

Guidelines for Annual Progress Meetings for Graduate Assistants in BB (2016/17)

All BB students are expected to meet with their committee annually after completion of their first year in the program (i.e. after they have chosen a Mentor). The initial Program Committee Meeting, the Preliminary or Qualifying Exam, and the final Thesis Defense contribute toward fulfilling this requirement. If none of these meetings are taking place during a given academic year a progress meeting must be arranged by the Student. Attendance of the Graduate Council Representative is optional. Annual Graduate Employee Evaluations are now also required by the university (see form pages).

The purpose of the BB Annual Progress Meeting for Graduate Students is twofold:

1. Review of progress towards the degree with particular emphasis on academic progress.
2. Review of goals described in the Individual Development Plans (IDP).

In many cases progress will be adequate or better and goals in the IDP will not have changed. The outcome of the meeting will be to add the progress report (as part of the completed form that is attached below) to the Student's file. In other cases the outcome will be a re-written report and changed IDP (completed in consultation with the Mentor), together with brief written minutes of the progress meeting and actions taken (signed by the Student and Mentor on the attached form).

This continuous assessment has two goals:

1. Ensuring that the Student is giving thought to their future goals and how they are progressing and what experiences and trainings will help them succeed, and that the Student and Mentor are aware of program requirements, and working together to meet development goals agreed on in the IDP. Progress meetings give opportunities to re-write sections of IDPs.
2. Monitoring academic progress (research and scholarship). This addresses laboratory projects, writing tasks (manuscript and/or proposal preparation), speaking engagements (scientific meetings, outreach), and teaching performance. Ideally the Student should complete the progress report in consultation with the Mentor.

The attached checklist and self-evaluation (beginning on page 2 of the attached form) will be based on the Student's IDP and is to be completed by the Student and discussed at the annual progress meeting. Forms must be completed before the annual meeting and send to committee members at least two days before the scheduled meeting. After the meeting, the completed Annual Report and (if necessary) the updated IDP will be available for review (and assessment of the Graduate Program) to the Graduate Program Committee. For this purpose, the reports and form need to be returned to the BB office (2011 ALS; Dina Stoneman) to be added to the Student's file. Information on the forms will be treated as confidential.

BB Annual Graduate Student Progress

This is a running record. Please update annually before each meeting.

Student Name: _____ **Date Entered BB:** _____

Major Professor: _____ **Expected Completion Date:** _____

A. Core Requirements: **Completion Date / Grade**

BB 581, 582, 583 (Biophysics) _____

BB 590, 591, 592 (Biochemistry) _____

BB 507 / 607 (First-year seminar) _____

BB (Journal Club - attending) _____

BB (Journal Club - presenting) _____

BB 507 / 607 (Third-year seminar) _____

_____ (Ethics) _____

BB 60 (Rotation - Fall) _____

Advisor: _____

BB 60 (Rotation - Winter) _____

Advisor: _____

BB 60 (Rotation - Spring) _____

Advisor: _____

Teaching (First-year Fall) _____

Course: _____

Teaching (First-year Winter) _____

Course: _____

Teaching (First-year Spring) _____

Course: _____

B. Program Committee: **Date of last program committee meeting:** _____

Members of the program committee:

C. Teaching assignments other than core requirements:

_____ Course name Instructor Year and quarter

Student Name _____

Program Checklist:

Circle One

Date

Program Filed with Graduate School	Completed / Scheduled / Anticipated	_____
Coursework	Completed / Scheduled / Anticipated	_____
Teaching	Completed / Scheduled / Anticipated	_____
Rotations	Completed / Scheduled / Anticipated	_____
Preliminary Exam	Completed / Scheduled / Anticipated	_____
Third-year seminar	Completed / Scheduled / Anticipated	_____
Progress Meetings	Completed / Scheduled / Anticipated	_____
Progress Meetings	Completed / Scheduled / Anticipated	_____
Progress Meetings	Completed / Scheduled / Anticipated	_____

For sections C., D. and E., please adjust space and add extra pages if needed.

C. Accomplishments or activities:

1. Papers published (full citations)
2. Papers in review
3. Awards
4. Presentations at meetings (seminars, short talks, posters)
5. Outreach activities
6. Other academic accomplishments

D. Progress report on laboratory projects:

(re-state specific aims for current year, the ways aims were addressed, and the outcome; in a separate section state goals for next year and approaches you will use)

E. Individual Development Plan

(state current major goals in development plan and state changes for the future)

Student Name _____

F. Mentor's comments:

(these are based on the student's report and will be discussed at the annual progress meeting)

1. Progress made:

2. Goals for upcoming year:

G. Brief minutes of progress meeting:

H. Actions taken (if needed):

Annual Graduate Employee Evaluation (required by the University)

Position Information

Employee Name			Satisfactory Academic Progress <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does NOT Meet Expectations	
Department			Major Professor, name: Signature:	
Evaluation Period			Date of Evaluation	
Supervisor				
Position Number	Appt % (FTE)	Appt Basis (term; 9 mo.; or 12 mo.)	FLSA Status	Job Location
C6			Exempt Administrative/Not Eligible for Overtime	

Position Duties

Brief Position Description (taken from the position description)

Overall Evaluation (required)

Instructions:

The supervisor provides comments substantiating the overall performance rating. If there are areas in which the Graduate Assistant is expected to improve his/her performance, they should be noted in this section.

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

(example text in italics, replace as necessary)

- A. Overall [Graduate Assistant] exceeds the general responsibilities outlined in the position description.
- B. [Graduate Assistant] meets the general responsibilities outlined in the position description, but [Supervisor] would like to see more self-started initiative related to finding ways to improve the [research tasks/teaching assignments].
- C. [Graduate Assistant]'s attitude towards responsibilities laid out in the position description, is not congruent with the expectations of a graduate level appointment.
- D. [Supervisor] is committed to exploring mechanisms for creating a valuable and manageable experience for [Graduate Assistant] and the department.

THE FOLLOWING SECTIONS ARE OPTIONAL, BUT CAN BE USED TO OFFER FURTHER DETAIL TO THE GRADUATE EMPLOYEE

Evaluation of Major Job Responsibilities (position description duties) (optional)

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *[Graduate Assistant] meets many of the responsibilities outlined in the PD. [Graduate Assistant] assists in supporting student learning, offers regular office hours and responds to inquiries regarding labs*
- B. *Is making good progress on assigned laboratory work, takes initiative, and keeps a clean and safe working environment.*
- C. *With respect to K-12 outreach efforts, [Graduate Assistant] is not currently doing much of this. This is considered a professional development opportunity, and [Supervisor]'s instructions are to prioritize other activities over this duty.*
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General Expectations (optional)

- a. **JOB KNOWLEDGE/TECHNICAL COMPETENCE.** Possesses and demonstrates technical, general or other specific knowledge and skills required to perform job duties and accomplish stated objectives.

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *Generally, [Graduate Assistant] displays knowledge necessary to deliver the basic duties of a teaching assistant.*
- B. *If [Graduate Assistant] is unaware of how to complete a technical task, he appropriately seeks out [Supervisor] for help.*
- b. **QUALITY.** Demonstrates a commitment to providing quality work. Work performed is of high standard. Is not satisfied with producing work that is "just good enough."

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *Research tasks are performed at the highest standard, with great attention to detail, and with care in execution*
- B. *Office hours are conducted with great thought in terms of pedagogy and in a manner that provides for a welcoming environment to students that makes the encounter conducive to learning*
- C. *[Graduate Assistant] does not hold office hours at scheduled times, and does not respond to student inquiries in a timely manner*

- c. **WORKING RELATIONSHIPS.** Establishes and maintains cooperative working relationships with co-workers and supervisor. Responds actively and effectively to needs of undergraduate students and fellow laboratory workers. Respects abilities, decisions and motives of co-workers, internal stakeholders and partners. Speaks and acts ethically, fairly and consistently.

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *[Graduate Assistant] appears to have a good working relationship with the undergraduate students that he is serving. This is an important quality of the successful graduate student working in this role.*
- d. **INTEREST AND INITIATIVE.** Displays enthusiasm, dedication and interest in duties and responsibilities. Is a self-starter and proactive in approach to job. Demonstrates willingness to work beyond the usual or ordinary requirements of job when needed. Shows initiative and flexibility in meeting challenges. Capable of acting independently when circumstances warrant.

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *[Graduate Assistant] takes the initiative to ensure that program activities that she is assigned are implemented and performs her duties with acceptable quality.*
- B. *Draft journal manuscript was produced and submitted by agreed upon deadline and the quality of the manuscript was satisfactory (with respect to content, formatting, spell-checking etc.)*

e. **JUDGEMENT.** Demonstrates ability to analyze available data or circumstances, consider alternatives, and make well-reasoned, timely decisions that favorably affect performance and organizational goals. Acts reliably and responsibly, keeping supervisor informed and aware of potential issues or areas that need attention.

Exceeds Expectations Meets Expectations Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

- A. *[Graduate Assistant] actively keeps [Supervisor] apprised of relevant personal life issues that can make it difficult to perform to the highest standards in the work place.*
- B. *As was mentioned previously, previous GTAs in the position were able to perform duties within the constraints of a .49FTE appointment. As such, it appears that [Graduate Assistant]'s lack of ability to manage time and delegate work to the undergraduate worker is partially responsible for difficulty in managing the assigned work.*

It should be noted that [Supervisor] has attempted to coach [Graduate Assistant] on multiple occasions on delegating more of his work to the undergraduate worker, whom [Graduate Assistant] oversees.

Goals for the Next Evaluation Period (If Applicable - Required)

Goals: (example text in italics, replace as necessary)

- A. *[Graduate Assistant] and [Supervisor] will create a list of goals and primary tasks (attached) to facilitate better evaluation of accomplishments for the next evaluation period,*
- B. *[Graduate Assistant] will log his time weekly to determine how he is meeting the .49 FTE commitment.*

Additional goals/areas of improvement/excellence discussed are (can include written input provided by students, clients or others who have direct knowledge of the employee's performance (Article 15, Section 2):

Graduate Assistant's endorsement:

I have reviewed this progress report with my mentor and program committee and I know that this report enters into my personnel record file, together with attachments to the review of any comments, explanations or rebuttals that I wish to make.

Signatures

Employee signature confirms *receipt* of the evaluation. Graduate Assistants may submit a written rebuttal for inclusion into the personnel record within 30 days of receipt of the evaluation (Art. 15, Sec.4).

Employee Signature

Date

Supervisor Signature

Date