Individual Development Plan
University of Virginia School of Medicine

Description of the Individual Development Plan and Instructions

GOAL: The goal of the UVA SOM Individual Development Plan (IDP) is to provide a platform with which trainees will (1) work with their mentor and/or advisor(s) to develop an individual training plan that meets the requirements of the training program while supporting progress towards the trainee's career goals; (2) track trainee progress in their training programs; (3) explore and define the trainee's career goals, and (4) develop a mentoring strategy for the trainee sufficient to meet those goals.

Completion of this IDP is required annually of every BIMS student and NIH-supported postdoctoral fellows, and strongly encouraged for all other postdoctoral fellows.

FOR THE TRAINEE: This is an opportunity for you to identify your research and career goals and develop research, training, and mentoring plans that will help you achieve those goals.

FOR THE THESIS MENTOR: This is an opportunity for you to provide structured feedback to your trainee about their progress and areas of improvement. It is also an opportunity for you to discuss your trainees research, training, and career goals and help them develop the mentoring network that will support them as they achieve those goals. Finally, this is a chance to identify ways to tailor your mentoring strategies to meet your trainee's needs.

ELEMENTS OF THE UVA SOM IDP:

1. **Annual Progress Evaluation and Goals Part I – Trainee [REQUIRED]**: Questions 1-7 are completed by the trainee (self-evaluation). Please note that each part of question 3 is tailored towards the year of the trainee in the program. The trainee is strongly encouraged to share their responses to this section with their thesis mentor and/or other mentors or advisors. This document can be used to guide the discussion the training plan and goals for the upcoming year with the trainee's thesis mentor.

2. **Annual Progress Evaluation and Goals Part II – Trainee and Mentor [REQUIRED]:** The Annual Progress Evaluation Part II (Separate Document) should be completed by both the trainee and mentor independently. Once both parts of the progress evaluation are complete, the trainee and mentor should meet to discuss the evaluation and goals for the coming year, with a particular focus on those cases where trainee and mentor assessments differ.

3. **Milestones Showing Progress Toward the Degree – Thesis Advisory Committee/DGS and student [REQUIRED for graduate students]**: Each program will evaluate student progress through thesis advisory committee meetings and other program-specific platforms. These will begin in the second year, generally with the advancement to candidacy exam, and will take place a minimum of once per year thereafter. Progress and programmatic milestones will be tracked using program-specific forms, which will be maintained in the student's permanent folder.

4. **myIDP** (**http://myidp.sciencecareers.org**) – **Trainee [OPTIONAL]**:

   This web-based platform has been developed to help trainees "explore career possibilities and set goals to follow the career path that fits [them] best." It is a valuable resource for those who are still in the process of considering career options. Trainees can set up an account and work independently to complete myIDP. The summary sheet from the myIDP website can then be printed and used as a platform fordiscussion with the mentor and/or one or more advisors.

5. **Documentation of Compliance – Trainee [REQUIRED – SUBMIT]**:

   The IDP Certification Form should be completed by the trainee, include the appropriate signatures, and should be submitted to the student's graduate program administrator (see table) **no later than May 31st.**

PhD Program	Program Admin.	E-mail
Biochem. and Mol. Genetics	Patrick Sheets	ctt5rd@virginia.edu
Biophysics	Nick Barrales	nlb3pc@virginia.edu
Cell Biology	Nabiha Azaz	sqm5xc@virginia.edu
Experimental Pathology	Nabiha Azaz	sqm5xc@virginia.edu
Microbiology	Jennifer Hamlin	ajr9qx@virginia.edu
Neuroscience	Kim Knotts	kdk2g@virginia.edu
Pharmacology	Nick Barrales	nlb3pc@virginia.edu
Physiology	Nick Barrales	nlb3pc@virginia.edu

ANNUAL PROGRESS EVALUATION AND GOALS – PART I

Questions 1-8 are answered by the trainee.
(Answer in the space below or on a separate sheet if necessary)

Research progress and self-evaluation

1. How has your research progressed over the past year? What new data have you generated in the last year and how does this data advance your project or move your project in new directions? Are there any barriers that are limiting your progress on your dissertation research?

2. Considering all relevant aspects of your training (dissertation research, coursework, professional development, etc.), how would you evaluate your performance over the past year? What factors contribute to your rating?

Progress towards program milestones

3A. **(YEAR 2, pre-qualifying exam only)** Have you and your dissertation mentor developed a clearly defined research project in the lab? Briefly describe that research project here. Have you discussed the qualifying exam process with your mentor? Do you know exactly what you need to do for your advancement to candidacy exam?

3B. **(YEAR 2 post-qualifying exam or YEAR 3 only)** Have you developed a research project with well-defined goals and objectives for completion? Briefly describe the primary aims of your project and a tentative timeline for completion here. Have you discussed your short and long-term research and project goals with your mentor and your dissertation committee?

3C. **(YEAR 4 and beyond only)** What is your current target date for completing your PhD? Are your research project(s) directed towards a first-author publication(s)? Have you developed a clear plan for compiling your data into figures for this publication(s)? What needs to be accomplished to meet your timeline for completion of your PhD?

Training and professional development

4. What would you consider to be your most significant growth area in the past year of your training? What are specific goals for your training in the coming year and why do you want to focus on these goals? How will you accomplish these goals?

5. What are your short-term professional development goals for the coming year? (For example: pre-doctoral fellowship applications, professional development workshops, internships, applying for post-graduate positions), How will achieving these goals contribute to your long-term professional goals?

6. What are your long-term professional goals? Do you feel that your current IDP and activities (both inside and outside the lab) are helping you towards achieving those goals? If not, what needs to be improved and what other opportunities would be helpful to support your career goals?

Developing your mentoring network

7a. RESEARCH MENTORING. Have you developed a network of mentors and/or colleagues who can help you make progress on your research? Who are the people that you include in your research mentor network (This list can include other faculty members, committee members, postdocs or graduate students in your lab or other labs) and how often do you seek their advice/mentoring/assistance? Do you feel that you are getting the mentorship you need for all aspects of your research training? In what areas would you like to improve your research mentoring network?

8. CAREER/PROFESSIONAL MENTORING. Have you developed a network of individuals who can help you develop your professional skills and career marketability? Who are the people that you include in this mentoring network? Do you feel that you are getting the mentorship you need for all aspects of your professional development? In what areas would you like to improve your mentoring network?

ANNUAL PROGRESS EVALUATION AND GOALS – PART II

This survey of strengths and areas of improvement is filled out separately by both the trainee and the dissertation mentor.

Please use this worksheet to assess and identify skills that you would like to where in the coming year and what changes you will make to meet your goal. Ask your advisor to fill out the same form and include any changes they would make to help you reach your goal. Then meet to discuss your respective responses. An honest self-assessment and discussion will help you set your training goals.

Please identify the trainee's strengths and areas for improvement

	Area for Improvement 1	2	Strength 3	Goal to target for this year
RESEARCH SKILLS AND SCIENTIFIC THINKING				
Broad knowledge of biomedical science	○	○	○	☐
Critical reading of primary scientific literature	○	○	○	☐
Experimental design	○	○	○	☐
Statistical analysis and data interpretation	○	○	○	☐
Creativity and innovative thinking	○	○	○	☐
Time management	○	○	○	☐
Overall research productivity	○	○	○	☐
COMMUNICATION AND PROFESSIONAL SKILLS				
Scientific writing (grant proposal or publication)	○	○	○	☐
Speaking to an audience	○	○	○	☐
Communicating one-on-one	○	○	○	☐
Upholding commitments and deadlines	○	○	○	☐
Working with constructive criticism	○	○	○	☐
Identifying mentors and seeking advice	○	○	○	☐

FOR THE TRAINEE:

Briefly describe what approaches you will take to successfully reach your goals for this upcoming year.

FOR THE MENTOR:

Briefly describe how you will tailor your mentoring strategy to help your trainee reach their goals for this upcoming year.

This form does not need to be submitted to your program administrator

INDIVIDUAL DEVELOPMENT PLAN CERTIFICATION

"NIH … strongly encourages institutions to develop and use IDPs for graduate students and postdoctoral researchers supported by NIH awards, regardless of their position title" (NOT-OD-14-113).

UVA SOM IDP components:

a. **Annual Progress Evaluation and Goals Parts I and II** – The trainee fills out Part I of the Annual Progress Evaluation and Goals. The trainee and thesis mentor independently fill out Part II and then meet to discuss the training plan and goals for the upcoming year.

b. Documentation of adequate **progress toward the PhD** (graduate students only) - this will occur through annual (or more frequent) thesis advisory committee meetings and/or meetings with the Director of Graduate Studies (DGS).

c. **myIDP** (**http://myidp.sciencecareers.org**) **[OPTIONAL]** - the trainee has the option of completing the web-based myIDP, print out the summary sheet, and discuss the results with a mentor and/or one or more advisors.

This certification is designed to document completion of the first component; the second component will be completed by the thesis advisory committee and/or DGS and retained in the student's permanent record. The third component is optional, though encouraged for trainees who are still exploring career options.

Print/Type Student Name: _____

Please do the following:

1. Complete Part I and II of the "Annual Progress Evaluation and Goals," remind your mentor to complete Part II, and then meet to discuss your respective assessments. Student and mentor should sign below to indicate completion.

   a. Student: _____ Date: _____

   b. Mentor: _____ Date: _____

2. Please indicate the date of your last thesis committee meeting and (if applicable) any upcoming meeting that is currently scheduled. (Students)

   Most Recent _____ Upcoming _____

Please share any scientific and personal recognitions or accomplishments from the past year that you would like us to consider including on the "What's new in BIMS" website.

In reflecting on your current IDP, are there things that the BIMS program could do to enhance your experience and/or preparation for your future?

Submit this certification to your BIMS administrator no later than May 31st. Completion of this form is a requirement for all students to remain in good standing.