**Neuroscience & Physiology Graduate Student Individual Development Plan (IDP)**

IDPsprovide a planning process that identifies both professional development needs and career objectives. Students are expected to update their IDPs annually and discuss them with their faculty advisor and advisory committee.

**Goals**

1. To help individuals determine short-term needs for improving current performance.
2. To establish longer-term career goals.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review Date: \_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor/Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I– Long-Term Career Goals and Self-Assessment**

What is your long-term career goal (Please identify a single choice – some professions may require further education in addition to research experience, e.g. law, management, business):

1. Academics (Universities, Colleges, Medical Schools, Research Institutes)
   1. Professor (Research and teaching)
   2. Lab head or Professor (Research)
   3. Professor or Instructor (Teaching)
   4. Senior staff scientist (Professor, Research Associate, Instructor, etc.)
2. Industry
   1. Group Leader/Research
   2. Senior staff scientist/Research
   3. Product Development
   4. Sales/Customer Service
3. Medicine
   1. Clinical Research Scientist
4. Government/Non-profit
   1. Government Staff Position (e.g. NIH/NSF)
   2. Government Policy Development/Staff Support (e.g. congress, ORI)
   3. Non-profit (e.g. science foundation, science advocacy)
5. Other:

**Part II: Skills Assessment**

In Part II, you and your mentor will independently assess your skills. Together with your advisor and advisory committee evaluate your strengths and weakness relative to your short-term and long-term goals, and develop a plan to address areas in need of improvement.

*Evaluation to be independently filled out by the student first and by the advisor second*

**5**=Highly proficient, Area of strength; **4**=Proficient; **3**=Adequate; **2**=Below Average ; **1**=Weak

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill Set Evaluation** | | **Self** | **PI** | **Comments (depth, quality, efficiency, etc.)** |
| **Overall Core Scientific Knowledge:** | | | | |
| 1 | Knowledge of Literature in the Field |  |  |  |
| 2 | Knowledge of Literature Related to Project |  |  |  |
| 3 | Knowledge Area: |  |  |  |
| 4 | Knowledge Area: |  |  |  |
| **Laboratory Bench Skills (eg. microscopy, molecular biology, etc):** | | | | |
| 5 | Skill Set: |  |  |  |
| 6 | Skill Set: |  |  |  |
| 7 | Skill Set: |  |  |  |
| 8 | Skill Set: |  |  |  |
| **General Research Skills (eg. experimental design, creativity, etc):** | | | | |
| 9 | Designing Experiments |  |  |  |
| 10 | Analytical Skills |  |  |  |
| 11 | Problem solving and troubleshooting |  |  |  |
| 12 | Creativity/developing new research directions |  |  |  |
| 13 | Other: |  |  |  |
| **Professional Skills:** | | | | |
| 14 | Oral Presentation |  |  |  |
| 15 | Grant Writing |  |  |  |
| 16 | Manuscript Writing |  |  |  |
| 17 | Progress Reports |  |  |  |
| 18 | Teaching |  |  |  |
| 19 | Mentoring Others |  |  |  |
| 20 | Being Mentored |  |  |  |
| 21 | Other: |  |  |  |
| **Leadership and Management Skills:** | | | | |
| 22 | Leading and Motivating Others |  |  |  |
| 23 | Managing Projects and Time |  |  |  |
| 24 | Organizational Skills |  |  |  |
| 25 | Reliability |  |  |  |
| **Interpersonal Skills:** | | | | |
| 26 | Getting Along with Others |  |  |  |
| 27 | Communicating Clearly in Writing |  |  |  |
| 28 | Communicating Clearly in Conversations |  |  |  |
| 29 | Networking both within and outside Upstate |  |  |  |
| 30 | Other: |  |  |  |

*Overall performance and/or strategy for improvement (use an additional sheet if required):*

**Part III– Progress Review: Research and Professional Training in Past Year**

Give a brief overview of your research project and major accomplishments in the past year (brief paragraph):

Please list the following:

1. New areas of research or technical expertise acquired in the past year:
2. Publications:
3. Honors/Awards (fellowships with funding periods, grants written/applied for/received, professional society presentation awards/travel awards, etc.):
4. National or other professional meetings attended (meeting title, oral or poster presentation):
5. Other professional activities not identified above:
6. Other activities (community, etc) with professional relevance:

**Part IV – Plans for Next Academic Year**

What are your research goal(s) for the coming year? (brief paragraph)

(Describe the scientific questions you will address and the experimental approaches you will utilize)

Please list the following:

1. New areas of research/technical expertise you will acquire & how do you plan to do so:
2. Publications:
3. Anticipated publications (indicate projected titles):
4. Anticipated meeting or workshop attendance:
5. Fellowship or other funding applications planned (indicate name of award):
6. Other professional training (course work, teaching activity):