Individualized Development Plan for Graduate Students in the Biomedical Sciences

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Goals

• Provide a student-initiated road map for academic and professional development
• First entry by the student at matriculation in consultation with PIBS Director
• Regularly scheduled expansion/amendment of the plan in consultation with thesis mentor
• Feedback from mentor(s)
• Access by relevant directors, faculty
• Opportunity to alter plans if needed
• Finished product: educational portfolio
Partners

PLAN draws on the knowledge and experience of the staff of the Rackham Graduate School and partners across campus.

Rackham Graduate School

www.rackham.umich.edu (http://www.rackham.umich.edu/current_students)

Rackham provides many programs that support the academic, professional, and personal development of graduate students.

ADVANCE Program at the University of Michigan

sitemaker.umich.edu/advance/career_advising (http://sitemaker.umich.edu/advance/career_advising)

The ADVANCE Program began as a five-year, grant-funded project promoting institutional transformation with respect to women faculty in science and engineering fields. With the University’s commitment to continue funding through June 2011, the program is gradually expanding to promote other kinds of diversity among faculty and students in all fields. ADVANCE is housed at the Institute for Research on Women and Gender.

The Career Center

www.careercenter.umich.edu (http://www.careercenter.umich.edu/students/gradservices/index.html)

The Career Center offers services, resources and guidance to aid in the career exploration and job search of graduate students in every academic discipline.

Center for the Education of Women (CEW)

http://www.umich.edu/~cew (http://www.umich.edu/~cew/students/index.htm)

http://www.ceb.umich.edu/services (http://www.ceb.umich.edu/services/couns.htm)

CEW assists students to complete their education, make career decisions, develop professionally, and balance school with other family and life responsibilities. CEW provides grants for research on topics related to CEW’s mission, and offers career and educational counseling to all students.

Center for Research on Learning and Teaching (CRLT)

www.crlt.umich.edu (http://crlt.umich.edu/gsis/gsi.php)

CRLT offers programs and services that support graduate students in all stages of their teaching careers, from training for their first teaching experiences through preparation for the academic job market. Many
Grad Tools - Pharmacology Checklist.

LEGEND:

Student  Committee Chair  Committee  Department

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Steps for Candidacy and Forming a Dissertation Committee

1. Establish advisor
2. Review the resource titled, [5.1 Candidacy Requirements](#)
3. Complete coursework as agreed upon with advisor
4. Complete departmental requirements (e.g. qualifiers, proposals, work experience)
5. Pass preliminary exams by deadline
6. Complete [Advance to Candidacy Form](#) and send to Rackham for review
7. Approve Advance to Candidacy
8. Form dissertation committee after reviewing guidelines
9. Complete [Dissertation Committee Form](#) and submit to Rackham for review
10. Approve dissertation committee

Steps for Research and Writing of Dissertation

11. Learn about formatting and templates in Microsoft Word | Sign up for a workshop
12. Review [Abstract and Dissertation Format Guidelines](#) and Most Common Formatting Errors
13. Review the resources titled, [Completing the Doctoral Degree Requirements](#)
14. Define and shape research in consultation with chair (use [Current Research at University of Michigan Digital Dissertations](#) as helpful resources)
15. Consult with a library subject specialist and conduct a literature review (Also check Library borrowing privileges and reserve a study carrel)
16. Utilize a bibliographic management tool | Sign up for a workshop
17. Conduct research
18. Write and revise dissertation/abstract (iterative)
19. Obtain information on copyright law (refer to ProQuest)
20. Hold pre-defense meeting with dissertation committee
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>21.</td>
<td>Revise dissertation/abstract as necessary (use <a href="#">graduate formatting guidelines</a>)</td>
</tr>
<tr>
<td>22.</td>
<td>Review <a href="#">Abstract and Dissertation Format Guidelines</a> and <a href="#">Most Common Formatting Errors</a></td>
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**Steps for Defense and Evaluation**

<table>
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<tr>
<th>Step</th>
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<tr>
<td>23.</td>
<td><a href="#">Register online for Rackham group pre-defense meeting</a> and submit date, time and location of oral defense</td>
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<td>24.</td>
<td>Attend scheduled group pre-defense meeting and bring a copy of dissertation and abstract</td>
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<td>25.</td>
<td>Get <a href="#">evaluation forms (instructions)</a> from Rackham and deliver to committee members with a copy of the dissertation and abstract, at least ten business days before the defense</td>
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<tr>
<td>26.</td>
<td>Submit completed <a href="#">evaluation forms (instructions)</a> to Rackham three business days before defense</td>
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<tr>
<td>27.</td>
<td><a href="#">View your committee on Wolverine Access</a> to verify that all evaluations have been returned to Rackham</td>
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<tr>
<td>28.</td>
<td><a href="#">Pick up packet from Rackham</a> and deliver packet of completed evaluation forms, Final Oral Examination Report and Certificate of Dissertation Committee Approval Form to the dissertation committee chair at the defense</td>
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<tr>
<td>29.</td>
<td>Do oral defense of dissertation</td>
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<td>30.</td>
<td>Return <a href="#">Final Oral Examination Report to Rackham</a></td>
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<tr>
<td>31.</td>
<td>Submit final dissertation/abstract revisions as necessary to committee chair</td>
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<td>32.</td>
<td>Return the <a href="#">Certificate of Dissertation Committee Approval Form (instructions)</a></td>
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<td>33.</td>
<td>Prepare for post-defense meeting with Rackham and bring all <a href="#">paperwork</a></td>
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<td>34.</td>
<td><a href="#">post-defense meeting with Rackham</a> and complete all requirements</td>
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<td>35.</td>
<td>Check <a href="#">Wolverine Access</a> for financial status</td>
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**Steps for Degree Conferral**

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<tr>
<td>36.</td>
<td>Approve degree for conferral if all degree requirements are met</td>
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<tr>
<td>37.</td>
<td>Receive diploma at commencement (April/May and December only) or the <a href="#">Office</a> will mail it approximately two weeks after conferral date</td>
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University of Michigan Medical School Office of Graduate Studies
Individual Development Plan for PhD Students in the Biomedical Sciences

Note: this form expands as you type.

Part A. Information
Student:
Mentor:
Program/Department:
Program/Department Graduate Chair:
Program/Department Student Services Representative:

Dissertation research focus:
Dissertation Title:

Dissertation Committee Members:
1.
2.
3.
4.
5.

Certificate Program:
Dual Degree Program:
**Part B: Career Goals**

Please add to and update this information each year.

1. What are your short-term career goals? Describe a time-line for achieving them:

2. What is your long-term career goal? Where do you see yourself in 10 years? Describe a time-line for achieving this goal:

3. What resources can your thesis mentor provide to help you achieve your goals?

4. Do you need additional mentors to accomplish your goals?

5. If appropriate, have you contacted potential postdoctoral mentors?
Part C. Research Project(s):
Please add to and update this information each year.
1. Describe the aims and experimental approaches of your research project(s):

2. What is the significance of your research?
Part D. Annual Progress Report:
Please duplicate and complete for each academic year.

Academic Year:

1. Briefly describe your major research accomplishments:

2. List new techniques/expertise acquired:

3. List of citations of published abstracts and/or manuscripts:

4. Funding sources and/or fellowship applications submitted:

5. Honors/awards:

6. Attendance at national/international meetings or national courses/workshops:

7. Collaborations established or continued with other laboratories:

8. Completed course work:

9. Accomplishments in aspects of career development. Examples here include teaching activities, participation in leadership workshops, participation in preparation for future faculty workshops, improvement in scientific writing and oral presentation skills, etc.:

10. Describe and explain your level of satisfaction with your research progress over the past year. Discuss any roadblocks and your efforts at trouble-shooting:

11. Describe and explain your level of satisfaction with other aspects of your career development over the past year.

To be completed by the thesis mentor: Please comment on the student's progress over the past academic year.
Part E. Plans for the up-coming year:
Again, please duplicate this for each academic year.

Academic year:
1. Research project goals:

2. Plans for improving your communication skills – scientific writing and oral presentation:

3. What new research techniques do you anticipate learning? Do you need to collaborate with another laboratory to do so?

4. Anticipated publications to be submitted (please include tentative titles and authors):

5. Anticipated workshop/meeting attendance:

6. Anticipated fellowship application submissions (if you will resubmit an application, please indicate important aspects of its revision):

7. Anticipated other professional training (e.g. teaching workshops, certificates, additional course work, etc.):

8. How can your thesis mentor help you to accomplish your goals for the coming year?

To be completed by the thesis mentor: Please comment on how the student can improve his/her performance to achieve his/her goals during the coming academic year.
**Part F: Checklist.**
Am I taking part in regularly scheduled activities to further my research progress and professional development?

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<tr>
<td>I meet individually with my mentor on a weekly basis.</td>
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<tr>
<td>My lab has regularly scheduled research meetings.</td>
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<tr>
<td>I have presented my work at least once in a lab meeting and at least once in a formal seminar.</td>
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<tr>
<td>I participate in a journal club.</td>
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<tr>
<td>I had a dissertation committee meeting this year (indicate date).</td>
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Space for up-loads

• CV
• Rotation reports
• Thesis committee meeting reports
• Publications
• Awards
• Record of attendance at scientific meetings or other courses (e.g. CSHL)
UM-IDP Summary

• Inclusion in the PLAN/GradTools web environment provides ready access to Rackham resources and student support.
• Student/mentor road map to success
• Expandable record of student’s goals, progress, and redirection, if necessary
• Record of mentor feedback
• Access by multiple mentors, graduate directors
• End product = Individualized Educational Portfolio