CH801 Week 11
Instructors Outline

1. Introduction to Mentoring and Graduate School

2. Group discussion/definitions of good/bad mentoring traits

3. Self-Assessment of graduate school goals

4. Scenarios for mentoring relationships <>

We will present a number of scenarios that illustrate some typical interactions between mentors and mentees. For each we will provide a brief overview of the players and then act out a specific scenario. We will then have a group discussion of what went on, and how to make it better. We will explore the interactions from the perspective of the student and the professor and develop strategies for better communication and more effective mentoring.

a) Grad student enters a professor’s office with new research results and is obviously excited. Professor is working at computer finishing a project with a close deadline. Student is basically ignored by professor and leaves discouraged that professor lacks interest in the project.

b) Two equally qualified students work jointly on a research project for the same advisor. One is more vocal than the other and seeks out the professor on his own to share results and ideas. The professor is not aware of the contributions made by the quieter student and publicly praises the more vocal student. The quieter research student feels shut out and contributes less.

c) A highly qualified female student enters a professor’s office to discuss a homework problem that is beyond the course material. She is unsure of how to proceed with the problem and is somewhat intimidated by the professor’s brusque manner. The result is that she becomes meeker as the discussion progresses. It ends with the professor suggesting that if she doesn’t have the initiative to solve problems on her own, perhaps she doesn’t belong in grad school. She leaves obviously upset and doubting her own abilities.

d) The same scenario as in (c), but with a female student

e) The same scenario as in (d) but with a different professor. After the student seeks assistance, the professor shuts the door to his office and suggests they go to dinner to discuss the course material.

f) A female professor goes into her lab at 9PM to find two of her male graduate students finishing up an experiment. She asks them to get a beer.
g) A graduate student is a teaching fellow for an undergraduate course. At the end of the lab, he asks a small group of students to join him for a beer.

h) A professor and student are sitting down looking at some data. The professor is displeased with the quality of the data and says “This makes me nauseous.” The student is taken aback by the criticism and leaves. The student runs into another student sayin, “She doesn’t think I am a very good scientist.” The fellow student doesn’t say anything.

5. Student input on mentoring issues
6. Break
7. Additional scenarios based on student input
8. Resources for getting effective mentoring

**Reading Assignment for the Students:**
Reading Chapter 6 of Graduate Research-A Guide for Students in the Sciences
Read Responding to Violations of Ethical Standards (page18) in the booklet On Being A Scientist Responsible Conduct in Research

BU sexual harassment policy
http://www.bu.edu/lifebook/university-policies/policies-sexualharassment.html

BU CAS Academic conduct code
http://www.cs.bu.edu/ugradprogram/conduct.html