

SURG manual 2026

Program Introduction

The Shoals Undergraduate Research Group (SURG) at the Shoals Marine Laboratory (SML) is designed to create a productive and collaborative research environment that combines long-term monitoring efforts, observation-based inquiry, and research questions addressing new and emerging issues in ecology and marine biology. The program has a unique mentoring structure that combines a team of on-island Scientists in Residence and staff with off-island project mentors highly experienced in their project area. The undergraduate research program allows you to contribute to on-going research programs and also encourages you to develop research to address specific questions that spark your curiosity.

Learning to communicate about the science you are conducting is a central part of the program. You will have multiple opportunities to talk with other researchers, students, and visitor groups about your research interests and your project. These skills will be honed throughout the summer and will culminate with your presentations at our Undergraduate Research Symposium.

Mentors

On-Island Mentors

David Buck, SML Associate Director
Mike Sigler, SML Scientist in Residence
Rebecca Atkins, SML Scientist in Residence

Project Mentors

Marine Mammal Biology

Andrea Bogomolni (Northwest Atlantic Seal Research Consortium, UMass Boston SFE)
Nadine Lysiak (New England Aquarium)
Lisa Sette (Center for Coastal Studies)

Seabird Ecology and Conservation

Liz Craig (SML, Director of Seabird Research)
Gemma Clucas (Lab of Ornithology, Cornell University)
Olivia Smith (Dartmouth College)

Physical Oceanography and Ecology

Jennifer Dijkstra (University of New Hampshire)
Tom Lippmann (University of New Hampshire)

Melanie Carolan (University of New Hampshire)

Furbearers

Alexis Mychajliw (Middlebury College)

Dartmouth College

Celia Chen (Dartmouth College)

Princeton University

TBD (Princeton University)

Intertidal Ecology

Kylla Benes (University of Montana)

Jennifer Dijkstra (University of New Hampshire)

Taylor Lindsay (University of Rhode Island)

Carrie Keogh (Emory University)

Brittany Jellison (University of New Hampshire)

Rebecca Atkins (NOAA)

Parasite Ecology

April Blakeslee (East Carolina University)

Amy Fowler (George Mason University)

TBD? (Princeton University)

Gull Biology

Kristen Covino (Loyola Marymount University)

Liz Craig (SML, Director of Seabird Research)

Nichola Hill (UMass - Boston)

Sara Morris (Executive Director, Shoals Marine Lab)

Dylan Titmuss (Woods Hole Oceanographic Institute)

Mentoring Structure

The program has a unique mentoring structure that combines on-island Scientists in Residence and off-island Project Mentors. The Scientists in Residence provide consistent in-person communication and support to the undergraduate researchers, serve as on-island mentors to the undergraduate researchers and offer a program covering research ethics, hypothesis development and study design, data analysis, and communication. The on-island mentors have wide-ranging experience in marine science. Off-island Project Mentors are scientists from a variety of institutions who are

usually involved in the design, stewardship, expansion or synthesis of historical datasets that are maintained by SML. The Project Mentors have specialized experience in their project area. Project Mentors train student researchers to contribute data to their long-term dataset and work with students to develop an independent research question that advances work in their research area.

The Scientists in Residence meet daily with all of the SURG undergraduate researchers and the off-island Project Mentors meet weekly with 1-2 SURG undergraduate researchers. The Scientists in Residence provide day-to-day supervision and support for the field work conducted by SURG undergraduate researchers, one-on-one mentoring and lead SURG events and activities. The Project Mentors provide oversight to student researchers on experimental design, sample collection and analysis. The Scientists in Residence and Project Mentors work together to ensure that SURG learning objectives are met for all SURG undergraduate researchers. In addition, the undergraduate researchers live on the island with a self-contained science community with ready access to SML Teaching Faculty and visiting speakers and their wide range of research experience.

Learning objectives

1. Develop an effective study design to address a research hypothesis
2. Effectively manage data and curate scientific sources
3. Appropriately visualize and analyze data
4. Communicate defensible results contextualized by the peer-reviewed literature
5. Collaborate with peers
6. Create a welcoming research environment

Our job as mentors is to provide you with comprehensive experience conducting sound scientific research. Building a foundation in scientific inquiry is not only essential for academic careers, but it will also serve you in many professional settings ranging from private industry to the federal government. If you go on to graduate school, your SURG experience can be viewed as a kind of “mini-Masters”, which implies a high degree of intellectual ownership and engagement.

Activities to support learning objectives

1. Establishing community agreements
2. Reviewing Research ethics
3. Team building
4. Reviewing the scientific literature
5. Making observations in the field

6. Writing hypotheses
7. Generating and managing data and metadata
8. Visualizing data
9. Choosing appropriate data analyses
10. Preparing an effective scientific presentation
11. Preparing a written report

Schedule

We will hold a weekly meeting at 4:00-5:30 pm each Monday afternoon. An island-seminar, the Rock Talk, occurs at 8:00-9:00 pm each Tuesday evening. You should be regularly communicating your vessel and lab needs independently with the Programs Coordinator - be sure to provide advance notice! There will also be time to confirm weekly vessel and lab schedules with the Programs Coordinator during extended Friday morning meetings (to cover the following week). Undergraduate researchers will help unload food and supplies at 4 pm each Wednesday afternoon (the food run). Students meet daily as a group for 5-15 minutes following breakfast with the Scientists in Residence to discuss their planned daily schedule and ask for assistance as needed.

Date	Activity	Week
May 29	4:30 pm - Arrive Appledore 7:00 - 8:30 pm - Ice Breakers (Round 1!), community agreements. Open to off-site participants if desired.	
May 30	8:30 - 10:30 am - Full program briefing on island at the start of the program to establish effective and consistent communication among students, Scientists in Residence, support staff, and Project Mentors. <i>Anyone off-site participates remotely (e.g., Dartmouth SURGs).</i> <ul style="list-style-type: none"> - Ice Breakers (Round 2!) - Round Robin intro to faculty mentors - On island orientation <ul style="list-style-type: none"> - Walk through SURG Manual - Mentee Mentor agreements - Your questions 10:30am - 5:30 pm - SURGs meet individually with Project Mentors	
May 31	11:00 am - Meet again as a full group for any remaining questions 12:00 pm - SURGs meet individually with Project Mentors 1:15 pm - SURG Project Mentors depart 1:30 pm - Introduce the Gulf of Maine (Mike): draw your focal species place in the Gulf of Maine ecosystem and discuss. Introduce the	

Date	Activity	Week
	Shoals Marine Laboratory and the island facilities (walkabout). ***Mentee-Mentor Agreements due***	
Jun 1	4:00 - 5:30 pm - Develop a testable hypothesis (Mike); Knowledge and interest survey for data analysis	1
Jun 5	8:30 am - Extended morning meeting to confirm next week's schedule with the Programs Coordinator (and weekly on Fridays thereafter) 4-5:30 pm - Introduction to Study Design (Rebecca)	
Jun 8	4:00 - 5:30 pm - Research ethics, including data sharing (Dave)	2
Jun 10	7:15 pm - Neuston net tow	
Jun 15	4:00 - 5:30 pm - Introduction to Data Management (Rebecca) <ul style="list-style-type: none"> - Schedule 1-on-1 meetings this week to discuss your data management plan and upload your data into R - Dartmouth students arrive TBD (final exams end on June 10 and commencement on June 15) 	3
Jun 19	1:30 - 3:00 Lightning talks on introduction and methods (see milestones; example slides here)	
Jun 22	4:00 - 5:30 pm - Appropriately analyze data (Mike) Revisit the "Familiarity and Interests" survey .	4
TBD	1:30-2:45 UNH REU Visit	
Jun 26	Quick look report sections on introduction and methods due (see milestones) AND International Guillemot Appreciation Day	
Jun 29	4:00 - 5:30 pm - TBD Mid-summer Mentor-Mentee Compact review	5
Jul 6	4:00 - 5:30 pm - TBD (If Easton joins can discuss project-specific analytical methods with students and spatial data/mapping)	6
Jul 13	4:00 - 5:30 pm - TBD	7
~Jul 17	3:30 - 8:00 pm - Sunset beach seine	
Jul 20	4:00 - 5:30 pm - Communicating research on a controversial topic (Mike); Presentation Formatting (Rebecca); Lab - Prepare 4-5 sentences to introduce yourself	8

Date	Activity	Week
TBD	Parker River National Wildlife Refuge staff visit; morning fieldwork tagalong; afternoon SURG presentations	8
Jul 24	1:30 - 3:00 Lightning talks on results and discussion (see milestones)	
Jul 27	4:00 - 5:30 pm - Grad School planning , Scholarships ; and GFRP (Rebecca, Kylla, Taylor); Your questions	9
Jul 31	Quick-look reports on results and discussion are due (see milestones)	
Aug 3	4:00 - 5:30 pm - What kinds of jobs are you interested in? Marine careers and volunteer opportunities ; How to represent yourself (cover letter, CV/resume, Linked In example); Your questions	10
Aug 4	Dungeon Presentation Full Runthrough	
Aug 5	Morning work space (Dungeon and deck) cleanup - make the space nice for visitors and get equipment back to PK/Dungeon/Grass Lab/etc.	
~Aug 6	1:30-5:30 Star Island Visit and Presentations	
Aug 7	Morning: SURG feedback meeting → individual evaluations following that while it's still fresh! Afternoon: Work on presentations, cleanup, etc.	
Aug 8	Research Symposium	
Aug 9	Smuttynose swim	
Aug 10	Depart Appledore	

Milestones

Activity	Due end of week:
Introduction and methods lightning talk	3
Quick-look report, Introduction and methods (items 1-6), discuss analysis methods	4
Results and discussion lightning talk	8

Quick-look report	9
Symposium Presentation	10

Lightning talk format

Format of introduction and methods lightning talk: 5-slide project proposal: You will present your study context (1 slide), your research question (1 slide), your hypotheses (1 slide), and your preliminary approach/methods (1-2 slides) in a 5-slide powerpoint (or similar) presentation to your peers. Format of results and discussion lightning talk: 5-slide project results: You will present your study context (1 slide), your revised data analysis methods (if necessary, 1 slide), your research results (2-3 slides) and your preliminary discussion (1-2 slides) in a 5-slide powerpoint (or similar) presentation to your peers. These presentations will be limited to 5 minutes followed by 10 minutes of workshopping your ideas with the class. Lightning talks are separate from Monday weekly meetings.

Program Detail

Program orientation

Prior to arriving at Shoals Marine Lab, each summer's student cohort will participate in a virtual introductory meeting to review program logistics and ensure that all students feel equipped to meaningfully engage throughout the summer. We will also spend time connecting each student with both their Project Mentors and the on-island Scientists in Residence.

Shoals Marine Lab orientation

Once all students arrive at the marine lab, we will host a full program briefing and orientation to establish effective and consistent communication among students, Scientists in Residence, support staff, and Project Mentors. This will include several components: 1) introductions to the local ecosystems and project areas, 2) touring the marine lab facilities and reviewing safety protocols, 3) implementing mentor-mentee compacts, and 4) developing a community agreement to guide thoughtful interaction. Introductory field trips at the beginning of the program will support initial exploration of the shallow subtidal and intertidal ecosystems, tern and gull colonies, and broader Isle of Shoals archipelago. Each Project Mentor will also be present (in person if practical, remote if not) to participate with students in discussing their field observations and co-developing a conceptual model of the Gulf of Maine system, which will then be revisited and modified iteratively as students progress in their research. This model will

also serve as a framework for understanding both collective (i.e. cross-project) and individual (i.e., within-project) ecological interactions and processes.

Weekly Meetings

We will hold weekly meetings every Monday afternoon from 4:00-5:30 pm. The weekly activity will vary from week-to-week (see schedule). Five topics are offered each summer: Ethics in Scientific Research, Hypothesis Development and Study Design, Data Management, Visualization and Analysis, Science Communication, and Career Choices. Some week's topics are left to be decided by students' interests (to be determined, TBD), for example advanced data analysis and Graduate Fellowship Research Program. It's up to you and your collective interest.

In addition, you will present regular updates of your research. These sessions should be viewed as brainstorming opportunities for the group to collectively think through topics related to their research programs including data trends and analysis, troubleshooting of data collection, feedback on ways to present data, etc. The goal of frequent presentations by all interns in the weekly meetings is to develop your final 12 min presentation for the Science Symposium.

Daily check-ins

Students meet daily as a group with the Scientists in Residence to discuss their planned daily schedule and ask for assistance as needed. These daily check-ins foster collaboration across projects and ensure that mentoring matches individual student needs. This is particularly important at the marine lab given the shared use of boats, lab equipment, and field instrumentation. Daily check-ins last 5-15 minutes, occur after breakfast, and are led by the students, rotating each day. On Friday these meetings will be extended to confirm vessel/lab space use for the following week with the Programs Coordinator. Be sure to schedule these needs beforehand independently with the Programs Coordinator.

Weekly Rock Talks

Each week, the Shoals Marine Lab hosts a visiting scholar in a variety of disciplines with a core theme of marine science (e.g., disease ecology, technological advancement in data collection, invasive species management, etc.) ("Rock Talk"). These scholars offer additional insight into career paths and expertise ranging from extension and outreach to basic research. In addition to attending a seminar offered by each visiting scholar, the SURGs are invited to schedule additional time to chat with the speaker (i.e. a meal) - this is optional and the Scientists in Residence are happy to help coordinate if needed.

Artist in Residence engagement

Across each 2-week rotation of courses, an Artist in Residence resides on Appledore Island. Each Artist in Residence is expected to blend personal creative time with art programming designed for students enrolled in marine lab courses and programs. The goal of the Artist In Residence (AIR) program is to cultivate and develop students' observational skills in order to foster deep inquisitiveness and creativity in the process of scientific inquiry. The SURGs will be encouraged to engage with each artist, and time will be offered to collectively participate in the AIR programming. The Artist in Residence program at the Shoals Marine Laboratory has been documented to provide support to participants to think creatively and to encourage peer learning (Jacobson et al., 2016).

Field trips

Throughout the summer, all students will be offered numerous opportunities to engage with different field and lab methodologies. These opportunities will include: banding terns on White Island, surveying seals on Duck Island, beach seining, performing and processing weekly neuston tows, and trawl net sampling.

Professional development sessions

In collaboration with visiting faculty, we will host bi-weekly early career panels to introduce students to a range of career paths (e.g., non-profit, state and federal agencies, academia, etc.) and invite students to ask questions related to professional development, diversity, equity, and inclusivity, and career opportunities. These sessions will be offered to the entire undergraduate body present at the marine lab, encouraging the SURGs to connect with other visiting classes. Towards the end of the summer, discussions will be organized for just the SURGs students to focus on preparation for graduate school (e.g., identifying graduate programs, finding a mentor, financial support, etc.) and early career exploration (e.g., applying for jobs, preparing materials, interview skills, etc.).

Research Communication

Students are expected to communicate their research and results at several stages of their research. Midway through the summer they will be supported in presenting their research questions and preliminary results to two visiting groups, this year high school students and early career scientists. Towards the conclusion of the program, the students will visit neighboring Star Island to present 15-minute research talks; this event

will be coordinated with Star Island staff to complement their summer conference programming. In accordance with building a supportive, constructive research community, the Scientists in Residence will facilitate frequent opportunities for peer feedback throughout these engagements.

Closing symposium

We will conclude SML's program each summer with a half-day symposium that brings together staff, students, and faculty across SML in addition to visiting members of the public. This symposium will feature 15-minute presentations from the students in addition to lightning talks from SML's 2-week Research In Biology course students. As with similar events in the past, we will also make this symposium available to virtual participants, expanding the reach of student research and enabling a diverse audience to engage. This symposium will emphasize the importance of defensible scientific results, creative and effective science communication, and collaboration.

Scientific follow through

Following completion of the program, students will work with their Project Mentors to prepare a 2-page summary of their research experience and results to benefit the efforts of future cohorts. The final version of the two-pagers should be approved by their Project Mentors . We also encourage students to complete their research experience by presenting their research at scientific conferences (for example, the annual science meeting of the Regional Association of Researchers in the Gulf of Maine [[RARGOM](#)]) or writing a scientific paper (together with researchers from the host lab) to be published in a peer-reviewed journal. To promote these components of the research experience, the program will facilitate students to present their research at regional, national, and international conferences and agree to pay the page charges of articles resulting from program-sponsored projects.

Expectations and Conduct

All undergraduate researchers are responsible for understanding all information presented in this manual. Additional questions should be directed to one of the Scientists in Residence or Project Mentors. Please take the first week of your internship to review, complete, and discuss the Mentor-Mentee Compact with the Scientists in Residence and your Project Mentor(s).

Undergraduate Researcher expectations

- **You are part of a larger island community.**

- The island community takes time, effort and participation by everyone to build. As summer-long residents, this is a two-way street. Your on-island mentors and island staff will work with you to welcome you and build community. You are expected to do the same for the faculty and students who come here for the two-week class blocks. This includes your participation in island-wide activities (Rock Talks, career panels, Coffee House, meal clean up, 2-week course presentations, etc.).
- **On-going, regular communication is the foundation of a successful research experience.**
 - Communication happens daily at the morning meeting. Be on time for the morning meeting, which marks the start of your work day.
 - If you have a question, ask. Do not be afraid to ask a question nor wait to ask a question. If you disagree with the answer, say so. Your mentors are experienced and knowledgeable, but do not know everything (and love to learn new things)!
 - Don't hesitate to share concerns or observations about the island community and the SURG program. Bring it up earlier rather than later. We want to know if you are having an issue and solve the problem. Do not wait until the end-of-summer evaluations to raise an issue.
- **Day 1 Community Agreement expectations.**
 - The goal is for you to build accountability for your experience and growth while at SML (and beyond) - you get out of it what you put into it. While the broader island community is there to help foster that growth, it still requires effort.
 - You are responsible for building your mentorship experience and maintaining relationships on and off island. This includes working with the island staff, faculty, Project Mentors, Scientists in Residence, visitors, captains, and island engineers. Remember that these are reciprocal relationships; for example, if you use tools, ask the engineers and then put them back. If you make something in the kitchen, ask for specific permission and clean up after yourself.
- **Your undergraduate researcher experience is a full-time commitment.** You will gain the most from your time on-island by fully committing to your summer research, learning, and community-building experiences. Students cannot take another class while also being an undergraduate researcher.

- It is expected that you will **spend approximately 5-10% (2-4 hours of a standard work week) of your time supporting your peers** (whether it's with help in the field, looking at data, etc.). Collaborating with peers and assisting one another is an important part of scientific research and working with a lab group like the SURGs. *Ask us about Island Bingo and, NEW this year, Project Bingo!*
- When it comes to your own project, **you should view yourself as a “project manager”** who is responsible for coordinating field logistics (including assistance needed), material needs, vessel use, and maintaining any required reporting (e.g., specimen collection and vessel time, etc.).

Mentor expectations

- Establish regular communication
 - Regular, usually weekly, meetings between individual undergraduate researchers and their Project Mentors. The cadence may change depending on research needs and over the course of the summer.
 - Daily morning meetings between all undergraduate researchers and the Scientists in Residence.
 - Short weekly meetings (~30 minutes) between individual undergraduate researchers and the Scientists in Residence
 - Short weekly meetings (~30 minutes) between Associate Director, Project Mentors and Scientists in Residence
 - Establish an expectation with the SURGs that communications are limited to normal business hours (9 am - 5 pm).
- On-island time for Project Mentors
 - First weekend, a second visit in the middle of the summer, plus the Symposium.

Data Management Plan for student-collected data

Your project data must be given to your faculty mentor before you leave the island. The data should go through rigorous quality assurance and control, be in a mentor-approved format and be accompanied by a metadata spreadsheet that explains the nature of each variable in the data set. Long-term data sets are critical to the growth of scientific understanding by SML scientists and adhering to these rules ensures that your mentor can access and understand your data for years to come. You also will need to provide SML with a Quick-Look Report (see Appendix 2).

Products from the SURG program

Your research will be reported in presentations during the summer and often afterwards in other venues such as college, regional and national symposia. Occasionally, student research also is reported in scientific journals. Any products (presentations or publications) based on your research should acknowledge the Shoals Marine Lab and publications should have an SML contribution number. Reach out to your Project Mentor(s) well in advance for feedback on your poster/oral presentations in other venues. Often, you will be required to submit an abstract in advance of preparing presentations for scientific meetings; this is also a good stage to reach out to your mentors! The final step is then reaching out to Dave Buck for an SML contribution number.

Code of Conduct and Community Agreement

Conducting research is often demanding, but we strive to make it always rewarding and often enjoyable. Success usually includes collaboration, mentorship, and friendship. While we strive for positive interactions, challenges will sometimes arise. Some challenges are natural results of differing workstyles and personalities, while others arise from poor understanding of personal boundaries.

Undergraduate researchers are responsible for their own behavior - specifically in being respectful and collegial to other interns/students and with mentors, faculty, and staff on Appledore. One of our first activities as a group will be to develop the structure of our shared community agreement. This agreement will help guide our time together on Appledore and as such, needs to be developed collectively with input and feedback from all of us. We can use SML's [guidelines](#) for this process and everyone is encouraged to bring their own experiences to this discussion as well.

Belonging at SML

A diversity of perspectives, backgrounds, origins, talents, and interests strengthens and deepens the SML experience. We are committed to supporting a diverse community and a strong sense of belonging for all. Belonging at SML is about fostering respect and appreciation for difference, having a shared purpose, and being a part of a community, while simultaneously being valued and appreciated for the uniqueness that each person brings. Click [here](#) for more information.

Discrimination and Harassment

Violations of University of New Hampshire's [Discrimination and Discriminatory Harassment Policy](#), as well as sexual misconduct must be reported to the The Civil Rights & Equity Office (CREO). This policy precludes discrimination and harassment that is *targeted at protected classes* (e.g., based on gender, sexual orientation, race,

etc.). Harassment may take the form of unwelcome sexual advances or other verbal or physical conduct of a sexual nature, graffiti, jokes, pranks, slurs, insults, threats, remarks made in the person's presence, interference with the person's work or academic life, vandalism, assignment of unpleasant duties, or physical assault directed against any member of a protected class.

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact SHARPP (Sexual Harassment & Rape Prevention Program) at (603) 8627233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) [please visit student reporting options](#).

People are sometimes reluctant to seek advice from supervisors or report complaints because they want to protect their own identity. Although supervisors are mandatory reporters of policy violations and sexual harassment, there are also measures to ensure the greatest discretion possible. Ultimately, our goal is to make sure everyone is safe and supported, but when that fails, it is essential that everyone know how to seek help to ensure that problems are addressed and do not escalate.

Mental Health

Shoals Marine Laboratory cares about you and your well-being. Everyone on Appledore Island should feel safe, comfortable, welcome, and included at all times. If you experience unusual personal or academic stress during the course or need to talk with someone about a personal problem, seek support from SML staff who are available for consultation 24/7. Find staff in the office in the Hamilton House between 8am – 7pm or knock on the door of Bartels Hall after hours.

Personal Technology

Please do not use cell phones, smart phones, iPads, mp3 players, headphones, or similar devices during evening discussion sessions.

Academic Integrity

Any work submitted must be your own. Uncredited use of another person's words, data or images is considered plagiarism, a serious violation of the Code, whether the material comes from another student, a website, or a published paper. Use of generative AI must be explicitly acknowledged (see [guidelines here](#)). Ultimately, we expect you to think critically and creatively about your research to get the most out of your time on Appledore. Students must adhere to Cornell's and UNH's Policy for Academic Honesty/Plagiarism and Discrimination

1. Cornell: [Essential Guide to Academic Integrity at Cornell](#)
2. UNH: [Student Rights, Rules and Responsibilities](#)

Personal Time

Students need to balance work and time off for a successful SURG experience. Taking breaks and time off are important! We trust you to take the time you need for rest while on the island while making steady progress on your project. This does not need to be approved.

Every SURG member is entitled to one day off island each week. Time can be spent off-island in Portsmouth (subject to weather and vessel accommodations) or as part of a group outing. The day off also can be spent on the island. Off-island days typically are scheduled every Wednesday, which may vary depending on field schedules.

Additionally, each SURG member is entitled to two overnight excursions off-island (e.g., over Monday, back Tuesday; off-island housing/meals at own expense), which can be taken sequentially, with prior permission of Project Mentors and Scientists in Residence. The off-island time should not overlap with Rock Talks and Seminars. Sign up for vessel space with the Island Coordinator and record your travel plans on the board in the SURG workspace (Commons basement).

Vessel use and safety

SML operates inflatable boats (“zodiacs”) along with two research vessels, the *RV John M Kingsbury* and the *RV John B Heiser*. Reserve vessel use with the Programs Coordinator, preferably one week in advance.

While on an inflatable, always wear a PFD, bring a charged handheld VHF radio and remember to check the fuel before departing. We want students to gain confidence on the water, and if you are interested, island staff will train you on how to operate an inflatable. Please note that SURG students may operate inflatables only after training and only with an island staff member onboard.

Field Safety

Bring a buddy if you are taking a walk (either for research or recreation) away from the main campus. If you are near the water’s edge, never turn your back on the ocean and keep a sharp eye out for swells/waves that can sweep you out to sea. SML supplies throw ropes, radios, and PFDs for use as needed. A buddy is required to work in the intertidal as well as a throw rope. Bring a radio if you are going to a part of the island without cell service, on an inflatable, or on a neighboring island.

When leaving the main campus for fieldwork let someone know where you are going! If you need a radio, you’ll be asked to sign it out and provide your anticipated destination.

Inclement weather can arise unexpectedly. Check the weather before going.

Swimming is allowed during swim calls off the main floating dock organized by island staff or in the Great Tide Pool and prohibited otherwise.

For more information, see the [Safety at Shoals](#) page.

General logistics

1. An acceptance package will be emailed to you in the spring. This package includes forms to complete and return to SML before your program begins. The package will confirm your start date, and when/where you should meet the vessel to Appledore Island. For travel information, please visit: <http://www.shoalsmarinelaboratory.org/getting-shoals> or contact the Island Coordinator (island.coordinator@unh.edu).
2. On the first day of your program, an SML staff member will meet you at the Appledore Island dock, direct you to your housing assignment, and provide additional information about your stay on Appledore.
3. Housing will be in a shared dorm room with 1 to 3 roommates on the first floor of Founders Hall. Undergraduate researchers reside in quarters separated from

general students. If you have questions or concerns about your housing, please contact the Island Coordinator.

4. The period from 10 p.m. to 7 a.m. is 'quiet time' on Appledore Island. At any time, others may be sleeping so keeping sound at a low level in your living area is expected. Academic buildings and the Commons are available at all hours, but again, please observe quiet time from 10 pm to 7 am.
5. Keep your room and common hallways/bathrooms clean and tidy. Sunday morning, before brunch, you and your fellow dorm-mates are expected to sweep, collect trash/recycling, and wipe down the bathrooms together. Please go to the Island Coordinator office in Hamilton second floor if you need cleaning supplies, more toilet paper, etc.
6. SML provides laboratory and work space for all Undergraduate Researchers. It is your responsibility to keep your laboratory space organized and tidy. At the end of your program, you are responsible for fully cleaning your laboratory space. Any supplies you brought to Appledore should be disposed of (if trash or recycling) or brought off-island with you
7. Undergraduate researchers may use the washer and dryer in Bartels basement once a week, but may not enter any other areas of Bartels Hall.
8. Island Staff reside in Bartels Hall, Faculty reside on the second and third floors of Founders and the Executive Director and Associate Director reside in Kingsbury House. These areas are off limits for all undergraduate researchers except in case of emergency.
9. SML has a ZERO TOLERANCE drug policy. If you are found in possession of, or using an illegal substance, you will be expelled from the island on the next available boat and at your own expense. SML also has a ZERO TOLERANCE alcohol policy for anyone less than 21 years of age. The Shoals Marine Laboratory is bound by Federal and State (Maine) laws, as well as policies of Cornell (New York) and UNH (New Hampshire). If you are under 21 and found to be drinking or in possession of alcohol, you will be expelled from the island on the next available boat and at your expense. Alcohol is not permitted in any dormitory/participant residence while participants who are younger than 21 reside in the same building. Those over 21 may be asked to leave SML if their behavior is deemed dangerous or inappropriate.

Quick Look Report:

This summary of your research findings will be used as an archive of your work that can be shared with future researchers. Apply the lessons learned throughout the summer to describe your research findings in a succinct yet comprehensive manner.

Scientists Quick Look Report: Shoals Marine Laboratory

1. Project Title:
2. Period of Study:
3. Research Intern/Institution:
4. Principle Investigators/Institution:
5. Primary question(s) and hypothesis(es):
6. Methods:
7. Accomplishments, Preliminary Results and their significance/relevance to the attainment of research goals
8. Plans for use of these data, including practical applications (if applicable) and plans for publications (potential journals and expected date of submission)
9. New research topics/questions/directions identified during your time at the Shoals Marine Laboratory
10. Comments and suggestions for the internship and research project

Submitted by:

Date submitted:

Accepted by: