

Third Semester Research Review – Notes and Guidelines to Students

IMPORTANT – The focus of your talk should be to impress the Graduate Program Committee (GPC) that you’ve made significant research progress, and to make that impression in a short period of time (**8-10 minutes**).

Example Rubric

Indicator	Beginning (1)	Progressing (2)	Proficient (3)
Introduction clearly focused on goals and significance. (≤2 min.)	Project objectives are presented, but broader goals are missing; or significance is unclear. For example, “...synthesize N2-pyridylbenzamidine” is an objective, not a broader goal.	Project goals are mixed with objectives; or significance is not clearly stated.	Project goals, not objectives, and overall significance are both clearly stated. For example, “...develop benzamidine derivatives as a potential therapy for osteoporosis” combines goal and significance.
Outcomes, results, or milestones are clearly presented and are aligned with stated goals. (≈5 min.)	Goals are not clearly supported by specific and effective evidence (outcomes, results, milestones).	Goals are mostly supported by specific and effective evidence.	Each goal is supported by specific, clearly stated, and effective evidence. For example, “NMR confirmed the synthesis of N-(2-methoxyphenyl)benzamidine”, or “bone marrow stromal cells were successfully differentiated into osteoclasts using commercial media”.
Closure comments address projected plans that logically connect to the stated outcomes, results, or milestones. (≤2 min.)	No “next steps” are presented based on current outcomes, results, or milestones. Short-term future directions related to each goal are unclear.	A “next step” is presented for each stated goal, but it is not entirely clear how they logically connect with current outcomes, results, or milestones.	A “next step” for each stated goal is clearly presented that logically follows from stated evidence. For example, “I plan to apply <i>in situ</i> hybridization methods to examine the inhibitory effects of two benzamidine derivatives on isolated osteoclast cell cultures”.

Notes and Guidelines

- Plan to deliver your presentation using PowerPoint and pre-load it onto the computer in LaT 300 prior to the start of the presentations. Align your presentation with the example rubric; avoid image clutter and excessive text (your audience must have time to read and process each slide). Avoid gimmicks, such as distracting animations or transitions. Custom animations (effects) can be effective in focusing your audience, but must be thoughtfully designed.
- Your audience is comprised of members of the GPC and your Research Advisor or Co-Advisors. Don’t present as you would at a group meeting. For example, avoid details of methodology, such as experimental conditions, unless it is relevant to the stated goal, and avoid focus on what didn’t work. There is a time limit of 8-10 minutes to allow time for GPC members to ask questions and to obtain feedback from your advisor(s) before the next presentation.
- Your advisor or co-advisors must attend your presentation. Their assessment of your research productivity has very strong weight with the GPC.
- Presentations are private, meaning that only the student assigned to a given time slot attends that session. This is to allow confidential communication between the GPC and the student’s advisor or co-advisors at the end of the presentation. The student scheduled for the next time slot should wait outside LaT 300 until instructed to enter the room.
- Finally, **practice your presentation before you deliver it to the committee.** Do a time-check at the very least. A better approach is to find people (perhaps at a group meeting) that are willing to apply the example rubric to your presentation and give you constructive feedback.