CS Graduate Student Skills List

To be used as a guide for the student’s progress report and statement of goals and the advisor’s evaluation.

Research and Scholarship Skills:

- What evidence do you have that the student has learned the core material in his/her field? Does (s)he keep up with the current developments in this field, and evaluate them independently and critically?

- How has s/he demonstrated his/her ability to successfully carry out research?

- Is s/he able to judge his/her own results, experimental or theoretical, critically and objectively?

- Has (s)he learned how to acquire new knowledge or skills on his/her own?

- What research skills (e.g., planning, design, analysis, synthesis, creativity, initiative, follow-through) are this student's strengths and weaknesses? If there are any weaknesses, what steps can be /are being taken to remedy them?

Interaction Skills:

- Does the student work well independently, but ask for guidance when necessary?

- Does (s)he contribute to group discussions (oral or email)? Does (s)he give others substantive feedback in oral presentations and papers? Does (s)he engage in discussion, dispute and sometimes criticism without taking or giving offense unnecessarily?
• Has (s)he had enough opportunities to practice collaboration and leadership (i.e., within the research group, the department, or the outside research community)? Does (s)he collaborate effectively with colleagues (e.g., is cooperative, dependable, considerate, fair) – in other words, does (s)he does his/her part to make collaborations work?

• What interaction skills are the student's strengths and weaknesses? If there are any weaknesses, what steps can be/are being taken to help remedy them?

Goal Management:

• What goals, plans and schedules have you and your student agreed upon? Are these goals realistic?

• Is the student progressing at a satisfactory rate toward these mutual goals? Does (s)he complete tasks on time? If not, what are the impediments to progress? What specific actions do you recommend to remove these impediments?

• If his/her progress is unsatisfactory or (s)he lacks enthusiasm or direction, has the time come for a change?

• Does (s)he strike the appropriate balance between research, coursework, teaching, volunteer service, consulting, industrial contact, and other extracurricular activities? If not, what actions should be taken to better achieve balance?

• What are this student's good work habits? What practices need to be improved?

Communication Skills:

• Has the student been practicing written and oral presentations enough?
• Does (s)he give effective oral research presentations and respond well to follow-up questions? If not, what specific suggestions do you have for improvement?

• Does (s)he communicate effectively in writing? Are there particular types of written presentations, such as research papers, grant proposals, course syllabi, etc. that (s)he is particularly skilled at? If there are problems with the student’s written presentation skills, what remedial steps should be taken to help him/her?

• Are there any other particular communication strengths that this student possesses? Are there any areas which need further improvement?

Career Skills and Integrity:

• Does (s)he keep a proper record of his/her work and document his/her results (e.g., tech reports, workshop papers, conference proceedings, journals)?

• Has (s)he made an adequate impression, either through publications, networking with other researchers at conferences or via email, or interviews on potential employers? On your colleagues?

• Is (s)he a responsible member of the research community (e.g., shows integrity in reporting results, correctly attributes ideas to their originators, shows consideration for the interests of others, and treats others fairly and honestly)?

• Do you have any praise or advice on the development of this student's career-related skills?