

# YALE GRADUATE SCHOOL OF ARTS AND SCIENCES

## Genetics Department Advising Guidelines

August 25, 2021

### Introduction

A productive, healthy relationship between faculty advisers and graduate students is critical for the completion of quality research, the professional development of graduate students, and the overall well-being of the university community. In order to promote best practices in advising, the Yale Graduate School of Arts and Sciences (GSAS), in collaboration with the Office of Graduate Student Development and Diversity (OGSDD) and the Graduate Student Assembly (GSA), released a [Guide to Advising Processes for Faculty and Students](#) in 2018. The document outlines the general principles for establishing a successful, positive relationship between advisers and students and is a valuable resource for all programs. That said, there is a need for program-specific guidelines. Although some departments have a section of their graduate student handbooks devoted to advising, all programs would benefit from a more consistent and thorough elaboration of the GSAS general principles within the context of their specific programs. Additionally, codification of such advising guidelines promotes equity and inclusion within each department by providing each student—especially those from underrepresented backgrounds and first-generation graduate students—with an equal foundation for how best to navigate advising relationships during their time in graduate school.

The following Advising Guidelines for the Genetics Department will highlight important topics including responsibilities of students, faculty advisers, dissertation committee members, and directors of graduate studies. These guidelines will cover topics also included in the official Genetics Department Handbook (2019 edition). Additional information regarding the graduate program can be found in the [Genetics Department website](#).

- **Timeline to Degree.** The following section includes a basic outline of important milestones for every academic year in a student's PhD. In the event of extenuating circumstances, deviations from this established timeline should be discussed with the Director of Graduate Studies (DGS), and decisions are made on a case-by-case basis. The discussion of responsibilities of the student, the faculty advisor, and the student's thesis committee members will be detailed in the **Individual Responsibilities** section.

### Ph.D. Program

#### Year 1

- **Spring**

- Complete laboratory rotations and required coursework by Year 1.
- Formal lab selection after completing laboratory rotations based on student-faculty mutual agreement, with DGS approval. Typically, students choose a thesis lab after their third rotation, however students might complete up to a fifth short rotation when necessary, starting immediately after the third rotation. Students should notify the MCGD Track Registrar ([Shirlene Scott](#)) about their intention to complete additional rotations and their choice for thesis lab.
- Students will discuss with their faculty advisors departmental graduation requirements, such as the Qualifying Exam, teaching requirements, and publication requirements.
- Students and faculty shall attend the departmental qualifying exam informational session offered by the DGS in May. They should further discuss the qualifying exam and committee composition in June/July.

## *Year 2*

- **Fall**
  - The Qualifying Exam typically spans 8 weeks and must be completed by December 15. The advisor should not expect that the student will engage in regular research activities during this period, although research is not forbidden. The written format will resemble a formal grant proposal.
- **Spring**
  - Following the qualifying examination, student-faculty shall discuss and assemble a thesis committee within the first month of the Spring semester, with DGS approval.
  - Students should submit their Dissertation Prospectus, a written summary of the proposed thesis research and a provisional title for the dissertation by May 15.
  - The first thesis committee meeting shall be held no later than May 15<sup>th</sup>

## *Years 3, 4*

- Students might begin completing their teaching requirements.
- Thesis committee meeting at least once a year for year 3 and twice in year 4, providing the committee with a progress report.
- The student is expected to submit a dissertation progress report by May 15<sup>th</sup> of each year, with adviser and DGS approval.
- During their 4th year, students will take a Responsible Conduct of Research (RCR) refresher course.

## *Year 5 and beyond*

- Thesis committee meetings at least twice a year.
- Students must complete their teaching requirements.

- The student is expected to submit a dissertation progress report by May 15<sup>th</sup>, with adviser and DGS approval
- When ready, either in year 5 or beyond, requirements for graduation should be discussed.
- After the thesis committee grants the student permission to write the thesis, student-faculty shall devise and review a writing schedule. Most students devote one to several months' full-time effort to writing their thesis.
- The adviser will help the student convene thesis seminar, before or after thesis submission
- Petition for continuing registration when entering year 7. The graduate school requires any student that is staying beyond year 6 file a petition for continuing registration for both the Fall and Spring semester.

### **Ph.D. portion of the M.D. Ph.D. Program**

#### **Year 4**

- The student is expected to complete course work and teaching requirements.

#### **Year 5**

- The Qualifying Exam typically spans 8 weeks and is expected to be completed in the fall semester.
- Discuss and advise the student to assemble thesis committee, with DGS approval
- The thesis committee must meet for the first time no later than May 15<sup>th</sup>

#### **Year 6**

- Thesis committee meeting at least once a year
- Dissertation progress report by May 15<sup>th</sup>

#### **Beyond year 6:**

- Thesis committee meeting at least twice a year
- Students will take a Responsible Conduct of Research (RCR) refresher course.
- Dissertation progress report by May 15<sup>th</sup>
- When ready, discuss the requirements for graduation with the student
- After the thesis committee grants the student permission to write the thesis, student-faculty shall devise and review a writing schedule. Most students devote one to several months' full-time effort to writing their thesis.
- The adviser will help the student convene their thesis seminar, before or after thesis submission.

- **Individual Responsibilities.** In this section of the advising guidelines, the responsibilities of the student, the advisor, dissertation committee members, and DGSs are described. This section outlines for students and advisers how to approach their advising relationship and helps students understand what they can expect from various advisers.
  - **Responsibilities of the Student**
    1. Complete academic requirements by the given deadlines as indicated in the *Timeline to Degree* section.
    2. Consider career goals and discuss them with the adviser and DGS by the beginning of admission to candidacy.
    3. Maintain clear communication with the adviser and help establish good practices for scheduling meetings. Be clear about limitations to your schedule, including religious observance, family obligations, and mental or physical health considerations.
    4. Discuss research expectations with the adviser no later than admission to candidacy. This discussion should include topics such as authorship order, when the adviser should/should not be included as a coauthor, time spent on outside collaboration, career goals and time spent on professional development.
    5. Submit materials at least one week in advance for proper faculty review and response. These materials may include, but are not limited to:
      - Dissertation chapters
      - Material for discussion at regular meetings
      - Requests for letters of recommendation
      - Fellowship application materials
    6. Keep the adviser aware of upcoming deadlines, meetings, and other responsibilities. Be proactive in the advising relationship. For example, take the initiative to arrange meetings, keep the adviser informed of any circumstances that might affect academic progress, come prepared to advising meetings, consult with the adviser about presenting or publishing work.
    7. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion.
    8. Commit to regular attendance at departmental talks and events, including weekly Research in Progress (RIP), Genetics Department Seminar Series events, annual retreats and symposiums, and faculty-trainee lunches, according to departmental and adviser expectations.
    9. Welcome prospective students and help them understand departmental or research group practices and culture.
    10. Finalize membership of the dissertation committee with the help of the primary adviser.

11. Discuss your funding structure with your adviser and understand when this structure may change. Talk with your adviser and/or the DGS about possible sources of funding outside the university.
12. As you advance to candidacy, establish your expected timeline towards degree, and come to a consensus about these expectations with your adviser and dissertation committee.
13. Be aware of mental health and wellness resources offered by the university. For additional information on these resources, see **Appendices B and E**.
14. Meet with the DGS (or program-designated mediator) and/or dissertation committee members to intercede if issues arise related to the adviser's responsibilities.
15. Starting in their 3rd year, students are expected to present at RIP. Students will have the opportunity to practice communicating their work to a diverse group of scientists during their second year at the GSS class.
16. Review and respond to emails from the registrar in a timely manner.

- **Responsibilities of the Adviser**

1. Help the student develop an individualized timeline for completing academic requirements and meeting professional goals.
2. Discuss career goals and opportunities with the student early in their graduate career (by the beginning of admission to candidacy at the latest) and continue these discussions every 6 months. The frequency of these discussions will increase as the student approaches their graduation date.
3. Discuss research expectations with the student early in their graduate career. This should include topics such as authorship order, when the adviser should/should not be included as a coauthor, time spent on outside collaboration, and time spent on professional development.
4. Give clear, constructive, and timely feedback on the student's work. In particular, give feedback and approve the prospectus and the dissertation, complete Dissertation Progress Reports, and review all related written work by the appropriate deadlines.
5. Advise the student when they are choosing other members of the Dissertation Committee.
6. Establish expectations with each student for how often you will meet to discuss the student's work.
7. Be cognizant of limitations to the student's schedule, including religious observance, family obligations and physical/mental health considerations.
8. Understand the required department and GSAS milestones for students. Recognize when completion of these requirements may require an adjustment to research responsibilities, such as when a student must reduce time devoted to research to prepare for a qualifying exam.

9. Consider establishing a set of “core values” for your lab that explain your expectations about work produced, interactions with others in the lab, wellness, etc.
10. Be familiar with mental health resources offered by the university so that you can suggest them if your student approaches you for help.
11. Discuss with the DGS and dissertation committee members if issues arise related to your student’s responsibilities.
12. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion in order to facilitate all students’ success.

- **Responsibilities of the Dissertation Committee**

1. Meet as a committee with the student at regular intervals, as described in the timeline above.
2. Be available and offer to meet with the student outside of committee meetings as needed to discuss specific research questions/approaches and provide guidance on career goals.
3. Come to committee meetings having reviewed all relevant materials.
4. Review the prospectus and dissertation.
5. Provide support for the student if there is tension between the adviser and the student.
6. Establish a timeline to graduation with the student and work with the student and primary adviser to ensure this timeline is followed.

- **Responsibilities of the Director of Graduate Studies (DGS): Marc Hammarlund and Zhaoxia Sun**

1. Hold an informational meeting in May for students entering the genetics program to outline requirements and timeline. Ensure that all students know how to access policies and procedures and are informed of any updates. Distribute information to individual student cohorts regarding relevant milestones and opportunities. Ensure student cohorts and their advisers understand expectations and process for completing these milestones.
2. Generate and make available a database of previously awarded grants and other relevant resources to all new students.
3. Review and approve report forms of qualifying exams and advancement to candidacy. Review and approve outside readers for the thesis. Review outside reader reports.
4. Meet with individual students when they hand in thesis committee reports during office hours. Review the reports with the students to provide feedback.
5. Run a town hall for all graduate students once or twice a year.
6. Meet with GSA and GSEC representatives regularly to gather feedback and support student initiatives.

7. In collaboration with the thesis committee and the adviser, advise on the job market and career paths, including participation in conferences and professional meetings.
8. Offer guidance to students about the process of identifying a new adviser if the adviser and the student have irreconcilable differences, the student's focus has changed, the adviser leaves Yale, etc.
9. Identify whom students can turn to (DGS, Chair, GSAS deans, etc.) if challenges arise in working with their adviser and be familiar with other University resources for student support (Dean's Designees, Title IX office, Office of Institutional Equity and Access, etc.).
10. In the DGS Handbook, all DGSs are asked to provide written feedback to students on their academic progress at least once per year.
  - Pre-candidacy: Explain when and what form the feedback takes (in writing, in person, both). If there is an in-person meeting, indicate who is present.
    - If the faculty meet to discuss all students' academic progress each year, indicate when the meeting takes place and how that feedback is conveyed to each student.
    - Explain what happens if a student is not demonstrating adequate progress toward a degree or does not pass qualifying exams.
  - Post-advancement to candidacy:
    - Explain the Dissertation Progress Report (DPR) and its usefulness to advisers and students. Make sure students, advisers, and the DGS complete their portions of the DPR by the required deadline.
    - If there is any other feedback mechanism besides the DPR, describe the form of the feedback and how often it occurs (for example, once per week/month/term/year).
  - For students both pre- and post-advancement to candidacy:
    - If a student is not making sufficient progress toward the degree or producing quality work, make sure that this information is communicated in writing to the student, along with necessary steps to remain or return to good academic standing, including deadlines and consequences for failure to meet these requirements.
11. Conduct annual confidential surveys to obtain feedback from graduate students on department guidelines/practices. These will inquire whether the responsibilities of student, adviser, DGS, and thesis committee were met, if the timelines are reasonable, and how could the program improve the advising/mentoring experience.

- **Dissertation Committee Selection.** Selection of the dissertation committee takes place by the first month of the Spring semester during 2nd year. The student will assemble the thesis committee in consultation with the primary advisor and must obtain approval from the DGS. According to departmental guidelines delineated in the *Genetics Graduate Student Handbook*, the thesis committee is chaired by a Genetics faculty member other than the thesis advisor and normally comprises three faculty members, at least two of whom must have faculty appointments in the Department of Genetics. Additional members may be added at later times if deemed appropriate. Deviations from this structure such as having external committee members should be discussed with and approved by the DGS. Thesis committee meetings should be held at least once a year during the first two years following completion of the Qualifying Examination. Students will provide committee members with a progress report summary and an updated version of their Career Development Plan prior to every meeting. The committee members will evaluate the student's progress and fill out the Genetics Thesis Committee Form after every meeting. Starting in year 4, thesis committee meetings should take place every 6 months until committee members certify all experimental results necessary for writing the dissertation have been completed. Similarly, students in their 4th, 5th, and 6th year are required to submit a *Dissertation Progress Report online* by May 15th.
- **Advising Expectations.** Together the primary advisor and the thesis committee members play an active role in supervising the dissertation research and oversee its progress. The advisor provides direct supervision throughout the dissertation, while the thesis committee periodically evaluates the progress, providing experimental and career goals advice, and certifying when a student has completed sufficient work to begin writing their dissertation. It is expected that the thesis advisor and the thesis committee members are actively involved in assuring the quality of the thesis by reading early drafts and offering constructive criticisms.
- **Communication Expectations.** Ensuring clear communication of responsibilities and expectations between the student and the advisor is crucial for establishing a successful, nurturing mentoring relationship. Mentoring relationships should be tailored to the particular needs and expectations of the graduate student and advisor. It is important that together the student and advisor determine what are the best practices for providing timely, regular, and constructive feedback on the students' progress. **Appendix A** provides a list of questions for students to ask potential advisors prior to joining the lab and once a mentoring relationship has been established. Similarly, **Appendix C** and the [UC- Davis' Mentoring Toolkit](#) serve as useful tools to outline the expectations, responsibilities, and goals of the mentoring relationship. Conversations related to the graduate work and professional development of the student, such as research progress or dissertation work, should be reserved for professional settings such as student-advisor and thesis committee meetings.

- **Mediation.** In case issues regarding the fulfilment of responsibilities arise, there are multiple avenues available for students. Graduate students should first contact their mentors and report the issue. If the conflict is not resolved and no agreement is reached, students can confer with their committee members or report to the department's Director of Graduate Studies (DGS). Similarly, the student may ask a faculty member, the Director of the BBS, or the Department Chair for advice or assistance. As specified in the Grievance Procedures Section of the *Graduate Student Handbook*, students can also contact the [Dean of the Graduate School](#), Lynn Cooley, for cases in which the complaint is against a member of the Faculty of Arts and Sciences or a member of the administration. Alternatively, the student can further elevate their issue to the [Provost](#). Some institutions have an Ombudsperson that serves as a mediator for complaints that are not resolved through other avenues. Currently, Yale has no assigned Ombudsperson to alleviate issues within the school. This person would be particularly helpful should a resolution not be found with the department DGS, committee members, or department chair. For conflicts related to sexual misconduct or other Title IX-related conflicts, Yale University has a [Title IX office](#), under the Provost's Office. The student can meet with the [Title IX Coordinator](#) to discuss the conflict and options to move forward. In conjunction with this office, Yale offers both mental health counseling as well as the SHARE Center for additional counseling on these sensitive matters. For more information regarding conflict resolution see Grievance Procedures Section of the *Graduate Student Handbook* or the [Yale University Graduate School Grievance Procedures](#) booklet. Additional resources available to students can be found in **Appendix B** and **Appendix E**. For concerns regarding discrimination and harassment, please visit the [Resources for Students to Address Discrimination and Harassment Concerns](#) website.
- **Work-Life Balance Expectations.** Work-life balance is essential to ensure graduate students have a positive and rewarding experience during graduate school. Some important aspects that could impact this experience include establishing clear expectations with your advisor, setting appropriate boundaries, and employing effective time management strategies. Building these skills early on is essential for the continued success of graduate students. While pondering which laboratory to join, it is crucial for students to discuss reasonable expectations for working hours and vacation time with potential advisors. As a guideline, graduate students will take an average of two weeks vacation per year, in addition to the stated University holidays and the Christmas Eve to New Year's Day break. This amounts to a total of about 4 weeks vacation annually. Please review the [GSAS academic calendar](#) for more information. Similarly, completion of some degree requirements, such as preparing for the qualifying exam, can supersede research responsibilities and might require time out of the lab which can be discussed with your advisor. Resources for guiding questions to navigate these

conversations are available through Científico Latino: [Questions for Potential Advisors](#).

In addition, Yale has devoted numerous resources to support the well-being of students. The contact and other relevant information will be included in **Appendix B**. To that end, Yale University has shown its [commitment to the well-being](#) of its students throughout the years. Yale offers free, confidential mental health treatment to students at Yale Health. Clinical psychologists, clinical social workers, and psychiatrists are matched to meet the student's needs based upon an initial evaluation to determine the best course of action. Additionally, Yale has recently created the [Good Life Center](#) to promote wellness by providing mental, physical, social, and emotional well-being. This center provides spaces for student meetups, peer-to-peer support, and study breaks where students are taught about healthy habits, coping mechanisms, and resilience training. The Good Life Center and Yale Well also share tips via email to help students manage stress, cope, and live a healthy life at home. The [McDougal Center](#) for Graduate Student Life is another avenue for graduate students to find a community at Yale. Briefly, student fellows organize programs in various topics such as [Health & Wellness](#), giving a forum for students to get to know each other outside of their research. Yale supports a variety of student-led organizations that foster community. These organizations provide a much-needed support network and community to help students from underrepresented backgrounds such as women, Hispanic, Asian, black, LGBTQA+, and disabled, among others excel at Yale. In the BBS program specifically, the [Yale BBS Diversity and Inclusion Collective](#) (YBDIC) is a student-run organization dedicated to the intellectual and personal growth of underrepresented students. Finally, the Genetics Department also offers Peer Pods within the department, designed to build peer networks across labs and years.

- **Registration and Leaves of Absence.** The Graduate School of Arts and Sciences (GSAS) requires students to register for full-time study every term for the duration of their program. On the occasion that a student must conduct their dissertation research, field work or study at a different institution outside of New Haven, the student can request to be **registered in absentia**. This registration should be filed with the DGSSs. In addition, extraordinary circumstances can lead students to request permission from GSAS to register as a half-time student for a limited period. Students who wish to **study part-time** should consult with their DGSSs and the appropriate associate dean to develop a proposed plan of study by which the requirements leading to admission to candidacy will be completed. Peremptory circumstances might require students to opt for temporary interruption of their studies and request a **leave of absence**. Students can request a leave of absence by submitting a [Change of Status form](#). There are three types of leaves: *personal, medical, and parental*. In general, all leaves of absence must be approved by the appropriate associate dean on the recommendation of the department and entail a cessation in stipend payments. It is important to note that students can be

granted a leave for a term or an academic year. Further, students on leave may continue their Yale Health coverage through the purchase of the Student Affiliate Coverage plan which should be requested prior to the beginning of their leave. For medical and parental leaves, students are eligible for a Health Award from the GSAS to cover the cost of the Student Affiliate Coverage plan. Following a leave of absence, the student must submit written documentation to the registrar stating their intent to return at least 8 weeks prior to the end of the approved leave. Failure to do so will result in administrative withdrawal from the GSAS.

- **Personal Leave-** Normally, PhD students are not eligible for personal leave after their 4th year, however exceptional cases may warrant approval.
- **Medical Leave-** Medical leaves additionally require the written recommendation of a Yale Health chief physician or their designee.
- **Parental Leave-** For reasons of pregnancy or adoption of a child, students may request parental leave during or following the term in which it occurs.
  - Parental leave differs from personal and medical leave in that students remain enrolled full-time, with a full reduction of responsibilities for 8 weeks, with the remaining 8 weeks being a negotiable term with the advisor. Further, parental leave halts both your academic clock and funding.
  - In addition to leave, students with children up to 12 years of age are entitled to a flexible subsidy of \$4,600/year.
  - Please contact Associate [Dean Richard Sleight](#) prior to the term of the birth or adoption.

For more information regarding GSAS Academic Regulations please refer to [Policies and Regulations](#).

- **Additional Departmental Student-Facing Roles.** Within the Genetics Department, there are various student-facing departmental roles comprising faculty and staff that can assist students. Some relevant positions include:
  - **Registrar,** [Deborah Losi-Sullivan](#).
    - Monitor and supervise student progress towards fulfilling departmental requirements for Genetics Ph.D. degree making sure that all critical deadlines and submissions are being met.
    - Keep students informed regarding upcoming requirements such as committee meetings, qualifying exam, dissertation prospectus, thesis committee meetings, teaching requirements, thesis seminar, and thesis deadlines.
    - Advise each student of their academic requirements and provide the information and tools needed for them to complete them.
    - Meet with students to discuss academic issues.
    - Coordinate and supervise the teaching fellow program for the Genetics department, allotting teaching assistants to departmental

courses and securing teaching assignments for students on other departments.

- Contact 4th, 5th, and 6th year PhD students in the Fall and Spring semesters to find out their graduation timeline. The registrar and student will discuss the guidelines and deadlines for submitting the thesis, providing students with appropriate forms and information for graduating.
- Complete departmental recommendation forms for graduation and return to the University Registrar's office.
- Review and respond to emails regarding departmental policies and procedures in a timely manner.

○ **Genetics Pre-Award Associate Administrator, Lisa Stadolnik.**

- Students that plan on submitting a grant or fellowship application and require assistance with the submission process or need an institutional support / nomination letter from the Chairs should contact [Lisa Stadolnik](#) at least 4 weeks before the application deadline.

- **Funding Structure.** Ph.D. students are normally fully-funded for a minimum of five years. Genetics students are funded through the end of their sixth year. Initial funding is provided through the Department's training grants or other institutional structures including training grants and private money, among others. Funding for years 4 to 6 will be paid by advisors' research grants. Due to the unstable nature of funding through institutional training grants, the time to transition from institutional funding to the advisor's research grants may change. After year six, students must file a petition for extended registration each semester (Fall and Spring) until the dissertation is submitted. This must be approved by the PI and the DGS and filed with the Graduate School. The fee for continuous registration (*CRF*) is paid by a student's thesis advisor.

Also, graduate students are strongly encouraged to compete for external funding from public or private agencies. According to the [External Fellowship and Combined Award Policy](#), graduate students that earn competitive individual predoctoral awards such as the [NSF Graduate Research Fellowship Program \(GRFP\)](#) or [NIH Predoctoral NRSA F31](#) will receive an \$4,000/year bonus to their stipend.

- **Professional Development and Job Market Advising.** An important form of advising is preparing graduate students for entry into the (academic or non-academic) job market. Some programs designate a Job Placement Officer (JPO) to fulfill this responsibility primarily for academic jobs. While the Genetics Department does not have a JPO, it does offer other programs aimed at helping students with their professional and career development. The following section will introduce the opportunities available to Genetics students.

- As a part of their first Thesis Committee Meeting, all students will complete an [Individual Development Plan \(IDP\)](#). This will help guide students to set academic and career goals and make actionable measures of success. These IDPs will be shared with the student's advisor and committee members. Each subsequent Thesis Committee Meeting, the student will update the IDP to cover any goal completions or changes in trajectories.
- In addition to their advisor and committee members, students will have the opportunity to meet with other faculty members through the Faculty-Trainee lunches. These lunches are organized and hosted by students and include a discussion centered around specific topics (academic vs. non-academic careers, how to apply for a postdoctoral position, etc.) with at least two Genetics faculty members with relevant experience.
- Genetics students also have the opportunity to have lunches or one-on-one meetings with invited speakers from outside of Yale. These lunches are a great way for students to expand their network and receive additional mentorship.
- The [Office of Career Strategy \(OCS\)](#) is a Yale University office that works with students, alumni, and postdoctoral scholars on career advising, employment and internship opportunities, and professional development.
- Appendix D provides an example of the highlights from a job market workshop hosted by the Department of French Literature and Language.

## Appendix A

### Suggested Questions for Advisers and Students

The following is a list of questions that may be used by students and advisers to establish productive channels of communication and work processes. We recommend students and advisers review this list together at the beginning of the advising relationship to facilitate conversations about how to work together most effectively.

1. What is each party's preferred mode of communication (e.g. email, phone call, video chat, in person, text, etc.)?
2. What is each party's expectation for the student's weekly work schedule (days, times of day, etc.)?
3. What are the expectations for message responses?
4. Does the adviser want/expect the student to be a teaching fellow for them? If so, when during the student's time at Yale?
5. What is each party's expectation of the student's time to degree?
6. What is each party's expectation regarding the student's conference attendance and funding?
7. Is the student expected to seek a secondary adviser or other mentorship within the department? Outside of the department?
8. When the student collaborates on work with others, what is the adviser's expectation regarding the adviser's role in that work and subsequent authorship?
9. What is the adviser's approach to authorship?
10. What are the student's expectations for authorship?
11. How many publications does the adviser/department expect from the student before graduation?
12. What is the adviser's expectation for the student's research in semesters that the student has to fulfill other requirements (classes, teaching, qualifying exams, etc.)?
13. What are the adviser's or program's expectations regarding the student's mentoring of more junior graduate students or undergraduates recruited by the adviser?
14. What are the student's expectations for opportunities to mentor more junior graduate students and/or undergraduates?
15. What training (IRB, lab safety, etc.) is the student required to take before beginning to work with their adviser or embarking on their own research?
16. What professional development programs (writing, teaching, outreach, etc.) is the student interested in participating in?
17. About which career paths can the student approach the adviser for support and when should the student seek career support elsewhere?

## Appendix B

### Additional Campus Resources

Faculty members and students are encouraged to seek assistance in improving their advising relationships and resolving any issues through a variety of Yale's resources and offices. These include but are not limited to:

Graduate School of Arts & Sciences Dean's Office, 1 Hillhouse Avenue; (203) 432-2733.  
<http://gsas.yale.edu/office-directory>

Office for Graduate Student Development & Diversity, 1 Hillhouse Avenue; (203) 436-1301. <http://gsas.yale.edu/diversity/office-graduate-student-development-diversity>

University-Wide Committee on Sexual Misconduct, 55 Whitney Avenue; (203) 432-4449.  
<https://uwc.yale.edu/>

Office of Institutional Equity and Access; 221 Whitney Avenue, 4th Floor; (203) 432-0849.  
<https://oiea.yale.edu/>

Sexual Harassment and Assault Response & Education (SHARE); 55 Lock Street, Lower Level; (203) 432-2000. <http://sharecenter.yale.edu/>

Mental Health & Counseling, 55 Lock Street, 3rd Floor; 203-432-0290.  
<http://yalehealth.yale.edu/mentalhealth>

Resources for Students to Address Discrimination and Harassment Concerns.  
<https://student-dhr.yale.edu/>

Poorvu Center for Teaching and Learning, 301 York Street; (203) 432-4765.  
<http://poorvucenter.yale.edu/>

Office of Career Strategy, 55 Whitney; (203) 432-0800. <https://ocs.yale.edu/>

## Appendix C

### Track Mentorship Tool from the [University of Chicago](#)

| I would like the following characteristics in my mentor(s):                  | Yes/No | Initials of mentor(s) whom I think will provide this: |
|--|--------|---|
| Person of similar career stage   |        |   |
| Person of similar gender   |        |   |
| Knowledgeable about departmental expectations and process                    |        |   |
| Helpful in negotiating departmental, BBS, and University politics            |        |   |
| Role model - someone I can imitate   |        |   |
| Wise about collegiality and academic etiquette                               |        |   |
| Knowledgeable about research program requirements                            |        |   |
| Will use his/her connections to advance my visibility outside the University |        |   |
| Wise about scholarship in my area  |        |   |
| Provide access to research resources   |        |   |
| Will collaborate in research   |        |   |
| Wise about education in my area  |        |   |

|   |  |  |
|---|--|--|
| Helpful in gaining resources for teaching                   |  |  |
| Provide emotional support                                   |  |  |
| Helpful in devising a plan for my advancement               |  |  |
| Assistance in long-term career planning                     |  |  |
| Sets deadlines and deliverables, and forces me to meet them |  |  |
| Doesn't set deadlines and deliverables                      |  |  |
| Other – specify   |  |  |

|  |        |   |
|--|--------|---|
| I would like to be mentored on the following topics: | Yes/No | Initials of mentor(s) whom I think will provide this: |
| Advice on research agenda                            |        |   |
| Balancing personal/professional demands              |        |   |
| Building my curriculum vitae                         |        |   |
| Communicate research findings                        |        |   |
| Communicating effectively                            |        |   |
| Critiquing my writing                                |        |   |

|   |  |  |
|---|--|--|
| Developing long-term career plans                                   |  |  |
| Grant writing   |  |  |
| Help navigating departmental politics                               |  |  |
| Helping me obtain additional resources for professional development |  |  |
| Improving time management skills                                    |  |  |
| Long-term career planning   |  |  |
| Mentoring for leadership roles                                      |  |  |
| Networking nationally and internationally                           |  |  |
| Networking on campus  |  |  |
| Obtain offers to collaborate on research                            |  |  |
| Obtaining grant funding   |  |  |
| Preparing a manuscript for publication                              |  |  |
| Preparing conference presentations and poster demonstrations        |  |  |
| Preparing new curriculum  |  |  |
| Principal Investigator 101  |  |  |
| Provide emotional support   |  |  |
| Research design   |  |  |

|  |  |  |
|--|--|--|
| Teaching   |  |  |
| Translational research skills  |  |  |
| Understand economic and fiscal realities for successful academic careers |  |  |
| Understand research group/laboratory management                          |  |  |
| Understanding promotion and tenure process                               |  |  |
| Working with department chair and/or colleagues                          |  |  |

| Items for discussion with Mentor       | Notes from Discussion | Expected Outcomes |
|--|-----------------------|-------------------|
| Status of research program             |                       |                   |
| Status of funding and applications     |                       |                   |
| Teaching/Service/Citizenship situation |                       |                   |
| Clinical role (if applicable)          |                       |                   |

|                          |  |  |
|--------------------------|--|--|
| Work-Life Balance Issues |  |  |
| Other - specify          |  |  |

## Appendix D

**The Department of French Literature and Language's Job Market**

**Workshop, 2019-2020**

**Jill Jarvis, Assistant Professor of French**

**Aims:**

- To offer tactical support through an opaque and uncertain process
- To demystify this process by sharing accumulated wisdom & experience (see sample dossier documents in the shared drive)
- To provide detailed and timely feedback on candidate dossiers (which is the primary function of workshop meetings)
- To give candidates practice interview and job talk experiences (this helps them incalculably)

- To consult with candidates as they navigate the increasingly idiosyncratic timelines of interviews, job offers, negotiations, and creating alternative plans

**Timeline:**

May

Contact prospective candidates; send them a detailed chronology (available in the shared drive) so that they can begin to prepare over the summer months.

July

Candidates should start drafting the various dossier documents. They should also identify and communicate with their recommenders early, and may have questions about whom to ask for recommendations. If they wait to begin this process in September, they will likely feel increased (but preventable) stress, especially given the early deadlines for postdoctoral fellowships.

Aug

Hold the first session of the workshop, ideally just before the semester actually begins.  
In this session, lay out a timeline for what candidates can expect over the fall months,  
and establish working protocols for the workshop, depending on the size of the group  
and other practical matters.

Set aside time to answer their questions. It may be helpful to acknowledge openly that this process is far from transparent for most candidates, creating stress that might not be visible to their usual mentors. Candidates are likely to have questions about matters both minute and existential. Bear in mind that students who are not US citizens or who come from URM groups will very likely have particular sets of questions and concerns. At this meeting, it also is a good idea to show candidates the locations of job postings on the MLA website, discuss how to decipher these postings, show them the Interfolio website, and make sure that they know how to create and use an Interfolio account. Do not assume that they know any of this.

\*\*If candidates are applying to some of the highly competitive societies of fellows

fellowships, they will need to draft their dossiers in July-August to be ready for those extremely early deadlines.

Sept

Hold weekly workshops to draft, revise, and polish all dossier documents. It is ideal to front-load the semester by generating these documents first, as candidates will then have a complete dossier ready before the first job application deadlines. They will be able to refine and tailor their materials throughout the submission process. The following order tends to work well for generating the required documents over four weeks in September. We have sample documents from previous candidates available to consult in the shared Google drive.

- (1) CV & cover letter
- (2) Research statement & dissertation abstract (the latter is increasingly becoming obsolete; few applications required it this year)
- (3) Teaching statement & 3 syllabi (pitched to different teaching levels)
- (4) Diversity statement & writing sample (the former is increasingly becoming more common; many applications required it this year)

Oct/Nov

Candidates submit their applications on a rolling basis. Continue to hold the workshop, but perhaps not as frequently, in order to polish and tailor documents and to answer tactical questions. As needed, hold practice Skype interviews for candidates—this year, some positions requested Skype and even on-campus interviews by November, an unprecedented shift in the usual timeline. Live practice with Skype or Zoom is essential for candidates.

Dec

Hold mock in-person interviews with each candidate. This should be a full dress rehearsal, done with a committee of 2-3 faculty members, for about 30 minutes. Leave time to provide immediate feedback to candidates after the interview. This mock interview experience is also essential to candidates.

Jan

Candidates will attend MLA convention for interviews. However, while many interviews are still held at the convention, it is now increasingly common for departments to skip the MLA and go directly from Skype interviews to campus visits.

Directly after the MLA convention and before campus visits are scheduled, arrange mock job talks for each candidate in the department. It is important that this talk be the full length and be conducted ‘in character’ as if it is a real job talk—typically 30 minutes plus 15 minutes for questions, followed by 15 minutes for direct feedback to the candidate. It is also important that an engaged audience attend the talk to pose challenging questions, as this part of job talks is usually as important as the talk itself. The mock job talk helps candidates to transform and polish their performance as well as work through anxiety they may feel.

#### Jan-March

Stay in regular contact with candidates as they navigate campus visits and job offers; they will have questions that arise during these processes, and may be navigating multiple visits and competing offers, and many of them will also continue to apply to new jobs as they are posted. The process will be idiosyncratic for each candidate, and timely tactical advice and moral support is very useful to them.

#### April

Celebrate the candidates’ achievements!

Hold a workshop session for the graduate students in earlier cohorts (any year welcome, especially those who will go on the market in the coming year) to give them a demystifying overview of this process.

## Appendix E

### Mental Health and Title IX Resources

#### STUDENT MENTAL HEALTH

Faculty and staff should notify Richard Sleight, the Director of Graduate Studies (DGS) and Associate Dean for Student Advising and Academic Support at (203) 432-2735 whenever there is a concern about a student's mental health or wellbeing. In such instances, you may also call the Director of Yale Mental Health & Counseling (YMH&C) at (203) 432-0290.

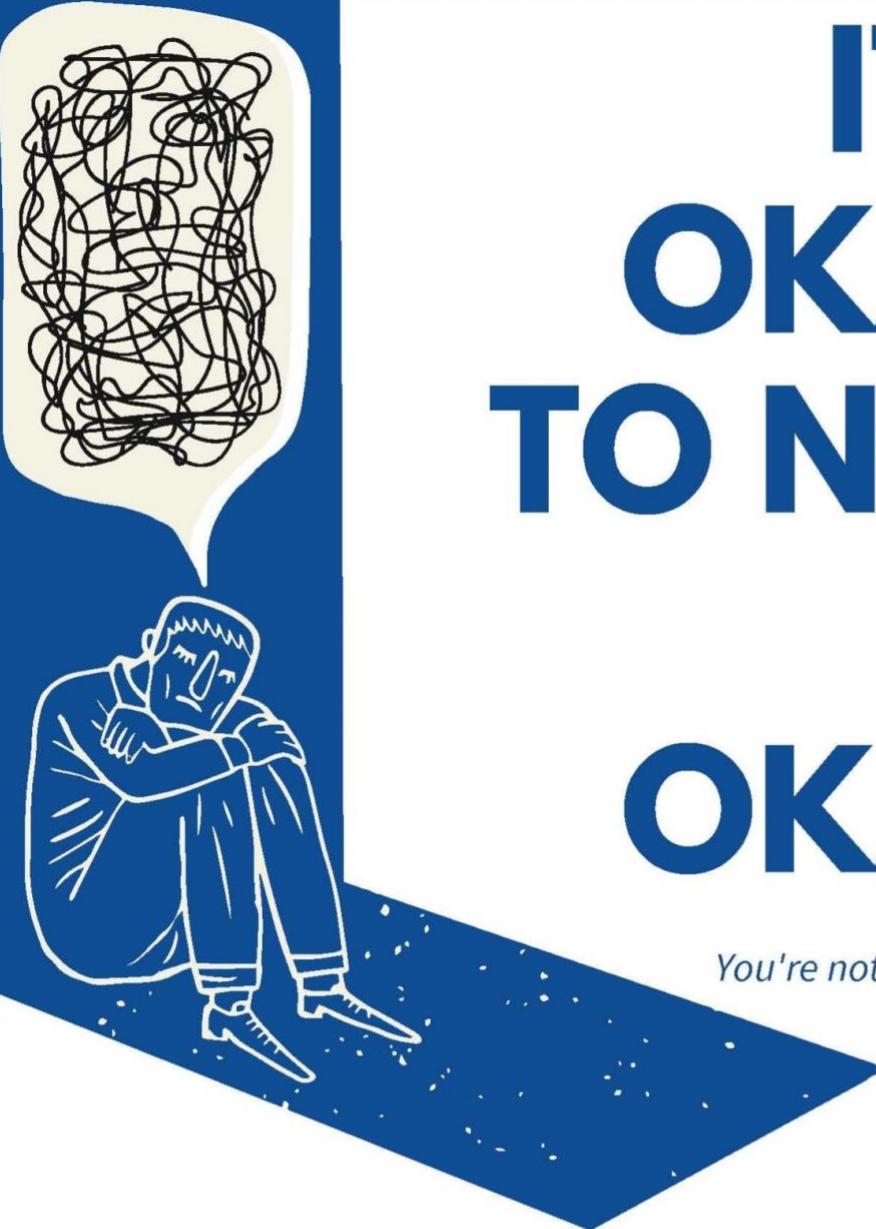
| IF YOU ARE CONCERNED ABOUT ANY OF THE FOLLOWING...  | ...CONSIDER THESE INTERVENTIONS & RESOURCES  |
|---|--|
| A student who has socially withdrawn; who has diminished class attendance and performance; displays a noticeable change in appearance and/or hygiene; reports difficulty concentrating; and/or other members of the community are expressing concern about the student's wellbeing. | <ul style="list-style-type: none"><li>○ Talk to the student in private and offer your support, while listening openly and empathetically.</li><li>○ Refer the student to a counselor at YMH&amp;C. Students can set up an initial intake appointment by calling (203) 432-0290. The student may be seen by a counselor at YMH&amp;C or be referred to an outside clinician via Magellan Health Services.</li></ul> |
| A student struggling with severe anxiety, racing thoughts, acute agitation; increased use of drugs and/or alcohol; persistent sleep difficulties; feelings of being trapped or helpless; and/or preoccupation with death or suicide   | <ul style="list-style-type: none"><li>○ Strongly encourage the student to seek YMH&amp;C support by calling (203) 432-0290 or walk the student directly to YMH&amp;C located on the 3rd floor of 55 Lock Street. Even if a student is reluctant to seek help immediately, provide the YMH&amp;C contact information so the student may seek help later.</li></ul>  |
| A student making plans or seeking to harm self or others; and/or causing serious injury to themselves even if they deny the intent to commit suicide  | <ul style="list-style-type: none"><li>○ Immediately call the 24/7 on-call therapist at YMH&amp;C at (203) 432-0290 during office hours and (203) 432-0123 after hours.</li><li>○ If harm to the student or to someone else seems imminent, call Yale Police Department at (203) 432-4400.</li></ul>  |

**Confidentiality:** Reassure students that strict standards of confidentiality are maintained and that the counselors at YMH&C cannot share any information about their mental health with you.

**Online Screenings:** YMH&C offers free anonymous and confidential online screenings to all members of the Yale community. Visit [screening.mentalhealthscreening.org/YALE](http://screening.mentalhealthscreening.org/YALE).

**Substance Abuse:** Questions and concerns about a student who may have substance abuse issues should be directed to Maury Steigman, Yale Health Substance Abuse Counselor, at (203) 432-7366.

**Magellan Services:** Students who are referred to an outside clinician via Magellan Health Services can contact Whitney Randall ([whitney.randall@yale.edu](mailto:whitney.randall@yale.edu)) with questions about coverage.



# IT'S OKAY TO NOT BE OKAY

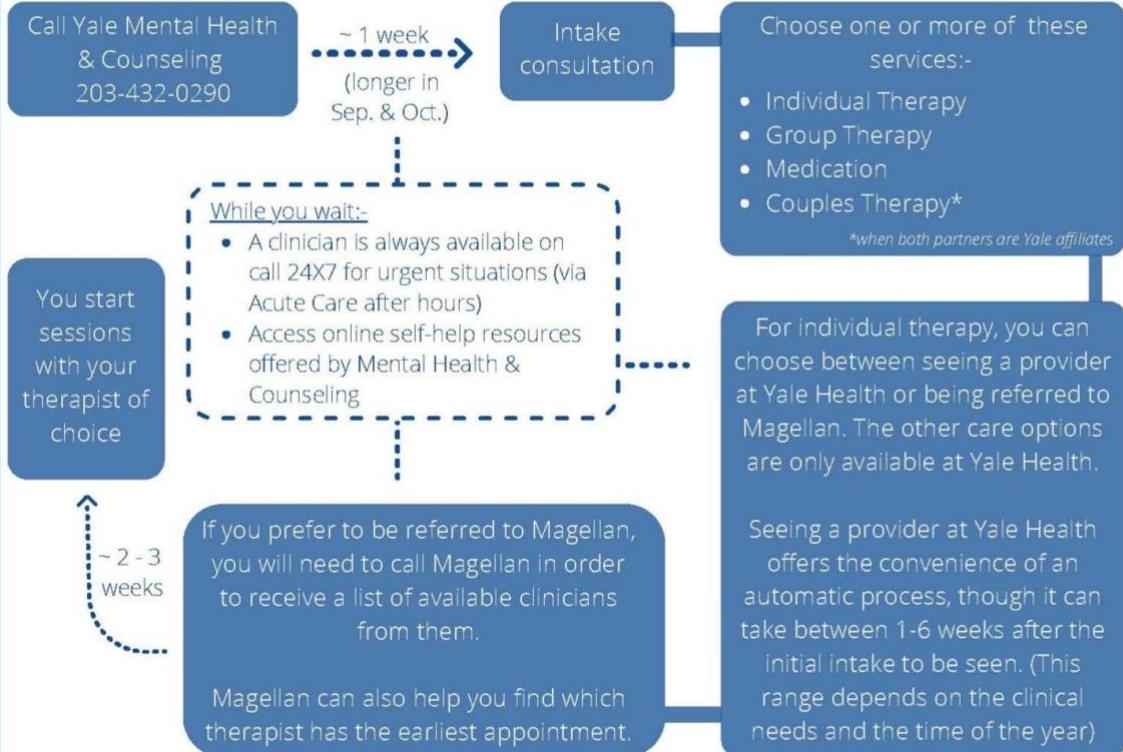
*You're not alone in this!*

*More than 50% of  
graduate students  
access mental  
healthcare services  
at Yale*

## Yale Resources Available

- Yale Mental Health & Counseling
  - Individual Therapy
  - Group Therapy
  - Couples Therapy
- Crisis Resources
- Anonymous Online Screening
- Good Life Center

## How to access Mental Health & Counseling at Yale



### Other Resources:-



#### Crisis Resources

- 203-432-0290 -- Mental Health & Counselling | M-F 8am - 5pm | After calling, ask for the therapist on call
- 203-432-0123 -- Acute Care | After business hours and weekends | Ask for the mental health clinician on call



#### Yale Good Life Center

The GLC aims to empower students with evidence-based skills for fostering mental, physical, and social well-being, and to cultivate a campus culture that promotes wellness as a fundamental, accessible human right.

#### Anonymous Online Screening

Take a free and confidential online assessment to help you guide your decision about seeking professional care.



#### Student Health Education

Free 1-on-1 health coaching for students who are looking to make positive lifestyle changes (sleep, time management, stress, physical activity, etc.) | 203-436-5464

## SEXUAL MISCONDUCT DISCLOSURES

**Responsibilities as a Mandatory Reporter:** Pursuant to 2010 Guidance from the Office of Civil Rights, a DGS is considered a “responsible person,” and must report any known or alleged instances of sexual misconduct to a Title IX coordinator. The Graduate School’s Title IX coordinator is Michelle Nearon, Senior Associate Dean for Graduate Student Development and Diversity ([michelle.nearon@yale.edu](mailto:michelle.nearon@yale.edu)).

Please report any incident or behavior that might fall under Yale’s definition of sexual misconduct: “a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is non-consensual, or has the purpose or effect of threatening, intimidating, or coercing a person.”

Guidance and FAQs for individuals with reporting responsibilities can be found here: [smr.yale.edu/sites/default/files/files/General-Reporting-Guidance.pdf](http://smr.yale.edu/sites/default/files/files/General-Reporting-Guidance.pdf).

**Resources for Students:** When a student reports an instance of sexual harassment or sexual misconduct to you, please share the following resources with them:

|                            |   |
|----------------------------|---|
| Title IX Coordinators      | Encourage students to reach out to <a href="mailto:michelle.nearon@yale.edu">Michelle Nearon</a> , Title IX coordinator for the Graduate School (email address above). Explain that a conversation with her will not initiate a formal complaint without the student’s expressed consent.<br>More information: <a href="http://provost.yale.edu/title-ix/coordinators">provost.yale.edu/title-ix/coordinators</a> .   |
| SHARE Center               | Located on the first floor of the Yale Health building, the SHARE (Sexual Harassment and Assault Response & Education) Center offers a variety of confidential and, if desired, anonymous support services to any member of the Yale community dealing with sexual misconduct of any kind. SHARE has a new support group specifically for graduate and professional school students. More information: <a href="http://sharecenter.yale.edu">sharecenter.yale.edu</a> . |
| Mental Health & Counseling | Students can make an appointment with a therapist or seek urgent care by speaking with a 24/7 on-call therapist at Yale Mental Health & Counseling. For more information, see section on reverse titled, “Student Mental Health.”   |
| Chaplain’s Office          | Members of the Yale community can speak confidentially with chaplains at the Yale Chaplain’s Office, even if they do not identify with a particular religious practice. The chaplains, who may represent a variety of spiritual traditions at Yale, are a great resource for students who may be initially reluctant to seek support from a therapist or psychiatrist. More information: <a href="http://chaplain.yale.edu">chaplain.yale.edu</a> .                     |
| Yale Police Department     | A student wishing to report an incident to the police may call YPD at (203) 432-4400. Sgt. Cristina Reech, the Sensitive Crimes and Support Coordinator at the YPD, will assist victims and investigate cases of sexual violence, harassment, assault, violence against women, and other crimes of sexual misconduct.   |

|                                      |   |
|--------------------------------------|---|
| University<br>-<br>Wide<br>Committee | The University-Wide Committee on Sexual Misconduct is the disciplinary board that addresses claims of sexual misconduct. It assists individuals with the process of filing a formal complaint. More information: <a href="http://uwc.yale.edu">uwc.yale.edu</a> . |
|--------------------------------------|---|

## Appendix F

### Advising Resources

Advising & Mentoring. Stanford University Office of the Vice Provost for Graduate Education, [vpge.stanford.edu/academic-guidance/advising-mentoring](http://vpge.stanford.edu/academic-guidance/advising-mentoring).

Brown University resources for faculty advisers and mentors.

<https://www.brown.edu/academics/gradschool/academics-research/graduate-advising-and-mentoring/advising-and-mentoring-resources-faculty>. Includes an “Advising Agreement” (or contract) between advisers and advisees that spells out expectations and responsibilities of each party.

*Cultivating a Culture of Mentoring. Duke University, The Graduate School.*  
[gradschool.duke.edu/professional-development/cultivating-culture-mentoring](http://gradschool.duke.edu/professional-development/cultivating-culture-mentoring).

“Guidance on Appropriate Forms of Supervision of Research Degree Students.” University College London (September 2016). <http://www.ucl.ac.uk/srs/academic-manual/research-degrees/supervisor-guidance/forms#top>

*How to Get the Mentoring You Want: A Guide for Graduate Students.* Rackham Graduate School, University of Michigan (2011),  
<http://www.rackham.umich.edu/publications/>.

*How to Mentor Graduate Students: A Guide for Faculty.* Rackham Graduate School, University of Michigan (2015). <http://www.rackham.umich.edu/publications/>.

*Best Practices in Graduate Student Advising.* MIT Graduate Student Council & The Office of the Dean for Graduate Education (2015). [http://gsc.mit.edu/wp-content/uploads/2015/06/CommonValues\\_Brochure\\_Rev5.pdf](http://gsc.mit.edu/wp-content/uploads/2015/06/CommonValues_Brochure_Rev5.pdf).



## Authors



*Yanixa Quinoñes-Avilés*  
PhD Candidate in Genetics  
Laboratory of Mandar  
Muzumdar



*Cecelia Harold*  
PhD Candidate in Genetics  
Laboratory of Susan Baserga



*Zhaoxia Sun*  
Associate Professor of  
Genetics, Co-Director of  
Graduate Studies

*We thank Marc Hammarlund and Chloe Emerson for their helpful feedback.*