



**Individual Development Plans:
Achieving Buy-In**
2018 CGS Winter Meeting

5 December 2018
Suzanne E. Barbour, Dean



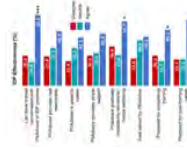
**Individuals who have career development/ training plans
are more productive and satisfied in their careers**



Postdoctoral Data

- 2014 study in life and physical sciences*
 - 233 postdocs and 337 mentors surveyed
 - <50% were aware of IDP
 - 19% completed IDP
 - 71% of postdocs and 90% of mentors viewed IDP as value-add
- 2018 study of 183 postdocs in life and physical sciences@
 - 54% completed IDP
 - 38% found it helpful
 - Majority of those with positive mentoring relationships found IDP helpful

Suggests importance of mentor buy-in



*Hobin et al. CBE Life Sci Educ. 2014, 13(1): 49-53. @Vanderford et al., 2018. F1000 Research, 7:1132

Graduate Student Data

- 2018 study in the life and physical sciences
- 663 doctoral students surveyed
- Slightly more than half (53%) completed IDP
- Only 33% said they could have honest discussion about IDP
- Majority of those viewed IDP as effective tool



**Mentor attitudes are critical to effectiveness of IDP
As such, it is essential to have buy in from mentors!**

Vanderford, N.L. et al. 2018. F1000 Research 7:722



University of Georgia Statistics

- Public Land Grant/ Sea Grant University
- Flagship institution of the University System of Georgia
- 38,652 students
 - 29,611 undergraduate
 - 1,600 professional
 - **7,441 graduate**
- Degree Programs
 - **27 master's degrees in 116 major fields**
 - **4 doctoral degrees in 89 major fields**
 - **Education specialist in 8 major fields**
 - Professional degrees in Law, Pharmacy, and Veterinary Medicine



Engaging Mentors (subtle approaches)

- T32 Annual Symposia
- Graduate Coordinators Lunch and Learn
- Pipeline programs
- Department meetings



Engaging Mentors (not-so-subtle approaches)

- Training in "professionalism" (e.g. responsible conduct of research)*
- **Individual Development Plan***
- Mentor— Mentee Compact*
- Annual evaluation*

*Required for students who have support from UGA Graduate School

Advocates (Institutional)

- T32 Directors
- Graduate Council




Advocates (National)

- Funding Agencies
 - NIH
 - T32 solicitation (PA-18-403)
 - Requires "structured" career development, including individual development plans
 - NOT-OD-14-113
 - Strongly recommended but not required for graduate students on research grants
 - RPRR must report whether/ how IDP is used for graduate students and postdocs
 - NSF
 - NRT (NSF 19-522)
 - ".....preparation and structured use of individual development plans for trainees is highly recommended"
- National Academy of Sciences
 - Recommends graduate students develop IDP aligned with core competencies



National Academies of Sciences, Engineering, and Medicine. 2018. Graduate STEM Education for the 21st Century. Washington, DC: The National Academies Press. <https://doi.org/10.17226/65038>

Creating a culture for adoption



- Demonstrate the tool
 - I use my own IDP as a model
 - Discipline-specific helps!
 - Encourage students/ faculty to pre-register and follow along
- Tie to mentoring
- Tie to other professional development offerings (internships, workshops, etc)

UNIVERSITY OF GEORGIA Graduate School UNIVERSITY OF GEORGIA

Questions for Me??



UNIVERSITY OF GEORGIA Graduate School UNIVERSITY OF GEORGIA

Question for you

What strategies have you implemented/ can you envision to promote use of IDPs in your graduate programs?

UNIVERSITY OF GEORGIA Graduate School UNIVERSITY OF GEORGIA
