For each date, rate your current level of proficiency in each of the following, with 1 being "Needs attention" and 9 being "extremely competent." *APAA Common Learning Outcomes	Date 1 (summer prior to	Date 2: Mid-year	Date 3: End of year 1 of Fellowship	Date 4: Mid-year of Year 2 of Fellowship	Date 5: End of Year 2 of Fellowship	Notes:
Conceptual Knowledge and Research Skills						
Ability to design testable hypotheses and experiments to effectively test them.						
Ability to analyze data, interpret the meaning of that data in a greater context, and explain these findings clearly.						
Ability to evaluate other's scientific data presentations and publications analytically.						
Ability to understand and navigate the context of your broader field, both in terms of research and as well as disciplinary norms of professionalism (may be learned, for example, from on-campus mentors and/or at national and international conferences).						
Writing Proficiency for Publication and Funding						
Ability to recognize the steps of the scientific publication and peer review process.						
Experience with and ability to complete a written publication through all stages (conception, drafting, submission).						
Knowledge of the breadth of funding sources for early career scientists and ability to identify target sources of funding for specific research.						
Ability to recognize the of steps of the grant proposal, review and funding process.						
Experience with and ability to complete a grant proposal through all stages (conception, drafting, submission)						
Inclusive Teaching Readiness						
Ability to summarize recent literature on evidence-based teaching approaches (in person and online) that enhance learning, support diverse learners, and reduce equity gaps.						
Ability to implement pedagogical techniques demonstrated to enhance learning and support diversity.						
Experience(s) with a mentored teaching experience that includes preparation, execution and assessment of a lesson/set of lessons/course.						
Experience(s) with or ability to curate an effective teaching portfolio (particularly for those interested in being faculty at teaching-focused institutions).						
Laboratory Management, Leadership and Mentoring Knowledge						
Understanding of responsible conduct of research and how future research will be completed ethically, responsibly, and appropriately (e.g., animal protocols, biosafety, human subjects, conflicts of interest).						
Ability to foster an inclusive, diverse, productive and professional laboratory environment, including the ability to mitigate implicit bias and prevent sexual harassment.						
Ability to recognize and implement best practices for recruiting, on-boarding, mentoring and performance-reviewing personnel at various levels (undergraduate, graduate and postdoctoral researchers as well as laboratory staff) in an equitable manner.						
Ability to strategically and effective manage laboratory projects, including use of tools for setting priorities, keeping records, and managing/delegating tasks.						
Ability to actively cultivate and sustain your own mentors as a mentee.						
Tenure Track Conversion Preparedness						
Ability to articulate the differences between different carnegie classifications of higher educational institutions and identify which aligns with your personal goals.						
Ability to prepare effective materials for tenure-track conversion, including a *curriculum vitae* , cover letter, research statement, teaching statement/portfolio, diversity statement and a professional web presence.						
Ability to construct and perform an engaging, effective conversion presentation or job talk (i.e., a research presentation or teaching demonstration).						