

INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE
DEPARTMENT OF MATHEMATICS

YEARS **1-2**

STUDENT NAME

ADVISOR NAME

DATE

As noted on the College of Science Individual Development Plan (IDP) web site, as a graduate student, you own your education. That means not only being responsible for your dissertation, but also actively getting the training you need and seeking guidance from your mentors, who will support you as partners in your training. Filling out IDP forms will help you in formulating a plan for your training and in maintaining clear expectations for progress among you, your advisor(s), and the departmental administration.

Two key components of a good start for an IDP are to be clear about what you want and to develop a good working relationship with a faculty mentor. Together with input your faculty advisor and/or faculty mentor, you should begin working on your IDP for Years 1-2 during your first semester at Purdue and revise it throughout your first 2 years. By sharing this plan with the department, you will help the department stay apprised of your progress. At the close of the process, you will have generated an action plan that will guide your training as you progress in the program. In the Department of Mathematics, you will be assigned an academic advisor when you start the program. During years 1 and 2, this is the person who will help you the most with your IDP. You may also be assigned a Department Mentor, who can help with life in graduate school more generally, and you should begin to develop relationships with other faculty members you might consider as mentors (e.g., someone you might consider as a potential thesis advisor).

The CoS IDP portal contains a list of steps for successfully completing an IDP many of which are relevant. Refer to those steps which are abbreviated in the box below.

In addition, the portal contains a list of the student's and advisor's responsibilities when it comes to designing a training plan. If you have questions or concerns about this process, please see your academic advisor, or

IDP Steps Reminder

- 1** Step back and self-assess!
- 2** Set your first meeting with your advisor.
- 3** Meet with the academic advisor assigned to you by the department to discuss your IDP.
- 4** Obtain your advisor's feedback on your IDP.
- 5** Complete the "Action Plan" (page 1.4) and submit a copy to the Graduate Studies Office

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

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TRAINING • MENTORING

2. What qualifying exams have you passed? How many of the Core Four have you passed, and what is your plan to complete your qualifying exams?

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

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

4. What actions can be taken to make sure the needs outlined in # 3. are met?

5. What is important to you in a mentoring relationship?

6. Are there any factors that you are concerned may negatively affect your progress?

7. What help can your advisor or other faculty/staff provide regarding professional development and graduate training?

8. Your success as a student will be linked to your overall wellness. What are you doing to tend to this?

CHALLENGES

1. Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with the Department.

2. What actions have you taken to meet these challenges?

3. How can your advisor, mentor or others in the Department help you?

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One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to where you think a student in the first year of their graduate studies should be, checking the boxes for skills that you would like to target in the coming year. Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

Mark your perceived current ability level

RESEARCH SKILLS & SCIENTIFIC THINKING	1			2			3			Target skill for this year
	(weak)			(aver.)			(strong)			
Broad-based knowledge of science										<input type="checkbox"/>
Critical reading of mathematical text										<input type="checkbox"/>
Research design										<input type="checkbox"/>
Technical skills pertinent to your field										<input type="checkbox"/>
Creativity and innovative thinking										<input type="checkbox"/>
Writing complete mathematical proofs efficiently										<input type="checkbox"/>
Identifying and seeking advice										<input type="checkbox"/>
Time management										<input type="checkbox"/>

COMMUNICATIONS

Writing with appropriate grammar and structure										<input type="checkbox"/>
English fluency										<input type="checkbox"/>
Working with constructive criticism										<input type="checkbox"/>
Working with graduate student colleagues										<input type="checkbox"/>

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THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER YOUR DISCUSSION. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by you and your advisor.

Communication

1

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

Target skills

2

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

Coursework and Activities

3

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.

Financial support

4

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

Additional actions

5

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

Following up

6

How often do you and your advisor plan to meet?

Other

7

Is there anything else you and your advisor discussed?
