# Annual Progress Report for Graduate Students

The objectives of the Annual Progress Report are to:

1. help students take stock of their accomplishments, establish near- and long-term goals, and develop a strategy for realizing those goals;
2. assess both student and faculty contributions to student development and progress towards program completion;
3. facilitate open dialogue between the student and their major professor and/or committee members focusing on the student’s progress to degree, career plans, and the mentorship relationship; and
4. fulfill the requirements of the Graduate Student Rights & Responsibilities Article 2.4.8:

“Graduate students have a right to periodic evaluations to assess their academic progress, performance, and professional potential….Written evaluations shall be communicated to the graduate student at least once a year, and a copy of such evaluations shall be placed in the graduate student’s file.”

## Directions for the student:

1. Complete pages 1-2 and send all materials to your major professor.
2. Ask your major professor to complete page 3 and to then return page 3 to both you and the graduate secretary.
3. Schedule a personal meeting with your major professor to discuss the contents of your Annual Progress Report.
4. Send all materials (pages 1-3) to your committee and either schedule one-on-one meetings with each committee members or schedule an annual committee meeting. At those meetings, discuss the contents of this report and have all committee members sign the Signature Form (page 4).
5. Submit all materials (pages 1-4) to the graduate secretary. Please complete this progress report once per academic year.
6. Should you need resources to support conflict resolution, misconduct reporting, etc., please refer to the list of resources and associated instructions on page 5.

## Directions for the major professor:

Setting aside an hour has worked well for the meeting to discuss the student’s Annual Progress Report. It signals to students that their development is important, and that major professors place value on their role as a mentor. Students’ anxieties can be allayed if the major professor enters the conversation with an open mind and makes clear that what matters most is that the student pursues a career that suits their strengths and interests. Students enormously appreciate knowing that their major professors are supportive and have confidence in their ability to succeed. Ultimately, students must take responsibility for their own professional development, so it is also appropriate for the major professor to encourage the student to seek out resources and educational opportunities in other areas of their department, college, or the university as a whole.

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# To Be Completed by the Student

Name: PID:

Date of entrance into program\*: Expected completion date:

\* If admitted under provisional status, date provisional status removed:

Most recent contact with guidance committee (date):

*(committee should be formed by the end of the first semester of the second year)*

Date or expected date of comprehensive exams: Passed?

*(completed by the end of the first semester of the third year)*

Date or expected date of dissertation proposal approval:

*(completed by the end of the third year)*

Date or expected date of dissertation defense:

Current GPA: Number of credits below 3.0:

Have all courses taken to date toward the degree & grades received been entered in GradPlan?

Yes \_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

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# To Be Completed by the Student

*The student should complete the information requested below in statements 1-6. Please keep statements 1-5 to one-half page single-spaced. Research goals should demonstrate sound scholarship and establish that the student is well-versed in their chosen research area.*

1. **Professional goals statement:** A brief statement describing the type of career you hope to pursue after earning your degree, and any other professional goals you hope to achieve. If applicable, include any teaching, science writing, or other non-academic career goals you may have.
2. **Academic program goals statement:** A brief statement describing what you are hoping to learn and accomplish during the course of your graduate program, including an outline of your dissertation. Please share timelines for relevant activities when applicable.
3. **Progress during past year:** Describe your progress toward achieving your academic and professional goals set the past year. Include your progress towards your dissertation, your research, teaching and mentoring, and professional activities and accomplishments, including honors and awards you applied for but did not receive. Note any areas in which you are experiencing difficulty and what potential factors may have contributed to these difficulties. If there are departmental, college, or university obstacles that have hindered your progress, please also contact the department chair or graduate program director to discuss these issues.
4. **Goals for future year:** Describe your academic and professional goals for the next year, including research projects, publications to be submitted, conferences/workshops you plan to attend, outreach and teaching activities, etc.
5. **Feedback on progress and goals:** This section allows for the student and major professor to develop goals for the coming year and to reflect on specific actions that will help the student to be successful based on what has and has not worked the previous year. This is an opportunity to come to closure on key issues, as well as to discuss ways in which the student and major professor can move forward, together, in a constructive way to accomplish student goals.
6. What can you continue to do to achieve your immediate and long-term goals?
7. What can you do differently to achieve your immediate and long-term goals?
8. What can your major professorcontinue to do to support you in reaching your specific research and professional development goals for the coming year?
9. What can your major professordo differently to best support you in reaching your specific research and professional development goals for the coming year?
10. **Attach an updated CV:** Your CV must include sections for: publications, presentations and posters, honors and awards (including amount awarded when possible), mentoring of undergraduate research students, teaching (including guest lectures), and service (including outreach, departmental/university committees, etc.).

# Annual Progress Report for Graduate Students

# To Be Completed by the Major Professor

Student Name: PID:

*The major professor should complete the information requested in statements 1-4 below. Please return this evaluation to both the student and the graduate secretary once it is completed. Also, the major professor should discuss their mentor-mentee relationship relative to the IBIO document for Best Practices in Graduate Mentoring and ways to improve that relationship***.** *“How can we work together better?”*

1. **Progress during past year:** Has the student made acceptable progress on their dissertation during the evaluation period? Please comment on both what the student has done well and what the student has struggled with.
2. **Future expectations:** Please comment on the expected and achieved outcomes of all independent study and dissertation work.
3. **Overall performance:** Please comment on the overall academic and professional performance of the student, including seminar attendance and participation, as well as active participation and socialization into the graduate program, if applicable.
4. **Feedback on student progress and goals:** This section allows for the student and major professor to develop goals for the coming year and to reflect on specific actions that will help the student to be successful based on what has and has not worked the previous year. This is an opportunity to come to closure on key issues, as well as to discuss ways in which the student and major professor can move forward, together, in a constructive way to accomplish student goals.
5. What can your student continue to do to achieve their immediate and long-term goals?
6. What can your student do differently to achieve their immediate and long-term goals?
7. What can youcontinue to do to support the student in reaching their specific research and professional development goals for the coming year?
8. What can youdo differently to best support the student in reaching their specific research and professional development goals for the coming year?

# Annual Progress Report for Graduate Students

# Signature Form

Student Name: PID:

**Student:** Your signature below indicates that you have discussed the contents of this progress report with your major professor.

Student Date

**Major Professor:** Your signature below indicates that you have discussed the contents of this progress report with your student. It also indicates that the student has completed the required Responsible Conduct of Research Annual Training.

Major Professor Date

**Guidance Committee Members:** Your signature below indicates that you have discussed the contents of this progress report with the student.

Name Date

Name Date

Name Date

Name Date

Department administrator (Chair or GPD) Date

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# Conflict Resolution Resources

Departmental and campus resources for conflict resolution should be distributed to both faculty and students to establish explicit policies and procedures for resolving mentor–mentee conflicts (Keyser et al. 2008; Hund et al. 2018). By definition, the mentoring relationship reflects a significant power imbalance, and institutional oversight is necessary to ensure that mentors do not exploit the relationship or their mentees (Keyser et al. 2008).

1. **Rights and Responsibilities:** Faculty and students are encouraged to read and annually review MSU’s [Graduate Student Rights and Responsibilities](http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities), MSU’s [Guidelines for Graduate Student Advising and Mentoring Relationships](https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf), IBIO’s [Code of Ethics and Professional Conduct](https://integrativebiology.natsci.msu.edu/about/code-of-ethics-and-professional-conduct/), and IBIO’s [Guide to Graduate Study in Integrative Biology](https://integrativebiology.natsci.msu.edu/graduate-program/guide-to-graduate-study-in-integrative-biology/), so both mentors and mentees are aware of university and departmental policies. Graduate teaching assistants should also review the [Code of Teaching Responsibility](http://splife.studentlife.msu.edu/regulations/selected/code-of-teaching-responsibility).
2. **Mediation:** Minor mentor-mentee conflicts are ideally dealt with in the department, with the mediation and help of senior faculty. Both students and faculty are encouraged to seek confidential advice and mediation from the department chair and/or graduate program director. If a party does not feel comfortable involving another member of their department, the [Office of the Dean of Students](https://deanofstudents.msu.edu/cr-trainings-services) offers conflict mediation resources and coaching. If direct contact with the other party or the inclusion of a third party does not resolve the situation, or if it would make you uncomfortable or would be inappropriate, you should seek assistance through one of the channels outlined below.
3. **Confidential Reporting/Advice:** In all cases, faculty and students are encouraged to first contact the [Office of the University Ombudsperson](http://ombud.msu.edu/index.html), a confidential resource designed to assist students, staff, and faculty in resolving conflicts or disputes within the University. The Ombudspersons are up-to-date on all MSU policies procedures and will perform their duties in a “neutral, confidential, informal, and independent manner.” More information on MSU’s complaint and grievance systems is located [here](http://ombud.msu.edu/Complaint%20and%20Grievance%20Systems.html#AcademicComplaints).
4. **Sexual Misconduct:** If you are a victim of discrimination, harassment, or sexual violence, you are encouraged to contact the [Office of Institutional Equity](https://oie.msu.edu/) (OIE). The OIE reviews concerns related to discrimination and harassment based on age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, and weight under the University's Anti-Discrimination Policy and Policy on Relationship Violence and Sexual Misconduct.
5. **Research Misconduct:** If you have witnessed research misconduct, including but not limited to inappropriate use or treatment of animal or human subjects, research misconduct (e.g. plagiarism, fabrication, or falsification) or similar concerns, you are encouraged to contact the [Misconduct Hotline](http://misconduct.msu.edu/). Contact the [Research Integrity Officer](https://rio.msu.edu/) concerning authorship and data disputes.
6. **TA Employment Concerns:** If you are a graduate teaching assistant and have employment-related concerns, you are represented by and encouraged to contact the [Graduate Employees Union](http://geuatmsu.org/) (GEU).