MAYO CLINIC

Thesis Advisory Committee Individual Progress Development
Mayo Graduate School

Instructions: Once the progress report has been drafted, distribute the form to committee members and student via email to gather feedback and make revisions as necessary. The final version should have been previously reviewed by each member of the committee and the student before it is routed for signature through DocuSign. Comments should be collected during revisions. The final document will be routed for signatures only. Email the final version to the student's track secretary, who will upload the document for electronic signature distribution. http://intranet.mayo.edu/charlie/mayo-graduate-school/home/contacts/

Thesis Advisory Committee (TAC) Meeting Progress Report

Student Name *(First, Middle, Last)*	Year of Matriculation

Date of Last Thesis Meeting *(Month DD, YYYY)*	Date of Current Thesis Meeting *(Month DD, YYYY)*

Thesis Committee Chair

Thesis Committee Members Present at This Meeting

Overall Assessment ☐ Meets expectations ☐ Does not meet expectations

Narrative Report *(required)*

Summary of student thesis project goals

Progress (both overall and since the most recent meeting)

Strengths and weaknesses of both the presentation and research productivity

Notation of recent presentations, publications, awards and recognitions

Summary of expectations and plan to be achieved by the next TAC meeting

Approximate suggested date for next meeting	☐ This meeting included a thesis proposal presentation
	☐ This thesis is ready to defend

Graduate Student Comments *(optional)*

Progress Report Acceptance	
Thesis Mentor Signature	Date *(Month DD, YYYY)*
Thesis Committee Member Signature	Date *(Month DD, YYYY)*
Thesis Committee Member Signature	Date *(Month DD, YYYY)*
Thesis Committee Member Signature	Date *(Month DD, YYYY)*
Thesis Committee Member Signature	Date *(Month DD, YYYY)*

I have read and understood this report and discussed it with my thesis advisor. I have also had an opportunity to add my comments to the committee's comments above.

Graduate Student Signature	Date *(Month DD, YYYY)*

Graduate Student Individual Development Plan (IDP)

The Individual Development Plan (IDP) is a planning tool to identify both professional development needs and career objectives, and helps you set and achieve goals.

Purpose of the IDP

The IDP should be one component of a broader mentoring program that:
1. Will help the trainee identify long-term career goals and the steps necessary to meet those goals.
2. Will identify annual development needs for improving performance and meeting short-term goals.
3. Should be used to provide structure for career guidance conversations between the trainee and the trainee's mentor(s).

Components of the IDP

The development, implementation, and revision of IDPs require that the trainee complete the following components and then discuss with their mentors to get input and guidance. These should be reviewed and revised at each thesis advisory committee meeting.

1. **Development Plan**
   a. State your career and research goals. Set goals for research projects that you need to accomplish during the next year; set goals in the skills areas where you need further development; set goals for improved time management and career advancement.
   b. Prioritize your goals and create a timeline for reaching those goals.
   c. Schedule an appointment with your mentor(s). Discuss your goals for the year; seek advice and assistance.
   d. Implement your IDP.

2. **Skills Assessment**
   You should complete the "Skills Self-Assessment Tool". The "Skills Self-Assessment Tool" will serve as the foundation for goal setting in skill areas where development is needed.

3. **Evaluation**
   a. List accomplishments of the period and evaluate progress toward goals.
   b. Determine reasons for goals not met.
   c. Revise goals as appropriate and create a timeline for reaching those goals.
   d. Seek advice and assistance from mentor(s).
   e. Implement your revised IDP.

4. **Current CV**
   Update your CV annually or as needed.

Individual Development Plan	
Student Name *(First, Middle, Last)*	Date *(Month DD, YYYY)*
Review and revise all sections following each thesis advisory committee meeting.	
When do you intend to complete training? *(Month YYYY)*	
What are your overall career goals post training at Mayo Clinic (for example, independent research, teaching, industry, etc.)? Plan A:	
What are your overall career goals post training at Mayo Clinic (for example, independent research, teaching, industry, etc.)? Plan B:	

Identify specific goals and estimated timelines for completion in the table below.

Career Goals or Areas to Develop	Plan for Reaching Goals	Start Date	End Date

Research Goals or Areas to Develop	Plan for Reaching Goals	Start Date	End Date

How did you spend your time? What percentage of your time was spent on the following activities in the past six months?

Activity	Percent Time in Past Year (%)
Active research on projects	
Grant writing	
Manuscript writing	
Mentoring (in the lab)	
Presenting at national meetings	
Scientific reading	
Seminar, conference, workshop (preparation and attendance)	
Teaching (in the classroom)	
Career development activities	
Other	

Additional Comments

Skills Self-Assessment Tool (1=Needs Improvement, 5=Highly Proficient)					
Overall Core Scientific Knowledge	1	2	3	4	5
Broad based knowledge of science	☐	☐	☐	☐	☐
Deep knowledge of my specific research area	☐	☐	☐	☐	☐
Critical evaluation of scientific literature	☐	☐	☐	☐	☐
Research Skills					
Technical skills related to my specific research area	☐	☐	☐	☐	☐
Experimental design	☐	☐	☐	☐	☐
Statistical analysis	☐	☐	☐	☐	☐
Interpretation of data	☐	☐	☐	☐	☐
Creativity/innovative thinking	☐	☐	☐	☐	☐
Navigating the peer review process	☐	☐	☐	☐	☐
Problem solving/troubleshooting	☐	☐	☐	☐	☐
Communication					
Basic writing and editing	☐	☐	☐	☐	☐
Writing scientific publications	☐	☐	☐	☐	☐
Writing for nonscientists	☐	☐	☐	☐	☐
Speaking clearly and effectively	☐	☐	☐	☐	☐
Presenting research to scientists	☐	☐	☐	☐	☐
Presenting to nonscientists	☐	☐	☐	☐	☐
Teaching in a classroom setting	☐	☐	☐	☐	☐
Training and mentoring individuals	☐	☐	☐	☐	☐
Seeking advice from advisors and mentors	☐	☐	☐	☐	☐
Negotiating difficult conversations	☐	☐	☐	☐	☐
Professionalism					
Demonstrating workplace etiquette	☐	☐	☐	☐	☐
Complying with rules and regulations	☐	☐	☐	☐	☐
Upholding commitments and meeting deadlines	☐	☐	☐	☐	☐
Maintaining positive relationships with colleagues	☐	☐	☐	☐	☐
Contributing to discipline (e.g., professional society)	☐	☐	☐	☐	☐
Leadership and Management Skills					
Providing instruction and guidance	☐	☐	☐	☐	☐
Providing constructive feedback	☐	☐	☐	☐	☐
Dealing with conflict	☐	☐	☐	☐	☐
Planning and organizing projects	☐	☐	☐	☐	☐
Time management	☐	☐	☐	☐	☐
Managing data and resources	☐	☐	☐	☐	☐
Delegating responsibilities	☐	☐	☐	☐	☐
Leading and motivating others	☐	☐	☐	☐	☐
Creating vision and goals	☐	☐	☐	☐	☐
Serving as a role model	☐	☐	☐	☐	☐
Responsible Conduct of Research					
Careful recordkeeping practices	☐	☐	☐	☐	☐
Understanding of data ownership/sharing issues	☐	☐	☐	☐	☐
Responsible authorship and publication practices	☐	☐	☐	☐	☐
Demonstrating responsible conduct in human research	☐	☐	☐	☐	☐
Demonstrating responsible conduct in animal research	☐	☐	☐	☐	☐
Can identify and address research misconduct	☐	☐	☐	☐	☐
Can identify and manage conflict of interest	☐	☐	☐	☐	☐
Career Planning					
How to maintain a professional network	☐	☐	☐	☐	☐
How to identify career options	☐	☐	☐	☐	☐
How to prepare application materials	☐	☐	☐	☐	☐
How to interview	1	2	3	4	5
How to negotiate	☐	☐	☐	☐	☐