

## Individual Development Report

### Instructions

This Planning Meeting 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 or semiannual goals; (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and career plans; and (c) how your advisor and the program can help you reach your goals.

Advisor and trainee must meet before the third-year or TAC review date to discuss these plans. Please act accordingly.

*At the end of the committee meeting, a date for the next review will be set.*

#### *Trainee:*

- 1) Go to myIDP (<http://myidp.sciencecareers.org/>), update your entries, and send the certificate of completion to Juliette Lecomte. This step should be done *once every year*, for the fall review.
- 2) Fill a copy of the form entitled “Trainee’s draft to be used in preparation of the trainee–advisor one-on-one meeting” (page 4 of this document). Use the worksheet on page 3 to help you identify specific strengths and weaknesses.
- 3) Schedule a meeting with your mentor at least 1 week ahead of the thesis review to go over the draft forms.

#### *Mentor:*

- 1) Fill a copy of the form entitled “Mentor’s draft to be used in preparation for the trainee–advisor one-on-one meeting” (page 5 of this document). Use the worksheet on page 3 to identify your trainee’s specific strengths and weaknesses.
- 2) Be available for a meeting with your student as indicated in 3) above.

#### *Mentor and Trainee:*

- 1) Meet to compare and discuss the draft forms and the worksheet answers.
- 2) Comment in writing on the draft form and exchange copies of the amended forms.
- 3) Using the comments and the discussion of the draft forms, the trainee should complete the fillable report form (separate document, entitled PMB\_Student\_Advisor\_Report). Upon completion, trainee and thesis advisor sign and date the form.

#### *Trainee:*

- 1) One week prior to the TAC meeting, send the completed report form and your abstract (year 4+) or third-year proposal to your committee.
- 2) At the end of the meeting or shortly thereafter, your committee will find a date for your next review. This date will appear on the committee report form.

#### *Committee:*

- 1) At the end of the meeting or shortly thereafter, the chair completes a meeting form (separate document entitled PMB\_Thesis\_Committee\_Report) to be circulated, edited and approved by all committee members, and returned to Juliette. These steps should preferably occur at the end of the meeting and include the student’s signature. If this time line is not practical, the committee will complete the form within the next two to three days and forward to Juliette. Juliette will then get the signature of the student.

2) As part of the post-meeting discussion, a date for the next review will be set and included in the committee report.

### **Suggestions for how to fill the review forms**

#### **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.

Outline 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?*

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

#### **C. Professional 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 <https://pdco.med.jhmi.edu/> and <https://imagine.jhu.edu/channels/phutures/>.)

#### **D. Mentoring**

Name two things (or more) that your mentor has done and was/is helpful.

Name two things (or more) that you, as a trainee, did well.

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 future discussions.

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

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

List areas of your research for which enhanced R&R standards/methods are needed.

#### **G. Comments**

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

Use this worksheet as a guide for discussion topics. For example, flag strong items with (+) and items needing improvement with (-). Student: Mark with (h) those for which you would like additional help. There is no need to address every category or to return this form.

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 grading of assignments		
Skills in office-hours/one-on-one training		
<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		

Trainee's draft to be used in preparation for the trainee–advisor one-on-one meeting

\_\_\_\_\_  
Name of mentor

\_\_\_\_\_  
Name of trainee and date

**A. Research and professional accomplishments since the last review**

**B. Research goals for next period**

**C. Professional goals**

**Feedback**

Mentor's draft to be used in preparation for the trainee–advisor one-on-one meeting

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Name of trainee

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Name of mentor and date

**A. Research and professional accomplishments since the last review**

**B. Research goals for next period**

**C. Professional goals**

**Feedback**