predoctoral Individual Development Plan Worksheet

The NIH now requires each student supported by any NIH funding to have an individual career development plan on file.

Writing an **Individual Development Plan (IDP)** is a process to document annual progress, identify professional development needs, and reflect on career objectives. The IDP serves as a communication tool between postdoctoral fellows and their mentors. This plan will be completed each year during the predoctoral student's graduate career

Goals of the IDP

Help the predoctoral student identify:

Short-term needs for improving current performance

Long-term career goals and options and the necessary tools to meet these

Benefits of the IDP

Identifying short-term goals will give graduate students a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. Students will have a process that assists in developing and achieving long-term career goals. The IDP provides a tool for communication between the student and the mentor (PI).

How to complete the IDP

Basic Steps	For Graduate student	...For Mentor
Step 1	Write an IDP Share IDP with mentor and revise Submit IDP Cancer Biology Office	Review IDP and help revise
Step 2	Implement the plan Revise IDP as needed	Establish regular progress review
Step 3	Survey opportunities with mentor	Discuss opportunities with student

Printed name and signature of Predoctoral student:

Printed name and signature of Research Advisor:

Dissertation Committee:

Date of career development review meeting:

CV attached

Research Project

Describe the aims and experimental design of your current research project (s).

What is the significance/cancer-relevance of your research?

Career Goals

Long term career goals:

Goals for the next 12 months: (Possible goals could include development of specific research skills and techniques, sets of experiments needed to complete your project, manuscript writing and submission, grant writing and submission, conference presentations, planned collaborations)

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Self assessment of skills. Please provide an assessment of your training progress towards the following skills. Identify strengths, areas of improvement and areas where additional support or opportunities would be beneficial

	Rank 1-5 with 1 best, 5 needs improvement	Comments on improvement or support that would be beneficial
Knowledge of specific skills		
General knowledge outside of specific area of research interests		
Communication skills (speaking/presentations)		
Communication skills (writing grants and/or manuscripts)		
Teaching/mentoring		
Leadership		
Life/work balance		

Progress report. List your achievements for the current academic year.

Development of new research techniques	
Important research discoveries	
Manuscripts, grant applications	
Meeting presentations, attendance	
Intellectual or technical collaborations	
Improvements in interpersonal or networking skills	

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Other Points of discussion	
Are interactions with your PI frequent enough?	
How can your PI help you achieve your goals for the next year?	
Should other mentors be involved?	
Are interactions with other lab members/collaborators satisfactory?	
Are there any other concerns to be discussed?	

Time to graduation	
When do you expect to graduate? If you are close to graduation, what do you need to accomplish to meet all of the requirements?	
Have you begun to think about your next position? What options are you thinking of pursuing at this stage in your graduate career, knowing that this may change over the time?	
Have you identified individuals who can provide you with letters of support/recommendation for fellowships, postdoc positions, job applications? List these individuals and your reasons for choosing them.	

Career recommendations and action items.

CBIO GIDP Progress Committee recommendations.

Committee signatures