

Research Etiquette: Working with Faculty and Working in a Lab

Guiding themes:

Who are faculty and what do they do? What things do students need to know about faculty and labs?

How can we emphasize the importance of developing interpersonal and communications skills to establish and maintain a productive relationship with a faculty mentor?

How best can we prepare students for establishing their role and expectations as a researcher?

- I. Opening: Brainstorm with peer mentors (10-15 mins)
 - What do faculty do?
 - What percentage of their time do they spend on these things? (i.e. make a pie chart of their time together)
- II. PPT or Prezi about Working with Faculty (45 mins)
(very interactive, asking students opinions, having peer mentors share)
 - o What faculty do
 - o Lingo of faculty & research lab
 - o Interacting with faculty (i.e., being respectful but not fearful)
 - o Communicating by email, phone, and in person
 - o Being professional
 - i. Scheduled meetings rather than surprise visits
 - ii. Promptness
 - iii. Appropriate dress
- III. Balancing Faculty and Student Expectations (30 mins)
 - Have peer mentors share their experience working with the faculty member (the good and the bad)
 - Brainstorm as a group a list of expectations for the mentor/student relationship below:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Examples include: Amount of time devoted to the project (hours/week, e.g.), Typical schedule – during business hours or nights/weekends, Whether research will result in credit earned, payment, or is on a volunteer basis, Faculty expectations for

presentations, conferences, or project reports, Meetings with your faculty mentor and/or research group, etc.

IV. Case Studies (30 mins)

*Emphasize these are just case studies and meant to show areas of expectations that should be discussed in advance. Ask the students about the strategies they would use to deal with the scenarios below and what expectation type they are addressing.

CASE STUDY #1

You have been working on a research project for a while now. Your faculty mentor never seems to answer your emails, or return your calls. When you do make contact with them they provide short, nonspecific answers to your questions. What should you do to increase communication?

CASE STUDY #2

After working for nearly a year on a research project with your mentor, the results of the research are about to be published. When the publication arrives your name is not there. How should you react?

CASE STUDY #3

You have chosen a faculty member that shares the same area of interest as you; however, the professor's first language is not the same as yours and there are often miscommunications as a result. How can this situation be helped?

CASE STUDY #4

You have just started your research project with your faculty mentor. In the first week alone they have given you more than 45 hours of work. You have many other obligations aside from this research project. What can be done to improve the situation?