

# GRADUATE STUDENT ADVISING

## PART II CONFIDENTIAL EVALUATION BY TEACHING FACULTY

This is one part of a three-part graduate student evaluation performed each semester. The other parts consist of (1) a student self-evaluation and (2) an evaluation by the student's section coordinator or dissertation director. The purpose of each evaluation is to assist students in progress toward their graduate degree. This includes encouraging students in their success and developing any strategies needed for improvement.

The teaching faculty should complete this form as soon as possible and send it to the graduate program director. On receipt, the graduate program director will make one copy and send it to their section coordinator. No other faculty or students will have access to this information. Ideally students will discuss in a timely fashion with their section coordinator the evaluations provided by their teachers. At any time students may discuss with the GPD the contents of their advisor file.

STUDENT NAME AND PROGRAM:

SEMESTER/YEAR: \_\_ \_\_\_\_\_

COURSE TITLE AND PROFESSOR:

1. What grade have you given or do you expect to give this student for this course?
2. Was the student able to understand and analyze complex texts and arguments?
3. On a scale of 1-5, with 1 being the weakest and 5 being the strongest, rate the student in the following abilities:
  - a) Oral communication\_\_\_\_\_
  - b) Writing skills\_\_\_\_\_
  - c) Research skills\_\_\_\_\_

Please add any further comments, if appropriate

- d) Are there any "red flags" to note?
4. Was the student timely in completing course assignments?
5. a. Is the student able to engage views other than his/her own?  
b. Is the student able to accept criticism without becoming defensive?  
Please comment if appropriate.

6. a. Is this student collegial? For example, does s/he share "air time" in the classroom, instead of dominating discussions? Does s/he generously share resources or otherwise enrich the class experience? Does s/he invite dialogue with views other than his/her own or behave in ways that close off conversation? Does s/he listen attentively to others? Please comment if appropriate.

7. Does the student display an appropriate level of attention and motivation? Please comment if appropriate.

8. a. Does the student's area of interest and ability show clear promise of successfully completing a dissertation in our program? (possible responses: too soon to tell, can only identify a topic area, has a good sense of a thesis, reiterates thesis without offering supporting evidence)

b. Would you be willing to be an adviser \_\_\_\_ a reader \_\_\_\_ for this student's dissertation? If your answer is no, please explain.

9. Please add additional comments if necessary.

Faculty member signature\_\_\_\_\_

*Please use additional sheets as necessary.*