Summer Research Goal Setting Worksheet

Objective: Your summer research project is an incredible opportunity! This worksheet is designed to help you make the most of it. We will first review a goal that you have achieved in the past and what it took for you to achieve it, then we’ll work on setting up realistic goals for your summer work.

Part 1: Past Achievements

Think back to an accomplishment of yours which makes you proud. You can draw from your academic, extra curricular, community or personal life for these accomplishments. Examples: creating an awesome science fair project, ace-ing a hard exam, getting the lead/solo in a school play/ensemble, winning a big game/race, solving a problem for a family member/friend, starting a new initiative in your community group/church, etc..

A. What was the accomplishment? Why are you proud of it?

B. What steps did you take to make that accomplishment possible?

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1 I guarantee it’s based on research that shows this exercise will make you a better researcher!
Part 2: Summer Goals

Now, think about what you want to accomplish this summer. This part has two sections—one for you and one for your primary mentor. Fill out your part today, and get feedback and a signature from your primary mentor by the end of this week. You will then come up with a finalized set of goals in Part 4. The entire completed worksheet is due on Gradescope by Tuesday, July 3rd at 12pm (email ksytwu@stanford.edu or sanha@stanford.edu if you don’t have access).

A.  
i) Identify your primary mentor. This can be the professor you’re working with, or a staff scientist, post-doc, graduate student, etc.

   ii) Aside from your primary mentor, who else can you go to if you have questions?

   iii) How frequently will you meet with your primary mentor? How frequently will you meet with the other people you identified in part ii)?

B.  Outline 2-4 goals for your summer project. We recommend that you have one or two bigger picture goals, and a few more specific goals. 
Mentor: Please help your student evaluate their stated goals. Are they clear rather than vague? Are they realistic?

| Summer Researcher | Mentor |
C. For each goal, list the actions you will take to achieve those goals. Think about what resources you will need and how much time it will take. Break the path to the goals into small, achievable steps that you can check in with periodically over the summer.

Mentors: Please help your student evaluate their plans to achieve their goals. Are they actionable steps that can be taken? Is the proposed timing appropriate?

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Part 3: Expectations

This is your opportunity to talk about expectations for the summer. Go over hours, availability, what both the student and mentor need in order to have a successful relationship, etc.

For example, the student could say:
- I work best when talking through problems out loud
- I would like my mentor to know that I don't have any experience in hardware
- I know that I will need guidance in finding relevant literature
- Etc.

The mentor could say:
- I expect the student to check in with me at least 2 times a week
- I expect the student to provide notes or slides on what they have been working on
- I will make sure that I am available for questions between 3pm to 6pm everyday
- I work best when students are proactive about asking questions
- Etc.

Please complete the following statements and have your mentor fill out his/her corresponding set. Feel free to come up with your own statements as well.

**Summer Researcher**
I work best when…

For me to be successful this summer, I would like my mentor to…

I know that I will need guidance in …

**Mentor**
For a productive summer, I expect my student to …

I will make sure that I …

I work best with students when they …
Part 4: Putting it all together

Incorporating your mentor’s feedback, come up with 2-4 final versions of your summer goals. For each goal, list out the actions you will take and approximate time frame.

Goal 1:

Goal 2:

Goal 3:

Goal 4: