

“Student recruiting, advising, and mentoring”
ICSE New Faculty Symposium 2019

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(Likely) Invariants

- Student are impact
- Exceptional students are rare
 - Recruiting/advising takes work
 - Few students will be as strong as you were
- Mentoring model must tolerate variance
 - No two students are the same
 - No two mentor-mentee relationships are the same
- Seeing your students grow and succeed is the best part of the job

Recruiting

How I am going to recruit?

Pick Candidates
from Grad
Application Pool

Join Grad
Committee

Advertise &
follow-up

Teach
class

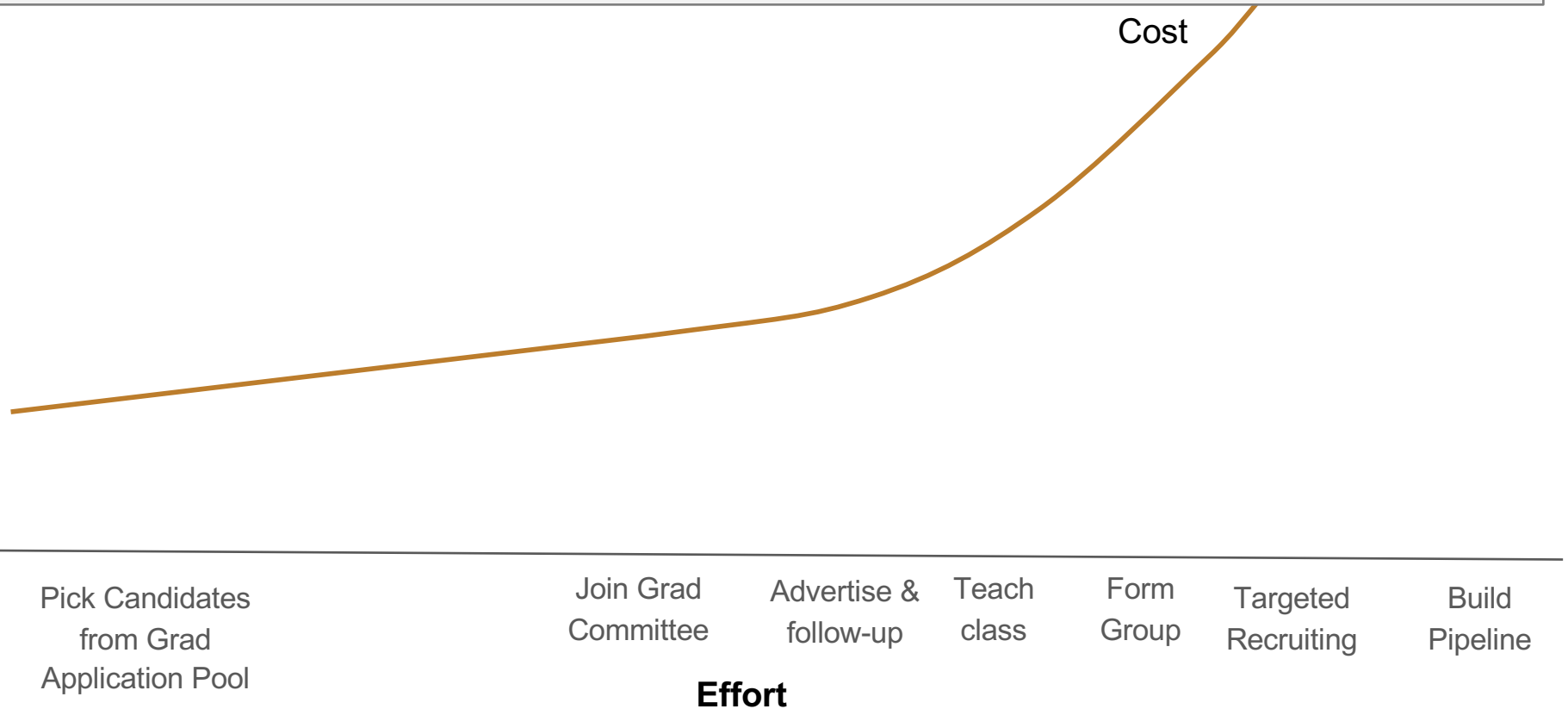
Form
Group

Targeted
Recruiting

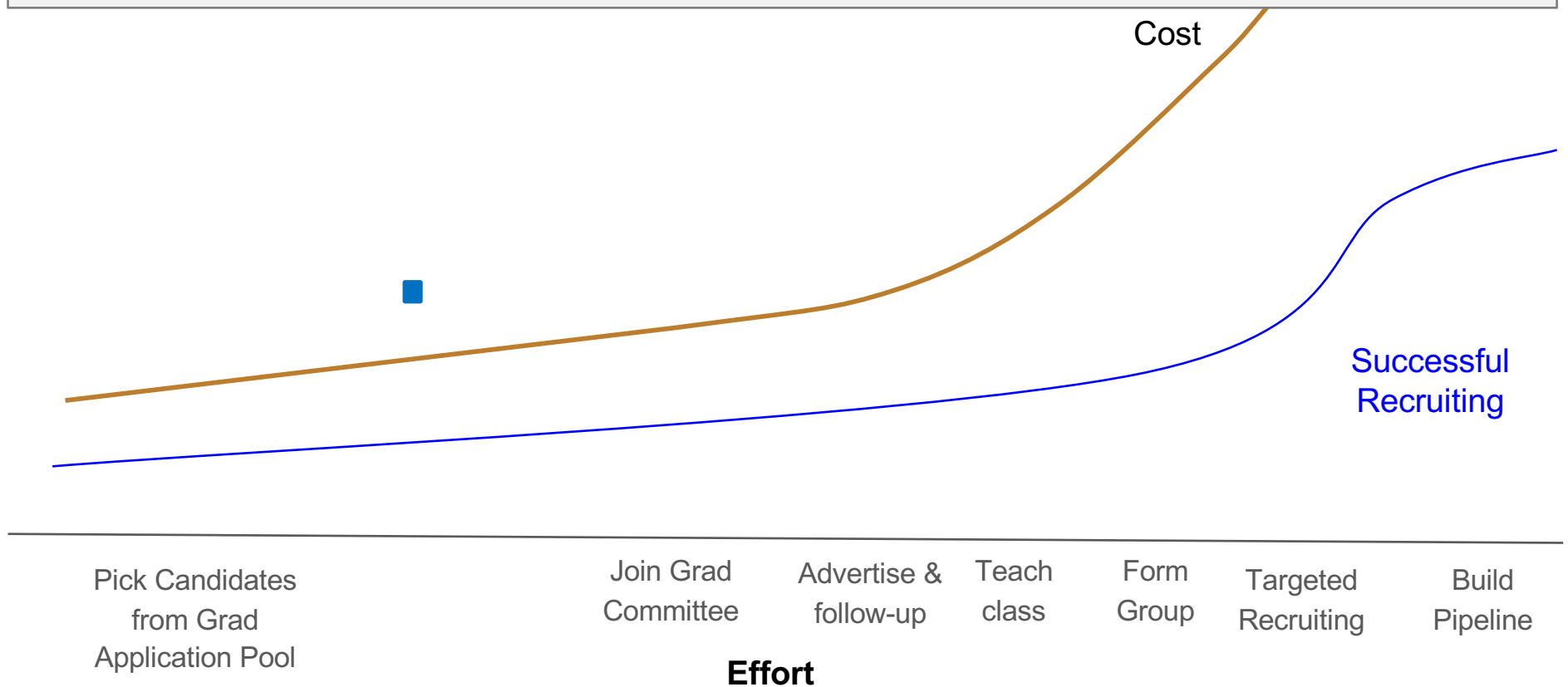
Build
Pipeline

Effort

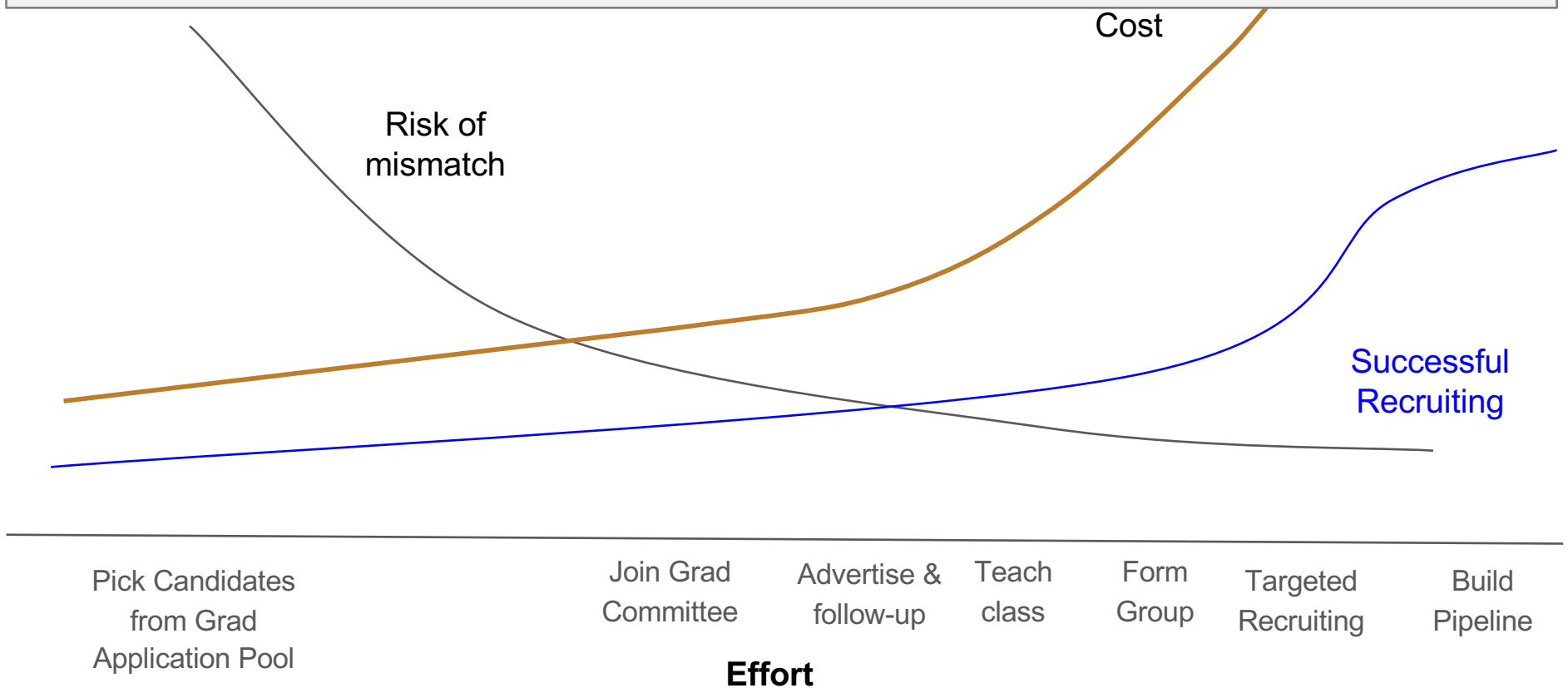
How I am going to recruit?



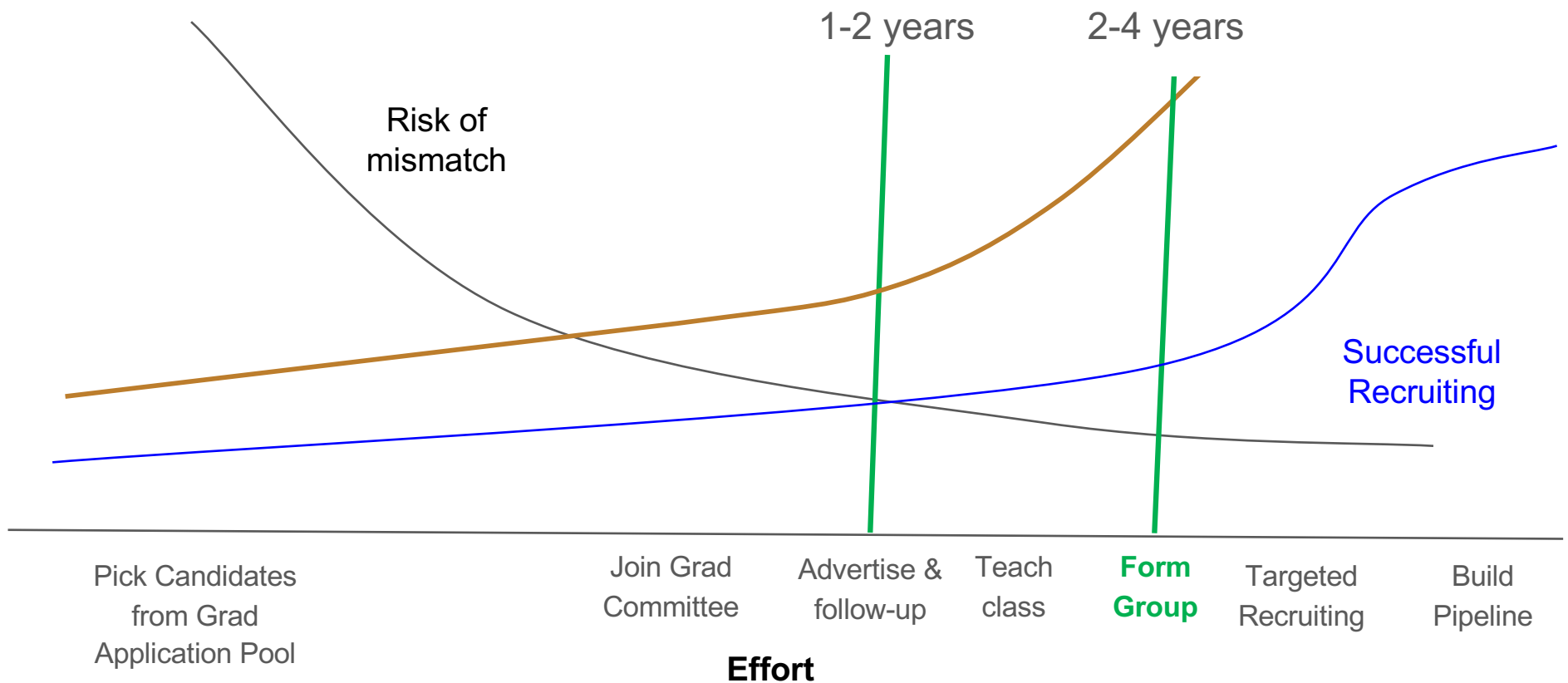
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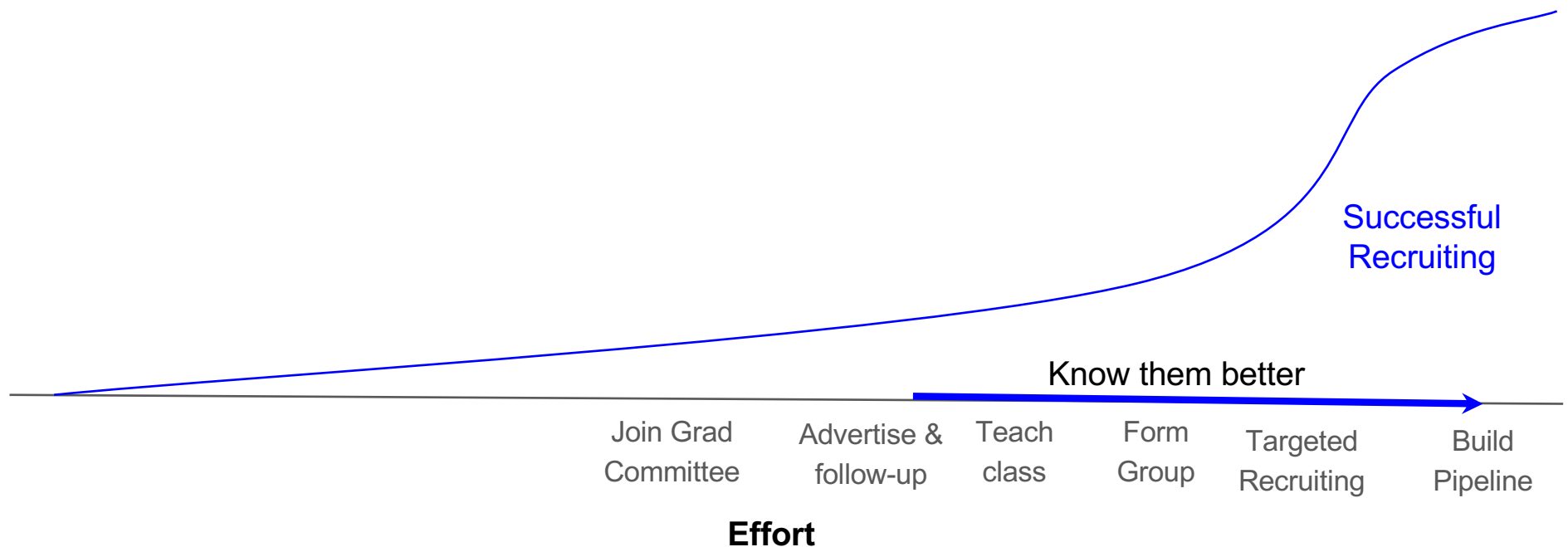


How far ahead?



How do I check if a student is a good fit?

- Get to know them, and get them to know you



How do I identify good students?

- **Get to know them, and get them to know you**
- Define what you would like to see
 - Ambitious, Aligned expectations, Show intellectual depth
- Process
 - Give them homework
 - How well did they do, how far did they go
 - Inquire about previous experience based on CV
 - Can they explain high level concepts and technical elements
 - Listen to their questions
 - Are they unique? Deep? Aligned to your interest and work?

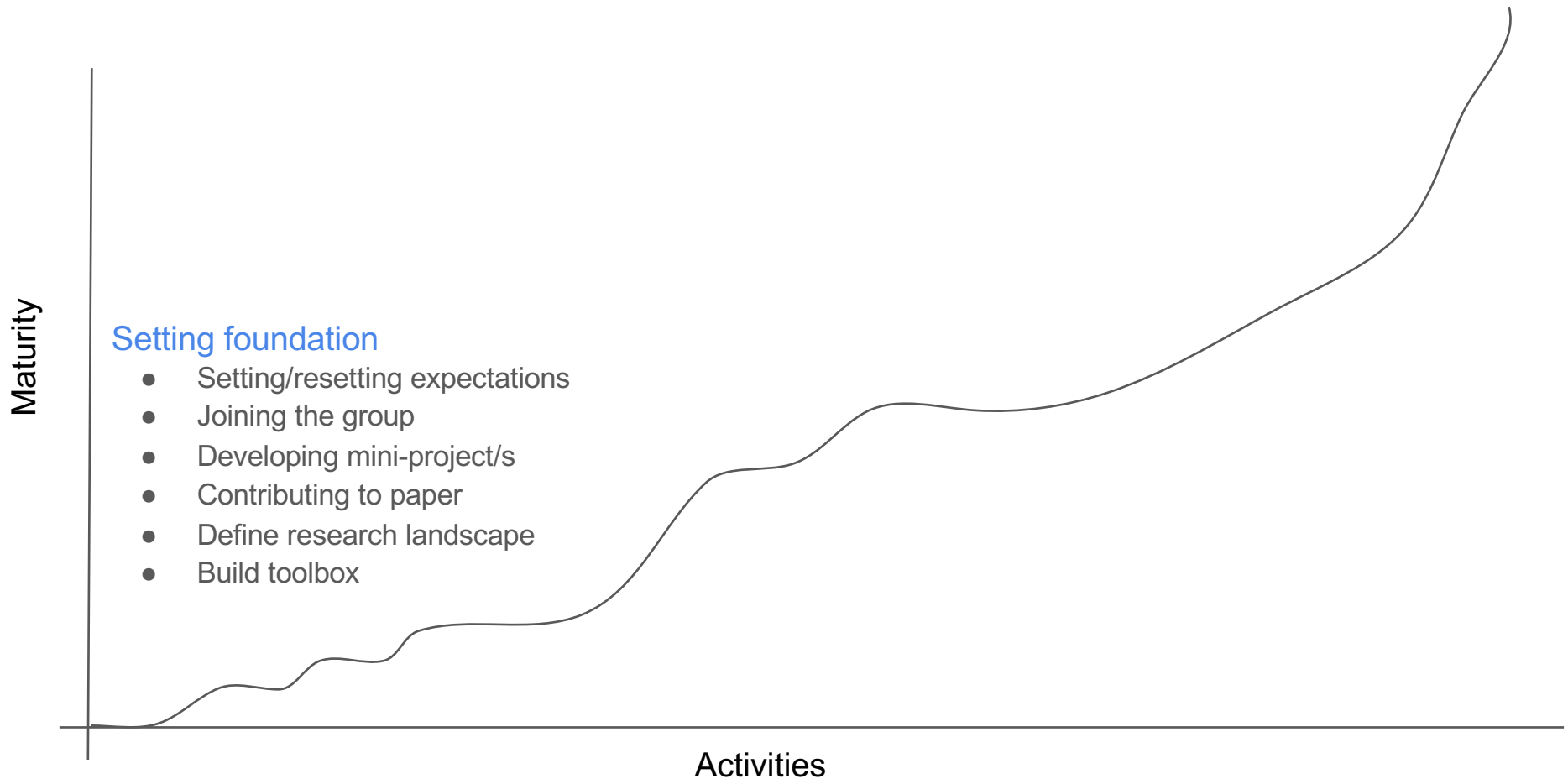
Effort

Successful
Learning

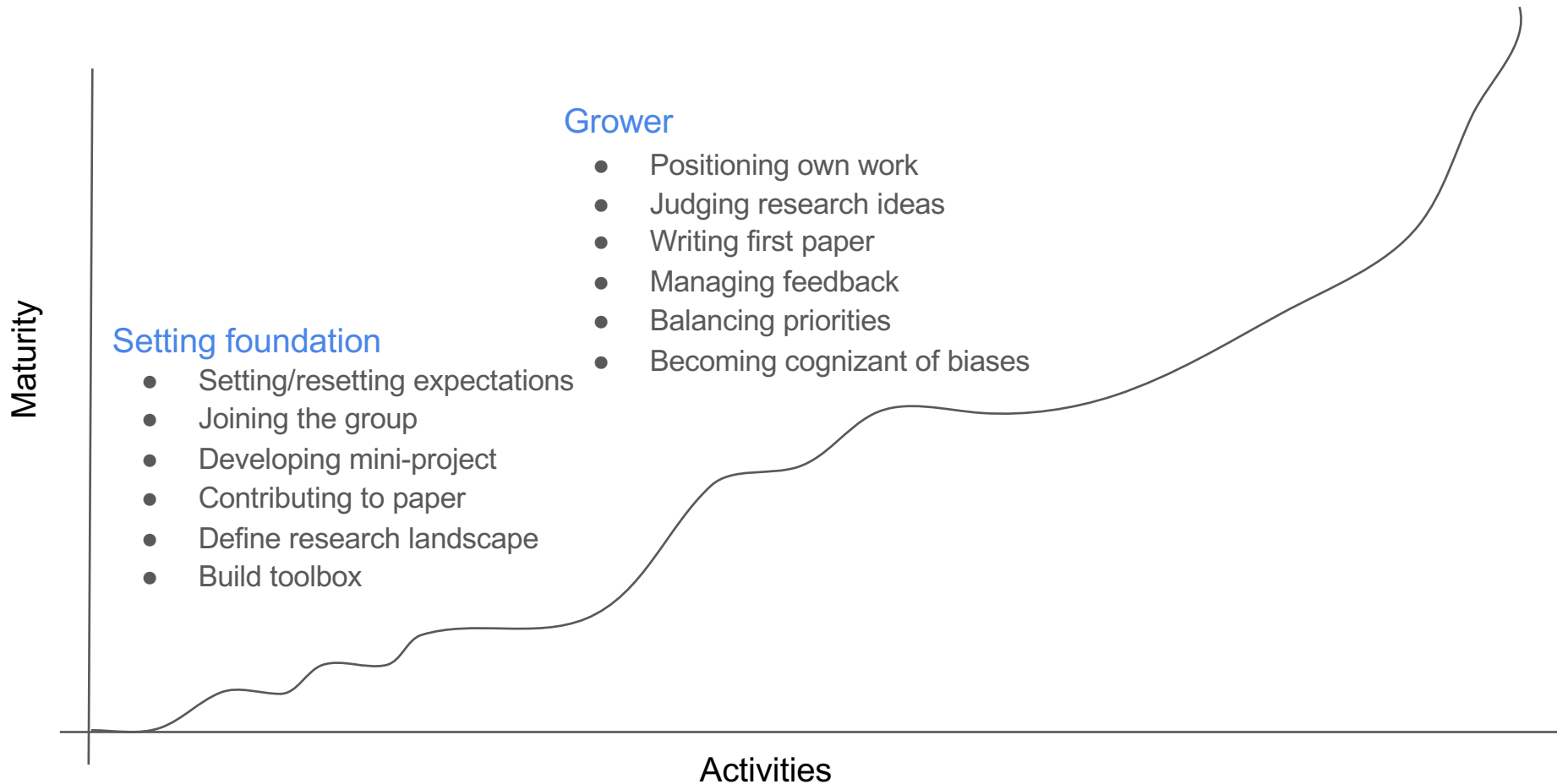
Build
Pipeline

Mentoring

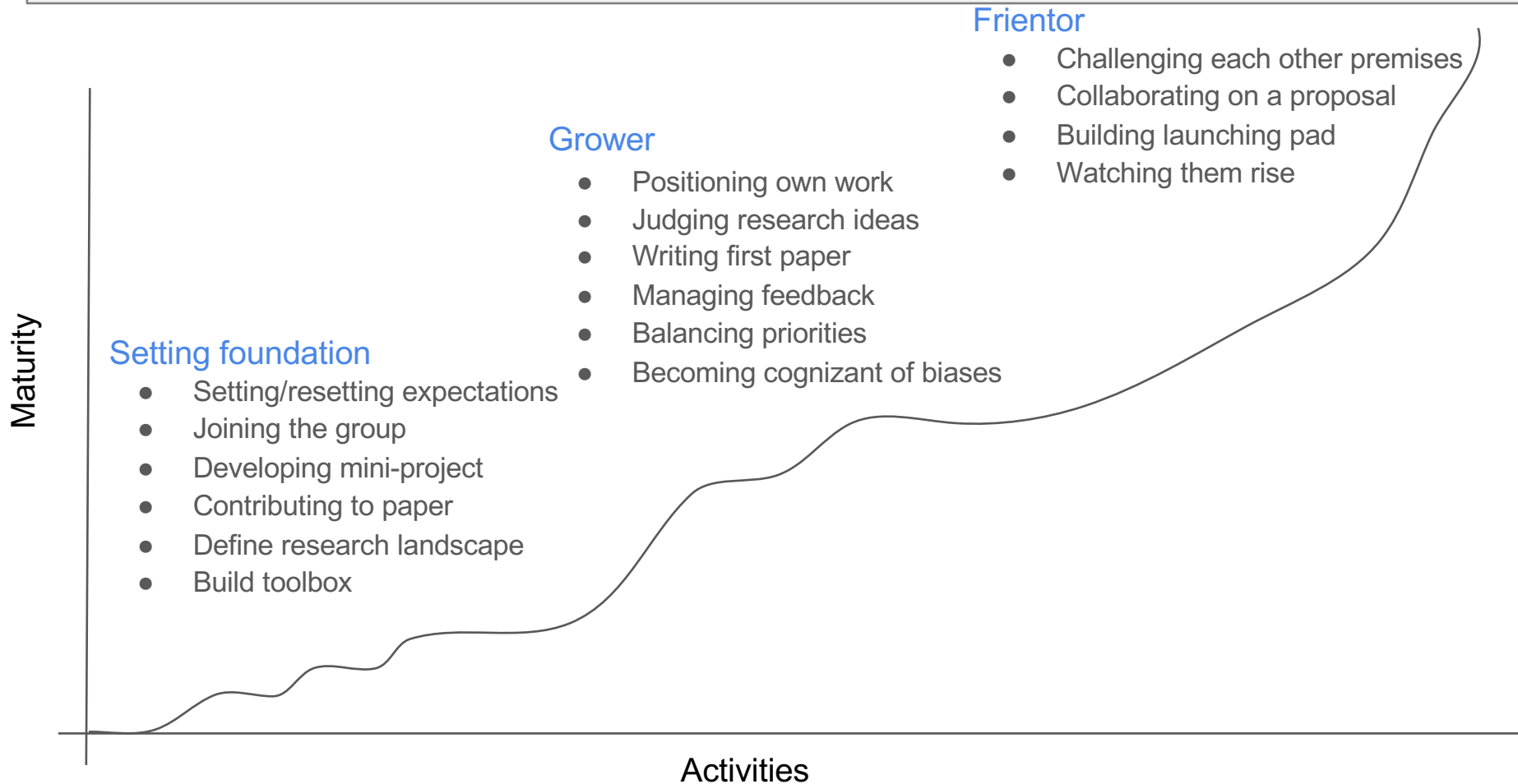
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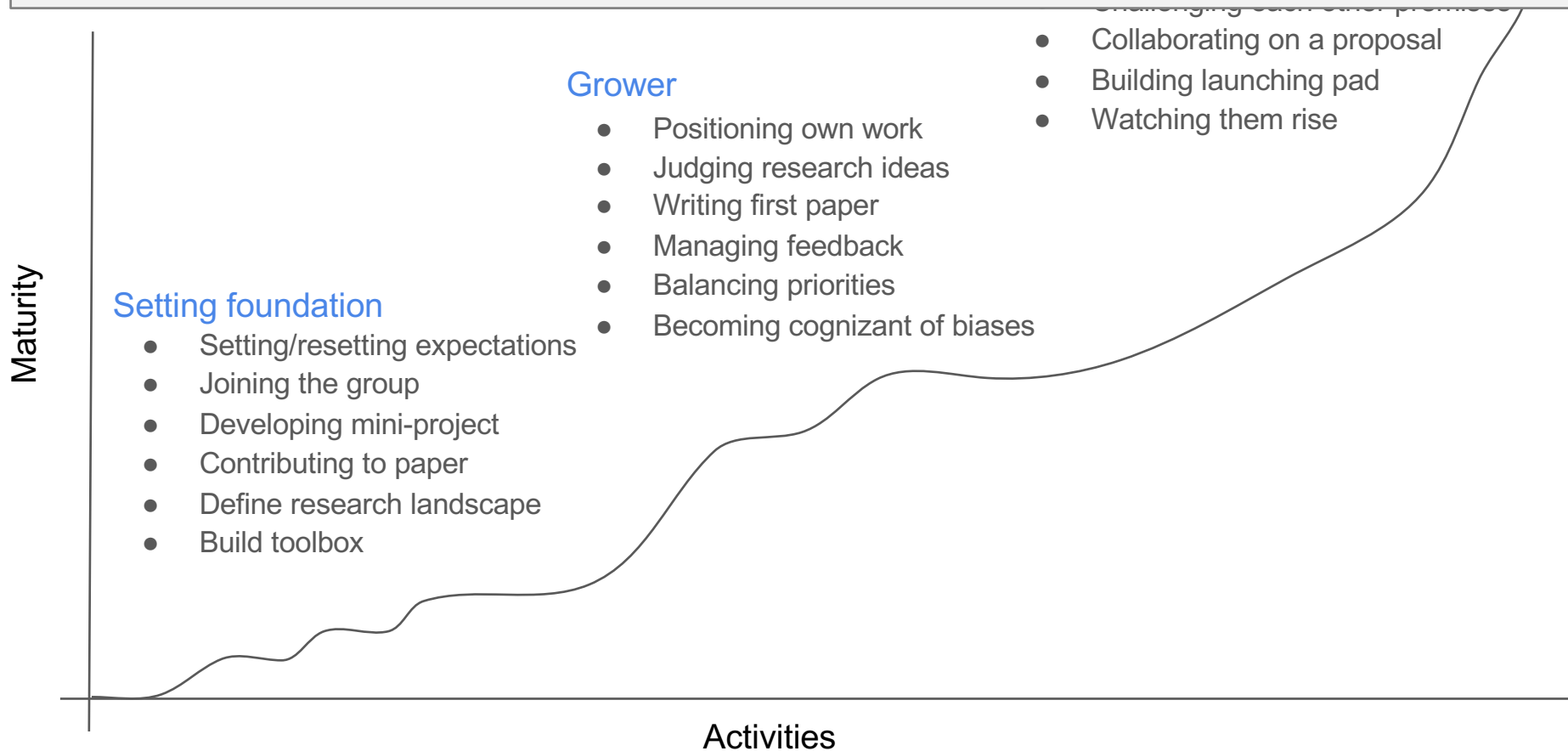
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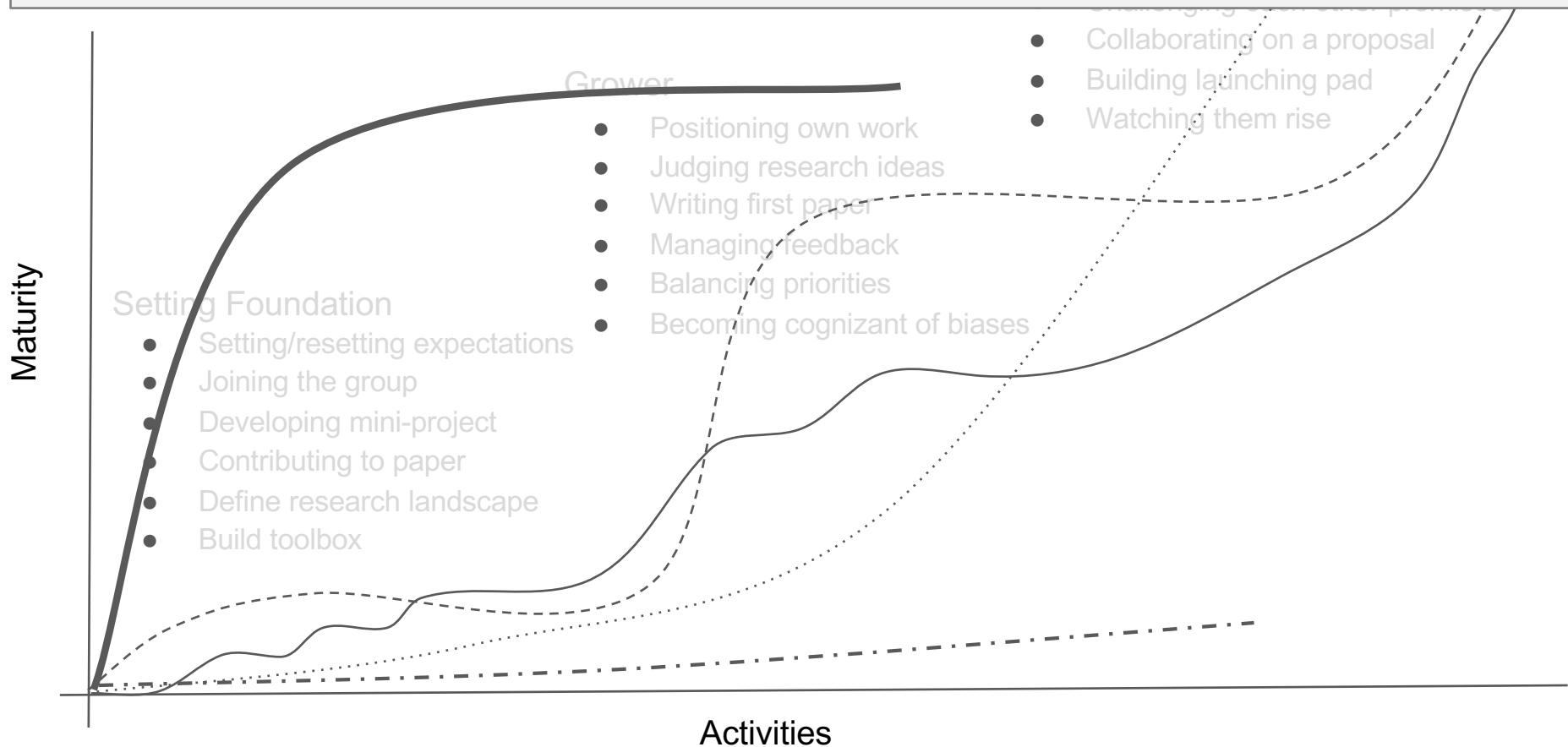
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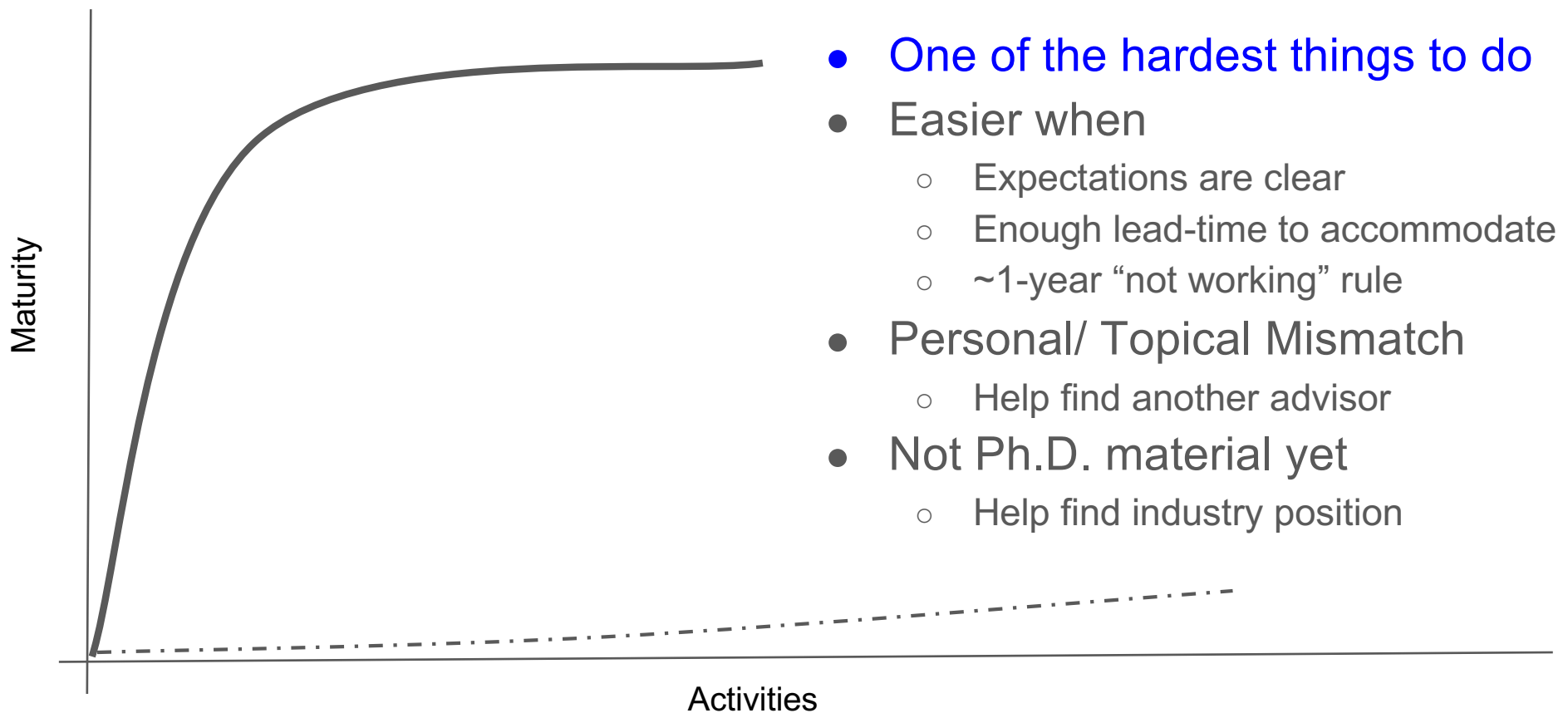
Different mentoring for different students, or a consistent style?



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How to break-up when is not working?



How many students should I have?



Advising Practices

Advising practices that work for me

- Continuous engagement
 - 1-1 weekly meetings
 - Stop by to converse, support, inquire
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- Multiple development vehicles
 - Other professors
 - Targeted summer internships
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How to maintain continuance of research after students' graduation?

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Organizational
Memory



Or maybe you
do not , or you
team up



How to navigate a [small|large] of [age|cultural|...] gap?

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How to navigate a [small|large] of [age|cultural|...] gap?

- Continuous engagement
 - 1-1 weekly meetings
 - **● Be mindful of the gap – I am so biased!**
 - **● Understand where**
 - You can provide value: knowing how to conduct research
 - You can earn value: experiences, expertise, context
- Gr
 - Peer support
- Multiple development vehicles
 - Other professors
 - Helping them to balance it all

I've been at the job for N years and my most mature PhD student is M years from defending. Can I still get tenure? Can I get tenured with only supervising students of X kind?

- **Context dependent**

- Are there recently tenured profs with that profile at your institution?
- What feedback have you received from peers and the chair?

Student = Impact = Satisfaction