

Goals and Principles of Graduate Student Evaluation

1. Evaluation should be multidimensional, incorporating rate of progress (both recent and cumulative), academic performance (e.g., grades), and indices of professional development (e.g., publications, scholarships, and teaching experience; cf.
2. Evaluation should be based on explicit standards for each of the dimensions considered. However, the use of such standards should be flexible, allowing for the intelligent assessment of a student given his or her circumstances and goals.
3. All students should be evaluated by all faculty at an annual student evaluation meeting.
4. The organization of the annual evaluation meeting should be designed for efficiency, while allowing for the in-depth consideration of difficult cases.
5. The evaluation process should be informed by a report from the supervisory committee. Students should have an opportunity to comment on the report prior to the annual evaluation meeting.
6. The purpose of the annual evaluation meeting is to agree on an assessment of each student, to provide informative feedback to students, and, in some instances, to make recommendations regarding a student's program.
7. The assessment from the annual evaluation meeting should provide guidance to the Chair and the Associate Chair for Graduate Studies in actions concerning the student (e.g., recommendations for awards, requests for program extensions). However, due process, outside of the context of the annual evaluation meeting, would need to be ensured when actions have implications for a student's funding or standing in the program.

Psychology Graduate Policy Documents
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