

Department of Chemistry Seminar Evaluation Form

Name of Speaker _____

Date _____

Select one rating for each category:

	Top	Medium	Fair
Background/Introduction Material			
Discussion of Significance/Impact			
Research Comprehension			
References			
Q & A Performance			
Time			
Poise			
Visuals			
Entertainment			

Evaluation by Faculty only (check one)

Pass

Fail

Additional Comments:

Instructions. A public seminar in the Department of Chemistry must be completed by the end of the 4th year of study. The seminar will be 40–50 minutes long and will cover research with the option to emphasize literature. Students are strongly encouraged to discuss with their advisor the requirements and expectations for these seminar requirements. The format recommended for the seminar is Title, Outline, Introduction (may include Objective), Results, Summary and Acknowledgements. Evaluation forms are provided that should be filled out by attending faculty, graduate students and postdoctoral researchers. Forms should be collected by the graduate student's faculty advisor, who will meet with the student after the seminar to discuss comments and performance. Presentations should be graded by attending faculty on a pass/fail basis, where a majority vote from the faculty determines the outcome of pass or fail. Forms filled out by students and postdoctoral researchers can be given to the presenting graduate student for feedback. Forms filled out by faculty should be turned into Melissa for assessment purposes. Students who receive a grade of Fail on their public seminar can repeat the seminar presentation in their 5th year.

Category	Top	Medium	Fair
Background/ Intro. Material	The presenter clearly and thoughtfully relates background material to the research being presented	The presenter weakly describes the research being presented, or the relevance to the research being presented is unclear	The presenter does not seem to understand the background material or makes no effort to relate it to their research
Discussion of Significance and Impact	The presenter clearly states the significance of the research, links it to the long term goals, and highlights the chemical innovation and impact	The presenter mentions the significance of the research only in passing, inadequately links it to the long term goals, and/or ignores at the chemical innovation and impact	The presenter does not convey the significance of the research, links it to the long term goals, or explain the chemical innovation and impact
Research Comprehension	The presenter shows a deep understanding of the material being presented	The presenter shows a general grasp of the material being presented, but is missing some key points	The presenter shows only a loose understanding of the material being presented
Q & A Performance	The presenter answers questions thoughtfully based on reasonable hypotheses and with confidence.	The presenter answers questions, but offers little in the way of reasonable hypotheses or demonstrates moderate confidence.	The presenter answers the questions, but without no evidence of hypothesis-driven thought, or lacks any confidence
Poise	The presenter speaks clearly, loudly, and with confidence	The presenter speaks too softly to be clearly understood from the back of the room, or is obviously lacking in confidence	The presenter can barely be heard at all, or is completely lacking in confidence
Time	The presenter stays within the allotted time limit (50 min per person), but not less than 45 minutes	The presenter goes over time by 4-5 minutes or only uses between 39 and 42 minutes	Presenter goes over time by more than 5 minutes or uses less than 39 minutes
References	Citations are in the correct format, and placed in the lower left or right corner of the slide in a small, but legible font. Citations are provided for all data and major insights not created by the student	Citations are not all in the correct format or a several citations needed to support the claims of the presentation are missing	Most citations are not in the correct format or minimal citations are included
Visuals	Visual aids are well designed, clean, in a format approved by the advisor, and aid the audience in following the content	Visual aids are well designed, but not in the correct format, or are in the correct format, but do not clearly convey the content	Visual aids are neither well designed, nor in the correct format, or they do not clearly convey the content
Entertainment	The presentation is thoughtful, interesting, and engaging and tells a logical story	The presentation is only modestly interesting or engaging or does not quite flow logically	The presentation is not especially interesting or engaging or is difficult to follow