

## Individual Development Report

### Instructions

This Annual Academic Progress and Professional Development Plan document is meant to help you, a Johns Hopkins PhD student, reflect on and discuss with your advisor (a) your academic and research progress and annual goals; (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans; and (c) how your advisor and the program can help you reach your goals. The form is intended to be a springboard for productive conversation.

Prior to your thesis review, please meet with your advisor to discuss your progress and goals since the last review. You may find the worksheet on page 3 useful to help you focus on specific strengths and weaknesses. Fill the form at the end of this document (page 4) and share it with your committee members. The form will be kept with your record. There is no need to turn in the worksheet.

**At the meeting, make sure to schedule your next TAC review.**

#### *Trainee:*

- 1) Go to myIDP (<http://myidp.sciencecareers.org/>), update your entries, and send the certificate of completion to Nicole Goode. This step should be done *once every year*, for the fall meeting.
- 2) Meet with your mentor to go over the items below. Address areas A through G. Fill the form with your mentor.

#### *Mentor:*

- 1) Meet with your trainee and discuss the relevant sections of this form. Provide comments for areas A, B, C, D, and G.

### **A. Your research and professional accomplishments since the last review**

List your achievements and highlight those of which you are particularly proud.

### **B. Your research project**

In a few words, outline the long-term goal of your project.

What are your research goals for the coming months? How will you accomplish these goals? Be specific and give a timeline. What aspect are you most excited about?

Do you anticipate serious challenges in meeting your short-term project goals? *What can your advisor or the program do to help reduce barriers to progress?*

### **C. Graduation and career goals**

What are your long-term career goals?

In addition to carrying out your project, what are your professional goals for the next six to twelve months? For example, are you planning on attending a scientific meeting, taking a professional development course, or interning (see opportunities at <http://www.jhu.edu/~pdo/>)?

When do you hope to graduate? If you are close to graduation, what do you need to accomplish to graduate?

**D. Mentoring**

Name two things (or more) that your mentor could do better that would help you.

Name two things (or more) that you, as a trainee, could do better.

**E. Responsible conduct of research (RCR) training**

List up to four useful pieces of information that you learned during your latest RCR refresher.

Suggest topics for additional discussion.

**F Rigor and reproducibility (R&R) training**

Explain how you have incorporated R&R training in your work since your last thesis review.

**G. Comments**

*Include any comment you may have about how the program can better help you achieve your goals.*

Use this worksheet with your advisor to reflect on various areas relevant to your career goals. For example, flag the items for which you feel well prepared with (+) and those for which you would like to improve with (-). Mark with (h) those for which you would like additional help. There is no need to address every category.

Area	Student's flag	Advisor's flag
<b>Research/Scholarship</b>		
Broad knowledge of discipline		
Key methods of discipline		
Critical reading and analysis of literature of field		
Analytic skills		
Creativity and innovation in thinking		
<b>Writing</b>		
For a scholarly publication		
For a lay audience, the media, or practitioners		
Grammar/structure		
<b>Oral communications</b>		
To a specialized or technical audience		
To a lay audience, the media, or practitioners		
In a classroom setting		
One on one		
<b>Leadership/Management</b>		
Providing constructive feedback		
Leading and motivating others		
Advocating for change		
<b>Professionalism/interpersonal</b>		
Identifying the need for and seeking advice		
Upholding commitments/meeting deadlines		
Maintaining positive relationships		
Approaching difficult conversations		
Demonstrating workplace etiquette		
Networking		
Establishing a professional identity		
<b>Project management</b>		
Prioritizing work		
Planning projects, breaking into parts, setting timelines		
Time management		
Managing data and other resources		
Bringing a project to completion		
<b>Teaching/grading</b>		
Course planning		
Lecture delivery		
Leading seminars/discussions		
Active learning strategies		
Timely completion of assignments		
<b>Career Advancement</b>		
Developing/maintaining a professional network		
Writing a job letter		
Interviewing skills		
Preparing a job talk		
Negotiating salary and other job elements		

## Individual Development Report

Bring the completed form to your TAC meeting (see instructions). At the end of the meeting, schedule your next TAC meeting with your committee members unless you are certain to graduate within the next 4 months.

Name		Date of Meeting	
Arrival date in the lab		Year of Study	
Anticipated graduation month/year			
Anticipated date of next meeting*			

### A. Your research and professional accomplishments since the last review

### B. Your research project

### C. Graduation and career goals

### D. Mentoring

**E. Responsible conduct of research (RCR) training**

**F Rigor and reproducibility (R&R) training**

**G. Comments**

Use additional page as necessary.