



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM

## ANNUAL REVIEW OF GRADUATE STUDENT PERFORMANCE



The Graduate School and OSU's Department of Human Resources require all programs to conduct an annual review of each graduate student's progress towards completion of their graduate degree and their work performance when supported as a graduate research assistant. The purpose of this document outlines the process in the Department of Environmental and Molecular Toxicology (EMT).

### A. GOALS

The primary goal for the assessment of graduate student progress is to:

- Provide students and faculty with feedback on the student's progress towards a graduate degree;
- Provide students and faculty with an evaluation of the student's performance on assigned duties;
- Identify students who may need additional mentorship or academic assistance;
- Identify major professors who may need assistance with advising;
- When appropriate, provide a coaching and performance plan for student and their major professor to facilitate degree completion; and
- Ensure successful academic outcomes by helping each student: articulate educational and longer-term career goals, develop a plan and the skills necessary to achieve their goals, engage in a process of self-reflection and improvement, and complete their degree requirements within an appropriate time frame

### B. DESIRED OUTCOMES

The purpose of the annual assessment is to facilitate positive communication between the student and their major professor to maintain a high-quality graduate education program in the Department of Environmental and Molecular Toxicology. All graduate students in the Toxicology program must complete the review, including all those scheduled to defend. For students supported on Graduate Assistantship, the review of work performance will be captured in the review of academic performance. Students who are supported on fellowships, are paying their own tuition, or are not OSU employees are not required to complete the academic progress component on the review.

### C. DEFINITION OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory progress toward completing a graduate degree (MS or Ph.D.) in the Toxicology Program requires:

- An annual written assessment demonstrating overall satisfactory progress in coursework, research, scholarly outcomes, and communications, the thesis or final report, and in developing scientific skills and demonstrating appropriate professional conduct and behavior as evaluated by the student's major professor(s),
- Maintaining a grade-point average (GPA) of 3.00 or better for all courses taken as a graduate student and for all courses included on the graduate program of study,
- Timely compliance with all Graduate School and toxicology program milestones and annual requirements, submission of forms and information, participation in seminars, and other activities expected of a student, scholar, and citizen.

### D. ANNUAL REVIEW OF WORK PERFORMANCE

The annual review of work performance is targeted to identify challenges or disagreements where more attention and resources are allocated to assure student success and effective delivery of the Toxicology curriculum. The annual review will serve as a broad assessment of Graduate Research Assistantships (GRAs) at the same time as providing feedback on "Academic Progress".

Supervisor/major professor assessment: When graduate students are employed as GRAs (being paid for to work on their research), so carrying out the use of the Annual Review for both evaluations is logical. There are some instances where the performance on the assessment of the academic and work portion does not align. For these instances, there is a specific question in regards to GRA Performance (Annual Assessment Section 2). If the response to this question is "needs improvement" or "unsatisfactory", an explanation for your answer must accompany the Annual Assessment form.



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM

## ANNUAL REVIEW OF GRADUATE STUDENT PERFORMANCE



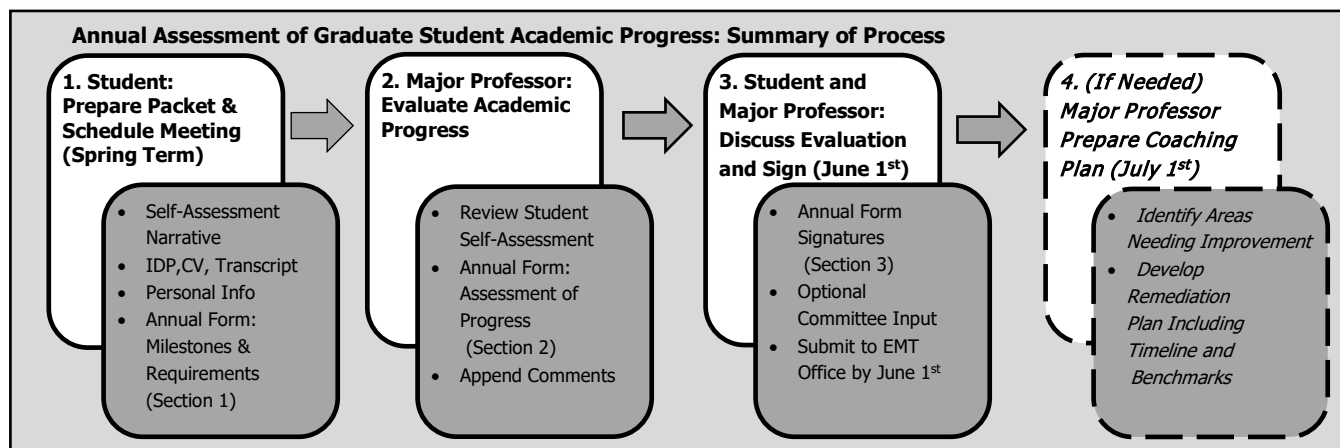
Graduate student self-assessment: the GRA element of the annual work performance is the narrative that is required (see below) and is to be shared with the major professor. The major professor will use the narrative to assess the student's GRA performance.

### E. TIMING OF REVIEW

Annual reviews are due by June 1<sup>st</sup> each year and cover the previous calendar year (Winter, Spring, Summer and Fall term). First-year students should consult with their major professor or the Academic Program Director to establish the student's research and course work will meet the standards and expectations of the Toxicology Program.

### F. OVERVIEW OF THE ASSESSMENT PROCESS

- Early in their program, (e.g. before their first Committee meeting for Ph.D. students) students collaborate with their major professor(s) to develop their Program of Study, Individual Development Plan (IDP) and to establish goals, expectations and a timeline for satisfactory progress for that student's program.
- Student academic progress is assessed annually by the student, the major professor and, if requested by either the student or the major professor(s), members of the student's graduate committee.
- Satisfactory progress toward an academic degree is one of the requirements for appointment as a graduate research assistant. Students repeatedly failing to make satisfactory progress may be dismissed from the program and the Graduate School (as per [Catalog Graduate School Policies](#)).



<sup>1</sup>Students may negotiate longer time frames or other adjustments in consultation with the Academic Program Director and their major professor (if justified). Students with overdue materials may not be eligible for continued funding and appointment as a graduate assistant. Program requirements and milestones are listed below (pages 4-8).

### G. INSTRUCTIONS FOR ANNUAL ASSESSMENT OF GRADUATE STUDENT PROGRESS

#### STEP 1

Each spring term, **every graduate student** in the Department of Environmental and Molecular Toxicology is responsible to assemble a complete assessment packet containing:

- Student self-assessment contains two parts:
  - The completed section 1 (*Milestones and Annual Program Requirements*) in the *Annual Assessment of Graduate Student Progress* form
  - A written narrative of summary activities since the beginning of the program or since the most recent review (see description below). First-year self-assessments are expected to be brief.
- Build an Individual Development Plan (IDP) (see guideline document) for the first year. After the development of the initial IDP, IDP related activities will be tracked on an IDP tracking form. The sections of the IDP *Assessment* and *Short-Term Goals* should be updated annually.
- Curriculum Vitae (CV), Program of Study, unofficial transcript and a completed personal information form



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM

## ANNUAL REVIEW OF GRADUATE STUDENT PERFORMANCE



**Self-Assessment Narrative (approximately one page single space):** Summarizes activities undertaken by the Student since the last review and addresses: (1) Coursework taken, grades received) and other progress towards program milestones, (2) Research: productivity including laboratory and/or field work completed, data collection and analyses, (3) Scholarly Outcomes including contributions and progress on manuscripts, grant proposals, the final report or thesis; or other presentations or communications, (4) Professional development and service activities to the Department; University, (5) Other relevant information including honors and awards and any impediments to (6) Plans for the upcoming year.

### **STEP 2**

The student will provide the self-assessment (IDP, CV, Program of Study and unofficial transcript) to their major professor(s) (or Academic Program Director for students without an assigned major professor) at least two weeks before the due date and set up a meeting time to review academic progress. Participation from other graduate committee members may be requested by either the student or the major professor. Committee members providing input (written or otherwise) should sign the annual assessment form (Section 3).

It is the **responsibility of the major professor(s)** to:

- **Evaluate the student's progress towards program completion** and if appropriate, their performance as a GRA over the past year, referring to program requirements, milestones and expectations described below (pages 5-8) and complete the Expectations for Satisfactory Progress (Section 2 of the annual form) indicating whether the student has "*Satisfactory*", "*Needs Improvement*", or "*Unsatisfactory*" expectations in each of the areas listed.
- For the areas listed in section 2 as "*Needs Improvement*", or "*Unsatisfactory*", an explanation specifying what the student can do to improve must accompany the annual assessment form.
- Use their professional judgment to provide an **overall assessment** ("Satisfactory", "Needs Improvement", or "Unsatisfactory") of the student's academic progress, work performance and considering the student's IDP and any extenuating circumstances.

### **STEP 3**

The student and major professor(s) will meet one-on-one to discuss the annual review, highlight progress, successes, and any areas of concern. An additional topic will include the feedback and support to enhance the students training experience developed in the IDP. It is important that the student understands the evaluation and receives constructive feedback and assistance in developing and/or adjusting plans and goals. The student may append additional comments to express concerns with any aspects of their evaluation and may request a formal review by the Academic Program Director or Department Head. The completed assessment packet will remain in a student's file until seven years passed matriculation.

The completed assessment packet will be submitted using the link provided **no later than June 1<sup>st</sup>**. The completed packet includes: the self-assessment narrative, Program of Study, an IDP, CV, unofficial transcript, personal information form, the annual assessment form (completed and signed by the student and their major professor(s)), and written comments (if any) contributed by the major professor(s) and committee members.

### **STEP 4**

If the student's work performance is deemed ***below expectations*** or has not met satisfactory academic progress (determined at the discretion of the major professor, based on the student's goal and whether the plans for the upcoming year is inadequate or not consistent with the expectations), the major professor(s) will develop a performance plan (template on page 10) with the student to outline a clear plan to help the student achieve satisfactory progress over the following year (page 1).

The performance plan shall include specific additional training and/or engagement of university resources or other supports to help the student remedy any deficiencies, a mutually agreed-upon timeline, and benchmarks for assessing student progress. Input from the student's graduate committee, the Academic Program Director and/or the department head is encouraged. The coaching plan must be reviewed and approved by the Academic Program



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM

## ANNUAL REVIEW OF GRADUATE STUDENT PERFORMANCE



Director and signed by the Department Head and filed in the student's record **before July 1<sup>st</sup> of the same year** in which the assessment was completed. The major professor and the student will review and monitor the progress of the plan *quarterly* and provide a written progress report to the Department Head. The written report will include an assessment from the student and the major professor on whether or not progress towards the establish benchmark and timeline in the performance plan is being met. Concerns regarding the implementation or progress of the performance plan should be brought to the Department Head by either party. In the case where the Department Head is the student's major professor, they should report progress and concerns to the Academic Program Director.

### H. GRIEVANCE PROCEDURE

At any time during the annual review process, students who wish to provide a written evaluation of their major professor or would like to provide a rebuttal to the annual review can do so by submitting a confident or non-confidential letter to the Department Head. If the student wishes, students may request a meeting with the Department Head to discuss the process, the outcome of the initial review, evaluation of his or her progress by their major professor or the direction of any follow-up conversations.

This allows students an opportunity to provide input to the Department Head concerning any problems, which may compromise the successful completion of the degree, or an opportunity to recognize the special efforts of a major professor or committee member(s). The Department Head will keep this meeting strictly confidential if requested by the student.

Non-confidential evaluations can be read by the major professor upon request, confidential evaluations cannot. Students should note that according to University policy, the contents of a confidential letter cannot be used in a formal evaluation of the professor's performance. Confidential evaluations must explicitly state that they are confidential

### I. RAMIFICATION OF THE REVIEW PROCESS

- Only students with a completed annual review for the most recent review period will be eligible for continuation as a graduate student in the Department of Environmental and Molecular Toxicology, and if applicable, reappointment as a graduate research assistant (GRA). **Note: Eligibility is not necessarily contingent on a *satisfactory* evaluation.**
- Only students who have completed annual reviews (satisfactory or unsatisfactory) are eligible for departmental scholarships and/or nomination for graduate fellowships. Students in their first year who have not yet been required to complete an annual review can still be considered for these types of support. ***No student will become ineligible for GRA support from the department based on a single review period.***
- Students repeatedly failing to make satisfactory reviews and achieve milestones outlined in the performance plan may lead to dismissal from the program.

## Annual Review of Graduate Student Performance

### PROGRAM REQUIREMENTS FOR PHD AND MS DEGREES IN TOXICOLOGY

The program requirements are subject to change, and a student degree requirement will be based on the year of entry into the Toxicology Program

#### 1. Didactic Course Requirements for Graduate Programs in Toxicology<sup>1</sup>

Listed below is the minimum number of credits required for the Toxicology Program for each of the degree types. The "Total" requirement is the minimum degree required from OSU and can be achieved using a combination of unrestricted elective courses or research/thesis credits.

		Ph.D.	MS Thesis	MS non-Thesis
Courses	Term(s)	Credits		
TOX 530 Chemical Behavior in the Environ.	Fall	3	3	3
TOX 512 Target Organ Tox: Mol Mechanisms of Environ Disease (includes 1 cr TOX 599: ST: Mol Mech)	Fall	4	4	4
TOX 513 Environ Tox and Risk Assessment	Spring	3	3	3
TOX 599/699 Special Topics	Spring	3 total	1	1
TOX 557 Scientific Skills & Ethics	Spring	3	3	3
ST 511 Methods of Data Analysis	Fall or Winter	3	3	3
<b>Core requirements subtotal</b>		<b>19</b>	<b>17</b>	<b>17</b>
Elective courses (restricted to TOX courses)	any	3	6	6
Elective courses (unrestricted, minimum required)	any	5	10	16
<b>Didactic course subtotal</b>		<b>27</b>	<b>33</b>	<b>39</b>
Reading and Conference (TOX 505, Lab Rotation)	Fall, Winter, Spring	3	1	1
Thesis (TOX 503/603 for MS or Ph.D., respectively)		36	6	-
Research in lieu of thesis (TOX 501, minimum required)		-	-	5
<b>Total (minimum degree required)</b>		<b>108</b>	<b>45</b>	<b>45</b>

<sup>1</sup>Graduate Programs of Study must include 50% Graduate Stand-Alone credits (i.e. not slash-listed 4XX/5XX courses) and cannot include >15 (PhD) or >9 (MS) Blanket course credits (course numbers with a 50X or 60X, excluding Thesis and Research in lieu of a thesis.

#### 2. Academic Milestones and Annual Requirements for the Graduate Programs in Toxicology

Milestones <i>(requirements to be completed within a specified timeline)</i>	Required/Recommended Completion Timeline		
	Ph.D.	MS Thesis	MS non-Thesis
<b>Lab research rotations</b>	Fall term rotation + 2 rotations*	Fall term rotation	Fall term rotation
<b>Didactic course requirements (F/W/Sp)</b>	Before prelim exam/ By the end of year 1	Before the start of year 3	Before the start of year 3
<b>Choose a mentor and initiate thesis/research project</b>	By the end of year 1	Before the end of the 1 <sup>st</sup> term	Before the end of the 1 <sup>st</sup> term
<b>Draft Individual Developmental Plan</b>	Before the initial program of study meeting	Before the end of year 1	Before the end of the 1 <sup>st</sup> term
<b>Form thesis/graduate committee</b>	Before the initial program of study meeting	Before the end of the 2 <sup>nd</sup> term	Before the end of the 2 <sup>nd</sup> term
<b>Convene program of study meeting</b>	Before the winter term of year 2	By the end of year 1	Not required

## Annual Review of Graduate Student Performance

<b>Submit a Program of Study to grad school</b>	After the initial program meeting/ By end of 5 <sup>th</sup> term	Two terms before the oral exam	Two terms before the oral exam
<b>Preliminary exam</b>	By the end of year 2	Not Required	Not Required
<b>Present public research seminar:</b> 1. <b>Rotation talk</b> 2. <b>Research/thesis related</b>	1. By the end of year 1 2. Annually starting year 3	1. Not required 2. Annually starting year 2	1. Not required 2. Annually starting year 2
<b>Thesis defense/oral exam</b>	Within 9 years / 4-6 years total	Within 7 years / 24-36 months	Within 7 years / 18-24 months

\* Students admitted into the Doctoral Program with the agreement to work directly with a major professor may request Winter and Spring lab rotation exemption from the Academic Program Director

<b>Annual Requirements</b>	<b>Required/Recommended Annual Schedule</b>		
	<b>PhD</b>	<b>MS Thesis</b>	<b>MS non-Thesis</b>
<b>Complete annual review</b>	June 1 <sup>st</sup>	June 1 <sup>st</sup>	June 1 <sup>st</sup>
<b>Thesis committee meeting</b>	Spring-Summer Term	Spring-Summer Term	Not required
<b>Attend EMT public seminar</b>	As scheduled	As scheduled	As scheduled
<b>Meet with Academic Program Director</b>	1 <sup>st</sup> year – every term Years 2+ - annually	1 <sup>st</sup> year – every term Years 2+ - annually	1 <sup>st</sup> year – every term Years 2+ - annually

### 3. Graduate Program Learning Outcomes, Assessment Methods, and Benchmarks

<b>Program</b>	<b>Graduate Learning Outcome</b>	<b>Assessment-Methods</b>	<b>Benchmarks</b>
<b>Ph.D. – GLO1</b>	Produce and defend an original and significant contribution to knowledge	Successful creation, completion, and defense of a thesis research project. Progress towards completion of the thesis assessed annually against mutually agreed upon research goals, outcomes, and timeline. Ultimately based on the review of the written thesis, and in response to questions during the final defense	Mutually agreed upon research goals, outcomes and timelines (described/updated annually in the student's IDP). The thesis must be a significant contribution to scientific knowledge in the field, based on the candidate's own investigation, demonstrate a mastery of the literature of the subject and applicable research and analytical methods, and be written in creditable literary form.
<b>MS Thesis &amp; non-Thesis- GLO1</b>	Conduct research or produce some other form of creative work	Successful creation and completion (defense) of a thesis or other approved research project. Progress towards completion of the thesis or research project assessed annually against mutually agreed upon research goals, outcomes, and timeline. Ultimately based on the review of the written thesis or final report, and in response to questions during the final oral exam	Mutually agreed upon research goals, outcomes and timelines (described/updated annually in the student's IDP). The final research report or thesis must demonstrate the ability to design and conduct research investigations, and to interpret outcomes based on results obtained, show mastery of subject material, and be written in credible literary form.

## Annual Review of Graduate Student Performance

<b>Ph.D. - GLO2</b>  <b>MS Thesis &amp; Non-Thesis- GLO2</b>	Demonstrate mastery of subject material	Assessment of coursework grades, ability to answer questions during oral exams, annual committee meetings, and other research presentations, assessment of the literature review in the thesis or final research report, and other scholarly reports.	All students must maintain a grade point average of 3.00 for all courses taken as a degree-seeking graduate student (i.e. the cumulative GPA) and for courses included in the graduate degree program of study (i.e. the cumulative GPA for classes included on the Program). Students must pass their oral exam (Ph.D. only).
<b>Ph.D.- GLO3</b>  <b>MS Thesis &amp; Non-Thesis- GLO3</b>	Conduct scholarly or professional activities in an ethical manner	Review of Program of Study, response to questions during research presentations, oral exams, and assessment of progress towards mutually agreed upon goals, activities, and outcomes described on the student's IDP	Students complete a course in the responsible conduct of research and professional ethics. All necessary research compliance approvals will be obtained as required by the university and gov't agencies. Students complete and update (annually or as necessary) individual development plans (IDP), including a description of recommended and required professional development activities.

### 4. Professional Expectations for Students

The primary objective for the graduate training and mentoring program in EMT is to assist the student in completing a productive and successful graduate career. Specifically, the objectives for students are to:

1. Develop short- and long-term educational and professional goals,
2. Articulate a comprehensive plan to achieve these goals, and
3. Implement the individual plan to successfully reach their goals.

The primary responsibility for achieving these objectives lies with the student. Graduate students in EMT are expected to pursue their education and research with focus, creative energy, and intellect. Our most valuable resources are (1) people and their ideas and time, (2) analytical instrumentation and equipment, and (3) funding. As a member of the EMT, students must explicitly recognize the value of, and make efficient use of, these resources. To ensure a successful mentoring partnership with their major professor, students have the following responsibilities (not intended to be an exhaustive list):

1. Have realistic expectations of the mentoring relationship
2. Communicate openly and respectfully with their major professor and others
3. Engage in self-examination of competencies, skills, personal strengths and weaknesses
4. Have the courage to try out new behaviors
5. Develop and monitor progress on individual educational and professional goals
6. Adhere to and model the [Principles and Practices of the College of Agricultural Sciences](#)

Students are expected to be familiar with the policies and procedures of the department, the Graduate School and the University, and to adhere to all deadlines and paperwork requirements (e.g. Program of Study, etc.). Academic program requirements and additional expectations regarding appointments and work schedules for Ph.D. and MS students are listed above and detailed in the [Graduate Student Handbook](#). Students must maintain good academic standing and progress satisfactorily towards completion of their degree.

Graduate assistantships are awarded by EMT to students with superior records in their undergraduate and/or graduate work. Specific time and work requirements for an assistantship appointment are detailed in the associated position descriptions and covered by the contract between the university and the [Coalition of Graduate Employees \(CGE\)](#). In addition to the time commitment associated with the assistantship appointments, successful completion of the graduate degree will *require additional time engaged in laboratory and/or field research including data collection and analysis and preparation of scholarly communications, didactic course work, reading and studying the scientific literature, and travel* (for example to research conferences, workshops, and/or internships, externships, etc.).

## **Annual Review of Graduate Student Performance**

It is expected that full-time students pursuing a thesis degree will spend their time during normal working hours in residence at the university. Daily work schedules and any release time must be coordinated with and approved by the major professor.

Financial support to pursue an advanced degree is a privilege and is dependent upon the student annual review and making satisfactory academic progress in reaching research and programmatic goals. The time and effort required for maintaining adequate progress will differ among individual students. Students must maintain good lines of communication with their major professor and graduate committee to ensure realistic goals are set and adequate progress can be maintained.

### **5. Unsatisfactory Review and Failure to Progress**

Students are expected to make satisfactory progress toward completion of their degree. Program supports are available through the Academic Program Director to help students meet goals and timelines and to remediate deficiencies. If a student repeatedly fails to make satisfactory progress, as determined by their major professor, the student may be dismissed from the Toxicology Program. Any student who fails an oral examination, including any doctoral student who fails the preliminary oral examination with a committee recommendation that the student's work toward this degree be terminated, may be dismissed from the Toxicology Program and the Graduate School.

If a student is making satisfactory academic progress but is unable to complete graduate studies with their initial major professor, the toxicology program recognizes a responsibility to assist such students in identifying a new major professor if possible. Additional resources and guidance are available through the Graduate School.

Graduate students are expected to conform to the [Student Conduct Code](#) and to basic regulations and policies developed to govern the behavior of students as members of the university community. All students are required to demonstrate a commitment to diversity, equity, and inclusion in their behavior at all times. Academic dishonesty and other violations may serve as grounds for dismissal. Violations of the regulations subject a student to appropriate disciplinary or judicial action. The regulations and the procedures for disciplinary action and appeal are available via the [Office of Student Conduct and Community Standards](#).

The Graduate Student Handbook outlines resources available and procedures to follow for a resolution of student grievances and other issues related to their graduate training program. Also, all students desiring to appeal matters relating to their graduate education, in addition, should request a copy of [Grievance Procedures for Graduate Students at Oregon State University](#) from the Graduate School. Graduate assistants whose terms and conditions of employment are prescribed by the collective bargaining agreement between OSU and the Coalition of Graduate Employees, American Federation of Teachers Local 6069, should also refer to that document.





# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM – ANNUAL ASSESSMENT OF GRADUATE STUDENT PROGRESS



Student Name: \_\_\_\_\_ Degree: PhD:  MS: Thesis  Non-Thesis  Date of Assessment: \_\_\_\_\_  
 Major Professor(s): \_\_\_\_\_ Date Entered Program: \_\_\_\_\_

*Please review carefully the EMT Annual Review of Graduate Student Performance (Pages 1-4 of this document) and complete this form in accordance with guidelines and the instructions. Incomplete assessments will not be accepted.*

**This form must be completed and included in the assessment packet submitted to the EMT Department**

### 1. Completion of Milestones and Annual Program Requirements:

*Student:* Please complete all entries applicable to progress in your program below, referring to the instructions (pages 2-3) and description of current program requirements (pages 4-9).

#### Program Milestones (check box or enter date completed):

Lab Rotations (year) (PhD only): \_\_\_\_\_ Winter  Spring   
 Committee Formed: Yes  No   
 Established Individual Development Plan (IDP): Yes  No   
 Program of Study Filed with Grad School: \_\_\_\_\_  
 Didactic Course Requirements: \_\_\_\_\_  
 Program of Study Meeting: \_\_\_\_\_  
 Pass Preliminary Exam (PhD only): \_\_\_\_\_  
 Schedule Final Exam/Defense: \_\_\_\_\_

#### Annual Requirements:

Thesis Committee Meeting: \_\_\_\_\_  
Date  
 EMT Public Seminar Series: \_\_\_\_\_  
Date  
 Update IDP and Completed Tracking Form: Yes  No   
 Schedule Preliminary Exam (PhD Year 2): Yes  No   
 Meet with Academic Program Director: Who: \_\_\_\_\_  
Fall  Winter  Spring   
 Status of Research Thesis or Project:  
 Not Started  In Progress  Near Completion  Completed

### 2. Major Professor Annual Assessment of Progress:

*Major professor(s):* Evaluate each area and attach additional sheets to provide comments or explanation.

#### Expectations for Satisfactory Progress

AREAS FOR EVALUATIONS	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Didactic Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarly Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thesis or Final Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prof. Development & Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRA Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Overall Evaluation:

**Satisfactory**   
**Needs Improvement**   
**Unsatisfactory**

#### Coaching/Performance

**Plan Required:**  
 Yes  No

### 3. Certification and Signatures:

*I have reviewed my student's milestones, annual program requirements (above), and self-assessment materials (attached) and completed the 'Major Professor Annual Assessment of Progress' (above). I have confirmed my student understands my responses.*

Major Professor(s) \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Committee Member Signature(s) (optional) \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

*I have discussed and understand my major professor(s)' assessment of my progress.*

*I have concerns regarding this assessment and have appended additional comments:* YES  NO

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*I request formal review by the:* Department Head   
 Academic Program Director



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM –

## GRADUATE EDUCATION/ WORK PERFORMANCE PLAN



This form is to be completed by the major professor(s) in the event that **student's work performance is deemed below expectations or has not met satisfactory academic progress** in one or more significant areas. The plan described herein, including mutually agreed-upon (between student and major professor(s)) timeline and benchmarks for evaluating progress, is intended to help the student remediate performance deficiencies and to monitor continued progress towards degree completion. A written progress report must be submitted by the student and major professor quarterly addressing progress in described in the performance plan. This form must be submitted to the EMT Department Office before **July 1<sup>st</sup>** following an unsatisfactory annual review.

Student Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Major Professor(s) \_\_\_\_\_

**Plan** (Identify deficiencies and outline plan to remedy them; include specific additional training, changes in behavior, engagement of university resources or other supports to help the student remedy identified deficiencies.)

**Benchmarks** (Criteria used to evaluate progress):

**Timeline** (For completion of benchmarks specified above and/or for reevaluation of performance):

**Certification and Signatures:**

*We have all reviewed the academic progress coaching and performance plan and agree upon the plan, benchmark and timeline outlined above.*

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Major Professor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date