



Post-Qual Committee Meeting Report

Post-Qual Evaluation meetings are held at least annually after a student passes their qualifying exam, and before the student successfully defends their prospectus. The Committee should consist of the student's advisor and at least one other faculty member. The purpose of the meetings is to help ensure that candidates are making progress towards their degree and for the committee to serve as a resource should issues arise.

Meeting format:

- Student fills out Section 2 before the meeting. The advisor may wish to customize Section 2 to meet the specific needs of the lab or group.
- Student meets with advisor and at least one other faculty member to review the student's responses in Section 2.
- At end of the meeting, advisor fills out Section 1. Student and advisor sign to document that the meeting occurred.
- Signed Section 1 should be submitted to BU ME Academic Programs.

Section 1. This section is to be completed by the student and the committee during the meeting.

Student: _____

Date of meeting: _____ Semester attained candidacy: _____

Committee members (please indicate advisor): _____

Current plans for the prospectus (topic and committee):

Anticipated semester to defend prospectus: _____

Committee's overall impression of student's progress (circle one):

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations*

Next progress evaluation meeting will be in (circle one): 4 months; 6 months; 8 months; 12 months

Committee recommendations for student:

Advisor signature: _____ Student signature: _____

**Requires follow-up meeting in six months or less. Please record specific guidelines to follow and milestones to meet before next meeting.*

Section 2. This section is to be completed by the student prior to the meeting.

A prospectus is a thesis proposal. It outlines a question or problem that is to be answered or solved, and an approach (or set of approaches) to take to try to resolve the question or problem. Answer the questions below with the goal in mind to frame and write your prospectus. Use as much or little space as you require.

1. What is the general area that your dissertation will target?
2. What are some of the technical barriers to progress in this area?
3. What are some interesting and/or important questions or problems in this area?
4. What reading/studying/research are you doing that has informed or could inform approaches to the above questions?
5. Keep track of your time this week. How many hours did you spend:
 - a. on classwork related to classes you're taking.
 - b. on classwork related to teaching.
 - c. reading scientific articles.
 - d. reading textbooks.
 - e. designing, conducting, and/or analyzing results of, experiments to evaluate potential approaches.
 - f. designing, creating, and/or solving a mathematical or computational model for a phenomenon of interest.
 - g. other productive activities toward defining your dissertation topic.
6. Identify one to three areas of personal growth over the past year. What factors enabled that growth?
7. What aspects of your productivity do you think you'd like to improve? Identify steps you plan to take in order to do that.
8. What are the major impediments to growth or progress that you have encountered in the last six months? To what factor(s) do you attribute each impediment? What actions can be taken to ameliorate the impact of those impediments? Who should take those actions?
9. Identify three "smart" goals for the next six months. (smart = specific, measurable, achievable, relevant, time-bound.)
10. Rate the following statements on a scale of 1-5, where 1 means "strongly agree", 5 means "strongly disagree", and 3 means "neither agree nor disagree":
 - a. My project(s) challenge(s) me.
 - b. My advisor's expectations of me are clear to me on a daily basis.
 - c. My advisor's expectations of me are clear to me on a monthly basis.
 - d. My advisor's expectations of me are realistic.
 - e. When I do a good job, my efforts are appreciated.
 - f. When I don't do a good job, I am given constructive feedback.
 - g. I am treated differently than some others in the lab.
 - h. I am aware of what projects my lab mates are working on.
 - i. I make sure that the work I produce, for both internal and external audiences, is the highest quality possible, i.e. is accurate, correct, and presented clearly.
 - j. My success depends the most on me.