**DEPARTMENT OF HUMAN GENETICS**

**Post-Committee Meeting Report**

**To be completed by committee**

|  |  |
| --- | --- |
| Student’s Name |  |
| Dissertation Advisor |  | [ ] Present |
| Committee Member |  | [ ]  Present |
| Committee Member |  | [ ]  Present |
| Committee Member |  | [ ] Present |
| Committee Member |  | [ ] Present |
| Committee Member |  | [ ]  Present |
| Date of this meeting |   |
| Date of last meeting |   |
| Date of next meeting | **[ ]** 6 Months\*  **[ ]** 12 Months[ ]  N/A; ready to defend dissertation |

*\*Recommended when two or more assessment criteria are below expectations*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Satisfactory** |  |  |
| **Category** | **Outstanding** | **Above****Expectations** | **Meets****Expectations** | **Below****Expectations** | **Unsatisfactory** | **Not****Applicable** |
| Overall assessment | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| General knowledge | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Expertise in area of specialization | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Ability to design experiments/research | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Ability to execute experiments/research | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Ability to interpret experimental data | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Progress on goals set last meeting | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Professional Development since last meeting | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

**To be completed by student based on committee feedback**

**Oral presentation**

**Progress on courses, workshops and other academic requirements**

**Progress on professional development**

**Progress on research/publication/grant goals outlined last meeting**

**Agreed upon modifications (if any) to short- and long-term goals for the coming year, as outlined in pre-committee meeting report**

**If setting defense date, what must be accomplished first?**

**Guidelines**

The student must provide the committee with 1) the most recent Student Spring Evaluation form, and 2) a pre-committee meeting report at least one week prior to the meeting.

**The committee must complete the first page of this report during the meeting.**

***Scheduling a meeting within 6 months:*** *If students have performed “unsatisfactory” on one or more assessment criteria – or “below expectations” or worse on two or more assessment criteria – then a committee meeting should be scheduled in six months time, rather than a full year. This provides the student with an opportunity to rectify weaknesses that were raised.*

**The student must complete the second page of this report and send via email to all committee members within two days after the meeting.** Each committee member has one week to make corrections to the evaluation., otherwise approval will be implied. After one week, the Dissertation Advisor will forward the final report via email to the student, other members of the committee, and student liaison (Noel Harrie).

**Committee meeting discussions must address the following items to allow the student to fill out page 2 of this form.**

**1. Oral presentation:** please evaluate clarity of presentation, professionalism, and make suggestions for improvement.

**2. Progress on coursework:** Comment on how second-year students are preparing for their comprehensive exam, and how senior students are progressing towards completing academic requirements.

**3. Progress on professional development:** Please discuss how the student is progressing on other aspects of their training, including professional networking, collaborative research unrelated to their dissertation and so forth. Ensure that career development plans via MyIDP (<http://myidp.sciencecareers.org/>).

**4. Progress on research goals outlined at last meeting:** Please discuss explicitly how students have progressed on addressing the short-term and long-term goals established in the last committee meeting. Include suggestions for overcoming difficulties.

**5. Short-term and long-term goals for the upcoming year:** Discuss whether the students’ goals are appropriately ambitious and come to a consensus regarding expectations for the coming year. Progress on these activities can be assessed by the committee in the next meeting. These outlines and evaluations form the basis of longitudinal assessment of student performance.