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|  | Doctor of Philosophy  Evaluation of Annual Research Progress |

**Student Name:**       **Discipline:**

**EMPL ID:**       **Date of Meeting:**

**Summary of Student’s Progress: submit examples of writing and your current CV (this section should be completed by student prior to meeting, and submitted to committee seven days prior to meeting):**

**Summary of Committee’s Feedback (this section should be completed by student no more than seven days after meeting, and approved by committee):**      

**Evaluation by the Committee:**

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| **Competencies/Student Learning Outcomes (Detailed Description of Scoring Rubric on attached page)** | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Biomedical Scientific Knowledge** |  |  |  |
| Demonstrates an understanding of biomedical scientific knowledge in the biomedical, translational, and/or clinical sciences (as defined by learning objectives from GSBS core courses) |  |  |  |
| Demonstrates knowledge of discipline-specific subject matter (as defined by learning objectives from discipline-specific required course(s)) |  |  |  |
| Critically analyzes and evaluates literature in the biomedical sciences to discover and implement new knowledge and skills |  |  |  |
| Demonstrates advanced understanding of a range of technical and conceptual approaches used in biomedical sciences research |  |  |  |
| **Communication Skills** |  |  |  |
| Demonstrates effective written communication skills |  |  |  |
| Demonstrates effective oral communication skills |  |  |  |
| Articulates the significance and implications of own work to scientific and lay audiences |  |  |  |
| Demonstrates teaching and mentoring skills (first year students are exempt) |  |  |  |
| **Professionalism, Ethics and Collegiality** |  |  |  |
| Exemplifies established professional codes of conduct, including following through on tasks, accepting responsibility for own actions, and accurately representing actions and events |  |  |  |
| Establishes rapport with others that encourages a team-based, goal-oriented environment |  |  |  |
| Demonstrates ethical behavior and complies with institutional policies, protocols, and procedures |  |  |  |
| **Research and Analytic Skills** |  |  |  |
| Demonstrates the ability to develop and clearly state hypotheses and design aims and experimental approaches to test proposed hypotheses |  |  |  |
| Demonstrates mastery of technical and conceptual approaches |  |  |  |
| Demonstrates scientific rigor and reproducibility through accurate data analysis leading to sound scientific conclusions |  |  |  |
| **Career Development and Collaboration** |  |  |  |
| Engages in independent learning and networking |  |  |  |
| Critically examines and synthesizes ideas, methods, and practices of others |  |  |  |
| Utilizes an Individual Development Plan and responds to constructive feedback |  |  |  |

**Overall Evaluation:** Does Not Meet Expectations Meets Expectations Exceeds Expectations

***Signatures:***

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|  |  |  |
| *, Co-Major Professor* |  | *, University Member* |
|  |  |  |
| *, Co-Major Professor* |  | *, Graduate Advisor* |
|  |  |  |
| *, Committee Member* |  | *, Department Chair (of Student’s Major Professor)* |
|  |  |  |
| *, Committee Member* |  |  |
| |  | | --- | |  | | *, Committee Member (if applicable)* | |  |  |

**Doctor of Philosophy**

**Annual Progress Report Scoring Rubric**

**General Guidelines for Completing the Evaluation**

**Does Not Meet Expectations**: Unable to perform the indicated task at the degree- and stage-specific level of graduate training even with prompting and guidance

**Meets Expectations**: Able to perform the indicated task at the degree- and stage-specific level of graduate training with minimal prompting or guidance

**Exceeds Expectations**: Able to perform the indicated task at or above the degree- and stage-specific level of graduate training without prompting or guidance

1. **Demonstrates an understanding of biomedical scientific knowledge in the biomedical, translational, and/or clinical sciences (as defined by learning objectives from GSBS core courses)**

**Does Not Meet Expectations -** Student demonstrates knowledge of biomedical science information consistent with graduate level training

**Meets Expectations -** Student demonstrates advanced knowledge of biomedical science information consistent with graduate level training, with minimal prompting and guidance

**Exceeds Expectations -** Student demonstrates the ability to apply advanced knowledge of biomedical science information at the graduate level, without prompting or guidance

1. **Demonstrates knowledge of discipline-specific subject matter (as defined by learning objectives from discipline-specific required course(s))**

**Does Not Meet Expectations –** Student demonstrates incomplete knowledge of discipline-specific information consistent with graduate level training

**Meets Expectations -** Student demonstrates advanced knowledge of discipline-specific information consistent with graduate level training, with some prompting and guidance

**Exceeds Expectations –** Student demonstrates the ability to apply advanced knowledge of discipline-specific information at the graduate level, without prompting or guidance

1. **Critically analyzes and evaluates literature in the biomedical sciences to discover and implement new knowledge and skills**

**Does Not Meet Expectations -** Student demonstrates a limited understanding of the literature related to their work and is unable to compare and contrast the existing information with their work

**Meets Expectations –** Student demonstrates an understanding of literature related to their work and is able to compare and contrast the existing information with their work, with minimal prompting and guidance

**Exceeds Expectations -** Student demonstrates a comprehensive understanding of the literature related to their work and is able to compare and contrast the existing information with their work, without prompting or guidance

1. **Demonstrates advanced understanding of a range of technical and conceptual approaches used in biomedical sciences research**

**Does Not Meet Expectations –** Student inadequately describes appropriate technical and conceptual approaches to address biomedical sciences research questions

**Meets Expectations** – Student describes appropriate technical and conceptual approaches to address biomedical sciences research questions, with minimal prompting and guidance

**Exceeds Expectations** – Student describes and applies multiple technical and conceptual approaches to address biomedical sciences research questions, without prompting or guidance

1. **Demonstrates effective written communication skills**

**Does Not Meet Expectations –** Student’s writing does not follow a logical sequence and/or rarely uses appropriate scientific language. The writing contains numerous grammatical and/or spelling errors, thus ineffectively communicating ideas.

**Meets Expectations –** Student’s writing generally follows a logical sequence and uses appropriate scientific language. The writing may contain some grammatical and/or spelling errors, but effectively communicates ideas.

**Exceeds Expectations –** Student’s writing follows a very logical sequence and uses appropriate scientific language. The writing contains minimal grammatical and spelling errors, thus effectively communicating ideas.

1. **Demonstrates effective oral communication skills**

**Does Not Meet Expectations -** Student does not follow a logical sequence. Student mispronounces terms, does not use appropriate scientific language, makes persistent grammatical errors, and does not speak clearly.

**Meets Expectations –** Student follows a logical sequence but provides minimal elaboration. Student generally pronounces terms correctly, uses appropriate scientific language, makes limited grammatical errors, and speaks clearly most of the time.

**Exceeds Expectations -** Student follows a logical sequence, elaborates well, and provides clear explanations. Student pronounces all terms correctly, uses appropriate scientific language, makes no grammatical errors, and consistently speaks clearly.

1. **Articulates the significance and implications of own work to scientific and lay audiences**

**Does Not Meet Expectations –** Student inadequately discusses the significance or implications of their work

**Meets Expectations –** Student discusses the significance and implications of their work at the graduate level, with minimal prompting and guidance

**Exceeds Expectations -** Student discusses the significance and implications of their work at or above the graduate level, without prompting and guidance

1. **Demonstrates teaching and mentoring skills**

**Does Not Meet Expectations –** Student demonstrates inadequate quality in teaching and mentoring activities. Examples include limited training of summer students, rotating students, junior students, or visiting scholars and limited participation in WIPs, core forum, or TA activities.

**Meets Expectations –** Student demonstrates adequate quality in teaching and/or mentoring activities. Examples include training summer students, rotating students, junior students, or visiting scholars, and participation in WIPs, core forum, or TA activities.

**Exceeds Expectations -** Student demonstrates exceptional quality in teaching and mentoring activities. Examples include training summer students, rotating students, junior students, or visiting scholars and active participation in WIPs, core forum, or TA activities.

1. **Exemplifies established professional codes of conduct, including following through on tasks, accepting responsibility for one’s actions, and accurately representing actions and events**

**Does Not Meet Expectations –** Student does not consistently demonstrate integrity and honesty, does not respond well to criticism, or does not complete tasks in a timely and/or appropriate fashion. Student demonstrates limited adherence to the principles of the student/major professor compact.

**Meets Expectations –** Student demonstrates integrity and honesty, responds adequately to criticism, and completes tasks in a timely and appropriate fashion, with minimal prompting and guidance. Student demonstrates adherence to the principles of the student/major professor compact.

**Exceeds Expectations -** Student demonstrates superior integrity and honesty, responds very well to criticism, and always completes tasks in a timely and appropriate fashion, without prompting and guidance. Student demonstrates exceptional adherence to the principles of the student/major professor compact.

1. **Establishes rapport with others that encourages a team-based, goal-oriented environment**

**Does Not Meet Expectations –** Student works poorly with others to achieve common goals

**Meets Expectations –** Student works reasonably well with others to achieve common goals, with minimal prompting and guidance

**Exceeds Expectations -** Student works very well with others to achieve common goals, without prompting and guidance

1. **Demonstrates ethical behavior and complies with institutional policies, protocols, and procedures**

**Does Not Meet Expectations –** Student does not consistently demonstrate an understanding of ethical behavior, and/or has not completed the appropriate training (i.e. IACUC, IRB, IBC, FERPA)

**Meets Expectations –** Student demonstrates ethical behavior, and has completed the appropriate training (i.e. IACUC, IRB, IBC, FERPA), with minimal prompting and guidance

**Exceeds Expectations -** Student demonstrates ethical behavior, and has completed the appropriate training (i.e. IACUC, IRB, IBC, FERPA), without prompting and guidance

1. **Demonstrates the ability to develop and clearly state hypotheses and design aims and experimental approaches to test proposed hypotheses**

**Does Not Meet Expectations –** Student does not develop or present hypotheses, aims, and experimental approaches to test the proposed hypotheses, even when prompted or guided

**Meets Expectations –** Student develops and presents hypotheses, aims, and experimental approaches to test the proposed hypotheses, with minimal prompting and guidance

**Exceeds Expectations -** Student independently develops and presents hypotheses, aims, and experimental approaches to test the proposed hypotheses, without prompting or guidance

1. **Demonstrates mastery of technical and conceptual approaches**

**Does Not Meet Expectations -** Student does not consistently perform routine techniques and experiments, even with assistance

**Meets Expectations -** Student performs most routine techniques, advanced techniques, and experiments, with minimal assistance

**Exceeds Expectations -** Student consistently performs all routine techniques, advanced techniques, and experiments, without assistance

1. **Demonstrates scientific rigor and reproducibility through accurate data analysis leading to sound scientific conclusions**

**Does Not Meet Expectations -** Student does not consistently explain the rationale/background for the proposed experiments, an/or use the scientific method, and/ or utilize appropriate statistical analyses

**Meets Expectations –** Student explains the rationale/background for the proposed experiments, uses the scientific method, and utilizes appropriate statistical analyses leading to appropriate conclusions, with minimal prompting and guidance

**Exceeds Expectations -** Student clearly explains the rationale/background for the proposed experiments, uses the scientific method, and utilizes appropriate statistical analyses with high rigor leading to appropriate conclusions, without prompting and guidance

1. **Engages in independent learning and networking**

**Does Not Meet Expectations -** Student does not actively and independently review literature, seek out new learning opportunities, and/or discuss research ideas and data, even with prompting and guidance

**Meets Expectations –** Student actively and independently reviews literature, seeks out new learning opportunities, and discusses research ideas and data with others, with minimal prompting and guidance

**Exceeds Expectations -** Student actively and independently reviews literature, seeks out new learning opportunities, and discusses research ideas and data with others, without prompting and guidance

1. **Critically examines and synthesizes ideas, methods, and practices of others**

**Does Not Meet Expectations –** Student does not consistently critically examine and synthesize ideas, methods, and practices of others, or creatively apply them to a biomedical science question, even with prompting and guidance

**Meets Expectations –** Student critically examines and synthesizes ideas, methods, and practices of others, and creatively applies them to a biomedical science question, with minimal prompting and guidance

**Exceeds Expectations -** Student critically examines and synthesizes ideas, methods, and practices of others, and creatively applies them to a biomedical science question, without prompting or guidance

1. **Utilizes an Individual Development Plan and responds to constructive feedback**

**Does Not Meet Expectations -** Student has not completed or updated their Individual Development Plan, and has not engaged with committee or peers for appraisal

**Meets Expectations –** Student has completed or updated in the last academic year their Individual Development Plan, has engaged with committee and peers for appraisal, and has taken some action to achieve goals related to their Individual Development Plan

**Exceeds Expectations -** Student has completed or updated in the last academic year their Individual Development Plan, has actively and consistently engaged with committee and peers for appraisal, and has taken substantial action to achieve goals related to their Individual Development Plan