

Graduate Research Committee Meeting Progress Form

UT Austin, Department of Astronomy

Section I is to be filled out by the student and emailed to their research committee (cc Graduate Program Coordinator) 1 week before the meeting. Section II is to be completed by the supervisor and the committee after the meeting, discussed with the student, and emailed to the graduate coordinator, student, and graduate advisor.

Students are encouraged to carry out a self-evaluation of their progress in the program on their own using the Progress Benchmarks rubric in Section II. Self-evaluations are optional and do not need to be shared with the committee or advisor.

Section I: Report on Progress (*by student*)

To be completed by the student and emailed to their research committee 1 week prior to the meeting.

Student's name: _____

Year in program: _____

PhD candidate? ☐ Yes ☐ No

Date of meeting: _____

Date of last committee meeting: _____

Committee members: _____

Present at meeting? ☐

Present at meeting? ☐

Present at meeting? ☐

Present at meeting? ☐

Present at meeting? ☐

Present at meeting? ☐

Publications

(1.1) List all publications in the past year:

- ☐ First author ☐ Co-author (if yes: _____ of _____ total authors)
☐ Refereed publication ☐ Conference proceeding ☐ Other (e.g., abstract)

Title of paper: _____

ADS/journal Link: _____

Journal: _____ ☐ Submitted ☐ Accepted ☐ Published

Date (mm/yy): _____

- ☐ First author ☐ Co-author (if yes: _____ of _____ total authors)
☐ Refereed publication ☐ Conference proceeding ☐ Other (e.g., abstract)

Title of paper: _____

ADS/journal Link: _____

Journal: _____ ☐ Submitted ☐ Accepted ☐ Published

Date (mm/yy): _____

- ☐ First author ☐ Co-author (if yes: _____ of _____ total authors)
☐ Refereed publication ☐ Conference proceeding ☐ Other (e.g., abstract)

Title of paper: _____

ADS/journal Link: _____

Journal: _____ ☐ Submitted ☐ Accepted ☐ Published

Date (mm/yy): _____

If there are additional publications, please copy and paste the above block to list them.

(1.2) Total publications to date:

Refereed papers:

Number of papers (first author): _____

Number of papers (co-author): _____

Non-refereed papers and conference proceedings:

Number of papers (first author): _____

Number of papers (co-author): _____

Oral Presentations and Posters

(1.4) **Has the student given at least one talk in their selected seminar group this year?**

☐ Yes Date of talk: _____ Name of seminar: _____

☐ No If no, please provide a brief explanation: _____

When is the talk expected to happen?: _____

If applicable, list any other informal research presentations given (e.g., GSPS):

(1.5) **List all professional presentations given this year:**

☐ Talk ☐ Poster

Title of presentation: _____

Name of conference/meeting: _____

Date of presentation: _____

☐ Talk ☐ Poster

Title of presentation: _____

Name of conference/meeting: _____

Date of presentation: _____

☐ Talk ☐ Poster

Title of presentation: _____

Name of conference/meeting: _____

Date of presentation: _____

If there are additional presentations, please copy and paste the above block to list them.

Professional Development and Other Activities

The categories below allow the committee to form a more complete picture of the student's activities. Note that participating in teaching, outreach, inclusivity activities, and/or department service are not requirements of the program, however they may be helpful for professional development.

(1.6) Teaching:

Please list any classes for which you were a teaching assistant or instructor this year. Mention any special responsibilities or activities such as curriculum development, innovative teaching methods, etc.

(1.7) Outreach and Mentoring (optional):

Please list any outreach (e.g., public talks) and /or mentoring activities you performed over the past year.

(1.8) Diversity, equity, and inclusivity activities (optional):

Please list any DEI efforts you have contributed to over the past year.

(1.9) Service and Leadership (optional):

Please list any service you provided to the department and/or university (e.g., serving as a Graduate Student representative or member of a department, CNS, or other advisory committee).

Future Research Goals

(1.10) Research and publication goals for the next year:

List your research and publication goals for the next year along with a realistic timetable for completing them:

Future Career Goals

(1.11) Near and long-term career goals:

Briefly describe your broader career goals on 2-year, 5-year, and 10-year timescales. What do you envision your future pathway to look like? This can be helpful both for students to regularly evaluate and committees to consider.

Section II: Evaluation of Progress (*by committee*)

Supervisor completes this section with the committee after the committee meeting. Please then email the entire form to the graduate coordinator, student, and graduate advisor.

(2.1) What progress has the student made toward their degree during the past year? Explain any deviations from last year's goals:

(2.2) Provide comments on Section 1.10. List the remaining tasks the student needs to complete to successfully progress in the program, and propose a timetable for completing them. Indicate which ones you expect the student to complete in the next year:

Progress Benchmarks

Please evaluate student progress in each category using the following rubric. For each category, list specific evidence that supports the evaluation. After completion, the student and advisor must sign at the bottom of the form acknowledging they have discussed the evaluation. *Students are encouraged to carry out a self-evaluation of their progress in these categories. Self-evaluations are optional and do not need to be shared, but they may help to gauge whether the student's and committee's perceptions of progress are aligned.*

Indicator	1: Meets Expectations	3: Approaching Expectations	5: Unsatisfactory Progress	Evaluation (1-5, N/A)
Research Astrophysics Concepts	Fully grasps concepts underlying research project.	Can understand concepts involved in research project with some assistance.	Has little grasp of basic concepts underlying research.	

What specific evidence supports this evaluation?

Technical Skills	Is capable of quickly adopting technical skills necessary to complete project.	Masters techniques with supervision and assistance.	Needs continual supervision to perform work or use tools in research.	
-------------------------	--	---	---	--

What specific evidence supports this evaluation?

Independent Thinking	Independently analyzes data. Generates well-constructed hypotheses and conclusions. Solves problems independently.	Contributes to project planning and analysis with moderate guidance. Attempts to solve problems independently.	Little contribution to the direction of the project or the interpretation of the results. Requires significant assistance with problem solving.	
-----------------------------	--	--	---	--

What specific evidence supports this evaluation?

Professional Conduct	Consistently behaves in a professional manner within and when representing the department (e.g., observing, conferences). Shows up to meetings prepared and on time, and treats others with courtesy and respect.	Usually behaves in a professional manner. Shows up to meetings but may not always come fully prepared.	Frequently fails to behave in a professional manner. Misses some meetings with advisors or collaborators. May lack maturity in professional interactions.	
-----------------------------	---	--	---	--

What specific evidence supports this evaluation?

Indicator	1: Meets Expectations	3: Approaching Expectations	5: Unsatisfactory Progress	Evaluation (1-5, N/A)
Meets Deadlines	Consistently meets deadlines defined by advisor, our graduate program, and external opportunities.	Misses some deadlines despite reasonable effort.	Routinely misses deadlines or asks for extensions.	

What specific evidence supports this evaluation?

Organize Tasks	Effectively organizes and documents project tasks to minimize wasted time and effort.	Identifies relevant tasks but may struggle with setting priorities and planning.	Has difficulty converting broad objectives to specific tasks.	
-----------------------	---	--	---	--

What specific evidence supports this evaluation?

Communication skills	Written and oral communication is of high quality. Student clearly expresses the research questions, methods, and findings.	Written and oral work is clear and adequately presented, but may lack precision, details, or appropriate balance.	Has difficulty articulating research questions or adequately presenting data.	
-----------------------------	---	---	---	--

What specific evidence supports this evaluation?

Knowledge of Literature	Clearly demonstrates an awareness of the works of others and establishes the context of the project. Effectively synthesizes literature and shows an understanding of information from multiple sources.	Shows some understanding of the work in the field. Synthesizes the importance of literature sources with some assistance. Knowledge is primarily from material provided by advisor.	Does not adequately demonstrate an awareness of the works of others and the significance to their project. Does not possess a broad grasp of relevant literature sources.	
--------------------------------	--	---	---	--

What specific evidence supports this evaluation?

Indicator	1: Meets Expectations	3: Approaching Expectations	5: Unsatisfactory Progress	Evaluation (1-5, N/A)
Progress toward publication(s)	Student is on track to fulfill expectations for publications on the expected timescale at Master's or PhD level.	Paper draft(s) finished but not yet submitted. Some additional work may be required before submitting.	Draft(s) not yet complete, or inadequate progress has been made.	

What specific evidence supports this evaluation?

(2.3) Is the student's overall progress satisfactory or unsatisfactory for their stage in the program? Please comment on the basis for this evaluation and the main areas where improvement is needed, as well as any other suggestions not covered above.

(2.4) Should the next committee meeting be held at the standard interval of once a year (each fall), or is another meeting required to be held no later than next semester (the following spring)?

I acknowledge that I have reviewed this evaluation with my student/advisor.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____