

# Record of Microbiology Graduate Student

## Annual Committee Meeting

To be turned in to MIBO Graduate Program Assistant following committee meeting

Student's Name \_\_\_\_\_ Degree Objective \_\_\_\_\_

Type of meeting:  Traditional  Department Seminar  Lab Group  One-on-One

Date of meeting completion: \_\_\_\_\_

Student's Research Advisor: \_\_\_\_\_

Level in program (circle one): Beginning (1-2 years), Intermediate (3-4 years), Advanced (5+ years)

### Teaching Requirement:

- Fulfilled: List courses and semesters taught. Include all courses for which you were a TA.
- Not Yet Fulfilled.

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### 6-month remedial action plan (if needed)

Major deficiencies in current progress:

Specific action to be undertaken by student to remedy above deficiencies:

Specific criteria for evaluation at 6-month meeting:

Each signing committee member must score the student's annual progress according to this scale:

- 1 = exemplary progress, no concerns
- 2 = commendable progress, one or two areas in need of some attention
- 3 = acceptable progress, at least one area in need of significant attention
- 4 = insufficient progress, more than one area in need of significant attention

(The Faculty Advisor and a minimum of two committee members must sign)

Print Name	Sign	Score
Faculty advisor:		

## **Committee meeting checklist:**

### **Pre- Meeting** – Student and Faculty Advisor

- Student complete self-evaluation
- Faculty Advisor complete student-evaluation
- Meet with Faculty Advisor to compare evaluations and discuss progress and feedback for improvement

Suggested Outline for Student Presentation Design (aim for 1-hour total meeting including time for interruptions)

- Background ~5 minutes
- Data ~20 minutes
- Future research goals ~ 2 minutes
- Professional development ~2 minutes
- Benchmarks/timeline goals ~1 minute

### **During meeting** - Committee Chair

- Student leaves the room for committee to discuss progress and areas for improvement
- Student returns and PI leaves the room, allowing time for student to express any concerns
- Chair of the committee marks completed checklist items and records committee feedback on last page of this form

### **Post Meeting** – Student

- Student gives form to Graduate Program Assistant, and retains a copy for themselves
- Student sends copy of updated CV to Graduate Program Assistant

Pre-meeting:

Evaluation of Graduate Student Core Competencies and Student Learning Objectives\*.

To be completed by student and major advisor before committee meeting

\*Adapted from PMID:29848440

INSTRUCTIONS: For each sub-competency, circle the number of the category the student best fits in. If you select a PhD level below the actual level, you must provide written feedback on reason and suggestion for improvement.

<b>1. BROAD CONCEPTUAL KNOWLEDGE OF A SCIENTIFIC DISCIPLINE</b>				
SUBCOMPETENCIES	MILESTONES			
	(1) <u>Beginning</u> PhD Student	(2) <u>Intermediate</u> PhD Student	(3) <u>Advanced</u> PhD Student	Evaluation
A. Broad scientific approaches	Understand basic principles for multiple disciplines; Identify other disciplinary perspectives that could provide insight into own research	Ask relevant questions that relate multiple disciplines to research project;	Demonstrate broad intellectual curiosity to ask questions across disciplines; integrate multiple disciplines into research when appropriate.	Student 1 2 3
				Advisor 1 2 3

Comments:

<b>2. DEEP KNOWLEDGE OF A SPECIFIC FIELD</b>				
SUBCOMPETENCIES	MILESTONES			
	(1) <u>Beginning</u> PhD Student	(2) <u>Intermediate</u> PhD Student	(3) <u>Advanced</u> PhD Student	Evaluation
A. Content expertise of a specific area	Perform literature searches; read, understand, and discuss primary literature	Incorporate historical perspective and acknowledge prior contributions to inform research or support arguments	Demonstrate depth of knowledge by critically evaluating papers, question dogma, see the big picture	Student 1 2 3
				Advisor 1 2 3
B. Tools and approaches for a specific area	Use existing experimental tools and approaches; seek help as needed	Develop a hypothesis or model, including study design and methodological approaches to test it.	Develop a specific aim to investigate hypotheses; Demonstrate comprehensive knowledge of tools and approaches.	Student 1 2 3
				Advisor 1 2 3

Comments:

<b>3. ORAL AND WRITTEN COMMUNICATION SKILLS</b>				
SUBCOMPETENCIES	MILESTONES			
	(1) <u>Beginning</u> PhD Student	(2) <u>Intermediate</u> PhD Student	(3) <u>Advanced</u> PhD Student	Evaluation
A. Oral Presentation Skills	Present results in laboratory meeting. Deliver an oral presentation and defense of thesis project (qualifying exam)	Present research at student seminar. Discuss findings during advisory committee meeting; Answer questions about own research. Teach a lecture or lead discussion during TA-ship	Prepare and present complex yet comprehensible PowerPoint slides to describe research. Deliver presentation at national meetings;	Student 1 2 3
				Advisor 1 2 3
C. Written Communication	Properly cite references; Summarize material from the literature; Attend poster sessions	Prepare meeting abstracts and posters with mentor's help. Outline own research for manuscript; Create figures for manuscript; Learn how to write introduction and discussion;	Write literature review and prepare manuscript(s) for publication with mentor's help; Draft response to editors' queries and critiques of submitted manuscripts; Write thesis.	Student 1 2 3
				Advisor 1 2 3

Comments:

<b>4. PROFESSIONAL AND LEADERSHIP SKILLS</b>				
SUBCOMPETENCIES	MILESTONES			
	(1) <u>Beginning</u> PhD Student	(2) <u>Intermediate</u> PhD Student	(3) <u>Advanced</u> PhD Student	Evaluation
A. Organization and planning	Prioritize & coordinate own tasks within the lab. Identify committee members potential collaborators or other mentors.	Effectively manage time; Schedule and coordinate committee meetings. Interact with committee members, collaborators, and other faculty.	Assist junior lab members with organization and planning skills	Student 1 2 3
				Advisor 1 2 3
B. Professional Development	Attend professional development courses/seminars. Learn what an Individual Development Plan (IDP) is.	Seek out professional development opportunities and resources on your own. Use Individual Development Plan (IDP) appropriate to stage of training. Update your CV often.	Network with alumni and others in your desired career path. Identify individuals capable of writing good letters of recommendation. Mentor incoming graduate students in the department.	Student 1 2 3
				Advisor 1 2 3

Comments:

5. CRITICAL THINKING AND EXPERIMENTAL SKILLS				
SUBCOMPETENCIES	MILESTONES			
	(1) <u>Beginning</u> PhD Student	(2) <u>Intermediate</u> PhD Student	(3) <u>Advanced</u> PhD Student	Evaluation
A. Design a research project.	Participate in discussions about research projects; use knowledge from literature to ask appropriate questions, and explain rationale for a hypothesis	Recognize connections and flow of experiments or studies in a project; explain relationships among results from different experiments or studies.	Design interrelated experiments to address an overarching question; make specific predictions and define alternative approaches based on results	Student 1 2 3
				Advisor 1 2 3
B. Design a study or experiment (answer questions, controls, etc.)	Understand how a specific experiment or study will answer a research question. Replicate experimental results; Recognize when controls indicate technical problems. Maintain intact records of original data.	Plan experimental or study protocols with limited guidance; Include relevant controls; troubleshoot experimental problems with limited guidance; Explain underlying biochemical and technical aspects of protocols.	Design and execute experiments and studies independently; trouble shoot experiments and identify technical problems independently.	Student 1 2 3
				Advisor 1 2 3
C. Interpret data	Describe relationship between data and methods	Explain methods and their limitations, evaluate data for integrity and validity. Consistently analyze and interpret data with limited guidance.	Independently interpret data; Draw appropriate conclusions and recognize significant results; identify limitations and how they could be addressed.	Student 1 2 3
				Advisor 1 2 3

**Form Total**

Student:	
Advisor:	

Comments:

### During Meeting – Committee Chair

The **committee chair** should fill this evaluation out during/after the meeting to provide written feedback on the student's presentation and professional development.

1. How was the timing of student presentation? Is there anything they could have spent more / less time on?
2. How was the overall delivery of presentation? How can student improve upon presentation skills?
3. Suggested professional development opportunities to seek out:
4. Specific goals to strive for before next committee meeting:
5. Was a potential timeline for graduation discussed? If so, what was proposed?