





## II. Short-term learning, scientific/research goals and objectives

*Questions 1-4 to be answered by students in year 1. Questions 5-8 to be answered by students in year 2 and beyond*

1. What are the main goals you would like to accomplish this year?
2. Do you have a clear plan for completion of your coursework?
3. Have you selected a thesis adviser?
4. Have you developed a plan for your thesis project?
5. What are the main goals you would like to accomplish this year (coursework)? Provide details and a define timetable for accomplishing your goals.
6. Do you have a clear/defined plan for completing your qualifying exams?
7. Do you have a clear/defined plan for your research/dissertation work?
8. How confident are you in your ability to complete your research/dissertation by the end of year 4 or 5?

### III. Annual Progress

*Students in years 2 – 5.*

1. Provide a brief overview of your research project and major accomplishments in the past year.
2. Which goals did you meet? If you did not meet a goal, why not?
3. Describe any unusual or unanticipated challenges you faced in the past year in trying to reach the goals you set out previously. What actions have you taken to meet those challenges?
4. If your career goals have changed in the past year, discuss why.
5. Describe new areas of research or technical expertise acquired in the past year.
6. Publications (provide authors, year, title, journal, volume, page numbers, PMC):



c. Research led by others (e.g. RA jobs)

d. Teaching/mentoring

e. Professional development

f. Conferences

g. Service/outreach

h. Wellness

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

14. Are there factors that you are concerned may negatively affect your progress? What help can your adviser or other faculty/staff provide?

15. Describe and explain your level of satisfaction with your research progress in the last year.

16. Describe and explain your satisfaction with other aspects of your career development in the last year.

17. Do you anticipate any challenges in the next year?

18. How can your adviser help you?





## V. Feedback for Adviser

This section contains a series of questions you may find helpful to reflect on and discuss with your adviser *as you see fit*. **You do not need to share your responses with your adviser.** This sheet should be submitted via email to your academic program administrator.

### Mentoring:

1. Who are the advisers/mentors you interact with now? Are you receiving sufficient mentoring from them?
2. Name two things your adviser/mentor could improve and two things you as a mentee could improve:
3. Do you initiate meetings? Would it be helpful to meet more or less?
4. Are there other faculty who would be helpful to connect with? Are there any new collaborations you would like to make in the next year?
5. In reference to your career goals, what resources can your adviser help provide or help you find?

### Other considerations and factors:

6. What sorts of environments or relationships do you find most helpful for your own success?
7. Your success as a student and in the longer-term is linked to your wellness. What are you doing to maintain your wellness?
8. What further research activity, training, or professional development is needed before you can start a career search?

## VI. Implement Your IDP

Writing your IDP is just the beginning of the career development process and serves as the road map. Now take action!

1. Meet and discuss: with your adviser, research committee, and program directors.
2. Put your plan into action: Read it regularly to check your progress.
3. Revise and modify the plan as necessary: The plan is not cast in stone, it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.
4. Generate and/or update your CV using the JHU format