

OVERVIEW OF INDIVIDUAL DEVELOPMENT PLAN (IDP) for INDIVIDUALIZED PROFESSIONAL SKILLS (IPS) GRANT PROGRAM

What is an Individual Development Plan? An Individual Development Plan (IDP) is a dynamic document completed by graduate students that communicates their academic and career goals to help them be successful in graduate school and beyond. The broader connection with IDPs and professional development at UCSB stems from the recent UC Graduate Student Well-Being Report (2017), which assessed responses from 13,000 graduate students from all 10 UC campuses. This report found that approximately one half of students were less than satisfied with the mentorship/advising and career prospects in their programs. As a result, part of what the study recommends is that the UCs **(1) help empower students to maximize mentoring relationships through utilizing effective strategies like an IDP and (2) expand opportunities for graduate students to learn about career options through experiential learning and information sharing.**

The IDP is a holistic overview that guides graduate students through a self-assessment of skills, values, & interests in order to identify needs and set goals. There are 6 categories that students self-evaluate and then create goals for:

- Scholarly Development
- Research Skills
- Communication Skills
- Teaching & Mentoring Skills
- Professional & Leadership Skills
- Career Development Skills

Goal of IDP for IPS: Through articulating an IDP plan, the goal is that students will be able to identify gaps in technical skills/knowledge as well as identify how professional development opportunities will help towards achieving their career of choice. Ultimately, graduate students will be better able to clarify their goals and expectations with their advisor which in turn leads to better communication, better planning, and more successful outcomes during and after graduate school. In particular to the Individualized Professional Skills (IPS) program, the IDP aims to:

- (1) Help grad students be more intentional about what skills they are developing and what they want to enhance during graduate school.
- (2) Instill a sense of leadership & ownership into their career choice(s).
- (3) Provide a guide to articulating a long-term academic and career plan as well as identify immediate goals so students can stay on track with their research and skill development.
- (4) Help students define a strong sense of why the opportunity (*for which funds are sought through the IPS Grant*) fits into their career and professional development goals.
- (5) Facilitate communication between students and their mentor(s) to prepare for their post-PhD future while in grad school.

Selecting an IDP Mentor: Students are encouraged to select a mentor that will be able to give them meaningful feedback on their IDP goals. This can be your current advisor/mentor, another faculty in or outside your department, Lana Smith-Hale (UCSB's Graduate Career Counselor), Kate Brody-Adams (UCSB's Graduate Division Assistant Director of Professional Development), or another staff member. Students are welcome to share relevant information with additional advisors/mentors as they see fit.

Mentor Expectations: Advisors are asked to thoughtfully reflect on the student's goals and advise on approach or strategy where needed, with focus on how the student can maximize their IPS opportunity.

Timeline for IDPs + IPS program: Most students will be following this timeline:

- (1) **Application:** Identify your IDP mentor in IPS application. Note: no IDP submission is necessary.
- (2) **Pre-travel:** After being awarded the IPS grant, complete IDP + review with mentor.
- (3) **Post-travel:** Revise IDP + present relevant information at Meet & Eat. Note: meeting with a mentor after you return is optional, no IDP submission needed.