

Individual Development Plan (IDP) For Codi Coyote

The Individual Development Plan (IDP) supports undergraduate researchers to set goals and identify strategies that will help them to reach those goals. It is a self-tracking tool that can also be used to facilitate mentor-mentee communication and alignment of expectations.

Use the following five questions to guide development of the IDP. Annual (or more frequent) review of the plan provides opportunities to celebrate achievements, incorporate revisions and ensure progress toward goals.

Mission Statement: Learn about and research the chemical and biological bases of the Human Body

1. What are your goals?

- **Ultimate goal**
 - ✓ *I will be a professor of neuroscience at a research university.*
- **Long-term** (5-10 years)
 - ✓ *I will be a postdoctoral fellow studying the genetic basis of neurological disorders.*
- **Intermediate-term** (2-5 years)
 - ✓ *I will earn my Ph.D. degree in Neuroscience.*
 - ✓ *I will contribute to the discovery of the genetic basis of Alzheimer's disease.*
- **Short-term** (1-2 years)
 - ✓ *I will earn my B.S. degree in Genetics.*
 - ✓ *I will publish my undergraduate research project in a peer-reviewed journal.*
- **Immediate** (6 months – 1 year)
 - ✓ *I will earn an "A" in Biochemistry class.*
 - ✓ *I will learn brain slice immunohistochemical staining techniques.*
 - ✓ *I will participate in a summer research program to experience another university.*

2. What competencies and skills will you need to successfully reach your goals? (See the list at the end of this document for specific ideas)

- Disciplinary knowledge
- Research and technical skills
- Professional and Interpersonal skills
- Management and leadership skills

3. What activities and experiences will you engage in to gain the competencies and skills?

- Taking classes
- Tutoring, study groups
- Technique training
- Research experiences
- Scientific meeting attendance
- Professional development workshops

4. How will you assess your progress in mastering these competencies and skills?

- Mastery of coursework
- Mentor/instructor feedback
- Successful experimental outcomes
- Peer review

5. Who will help you reach your goals and how?

- Teachers
- Mentors
- Peers
- Family members

Goals	Competencies & Skills	Activities & Experiences	Assessment of Progress	Support People and Their Roles
Long-term 1.				
Intermediate-term 1. 2. 3.				
Short-term 1. 2. 3.				
Immediate 1. 2. 3.				

Examples of Skills

Research and Technical

- Critical reading (scientific literature)
- Experimental design
- Experimental techniques
- Computer skills
- Documentation/Laboratory notebook
- Problem solving and trouble shooting
- Data and statistical analysis
- Critical analysis
- Responsible conduct of research
- Identification of new research directions and next steps

Professional and Interpersonal

- Reliability and follow through
- Communication (oral and written)

- Writing (manuscript, grant, fellowship)
- Teaching
- Mentoring
- Collaborating and working in teams
- Giving/receiving constructive feedback
- Collegiality
- Networking

Management and Leadership

- Time management (meeting deadlines)
- Prioritizing and organizing work
- Leading and motivating others
- Research project management
- Budget management
- Supervising/managing people
- Delegating responsibility

Adapted in part from C. Gita Bosch (2013), “Building Your Individual Development Plan (IDP): A Guide for Undergraduate Students,” SACNAS News Vol. 16, No. 1 (<http://sacnas.org/about/stories/sacnas-news/summer-2013/building-your-IDP>), and “Individual Development Plans from Postdoctoral Fellows,” University of Pennsylvania Perelman School of Medicine (www.med.upenn.edu/postdoc). Reprinted by permission of Society for Advancement of Hispanics/Chicanos and Native Americans in Science and the Biomedical Postdoctoral Programs University of Pennsylvania.