INDIVIDUAL DEVELOPMENT PLAN

Purdue College of Engineering
Weldon School of Biomedical Engineering

YEAR 1

[based off of Purdue College of Science (COS) IDPs]

STUDENT NAME   ADVISOR NAME   DATE

Your IDP for Year 1 should be completed and discussed with your advisor before registration for your second semester (e.g., by the end of October/March). The goals of completing your training IDP are 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 initial IDP 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.

Refer to the COS IDP steps (https://www.science.purdue.edu/graduate/idp.html), which are abbreviated in the box below. In addition, the 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.

Please turn in your signed (you and your advisor) action plan to the BME Graduate Office before the end of your first semester (Oct/Mar); this is a requirement for second-semester registration.

IDP Steps Reminder

1 **Step back and self-assess!**

2 **Set your first meeting with your advisor.**

3 **Lead the discussion.**
   Take ownership of your PhD training!

4 **Obtain your advisor's feedback and signature on your IDP.**

5 **Complete the "Action Plan" (page 1.7) and submit a signed copy to the BME Graduate Office.**

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

1.1

STUDENT NAME   ADVISOR NAME   DATE

TRAINING • MENTORING

1. What requirements of your graduate program do you need to complete, and what is your plan to fulfill them?

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

3. What are your primary goals in your academic training?

4. What resources or support will most help you to succeed in graduate school? Mention any technical training you may need.

5. What actions can be taken to make sure the needs outlined in # 4. are met?

6. What is important to you in a mentoring relationship? How well do you and you mentor align in PhD mentoring philosophy based on the "Student-Advisor Expectation Scales"?

7. Are there any factors that may negatively affect your progress?

8. Your success as a student will be linked to your overall wellness. What are you doing to tend to this (daily, weekly, yearly - e.g., vacation?

STUDENT NAME   ADVISOR NAME   DATE

For the following areas, list the current plans you have for participating in these areas.

ACADEMIC COURSEWORK/TRAINING:

TEACHING/MENTORING:

PROFESSIONAL DEVELOPMENT:

CONFERENCES:

SERVICE/OUTREACH:

List (as percentages of time) your current plans for the following areas:

Research	*Courses/Training*	*Teaching*	*Professional*	*Service*	*Wellness*

Do you see these percentages changing in the coming year? If so, in what way?

Which experience or experiences have been most valuable to you, your research, and/or your professional goals?

STUDENT NAME	ADVISOR NAME	DATE

One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Use this worksheet to assess and identify skills that you would like to target in the coming year, marking your current ability level from weak (1) to strong (3) relative to where you think a student should be at the end of their PhD studies. Ask your advisor how s/he agrees or disagrees. Spaces have been provided after each section to allow you and your advisor to add any additional skill targets. An honest self-assessment and discussion will help you set your training goals.

RESEARCH SKILLS & SCIENTIFIC THINKING

	1 (weak)	2 (aver.)	3 (strong)	Target skill
Broad-based knowledge of science				☐
Critical reading of scientific literature				☐
Experimental design				☐
Interpretation of data				☐
Statistical analysis				☐
Creativity and innovative thinking				☐
				☐

LEADERSHIP/ PERSONNEL MANAGEMENT

	1 (weak)	2 (aver.)	3 (strong)	Target skill
Delegating; providing instruction				☐
Providing constructive feedback				☐
Dealing with conflict				☐
Leading and motivating others				☐
Serving as a role model				☐
Setting expectations				☐
				☐

WRITING

				Target skill
For a scientific publication				☐
For a research proposal				☐
For a lay audience				☐
Grammar/structure				☐
Editing your own writing				☐
				☐

PROFESSIONALISM

				Target skill
Identifying and seeking advice				☐
Upholding commitments/deadlines				☐
Maintaining positive relationships				☐
Approaching difficult conversations				☐
				☐

ORAL COMMUNICATIONS

				Target skill
To a specialized audience				☐
To a lay audience				☐
In a classroom				☐
One-on-one				☐
English fluency				☐
				☐

PROJECT MANAGEMENT

				Target skill
Planning projects				☐
Breaking down complex tasks				☐
Time management				☐
Managing data and resources				☐
Record keeping: electronic and hand-written files				☐
				☐

What are the top one or two skills that you plan to focus on for the next year?

STUDENT NAME   ADVISOR NAME   DATE   1.5

Mentoring is a distributive process. List the people whose talents and experiences you plan/hope to count on to assist you in your training. As you progress forward in your training program, your mentoring committee may change, but it is important to establish a mentoring committee as soon as possible to receive broad input throughout your program. This IDP can serve as an impetus for conversations with each of your mentors, not just your advisor. Document your planned/current mentoring network using the table below.

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Need help with your mentoring?
Lead mentor				
POS/Thesis committee: as a group (List names)				
POS/Thesis committee: one-on-one **Additional mentors** (List names, including both inside and outside Weldon School)				
Collaborators (List names/ roles in your research)				

What have you found most beneficial about the mentoring you have received?
Is there anything that would improve the mentoring you receive?

STUDENT NAME   ADVISOR NAME   DATE   1.6

PROFESSIONAL AND PERSONAL DEVELOPMENT

What are your long-term goals of your professional career? (i.e., what do you want to be doing on a daily basis 5-10 years after you graduate?)

What professional and/or other factors have influenced these goals?

For each goal you listed above, identify one or two shorter-term goals that may be important to achieving the larger objective. Indicate how you intend to meet these goals next year.

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

Do you want to be involved in more collaborative work, or do you need more time to focus on your own research?

Are there any factors that you feel may negatively affect your progress?

What help can your advisor or other faculty/staff provide?
Indicate here if you need help finding professional or personal development resources.

Your success as a student is linked to your wellness. What are you doing to maintain this?

STUDENT NAME   ADVISOR NAME   DATE

THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER YOUR DISCUSSION. Please, remember to submit a signed copy to the BME Graduate Studies Office by the end of October. This is a requirement to be able to register for the next semester.

1

Communication
What is the best way to set meetings and communicate regularly?

2

Target skills
What skills (~1-2) did you identify as important development targets for the coming year?

3

Coursework and Activities
List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year. Include courses you must complete.

4

Financial support
If you know, what will be your financial support for the next year?

5

Additional actions
In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

6

Following up
How often do you and your advisor plan to meet? When will you follow up on your IDP progress?

7

Goals
What are the tasks and deliverables in the coming spring, summer and fall semester to get a satisfactory grade for research credits?

Signature of Student   Signature of Advisor