

Yale GRADUATE SCHOOL OF ARTS AND SCIENCES

Program-Specific Advising Guidelines

September 20, 2020

Executive Summary

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.

Therefore, GSAS, in collaboration with the GSA, is distributing this document: **a template for program-specific advising guidelines**. We ask that each program in the Graduate School use the template to examine and refine its own practices and to develop or review their own program-specific advising guidelines for distribution to all faculty and graduate students. The template is meant to assist each program in identifying and articulating the best practices that will enable faculty and students to work together successfully.

GSAS and the GSA request that the DGS, faculty, and graduate students from your department or program work together to assemble these guidelines by **the end of the 2020-2021 academic year**. We encourage each DGS to subsequent versions with the GSAS to maintain a consistent central repository, and to publish this advising document online so both faculty and students have ready access to it. To facilitate this process, we have provided the following:

1. **Creating Advising Guidelines**
2. **Advising Guidelines Template**
3. **Suggested Resources**

Thank you in advance for taking the time to establish and distribute these program-specific advising guidelines. We believe that doing so will greatly enhance the quality of research and the overall well-being

of the faculty and students in your program. We hope you will develop these guidelines with assumption of best intentions from all parties and with a goal of fostering a community of scholars.

Creating Advising Guidelines

In this section, we outline topics for your department to consider when developing your program-specific advising guidelines. Please use these topics and the template as you see fit: Disregard topics that are not relevant for your program and add those that are important for your department but are not stated here.

We also recognize that many departments have already thought deeply about these topics and may have relevant policies in place. If you have not already done so, please compile these policies into a central advising guidelines document.

Some of these topics are outlined in more detail within the *Advising Guidelines Template*. Please feel free to add information about other topics to the relevant sections of your advising guidelines.

Broad Topics to Consider

- **Timeline to Degree.** Students and advisers benefit when they know how long students take to graduate and when certain milestones should be met.
 - With input from students and advisers, determine the typical time to degree for your program and include this length in the *Timeline to Degree* accordingly.
 - Establish deadlines for milestones towards the degree(s) in your program. Determine who is the ultimate authority on the thesis topic (student, adviser, dissertation committee, etc.) and how this decision is made.
- **Primary Adviser(s).** Clarify whether a student has a primary adviser or whether the dissertation is supervised by a committee; if it is the latter, establish mentoring expectations from the committee.
- **Communication.** Enable clear communication of responsibilities and expectations between students and advisers.
 - Determine best practices for providing timely, regular, and constructive feedback on students' progress.
 - Provide a list of questions that advisers and students can discuss together to communicate effectively with each other and to create an effective advising partnership. See an example of this list in *Appendix A*.
 - Remind students and advisers that 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.
- **Work-Life Balance Expectations.** Determine basic guidelines for students in your program about reasonable working hours, vacation time, and other provisions for students' mental and physical

health. Recognize when completion of degree requirements, such as preparing for the qualifying exam, may supersede research responsibilities.

- **Funding Structure.** Since funding models vary significantly across divisions and programs, the program is the best source of information for students.
 - With input from students and advisers, determine typical modes of funding within your program, including how teaching is involved and when this funding structure may change.
 - Compile a list of external and internal fellowships, along with relevant application information, that students typically apply for in your program.
- **Other Responsibilities.** Additional responsibilities are outlined within the template for students, advisers, dissertation committees, and the DGS. Review suggested items and modify them according to policies and agreed-upon practices in your program.
- **Mediation.** Determine the point person for discussing issues regarding fulfillment of responsibilities. Establish a process for any party (adviser, other faculty member, or student) to meet with and discuss concerns with that person.
- **Other Program Roles.** Determine the various student-facing departmental roles of faculty and staff so that students know whom to go to for assistance.
 - Establish responsibilities of the registrar; include a section about them in your advising guidelines if this role is critical to the advising process in your program. Otherwise, make these responsibilities clear within other sections.
 - Develop guidelines to help students navigate relationships with other relevant supervisors, including postdocs, lab managers, supervisors in language courses, and instructors of record for teaching fellows.
- **Training Programs.** Identify any training required for graduate students in your program and establish programs or procedures to train students (e.g. Institutional Review Board, machine shop, Environmental Health and Safety training, etc.). Indicate relevant deadlines in the *Timeline to Degree*.
- **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.
 - Identify the point person for helping students prepare for and navigate the job market and define their role in the guidelines. If this person is the primary adviser or the DGS, clearly define this responsibility in the guidelines.
 - Encourage students to discuss their employment goals with the JPO, their adviser, and other relevant faculty and staff early in their degree. Indicate milestones of this process in the *Timeline to Degree*. Refer students to the Office of Career Strategy (OCS) if they are interested in jobs beyond the academy, and work with OCS to provide non-academic career information tailored to your program or discipline.
 - If the program does not already use [Individual Development Plans \(IDPs\)](#) or [Imagine PhD](#), consider implementing them early for all students.

- If you have not done so already, consider inviting your program’s alumni who have pursued a range of career paths to share their experiences with your current students and answer questions about different employment sectors.
- **Publishing and Distributing.**
 - Remind all faculty and students of the existence of the advising document and publish it online so they have ready access to it.
 - Determine how you will use your advising guidelines document to welcome new faculty into department culture and to orient new students.
 - Review this document yearly and update regularly.

Advising Guidelines Template

N.B.: Feel free to adapt this template to the policies and agreed-upon practices of your program.

Introduction

1. Welcome new students into your community through a message from the Chair and/or Director of Graduate Studies (DGS). Introduce students to the culture of the program and explain that this handbook will cover:
 - The advising structures and resources available to them
 - The advising relationships they will form at each stage of their time at Yale
 - The responsibilities of graduate students and their advisers
 - The responsibilities of the DGS and the department at-large
 - What to do when students have concerns either about academic or personal matters, or about their advising relationship
 - Other resources available to students and advisers
2. Ensure that faculty and students are aware of the GSAS [*Guide to Advising Processes for Faculty and Students*](#).
3. Include a statement about the importance of an inclusive environment, and relevant resources should students encounter discrimination, have Title IX concerns, need accommodations due to a disability, or otherwise wish to discuss a situation that students are encountering.
4. Encourage both students and faculty to recognize each other holistically, as people with non-academic responsibilities.

Advising Structure

Your guidelines will primarily consist of presenting and explaining the advising policies and expectations that your department has established from among the *Broad Topics to Consider* (above). These topics are laid out in the following section:

1. **Adviser of Record.** Indicate the adviser (or committee) of record for students
 - a. Pre-candidacy
 - b. Post-candidacy
 - c. Any other mentors the students might have

2. **Adviser Selection.** Outline factors to consider when choosing an adviser. Describe the typical process for selecting an adviser, *for example*
 - a. Interactions before admission
 - b. Personal meetings established by the student
 - c. Courses
 - d. Lab rotations
 - e. Assignment by the DGS or other faculty member(s)
3. **Changing Advisers.** Describe the policies and process for switching advisers, including circumstances when changes are made (adviser's departure, irreconcilable differences between adviser and student, change of a student's focus, addition of new faculty, etc.). Policies should include situations when a student wishes to select a new adviser and when a student is asked to leave an adviser or research group.
4. **Other Mentorship.** Describe any options for other mentorship offered by the department.
5. **Dissertation Committee Selection.** Describe the process for selecting the dissertation committee. We recommend that the student and primary adviser discuss the membership of the committee.
 - a. Describe departmental policy on faculty composition.
 - b. Outline the suggested meeting frequency, content, and feedback form(s).
 - c. Indicate how the selection process may differ for a reader vs. a committee member.
6. **Other Departmental Advising Roles.** Describe the various student-facing departmental roles of faculty and staff.
7. **Professional Development and Job Market Advising.** Indicate the point person for job market advising and outline the kinds of assistance they can provide, as well as when and how students should expect to work with them. If this responsibility is divided between advising for the academic market and for other career paths, ensure that students know whom to consult for each kind of career. Encourage all students to explore professional development opportunities on campus and to have conversations with their adviser(s), the DGS, and other individuals on campus about such opportunities.
8. **Funding Structure.** Describe the typical funding structure for the program's graduate students, including if teaching is required, and in which years the structure changes.
9. **Time to Degree.** Outline the typical time to degree and circumstances under which this timeline may change.
10. **Work-Life Balance Expectations.** Establish basic departmental guidelines for reasonable working hours, vacation time, and other activities necessary for students' mental and physical health.
11. **Communication Expectations.** Establish basic departmental guidelines for how and when typical communication should occur between advisers and students.
12. **Remediation.** Establish a process for remediation if the responsibilities below are not met by either students and advisers and ensure that all relevant parties have access to details about the process.

Timeline to Degree

This section of your advising guidelines should outline the year-by-year activities of students and advisers in your program.

Indicate when courses and qualifying exams should be taken, the prospectus submitted, the dissertation committee selected and begin to meet, how frequently it meets, when students are expected to teach, etc.

As part of this timeline, suggest when students should begin to consider various career possibilities, and encourage them to go to the Office of Career Strategy if they are interested in careers outside the academy.

An example of a timeline from the Physics department is available at the following link:

https://physics.yale.edu/sites/default/files/files/Physics_Academic_overview.pdf

Individual Responsibilities

In this final section of the advising guidelines, we recommend that the department distinguish the responsibilities of the student from those of the adviser, dissertation committee, DGS, and others in departmental advising roles. 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. The program should indicate deadline expectations for the following areas and include them in the *Timeline to Degree*.
 - a. Coursework
 - b. Qualifying exams
 - c. Thesis prospectus
 - d. Dissertation Progress Reports (DPRs)
 - e. Dissertation drafts
 - f. Dissertation defense
 - g. Any department-specific milestones
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, especially regarding religious observance or family obligations.
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, and time spent on professional development.
5. Submit materials with enough time for proper faculty review and response. These materials may include, but are not limited to:
 - a. Dissertation chapters
 - b. Material for discussion at regular meetings
 - c. Requests for letters of recommendation
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 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.
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. Indicate any other department-specific responsibilities of graduate students.

Responsibilities of the Adviser

1. Establish expectations with each student for communication, including the preferred means (e.g. email, text, phone, etc.), the best contact times, and shared expectations around response times.
2. Establish expectations with each student for how often you will meet to discuss the student's work. Each program should determine what is a reasonable frequency at each stage in the student's career.
3. Based on pre-established departmental expectations, develop guidelines for reasonable working hours based on departmental expectations, amounts of time for vacation, and other activities necessary for students' mental and physical health.
4. Be cognizant of limitations to the student's schedule, including religious observance and family obligations, while establishing responsibilities # 1-3.
5. Understand the required department and GSAS milestones for students in your program. 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.
6. Help the student develop an individualized timeline for completing academic requirements and meeting professional goals.
7. 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 regularly. In particular, discuss opportunities to attend conferences and to submit publications to help advance students' careers.

8. 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.
9. 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.
10. Consult the student when choosing other members of the Dissertation Committee.
11. Especially for faculty who run labs, 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. For an example, consult Professor Jennifer Richeson's "Core Values of the SPCL Statement." (See *Appendix C.*)
12. Discuss with each student their individual funding structure, making clear when they need to teach or fulfill other responsibilities outside their research to receive their stipends.
13. Be familiar with mental health resources offered by the university so that you can suggest them if your student approaches you for help. (See *Appendix E.*)
14. Discuss with the DGS (or whomever the department has identified) and dissertation committee members if issues arise related to your student's responsibilities.
15. 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 with the student at regular intervals, as determined by the program.
2. Come to committee meetings having reviewed all relevant materials.
3. Review the prospectus and dissertation within the amount of time established by the department as reasonable.
4. Provide support for the student if there is tension between the adviser and the student.
5. Establish a timeline to graduation with the student and work with the student and primary adviser to ensure this timeline is followed.
6. Indicate any other program-specific responsibilities of the Dissertation Committee.

Responsibilities of the Director of Graduate Studies

1. 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. Meet with individual students at a specified frequency, or in the case of larger programs, meet with small groups of students reaching similar milestones.
3. Run a town hall for all graduate students once or twice a year.
4. Know who the student leaders of the program are and meet with them regularly. (A leader may be the student representative for the Graduate Student Assembly [GSA] or other appointed or elected student[s] in the program.)

5. In programs without a GSA representative, create a process to establish student leadership in the program and encourage the student leadership to nominate a GSA representative to represent them.
6. In collaboration with the Job Placement Officer and the adviser, advise on the job market and career paths, including participation in conferences and professional meetings.
7. 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.
8. 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.).
9. In the DGS Handbook, all DGSs are asked to provide written feedback to students on their academic progress at least once per year.
 - a. 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.
 - i. 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.
 - ii. Explain what happens if a student is not demonstrating adequate progress toward a degree or does not pass qualifying exams.
 - b. Post-advancement to candidacy:
 - i. 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.
 - ii. 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).
 - c. For students both pre- and post-advancement to candidacy:
 - i. 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.
10. Provide formal exit interviews with graduating students for feedback on department guidelines/practices, unless the Chair fulfills this responsibility. For example, were the responsibilities of student, adviser, DGS, and thesis committee met? Were timelines reasonable? How could the program improve the advising/mentoring experience?
11. Indicate any other department-specific responsibilities of the DGS.

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 are each party's expectations 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 are each party's expectations 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 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

Consider including the following list of other GSAS resources in your advising guidelines or departmental graduate student handbook.

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 (GSAS) Dean's Office, 1 Hillhouse Avenue; (203) 432-2733.

<https://gsas.yale.edu/staff-directory>

Office for Graduate Student Development & Diversity (OGSDD), 1 Hillhouse Avenue; (203) 436-1301.

<https://gsas.yale.edu/diversity/office-graduate-student-development-diversity-ogsdd>

University-Wide Committee on Sexual Misconduct (UWC), 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. <https://sharecenter.yale.edu>.

Mental Health & Counseling, 55 Lock Street, 3rd Floor; (203) 432-0290.

<https://yalehealth.yale.edu/directory/departments/mental-health-counseling>.

Resources for Students to Address Discrimination and Harassment Concerns.

<https://yalehealth.yale.edu/directory/departments/mental-health-counseling>.

Poorvu Center for Teaching and Learning, 301 York Street; (203) 432-4765.

<http://poorvucenter.yale.edu>.

Student Accessibility Services (SAS), 35 Broadway Avenue (rear entrance), Room 222; (203) 432-2324.

<https://sas.yale.edu>.

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

Appendix C

*Core Values and Guidelines for Success in the Social Perception & Communication Lab**

Jennifer Richeson, Philip R. Allen Professor of Psychology

Developing a healthy lab culture requires far more than 10 core ideas. Nevertheless, I offer the following guidelines, which I believe make for a strong, productive, yet healthy research group.

1. *Strive to become a professional, but do not forget that you are human*

Work every single day to become a professional scientist. That is, conscientious, independent, humble, skilled, knowledgeable, rigorous, creative, and ethical; but realize that you will fall short some days. Always focus on being (or doing) better tomorrow than you are today. You will make mistakes. Indeed, mistakes are signals of where you need to improve! Pay attention to them! At the same time, don't focus so much on being professional and a scientist that you forget to be a decent human – i.e., kind, generous, thoughtful, and, yes, vulnerable.

2. *Stay focused on (y)our purpose*

Yes, you are in school and, thus, need to focus on your courses and many other requirements, as well as building a record that will lead to career prospects! But, maintaining a clear focus on why we do what we do in this lab – that is, why we conduct research on inequality, prejudice, stigma (etc.) – is an essential component for maintaining the motivation to complete basically everything else required of you. Maintaining clarity of purpose will also help you bounce back from the disappointments and challenges that are unavoidable in this career.

3. *Wellness: yours and the team's*

Consider your mental and physical well-being a central part of your graduate education and work in this lab. Feel comfortable discussing issues and concerns that you may have. Your personal and professional development require attention to your physical and emotional health. At the first sign of any issues, please let me (or someone) know and we will develop a plan. In addition, look after one another and the students who work with you. We are a team and need to take care of one another. Note: harassment, sabotage, creating a hostile environment, or any behaviors detrimental to the wellness of the team or our research participants will result in removal from the lab.

4. *Write it down, or it did not happen*

Writing is an essential component of this career and you may as well begin now! Any thoughts, ideas, findings, notions, and other contributions are only real if they are written. This is the most effective way to communicate and to create a trail of your thinking that will have an important influence on the development of your research projects. Writing is also a mechanism of accountability, minimizing

misunderstandings, and improving communication. And, of course, the currency of our field remains written publications (see also #9).

5. *The lab is a no-competition zone. We all do better when we all do better.*

Competition for 1st authorship, grants, fellowships, or, even, my time and attention can become toxic. Our lab is a collaborative team; the success of any one of us reflects on all of us. Collaborate on projects, share credit, be generous (with authorship & resources), listen to others' ideas and critiques, offer assistance, and be genuinely happy for others' successes. Most importantly, meet your own successes with humility and gratitude.

6. *Expect to do more and work harder than you think.*

Doing more than the bare minimum is essential for success in graduate school, in academia, and in life. In addition, it is nearly impossible to estimate how much time will be required for various work tasks, especially tasks that are unfamiliar. No matter how much time you plan to devote to a specific task, you will probably need to multiply that number by at least three. Basically, tasks are complete when you have actually completed them fully and accurately. Just achieving minimum expectations will require much more time and energy than you expect.

7. *The devil is in the details – well, if you don't pay close attention to them.*

Although many types of people can become successful scientists, almost all successful scientists have fairly intense work habits (but also take breaks!), incredible focus on the task at hand, commitment to the projects they are working on, and single-minded (nearly neurotic or obsessive) attention to detail. All of these traits will certainly annoy others at some point, but they are critical to cultivate. Indeed, the characteristics are the difference between a vague idea that is floating in the ether and never materializes and a high-quality research project that gets published. Attention to detail, moreover, is often what distinguishes good/acceptable work from exceptional work.

8. *Invest in preparation*

Writing and delivering a talk are “tip of the iceberg” activities. For every hour of writing, there are at least two hours of planning and four hours of reading (not to mention: seemingly endless hours of data collection and analysis, which require their own preparatory activities). Investment in preparation, in other words, goes a long way. For instance, prepare for every meeting by developing questions you need answered to move forward or come with information to present for feedback. It is through preparation that you become efficient (and, thus, more productive), as well as successful when you do give talks and submit manuscripts for publication.

9. *Develop productive habits*

Inspiration comes and goes, but habit remains. To be a successful academic, you will need to develop reading, writing, and critical thinking as habits. Many scholars suggest a certain number of words or

pages as a goal for reading or writing each day. I don't work this way, but this practice may be useful for you. Whatever habit/practice you develop, however, focus on becoming the most productive person you can be, without sacrificing quality, and (almost) always stay in a learning mindset. That is, continually approach talks you attend, critiques, reviews, classes, etc. as an opportunity to learn and grow.

10. Be ethical

Ethical violations are not usually due to bad actors, but typically good people who are tired, emotionally overwhelmed, stressed, overloaded with work, up against deadlines, or worried about “looking bad” due to a past mistake. Attention to detail (#7) and preparation (#8) can help alleviate some of these conditions, but there are times that you will be incredibly stressed and still need to perform accurately and ethically. Don't forget that it is not a sin to have to acknowledge that you have made a mistake. Remembering (y)our purpose (#2), can also alleviate this pressure—research done unethically is absolutely useless in terms of fostering social justice. Is that really worth ruining your career for? Make certain that you have communicated proper ethics to the students and other trainees working with you, as their unethical practices can also undermine your efforts and outcomes.

*Adapted from Steven Shaw's "[10 core values...](#)"

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 workshop 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 Allegra di Bonaventura, Associate Dean for Graduate 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"> ○ Talk to the student in private and offer your support, while listening openly and empathetically. ○ Refer the student to a counselor at YMH&C. Students can set up an initial intake appointment by calling (203) 432-0290. The student may be seen by a counselor at YMH&C or be referred to an outside clinician via Magellan Health Services.
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"> ○ Strongly encourage the student to seek YMH&C support by calling (203) 432-0290 or walk the student directly to YMH&C located on the 3rd floor of 55 Lock Street. Even if a student is reluctant to seek help immediately, provide the YMH&C contact information so the student may seek help later.
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"> ○ Immediately call the 24/7 on-call therapist at YMH&C at (203) 432-0290 during office hours and (203) 432-0123 after hours. ○ If harm to the student or to someone else seems imminent, call Yale Police Department at (203) 432-4400.

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.

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) with questions about coverage.

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 coordinators are Michelle Nearon, Senior Associate Dean for Graduate Student Development and Diversity (michelle.nearon@yale.edu), Ksenia Sidorenko, Assistant Dean for Diversity (ksenia.sidorenko@yale.edu), and Matthew Tanico, Assistant Dean for Graduate Academic Support and Outreach (matthew.tanico@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.

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 Michelle Nearon, Ksenia Sidorenko, or Matthew Tanico, the Title IX coordinators for the Graduate School. Explain that a conversation with any of them will not initiate a formal complaint without the student’s expressed consent. More information: provost.yale.edu/title-ix/coordinators .
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: sharecenter.yale.edu .
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: chaplain.yale.edu .
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-Wide 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: uwc.yale.edu .

Appendix F

Advising Resources

Advising & Mentoring. Stanford University Office of the Vice Provost for Graduate Education, <https://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>. 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. <https://gradschool.duke.edu/professional-development/mentoring>.

“Guidance on Appropriate Forms of Supervision of Research Degree Students.” University College London (September 2016). <https://www.ucl.ac.uk/academic-manual/sites/academic-manual/files/appropriate-forms-of-supervision-of-research-degree-students-2021-22.pdf>.

How to Get the Mentoring You Want: A Guide for Graduate Students. Rackham Graduate School, University of Michigan (2011), <https://rackham.umich.edu/faculty-and-staff/facilitating-academic-success/mentoring-advising>.

How to Mentor Graduate Students: A Guide for Faculty. Rackham Graduate School, University of Michigan (2015). <https://rackham.umich.edu/downloads/how-to-mentor-graduate-students.pdf>.

Best Practices in Graduate Student Advising. MIT Graduate Student Council & The Office of the Dean for Graduate Education (2015). <https://news.mit.edu/2015/mit-faculty-share-best-practices-graduate-student-advising-0812>.

