

# Physics Specific Advising Guidelines

May 19th, 2021

Physics specific advising guidelines, described here, start from the department's learning objectives and milestones and lay out expectations and suggestions for students and faculty to ensure successful advising and mentorship. These guidelines are for all physics students and their Advisers, both those that hold primary and secondary appointments in Physics.

Physics Ph.D. students' learning objectives:

1. Students will acquire a general foundational knowledge of physics at the graduate level and the necessary accompanying methodological aspects of mathematics, computing, and instrumentation.
2. Students will learn to identify and solve problems at the frontier of physics knowledge, uphold standards of scientific integrity, and disseminate their research.
3. Students will become educators and communicators with the ability to promote an understanding and appreciation of physics across the university and in society.
4. Department members and students will work together to develop and realize, in the department and in the community, progress and success in diversity, equity, and inclusion in all aspects of the scientific enterprise.

It is a combined effort of the students and faculty to realize these objectives. The below program specific advising guidelines are designed to help the students and the faculty achieve these goals, in the context of the Department's [Statement of Principles](#): Respect, Well-Being, Integrity, Community.

## Advising Guidelines

Specific guidelines below describe the following:

- The advising structures and resources available
- The advising relationships at each stage of the Physics Ph.D. at Yale
- The responsibilities of graduate students and their advisers
- The responsibilities of the DGS and the Physics department at-large
- What to do when students have concerns either about academic or personal matters, or about their advising relationship
- Other resources
  - [GSAS Guide to Advising Processes for Faculty and Students](#)
  - [Physics Graduate Student Handbook](#)

## Advising Structure

- **Adviser of Record:**
  - Pre-candidacy: Department DGS (Director of Graduate Studies)
  - Post-candidacy: Research group Adviser (PI)
  - Mentor Team:
    - Core committee formed in the third year/beginning of the 4th year while completing the prospectus. Core committee typically goes on to comprise most of Dissertation Committee
  - Graduate Team: Director of Graduate Studies, Graduate Student Coordinator, Graduate Registrar
- **Funding Structure:** Physics Students are funded on University Fellowship (UF) for their first and second years during the academic year. Students are expected to join a research group and be funded through this group for the summer after their first year, and the summer after their second year and beyond. In special circumstances, as described below, students may be funded on University Fellowship beyond the 1st and 2nd year academic years. Students may also be funded by external awards, such as NSF or Krell, in these cases, students are expected to be funded on University Fellowship their first year before moving onto their external award.
- **Finding an Adviser:** Process of and factors to consider when finding an adviser.

The process of finding an adviser entails matching the students interests and goals with an adviser who can mentor the student. Advisers must have a primary or secondary appointment in Physics. Below are suggested guidelines for students to learn about research groups, and to interact with the group and the group's adviser/PI. The ability of an adviser to mentor a student may depend on the match between the student and adviser, the current size of the group, and the ability to fund the student to join the group.

Ways to learning about research groups and gain experience in them:

  - Interactions before admission during the Department Open House
  - Personal meetings established by the student
  - Courses: Phys 515, Phys 990
  - Summer research as Early Start, and in the summers after 1st and 2nd year
- **Time to Degree:** The average time to degree for Physics Ph.D. students is 6.2 years, which is in line with the national average of 6.2 years. Milestones for the Ph.D. are described in "Timeline to Degree" below. Students whose studies extend beyond year 6 need to submit an [Extended registration form](#).
- **Changing Advisers:**
  - Some students have found an adviser in whose group they proceed to dissertation by the summer after their first year. Some students change advisers between their first-year summer and second-year summer. The goal for all students is to be doing research in the group in which they will complete their dissertation by the beginning of the summer of their second year. Students who have not found a research group by this point should work with the DGS to find the right match. In the case that this process extends past the end of a student's academic year 2, emergency funding can be used to bridge the gap between the university support provided to students in academic years 1 and 2, and when they join a research group.

- After year 2, students may find they need to switch groups for a variety of reasons. In this case, students will work with the DGS to find a new group. Emergency funding is then used to bridge the gap before students switch to a new group.
- **Advanced Students on University Support:**

Advisers who take on students but cannot support them can request that the department support them on University Fellow slots. Decisions on using these slots for advanced students will be made by the chair and DGS following recommendations of a departmental faculty committee. Students funded through UF will teach as a TF10 as per the Graduate School's policy. This UF support will be evaluated and awarded on an annual basis for each student or, more frequently, if needed considering the circumstances.
- **Other Mentorship and Support:**
  - Postdoctoral Scholars (PD) and Research Scientists (RS) can also serve as mentors in some groups. If in these roles, the adviser should ensure that they, the student, and PD or RS agree on specific roles for mentoring and advising.
  - Department groups providing student support can be found [here](#).
  - If students or advisers seek support beyond these resources, please reach out to the Graduate team, the department chair and/or GSAC representatives.
- **Dissertation Committee Selection:** In the third year, students will prepare a prospectus and form a core thesis committee. The purpose of this committee with respect to mentorship is to provide a mentoring group beyond the student's adviser from this point on. Students should work with their adviser to discuss membership of the committee. Below are suggested guidelines for membership as well as required duties of the committee.
  - Core thesis committees overseeing a student's progress up to their defense should be comprised of three faculty members including the student's adviser. Typical membership for the other two members are faculty in related subfields and often include a combination of experimentalists and theorists.
  - When a student is ready to defend their thesis, the committee will expand to four members plus an external outside reader. Of the four member committee, two must be Yale GSAS faculty, and two must be tenured faculty, but they need not be the same two for both categories. The make-up of the student's dissertation committee does not have to be the same as their core thesis committee. Changes may occur due to scheduling, or other circumstances. Many students do choose to keep the same faculty when adding their fourth faculty member and outside reader.
  - **Students and their committee members are required to meet yearly.** Students should present to the committee either privately or in conjunction with a public seminar the progress of their work. At the end of the committee meeting, advisers are asked to leave the meeting to allow for the student and remaining committee to discuss their progress, without the adviser present. This is designed to allow a student and the committee to discuss any issues that may have arisen between the student and adviser. The committee must provide feedback on the student's progress to the student, either verbally or in writing, whichever the student requests. Students and advisers must record the date of this annual meeting in the students annual DPR ([Dissertation Progress Report](#))
- **Other Departmental Advising Roles.**
  - **Director of Graduate Studies (DGS):** Provides guidance and advising for graduate students throughout their graduate careers.

- **Graduate Program Coordinator (GPR):** Provides guidance and advising, along with the DGS, for graduate students throughout their graduate career. Runs yearly teaching and tutoring programs for graduate students, reviews yearly Dissertation Progress Reports (DPRs) with DGS.
- **Graduate Registrar (GR):** Responsible for managing student records, including academic progress, financial accounts, teaching status and class enrollment.
- **Department Chair (DC):** Provides guidance and support for the graduate program overall.
- **Professional Development and Job Market Advising.** Students can and should discuss and get advice from their advisers, dissertation committee, and the graduate team (DGS, GPC, GR) on professional development and job market advising. Students are encouraged to start this process early with respect to developing and building a CV and contacts. Recommended steps and department and campus resources are described below.
  - In each yearly meeting with a student's dissertation committee, the student should provide and get feedback on their CV and on mentors/advocates both from within the department and from the broader community (Students can use this "[Mentoring map](#)" as a tool to identify mentors/advocates/etc)
  - Students are encouraged to attend the [YPPDO Professional Development series](#)
  - Campus resources for students include
    - [Writing Center](#) (advice on written job portfolio including CV)
    - [Office of Career Strategy](#)
    - [Additional Career Support and Development](#)
- **Work-Life Balance Expectations.**
  - Students are expected to fulfill reasonable teaching and research responsibilities.
  - Research expectations may include both research related to a student's dissertation work and research activities for the lab/group as a whole.
  - Teaching expectations must adhere to the load requirements for the teaching position. TF10's should spend 10 hours or less teaching each week. TF20's should spend 20 hours or less teaching each week. Report any hours in excess of this or any issues with respect to teaching assignments to the Graduate team.
  - Students and advisers should establish basic guidelines, following departmental and university guidance, for reasonable working hours, vacation time, and other activities necessary for students' mental and physical health. Students can discuss with the Graduate team (DGS, GPC, DR, Department chair) any concerns regarding work-life balance expectations.
  - Students should beware of burn-out, and avoid working 10-12 hours a day for many consecutive days. For some it helps to set consistent working hours and a schedule.
  - Students should feel comfortable taking sick days or time off for an emergency, if required.
  - Departmental guidance is that Physics 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. In this context, students are reminded that the first year of graduate school is when you are

expected to transition from a “school” schedule to a full-time, self-motivated research schedule. Thus, for example, the period between the fall and spring semesters and Spring Break are each considered to be an active time of scholarship and research.

- Vacation time and working hours may be subject to best practices in any individual group where these times may be impacted by a lab’s research schedule or by a group’s collaborations worldwide. In this case, vacation time and working hours may be modified from typical working hours but should adhere to the same principles of the guidance above. Students and advisors should plan ahead for the times surrounding anticipated working hours outside of typical working hours.
- Student vacation should not conflict with academic or teaching obligations.
- **Communication Expectations.**
  - Students should expect to meet regularly with their adviser and group to discuss the progress of their work. Research groups typically have weekly or bi-weekly meetings. Individual meetings with students may be weekly or bi-weekly. Less frequent meetings may be appropriate if a student is also working closely with a PD or RS on day to day activities but should not be less frequent than once per month with their adviser.
  - For Students beyond Year 2: Students must have approval from their advisors to teach for additional compensation beyond their stipend. The Graduate Program Team will help to facilitate this.
  - Core/Dissertation committee: Students should expect and plan to meet yearly with their dissertation committee beginning in their third year when they will form and present their prospectus to their committee for approval prior to submission to the university.
  - DGS and GPC: Students in their first year will meet to plan their schedule each semester with the DGS. Students can arrange meetings anytime with the DGS and/or GPC.
- **Remediation.**

Students should connect with the DGS over any concerns in their research group including with their adviser. If the student does not feel comfortable talking to the DGS, the student can also contact the GPC, the GR, the Department Chair, or any member of their Dissertation Committee. Students can also contact Yale’s Associate Dean for Academic Support anytime and in particular for any concerns they feel they cannot raise at the department level.

## Timeline to Degree

The Physics department timeline to degree activities is available at the following link:  
[2021 PhD Program Milestones Overview](#)

## Individual Responsibilities

Individual responsibilities of the student, adviser, dissertation committee, DGS, and others in departmental advising roles are described below. 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. Program deadline expectations for the following areas are in the *Timeline to Degree*.
  - a. Coursework
  - b. Qualifying Events
  - c. Thesis prospectus
  - d. Dissertation Progress Reports (DPRs)
  - e. Dissertation drafts
  - f. Dissertation defense
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, family obligations, or 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 research directed towards the student's dissertation and time spent on research/lab activities for the group as a whole, time spent on outside collaboration, and time spent on professional development.
5. Discuss and get approval from advisor for teaching for additional compensation beyond Year 2.
6. 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
7. 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.
8. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion.
9. Commit to regular attendance at departmental talks and events according to departmental and adviser expectations.
10. Welcome prospective students and help them understand departmental or research group practices and culture.
11. Finalize membership of the dissertation committee with the help of the primary adviser.
12. 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.
13. 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.
14. Be aware of mental health and wellness resources offered by the department and the university

(See Appendix E and consult DGS)

15. Meet with the DGS and/or GPC, GR, dissertation committee members to intercede if issues arise related to the adviser's responsibilities.

## 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.
3. Based on pre-established departmental expectations, described in 'Work-Life Balance Expectations' above, and in the physics graduate student handbook, discuss reasonable working hours, time off for vacations, and other activities necessary for mental and physical health, with advisees.
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 and when milestones should be reached according to the academic calendar
6. 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 events.
7. Help the student develop an individualized timeline for completing academic requirements and meeting professional goals.
8. 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.
9. Discuss the requirements and balance of the students time on research directed towards the students dissertation and on research/lab activities for the group as a whole.
10. Foster other mentorship relationships and opportunities such as those between students and post doc, external mentors, industry mentor, etc.
11. 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.
12. 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.
13. Consult the student when choosing/suggesting other members of the Dissertation Committee.
14. 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.
15. 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.

16. 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 C.*)
17. Discuss with the DGS and dissertation committee members if issues arise related to your student's responsibilities.
18. 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 Core Committee and Dissertation Committee

1. Core Committee: Meet with the student yearly.
2. Core Committee: Come to committee meetings having reviewed all relevant materials.
3. Core Committee: Review the prospectus within the amount of time established by the department as reasonable.
4. Core Committee: Provide support for the student if there is tension between the adviser and the student.
5. Core Committee: Establish a timeline to graduation with the student and work with the student and primary adviser to ensure this timeline is followed.
6. Dissertation Committee: Review the dissertation within the amount of time established by the department as reasonable.

### 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 at least once per year.
4. Know who the student leaders of the program are and meet with them regularly, primarily through the Graduate Student Advisory Committee (GSAC) in the department, but also through those students who serve in the Graduate Student Assembly (GSA).
5. In collaboration with the relevant experts and the adviser, advise on the job market and career paths, including participation in conferences and professional meetings.
6. 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.
7. Identify whom students can turn to (DGS, GPC, 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.). See "Remediation" above.
8. All DGSs will provide written/verbal feedback to students on their academic progress at least once per year, before candidacy in advising meetings, and after candidacy in

conjunction with the students DPR.

- a. Pre-candidacy:
    - i. The DGS will meet to advise students in their first year on coursework and on research opportunities before the start of the fall semester and during the spring semester.
    - ii. The DGS will contact students who are not in or in danger of not being in good academic standing.
    - iii. The Graduate team will work with students to prepare their prospectus to be submitted during their third year. This coincides with students forming a Core Committee to review the prospectus and to meet with the student yearly going forward.
  - b. Post-advancement to candidacy:
    - i. Upon completion of the prospectus, students will advance to candidacy provided all other academic requirements have been satisfied. Going forward from this point, the student should meet yearly with their Core Committee.
      - In this meeting the student will present progress of their work and receive feedback from the committee. Alternatively, the student may present progress of their work in a local meeting (e.g: student seminar series), followed by a meeting with the core committee.
      - The meeting must include both discussion with the core committee as a whole, as well as time for the student to meet with the committee without their adviser present.
    - ii. The yearly Dissertation Progress Report (DPR), filled out by the student and the adviser, and reviewed by the DGS/GPC is the main mechanism to ensure students are in good academic standing and on track with their dissertation. In the DPR the student and adviser report on the student's progress, report on the yearly meeting with the student's core committee, and for advanced students, report on discussions on Career Development.
  - 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, the DGS will meet with the student and communicate in writing the needed steps to remain or return to good academic standing, including deadlines and consequences for failure to meet these requirements.
9. Provide formal exit interviews, along with the Department Chair, with graduating students for feedback on department guidelines/practices. Physics department [exit interview questions](#) can be found in the Physics Graduate Student Handbook.

## 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**

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

## Mental Health and Title IX Resources

### STUDENT MENTAL HEALTH

Faculty and staff should notify 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
<p>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.</p>	<ul style="list-style-type: none"> <li>o Talk to the student in private and offer your support, while listening openly and empathetically.</li> <li>o 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>
<p>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</p>	<ul style="list-style-type: none"> <li>o 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>
<p>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</p>	<ul style="list-style-type: none"> <li>o 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>o 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](https://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.

## 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 Michelle Nearon, 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. 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 - 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: <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)

*Culturally Aware Mentoring Resources*. The Center for the Improvement of Mentored Experiences in Research (CIMER). The University of Wisconsin Madison.

<https://cimerproject.org/culturally-aware-mentoring-resources-2/>

“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/>.

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