

## Graduate Program in Health

### PhD REPORT ON ACADEMIC PROGRESS FORM

This academic progress report is intended to ensure continuing communication among supervisor(s), student and supervisory committee members, to provide continuing support to the student, and to ascertain that the student is making strong progress or to identify areas of difficulty and to suggest remedies.

#### i. First year PhD Students

All **first year** PhD students are required to complete an annual report. You are required to *meet with the GPD* at the end of the second semester/beginning of the third to discuss their progress and complete the PhD Report on Academic Progress form.

#### ii. PhD students in Years II and beyond

All continuing students are required to complete an annual report with their Supervisor and at least one Committee member; if students do not yet have a Supervisor/Committee they must arrange to meet with the GPD. As part of this academic review process students are required to submit a chapter or substantive part of a chapter written in the previous year, or a description of the work conducted thus far if a substantive piece has not yet been completed.

Supervisor(s), supervisory committee members and the students will complete the annual report including substantive comments and submit these to the Graduate Program Office. **These reports are due by the end of May.**

These annual reports will be reviewed by the Graduate Program Director. Following review by the GPD the Graduate Program Office will provide the student a copy of the annual report.

#### LACK OF PROGRESS

A meeting of the supervisory committee will normally be called if the supervisor(s) or any member of the supervisory committee, after reviewing the annual report and student's work, deem that the student is not making satisfactory progress. If one or more members of the committee suggests that a meeting should be held, the GPD will arrange for a meeting of supervisory committee and student to discuss the annual report. This meeting will provide the student with the opportunity to hear concerns expressed and to respond to them. It will also provide the opportunity to explore collectively strategies to address the areas of difficulty. If in the subsequent year the annual report again indicates concerns over the student's progress, a meeting of the supervisory committee and the student will again be held to discuss academic progress, and to explore collectively constructive remedies.

A meeting of the committee can also be called if there are no concerns about progress but if there is a general sense that the meeting would be particularly useful for the student.

Unsatisfactory evaluations will be reviewed and an action plan to best help the student will be agreed upon.

A photocopy copy of this form should be retained by both the student and the supervisor.  
The original copy should be returned to the Graduate Program Office for the Graduate Program Director to review.

**TO BE COMPLETED BY STUDENT**

Student name: \_\_\_\_\_ Student number: \_\_\_\_\_

Academic year: \_\_\_\_\_ Year in program: \_\_\_\_\_

Date of proposal defense (candidacy): \_\_\_\_\_

Dissertation Supervisory committee (if applicable):

(Principal Supervisor) \_\_\_\_\_

(Committee member) \_\_\_\_\_

(Committee member) \_\_\_\_\_

Please append a summary document responding to the following categories - for an example see p. 5

**Courses:** list courses completed as well as titles of papers completed in each course. Include the name of the faculty member teaching the course, course number & term, course name, and department. Under the course name list the titles of papers written in the course and briefly summarize their significance to your research.

**Publications:** include status: submitted; revised; in press; published.

**Teaching Experience**

**Invited Talks/Lectures**

**Conferences**

**Grants:** list grants applied for and your position (applicant; co-applicant, etc)

**Service:** list any service to the community, the program, the department, faculty, or university; your role

1. **Description of academic progress:** if you are writing your dissertation provide detailed list of chapters completed and those under revision. If you are pre-candidacy please provide a comprehensive report of progress toward your degree during the past year? (Do not include progress recorded in last year's report.) Please explain deviations from last year's goals.

2. **Please itemize the remaining requirements for your degree, including stages of your thesis or dissertation, and propose a timetable for completing them, with specific goals for the next year:**

**TO BE COMPLETED BY SUPERVISOR**

1. **Specific comments on the student's progress during the last year:**
  
2. **Specific comments on the student's objectives for next year:**
  
3. **Detailed comments on student's timetable for completing degree requirements, including thesis or dissertation:**
  
4. **Considering the overall professional development of the student (e.g. stage in program, conference presentations, publications, etc.), is he/she making satisfactory academic progress? If not, explain why. What might be needed to ensure satisfactory academic progress?**
  
5.  **At least two members of the supervisory committee met with this student to discuss his/her progress.**

**OR**

**This student is engaged in research away from the university, and unavailable for a meeting, so this evaluation was completed by mail, and discussed by at least two members of the supervisory committee.**

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Supervisor's signature

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Date

**6. Student's reply to the supervisor's comments (if any):**

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Student's signature

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Date

**EXAMPLE of SUMMARY DOCUMENT**

**COURSES**

- ENGL 5222 3.0 Post-structural approaches to narrative (taught by Prof. Dumbledore) – elective
- *dis/abled narratives in science fiction as resistance*
    - o review of the literature
    - o focus on strategies of resistance used in science fiction

**PUBLICATIONS**

Student, Graduate. (2013) (submitted). English speakers in science fiction. *Journal of disability and narrative studies*.

**TEACHING EXPERIENCE**

2014, September – 2015, April. Teaching Assistant (60 Students). Sociology. York University Toronto, Ontario  
 Instructor: Clever Professor, PhD.  
 SOCI 5555: Sociology of Disability Studies.

**INVITED TALKS/LECTURES**

2014, January 17. Guest Lecturer – *Disability identity re-imagined through science fiction*. CDIS 5100: Disability Studies: An Overview. Critical Disability Studies Program, York University, Toronto, Ontario

**CONFERENCES**

**Graduate Student** and Prof Clever. *Understanding the construction of disability through an analysis of science fiction*. Paper. 11<sup>th</sup> Annual Canadian Disability Studies Association conference, Congress of the Social Sciences and Humanities. Brock University, St. Catharine's, ON.

**GRANTS:**

2014. SSHRC Doctoral Award. Received: 20000

**SERVICE:**

2014- present. Reviewer. *Critical Disability Discourse*.  
 2013. Reviewer of conference submissions. Annual Canadian Disability Studies Association conference, Congress of the Social Sciences and Humanities.

**OTHER:**

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