'Progress & Plans' Document

Please share your progress and plans (P&P) document with your thesis committee ahead of each meeting. Note that Part 3 of this document is to be prepared in consultation with your thesis advisor and constitutes your individual development plan (IDP). It should be used as an opportunity to discuss your long-term research and professional development plans, and to ensure they support your career goals.

The P&P document has four parts

1. Your CV (with updates since your last committee meeting highlighted)
2. Your research progress report
3. Future plans
4. Skills self-assessment

Please check your handbook to see if your program requests any additional material.

Part 1: Please provide a full CV.
It is important to regularly update your CV. Keeping a running CV will help you keep track of a growing body of information, and it will also be easily available when you need it—for example to complete your BSD annual report.

Your CV should include, but is not limited to, the following: date of matriculation to UC, publications (peer reviewed, preprints, submitted/in review), fellowships (submitted as well as awarded, include dates), awards, presentations at national/international conferences and local conferences (oral or poster, include co-authors, title, location and date), courses/trainings/workshops (include where/when taken), professional development activities (e.g. internships/treks etc.), TA-ships/DEI-ships, outreach activities (with approx. dates), other relevant activities and service (e.g. mentorship of junior students, recruitment, dean's council membership). *Remember to highlight activity since your last meeting.*

Part 2: Please provide a succinct (two-page max) report on your research progress
(Include your thesis title; figures and references can be added beyond the two pages).

Part 3: Plans for the coming year
Please meet with your advisor to develop and discuss this part of the document. This is an important opportunity to think hard about whether your training is effectively assisting you in reaching your long-term goals or whether there need to be modifications. An important role of your thesis committee is to provide input to your plans, so they may well become modified after the thesis committee meeting. Plans should include the required elements below, as well as any of the additional points that are relevant to you:

- Research goals for the coming year. (*required – we suggest 1 page max*)
- Fellowship/grant submissions planned – including agency and approx. date for submission.
- Publications planned – with working title and expected quarter of submission.
- Conference attendance planned – conference name, location, date. Do you plan to present (oral/poster) at the meeting?
- Professionalization requirement (TA/DA-ships). Has this been completed? If no, what are your plans to complete the requirement? If yes, do you have additional plans to TA (Course/Qtr)? (*required*)
- Any specific new skills you hope to develop in the next year.
- Additional coursework/trainings/workshops planned (Title, location, Qtr).
- Professional/career development activities planned (e.g. courses, internships, treks).
- Outreach activities planned.
- Any other relevant activities /service planned.

- Do you feel on track to graduate in a reasonable time frame? If you plan to graduate in the next year, what are your current plans for after you graduate? (*required*)

Part 4: Self-assessment of skills development

Take this opportunity to consider your progress in developing the major skills expected for the Ph.D. Your thesis committee will provide their external perspective on your development of these same skills. This can help you consider where growth may be needed in the coming year.
(see URL for more detailed information)

	N/A	4	3	2	1
Deep Knowledge of Research Specialization *Deep knowledge of (a) historical context; (b) current content expertise; and (c) tools & approaches relative to field.*	☐	☐	☐	☐	☐
Critical Thinking Skills *Demonstration of (a) recognizing important research questions; (b) designing a single experiment (answer questions, controls, etc.); (c) interpreting data; and (d) designing a research program.*	☐	☐	☐	☐	☐
Experimental Skills *Identifying appropriate experimental protocols, designing and executing protocols, troubleshooting, lab safety, data management.*	☐	☐	☐	☐	☐
Computational Skills *Extent of skills regarding relevant statistical analysis methods and bioinformatics literacy.*	☐	☐	☐	☐	☐
Communication Skills *Oral and written communication skills; communication with different stakeholders (e.g., committee v. peers v. other experts in field such as at a national conference).*	☐	☐	☐	☐	☐
Management Skills *The extent to which the trainee demonstrates skills in (a) organization & planning; (b) decision-making; (c) problem-solving; and (g) conflict management—whether related to their project and/or the lab environment as a whole.*	☐	☐	☐	☐	☐

*4 = Developing, Room for growth; 3 = Advanced, Skills are sufficient to support a strong project; 2 = Independent, Skills meet committee expectations for a trainee who is ready or nearly ready to graduate; 1 = Exceeds Expectations, Skillsets exceed expectations for a PhD trainee—on par with early career scientists