

84-UNC

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Veterinary Medicine	College/School	CNSM
Prepared by	Aaron Kallas	Phone	907-474-1928
Email Contact	ajkallas@alaska.edu	Faculty Contact	Arleigh Reynolds ajreynolds@alaska.edu

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
--------------	--------------------------	------------	-------------------------------------

2. COURSE IDENTIFICATION:

Dept	BMSC	Course #	224	No. of Credits	2
------	-------------	----------	------------	----------------	----------

Justify upper/lower division status & number of credits:	This course will facilitate mentored research experiences for undergraduate students. Students will participate in advanced research topics from outside the usual undergraduate laboratory offerings. Students will be required to actively participate in research activities and report on progress and growth throughout the course and semester. The course will conclude with a summary of experience presentation and a written final summary report. Research areas range from atmospheric chemistry to molecular biology. An adequate level of chemistry or biochemistry or biology background is assumed. Most students taking this course will most likely be underclassmen and have very little research experience.
--	--

3. PROPOSED COURSE TITLE: Entering Research: Undergraduate Research Experience

4. To be CROSS LISTED? YES/NO NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: Spring each year
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) AY2017-2018

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, Mentored Laboratory Research, Blackboard					

9. CONTACT HOURS PER WEEK:

1	LECTURE hours/weeks	3	LAB hours /week	0	PRACTICUM hours /week
----------	------------------------	----------	--------------------	----------	--------------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	
----------------------------	--

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

BMSC 224 Entering Research: Undergraduate Research Experience
2 Credits Offered Spring

Required course for BLaST Scholar and open to all UAF students. This course will facilitate mentored research experience for undergraduate students. Students will participate in advanced research topics from outside the usual undergraduate laboratory offerings. Students will be required to actively participate in research activities and report on progress and growth throughout the course. Course will conclude with semester research report and presentation on research activities.

Prerequisites: BMSC 214 or Instructors approval. 1+3+0.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:		NO:	x
---	------	--	-----	---

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES
 If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

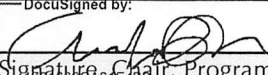
JUSTIFICATION FOR ACTION REQUESTED

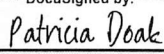
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

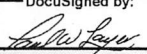
BMSC 224 Entering Research, will be the second course in a sequence of courses (BMSC 214, BMSC 224, BMSC 314, BMSC 324) designed to support students during mentored independent research projects and experiences.

This course is for all students who are interested in participating in a mentored research experience. Students will progress through a structured, blackboard-supported, sequence that will enable them to find a cooperating research mentor and participate in research activities. Specifically, this course is intended for students who are learning biomedical research methodology or are interested in understanding how to develop a scientific research project. Students who are considering applying for BLaST funding in the future may be encouraged to attend but this is not a mandatory condition for applying for funding and will not be a factor into the evaluation for funding. The course will be open to any UAF undergraduate student.

APPROVALS: Add additional signature lines as needed.

DocuSigned by: 	Date	February 6, 2017
Signature, Chair, Program/Department of: Veterinary Medicine		

DocuSigned by: 	Date	February 6, 2017
Signature, Chair, College/School Curriculum Council for: CNSM		

DocuSigned by: 	Date	February 6, 2017
Signature, Dean, College/School of: CNSM		

Offerings above the level of approved programs must be approved in advance by the Provost.

 	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 	Date	
Signature, Chair, Program/Department of: 		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":
[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See <http://uaf.edu/ceo/aa-ee/>

08/24/2016

Spring 2017
BMSC 224
Entering Research: Undergraduate Research Experience

1. Course Information

Title: Entering Research: Undergraduate Research Experience
Number: BMSC 224 (CRN _____)
Credits: 2
Prerequisites: BMSC 214: Beginning Research or instructors approval
Location: AHRB 186
Meeting Time: Wednesday 3:30 – 4:30

2. Course Director Contact:

Co-Instructor: Arleigh Reynolds E-mail: ajreynolds@alaska.edu Phone: 474-1928 Office: 182 AHRB Hours: By appointment	Co-Instructor: Aaron Kallas E-mail: ajkallas@alaska.edu Phone: 907-903-3360 Office: Murie 130 Hours: By appointment
---	--

3. Reading Materials:

- Committee on Science, Engineering and Public Policy (2009): *On Being a Scientist: Responsible Conduct in Research*, 3rd edition. National Academy Press, Washington, DC. Downloadable from: <http://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in>
- BLaST Mentee Handbook – Provided by the BLaST Program
- All course information, supporting documents, forms and assignments, will be maintained on the UAF Blackboard website. All assignments will be uploaded and scored through Blackboard. It is therefore important that you check the site regularly for updates. Moreover, time sensitive information and reminders will occasionally be sent to all students enrolled in the course, so it is important that you verify that your email address is correct and current.

4. Course Description

BMSC 224 Entering Research: Undergraduate Research Experience 2 Credits Offered Spring

Required course for BLaST Scholar and open to all UAF students. This course will facilitate mentored research experiences for undergraduate students engaged in advanced research topics from outside the usual undergraduate laboratory offerings. Students will be required to actively participate in research activities and report on progress and growth throughout the course through weekly meetings and online through blackboard. Course will conclude with a Semester Research Report and a poster presentation based on research activities. Prerequisites: BMSC 214 or Instructors approval. 1+3+0.

5. Course Objectives:

- a) Link general curriculum in the sciences through independent research and project-based activities.
- b) Provide students with opportunities to engage in research in the laboratories of UAF.
- c) Foster healthy mentoring connections between student and UAF researchers.

6. Student Learning Outcomes

- a) Students will develop and apply scientific methodology to experimental design
- b) Further develop laboratory research skills and techniques.
- c) Learn to work cooperatively within a research group
- d) Learn to think critically and make scientifically based conclusions or inferences
- e) Gain experience communicating results and defending arguments

7. Instructional Methods:

Students participate in laboratory rotations and are aligned with research mentors in laboratory environments. Students are engaged in hands-on participatory research activities with the oversight of their research mentor where they are instructed on scientific methodology, skills and techniques, use of equipment, data gathering and analysis, and project management. Students report back to course instructors during weekly face-to-face meetings and

through electronic communication. Students are presented with several assignments in Blackboard that step students through the natural phases of a mentoring relationship. Students are required to track hours spent in lab and keep a laboratory journal of activities. The course concludes with a student-developed poster, which will be presented at a conference or poster session of their choice, and produce a written summary of their experience with special emphasis on personal growth and reflection.

8. Course Calendar

Week	Discussion Topics	Assignments and Tasks
1	<ul style="list-style-type: none"> Introduction to the course Finding a Research Project 	<ul style="list-style-type: none"> Task: Develop a list of possible research projects and/or mentors to visit Task: Download Syllabus and Mentee Handbook
2	<ul style="list-style-type: none"> Expectations and roles of a mentee 	<ul style="list-style-type: none"> Task: Participate in Lab rotations and visitations Task: Complete Mentee Expectations Worksheet Task: Read Pages 3-9 in Mentee Handbook Assignment: Log Hours and Complete Journal Entry
3	<ul style="list-style-type: none"> Expectations and roles of a mentor Assessing Hazards 	<ul style="list-style-type: none"> Task: Develop a list of needed Safety Trainings Task: Read pages 12-18 in Mentee Handbook Task: Mentoring Match Worksheet Assignment: Submit Lab Rotation and Visitation Report. Assignment: Log Hours and Complete Journal Entry
4	<ul style="list-style-type: none"> Potential Pitfalls of a Mentoring Relationship Mentoring Agreements 	<ul style="list-style-type: none"> Assignment: Complete mandatory Safety Trainings Assignment: Submit a Project Description and Safety Hazard Assessment Assignment: Log Hours and Complete Journal Entry
5	<ul style="list-style-type: none"> Cultivating a Mentoring Relationship 	<ul style="list-style-type: none"> Assignment: Submit Mentoring Agreement Task: Gather background information about your project Task: Read pages 19-23 in Mentee Handbook

6	<ul style="list-style-type: none"> Expectations of the Semester Research Report Gathering Reference Materials and Navigating Databases . 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry Task: Review expectations of the Semester Research Report.
7	<ul style="list-style-type: none"> Writing Introductions 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry Task: Write an introduction for your report
8	<ul style="list-style-type: none"> Writing Methods 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry Task: Write a methods section for your report
9	<ul style="list-style-type: none"> Using Figures and Tables 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry Task: Develop figures and tables relevant to project
10	<ul style="list-style-type: none"> Writing Abstracts 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry Task: Complete a draft of the Semester Report.
11	<ul style="list-style-type: none"> Review Semester Report Drafts 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry
12	<ul style="list-style-type: none"> Expectations of the Project Poster 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry
13	<ul style="list-style-type: none"> Review Poster Drafts and Revise Concluding a Mentoring Relationship 	<ul style="list-style-type: none"> Task: Submit Project Poster Draft Task: Read pages 24-25 of Mentee Handbook Assignment: Log Hours and Complete Journal Entry
14	<ul style="list-style-type: none"> Practice Delivery of Poster Presentation 	<ul style="list-style-type: none"> Assignment: Log Hours and Complete Journal Entry
15	<ul style="list-style-type: none"> Final Presentations at Poster Session 	<ul style="list-style-type: none"> Assignment: Deliver a Presentation Assignment: Submit Semester Report

9. Course Policies

Participation:

This course relies heavily on active participation. Students are free to ask questions as they occur, and to offer opinions during weekly meeting discussions. It is strongly recommended that students establish regular communication with their mentor to discuss progress. Students may also visit the instructor during office hours should they have questions, concerns or difficulty understanding the expectations of the research experience.

Ethics:

Academic integrity is vitally important to the mission of the university. If students are caught cheating or plagiarizing in any way, they risk consequences to your academic grade and any university discipline. There will be no exceptions. If students are unsure about what constitutes plagiarism, they are encouraged to contact the instructor(s) or their mentor for assistance.

10. Evaluation**Finding a Project:**

Students who are seeking a new project/laboratory must meet with at least 3 ongoing research groups to discuss possible research projects before a mentor is selected. As you meet with faculty members or project PI's, obtain their signatures on the **Lab Rotation Form**. Once you have selected a mentor, obtain their signature, and work with your new mentor to write up a one-page **project description** (include one reference) and include a summary of potential hazards associated with the research.

Safety Trainings:

All students must complete safety training. This involves several online safety modules with quizzes and a completed RCR (Responsible Conduct in Research). Students must work with their mentor to determine mandatory and lab specific trainings. These trainings must be completed before you can begin work on your project.

Mentoring Partnership Agreement:

Each student, with the direction and aide of their mentor, will develop a Mentoring Partnership Agreement that outlines the scope and expectations of participation in the research project or group. If a student is currently working with a mentor and not seeking a new project, some of these foundational requirements may be excused at the discretion of the instructor.

Lab Research Participation and Weekly Journals:

Students will be required to meet a minimum of 50 hours of lab research within the semester, which is roughly 3-4 hours per week. Students are expected to keep a log of these hours as well as a brief description of activities. Logs are submitted weekly. Students must also keep a weekly digital journal of important activities, project outcomes, and personal reflections on the Blackboard course page.

Weekly Meetings:

Students participating in research are required to attend weekly meetings to discuss your progress. You are expected to report significant progress each week, meaning, you are taking the course for 2 credits, e.g., describe what you accomplished during the 3-4 hours in lab. If nothing worked, what did you try?

What activities did you engage in while waiting for an automated procedure to run, etc.

Semester Research Report:

Toward the end of the semester, a final written report in journal format is required. In other words, the format is that of a manuscript submitted to a peer-reviewed journal. Discuss the particular journal format you will follow with your mentor. You are advised to begin the writing process early, say mid-semester at the latest, at which point you should be able to write drafts of the introduction/background, methods, and perhaps results. Topics relative to the completion of the report will be the focus of many of the weekly meetings. A PDF and hard copy of the final report is to be given to your mentor and instructor no later than 5 pm on the last day of final exams for the semester. Expectations and format will be provided as well as a grading rubric.

Project Poster:

Each semester, students must present a poster showcasing their work at the end of the semester. This will occur at an end-semester poster session. The usual size is 36" x 36", which will be printed with department or BLaST funds.

A larger size may be appropriate if the poster will be presented at a scientific meeting. Expectations and format will be provided as well as a grading rubric.

<u>Graded Item</u>	<u>Points per Activity</u>	<u>Total Points Possible</u>	<u>Due Dates</u>
• Weekly Meetings	10	150	Ongoing
• Lab Rotation and Visitation Report	20	20	Week 1
• Project Description and Hazard Assessment	50	50	Week 2
• Mentoring Agreement	50	50	Week 2
• Complete Safety Trainings	50	50	Week 2
• Research Logs and Journals	10	150	Ongoing
• Semester Research Report	50	50	Week 15
• Project Poster and Presentation	100	100	Week 15
		Total = 620 Possible Points	

Grading:

The grading for the course will be based on the components outlined above. Final letter grades will be assigned as follows:

$\geq 90\%$ = A	70-79% = C
80-89% = B	60-69% = D
	< 60% = F

11. Student Resources and Support Services

We are here to help you enjoy and succeed in this class. Take advantage of our office hours or make an appointment if you have concerns or questions.

Disability Services provided through The Office of Disability Services at UAF (203 Whitaker/Fire Station, 474-7043) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor(s) will work with the Office of Disabilities Services to provide reasonable accommodations to students with documented disabilities. If applicable, please make arrangements with your instructor(s) within the first few weeks of classes.

The Writing Center (Gruening 8th floor, 474-5314) will help you prepare and print your papers.

Student Support Services (Gruening 5th floor, 474-6844) are available to students who meet federal TRIO guidelines: low-income OR first-generation college OR have a documented disability. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement.

The Student Health and Counseling Center (2nd floor of the Whitaker Building/Fire Station, 474-7043, open Monday – Friday 8 am – 5 pm). Students enrolled for at least nine credits can receive up to six free counseling sessions.

Veterans Services/Veterans Resource Center (111 Eielson, 474-2475). VA certifying officials in Financial Aid, as well as military and veteran points of contact in the offices of Admissions and the Registrar and Career Services. These services are here to foster a smooth transition from military to civilian life. pchokenson@alaska.edu or visit Veterans Services on the web <http://www.uaf.edu/veterans/> or <http://www.facebook.com/UAFVA>

Speaking Center (email fyspeak@gmail.com or call 907-474-5470) offers students help in conceiving, organizing, writing, delivering, and refining an individual or group presentation. Student may have their presentations digitally recorded for their own viewing.

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/ misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

University of Alaska Fairbanks
 BLaST Mentoring
 Entering Research: BMSC 224

Student Name:

Return this page with three or more signatures to your LRRT/facilitator or upload a digital copy/photo to the assignment upload link.

Mentor/PI or Project Lead	Signature	Date and Time visited

For each of the three labs or research groups you visited, briefly summary the central focus or idea of the research being conducted.

It is always a good idea to step back any evaluate any potential mentorship in terms of your expectations, reflect back on the "Mentee Expectation Worksheet" you completed prior to the lab rotations and describe some pro's and con's of joining the research group. If you visited more then required, choose your top three.

Research Group Focus	Pro's of Joining	Con's of Joining

Mentee Expectations Worksheet

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important. This should be completed **prior** to your first meeting with your prospective mentor.

The reasons I want a mentor are to:

- Receive encouragement and support
 - Increase my confidence when dealing with professionals
 - Challenge myself to achieve new goals and explore alternatives
 - Gain a realistic perspective of the workplace
 - Get advice on how to balance work and other responsibilities, and set priorities
 - Gain knowledge of “dos and don’ts”
 - Learn how to operate in a network of talented peers
 - Other
-

I hope that my mentor and I will:

- Tour my mentor’s workplace/explore various teaching or work sites
 - Go to formal mentoring events together
 - Meet roughly quarterly, and that s/he will feel comfortable having me drop by his/her office
 - Go to educational events such as lectures or other university events together
 - Other
-

I hope that my mentor and I will discuss:

- Academic subjects that will benefit my future career
- Career options and job preparation

- The realities of the workplace
 - My mentor's work
 - Technical and related field issues
 - How to network
 - How to manage work and family life
 - Personal dreams and life circumstances
 - Other
-

The things I feel are off limits in my mentoring relationship include:

- Disclosing our conversations to others
 - Using non-public places for meetings
 - Sharing intimate aspects of our lives
 - Meeting behind closed doors
 - Other
-

I hope that my mentor will help me with job opportunities by:

- Opening doors for me to job possibilities
- Introducing me to people who might be interested in hiring me
- Helping me practice for job interviews
- Suggesting potential work contacts for me to pursue on my own
- Teaching me about networking
- Critiquing my resume or curriculum vitae
- Writing me letters of recommendation

_____ Other

The amount of time I can spend with my mentor is likely to be, on average:

Adapted from: Brainard, S.G., Harkus, D.A. and George, M.R. (1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

First Meeting: Mentoring Match Checklist

Instructions: Complete the following checklist to determine whether you have successfully found a good mentoring match.

Mentor Items

Mentee Items

	I have a sincere interest in helping this person succeed.		I have a sincere interest in having this person as my mentor.
	There appears to be mutual interest and compatibility.		There appears to be mutual interest and compatibility.
	Our assumptions about the process are congruent.		Our assumptions about the process are congruent.
	I am the right person to help the mentee achieve his or her goals.		This person is the right mentor to help me achieve my goals.
	I can enthusiastically engage in helping this person.		I can enthusiastically engage in being mentored by this person.
	I am willing to use my network of contacts to help this individual.		I am ready to accept help from this mentor's network of contacts.
	I can commit adequate time to mentoring this person.		I can commit adequate time to being mentored by this person.
	I have access to the kind of opportunities that can support this person's learning.		This person has access to the kind of opportunities that can support my learning.
	I have the support that I need to be able to engage in this relationship in a meaningful way.		I am ready and able to engage in this relationship in a meaningful way.
	I am committed to developing my own mentoring skills.		I am committed to using this relationship to help develop my skills and meet my goals.

Bland C, Taylor A, Shollen S, Weber-Main AM, Mulcahy P. Faculty Success Through Mentoring. New York: Rowan & Littlefield Education; 2009: 69.

Blast Mentor-Mentee Agreement Template

Once you have selected a mentor, set up a meeting to specifically discuss what each of you expects from this research experience and complete a mentor-mentee contract. In the contract you will define a set of ***common goals and expectations***. To prepare for this meeting consider the topics below.

1. Why do you want to do research? Why does your mentor want to supervise an undergraduate researcher?
2. What are your, and your mentor's, academic, career and research goals? How can this research experience and the mentor-mentee relationship help each of you achieve them?
3. What would success in this research experience look like to you? (*What would be an outcome you both would like to see?*)
4. Assuming a good fit, how long do you expect to work with this research group? Ideally, how long would your mentor like you to remain with the group
5. What will be the frequency of communication (*hours per week and at what times/days do you and your mentor expect you to work together*)
6. What, if any, specific technical or communication skills do you expect to learn as part of the research experience? What specific skills would your mentor like you to learn?
7. Once you are trained in the basic techniques, would you prefer to continue to work closely with others (e.g. on a team project), or independently? What level of independence does your mentor expect you to achieve, once basic techniques are learned? How will s/he know when you have reached this level?
8. How will you document your research results? Is there a specific protocol for keeping a laboratory/research notebook in your group?
9. To whom do you expect to go if you have questions about your research project? Does your mentor expect you to come solely (or first) to him/her, or should you feel free to ask others in the research group? If others, can your mentor identify those in the group who would be good resource people for your project?
10. If you have previous research experience, what skills do you expect to bring to your new research group? If a student has a previous research experience, is there anything the mentor should share about this research group that is unique and the student should be aware of?

Mentee (print) _____ **Mentor (print)** _____

BLaST Scholar Pathways to Research

