Background and motivation

- Facilitating, giving and getting feedback, and enabling collaboration are core components of building a collegial environment.
- We receive little training in how to develop these types of spaces intentionally. Meetings often default to a top-heavy power structure rarely with defined norms and expectations.
- To address this, I hosted a series of “Open Lab Meetings” where students could present and discuss work in a non-hierarchical space.

Open Lab Meeting Format

By consensus, we...
- Determine scope
- Establish and ratify norms
- Assign facilitator(s)
- Provide structured feedback
- Revisit and revise

Survey results and meeting participation data

<table>
<thead>
<tr>
<th>Meeting Topic</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Qualifying Exam (QE)</td>
<td>10</td>
</tr>
<tr>
<td>Conference practice talk</td>
<td>7</td>
</tr>
<tr>
<td>Study design proposal</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

- Over 50 unique participants from 11 departments attended at least one OLM.
- Space was clearly needed to practice for QE’s and conference talks.
- Most “other” meetings were troubleshooting analytical problems

(Some) statements from attendees about Open Lab Meetings

- [I liked the] “casual setting (able to ask "stupid" questions without feeling self-conscious) as both an attendee and presenter.
- [I was] “surprised on how much I [did not] know what research my peers were doing!”
- “It might be useful to have it NOT just be packed with QE talks.”
- “This is one of my favorite initiatives started in the GGE during my time here.”

Key takeaways

Students found OLM to...
- Improve their presentations
- Improve their awareness of colleague’s work
- Provide a supportive environment
- Give structure to their feedback

Some students thought we should limit the number of QE talks.

Further information

A guide is available on OpenLabMeetings.Weebly.com

(After the QR code)