

Lunch and Learn 3/11/2020: 2nd Year Exam

2nd Year Exam

- Committee selection: have consistency 2nd-3rd year; have student represented in the makeup of the committee (female student should have some female representatives, etc); have a GSR-like representative that holds faculty accountable for their actions and ensures equitable experience
- Need detailed, clear rubric on all aspects of the exam on which the student is being tested – rubric should evaluate student progress and not research success
- Ideas about including class material – each faculty comes with one class-based question to quiz the student on that has a connection to their project
- Out of field: general consensus that it feels like a waste of student time and that faculty don't care about that portion of the exam (often ask students to speed through it)
 - lit review with assigned papers chosen either by faculty or with student input on a topic related but peripheral to the main project – allows evaluation of how you read and extract information from papers
 - Add a 4th year proposal component as professional development for postdoc/job applications

Open Session

- Eliminate GRE requirements for admission: if a university requirement, make clear on website that the chemistry department will not use them as an evaluation tool and students need not submit scores
- Department support for relocation prior to arrival
 - UW short-term loan program
- Options after graduation for department support (TA, etc)
- Elimination of hidden fees associated with grad school (key deposit, etc)
- Need follow-up on climate survey
- Compilation of useful resources around campus for students (like short-term loan program)
- New BBL topic ideas
 - Climate survey – review old one and revise for next round
 - Department-wide outreach
 - Graduate classes
 - Graduate education beyond the classroom
- Grad student appreciation week April 6-10