

## **PAC Meetings for New Graduate Students**

As early as possible in the initial semester of enrollment, new students should meet with their Preliminary Advisory Committee (PAC). The PAC consists of the adviser and at least two additional members of the EEB Graduate Faculty. The composition of the committee will be determined by the adviser in consultation with the student. The committee should assess the student's preparation in the structure and diversity of organisms and in the disciplines of ecology, evolution, and genetics. As a guideline to the PAC, possible ways for the committee to address any perceived deficiencies include recommending or requiring that the student take an appropriate course or courses, complete recommended readings, take a tutorial with a faculty member, or complete an appropriate special project. Additionally, the PAC will determine what initial courses or other training are recommended to help the student progress in his or her chosen discipline. The PAC also should provide advice on fulfillment of the Research Skills requirement (for doctoral students only) and any other departmental and programmatic requirements.

By the end of the student's initial semester, the adviser must report the results of the PAC meeting in a letter to the student with a copy of the letter being sent to the Graduate Program Committee. The document should describe how any perceived deficiencies will be addressed. The letter should also address the results of the deliberations regarding the courses and other training required or recommended to help the student progress in his or her chosen discipline, Research Skills requirements, and any programmatic or departmental requirements.

## **Annual Committee Meetings for Continuing Students**

Prior to the completion of the second year of graduate study, a Research Advisory Committee (RAC) should be formed (this committee may be the same as the comprehensive oral exam committee, the dissertation committee, etc.). Each student is required to meet with this committee at least once per year to discuss progress and receive guidance. Failure to meet with the RAC may result in an unsatisfactory annual evaluation. The student's entire committee, or at least a majority of the members, should meet in-person. A summary of the meeting should be provided to the EEB Graduate Program Committee, with copies to the entire committee and student. The summary is to be submitted soon after the meeting and is required for the annual student evaluation process. Elements of the summary should include:

1. An overall summary of the student's progress and accomplishments, specifically addressing events from the previous year
2. A discussion of whether the previous year's goals were met or not
3. A list of specific goals for the coming year
4. An assessment of whether the student is making reasonable progress toward his or her degree, including an expected date of degree completion

# EEB Graduate Student Progress Report: Calendar Year 2011

## Part I: Information Form

This form represents Part I of the 2011 GSPR (Parts II and III are to be completed separately). Note that this document contains form fields for your responses and, in some cases, drop-down lists from which you must select responses. Please return this form in both digital and hard copy to Jaime Keeler ([jrkeeler@ku.edu](mailto:jrkeeler@ku.edu); 2041 Haworth).

### Student Name:

### Contact Information

E-mail:

University Office Address:

Lawrence Home Address: Street & Apt. #:

City:

State:

Zip Code:

Office Phone:

Mobile Phone:

Home Phone:

### Current Educational Goals

Degree Sought: Blank

Initial Term of Enrollment for Current Degree: Blank

Anticipated Term of Degree Completion: Blank

Academic Advisor (or Co-Advisors):

Date of Most Recent Advisory Committee Meeting:

Committee Membership (list names of members):

Member #1

Member #2

Member #3

Member #4

Member #5

Others

### Progress Toward Degree

#### Master's Students

Defense – Actual or Anticipated Date of Completion:

If Completed, Mark Earned:  Pass, Satisfactory

Pass, Honors

Fail

#### Doctoral Students

Research Skills – Please describe means of fulfilling the requirement.

Skill # 1 Description:

Skill # 1 Date/Term of Completion:

Skill # 2 Description:

Skill # 2 Date/Term of Completion:

Comprehensive Oral Exam – Actual or Anticipated Date of Completion:

If Completed, Mark Earned:  Pass, Satisfactory

Pass, Honors

Fail

## Support

Spring 2011 <input type="checkbox"/> Supported <input type="checkbox"/> Unsupported	Type of Support: Blank	% Appt.: Blank
	Details/Comments:	
Summer 2011 <input type="checkbox"/> Supported <input type="checkbox"/> Unsupported	Type of Support: Blank	% Appt.: Blank
	Details/Comments:	
Fall 2011 <input type="checkbox"/> Supported <input type="checkbox"/> Unsupported	Type of Support: Blank	% Appt.: Blank
	Details/Comments:	

**Signatures:** By signing both student and mentor acknowledge that Parts I and II (Info Form and CV) of the 2011 GSPR have been reviewed and contain accurate information.

STUDENT

Na me:

Date:

Signature:

MENTOR

Na me:

Date:

Signature:



1.

**ATTENDANCE AT REGIONAL, NATIONAL, & INTERNATIONAL WORKSHOPS, SYMPOSIA, & MEETINGS:** List your attendance in reverse chronological order and number them, 1... *n*. Do not include meetings listed above under presentations. Follow example for formatting.

1. **Blackburn, D. C.** Amphibian Ontology Workshop. NSF-sponsored. Anne Maglia, PI. St. Charles, Missouri. **6-9 November 2009.**

1.

**MAJOR GRANTS & PROPOSALS:** List **all major** extramural grants and research awards received in reverse chronological order and number them, 1... *n*. [Examples would include NSF, NIH, NGS, NASA, EPA funding.] Include proposals that have been submitted during the past calendar year and either are pending or have been declined; indicate their status. Relevant information to provide includes funding agency, amount requested or funded, funding period, PI and/or co-PIs, and title of project. Follow example for formatting.

1. **Guayasamin, J.M. (Co-PI)** Trueb, L. (PI). Dissertation Research. Evolutionary relationships, biogeography, and conservation of Glass Frogs (Anura: Centrolenidae). NSF 0000000. \$11,883. 24 mo. 06/01/08–06/01/10. **Funded.**

1.

**MINOR GRANTS & PROPOSALS:** List **all minor** extramural and intramural grants and research awards received in reverse chronological order and number them, 1... *n*. [Examples would include Sigma Xi, Lewis & Clark, Panorama, EEB funding.] Include proposals that have been submitted during the past calendar year and either are pending or have been declined; **indicate their status**. Relevant information to provide includes funding agency, amount requested or funded, funding period, PI and/or co-PIs, and title of project. Follow example for formatting.

1. **Mickle, K.** Bear Gulch Fossil Fish Fauna. Panorama. \$682. 6 wk. 15/06/09–30/07/09. **Funded.**

1.

**FELLOWSHIPS, AWARDS, & HONORS:** List **all** fellowships, academic awards, and professional honors received in reverse chronological order and number them, 1... *n*. These should include post-baccalaureate awards received at KU and other institutions or professional societies in the form of scholarships, fellowships, and awards for teaching and research. Follow example for formatting.

1. **Smith, J. D.** Dissertation Fellowship. The University of Kansas. \$20,000. 12 mo. 08/17/08–08/17/09.

1.

**RESEARCH IN PROGRESS / OTHER RESEARCH ACTIVITIES:** The space below is provided for a brief summary of research activities that might not have been included in foregoing sections. Use this area to list ancillary projects and manuscripts submitted and in review or rejected, for example. Do **not** list manuscripts in preparation.

#### PROFESSIONAL EXPERIENCE

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**TEACHING:** List all courses taught at KU (course number and title, semester and year). Indicate percentage of appointment (a 0.50 FTE appt is generally considered a "full" appt). In addition, give name of an instructor or supervisor from whom a letter may be requested.

Course No. & Title	Semester & Year	Instructor/ Supervisor	Appt. %

**RESEARCH OR CURATORIAL ASSISTANTSHIPS:** List each semester of appointment at KU indicating whether employed as a GRA or CA. Indicate percentage of appointment (a 0.50 FTE appt is generally considered a "full" appt). Give name of a supervisor from whom a letter may be requested.

Position	Semester & Year	Supervisor	Appt.

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**SERVICE**

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**PROFESSIONAL, DISCIPLINE-RELATED SERVICE:** List scientific journals for which you have provided reviews (indicate number of manuscripts), agencies for you have reviewed proposals (indicate number) and societies for which you have provided committee service during the past year.

- 1.
- 2.

**UNIVERSITY AND DEPARTMENTAL SERVICE:** List committees on which you have served and the nature of your contribution.

- 1.
- 2.

**LOCAL, REGIONAL, NATIONAL AND INTERNATIONAL OUTREACH:** Describe any activities that have allowed you to share your research skills and experience with persons outside the KU community.

- 1.
- 2.

## **EEB Graduate Student Progress Report: Calendar Year 2011**

### **Part III: Graduate-Student Assessment Form**

In an effort to assess your progress in the EEB Graduate Program and determine whether the Department is meeting your academic and graduate-training expectations, you are required to complete this form. Please return it either to Jaime Keeler, EEB Graduate Coordinator (who will share it with members of the Graduate Program Committee) OR (if you prefer a more confidential consideration) to Chris Haufler, Chair, EEB, with an explanation of your concerns about submission to the Graduate Program Committee. You may submit the form as an e-mail attachment. ***Your candid responses will be held in strictest confidence.***

#### **STUDENT NAME:**

1. Based on your course work and research activities of the past year, provide a self-evaluation of progress toward your degree.
2. Do you think that your major advisor's (or advisors') assessment(s) of your progress will differ substantially in any way from your own evaluation? If so, how?
3. Briefly outline your primary academic and research goals for the forthcoming calendar year. A bulleted list would be appropriate.
4. How might the Department do more to help you achieve the goals listed above?
5. Reflect on the structure of the graduate program in EEB, including requirements, assignment of mentor(s), means of support (e.g., GRA, GTA, fellowship), expectations for presentations/publications. Has it helped or hindered your progress in the graduate program? Please elaborate on your answer.
6. Attach a copy (PDF or hardcopy) of a summary of your most recent committee meeting. The summary should include the (1) date of the meeting, (2) the faculty participating, and it should (3) list the principal issues addressed during the conference. Include the committee's comments on your progress toward your degree, along with the goals that group establishes for you during the forthcoming year. The document should be countersigned by your advisor(s).



## EEB Graduate Student Mentor Assessment Form: Calendar Year 2011

Please complete one copy of this form for each student that you advise or co-advise, and return the document to Jaime Keeler, EEB Graduate Coordinator, either as a hard copy or as an e-mail attachment (preferred). Your candid comments will be held in strictest confidence. If you prefer, you may submit the form to Chris Hafler, Chair, EEB, with an explanation of your concerns about sharing it with members of the Graduate Program Committee.

**MENTOR'S NAME:**

1° advisor

Co-advisor

**STUDENT'S NAME:**

1. Based on your observation of the student's academic and research activities of the past year, provide a thoughtful evaluation of the student's progress. Is the student motivated and focused? Is the student working to his/her potential? Are there any weaknesses in the student's performance that need to be addressed?
2. Do you think that the student's self-assessment of his/her progress toward his/her degree will differ substantially in any way from your evaluation? If so, how?
3. Briefly outline your primary academic and research goals for this student during the forthcoming calendar year. A bulleted list would be appropriate.
4. How might the Department do more to help you achieve the goals listed above.
5. Reflect on the structure of the graduate program in EEB, including requirements, assignment of mentor(s), means of support (e.g., GRA, GTA, fellowship), expectations for presentations/publications. Has it helped or hindered your mentorship of this student? Please elaborate on your answer.