

Student Yearly Planning & Accomplishments Meeting Guide

Approved on July 8, 2020 by the Academic Council

Graduate students are required to hold a yearly planning and accomplishments meetings to facilitate communication between faculty advisors, their advisees, and student committees. All students will coordinate annual planning meetings, which will focus on accomplishments in the previous year (or semester, for new students) and academic and research plans for the next year. It is encouraged, but not required, that students also write a brief planning document based on the Guide below. Continuing students may modify the previous year's document. The Academic Council suggests that students plan this meeting early every spring semester. If students choose to write a planning document, we recommend also providing copies to their committee members. Advisors should provide constructive feedback on research accomplishments and future plans, and help the student with career planning advice and needed resources. Advice and feedback should be consistent with the graduate student expectations document that students were provided with in their first year.

The list of questions on the following page is meant only as a guide to help students write their annual planning/accomplishments documents. Some questions may apply more to Master's or PhD students, or be more applicable at different points in the degree, for example. Students may edit or add items that they wish to discuss with their advisor, and in whichever format they find most productive. **These meetings are meant to be flexible and fit different student/advisor relationships; please tailor based on your preferences.** Student may also wish to include a self-evaluation form in their accomplishments document (found on the last page of this document) to facilitate constructive feedback.

As a reminder, the Ombuds team and/or the Office for Academic Affairs are available as a resource if students have any issues with their advisor or committee members, including expectation discrepancies that may be brought to light by these meetings.

ACADEMIC & RESEARCH PLANNING:

- Were you successful in achieving planned milestones or objectives in the past year? If not, what impeded your progress in meeting them? What is your plan to eliminate or reduce these obstacles to your progress and how can your advisor help?
- What classes did you take? Did those classes meet your needs and expectations? Are there courses or workshops offered elsewhere that would be useful and how would you fund them?
- What research did you accomplish last year? How did this align with your goals from the last planning document?
- What research do you plan to complete in the upcoming year? What resources are required (travel, instrumentation, field and lab help)?
- Are your research, course, and other plans feasible within this time period? In other words, have you considered time management and feasibility while developing your plans?
- Have you communicated results of your research with your committee? How will you continue/improve that communication in the upcoming year?
- What meetings/conferences did you attend and/or present at in the past year? If you presented, how did it go? What feedback did you receive?
- What meetings/conferences do you plan to attend and present at in the coming year? How will you fund them?
- Describe the progress you made in writing. What plans do you have with regard to writing for the next year?
- What obstacles to writing do you anticipate, and do you need any support to overcome those obstacles?
- Have results of your research been documented in other ways (grey literature, software or model development)?
- What outreach and professional service did you participate in? What are your outreach goals or plans for the upcoming year?
- Do you have any other successes or accomplishments (awards, funding, teaching experience, internship) that you would like to report?

INDIVIDUAL DEVELOPMENT & CAREER PLANNING:

- What are your long-term career goals at this time?
- Did you take any steps in the past year to achieve these goals?
- What plans do you have for the coming year to achieve these goals (e.g. gain teaching experience, outreach activities)? How can your advisor or committee help you achieve these plans?
- Do you have constraints that may interfere with your achieving your goals that you wish to discuss?

STUDENT SELF-EVALUATION:

This page is optional. You may rate yourself and provide comments below each category. You may also ask your advisor to fill out this document separately and compare results. Advisors may discuss these with the student and provide constructive feedback on student performance.

Work habits: I am able to stick to a work schedule and work independently *Strongly disagree* 1 2 3 4 5 *Strongly Agree*

Research: I am comfortable with research techniques, and capable of developing and testing novel hypotheses and experimental designs for my research projects. *Strongly disagree* 1 2 3 4 5 *Strongly Agree*

Writing: I am comfortable with scientific writing. *Strongly disagree* 1 2 3 4 5 *Strongly Agree*

Professional communication: I keep my advisor/committee updated on my progress. *Strongly disagree* 1 2 3 4 5 *Strongly Agree*

Outreach: I am confident in communicating science to different audiences. *Strongly disagree* 1 2 3 4 5 *Strongly Agree*

Teamwork/collaboration: I am skilled at working with others on shared tasks/projects. *Strongly disagree* 1 2 3 4 5 *Strongly Agree*