teaching and mentoring students

Gail C. Murphy
University of British Columbia
Vancouver Canada
teaching and mentoring
comes in many different forms
undergraduate classes
graduate classes
seminars/reading groups
undergraduate project/thesis students
co-operative work students
graduate students
teaching and mentoring

comes in many different forms

undergraduate classes
graduate classes
seminars/reading groups
undergraduate project/thesis students
co-operative work students
graduate students
teaching and mentoring

comes in many different forms

undergraduate classes
graduate classes
seminars/reading groups
undergraduate project/thesis students
co-operative work students
graduate students

Find out what your institution norms are for promotion and tenure and what your granting agencies expect
classroom teaching: questions to ask

what are you responsible for as the instructor?
what styles of teaching might the students expect?
is there a curriculum you are expected to follow?
are there guidelines about what to put in a syllabus?
what support exists for students with issues?
who is your go-to person for questions?
who do you know who has taught a similar course?
classroom teaching: some tips and tricks

plan the term
  start with exams, project deadlines, etc.
  approximate time per topic (lecture plan)

bound your time
  x hours of lecture prep per lecture
  y hours per assignment creation, etc.

what is most important to you for students to learn?

It needs to be good but can get better over time
undergraduate student mentoring

scope projects well
expandable projects
often source of future grad students
pick carefully, they take time
consider having pairs
consider graduate students as mentors
graduate student supervision

a fascinating and complicated “relationship”
each student is unique, be flexible
select carefully, don’t ramp too fast
senior people have experience, you have time
must balance output with mentoring
respect in = respect out
it is about paying it forward
teaching and mentoring

from my advisor (David Notkin)

“My philosophy about working with students is taken from my adviser, Nico Habermann:

‘Focus on the students, since graduating great students means you'll produce great research, while focusing on the research may or may not produce great students.’”