|  |  |
| --- | --- |
| \\ditscxvdi01.epfl.ch\dit-vdi-profiles-01-t1\VDIRedirectedFolders\dubi\Desktop\EPFL_Logo_182X53.jpg**PhD Program in Digital Humanities - EDDH** |  |

**Annual Progress Report**Please note that all signing parties must review answers and attachments!

**❒ 1st year\* (If \*, no need to fill the section B)**

**❒ 2nd year**

**❒ 3rd year Date of enrolment at EPFL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**❒ 4th year**

***Section A: Basic information***

**Candidate's name:**

**PhD thesis Director/Co-director:**

**\* \* \* \* \***

 **Tentative thesis title:**

**Date of (passed) Candidacy Exam:**

**Projected date of Final Exam:**

**\* \* \* \* \***

**TA duties**

* TA hours completed: \_\_\_\_\_\_\_
* Number of hours still left to fulfil: \_\_\_\_\_\_\_
* What is your plan to fulfil these hours: \_\_\_\_\_\_\_

**\* \* \* \* \***

**Courses**

**Credits completed: \_\_\_\_\_\_\_\_\_ Credits left: \_\_\_\_\_\_\_\_\_ (list below planned courses)**

*Year/semester Course number/name Credits*

***Section B: Research progress***

|  |
| --- |
| **1) Objectives of research** **in the past year** (5 to 10 lines) |
|       |
| **2) Work achieved in the past year** (1/2 – 1 page) |
|  |
| **3) Future research plan** (5 to 10 lines) |
|  |
| **4) Scientific publications (please give number & reference of publications)** |
| **before starting your PhD studies:****during your PhD studies:****foreseen or envisaged publications:** |
| **5) Conferences attended in the past year with seminar or poster presentation** |
|  |
| **6) Other conferences attended in the past years** |
|  |

**Are there any problems that may hinder the success of the PhD project?**

**If yes, explain and sign your comments.**

**Thesis director comments:**

|  |
| --- |
|  |

**Thesis co-director comments:**

|  |
| --- |
|  |

**Thesis director: fill out Appendix A, sign Appendix A & B**

**Thesis co-director: fill out Appendix A1, sign Appendix A1**

**Student: fill out Appendix B, sign Appendix A, A1 & B**

**Signatures**

**PhD candidate Thesis director Thesis co-director**

………………… ………………… …………………

**Date:**

**EDDH Program Director or Deputy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(in case of Deputy, please write the name)**

**Date:**

**Appendix A: to be filled out by the thesis director before meeting the student, then discussed with the student, and signed by both.**

*Note: the rationale for this is to ensure that your student knows how he/she is performing overall according to you, what you think his/her strengths and weaknesses are towards completing a PhD, and what needs to be improved. It is also to ensure that career issues are discussed at least once per year between the student and mentor.*

Please rank the student’s levels in the following areas (add areas if needed):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |   | Outstanding  | Very good  | Could improve | Needs serious improvement | comments |
| 1 | Motivation |   |   |   |   |   |
| 2 | Hard-working |   |   |   |   |   |
| 3 | Initiative |   |   |   |   |   |
| 4 | Literature knowledge  |   |   |   |   |   |
| 5 | Experimental design  |   |   |   |   |   |
| 6 | Experimental skills  |   |   |   |   |   |
| 7 | Organization / Lab notebook  |   |   |   |   |   |
| 8 | Analytical abilities  |   |   |   |   |   |
| 9 | Critical thinking  |   |   |   |   |   |
| 10 | Timeliness: is progress towards thesis moving along as it should? |   |   |   |   |   |
| 11 | Active participation in lab meetings |   |   |   |   |   |
| 12 | Presentation skills |   |   |   |   |   |
| 13 | Scientific writing skills  |   |   |   |   |   |
| 14 | Ability to work in a team |   |   |   |   |   |
| 15 to 20 | Courtesy to lab mates / respect of others / other |   |   |   |   |   |
|  | Other: |   |   |   |   |   |
|  **Important comments:** |      |

**Thesis director**: I have discussed these points with the student, and explained my expectations for improvement, when appropriate, including mechanisms for intermediate assessments. I have also discussed a plan for timely publication of the results.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To the Student:**

Your thesis director, as your “coach” in many ways, is responsible for guiding you through your thesis research work and also helping you reach the mature scientific level of a PhD. The critical feedback of your thesis director is invaluable not only to improve your progress towards a PhD, but also your continued success beyond this. Sign below when you have discussed these points with your thesis director, indicating that you understand the expectations for improvement in the areas identified in the list above, and have agreed on an action plan and milestones/assessment mechanisms.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A1 (if applicable): to be filled out by the thesis co-director before meeting the student, then discussed with the student, and signed by both.**

*Note: the rationale for this is to ensure that your student knows how he/she is performing overall according to you, what you think his/her strengths and weaknesses are towards completing a PhD, and what needs to be improved. It is also to ensure that career issues are discussed at least once per year between the student and mentor.*

Please rank the student’s levels in the following areas (add areas if needed):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |   | Outstanding  | Very good  | Could improve | Needs serious improvement | comments |
| 1 | Motivation |   |   |   |   |   |
| 2 | Hard-working |   |   |   |   |   |
| 3 | Initiative |   |   |   |   |   |
| 4 | Literature knowledge  |   |   |   |   |   |
| 5 | Experimental design  |   |   |   |   |   |
| 6 | Experimental skills  |   |   |   |   |   |
| 7 | Organization / Lab notebook  |   |   |   |   |   |
| 8 | Analytical abilities  |   |   |   |   |   |
| 9 | Critical thinking  |   |   |   |   |   |
| 10 | Timeliness: is progress towards thesis moving along as it should? |   |   |   |   |   |
| 11 | Active participation in lab meetings |   |   |   |   |   |
| 12 | Presentation skills |   |   |   |   |   |
| 13 | Scientific writing skills  |   |   |   |   |   |
| 14 | Ability to work in a team |   |   |   |   |   |
| 15 to 20 | Courtesy to lab mates / respect of others / other |   |   |   |   |   |
|  | Other: |   |   |   |   |   |
|  **Important comments:** |      |

**Thesis co-director**: I have discussed these points with the student, and explained my expectations for improvement, when appropriate, including mechanisms for intermediate assessments. I have also discussed a plan for timely publication of the results.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To the Student:**

Your thesis director, as your “coach” in many ways, is responsible for guiding you through your thesis research work and also helping you reach the mature scientific level of a PhD. The critical feedback of your thesis director is invaluable not only to improve your progress towards a PhD, but also your continued success beyond this. Sign below when you have discussed these points with your thesis director, indicating that you understand the expectations for improvement in the areas identified in the list above, and have agreed on an action plan and milestones/assessment mechanisms.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B: to be filled out by the student before meeting the thesis director, then discussed and signed by both.**

*Rationale:*

\*to identify differences in how student vs. thesis director considers the student’s progress, skills, & weaknesses,

\*to identify areas where the student needs more input from the thesis director

\*to allow the student to communicate to the thesis director where he/she may need more attention or help

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |   | fully agree | agree | disagree | Fully disagree | comments |
| **1** | I am very motivated for my PhD research  |   |   |   |   |   |
| **2** | I work hard, both in terms of quantity and quality of hours spent on research |   |   |   |   |   |
| **3** | I take initiative and frequently generate ideas |   |   |   |   |   |
| **4** | I read the literature frequently and attend meetings and seminars whenever possible  |   |   |   |  |   |
| **5** | I pose experimental questions very precisely and design definitive, clever experiments  |    |    |   |  |   |
| **6** | Experimentally, I plan carefully, record everything, execute carefully and precisely, and always back up data  |   |   |   |   |   |
| **7** | When analyzing data, I think about what they mean and identify their limitations  |  |  |   |  |   |
| **8** | I always critically evaluate data and conclusions |   |   |   |  |   |
| **9** | I keep a well-organized and thorough lab notebook; another person could easily find any information they might need |   |   |   |  |  |
| **10** | Timeliness: is the research and progress for the thesis moving along as it should? |   |   |   |  |   |
| **11** | I have a strong sense of responsibility for the lab and for the data I produce |   |   |   |   |   |
| **12** | I actively participate in lab meetings and seminars, including by asking questions |   |   |   |   |   |
| **13** | I give good oral presentations  |   |   |   |   |   |
| **14** | My scientific writing skills are strong |   |   |   |  |   |
| **15** | I work well in teams and can both contribute to others’ research while focusing appropriately on my own main projects |    |    |   |  |   |
| **16** | I show respect and courtesy to my thesis director and colleagues as well as the shared resources |  |  |   |   |   |
| **17** | I ask for help when needed, but only after putting in some effort first myself |  |  |  |  |  |
| **18** | I get the help I need from my thesis director and lab mates when I ask |  |  |  |  |  |
| **19** | I get enough exposure to both my field and a broader scientific field through conferences, seminars, and courses |  |  |  |  |  |
| **20** | I know what I want to do after the PhD and I am taking appropriate actions to nurture and enhance opportunities for the future  |  |  |  |  |  |

**Student**: I have discussed these points with my thesis director and compared my self-evaluation with his/hers, and discussed how to improve where needed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis director:** I have discussed these points with the student and pointed out where differences exist in my perspective, and also discussed action plans for improvement as needed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_