



University of Pittsburgh
Department of Biological Sciences
Graduate Programs in EE and MCDB

Annual Committee Meeting Report

This form is to be completed by the chair of the committee, in discussion with the rest of the committee members and the dissertation advisor(s) present.

Student's Name			
Graduate Program	EE	MCDB	Other:
Dissertation Advisor			<input type="checkbox"/> Present
Dissertation Co-advisor (if any)			<input type="checkbox"/> Present
Committee Chair			<input type="checkbox"/> Present
Committee Member			<input type="checkbox"/> Present
Committee Member			<input type="checkbox"/> Present
Outside Committee Member			<input type="checkbox"/> Present
Date of this meeting			
Date of last meeting			
Date of last Departmental Seminar			
Date of next meeting	<input type="checkbox"/> prior to comprehensive exam* <input type="checkbox"/> 12 Months		

**If the committee feels that there are issues that will inhibit the student's progress, a meeting prior to the comprehensive exam should be scheduled and the DGS should be notified of these significant concerns.*

Detailed evaluation form

If a particular category was not assessed, please indicate “Not evaluated” in the first column.

Category		Outstanding	Above expectations	Meets expectations	Below expectations	Unsatisfactory
General knowledge of literature in the broad field	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Clear command of the “big picture”. Understands the major burning questions in the field.	Good command of the “big picture” and major questions in the field.	Can usually explain key concepts and answer relevant questions on general topics.	Knows some key concepts and paradigms but has trouble placing them in the big picture.	Major difficulties with understanding the broad field and answering basic questions.
Knowledge of project and its context in current research	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Understands the place of the project in the broad field and discusses the impact and the next steps.	Good command of the relevance of the project in the broad field. Usually discusses specifics pertaining to future directions.	Can discuss relevance of project in the broad field. Is making progress toward discussing specific future directions.	Trouble with discussing implications and potential future directions.	Major difficulties describing the impact of the project.
Knowledge of the literature in the specific field.	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Comprehensive knowledge of research literature in the field.	Detailed and up to date knowledge of research literature in the field.	Generally up to date knowledge of research literature in the field.	Some deficits in the knowledge of the current literature.	Major deficiencies in the knowledge of current literature.
Proficiency in designing experiments	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Complete and comprehensive experimental design that incorporates all aspects of statistics, controls, pitfalls	Designed well-thought experiments, including appropriate controls and statistics. Well-developed pitfalls, alternative approaches and	Designed experiments with minor deficits. Good discussion of alternative approaches and outcomes. Recognizes the	Several pitfalls and missing controls. Some problems with the discussion of alternative outcomes and approaches. Some aspects of controls and statistics	Pitfalls and missing controls. Significant problems with the discussion of alternative outcomes and approaches.

		and alternative outcomes and approaches.	outcomes.	role of controls and understands experimental rigor.	are missing.	Controls and statistics are missing.
Proficiency in data interpretation	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Clearly and independently extrapolates the impact, interprets experiments with solid understanding of novelty, limitations and future directions.	Independently interprets most experiments with understanding of the pitfalls, limitations, and future directions. Confidently extrapolates the impact of the proposed studies and their conclusions.	Interprets some experiments independently but needs help with other aspects of interpretation. Understands and identifies most components of the impact from the proposed studies and their conclusions, with some deficits.	Finds interpreting experiments difficult and requires help. Major deficits understanding the impact from the proposed studies and their conclusions.	Major deficits in every aspect of interpreting experimental results and understanding their impact.
Quantitative skills	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	In command of all aspects of statistics and quantitatively rigorous design.	Necessary aspects of statistics and quantitatively rigorous design have been accounted for.	Generally well-developed statistical approaches with some deficits.	Understands some statistical approaches but significant deficits are apparent.	Poor understanding of statistical approaches in research.
Professional Development since last meeting	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Exceptional progress, for example fellowship obtained, paper(s) published, and/or position acquired	Very good progress, for example fellowship obtained, paper(s) published, or position acquired	Progress on professional development, including attending seminars on career development.	Very little progress or focus on professional development; emphasis should be put on attending seminars and focusing on development	No progress on professional development; very important to focus on these goals
Progress on goals set last meeting	Outstanding Above expectations Meets expectations	Exceptional progress on aspects discussed in	Very good progress on aspects discussed in last meeting	Good progress on aspects discussed in last meeting	Moderate to low progress on aspects discussed in last meeting	Minimal progress on aspects discussed in last meeting

	Below expectations Unsatisfactory	last meeting				
Overall assessment	Outstanding Above expectations Meets expectations Below expectations Unsatisfactory	Clearly excels and stands out in every component of assessment.	Excels in some components of assessment and stands out in a number.	Upward trajectory. All components are on par with the program expectations.	Clearly identified deficits in some components. Will need to take significant steps to improve and meet program expectations.	Major deficiencies in all or most components of the assessment.

Comments on the Research Seminar

Progress on short-term (1-3 month) goals outlined last meeting

Progress on long-term (4-12 month) goals outlined last meeting

Progress on courses, workshops and other academic requirements including fulfilling TA requirement.

Progress on Professional Development

Short-term Goals for the next 1-3 months

Long-term Goals for the next 4-12 months

If setting defense date, what must be accomplished first?

Guidelines

This report must be completed by the Committee Chair. The student must have provided the committee with (a) a Student Annual Report form, (b) a 3-5 page report outlining their progress since the last meeting and any changes to their dissertation proposal, (c) if this is to be an Overview Meeting, a Dissertation Prospectus (the format of this must have been agreed on in advance).

The first page should be completed during the meeting. It is recommended that the Specific Comments be completed on computer during the meeting and approved orally by the other committee members at the meeting. If the report is not completed at the meeting this must be achieved within one week and sent via e-mail to the rest of the committee for approval and then forwarded to the student, Cathy Barr, (cbarr@pitt.edu) the DGS and other members of the committee (who must indicate their final approval via return e-mail to Cathy Barr). Do not return a paper copy.

Meeting Attendance

All Departmental members must be present for the meeting, either in person or via Zoom for example.

Overview

If this is to be an Overview meeting, the student must have provided a Thesis Prospectus; the student will have discussed the exact nature of this with the committee prior to the meeting. The outside member must be present for an Overview Meeting, unless permission has been granted otherwise by the Assistant Dean for Graduate Studies (forward email from the Dean to the DGS).

Progress on coursework and fulfillment of TA requirement

Comment on how second-year students are preparing for their comprehensive exam.

Progress on short-term and long-term research goals

Please discuss explicitly how students have progressed on addressing the short-term and long-term goals established in the last committee meeting.

Progress on professional development

Please discuss how the student is progressing on other aspects of their training, including professional networking, progress in the teaching minor, collaborative research unrelated to their dissertation and so forth. Students could be encouraged to outline their career development plans via MyIDP (<http://myidp.sciencecareers.org/>).

Short-term and long-term goals for the upcoming year

Please explicitly outline tasks to be accomplished within these time frames. 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, which is a critical component of our graduate program's annual assessment matrix, submitted annually to the Dean.