**Annual Individual Development Review / Progress Report**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Committee Members Department

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Table of Contents** |
| Introduction | Pgs 1-2 |
| Self-Skills Assessment(filled out by student, shared with mentor) | Pgs 3-5 |
| Skills Development Plan(filled out by student, shared with mentor) | Pgs 7-10 |
| Mentor’s Evaluation of Student(filled out by mentor, shared with student) | Pgs 11-12 |
| Committee Member Evaluation(printed and given to each committee member to evaluate student) | Pg 13(remember to print and give to each committee member) |

Individual (Career) Development Plans (IDPs) are an important component of student development and professionalization.  The purpose of the IDPs is to encourage thoughtful and purposeful career planning and goal setting that will help guide a student through graduate studies and on to the next stage of his or her career.  Students should seek guidance from their advisors, their committee members, the program coordinator, the program director, and other mentors as they identify their priorities and goals and craft a plan accordingly.

In October 2014, the National Institutes of Health (NIH) began requiring that all trainees on their grants to have competed and have an active IDP. The Graduate School at the University of Wisconsin began requiring IDPs of all graduate students to be monitored by the programs. Neither the NIH nor the Graduate school specified how this should be done.

This IDP has been created for students in the Molecular & Environmental Toxicology Program. This document should serve as a means to begin discussing your year’s progress with your advisor prior to your annual committee meeting. This includes a self-assessment, a development plan, and an assessment for your mentor to complete. These three documents should be discussed one-on-one when completed (if not worked on together).

The final page of this document should be printed, one for each committee member. At the meeting, it should be handed out to your members, so that each can evaluate your progress.

Following your committee meeting, all of these documents need to be returned to the program office. This is a requirement. *If you do not meet with your committee annually, holds may be placed on your enrollment for future semesters*.

This IDP is based upon IDPs used by / at the following groups:

* American Association for the Advancement of Science
* University of Pennsylvania
* Graduate School of the University of Wisconsin-Madison
* University of California-San Francisco
* Obstetrics & Gynecology of the University of Wisconsin; T32 Grant in Health Disparities
* TEAM Science Program at the University of Wisconsin-Madison
* Medical Sciences Training Program at the University of Wisconsin-Madison

**SELF-SKILLS ASSESSMENT**

These rubrics and questions are designed to have you, the student, evaluation yourself and figure out where the biggest gaps in your training currently are. After you have completed this assessment and the following Development Plan (next section), you should meet with your mentor to discuss your findings.

**Assessment Rubric**

Please evaluate yourself using the below-listed rubric: 1-Major Improvements Necessary; 2-Needs Improvement; 3-Average (where a graduate student should be); 4-Advanced for a graduate student; 5-Exceptional (at postdoc or better levels)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Communication Skills** | 1 | 2 | 3 | 4 | 5 | N/A |
| Oral Presentation Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Manuscript Writing Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Grant (Fellowship) Writing Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Poster Creation & Presentation | 1 | 2 | 3 | 4 | 5 | N/A |
| Powerpoint Creation & Presentation | 1 | 2 | 3 | 4 | 5 | N/A |
| Teaching Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Mentoring Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Communication with non-scientists | 1 | 2 | 3 | 4 | 5 | N/A |
| Networking | 1 | 2 | 3 | 4 | 5 | N/A |
| **Time Management Skills** | 1 | 2 | 3 | 4 | 5 | N/A |
| **Research Skills** | 1 | 2 | 3 | 4 | 5 | N/A |
| Experimental Design | 1 | 2 | 3 | 4 | 5 | N/A |
| Statistical Analysis | 1 | 2 | 3 | 4 | 5 | N/A |
| Interpretation of Data | 1 | 2 | 3 | 4 | 5 | N/A |
| Creativity (in developing new directions) | 1 | 2 | 3 | 4 | 5 | N/A |
| Literature Reviews | 1 | 2 | 3 | 4 | 5 | N/A |
| Troubleshooting | 1 | 2 | 3 | 4 | 5 | N/A |
| **Interpersonal / Professional Skills** | 1 | 2 | 3 | 4 | 5 | N/A |
| Communication with colleagues | 1 | 2 | 3 | 4 | 5 | N/A |
| (International) English Proficiency | 1 | 2 | 3 | 4 | 5 | N/A |
| Collaboration Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Conflict Resolution | 1 | 2 | 3 | 4 | 5 | N/A |
| Data Management | 1 | 2 | 3 | 4 | 5 | N/A |
| Record Keeping | 1 | 2 | 3 | 4 | 5 | N/A |
| Data Ownership | 1 | 2 | 3 | 4 | 5 | N/A |
| Using Responsible Research Practices | 1 | 2 | 3 | 4 | 5 | N/A |

**Moving Beyond Graduate School**

**Time to Graduation**

How long do you think you have to graduate? \_\_\_\_\_\_\_\_\_\_

What THREE further skills / projects should you learn / hone / master /complete in the next year / before graduating?

1.
2.
3.

**Career Skills & Planning**

Please evaluate yourself using the below-listed rubric: 1-Major Improvements Necessary; 2-Needs Improvement; 3-Average (where a graduate student should be); 4-Advanced for a graduate student; 5-Exceptional (at postdoc or better levels)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Networking | 1 | 2 | 3 | 4 | 5 | N/A |
| Identification of career options | 1 | 2 | 3 | 4 | 5 | N/A |
| Preparation of application materials  | 1 | 2 | 3 | 4 | 5 | N/A |
| CV | 1 | 2 | 3 | 4 | 5 | N/A |
| Cover Letter | 1 | 2 | 3 | 4 | 5 | N/A |
| Interviewing Abilities | 1 | 2 | 3 | 4 | 5 | N/A |
| Negotiation Abilities | 1 | 2 | 3 | 4 | 5 | N/A |
| Mentoring Skills | 1 | 2 | 3 | 4 | 5 | N/A |

**What is your preference (%) for the following careers *at this time*?**

Academia (Professor) \_\_\_\_\_\_\_\_\_\_

 Academia (Scientist) \_\_\_\_\_\_\_\_\_\_

 Industry \_\_\_\_\_\_\_\_\_\_

 Government \_\_\_\_\_\_\_\_\_\_

 Other \_\_\_\_\_\_\_\_\_\_

 Total 100%

Have you shared this evaluation with your mentor? \_\_\_\_\_\_\_\_\_\_

Have you discussed this evaluation with your mentor? \_\_\_\_\_\_\_\_\_\_

Anything else to add?

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SKILLS DEVELOPMENT PLAN**

Using the assessment above to point out certain short-comings, this development plan is used to spot deficiencies and plan out how to improve up on them. After you have completed your plan, you should meet with your mentor to discuss your vision moving forward.

We would also encourage you to share this plan with your committee at your next meeting.

**In the Past Year . . .**

**What is your project / thesis title?**

**Briefly describe your project.**

**Project Evaluation:** Evaluate where you are with your research project?

|  |  |  |
| --- | --- | --- |
| Aims | Progress | Next Planned Steps |
| Aim 1: |  |  |
| Aim 2: |  |  |
| Aim 3:  |  |  |

**What were your biggest accomplishments last year?**

a)

b)

c)

**What did you do?**

Conferences Attended Papers Written

a) a)

b) b)

c) c)

Development Courses Attended Presentations Given

a) a)

b) b)

c) c)

Grants written Teaching & Leadership Activities

a) a)

b) b)

c) c)

Any other activities you want to mention?

**In the Year to Come . . .**

**Goals**

What are your goals for the next year? What do you need to do to reach them?

a) a)

b) b)

c) c)

Did you achieve any unexpected results in last year? \_\_\_\_\_\_\_\_\_\_

How (if at all) did this results change the direction / focus of your research?

Were there any goals from last year that you did *not* meet? What prevented you from them?

**Pressing Forward . . .**

**Room for Improvement**

What are areas you would like to improve in? How do you propose to improve?

a) a)

b) b)

c) c)

**Future Employment**

What are your goals for . . .

The next 3-5 years? The next 10+yrs?

a) a)

b) b)

c) c)

What are your plans to make this happen?

Have you shared this plan with your mentor? \_\_\_\_\_\_\_\_\_\_

Have you discussed this plan with your mentor? \_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MENTOR’S EVALUTION OF STUDENT**

This is the mentor’s turn to evaluate the student. Using the below rubric and space, please provide an assessment of how you think that your student is doing. On the rubric, this should be compared to the average graduate student.

This two-page form should be filled out in communication / collaboration, mentor and student.

Following the student’s committee meeting, this form should be turned in to the Program Administrator. Copies will be made for the student.

**Mentor Evaluation of Student**

Please evaluate your student using the below-listed rubric: 1-Major Improvements Necessary; 2-Needs Improvement; 3-Average (at graduate student level / expectations); 4-Advanced for a graduate student; 5-Exceptional (at postdoc or better levels)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Knowledge of Science | 1 | 2 | 3 | 4 | 5 | N/A |
| Deep Knowledge of Research Topic | 1 | 2 | 3 | 4 | 5 | N/A |
| Abilities of field-necessary skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Data Analysis and Interpretation | 1 | 2 | 3 | 4 | 5 | N/A |
| Laboratory Notebook Maintenance | 1 | 2 | 3 | 4 | 5 | N/A |
| Evaluation of Scientific Literature | 1 | 2 | 3 | 4 | 5 | N/A |
| Helpfulness in the Lab | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to Follow-Through | 1 | 2 | 3 | 4 | 5 | N/A |
| Project Management | 1 | 2 | 3 | 4 | 5 | N/A |
| Organizational Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Seeking (and accepting) advice | 1 | 2 | 3 | 4 | 5 | N/A |
| Negotiating Difficult Situations | 1 | 2 | 3 | 4 | 5 | N/A |
| Following Lab Procedures & Protocol | 1 | 2 | 3 | 4 | 5 | N/A |

**Mentor’s Plan for Student Development**

What THREE further skills / projects should your student learn / hone / master /complete in the next year / before graduating?

1.
2.
3.

How long do you think your student has until his/her defense? \_\_\_\_\_\_\_\_\_\_

Have you shared this evaluation with your student? \_\_\_\_\_\_\_\_\_\_

Have you discussed your concerns with your student? \_\_\_\_\_\_\_\_\_\_

Were any further issues discussed during the committee meeting? \_\_\_\_\_\_\_\_\_\_

After comparing your evaluation and that of your student, what further comments do you have? These should be constructive.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMMITTEE MEMBER EVALUATION**

(to be filled out at the time of meeting)

This form is for the student’s committee members to fill out during the committee meeting. This will give the committee the opportunity to provide their insights into the student’s progress and the student the opportunity to receive feedback from all s/he is working with.

The student should print out and provide a copy of this page for each of their committee members at the committee meeting. Following the meeting, they should be turned in to the Program Administrator. Copies will be made for the student.

Were you at the committee meeting? \_\_\_\_\_\_\_\_\_\_

(If not) When did you meet? \_\_\_\_\_\_\_\_\_\_

Do you approve of the student’s progress? \_\_\_\_\_\_\_\_\_\_

(If 6mo mtg) Is the student ready to graduate? \_\_\_\_\_\_\_\_\_\_

What tasks need to be completed in the next year / before the student can defend?

1.
2.
3.

Please write below any comments that you would like to have shared with the student, based on the meeting. Please try to be as constructive as possible.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_