

Why Create an Individual Development Plan?

An individual development plan (IDP) helps you to align your personal and professional goals with your academic expectations and responsibilities. Developing a plan will give you critical information for building the skills, knowledge, and resources necessary for your career, and to prepare you for meaningful personal or professional opportunities after graduation.

UF's IDP template will be customized to your program's specific context. The template is comprised of a self-assessment of your current skills and interests, a summary of your goals for the upcoming year based on your self-assessment, and an action plan to shape your skillset, created in conjunction with your advisor.

How Will an IDP Guide My Progress?

Your IDP will serve as a guide to your annual progress meetings with your advisor, to ensure progress is made towards your personal and professional goals. Each year, you can develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals.

How Can I Use This Template?

Please take the time to complete the IDP template to the best of your ability soon after your arrival at UF. It's okay if you are unable to provide clear answers on parts of the IDP template; the document is meant to guide you in formulating a plan for your future, and any questions that arise can be addressed in your first meeting with your advisor. Also, schedule a meeting with your advisor or graduate coordinator early in your first semester at UF, to discuss your goals and expectations for your time at UF.

The IDP document is meant to complement the creation of your academic plan of study, which will outline the measures for academic success in your program. To ensure that both the IDP and your plan of study are coordinated, students and advisors each have a set of expectations, which are listed below, to support your progress towards your degree:

EXPECTATIONS

Student

- Take 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 graduate program and the University of Florida.
- Attend and participate in department meetings and seminars.
- Keep up with original literature in my field.
- Be a good research collaborator, maintaining a safe and clean space and working collegially with everyone.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss policies on authorship and attendance at professional meetings with my advisor.

Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to helping plan and direct a student's research project, allowing them to take ownership of their 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 students to bring concerns, and help to find acceptable solutions to problems as they arise.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's thesis committee selection.
- Lead by example and facilitate training in complementary skills needed to be a successful researcher, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge a student's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

Steps for creating your IDP



1

Assess your skills, values, and interests

- Open-ended and survey questions in self-assessment tools
- myIDP.org survey available for detailed values + interests assessment



2

Create self-assessment summary + goal priority

- Identify goals for the next year from assessment survey



3

Discuss + develop plan with mentor

- Create achievable set of goals in yearly action plan
- Create mentoring plan for working with committee



4

Implement action plan

- Set and monitor progress on personal milestones for action plan goals



5

Revise and review as needed

- Sign, update as necessary

This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.

Research Skills & Knowledge	1	2	3	Goal	Management & Leadership Skills	1	2	3	Goal
Broad-based knowledge of field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing instruction and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical reading of literature in field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careful recordkeeping practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning and organizing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding data ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serving as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating responsible conduct in (human/animal) research & publication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delegating responsibilities in research setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying research misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leading and motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness/Purpose	1	2	3	Goal	Professionalism	1	2	3	Goal
Maintaining openness and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying and seeking advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being healthy (physically, emotionally, financially)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upholding commitments & deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining personal motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to community/institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering diversity of academic/personal perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to a team in office/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting inclusive workplaces/classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining network of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	1	2	3	Goal	Career Advancement	1	2	3	Goal
Writing for experts in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for a lay audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grantwriting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparing application materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching in a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participating in professional service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating on work/peer review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taking long-term approach to career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-ASSESSMENT SUMMARY*Confident (3's)**Not Confident (1's)*

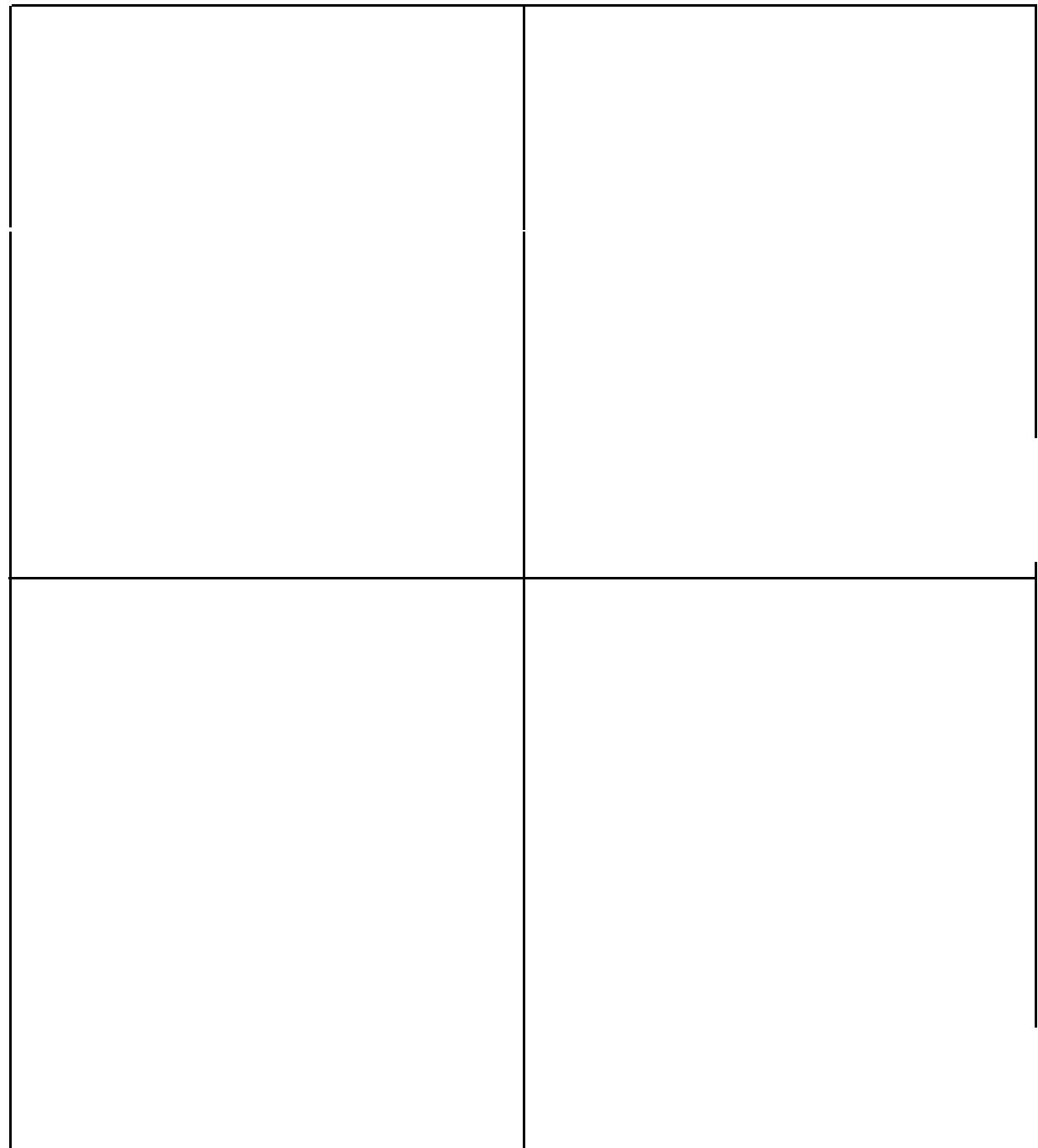
Goal Prioritization

Near term (within next 6 months)

Long term (more than 6 months away)

High Priority

Low Priority



Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goal #1:

Communication to discuss progress

Activities

Projected Timeline

Financial Support

Additional Actions

Follow-up

Other

Progress

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goal #2:

Communication to discuss progress

Activities

Projected Timeline

Financial Support

Additional Actions

Follow-up

Other

Progress

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goal #3:

<i>Communication to discuss progress</i>	
<i>Activities</i>	
<i>Projected Timeline</i>	
<i>Financial Support</i>	
<i>Additional Actions</i>	
<i>Follow-up</i>	
<i>Other</i>	
<i>Progress</i>	

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goal #4:

<i>Communication to discuss progress</i>	
<i>Activities</i>	
<i>Projected Timeline</i>	
<i>Financial Support</i>	
<i>Additional Actions</i>	
<i>Follow-up</i>	
<i>Other</i>	
<i>Progress</i>	

Who are your mentors? Remember that there are many individuals - faculty, post-doctoral scientists, collaborators – who may play a role as mentors for your personal and professional development. Seek them out for their advice and to provide feedback.

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help coordinating meetings?
<i>Lead Mentor/ Graduate Coordinator</i>				
<i>Thesis Committee Group</i>				
<i>Thesis Committee One-on-one</i>				
<i>Collaborators</i>				

SCIENTIFIC/RESEARCH GOALS AND OBJECTIVES

Do you have a clear/defined plan and endpoint for your project?

How confident are you in your ability to complete your project by Year 2 (for M.S.-Thesis and M.S. Non-Thesis) or Year 4 (for Ph.D.)?

How firm a grasp do you feel you have of the field in which you work? If insufficient, what help do you need in identifying relevant readings or other means to be a true expert in your field?

What are your near-term research goals? For each goal, specify any areas where you feel you need specific improvement or additional training (e.g., the need to learn high-throughput sequencing). Include any techniques you want to learn, scientific collaborations, etc.

CHALLENGES

Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with your advisor.

What actions have you taken to meet these challenges?

How can your advisor help you?

List your recent involvement in the past year and/or current plans you have for the following areas:

ACADEMIC COURSEWORK/TRAINING

Provide a list of courses and grades for past year:

Provide your most recent semester GPA:

Current overall GPA:

Have you established a Supervisory Committee (provide date if applicable)?

Has the Supervisory Committee approved your non-thesis project or thesis/dissertation research (provide date if applicable)?

Do you have an approved Program of Study Form 2 (provide date if applicable)?

Describe your current plans for academic coursework/training.

TEACHING/MENTORING

Have you completed your supervised teaching responsibilities (provide date if applicable)?

Describe your recent involvement.

Describe your current plans for teaching/mentoring.

PROFESSIONAL DEVELOPMENT

Describe your recent involvement.

Describe your current plans for professional development.

CONFERENCES Describe your recent involvement.

Provide meeting information.

List number of presentations at professional meetings for the current year. Provide cumulative total for current degree program.

Describe your current plans for conferences.

RESEARCH, TEACHING, EXTENSION PUBLICATIONS

Describe your recent involvement.

Provide title and publication information.

Number of peer-reviewed articles submitted during current year:

Number of peer-reviewed articles published during current year:

Number of non-peer-reviewed articles submitted during current year:

Number of non-peer-reviewed articles *published* during

current year: Number of abstracts during current year:

Provide cumulative total for current degree program. Describe

your current plans for publications.

AWARDS

Provide titles and number received during current year:

Provide cumulative total for current degree program.

SERVICE/OUTREACH

Describe your recent involvement.

Describe your current plans for service/outreach.

List your percentage involvement in the past year for the following areas:

Research:

Courses/Training:

Teaching:

Professional:

Service:

Wellness:

How do you see these percentages changing in the coming year?

Which experience or experiences have been most valuable to you, your research, and/or your professional goals?

Advisor Comments:

Review and Revise your IDP

As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your advisor throughout the year, to discuss your progress and your achievements. Be sure to verify that your annual meeting with your advisor has been scheduled, and that previous meetings have been noted on your student record in GIMS.

Sign and send this page to your Graduate Coordinator's office after your annual IDP meeting. Your Graduate Coordinator or Academic Programs staff member will make sure that your IDP annual meeting is recorded in GIMS.

Your signature:

Today's date:

Your supervisor's signature:

Today's date:

UF IDP Template Adapted From:

myIDP.org template: <http://myidp.sciencecareers.org/>

Stanford University Biomedical Sciences Individual Development Plan Template: <http://biosciences.stanford.edu/idp>

University of Florida Public Health and Health Professions Individual Development Plan Template

University of Wisconsin-Madison Graduate School Individual Development Plan Template: <https://grad.wisc.edu/pd/idp/>

