

Working Effectively with Students: Mentoring Research & Scholarly Activities

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Working effectively with students

- Working with students – general thoughts
- Drafting guidelines for your group
- Three skills to work on with students
 - Teaching time management
 - Regular writing
 - Goal setting

Working with students

modified from R. Allen-King and other Cutting Edge resources

- Ask about & respect their goals
- Spend quality time – in lab, office or field
- Have a weekly check-in or lab meeting
- Define student topics carefully and together
- Help students manage their projects (provide a lab notebook, guide them on goal setting and time management)
- Keep a library of materials/ books they can check out about scientific careers, writing, teaching, etc.
- Find ways to merge teaching and research (how efficient!)
- Help them identify avenues of support and community– writing groups, lab partners, help in the field
- Celebrate accomplishments!

Guidelines for students

Guidelines for students:

Common Themes

- What can the student expect of the mentor?
- What does the mentor expect of the student?
- This is not a contract; it can be flexible and evolve over time
- See examples provided...

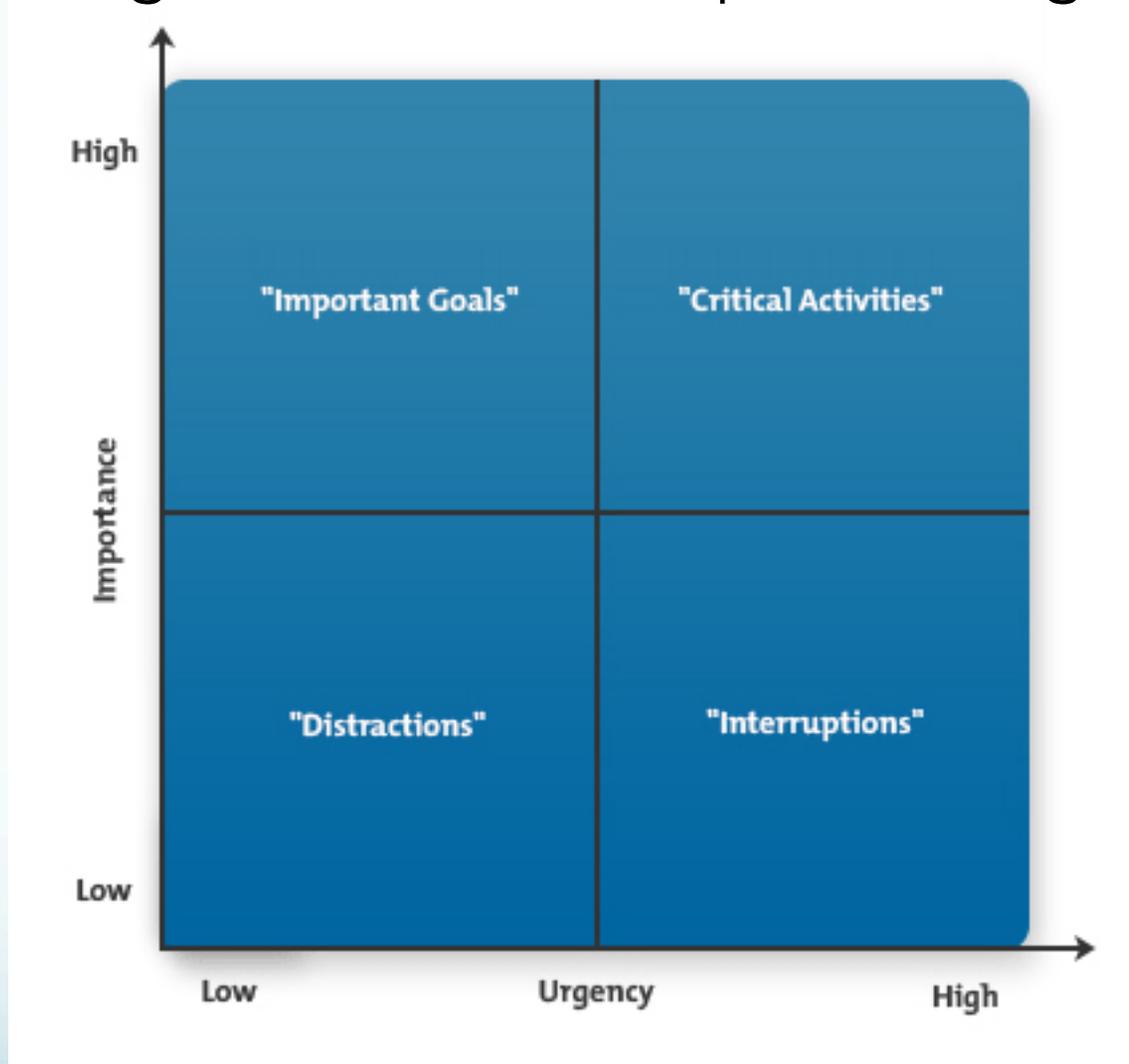
Guidelines for students: *Common Themes*

- Time management/time commitment
- Structure of meetings with advisor, committee, lab group
- Rules and safety
- Differing schedules between faculty, staff, students
- Approaches to writing
- Finding funding for research
- Intellectual property

Guidelines for students

- What are the most important priorities/values that you want to convey to students who work with you?
- What kind of “culture” are you striving to achieve?
- What are your goals for students in your group?

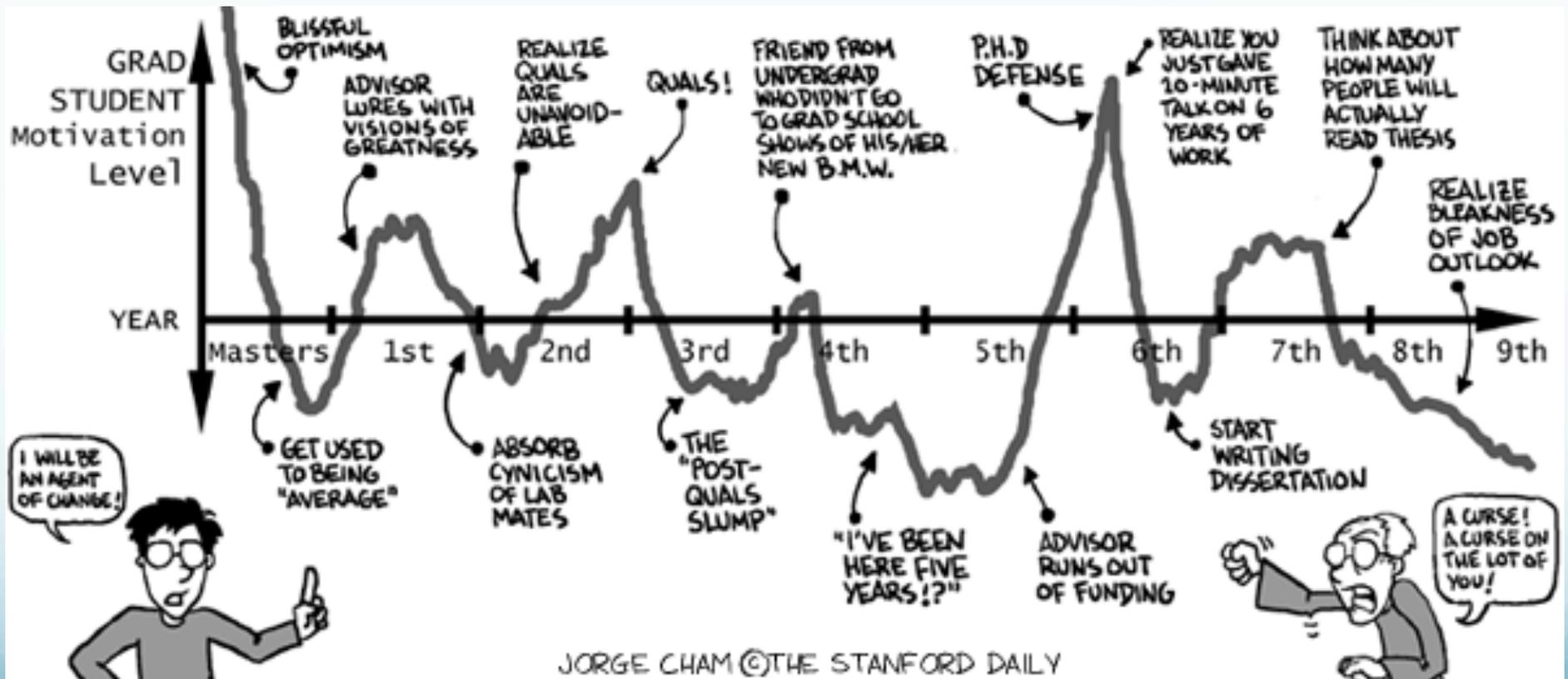
Time management with the Important/Urgent Matrix



(popularized by Steven Covey, *“7 Habits of Highly Effective People”*) Note there are “apps” for this now, that manage to-do lists in a similar manner

Student motivation timeline

(for Ph.D., but the same point is true for other types of work...)



Model and mentor good writing habits

- Write regularly (many recommend a daily writing habit)
- Provide opportunities for students to talk with you specifically about their writing goals, struggles, successes
- Provide specific support around writing productivity – writing groups, pairing students to read each other's work, etc.

Goal setting: A necessary skill (for you and students)

- Set reasonable, achievable goals
- Use existing deadlines (conferences, special issues of journals, graduations) for motivation
- Think long term (summer, semester, year) and then partition down to small bites (weeks, month)
- Discuss long term goals with students, ~once per year
- Discuss short term goals at each group meeting
- Think about how your students goals fit into YOUR short and long term goals (including tenure, promotion, productivity, etc.)

What is your goal for research with students?

- Long term (1-3 years)
- Short term (1-12 months)

Special Issues in Mentoring

- Harassment & discrimination issues
 - Become familiar with university policies; faculty are ‘obligate reporters’ if they know something has occurred
 - Understand pathways for reporting and services available
- Mental health concerns
 - Become familiar with services/support on your campus, so you can refer students when they need help
 - Be sure to take these concerns seriously; in some cases faculty know more about student habits/stress/behaviors than friends or family