

CSAL Graduate Assistant Performance Improvement

The Professional Competencies Development Plan and the Performance Evaluation are two tools that are used to evaluate the performance of the Graduate Assistant as well as identify ways for the Graduate Assistant to gain the competencies for the profession. In rare instances, a supervisor must address performance issues and/or skill deficiencies that are hindering the Graduate Assistant's development as well as the job at hand. The following is a list of potential identifiable skill deficiencies:

List of Skill Deficiencies

- Inability to meet deadlines.
- Insufficient progress on Professional Competencies Development Plan.
- Inability to complete projects.
- Inability to work within the department.
- Inability to communicate with supervisor.
- Inability to maintain academic progress.
- Inability to meet minimum number of requirements for Graduate Assistantship as determined by supervisor.
- Inability to maintain a work schedule.
- Inability to use time productively.

The inability to fulfill all or part of these responsibilities and/or the responsibilities outlined in the Professional Competencies Development Plan or the Performance Evaluation indicates that the Graduate Assistant is in need of remediation assistance. With the assistance of his/her supervisor a plan of action needs to be created to address the following skill deficiencies.

Supervisor's Roles and Responsibilities

The supervisor plays an important role in the Training, Remediation, Probation, and Termination Process of the Graduate Assistant. It is understood that the supervisor must make a concerted effort to work with the Graduate Assistant to resolve any difficulties that may arise. In order to have a process that is both supportive and identifies the strengths and deficiencies of the Graduate Assistant, these responsibilities of the supervisor have been identified:

- Supervisor supports the Graduate Assistant by emphasizing the importance of his/her academic coursework.
- Supervisor assists the Graduate Assistant in developing a Professional Competencies Development Plan for the academic year i.e. conferences with Graduate Assistant, providing feedback to the Graduate Assistant, developing a job description for the assistantship.
- Supervisor will assist the Graduate Assistant in the Professional Competencies Development Plan process.
- Supervisor meets regularly with Graduate Assistant (a minimum of two times per month) in order to be familiar with the Graduate Assistant's work performance.
- Supervisor documents in writing all issues and concerns related to the Graduate Assistant's performance in a timely manner.
- Supervisor provides consistent feedback to the Graduate Assistant concerning areas of improvement and areas that continue to be problematic.
- Supervisor documents the type and extent of feedback given.
- Supervisor communicates all concerns about Graduate Assistant and his/her skill deficiencies to the Graduate Assistant and Dr. Aaron Haight.
- Supervisor informs all appropriate personnel that have supervisory responsibility with Graduate Assistant of the nature and extent of the work concerns.



- Supervisor attends the meetings scheduled by the Division of Student Services/Dean of Students Office regarding supervision.

Initiating Performance Improvement

Step I

The first step in the process is for the supervisor to identify and verbally address skill deficiencies with the Graduate Assistant. The feedback from the supervisor needs to be specific, concrete and direct. Feedback should be given when concerns initially arise, in a manner that will encourage the Graduate Assistant to identify ways to resolve the skill deficiencies. The supervisor's responsibility is to provide accurate feedback based on positive concerns. The date of the meeting needs to be documented and attached to the Graduate Assistant's Professional Competencies Development Plan.

Step II

If performance does not improve, the second step is for the supervisor to meet with the Graduate Assistant, articulate his/her concerns, and provide written documentation (see Performance Improvement Plan Form) of these concerns based on the Professional Competencies Development Plan and Performance Evaluation. A plan of action is implemented with goals for improving the competencies or professional skills. The supervisor and Graduate Assistant will meet weekly to review the Performance Improvement Plan (PIP).

Step III

After one month, the Graduate Assistant and his/her supervisor will have met to determine if adequate progress has been made. If the supervisor determines that a lack of progress has been made in remediating these skill deficiencies, the following actions can be taken.

1. Graduate Assistant is placed on probation.
2. Graduate Assistant is recommended to be terminated from the CSAL assistantship.
3. Graduate Assistant finds a new assistantship that better meets his/her level of skill.
(See below for specific procedures of 1-3)

Probation

If a decision is made to place the Graduate Assistant on probation, a written contract that identifies the specific criteria for remediation will be made. The Graduate Assistant will have input in determining the remediation criteria. At this stage, if the Graduate Assistant does not make adequate progress in the remediation of his/her skills deficiencies, the Graduate Assistant can be terminated from the graduate assistantship.

Termination

The supervisor, with prior approval from the unit head and Dean of Students Office, will meet with the Graduate Assistant and discuss the Performance Improvement Plan. The supervisor will notify the Graduate Assistant in person and in writing that their employment is being terminated.

Other Options

At any time in this process, a decision can be made that the Graduate Assistant be transferred to another assistantship. If issues concerning the Graduate Assistant's performance rise at the end of the first year of the CSAL graduate assistantship, the Graduate Assistant can be given the option to seek a new assistantship in another area for the coming year.



Appeal Procedures

The Graduate Assistant may request an appeal of the decision to the Dean of Students within five working days of the communication of termination. The Vice Provost and Dean of Students will meet with the supervisor and Graduate Assistant to discuss the termination. Following the meeting, the Vice Provost and Dean of Students will either uphold the decision to terminate or determine that the performance improvement process was not completed and will work with the supervisor and Graduate Assistant to continue the assistantship.



Performance Improvement Plan

This form outlines the Performance Improvement Process (PIP) and documents a written plan developed by the supervisor to assist the graduate assistant in improving their competencies and professional skill set.

Step 1

The supervisor and graduate assistant have met and verbally discussed performance issues.

Date of Meeting: _____

Initials: Supervisor _____ Graduate Assistant _____

Step 2

The supervisor develops a written plan of action (see below) that outlines goals for improvement in the competency areas or professional skill sets outlined in the Professional Competencies Development Plan or the Performance Evaluation.

Date of Meeting: _____

Initials: Supervisor _____ Graduate Assistant _____

List the competency areas or professional skills as outlined in the Professional Competencies Development Plan or the Performance Evaluation that need improvement:

List the strategies or goals that you wish to see achieved in the next 30 days by the graduate assistant:

Other comments:

Feedback from the Graduate Assistant:



Performance Evaluation

The supervisor and Graduate Assistant meet weekly to review the PIP. Any updates or changes to the plan are documented.

Week 1 Updates:

Date of Meeting: _____

| | Supervisor | | Graduate Assistant | |
|--|------------|----|--------------------|----|
| | Yes | No | Yes | No |
| Since last meeting: Shown Improvement | | | | |

Initials: Supervisor _____

Graduate Assistant _____

Week 2 Updates:

Date of Meeting: _____

| | Supervisor | | Graduate Assistant | |
|--|------------|----|--------------------|----|
| | Yes | No | Yes | No |
| Since last meeting: Shown Improvement | | | | |

Initials: Supervisor _____

Graduate Assistant _____

Week 3 Updates:

Date of Meeting: _____

| | Supervisor | | Graduate Assistant | |
|--|------------|----|--------------------|----|
| | Yes | No | Yes | No |
| Since last meeting: Shown Improvement | | | | |

Initials: Supervisor _____

Graduate Assistant _____



Step 3

The final PIP review. The supervisor will provide a written review and determine the status of the Graduate Assistant.

Insert Goals and Assess

Performance Improvement Plan Outcome (please check one):

- The Graduate Assistant has made significant progress and the PIP is eliminated
- The Graduate Assistant is placed on probation (a new plan is developed)
- The Graduate Assistant is terminated from the position
- The Graduate Assistant is transferred to a different position

Date of Meeting: _____

Initials: Supervisor _____ Graduate Assistant _____



Grand Valley State University
CSAL Graduate Assistant Performance Evaluation
Self Assessment
This form is to be completed by the Graduate Assistant.

| | |
|------------------|---------|
| Name: | Office: |
| Supervisor Name: | Date: |

The questions below are designed to stimulate your thinking and to help you prepare for the next Performance Evaluation session. Think about your performance over the past semester and the action(s) to take for future improvement and development. Review your self assessment with your supervisor.

What were your major accomplishments for the past semester?

In what areas did you improve this past semester?

In what areas do you need to improve next semester?

What are ways your supervisor could help you do your job better?

How have you personally and professionally grown in intercultural understanding in support of the University's Vision, Mission and Values statement?



Grand Valley State University
CSAL Graduate Assistant Performance Evaluation
This form is to be completed by the supervisor.

| | |
|------------------|---------|
| Name: | Office: |
| Supervisor Name: | Date: |

Purpose of the Evaluation: The Performance Evaluation is to cover the current academic year and should be as objective and factual as possible. There should be particular care taken regarding the strengths of the individual and the areas where there is the greatest need(s) for improvement.

Job Description:

List this Graduate Assistant's current major responsibilities.

Job Responsibilities:

- 1.
- 2.
- 3.

Performance Summary:

List the specific performance goals agreed to at the beginning of this semester. Discuss the Graduate Assistant's performance in achieving each goal. Make any comments which will be helpful in increasing effectiveness.

Goals:

- 1.
- 2.
- 3.



Performance Evaluation

Upcoming Semester's Goals:

Please list the next semester's agreed upon goals and discuss the expectations of those goals.

Note: These goals should be continually updated throughout the year as the needs of the department of employment may change.

Goals:

- 1.

- 2.

- 3.

Performance Category Rating Scale:

| | |
|----------------------|--|
| AA= Above Average | A rating reflecting the performance of the duties and responsibilities of the job at a level which is above the "satisfactory" level of performance. |
| S= Satisfactory | A rating reflecting the performance of the duties and responsibilities which demonstrated competency in the performance of the duties and responsibilities of the job. |
| U= Needs Improvement | A rating reflecting the performance of the duties and responsibilities at a level that is consistently unacceptable in accuracy, quality, or timeliness. |

| 1) Planning and Implementation | Rating | Check One | |
|--|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider effectiveness in setting goals and establishing priorities and the effective use of time, facilities, skills, and other resources to accomplish objectives. This also refers to adhering to deadlines and an acceptable work schedule (dependability, promptness, over commitment etc...) <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |



Performance Evaluation

| 2) Initiative and Resourcefulness | Rating | Check One | |
|---|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider independence and self-direction of action displayed involving work assignments. One should also see the GA's ability to be flexible and versatile in completing objectives in new and better ways. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |

| 3) Decision Making | Rating | Check One | |
|---|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider the ability to analyze situations and problems using good judgment to arrive at sound, logical, conclusions involving matters affecting the work unit. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |

| 4) Quality of Work | Rating | Check One | |
|--|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider standards of finished tasks such as accuracy, neatness, and thoroughness. This includes the GA being able to recognize the level of his/her own abilities and/ or limitations and also maintaining and projecting a professional demeanor when representing the office of employment. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |



Performance Evaluation

| 5) Communication Skills | Rating | Check One | |
|---|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider conceptual ability and the ability to be effective and concise in both the oral and written exchange of information. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |

| 6) Interpersonal Skills | Rating | Check One | |
|--|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider ability to deal effectively with, and relate to others at all levels within the University. Also the GA takes effective steps to avoid or reduce the interference of personal issues/stress in meeting assistantship responsibilities. This includes the avoidance of office politics and hearsay. The GA takes active steps to seek supervision and feedback to improve performance; and is receptive to the feedback. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |

| 7) Intercultural Skills | Rating | Check One | |
|--|-------------------|-----------|--------|
| | | Fall | Winter |
| Consider the GA's willingness to attend and participate in intercultural/multicultural events. The GA displays interest in reading and learning about other cultures. The GA displays strength in relating to and working with those from diverse backgrounds. <u>Fall/Comments:</u> <u>Winter/ Comments</u> | Above Average | | |
| | Satisfactory | | |
| | Needs Improvement | | |



Performance Evaluation

| 8) Other | Rating | Check One | |
|-------------------------|-------------------|-----------|--------|
| | | Fall | Winter |
| <u>Fall/Comments:</u> | Above Average | | |
| <u>Winter/ Comments</u> | Satisfactory | | |
| | Needs Improvement | | |

This form holds both the graduate assistant and the supervisor accountable for the agreed upon goals outlined for the following semester. Please use this as a tool for growth, and consistently update the information.

Graduate Assistant's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

