

Doctoral Individual Development Plan: An Overview

As required by the Graduate School, each Fall every **doctoral (PhD)** student in the **Department of Spanish and Portuguese Studies** will create or revise their individual development plan (**IDP**). This is distinct from the process of annual activity reports and evaluation that takes place in the spring. IDPs assist you in setting and making progress toward academic and professional goals so that you can build the skills, knowledge and resources needed to prepare you for meaningful personal and professional opportunities in your career. It is also meant to help strengthen the relationship and coordination between you and your advisor.

The IDP is comprised of a self-assessment of your current skills and interests, a summary of your goals for the upcoming year (as well as long-term goals) based on your self-assessment, and an action plan to shape your skillset, created in conjunction with your advisor.

The forms below are to be completed or revised at **the beginning of the Fall semester each year**. The **Self-Assessment sections** are meant to prompt reflection on your current and future activities and help you identify short and long term goals for personal development and professionalization. Some students – especially those who are early in their program of study – may not have clear ideas about each question asked. The IDP ends with space for **Updates and Accomplishments** where you can list progress you've made toward meeting the goals you have identified in this document.

While this document will be created or revised at the beginning of the Fall semester, it may also be updated at any time during the academic year in coordination with your advisor as your goals or prioritize change. *Returning doctoral students can “copy and paste” any unchanged information from previous years’ IDPs, but they will need to submit a new document each fall.*

TIMELINE

- Complete the self-assessment below (pages 3 and 4) and return it to your advisor by **September 6th, 2019**.
- Meet with your advisor to discuss an action plan (pages 4 and 5) and complete your IDP by **October 4th, 2019**.
- A scanned copy of the finalized IDP (including your advisor’s signature) must be emailed to the graduate coordinator by **October 9th, 2019**.

Personal Information:

Name:

Date:

Advisor / Committee chair:

Expectations of Doctoral Students and Advisors

The IDP 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:

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 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 department meetings and seminars.
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining a safe, clean, and collegial academic and work environment.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations 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 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 doctoral 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.

Self-Assessment

What are your current **aspirations**, **goals**, and **responsibilities**? The following questions are meant to prompt reflection on long-term development goals. If you find a question difficult to answer, it is ok to leave it for discussion with your advisor.

Aspirations

What is important to you in your development as a professional?

What type of work would you like to pursue? What appeals to you personally about the field of study and/or career path you've chosen?

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 help would you need to achieve your goals?

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

How will you develop contacts related to your career goals?

Graduate School can be taxing. How will you maintain wellness?

What concerns do you have about pursuing your goals?

Responsibilities

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

What funding needs do you have that aren't being met?

Do you have sufficient access to resources from your program to fulfill your responsibilities?

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. If a skill doesn't seem relevant, leave it blank.

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	<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 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"/>					

Goal Prioritization

Using your skills assessment on the previous page, identify at least two items for each of the two categories below.

	Near term (this academic year)	Long term (beyond this academic year)
Priority Goals		

Discuss these goals with your advisor and develop an action plan to meet your target goals, skills, and competencies for this academic year as well as a plan to begin addressing long-term goals.

Near Term Priority Goal 1: _____

Plan to meet this goal:

Near Term Priority Goal 2: _____

Plan to meet this goal:

Long Term Priority Goal 1: _____

Plan to meet this goal:

Long Term Priority Goal 2: _____

Plan to meet this goal:

Advising and Mentorship

What is your plan for meeting with your advisor, graduate coordinator, and advisory committee members (both as a group and individually) this academic year? How often will you meet? Will you initiate the meeting schedule or will need help in organizing meetings? Please detail your plans:

Professionalization

What is your plan for professionalization this year? Please list any professionalization workshops you plan to attend as well as conferences you plan to apply for or any other relevant plans.

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.

Student's Signature:

Date:

Advisor's Signature:

Date:

Updates, Accomplishments and New Goals

Please use this space to identify progress and success in meeting identified goals in this IDP. Likewise, you may list any newly identified goals that you would like to address next year.