

**Policy S-4.10**  
**UNIVERSITY OF FLORIDA**  
**COLLEGE OF NURSING**

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**TITLE:** **PhD Student Individual Development Plans and Mentoring (formerly PhD Student Mentoring)**

**POLICY:** The University of Florida Graduate School considers the Individual Development Plan (IDP) a Best Practice for high quality graduate education. Effective Fall 2017, each PhD student must complete an IDP template upon admission, and update it on an annual basis. Students and faculty advisors\* must meet to discuss the IDP and the CON curriculum plan at least once per academic year for annual evaluation (see Policy S-4.02 Progression and Annual Evaluation of PhD students) and once per semester to review IDP progress..

\*Advisor: “Advisor” will be used for consistency throughout this document to indicate the faculty member primarily responsible for guiding the student in his/her academic affairs. Usually this is the faculty advisor upon entrance into the program and the Supervisory Chair after selection of the dissertation committee and may be the student’s primary mentor.

**RATIONALE:** An individual development plan (IDP) helps students to align personal and professional goals with academic expectations and responsibilities. Student mentoring will provide support to facilitate student development and successful completion of the PhD program.

**PROCEDURE:** Year 1: IDP Development and Mentoring

1. In the first semester of PhD studies, the student will prepare a preliminary IDP (Attachment #1) and curriculum plan (Attachment #2) and submit them to his/her advisor at least **one week** prior to initial meeting that is described in #2 below.
2. The student will schedule an appointment with his/her advisor during the first three weeks of class to review the IDP and curriculum plan.
3. Following the initial meeting with the advisor, the student will make revisions, if necessary, complete the signature page on the IDP, and submit an electronic copy of the entire IDP AND the curriculum plan documents to the Academic Advisor in the Office of Student Affairs.
4. The student and advisor will meet at least one (1) time per semester to review progress towards IDP goals.

5. At the end of the spring semester, the student will complete a self-evaluation of progress towards achieving IDP goals (Attachment #4) and submit it to his/her advisor at least one week prior to meeting with the advisor. The student and advisor will review self-evaluation, plan goals, and discuss progression in the PhD program (refer to policy S 4.02: Progression and Annual Evaluation).

Year 2 through end of program: IDP Development and Mentoring

1. In the first semester of the second year, the student will prepare the Year 2+ IDP (Attachment #3) and update curriculum plan (Attachment #2)

2. The student will follow instructions from # 2-5 from Year 1 IDP Development and Mentoring section above.

Review or Approval Authority	Responsible Party	Initial Approval / Review	Most Recent Approval / Review Of Changes	Editorial Changes	Policy A-01 Review
Approval	*Administrative Council		8/17		8/17
Review	Academic Affairs Committee	1/03	8/17		8/17
Approval	Faculty Executive Committee	2/03	8/17		8/17
Review	General Faculty	3/03	8/17		8/17
Approval	Dean	3/03	7/19		7/19

## Policy S-4.10 Attachment #1

### 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 to 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 will develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your program, 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 ok 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 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 curriculum plan. These documents 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.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a thesis/ dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in selected college activities
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining ethical, professional, and collegial.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.
- Be committed to a student's education and training as a future member of the research community.

### Advisor

- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students to set reasonable goals and establish a timeline for completion.
- Provide and seek regular and honest feedback on an ongoing basis.
- Commit to improving as a mentor.
- Be open to students by encouraging them to bring concerns to you, while aiming to find acceptable solutions for all concerned.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's dissertation committee selection.
- Lead by example and facilitate training in complementary skills needed to for a successful career, 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](http://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 advisor***

- Create achievable set of goals in yearly action plan
- Create mentoring plan for working with Supervisory Committee when established

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

What are your current **aspirations**, **goals**, and **responsibilities**?

### **Aspirations**

*What is important to you?*

*What type of work would you like to pursue?*

*How well do your current skills match up with competencies required for your chosen career?*

### **Personal & Professional Goals**

*What are your goals?*

*- Long-term:*

*- Short-term:*

*What would help you to achieve your goals?*

*What features of professional and collegial relationships are most helpful to you?*

*What help can your advisor or faculty provide for professional development and training?*

*How will you develop contacts related to your career goals?*

*How will you maintain wellness?*

*Do you perceive any concerns or barriers about pursuing your professional goals?*

### **Responsibilities**

*What responsibilities do you have in your program, and what is your plan to fulfill them?*

*What funding needs do you have?*

*What are important features of mentoring relationships for you?*

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.

<b>Research Skills &amp; Knowledge</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>	<b>Management &amp; Leadership Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>
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	<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"/>
<b>Effectiveness/Purpose</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>	<b>Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>
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"/>
<b>Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>	<b>Career Advancement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Goal</b>
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 your 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**

Reflect on your self-assessment. In the space below, identify three areas about which you are the most confident and explain why. Do the same for three areas about which you are not confident and explain why. Keep your statements concise.

*Confident (3's)*

*Not Confident (1's)*

<p>1.</p>          <p>2.</p>          <p>3.</p>	<p>1.</p>          <p>2.</p>          <p>3.</p>
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**Goal Prioritization**

*Near term (within next 6 months)*

*Long term (6-12 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 for discussion with your advisor, with the aim of updating and revising it as you make academic and personal progress during your graduate career.*

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

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help in organizing meetings?
Advisor				
Supervisory Committee				
One-on-one with members of Supervisory Committee				
Collaborators				

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

SUMMARY & GOALS

ACTION PLAN

SIGNATURE & PROGRESS

### Review your IDP

As you implement your IDP, remember to adjust your plans as your circumstances change. Meet with your advisor to discuss your progress and your achievements. Be sure to verify that your meetings with your advisor have been scheduled. Be sure to verify that a copy of your IDP has been filed with the Academic Advisor in the Office of Student Affairs and recorded in GIMS.

_____	_____	_____
Student Name (Print)	Student Signature	Date
 <b>X</b>	_____	_____
	Advisor Signature	Date

### Annual Status Update

**Please include below any updates on your progress over the course of the year that you would like to discuss at your next annual meeting with your advisor:**

### 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/>

EXPECTATIONS

STEPS FOR AN IDP

SELF-  
ASSESSMENT

SUMMARY &  
GOALS

ACTION PLAN

SIGNATURE &  
PROGRESS

**Attachment #2**  
**DOCTOR OF PHILOSOPHY IN NURSING SCIENCE:**  
**INDIVIDUAL PROGRAM OF STUDY**

NAME: \_\_\_\_\_ SUPERVISORY CHAIR: \_\_\_\_\_

**LIST COURSES FOR MSN-PHD PROGRAM IN NURSING BELOW. DO NOT USE REVERSE SIDE.**

Course & Category (minimum)	Course No.	Title of Course (Abbreviate as Needed)	Sem. Hrs.	Institution (Abbreviate)	Yr. & Term Taken	Grade Rec'd
Required Core* (12 courses) *includes theoretical and research courses as noted on the curriculum plan						
Supervised Research* (2) *NGR 7979						
Area of Concentration (3)						
Electives						
Dissertation (var)						

**Anticipated Date of Qualifying Exam:** \_\_\_\_\_ **Anticipated Date of Grad** \_\_\_\_\_

**Approved** \_\_\_\_\_  
 Supervisory Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

**Committee Members** \_\_\_\_\_  
 \_\_\_\_\_

**PhD Director** \_\_\_\_\_ **Date** \_\_\_\_\_



# PhD Student Annual Self-Evaluation

## Policy S-4.10 Attachment #3



Date: \_\_\_\_\_ Year in Program: \_\_\_\_\_

Student: \_\_\_\_\_ UFID: \_\_\_\_\_

In the space below, list the goals you will be evaluating in the first column. In the second column, provide a brief reflective statement to evaluate your progress in obtaining the identified goal.

Goal	Self-Evaluation of Goal
Goal 1	
Goal 2	
Goal 3	

Faculty Assessment / Recommendations (to be completed by Primary Mentor / Supervisory Chair):

**Signatures:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor / \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

PhD Program Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean for Student Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

*Distribution – OASA Office Use Only -- Copy sent to: \_\_\_\_\_ Student Record \_\_\_\_\_ Student \_\_\_\_\_ Faculty Advisor/ Chair*