

MD/PhD Program?

YES NO

Year 3 Fall – Year 4 Fall
(Students >2 years and <3.5 years aftermatriculation)
Graduate Student Status Report Signature Page

Student Name: _____

ID#: _____

Program: _____

Dates of LOA: _____

Meeting Date: _____

Matriculation Yr: _____

	Yes	No		Yes	No
Status report clearly written?			Was progress satisfactory?		
Oral presentation clear?			Was Individual Development Plan discussed?		
Is Rigor and Reproducibility Addressed?			Is Publication Report attached?		
Experimental Plan agreed to?			Is Academic & Grant Awards Report attached?		
Is Permission To Write granted? If yes, please complete the Permission To Write form				Yes	No

Explanations and Comments for Items Above Marked No (continue on additional sheet(s) if necessary)

REQUIRED SIGNATURES: My signature denotes that I approve the summary and explanations (*a member or student may attach a minority report to this document if they dissent from the majority opinion.*)

	Printed Name	Signature	Date		
Major Advisor					
Student					
Committee Members				Present	Not Present
Program Director					

INSTRUCTIONS FOR STATUS REPORT (Year 3 Fall - Year 4 Fall)

Students >2 years and < 3.5 years after matriculation



Submission: (See section 9.4 of the GSBS Policy). For students third year and above, status reports are due by 5:00 p.m. on the last business day in the month of their birth and the 6-month anniversary of their birth month. For the purpose of status reports, the month of July will count towards the Fall reporting period (e.g. a 2nd year student with a July/January birthday should use the form 'Status Report - Year 3 Fall-Year 4 Fall for a July meeting). There are no extensions of these deadlines except under extraordinary circumstances approved by the Dean. Students may hold their Thesis Advisory Committee (TAC) meeting at any time in the spring (Jan-June) or fall (July-Dec) reporting periods. Academic consequences and fines for delinquent reports are found in section 9.4.6 of the GSBS Policy.

Status report meetings (except under the special circumstances described in section 9.4.7) must include the Major Advisor, Reporting Member (for students matriculating in 2019 and thereafter) and at least two members of the TAC (total of 4), but all members must review and sign the status report. It is the responsibility of the student to schedule and hold the TAC meeting so that status reports are completed before the deadline. Since scheduling difficulties can be encountered, the student should begin arranging the meeting significantly in advance of the deadlines. A committee member (including the mentor) may be present through teleconferencing or video conferencing arrangements.

Progress Summary (Year 3-Fall to Year 4-Fall: Students >2 yr and <3.5 yr after matriculation)

The purpose of this meeting is for the student to present to the TAC the progress on their research project, determine if preliminary data is supportive of the planned project and to ensure that tools and resources necessary to complete the project have been identified. Students should be prepared to discuss Rigor & Reproducibility with respect to their project's experimental design and present data regarding the authentication of key biological and/or chemical resources (e.g. cell lines, antibodies, specialty chemicals, other biologics).

Every Status Report must include:

1. Signature Page: completed and signed
2. Summary - Research Progress & Plans: see below
3. [Publication and Awards Reports](#)
4. If appropriate, Permission to Write documentation (see below)

The student should prepare a 1-2 page written report of their research progress. It is the responsibility of the student to provide the report to the mentor so that he/she has adequate time to read it before it is distributed to the committee. It is the responsibility of the mentor to read and discuss the summary with the student before it is distributed to the members of the thesis committee. It is also the responsibility of the student to provide the report to the committee at least one week before the meeting so that they have adequate time to read it in advance of the committee meeting. The report should be attached to the completed Student Status Report Form when submitted to GSBS.

The Summary should include:

1. Brief introduction and literature review (the latter is optional)
2. Statement of overall significance
3. Objectives
4. Outline the specific goals proposed at the last meeting
5. Description of progress toward these goals over the last six months
6. List of goals for the next six months
7. Publications and publication plans
 - A. Publications
 - B. Papers in press
 - C. Unpublished manuscripts (for each in preparation)
 - i. List and/or description of completed figures
 - ii. List of experiments and/or figures remaining to be done and estimated dates of completion.
 - iii. Status of draft manuscript, including date completed or expected completion date
 - iv. Anticipated submission date

Permission to Write

Once a student has completed a sufficient body of work as judged by their TAC, and taking into account the minimum time to degree of 3 years, the student may request Permission to Write. Granting the status of Permission to Write signifies that *“the student’s Thesis Advisory Committee acknowledges that all key experiments have been completed and that a thesis outline describing a sufficient body of work to merit a PhD if the dissertation and defense are satisfactorily completed, was presented and reviewed.”* (GSBS Policy Section 9.4.5).

To be eligible to request ‘Permission to Write’ status, students who matriculate in 2019 or thereafter, must have at least one 1st or co-1st author manuscript accepted for publication in a peer-reviewed research journal on the topic of their thesis research. A co-1st author publication is one in which multiple first/lead authors with equal contributions are designated. Exceptions to this requirement may be approved by the Program Executive Committee of the student’s graduate program, taking into account the recommendation of the TAC. In addition, the student, in consultation with the major advisor, must present a detailed outline of the thesis, including a timeline, to the TAC at least two weeks before the meeting. The outline should present sufficient detail to judge the completeness of the experimental work with a clear indication of which portions of the experimental work are finished and which remain to be completed.

A student granted Permission to Write is expected to be able to complete all requirements and defend their dissertation before the next status report deadline. Permission to write is not automatically renewed, and if a subsequent status report meeting is held (e.g. if defense was not held), **permission to write must be requested again.**

If Permission to Write is requested, the Status Report must also include:

1. [Permission to Write form](#)
2. Detailed outline of dissertation
3. List of publications to be included in the thesis.

Individual Development Plan

Students matriculating in 2019: The individual development plan (IDP) is intended as a tool to enable trainees to identify professional goals that match their interests and values for the purpose of identifying and developing appropriate career specific skills. Students should establish an individual development plan in consultation with their mentor. The Plan’s contents should be discussed at TAC meetings. In addition, the trainee, mentor and committee members should discuss the student’s progress toward achieving the Plan’s proposed goals, proposed strategies to correct deficiencies, as well as revisions to the Plan. The student and/or mentors may also seek input from the TAC regarding career goals and development. This regular series of interactions should continue until the student’s dissertation defense, with the goal of assisting the transition to the next career phase. If circumstances have delayed the development and/or implementation of the Plan, then the trainee and mentor should provide a strategy (and indicate it on the Status Report) to ensure that any missing component(s) are satisfied within a reasonable period.

See <https://mediasrc.bcm.edu/documents/2014/58/idp-process-gsbs-june2014.pdf> for more information

Students matriculating in 2020: The new individual development plan (IDP) is a guided process with associated tools designed to support students in creating objectives around acquiring skills, abilities and experiences that will aid them in reaching their training and career goals. The **IDP Instructions for Students in Candidacy** can be found on the next page. The IDP Update slides (sample template in IDP Guide) shared at your TAC committee meetings must be included with your progress report or it will be considered to be incomplete. Additional information, including the full IDP Guidelines and IDP Form can be located on the GSBS IDP webpage: <https://www.bcm.edu/education/graduate-school-of-biomedical-sciences/curriculum/individual-development-plan>

IDP Instructions for Students in Candidacy



Step 1: Reflection and Assessment

Review the **Student Core Competencies Assessment** to assess progress on skill development. You are encouraged to reassess your skills yearly as you advance in your training.

Faculty advisor completes the **Student Core Competencies Assessment** as requested by the student.



Complete Part 1 of the IDP tool reflecting on your progress on goals and development over the past year.

Review **Guiding Questions for Graduate Students** for your year to identify what skills and competencies might be most important to reach your goals and objectives for the upcoming training year. Note questions you want to discuss with your advisor and others.



Step 2: Identify Goals and Create an Action Plan

Complete Part 2: Your Action Plan. Identify the 3-4 most important goals for your graduate training and career development for the next year based on your reflection and assessment in Step 1.



Step 3: Review IDP with Your Advisor

Discuss Part 1 and Share Part 2 of your IDP with your advisor.

- Celebrate achievements and address how to meet the challenges.
- Discuss any significant differences in skill assessments between your and other's evaluation if reassessing skills using the **Student Core Competencies Assessment**.
- Discuss **Guiding Questions for Graduate Students** that stood out for either of you.
- Review **Action Plan** goals together, and what changes you may make based on the conversation with your advisor.

Faculty advisor reviews the **Guiding Questions for Graduate Students** and notes questions they want to discuss with their student.



Step 4: Share goals with Your TAC Committee

Create an **IDP Update Slide** (model on page 7 & 8 in IDP Guide) to share your updates on current goals and future goals from your **Action Plan** at your TAC committee meetings for feedback and guidance.



Step 5: Submit a copy of the IDP Update slides (sample template in IDP Guide) shared at your TAC committee meetings with your progress report



TAC meeting IDP Action Plan Update Slide Guidance

You only need to report on recently completed, current, or new goals at your TAC meetings. For the update, reporting on current goals in progress in a chronological order may be most helpful for you and the committee. If you make extensive goals, consider sharing only those goals that are most valuable for you to get guidance on and support from your committee.

IDP Action Plan Update

Current Career Interest(s)

- Become a principal investigator at a research institution
- Mentor/teach others
- Participate in educational and public science outreach

Key Goals

- Mentoring competencies
- Public speaking
- Grant writing

Completed Goals / Action Items Since Prior Update

- Conducted informational interviews with alumnus researcher at Roche
- Abstract submitted and accepted for oral presentation at AAAS meeting in November.
- Completed ACS Mentor Training Workshop for Graduate Students and Postdocs in April

New Goals / Action Items Since Prior Update

- Project mentor for a summer undergraduate student
- Enroll and complete Introduction to Public Speaking on Coursera (June Start)
- Attend Applying for Grants and Fellowships Workshops – Summer

IDP Time Line Update

May

- Sign up for grant courses
- Participate in mentor training for those mentoring summer student

June

- Start public speaking course
- Learn NGS pipeline for off target analysis
- Attend grants course

July

- Continue mentoring undergrad/HS students.
- Have aims page for grant written up to show advisor.
- Ask for feedback on speaking and presentations at lab meetings.

September

- Have advisor and mentors review AHA grant draft.
- Review faculty attending Neuroscience 2021 who I might want to meet for potential postdoc positions.

October

- Prepare poster for Neuroscience 2021
- Update C.V. (student helped to mentor, coursework, etc.)