

Homework 1. Due by 11:59pm on Sunday 9/7.

Building and maintaining healthy mentor/mentee relationships

Read pages 1–7 of *On Being a Scientist*, which is linked on the syllabus, <https://ionides.github.io/810f25/syllabus.html>. Write brief answers to the following questions, by editing the tex file available at <https://github.com/ionides/810f25>, and submit the resulting pdf file via Canvas. We are particularly concerned with the mentorship relationship between a Statistics PhD student and their thesis adviser at The University of Michigan.

1. What roles do mentorship relationships play in professional development of PhD students?

YOUR ANSWER HERE

2. What do the mentee and mentor gain from the relationship?

YOUR ANSWER HERE

3. Describe a situation in which the interests of the mentor and mentee are aligned. In RCRS contexts, “interest” has a technical definition of benefit or advantage (meaning 11 of <https://www.dictionary.com/browse/interest>). Please be careful about this. If you use “interest” in the common non-technical meaning (something that excites the curiosity of a person) that is incorrect in an RCRS context such as this question.

YOUR ANSWER HERE

4. Describe a situation in which the interests of the mentor and mentee are conflicting.

YOUR ANSWER HERE

5. How are mentorship relationships initiated? E.g., how do you find a thesis adviser?

YOUR ANSWER HERE

6. Collaboration: What are the advantages and disadvantages for an aspiring statistician of building a mentorship relationship with a researcher who is not a statistician? This could be in addition to, or instead of, having a mentor who is a statistician.

YOUR ANSWER HERE

7. Describe a way in which a mentorship relationship can turn unhealthy. What warning signs should one look for? What actions can one take?

YOUR ANSWER HERE

8. A graduate student instructor (GSI) can receive mentorship from the faculty instructor. What are the benefits of building a constructive professional relationship while teaching?