

Graduate Assistant Performance Evaluation

Employee's Name:

University ID #:

Employee's Title:

Date of Hire:

Review Period: From:

To:

Employing Department:

Supervisor's Name:

Position/Title:

Describe Graduate Assistant's duties (or attach job description):

Purpose – University of Florida policy and contract stipulations between the University and Graduate Assistants United mandate performance evaluation. The purpose of this evaluation is to facilitate communication between supervisors and graduate assistants, provide a basis for management decisions, and help supervisors and employees build on the strengths of the employee while identifying areas that may need improvement.

| Performance Rating Categories and Definitions | |
|--|--|
| <i>Exceptional Performance</i> | Performance consistently far exceeds expectations. Performance is characterized by exceptionally high work quality. Employees rated as having exceptional performance repeatedly make contributions which are far above the requirements of their position. They use exceptional judgement and regularly exhibit mastery of their job duties and responsibilities. |
| <i>Highly Successful Performance</i> | Performance frequently exceeds expectations. Annual goals are met or exceeded. Performance indicates thorough attention to and the completing of all assigned responsibilities. Unusual problems are properly considered and generally well handled. Individuals strive for job improvement and initiative is regularly displayed. The contribution of these individuals is usually beyond what is expected. |
| <i>Satisfactory Performance</i> | Performance meets the requirements and standard expectations of the position. The position is covered in an adequate manner and responsibilities handled competently or the performance is progressing at an appropriate pace based on length of employment. |
| <i>Performance Needs Development</i> | Performance does not consistently meet all expectations of the position. Include a description of areas for improvement, an action plan and timeline for achieving needed improvement in the evaluation. |
| <i>Unacceptable Performance</i> | Performance does not meet minimum expectations for the position. Supervisor must specifically identify unacceptable performance, expectations to achieve successful performance and timeline in the evaluation. |

I. General Performance

Job Knowledge and Skills

The extent to which graduate assistant demonstrates technical and functional knowledge and the skill level required to complete assignments efficiently and effectively. Includes learning and adapting to changing skill requirements and pursuing development opportunities relating to job responsibilities.

Performance Rating

- Exceptional
- Highly Successful
- Satisfactory
- Needs Development
- Unacceptable

Supportive Details or Comments

Communication

The extent to which graduate assistant is proficient and professional in oral and written communications and communicates effectively to foster and promote achievement of programmatic mission and organizational goals. Includes active listening, awareness of non-verbal cues, reflection, seeking and receiving feedback; use of appropriate communication medium; respecting confidential information; and providing information to others in a clear, complete, and concise manner.

Performance Rating

- Exceptional
- Highly Successful
- Satisfactory
- Needs Development
- Unacceptable

Supportive Details or Comments

Planning/Organizing

The extent to which graduate assistant works efficiently and productively, and effectively manages resources (labor, time, materials, etc.). Includes prioritizing, planning and organizing work for greatest efficiency and effectiveness. Also includes the extent to which graduate assistant reviews and develops procedures and recommendations for revision and implementation in assigned and related work areas.

Performance Rating

- Exceptional
- Highly Successful
- Satisfactory
- Needs Development
- Unacceptable

Supportive Details or Comments

Reliability

The extent to which graduate assistant can be relied upon regarding task completion and follow-up including: meeting deadlines on time without sacrificing accuracy, quality, departmental/university objectives or clientele service satisfaction; following established safety standards; maintaining appropriate attendance and punctuality; and adhering to university/college/unit policies and procedures.

Performance Rating

- Exceptional
- Highly Successful
- Satisfactory
- Needs Development
- Unacceptable

Supportive Details or Comments

| Critical Thinking and Decision Making | |
|---|--------------------------------|
| The extent to which graduate assistant grasps new ideas; appropriately handles issues or conflicts; analyzes problems effectively; involves others in seeking best solutions; determines appropriate courses of action for solutions; and makes clear, consistent and timely decisions while acting with integrity. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Initiative/Innovation | |
|---|--------------------------------|
| The extent to which graduate assistant identifies what needs to be done and does it with little or no guidance; envisions possible outcomes or obstacles and responds in a manner to minimize risk; and generates new and original ideas that relate to the position. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Leadership | |
|--|--------------------------------|
| The extent to which graduate assistant accepts responsibility for own work; develops trust and credibility; demonstrates ethical behavior; motivates, influences and inspires positive behavior in others; and possesses skills and abilities necessary to achieve assigned goals. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Teamwork/Inclusion | |
|---|--------------------------------|
| The extent to which graduate assistant cooperates and collaborates with colleagues as appropriate; works in partnership with others; contributes to an inclusive and welcoming environment and respects individual differences; recognizes and respects diverse points of view; engages the talents, experiences, and capabilities of others; and creates opportunities for access and success of others. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Attendance | |
|--|--------------------------------|
| The extent to which graduate assistant is punctual and has an acceptable overall attendance record based on scheduled hours. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

Complete Section II or III as appropriate

II. Teaching Responsibilities

| Learning Environment | |
|---|---------------------------------------|
| The ability of graduate assistant to impart knowledge and skills and effectiveness in stimulating students' critical thinking and/or creative abilities; provide clear, well-organized and easy to understand instructions; sensible feedback to students; and adhere to accepted standards of professional behavior in meeting responsibilities to students. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Teaching Presentation | |
|--|---------------------------------------|
| The ability of graduate assistant to present knowledge, information, and ideas and engage students by a variety of means or methods including but not limited to active learning, lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Connection with Students | |
|--|---------------------------------------|
| The ability of graduate assistant to work well with students including approachability and professional demeanor. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Evaluation of Students' Work (if applicable) | |
|--|---------------------------------------|
| The ability of graduate assistant to evaluate student work objectively and consistently. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Assignment and Activity Preparation (if applicable) | |
|--|---------------------------------------|
| The ability of graduate assistant to prepare well-planned assignments and activities for students. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

III. Research Responsibilities

| Research Contribution | |
|--|--------------------------------|
| The extent to which graduate assistant contributes to research, discovery of new knowledge, development of new techniques, and/or other forms of creative activity. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Research Productivity | |
|--|--------------------------------|
| The quality and quantity of the graduate assistant's research outputs and outcomes; other creative programs and contributions and recognition by the academic and professional community of what is done. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

| Research Ethics | |
|--|--------------------------------|
| The extent to which graduate assistant follows research ethic policies. | |
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

IV. Overall Performance Rating

| Indicate the performance level that most closely reflects how the graduate assistant's overall performance reflects what should normally be expected from a graduate assistant with similar experience at this level. | |
|---|--------------------------------|
| Performance Rating | Supportive Details or Comments |
| <input type="checkbox"/> Exceptional <input type="checkbox"/> Highly Successful <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development <input type="checkbox"/> Unacceptable | |

Do you recommend graduate assistant for re-appointment? Yes No

V. Additional comments from supervisor/evaluator

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| |
|--|

VI. Provide work-related goals and expectations for upcoming evaluation period

VII. Graduate Assistant's Comments (optional)

Employees may attach a separate page.

Graduate Assistant Signature*: _____

Date: _____

**I acknowledge that this Performance Evaluation was discussed with me.*

Evaluator Signature: _____

Date: _____

Graduate Coordinator Signature: _____

Date: _____