INDIVIDUAL DEVELOPMENT PLAN

PURDUE COLLEGE OF SCIENCE DEPARTMENT OF STATISTICS

YEAR

STUDENT NAME ADVISOR NAME DATE

Your IDP for Year 1 should be completed with the faculty mentor assigned to you. The goals of the first IDP are to get your training off to a good start. Filling out this Year 1 form will help you to begin formulating a plan for your training. By sharing this plan with your faculty mentor at your initial IDP meeting, you will obtain their feedback. At the close of the process, you will have generated an action plan that will guide your training as you progress in the program.

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

IDP Steps Reminder

1 Step back and self-assess!



Set your first meeting with your faculty mentor.

3 Lead the discussion.

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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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?
7. Are there any factors that may negatively affect your progress?
8. What help can your advisor or other faculty/staff provide regarding professional development and graduate training?
9. Your success as a student will be linked to your overall wellness. What are you doing to tend to this?

DEPARTMENT OF STATISTICS

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SKILLS

STUDENT NAME ADVISOR NAME DATE

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 the 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 (weak)	2 (aver.)	3 (strong)	Target skill for this year		
Broad-based knowledge of statistics						
Critical reading of statistical literature						
Computational skills						
Statistical analysis and interpretation of data						
Creativity and innovative thinking						
Identifying and seeking advice						
Time management						
COMMUNICATIONS						
Writing of a research proposal or publication						
Writing with appropriate grammar and structure						
Speaking to a specific audience						
Communicating one-on-one						
English fluency						
Working with constructive criticism						

1.4

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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. 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?

Signature of Student	Signature of Advisor