### 

### Form 6 Forestry Graduate Student Evaluation Form

This form is to be completed by graduate students and their respective supervisor/advisor(s) on a semester or annual basis. Each section has specific instructions as to who is responsible for completion. All sections should be completed *prior* to meeting to promote discussion. This evaluation process is to recognize progress and identify opportunities for growth, for ***both*** advisors and advisees. Upon completion, this form will be turned into the School of Forestry Graduate Coordinator and/or the Executive Director **at least 3 weeks before the semester ends**. If you have any concerns about completing this, please see the Graduate Coordinator or Executive Director.

Note: If you are a TA, please see Appendix I at the end of this document after completion of sections I, II, and III.

|  |  |
| --- | --- |
| Grad. Student Name: | Degree: \_\_ PhD \_\_ MS \_\_ MF \_\_ Certificate/Other |
| Supervisor(s): | Today’s date: |
| Evaluation frequency? \_\_ Semester \_\_ Annual | Previous evaluation date: |
| Grad. Student position and/or funding: \_\_ GA \_\_ RA \_\_TA \_\_Unfunded \_\_Other | |

**Section I:** Graduate student self-reflection. Completed by graduate student only.

Self-reflection instructions: Complete Section I prior to meeting with your supervisor. In this section, solely focus on yourself and your progress. Reflection concerning your working relationship with your advisor is in Section II.

My most notable accomplishments or examples of professional development during this reflection period in my work as a graduate student:

Things I want to do more, or start, to be even more effective in my position and to help me in the future:

Things I want to do, change, or improve to be even more effective in this role and to help me succeed:

**Section II:** Supervisor and graduate student rating and reflection. Both sections completed by supervisor and graduate student.

Rating and reflection instructions: The supervisor and graduate student each complete both parts of Section II prior to meeting. Part I of this section is primarily focused on the graduate student. Part II is primarily focused on the advisor. Please use the following definitions for the ratings:

Dissatisfied: Significant efforts toward improvement should be made.

Room for improvement: Meets expectations in some areas, but improvement is needed in others.

Satisfied: Meets all expectations, the individual is on track.

Beyond satisfied: Going above and beyond expectations.

**Part I:** Graduate student

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Knowledge and Skills** | | | |
| Demonstrates technical and functional knowledge and skill level to complete assigned tasks efficiently and effectively. Includes adapting to new requirements and pursuing development opportunities related to tasks. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Reliability** | | | |
| Task completion and follow-up including: meeting deadlines on time without sacrificing accuracy, quality, or project objectives and adhering to university/college/unit policies and procedures. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Teamwork** | | | |
| Works well with and for others, contributes to lab working environment and is welcoming. Recognizes and respects diverse points of view; engages the talent, experiences, and capabilities of others and creates opportunities for access and success of others. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Planning/Organizing** | | | |
| Works efficiently and productively, and effectively manages resources (labor, time, materials, etc.). Includes prioritizing, planning, and organizing work for greatest efficiency and effectiveness. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Professionalism** | | | |
| Works collegially and cooperatively with others. Uses appropriate mode of communication and is respectful of supervisor and their professional and personal time. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Positive/proactive approach to change and improvements** | | | |
| Demonstrates receptivity to new ideas and approaches and flexibility in working with a team. Uses critical thinking skills and presents project related-material in a clear, well-organized way. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Initiative/Innovation** | | | |
| Identifies challenges, envisions possible outcomes or obstacles and responds in a manner to minimize risk. Generates new and original ideas that relate to the position if applicable. Effectively communicates issues and ideas to supervisors. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Communication Style** | | | |
| Articulates in a clear, respectful manner. Is friendly, genuine, and brings up ideas, concerns and/or questions respectfully. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |

What are the main strengths of this graduate student?

What are areas of improvement for this graduate student? Are there limitations or barriers currently preventing the graduate student from succeeding or meeting expectations?

Other comments:

**Part II:** Advisor

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Guidance and Professional Development** | | | |
| Provides guidance on project and professional development. Student feels well-equipped and supported by advisor or given guidance on where to find resources. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Reliability/Feedback** | | | |
| Assigns tasks with appropriate deadlines while adhering to university/college/unit policies and procedures. Provides feedback on assigned tasks in a timely manner. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Teamwork** | | | |
| Contributes to an inclusive and welcoming environment. Recognizes and respects diverse points of view; engaging and creates equal opportunities for access and success of others. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Planning/Organizing** | | | |
| Manages project efficiently and productively, and provides and manages resources (labor, time, materials, etc.) necessary. Prioritizes, plans, and organizes work for greatest efficiency and effectiveness. Plans regular meetings with student and/or lab to ensure consistency. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Professionalism** | | | |
| Works collegially and cooperatively with others. Uses appropriate mode of communication and is respectful of student and their professional and personal time. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Positive/proactive approach to change and improvements** | | | |
| Demonstrates receptivity to new ideas and approaches and flexibility in working with a team. Helps engage students’ critical thinking skills and is open to feedback. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Communication style** | | | |
| Articulates in a clear, respectful manner. Engages in discussion, brings up ideas, concerns and/or questions appropriately. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Availability** | | | |
| Reasonably available for questions and guidance. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Learning Environment** | | | |
| Helps engage critical thinking skills and challenge the student in an appropriate and reasonable manner. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |

What are the main strengths of the working relationships between advisor(s) and advisee?

Are there areas where the working relationship between advisor(s) and advisee could be improved? Are there limitations or barriers currently preventing the advisor from succeeding or meeting expectations?

Comments:

**Section III:** Research or Project Observations. Completed by the supervisor only.

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Contribution** | | | |
| Contributes to research, discovery of new knowledge, development of new techniques, and or/other forms of creative activity. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Outputs and Outcomes** | | | |
| Qualitative and quantitative assessment of research, other creative programs, and contributions, and recognition by the academic and professional community. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Ethical Standards** | | | |
| Adherence to the highest possible ethical standards. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Methodology** | | | |
| Demonstrates sound research methodology, discussed and approved in conjunction with supervisor. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |
| **Teamwork** | | | |
| Assists others in the lab, cleans up, re-orders supplies or communicates when supplies are needed, etc. Has a team perspective on all duties. | | | |
| \_\_ Dissatisfied | \_\_ Room for Improvement | \_\_ Satisfied | \_\_ Beyond Satisfied |

Is the graduate student making appropriate progress on their research? If not, what are ways they can improve to make appropriate progress?

Comments:

**Section V: Action plan and final steps**

**Part I:** Action Plan

Now that you have completed and discussed each section, please make an action plan for areas in which need improvement. If satisfactory or above ratings were met, please make note of what will continue to be done.

**Part II:** Final Steps

Thank you for completing the Forestry Graduate Student Evaluation Form. After discussion, this form is required to be taken to the School of Forestry Graduate Coordinator or the Executive Director **by the graduate student only**. The form should only go to the Executive Director if your direct supervisor is the Graduate Coordinator. We encourage discussion of your evaluation upon delivery.

For further information, please see the Graduate Student Handbook.

**By signing your name below, you acknowledge that this form has been completed and discussed by the graduate student and supervisor, and that the form will be submitted to the Graduate Coordinator/Executive Director upon completion.**

|  |  |
| --- | --- |
| Graduate Student: | Date: |
| Supervisor/Advisor(s): | Date: |
| Graduate Coord. or Executive Director: | Date: |

Form modified: July 1, 2023