Week 11: Mentoring relationships and ethics:

Homework/Reading Assignment

Reading Chapter 6 of Graduate Research-A Guide for Students in the Sciences

Read Responding to Violations of Ethical Standards (page 18) in the booklet On Being A Scientist Responsible Conduct in Research

Self-Assessment

Establishing Professional Goals

Below is a set of questions that will help you assess what you are looking for in a research advisor. These questions are based on material in “How to get the mentoring you want: A guide for graduate students at a diverse university,” from the University of Michigan.

What are my objectives in entering graduate school?

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What types of training do I desire?

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What are my strengths?

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What skills do I need to develop to reach my professional objectives?

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What types of research do I want to work on?

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How much independent versus collaborative research do I want to pursue?
What type of career do I want to pursue?
Defining a Mentoring Relationship

What are characteristics of “good” mentoring?

What are characteristics of “bad” mentoring?

What are characteristics of a “good” protégé?

What are characteristics of a “bad” protégé?
**Additional Resources**

“How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University” The Rackman School of Graduate Studies, University of Michigan
http://www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/contents.htm

“How to Mentor Graduate Students: A Guide for Faculty at a Diverse University”
The Rackman School of Graduate Studies, University of Michigan
http://www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/contents.htm

Graduate Student Handbook, Department of Chemistry, Boston University

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

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