

## **Quantifying the Impact of IDPs**

Kuniyoshi C.Y<sup>1</sup>, Fuhrmann C. N.<sup>2</sup>, O'Dwyer L.M. <sup>3</sup>, J.C. Schlatterer.<sup>1</sup>

American Chemical Society, 1155 Sixteenth Street NW, Washington, D.C. 200362 University of Massachusetts Medical School, 55 Lake Avenue North, Worcester, Massachusetts 016553 Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

To address the need for more structured, diverse, inclusive, equitable, holistic, and ongoing career planning, Individual Development Plans (IDPs) are used widely by academic institutions. Although IDPs have an enormous capacity to contribute to a wide scope of student outcomes including equitable training, mentorship, wellness, and career planning, assessment is complicated by the different IDP ideologies, frameworks, and tools that exist, as well as the different ways IDP creation process is facilitated. The goal of the NSF-funded Impact Indicators and Instruments for Individual Development Plans (I3IDP) project is to develop instruments to measure the outcomes and impact of IDPs on the development of graduate students in STEM. The development of these assessment instruments will facilitate the generation of comparable data within and across institutions to enhance the understanding of best practices in IDP use for PhD career planning. Of particular note is how IDPs may help lower the career and training barriers that exist for diverse and underrepresented groups. Partners behind this NSF funded project include GCC and creators from well-known IDP tools (myIDP.org, ChemIDP.org, ImaginePhD). In this interactive session we will present the indicators and outcomes of the IDP process as determined from stakeholder interviews and literature review, give participants a preview of the survey instruments, and discuss how IDP intervention can be used to provide more equitable training to graduate students and postdocs across multiple identity differences and intersectionality.

## Kuniyoshi, Corrie

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**Subject:** FW: GCC Member-generated Sessions

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**From:** Teresa Didiano  
**Sent:** Friday, April 23, 2021 11:15 AM  
**To:** Kuniyoshi, Corrie  
**Subject:** [EXT] GCC Member-generated Sessions

[Actual Sender is [t.didiano@utoronto.ca](mailto:t.didiano@utoronto.ca)]

Dear Corrie,

Congratulations! Your proposal has been accepted for the 2021 Graduate Career Consortium's Annual Conference. The conference will take place online from June 23 to 25, 2021.

Proposal: Quantifying the Impact of IDPs

By **Monday May 3 at 12 pm ET**, confirm your participation by clicking on the link below and

1. for Sheet 1 (Agenda) – Indicate “Yes” or “No” in the first column.
2. for Sheet 1 (Agenda) – Review and update your session title and description. The GCC website might have removed some text and not recognized certain characters from your submission.
3. for Sheet 2 (Speaker) – Review and update the list of speakers to ensure the names, institutions, positions, and bios are accurate.

[https://drive.google.com/file/d/1QD0HSkGfxJc913cNZxuGEiY8XJ\\_FsjCf/view?usp=sharing](https://drive.google.com/file/d/1QD0HSkGfxJc913cNZxuGEiY8XJ_FsjCf/view?usp=sharing)

Registration for the conference is open. All presenters must register for the conference. If you have questions about registration, please contact [info@gradcareerconsortium.org](mailto:info@gradcareerconsortium.org).

[https://www.gradcareerconsortium.org/2021\\_virtual\\_annual\\_conference.php](https://www.gradcareerconsortium.org/2021_virtual_annual_conference.php).

GCC will provide a Zoom link for your session. More information on presenting via this Zoom link and Whova will be shared in early June.

To ensure your session runs smoothly, we request you submit a final version of your materials including PowerPoint slides, handouts, videos, etc. by Sunday June 21 at 5 pm ET here:

<https://drive.google.com/drive/folders/1BZQKC4owNiqYmGgcEcH-nr5ByzBli8pO?usp=sharing>.

We are delighted to accept your proposal to the 2021 Annual Conference.

Sincerely,

*Member-Generated Sessions Committee*  
Teresa Didiano, University of Toronto  
Sudha Krishnamurthy, Gladstone Institutes  
Alicia Roy, University of California, Berkeley  
Danielle Geraci Thoma, University of Texas Austin

## Kuniyoshi, Corrie

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**To:** Fuhrmann, Cynthia (Cynthia.Fuhrmann@umassmed.edu); Joerg C Schlatterer (J\_Schlatterer@acs.org); odwyerl@bc.edu  
**Subject:** RE: [EXT] 2021 GCC Virtual Conference Presentation Submission Form

**From:** Graduate Career Consortium  
**Sent:** Monday, March 22, 2021 4:25 PM  
**To:** Kuniyoshi, Corrie  
**Subject:** [EXT] 2021 GCC Virtual Conference Presentation Submission Form

[Actual Sender is [GroupMessaging@memberleap.com](mailto:GroupMessaging@memberleap.com)]

Thank you for submitting a member generated session proposal for the 2021 GCC virtual conference. You will be notified in mid-April by the program committee if your proposal has been accepted.

If you have questions, please email [info@gradcareerconsortium.org](mailto:info@gradcareerconsortium.org).

Thank you!  
Member-Generated Conference Committee

Name: **Corrie Kuniyoshi**

Email: [c\\_kuniyoshi@acs.org](mailto:c_kuniyoshi@acs.org)

Institution/Organization: **American Chemical Society**

Access Code: **ho[5F7naf**

<https://mms.gradcareerconsortium.org/members/form.php?orgcode=GSCC&fid=4786253>

What is your job title?

**Senior Program Manager**

As the person submitting, you will be the primary contact and presenter for this proposal. Please review and edit the automatically populated information above for accuracy.

Check this box if you have presented a session at the GCC Annual Conference in the past.

If so, what type of session?

**50-minute member-generated session**

What year did you present? (most recent if you have presented more than once)

**2020**

Please upload a word document (.doc or .docx) of your bio and bios for each of your co-presenters, by including names, titles, and institutional affiliation. Bios can only be 150 words or less, or they will be cut off in the

whova app. If you have co-presenters, please also fill out the information for each co-presenter below.

**I3IDP bios.docx**

*In an effort to prioritize the voices and perspectives of our members, we encourage all presenters for member-generated sessions to be active members of the GCC. If you propose a session with a co-presenter who is not a member of the GCC and that session is accepted, your co-presenter will need to register and pay the \$200 guest presenter fee.*

Check this box if you have co-presenters.

Co-Presenter #1 Name

**Cynthia Fuhrmann, Ph.D.**

Co-Presenter #1 Title

**Assistant Dean of Career and Professional Development**

Co-Presenter #1 Institutional Affiliation

**University of Massachusetts Medical School**

Co-Presenter #1 Email

**[Cynthia.Fuhrmann@umassmed.edu](mailto:Cynthia.Fuhrmann@umassmed.edu)**

Is Co-Presenter #1 a current member of the GCC?

**Y**

Co-Presenter #2 Name

**Laura M. O'Dwyer**

Co-Presenter #2 Title

**Professor**

Co-Presenter #2 Institutional Affiliation

**Boston College**

Co-Presenter #2 Email

**[laura.odwyer@bc.edu](mailto:laura.odwyer@bc.edu)**

Is Co-Presenter #2 a current member of the GCC?

**N**

Co-Presenter #3 Name

**Joerg C. Schlatterer**

Co-Presenter #3 Title

**Senior Manager**

Co-Presenter #3 Institutional Affiliation

**American Chemical Society**

Co-Presenter #3 Email  
[i.schlatterer@acs.org](mailto:i.schlatterer@acs.org)

Is Co-Presenter #3 a current member of the GCC?  
**Y**

Co-Presenter #4 Name

Co-Presenter #4 Title

Co-Presenter #4 Institutional Affiliation

Co-Presenter #4 Email

Is Co-Presenter #4 a current member of the GCC?

Select the type(s) of institutions you and your co-presenter(s) represent:

**Professional society**

**Doctoral university - High research activity**

### **Submission Guidelines and Formats**

We are excited to receive proposals for deep dives, interactive sessions, and lightning talks.

**Submissions are due March 22nd by 5pm ET**

#### **1. Deep Dives**

Deep dives are 50-min sessions that offer a comprehensive perspective into an initiative(s). They can be delivered individually or by a team of presenters from different institutions. These sessions should be 40 min in length with 10 min for questions.

#### **2. Interactive and How-to Sessions**

Interactive and How-to sessions are 50-min sessions that are an opportunity to share practical initiatives, programs, or tools, or pose a question/challenge, followed by an experiential component. They can be delivered individually or by a team of presenters from different institutions. These sessions consist of a 15- to 20-min talk and 30- to 35-min experiential discussion and/or activity. These sessions make use of active learning approaches and technology to promote the continuous learning of powerful teaching or professional practices, resources, and tools.

#### **2. Lightning Talks**

Lightning talks are 8-min sessions that offer a brief overview, highlights, and key takeaways from an initiative. These sessions are delivered by one to two presenters. Within a 50-min time slot, there will be four lighting talks followed by 15-min breakout rooms where presenters host an informal discussion on their talk.

#### **Proposal Evaluation**

We will evaluate proposals and select those strong in:

- Alignment to the theme and target topics
- Clarity of session outcomes
- Evidence of impact and innovation
- Equitable, inclusive, and accessible design and practices
- Level of interaction and engagement (applicable to interactive and How-to sessions only)

Please review the evaluation rubric before submitting a proposal.

<https://drive.google.com/file/d/1qlqbXEPk-5DLcrIPYdAM5WusnVdlqENp/view?usp=sharing>

## Other Considerations

### Multiple Proposal Submissions

As the GCC community continues to grow, we receive more proposals than we can accommodate. The virtual conference format also reduces the number of member-generated sessions. As you brainstorm your proposal and/or connect with colleagues to discuss collaborative proposals, please be mindful that spots are limited and **consider submitting only one proposal**. Our goal with the member-generated sessions is to showcase a breadth of institutions, members, and topics.

### Non-GCC Member Presenters

Priority will be given to proposals where all presenters are current GCC members. However, if your proposal includes a co-presenter who is not a GCC member, the co-presenter must register as a guest speaker and pay to attend the conference.

### First-Time Presenters

We welcome first-time presenters. The Member-Generated Sessions Committee can put you in contact with a past presenter to learn more about the submission process, creating a session, and what to expect during the session. Contact Teresa Didiano at [t.didiano@utoronto.ca](mailto:t.didiano@utoronto.ca) to learn more.

### Resources for Target Topics

Below are resources that expand on the theme's target topics. These resources are a starting point for reflection and conversations. We encourage presenters to share resources in their sessions.

- [GCC Diversity Committee - Resource Guide for Best Practices for Equitable, Accessible, and Inclusive Programming](#)
- [Urban Core Collective DEI Resources](#)
- [Racial Equity Tools Glossary](#) (including [Racial Equity Tools](#))
- Kimberlé Crenshaw - [Intersectionality - Ted Talk, paper](#)

**Please choose one of the following three formats. Presenters should only submit one of each kind of proposal, and will need to submit each proposal separately.**

Deep Dive Member-Generated Submission (50-Minute Session)

Deep Dive Session Title (50-Minute Session):  
**Quantifying the Impact of IDPs**

Deep Dive Session description for blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names.

**To address the need for more structured, diverse, inclusive, equitable, holistic, and ongoing career planning, Individual Development Plans (IDPs) are used widely by academic institutions. Although IDPs have an enormous capacity to contribute to a wide scope of student outcomes including equitable training, mentorship, wellness, and career planning, assessment is complicated by the different IDP ideologies, frameworks, and tools that exist, as well as the different ways IDP creation process is facilitated. The goal of the NSF-funded Impact Indicators and Instruments for Individual Development Plans (I3IDP) project is to develop instruments to measure the outcomes and impact of IDPs on the development of graduate students in STEM. The development of these assessment instruments will facilitate the generation of comparable data within and across institutions to enhance the understanding of best practices in IDP use for PhD career planning. Of particular note is how IDPs may help lower the career and training barriers that exist for diverse and underrepresented groups. Partners behind this NSF funded project include GCC and creators from well-known IDP tools (myIDP.org, ChemIDP.org, ImaginePhD). In this interactive session we will present the indicators and outcomes of the IDP process as determined from stakeholder interviews and literature review, give participants a preview of the survey instruments, and discuss how IDP intervention can be used to provide more equitable training to graduate students and postdocs across multiple identity differences and intersectionality.**

Please upload the session title and description as a word document (.doc or .docx) for the blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names. We recognize this feels redundant, the word doc will help us with formatting and ensure a fair and timely review process.

**Quantifying the Impact of IDPs GCC Proposal 3 22 21.docx**

Interactive or How-To Member-Generated Submission (50-Minute Session)

Interactive or How-To Session Title

Interactive or How-To Session Description for blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names.

Please upload the interactive or how-to session title and description as a word document (.doc or .docx) for the blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names. We recognize this feels redundant, the word doc will help us with formatting and ensure a fair and timely review process.

Lightning Talk Member-Generated Submission (8-Minute Presentation with 15 Minute Discussion)

## Lightning Talk Session Title

Lightning Talk session description for blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names.

Please upload the lightning talk title and description as a word document (.doc or .docx) for the blind review process (300 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Please remove identifying names e.g., presenter names, institutional names, or program names. We recognize this feels redundant, the word doc will help us with formatting and ensure a fair and timely review process.

Please include a session description for the Whova App (250 words or less including learning outcomes for the session and equitable, inclusive, and accessible design and practices). Identifying names can be included in this description. Do not copy and paste from a word document - please type the description directly into the text box.

**To address the need for more structured, diverse, inclusive, equitable, holistic and ongoing career planning, Individual Development Plans are used widely by academic institutions. Although IDPs have an enormous capacity to contribute to a wide scope of student outcomes, assessment is complicated by the different ideologies, frameworks, and tools that exist, as well as the different ways IDP creation process is facilitated. The goal of the NSF-funded Impact Indicators and Instruments for Individual Development Plans (I3IDP) project is to develop instruments to measure the outcomes and impact of IDPs on the development of graduate students in STEM. The development of these assessment instruments will facilitate the generation of comparable data within and across institutions to enhance the understanding of best practices in IDP use for PhD career planning and equitable training. Partners behind this NSF funded project include GCC and creators from well-known IDP tools (myIDP.org, ChemIDP.org, ImaginePhD). In this interactive session we will present the indicators and outcomes of the IDP process as determined from the stakeholder interviews and literature review, give participants a preview of the survey instruments, and discuss how IDP intervention can be used to provide more equitable training to graduate students and postdocs across multiple identity differences and intersectionality.**

What target topic(s) does your proposal address (select all that apply):

**Equity, diversity, inclusion, anti-racism, and intersectionality**

**Collaborations within and among institutions**

**Innovations and resourcefulness in programming and services, accessibility and meeting different abilities**

Please provide 2 to 3 keywords to describe your session (these words could be the target topics or additional terms).

**IDPs, Toolkit, Equity, Career Planning**

Do you have access to a Zoom Meeting account, with at least a 100-person capacity, that you could use for your session?

**Y**

Can you provide closed captioning for your session using PowerPoint, Powerpoint Office 365, or Google

Slides?

**Y**

We are exploring the possibility of recording the member-generated sessions. What is your preference? (select all that apply):

**Not record your session**

Comments: If there is anything you would like us to know, please use the space below.

**I would appreciate the chance to edit the submission past the deadline. Thank you**

Lauren Easterling, Indiana University

Laura Stark, Harvard University

Megan Crowe, Florida State University

**Teresa Didiano, M.Sc.** | Graduate Professional Development Coordinator

Troost Institute for Leadership Education in Engineering

Faculty of Applied Science & Engineering | University of Toronto

[Myhal Centre](#) | 55 St. George Street, Room 772 | Toronto, ON | M5S 0C9 Canada

[t.didiano@utoronto.ca](mailto:t.didiano@utoronto.ca) | Tel: 416.978.7674

[ilead.engineering.utoronto.ca](http://ilead.engineering.utoronto.ca) | [ILead research](#) | [@ILeadUofT](#)

*Engineers leading change to build a better world.*