Stanford | ChEM-H

Chemistry, Engineering & Medicine for Human Health

ChEM-H CBI Individual Development Plan- First year graduate students

Student Name:

Advisor Name:

Date:

STUDENTS: Read the following responsibilities in advance of your meeting, and discuss with your advisor any questions you may have. This list is intended to help you understand where you should take ownership over your graduate training and how your advisor can support you with your goals.

My responsibilities as a student are to:

- take the primary responsibility for the successful completion of my degree.
- meet regularly with my advisor and provide her/him with updates on the progress and results of my activities and experiments.
- work with my research advisor to develop a thesis/dissertation project and select a committee.
- initiate requests for feedback and seek advice from my advisor, committee, and other mentors.
- be knowledgeable of the policies and requirements of my Home Program and Stanford.
- attend and participate in lab meetings, seminars, and journal clubs.
- keep up with original literature in my field.
- be a good lab citizen, maintaining a safe and clean space and working collegially with everyone.
- maintain a detailed, organized, and accurate lab notebook.
- discuss policies on work hours, sick leave, and vacation with my advisor.
- discuss policies on authorship and attendance at professional meetings with my advisor.

My advisor responsibilities are to:

- be committed to your education and training as a future member of the scientific community.
- be committed to helping plan and direct your research project, allowing you to take ownership of your research while setting reasonable goals and establishing a timeline for completion.
- provide and seek regular and honest feedback on an ongoing basis.
- be committed to improving as a mentor.
- be open, encouraging you to come to me with concerns and helping to find acceptable solutions
- to problems as they arise.

- be knowledgeable of, and guide you through, your Home Program's requirements/deadlines.
- advise and assist with your thesis committee selection.
- lead by example and facilitate your training in complementary skills needed to be a successful scientist, such as communication, writing, management, and ethical behavior.
- discuss authorship policies, acknowledge your scientific contributions to my lab, and work with you to publish your work in a timely manner prior to your graduation

TRAINING/MENTORING

1. What Home Program requirements do you need to complete, and what is your plan to fulfill them?

2. What fellowships are you applying to, and have you been able to get the guidance you need?

3. What are your primary goals in your academic training?

4. What resources or support will most help with your transition to grad school?

5. What actions can be taken to make sure these needs are met?

6. What is important to you in a mentoring relationship?

7. What features of the lab group and your relationships with colleagues are most helpful and supportive to your wellbeing?

8. Are there any factors that you are you concerned may negatively affect your progress?

9. What help can your advisor or other faculty/staff provide regarding professional development and graduate training?

10. Your success as a student is tightly linked to your wellness. What are you doing to tend to this? (Wellness Info: **https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services)**

SKILLS ASSESSMENT AND DEVELOPMENT

One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to the where you think a student at your stage should be, checking the boxes for skills that you would like to target in the coming year. Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

Skill	**Perceived ability** 1=weak, 2= neutral 3=strong	**Target goal for year (Yes or No)**
Broad-based knowledge of science		
Critical reading of scientific literature		
Experimental design		
Statistical analysis and interpretation of data		
Understanding of scientific rigor and reproducibility		
Understanding of standard		

laboratory safety procedures		
Creativity and innovative thinking		
Understanding of submission/peer review process		
Identifying and seeking advice		
Time management		
Writing for a research proposal or publication		
Writing with appropriate grammar and structure		
Communicating one-on-one		
English fluency		
Working with constructive criticism		

ACTION PLAN

1) Determine the best way to set meetings and communicate regularly.
2) Determine how often to meet with your advisor
3) Determine target skills for the year
4) Determine which activities you should complete/participate in to reach your objectives for the coming year
5) Are there additional actions that you and/or your mentor can initiate or continue
6) Discuss any final thoughts or action items