Goals and objectives

- **Goal 1**: Identify mentoring relationship assumptions
  - Objective 1: Identify mentoring relationship assumptions
  - Objective 2: Evaluate which assumptions are held by the mentee

- **Goal 3**: Articulate and evaluate expectations for BSURP
  - Objective 1: Identify expectations for BSURP research (self vs mentor)
  - Objective 2: Evaluate expectations for research experience with peers

- **Goal 2**: Set SMART goals for BSURP experience
  - Objective 1: Articulate 3 goals for BSURP
  - Objective 2: Refine goals using SMART
  - Objective 3: Evaluate peer’s goals
  - Objective 4: Note unanswered questions and make plan to ask mentor for additional support regarding individual SMART goal(s)

- **Summary**: Students should have one refined SMART goal for BSURP

Student Environment and Considerations

- **Room format**
  - Tables or pods with movable would be ideal for partner/small group work
  - Writing surface is essential (if no tables, clip boards)
  - Slide presentation

- **Key engagement strategies**
  [techniques you will use if students aren't responding]
  - Worksheet for reference
  - Think-pair-share
  - Waiting for 3 responses
  - Designate reporters for whole-class discussions

  [General themes you’ll follow when building your presentation]
  - Roadmap slide
  - Lecture slide
  - Activity slide
○ Repeat pattern

● Student accessibility [consider options such as live captions, colorblind-friendly diagrams, visuals, movement, etc.]
  ○ Ask about live caption options (record on zoom for students that can’t show up in person?)
  ○ Printed worksheets
  ○ Slides posted online

Key points for feedback

● Format for gathering feedback + justification
  ○ Format: QR code or tiny url for anonymous google poll
    ■ 3 short questions
  ○ Justification
    ■ Students submit their refined smart goal and questions they prepared to ask their research mentor. This gives BSURP organizers a record of student goal-setting and allows check-in in future workshops.
    ■ Students submit short written response of comments on how useful they thought the workshop was and what can be improved.

● Consideration for time [in-class or out-of-class effects on scheduling]
  ○ 30-40min

● What do you want to know/what part of your session do you want to review
  ○ Time allocated for activities = DONE

Activity details

Activity 1 : Personal reflection
● Purpose: articulate assumptions about mentor-mentee relationships
● Flow/sequence:
  ○ Show slide read through example assumptions
  ○ Activity
  ○ Call on 3 reporters
● Materials: worksheet, writing tool, partner

Activity 2 : Expectations worksheet + small group discussion
● Purpose: Articulate and expectations around BSURP and evaluate by discussing with small groups
● Flow/sequence:
  ○ Show slide for expectations
  ○ Fill out table in worksheet
  ○ Discuss with small group
• Materials: worksheet, writing tool, partner/small group

Activity 3: Goals worksheet + partner activity
• Purpose: Generate 3 goals and peer-edit to make them SMART-er
• Flow/sequence:
  o Individually come up with 3 goals
  o Share with partner
  o Pick the partner’s goal that is most achievable and edit if needed
  o Identify gaps in knowledge and note questions for mentor
  o Evaluation plan
• Materials: worksheet, writing tool, partner

Schedule
• Orienting students
  o (2min) About me slide, goals can be intimidating, it gets easier with practice
  o (1min) Roadmap slide

• The bulk of the course
  o Assumptions about mentoring relationships
    ■ (2min) Resetting mentor-mentee relationships slide
    ■ (3min) Activity slide
  o Expectations of BSURP: mentee and mentor
    ■ (1min) Expectations for BSURP slide
    ■ (5min) Activity slide
  o SMART Goals
    ■ (3min) Smart goals slide
      • Discuss example as class: my goal is getting better at writing (how do we make this SMART-er?)
    ■ (1min) Soccer ball examples of goal topics slide
    ■ (10min) SMART goals activity
  o Where to go with questions
    ■ (0.25min) Slide with question
    ■ (1min) Slide with key lab personnel
    ■ (1min) Slide with all lab personnel

• Wrap-Up
  o Closing slide with contact info
    ■ (5min) Feedback survey link/qrcode
      • What is your refined SMART goal?
      • What question do you have for your mentor regarding your SMART goal?
      • Comments: Did you find this workshop useful? What can be improved about this workshop?