

BCS PhD Program Professional Development Requirement

Choose two activities from the list below to fulfill the professional development requirement no later than the end of the summer of your fourth year.

**The Presentation Skills and Clinical Experience Seminars require two presentations or participation at two seminars to count as one professional development activity.*

BCS Grant Writing Workshop

Fellowship writing workshop with Prof. Nancy Kanwisher to develop applications for predoctoral fellowships, including the NSF and NDSEG programs.

Deliverable: Earn a passing grade in 9.918

***Presentation Skills**

*Students will give **two** public presentations of their own project or research plan at a Building 46 presentation series (eg. CogLunch, NeuroLunch) or at a conference (poster or talk). Faculty mentors will provide intensive and individualized training in preparation for these presentations. Students can receive credit for presenting more than once.*

Deliverable: **Two** scientific presentations at a professional conference or Building 46 presentation series such as CogLunch or NeuroLunch. Please forward the announcement or conference schedule that displays your name as a presenter to the Graduate Program Coordinator. Note that completing two presentations will count as one professional development experience.

Industry experience/Internships

The industry experience must be relevant to the student's field of study. Must be approved by the student's advisor and the Graduate Officer at least one month prior to the start of the experience but students should begin these discussions as soon as possible. Participation is subject to Institute and department policies for off-campus employment. More advanced notice may be needed for international students seeking [CPT](#) and additional guidelines/restrictions may apply. Students may only count one experience towards the professional development requirement.

Deliverable: Students will request approval by completing a form with the details of the internship and learning objectives. Upon completion of the experience, the student will write a brief report explicitly describing how the learning objectives were met which must be signed off on by the employer or company providing the experience.

Teaching Development Track

[TLL's Grad Teaching Development Tracks](#) are sets of short, interactive workshops intended for early- and mid-program graduate students interested in improving their teaching skills while teaching at MIT or applying for faculty positions in the future. Workshops are organized into four tracks, each consisting of 2-3 practice-based workshops. In these workshops, participants learn evidence-based teaching techniques grounded in the scholarship of teaching and learning.

Deliverable: Letter of completion from TLL must be turned into the Academic Office

***Clinical Experience Seminars**

*Dr. Thomas N. Byrne, Professor of Neurology at Harvard Medical School and MGH Neurologist, will mentor students attending seminars in clinical neurology and neuropsychiatry conferences at Massachusetts General Hospital. Students must participate in **two** of these seminars to count as one of your professional development*

activities. Participants will learn about the pathogenesis, diagnosis, management and therapeutic clinical trials of diseases of the nervous system. These seminars are conducted by clinical and basic science faculty of Harvard Medical School and attended by Harvard faculty, fellows, residents and medical students at MGH. Each seminar lasts one-hour and is followed by a discussion of the material with Dr. Byrne.

Deliverable: Attend **two** seminars and provide a reflection paper for each

MIT LEAPS Course

The MIT LEAPS program is run by faculty in the MIT Physics Department and is geared towards graduate students and postdocs in the School of Science. The program offers two half-semester courses that cover a large variety of topics useful for all career choices together with interactive components and discussions. Students do not have to take both classes as each will count as one professional development activity but the facilitators do encourage students to take both.

9.980 Leadership and Professional Strategies & Skills Training (LEAPS), Part I: Advancing Your Professional Strategies and Skills

Graduate (Spring); second half of term

Units: 2-0-1 [P/D/F]

Part I (of two parts) of the LEAPS graduate career development and training series. Topics include: navigating and charting an academic career with confidence; convincing an audience with clear writing and arguments; mastering public speaking and communications; networking at conferences and building a brand; identifying transferable skills; preparing for a successful job application package and job interviews; understanding group dynamics and different leadership styles; leading a group or team with purpose and confidence. Postdocs encouraged to attend as non-registered participants. Limited to 80.

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9.981[J] Leadership and Professional Strategies & Skills Training (LEAPS), Part II: Developing Your Leadership Competencies

Graduate (Spring); first half of term

Units: 2-0-1 [P/D/F]

Part II (of two parts) of the LEAPS graduate career development and training series. Topics covered include gaining self awareness and awareness of others, and communicating with different personality types; learning about team building practices; strategies for recognizing and resolving conflict and bias; advocating for diversity and inclusion; becoming organizationally savvy; having the courage to be an ethical leader; coaching, mentoring, and developing others; championing, accepting, and implementing change. Postdocs encouraged to attend as non-registered participants. Limited to 80.

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Deliverable: Pass 9.980 and/or 9.981. Each class counts as one professional development activity.

CAPD Research Mentorship Certificate

This program provides an opportunity for PhDs and postdocs to develop their mentoring skills and grow their practice of productive and inclusive research mentoring during IAP. Each session will be led by facilitators trained by the Center for the Improvement of Mentored Experiences in Research (CIMER). Students will explore key concepts in mentoring pedagogy, including maintaining effective communication, aligning expectations, addressing equity and inclusion, assessing understanding. More info can be found at:

<https://capd.mit.edu/pd-certificates/>.

Deliverable: Certificate should be forwarded to Graduate Program Specialist

CAPD Grant Writing Certificate

This certificate program provides training in principles of grant writing and the grant submission process, and will be especially useful for PhD students and postdocs planning for a research-focused faculty career, or research-centered roles in industry. The Grant Writing Training Certificate consists of 3 training sessions (and one additional session for those focusing on NIH grant proposals). More info can be found at:

<https://capd.mit.edu/pd-certificates/>.

Deliverable: Certificate should be forwarded to Graduate Program Specialist

Students may petition to use other activities to fulfill all or part of the professional development requirement [here](#).