Description of use of Individual Development Plans (IDPs) for Graduate Students and Postdoctoral Fellows in Annual Progress Reports for NIH grants

In August of 2014, NIH announced a revised policy mandating that Annual Progress Reports for NIH grants.
Below is information from SGSHS and the Office for Postdoctoral Studies to guide PIs on how to address this question:

1. NIH Notice:
   NOT-OD-14-113
   Revised Policy: Descriptions on the Use of Individual Development Plans (IDPs) for Graduate Students and Postdoctoral Researchers Required in Annual Progress Reports beginning October 1, 2014

   NIH progress reports using the Research Performance Progress Report (RPPR) must include a report on the use of IDPs in Section B. Accomplishments, Question B.4.  (see Page 3 of this document)

   Printouts of the student’s IDPs should not be included.

   Instead, grantees will report on whether they use IDPs for all the graduate students and postdoctoral researchers included in Section D. list of Participants.

   The use of IDPs as well as the manner in which IDPs are used are expected to be determined by the awardee institution, but the RPPR will include a brief description of how and whether IDPs are used to help manage the career development of students and postdocs associated with that award.

   A similar response is required for all T, F, K, R25, R13, D43 and other awards or award components designed to provide training and professional development opportunities for graduate students and postdoctoral researchers.

   Reminder, the RPPR is currently required for all type 5 progress reports submitted using a Streamlined Non-Competing Award Process (SNAP), and will be required for all non-SNAP progress reports submitted on/after October 17, 2014 (see NOT-OD-13-035 and NOT-OD-14-092).

2. UMMC Graduate Student and Postdoc IDP Policies:
In anticipation of this revision to the NIH policies, in 2013, SGSHS and the Office for Postdoctoral Studies developed and implemented Policies for the use of IDPs. These policies and other relevant information can be found here:

Graduate students:
[LINKS]

Postdoctoral Fellows:
[LINKS]

3. Template Responses
Below are some example statements PIs can use:

Graduate Students:
To assist graduate students to achieve their career goals, the School of Graduate Studies in the Heath Sciences has a Policy that mandates all PhD graduate students to develop and use an Individual Development Plan. The recommended tool for development of the IDP is the myIDP online resource. All graduate students review their IDP with their research mentor and Program Director at least once annually. Oversight of annual review of the IDP and compliance are provided by the School of Graduate Studies in the Heath Sciences.

In this reporting period, I have had one/two/three/four meetings with my graduate student to discuss her/his IDP in order to identify his/her professional and career goals. We assessed her/his skills relative to her/his career goals and have developed a training plan for her/him to acquire the skills and competencies needed to achieve both short term and long term goals. These included……..(courses, seminars, workshops, extra training).

Postdoctoral Fellows:
To assist Postdoctoral Fellows to achieve their career goals, the Office for Postdoctoral Studies in the School of Graduate Studies in the Heath Sciences has a Policy that mandates all postdoctoral fellows to develop and use an Individual Development Plan. The recommended tool for development of the IDP is the myIDP online resource.

In this reporting period, I have had one/two/three/four meetings with my postdoctoral fellows to discuss her/his IDP to identify his/her professional and career goals. We assessed her/his skills relative to her/his career goals and have developed a training plan for her/him to acquire the skills and competencies needed to achieve both short term and long term goals. These included……..(courses, seminars, workshops, extra training).
B.4 What opportunities for training and professional development has the project provided?

If the research is not intended to provide training and professional development opportunities or there is nothing significant to report during the reporting period, select Nothing to Report.

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project. Training activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency. Training activities may include, for example, courses or one-on-one work with a mentor. Professional development activities result in increased knowledge or skill in one’s area of expertise and may include workshops, conferences, seminars, study groups, and individual study. Include participation in conferences, workshops, and seminars not listed under major activities.

For all projects reporting graduate students and/or postdoctoral participants in Section D., describe whether your institution has established Individual Development Plans (IDPs) for those participants. Do not include the actual IDP, instead include information to describe how IDPs are used, if they are used, to help manage the training for those individuals. This information is not requested for AHRQ grantees.

For T, F, K, R25, R13, D43 and other awards or award components designed to provide training and professional development opportunities, a response is required. Do not reiterate what is reported under Accomplishments. Limit the response to this reporting period.

Figure 73: RPPR Section B. Accomplishments – Question B4