

Yale School of the Environment  
Doctoral Program  
Procedures and Policies Handbook  
2024-2025

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## Introduction

This handbook has been compiled to acquaint you with the School's doctoral program policies. The material contained in this document supplements or amplifies information and regulations pertaining to doctoral study included in the bulletins of the Yale School of the Environment and the Graduate School of Arts and Sciences' Programs and Policies bulletin which can be found at this website: <https://bulletin.yale.edu/>. The student is referred to these two publications for additional information. Students are also encouraged to consult the Yale Graduate School of Arts and Sciences (GSAS) website, for the many resources it offers: <https://gsas.yale.edu/>.

For the purposes of the doctoral program, the Yale School of the Environment (YSE) is considered a department within the Yale Graduate School of Arts and Sciences. Doctoral students belong to both institutions. YSE and the Yale Graduate School work together to administer the doctoral program.

The mission of the Yale School of the Environment (YSE) is to educate professionals in research and management of the environment and natural resources for present and future generations of people worldwide. Doctoral studies focus on a wide variety of environmental issues, many of immediate concern to policy makers and resource managers. The School offers individual programs in many areas of forestry and environmental studies, as manifested in the diverse interests and expertise of the faculty and the programs of former and present doctoral students.

The Ph.D. program especially is designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in environmental disciplines.

All courses offered by the Yale School of the Environment are open to students working toward the doctoral degree. Courses are available in other departments, such as Agrarian Studies, Anthropology, Ecology and Evolutionary Biology, Chemistry, Economics, Public Health, Geology, History, Mathematics, Molecular Biology and Biophysics, Management, Political Science, Sociology and Statistics. Schedules of all classes offered during a semester can be found at <https://courses.yale.edu/> immediately before the beginning of the semester.

Students must take a qualifying examination before the start of the fifth semester, and no later than the end of the third year of study. This examination includes a thesis proposition that must be approved by the student's committee. The qualifying examination is discussed in more detail later in this document.

The Director of Doctoral Studies (DDS) of the School of the Environment, Prof. Peter Raymond, administers the doctoral program and may be consulted about specific problems or questions.

## Diversity and Inclusion

We understand that our diverse perspectives shape the way we approach environmental work. Thus, we aim to foster a school environment that supports all individuals to increase our collective learning, awareness, and empathy. In this way, the Yale School of the Environment

broadly strives to promote leadership at school and in communities around the world for a more sustainable future for all people and the planet.

The Yale School of the Environment is committed to providing an environment that is rooted in mutual respect and free from discrimination and sexual misconduct of any kind. Together our community takes responsibility for its institutional culture and strives to create a place where all individuals feel safe and supported. We recognize each other holistically, as people with academic as well as non-academic responsibilities. The School has numerous procedures, resources and Yale partners (<https://resources.environment.yale.edu/resources/title-ix>) to address issues of discrimination, Title IX concerns, needs for accommodations due to a disability, or other situations that students are encountering.

### Work/Life Balance

The physical and mental wellbeing of students is a top priority at Yale. Therefore, students are encouraged to maintain a healthy work/life balance. Reasonable working hours should be considered on average to be no more than 7.5 hours per day, five days per week. Students are encouraged to take vacation time as necessary, and to take time off for major holidays and religious holidays (as appropriate). The Good Life Center at Yale (<https://goodlifecenterat Yale.com/>) is just one resource that provides information to students on how to maintain a work/life balance.

## Course Requirements

Because of the great variety of research topics pursued by doctoral students in the Yale School of the Environment, just one course is required to be taken by all doctoral students: **ENV 900, Doctoral Student Seminar**. (The Doctoral Seminar incorporates the federally mandated course on responsible conduct of research.)

The Graduate School requires all graduate students teaching for the first time at Yale to attend a “Teaching at Yale Day” workshop offered by the Yale Poorvu Center for Teaching and Learning. Students may take the workshop at the beginning of the fall or spring semester preceding their first teaching assignment. For more information see <https://poorvucenter.yale.edu>.

Students plan their academic programs in consultation with their major professor and faculty doctoral committee. Coursework is expected to be an important component of each student’s studies prior to achieving candidacy. A typical course load in the doctoral program is three to four courses per semester. Under normal circumstances, students are expected to achieve candidacy no later than their fourth semester in the program. For students in the combined degree program with Anthropology, a list of required courses can be found here: <https://environment.yale.edu/academics/doctoral/combined-anthropology>.

What constitutes a full-time academic program (in terms of courses, special projects, research, and so forth) is left to the discretion of the student’s doctoral committee, subject to approval by the DDS.

A tentative course schedule for a student's doctoral program should be drawn up during the first semester. The courses chosen should form a coherent plan of study, should prepare the student for a productive career in their area of interest, and should support the research work on the proposed dissertation. This schedule should be reviewed and revised at least annually.

### Honors Requirement

The Graduate School and the Yale School of the Environment both require that a grade of Honors be attained in a one-year course or in two semester courses before enrolling for the third year.

These must be graduate level courses other than those concerned exclusively with dissertation research and preparation for research, that is, they must be standard courses, not research projects or independent studies (ENV 900, Doctoral Student Seminar, may count as one of these Honors grade courses.) At the time of the qualifying examination, the student's committee will determine if additional course work is necessary.

### Audit Policy

The basic requirement for recording an official Audit is attendance at two-thirds of the class meetings, but the instructor may make additional requirements and may, in fact, require that the student do all the work of the class including exams. However, if the instructor only requires attendance at two-thirds of the classes, auditing students should be so informed early in the semester.

At the end of the semester, the instructor is asked to certify whether or not auditing students have satisfactorily completed the course. Satisfactory completion is defined as meeting the two-thirds attendance standard and the work requirements (if any) set by the instructor. Only audits certified as satisfactory are entered on the student's transcript.

### Language Requirements

The Yale School of the Environment has no formal language requirement. Students may be required to become familiar with the content of assigned articles from the foreign literature and may, in some cases, be required to demonstrate proficiency in a foreign language on the same basis as any other area of knowledge deemed necessary to their doctoral training.

### Oral Proficiency Assessment for International Ph.D. Students

Because a high level of proficiency in English is required for graduate students to serve as teaching fellows, students whose native language is not English will be asked to demonstrate sufficient proficiency in English. Incoming Ph.D. students may do so by: 1) by documenting completion of a BA/BS degree from an English medium higher education institution; or 2) by satisfactorily completing the Test of English as a Foreign Language (TOEFL). A score of 26 or higher on the oral component of the TOEFL is considered to be satisfactory. If these two

conditions are met, the Graduate School should waive the student from completing any further English language requirements. However, Yale's English Language Program (ELP) strongly recommends that the student enroll in the Professional Communication Skills, Academic Writing, or other courses offered by the ELP, because numbers 1. and 2., above, are only minimum requirements and are only a first step towards the proficiency required for academic careers.

If the two conditions are not met, and if the student's TOEFL iBT oral score is 24, the Graduate School strongly recommends that the student take Teaching in the American Classroom in the Fall and the OPA2 assessment in December. If the student's TOEFL iBT oral score is 23, the Graduate School recommends that the student take Speaking Fluently 2 in the Fall and Teaching in the American Classroom in the Spring and take the OPA2 assessment in April. If the student's score is 22 or lower, the recommended courses are Speaking Fluently 1 in the Fall, Speaking Fluently 2 in the Spring, Teaching in the American Classroom the following Fall and take the OPA2 assessment in December of the second year.

The normal route to establishing proficiency is through the course sequence outlined above and OPA2. Second-year (and after) students can take the SPEAK assessment in August. A score of 50 or higher satisfies Yale's English Oral Proficiency. (Under normal circumstances first-year students are not eligible to take the SPEAK assessment.) If the student does not score 50 or higher on the SPEAK assessment in August, ELP recommends that the student take the following ELP courses based on these criteria: If the SPEAK score was 45, the student should enroll in Teaching in the American Classroom in the Fall and take the OPA2 assessment in December. If the SPEAK score was 40 or lower, then Speaking Fluently 2 in the Fall and Teaching in the American Classroom in the Spring, and the OPA2 assessment in April are recommended.

For more information on the Center for Language Studies' English Language Program, please visit their website <https://cls.yale.edu/programs/english-language-program> .

## Registration

All doctoral students must register each semester through their sixth year or until they submit the dissertation, whichever comes first. Continuous registration beyond the sixth year is not required for submission of the dissertation or award of the Ph.D. Students must petition for extended registration beyond the sixth year.

Registration is an on-line process. Directions on how to register can be found on the **Yale Registration Resources webpage**, <https://registration.yale.edu/> . If a student requests registration *in absentia*, a leave of absence, or extended registration, special forms must be completed and submitted. These forms can be found on the Graduate School's website: <https://registrar.yale.edu/forms-petitions>.

## Registering for YSE Courses

The Yale Graduate School has adopted “early preference selection”, i.e. early registration, but the Yale School of the Environment has not. What this means is that students may register for some courses during the “early preference selection” period but must wait until the “add/drop” period to register for YSE courses, i.e. courses that begin with “ENV”. “Early preference selection” for Fall 2023 took place from August 8 – 14. Registration for matriculating students and add/drop period opens for continuing Graduate School students on August 23 and ends on September 5. For the Graduate School’s registration dates and other helpful registration information, see the **Yale Registration Resources webpage**: <https://registration.yale.edu/>.

## Qual 999, Preparing for Qualifying Exams and DISR 999, Dissertation Research

Students register for Qual 999, Preparing for Qualifying Exams and DISR 999, Dissertation Research, as placeholders when not registering for courses. During the semester in which the student takes the qualifying examination, S/he should register for “Qual 999, Preparing for Qualifying Exams” and need not take any courses. After successful completion of the qualifying exam, the student may register for “DISR 999, Dissertation Research” every semester, as students do not usually take courses after advancing to candidacy, i.e. passing the qualifying exam.

## Individual Study Course Registration

Students may wish to register for an “individual study course”, also known as a “project course”. In order to register, students must complete an “individual study course form”, which can be found on the **Yale Registration Resources website**, here: <https://registration.yale.edu/resource/graduate-students-how-submit-individual-study-course-request-form> . The course number to use on the form for work with a YSE faculty member is “ENV 999, Directed Research-Doctoral” and students may enter a custom title on the form. Please note that this course and is **NOT** a placeholder like “Qual 999” or “DISR 999”, and will require a grade to be submitted at the end of the term.

## Registration in Absentia

Ph.D. students whose program of study requires full-time dissertation research, full-time fieldwork, or full-time study at another academic institution outside the New Haven area may request to be registered in absentia. Such registration requires the recommendation of the Director of Doctoral Studies and the approval of the appropriate associate dean at the Graduate School. The forms for requesting registration in absentia may be obtained online at <https://registrar.yale.edu/forms-petitions> and should be filed at least one month before the beginning of the term during which the student expects to be studying away from New Haven.



## Leaves of Absence

Students who wish or need to interrupt their study temporarily may request a leave of absence. There are three types of leave—personal, medical, and parental. For the policy regarding leaves of absence, please see the Graduate School’s *Programs and Policies* bulletin, which can be found here: <https://catalog.yale.edu/gsas/policies-regulations/academic-regulations/>.

## **Selection of Major Professor and Formation of Dissertation Committee**

Each new doctoral student will have selected and contacted a faculty adviser before being admitted to the program. If this arrangement becomes unsatisfactory, the student must contact the Director of Doctoral Studies (DDS) and appropriate alternative arrangements will be pursued in consultation with the concerned parties, such changes are expected to be unusual. The student should confer with a faculty member or members s/he considers most appropriate and decide which one s/he would prefer to have designated as “major professor”. S/he should then consult with the DDS, who will confer with the faculty member. If for some reason it is not possible or appropriate for the student’s choice to be designated as major professor, an appropriate selection will be made in consultation with the student, the DDS and the potential major professor.

Designation of a student’s major professor (who also acts as chair of his or her doctoral committee) should be finalized early in the first year, preferably at the beginning of the first semester. In no case should this process extend beyond the first year. In cases where the designation of a major professor has not been finalized, the DDS will serve as a temporary adviser.

The doctoral committee must consist of a minimum of three members, normally selected from the Yale community (although outside members from other institutions can serve as committee members) – the chair and two other advisers. Committee chairs must be ladder faculty. Students work with their major professor to identify individuals who will serve on the Dissertation Committee. Ideally, at least two members besides the adviser should be tenured or tenure-track Yale faculty, which can expedite reader evaluation after the dissertation is submitted to the Graduate School. The most important consideration in the selection of the committee is that all members be willing and qualified to guide and support the academic activities of the student. All external as well as internal committee members must agree to attend at least the qualifying examination and thesis defense.

The selection of the full committee should be made early in the first year of residence so that the members can be involved in planning a suitable program of study for the student.

## Qualifying Examination

The qualifying examination consists of three parts: (1) a written thesis proposal with a one-page abstract, (2) a written examination (2 options), and (3) an oral defense of the thesis proposal and the written examination questions. The student will be advised as to the nature and scope of the qualifying examination prior to or at the start of the semester in which it is to be administered. Normally, the examination will be taken in the second year of residence, and no later than the end of the third year of study. Without written permission from the DDS, no student will be permitted to register for a fourth year of study if the Qualifying Exam has not been successfully completed.

Students may register for “Qual 999, Preparing for Qualifying Exam”, and need not register for any classes, in the semester in which they take the qualifying exam.

Qualifying exams and prospectuses from previous years are kept in the doctoral program office, and students may refer to these as examples before taking their own exam. Contact Elisabeth Barsa for these.

The student should inform Elisabeth Barsa once the schedule for the qualifying exam has been determined.

The Doctoral Program Office will send out an announcement and invitation to faculty, not less than one week before the oral portion of the exam will take place. The written portion of the examination should be scheduled during the academic year and before the oral examination.

The student will submit copies of the qualifying exam questions and answers and dissertation proposal to each member of his or her committee. In addition, the student must submit one electronic copy to the Doctoral Program Office for circulation to the faculty at large.

The qualifying exam differs slightly for students in the combined degree program in Anthropology. For guidelines see <https://environment.yale.edu/academics/doctoral/combined-anthropology>.

### Thesis Proposal

The thesis proposal is a detailed work plan for the student’s dissertation including, where applicable, a statement of the central research question, a literature review demonstrating the importance and uniqueness of the question, a statement of objectives, hypotheses to be tested, a description of research approach and methods to be used, a schedule, preliminary results (if any), and results anticipated. It must include an abstract of one page or less summarizing the elements above.

The student must prepare the thesis proposal during the semester in which the qualifying examination takes place. The thesis proposal is part of the written qualifying examination. It is submitted to the committee for review at the same time as the other written questions (see written examination section below) and must be defended by the student during the oral defense. The

student must also prepare, and submit to the Doctoral Program Office, a one-page thesis abstract before being admitted to candidacy. Students are expected to begin developing the ideas that will form the basis for their thesis proposals as soon as they enter the doctoral program. Examples of past thesis proposals and qualifying exams are available on request as templates for students preparing to take their qualifying exam, contact Elisabeth Barsa, Doctoral Program Coordinator, (elisabeth.barsa@yale.edu).

## Written Qualifying Examination

Two forms are available for the written qualifying examination: Option 1 requires extensive written analyses on 2 topics; Option 2 requires shorter written analyses on between 2 and 16 questions. Each is designed to evaluate the student's background preparation and knowledge appropriate to the preparation of a doctoral dissertation. Under both options, the student will be advised as to the nature and scope of the examination at least one semester prior to the examination. Well ahead of the written examination, the student's dissertation committee will be formed. Committee members will participate, along with the adviser, in the formulation and administration of the written examination.

Under Option 1, the written examination involves the preparation of analyses of 2 topics assigned by the student's committee. The analyses will be prepared with access to the literature. The first will ordinarily require a statement of judgment on some controversial issue in the student's field of interest. The two should not demand closely related answers and normally are chosen to encourage the student to develop a broader understanding of the research question context. Students are allowed two weeks to complete the written examination under Option 1.

Under Option 2, the written examination consists of between 2 and 16 questions in areas relevant to the student's academic interests. The examination is administered in two four-hour periods. Each four-hour period will take place on a separate day. Regardless of when the portions of the written examination are administered under Option 2, all portions of the written examination as well as the oral examination and the thesis proposal are expected to be completed by the end of the second year in the program under normal circumstances, and no later than the end of the third year otherwise.

## Oral Examination

The scheduling and conduct of the oral examination are the responsibility of the student's adviser. The entire committee, along with the adviser, must participate in the oral examination. It should be held no sooner than ten days after the student has submitted responses to the topics or questions. The Doctoral Program Coordinator, Elisabeth Barsa, should be informed of the time and place of the examination as early as possible so that a notice can be sent to the faculty at large. The oral examination will be scheduled during the academic year, except in unusual circumstances (permission must be requested of the DDS for an examination outside of the normal academic year). The adviser will chair the oral examination which is open to all members of the YSE faculty. Attending faculty not on the student's committee are also welcome to ask questions, but will not influence the outcome of the exam. The oral examination may take place using Zoom, Yale's conference software platform. The student should be prepared to make a

brief presentation of their thesis proposal (approximately 30-45 minutes) and then respond to questions from the adviser, committee, and attending faculty. A successful oral defense of the written examination questions and thesis proposal should inspire confidence that the dissertation topic is viable and that the student is prepared to make good on the proposed research plan. Under both written examination options, the general background of the student in his or her area of interest, issues arising from written examination responses, as well as knowledge of the specific dissertation area may be explored during the oral examination.

The responses to both written and oral examination questions are evaluated by the adviser and the committee members. The examination as a whole (written examination, oral examination, thesis proposal) is assigned a Pass, Conditional Pass, or Fail. A grade of Conditional Pass may be accompanied by conditions that must be met before a student will be allowed to advance to candidacy. As one example, the student may, after a period of study, be reexamined on portions of the examination in which he/she proved deficient. Repeated failure in any area may be grounds for asking for the withdrawal of the student based on the assessment of the adviser, the committee, and the DDS. In some cases, the adviser and committee may require the student to take additional coursework in order to rectify identified knowledge gaps. Following the completion of coursework, the adviser and committee may, if they choose, ask the student to participate in a follow up oral examination or to prepare a written document addressing the issue identified during the original examinations. Immediately following the oral examination, the adviser should communicate the outcome to the DDS and to Doctoral Program Staff. If conditions are attached to a grade of Conditional Pass, they should be delineated in writing along with a timeline for their resolution. This document should be shared with the student as well. Note that students must erase any such deficiencies before the end of their third year in the program. All students must also prepare, and submit to the Doctoral Program Office, a one-page thesis abstract before being admitted to candidacy.

### Admission to Candidacy

After the student has (1) passed the written and oral examinations, (2) submitted a one-page prospectus covering the nature, scope, and method of the dissertation topic to the DDS, and (3) received honors grades in at least two courses, he or she is advanced to candidacy. The student is then certified as having met all requirements for the Ph.D. except for the preparation, submission and defense of an acceptable dissertation.

After a student passes the comprehensive examination and is accepted into candidacy for the Ph.D., he or she may still elect or be required to take additional coursework. However, it is expected that, following the successful completion of the comprehensive examination, doctoral students will devote most of their time to research and thesis preparation and should register for “DISR 999, Dissertation Research” (in residence or *in absentia*) each semester.

## Dissertation Progress Report

Ph.D. students who have been admitted to candidacy (i.e., completed the Honors requirement and passed the qualifying exam) must continue to demonstrate satisfactory progress toward the degree in the annual Dissertation Progress Report. The report must be filled out and submitted electronically, <https://registrar.yale.edu/dpr>. Students who fail to submit the report will be put on registration hold for the following semester. The Dissertation Progress Report is due May 1.

## Master of Philosophy Degree

The M.Phil. degree is awarded to students after they have advanced to candidacy.

## Dissertation

The dissertation should demonstrate that the student has both conceptual and technical mastery of the field presented, can do independent, original, and scholarly work, and is able to develop significant contributions to our knowledge of environmental science and management.

The Graduate Writing Lab offers individual consultations, dissertation boot camps, and much more to help students with dissertation writing: <https://poorvucenter.yale.edu/writing/graduate>. A guidance manual for thesis preparation, guide to formatting the doctoral dissertation in preparation for formal submission can be found here: <https://registrar.yale.edu/students/dissertation-submission>.

Digital Dissertations are available from the Yale Library's subscription to the Proquest Digital Dissertations Database: <https://library.yale.edu/>, then click "Databases", then enter "Dissertations" in the search box.

Dissertation research will be directed by the student's major professor and coordinated with the members of the student's committee.

Once the dissertation is complete, candidates may present themselves for the oral defense of the dissertation at such time and place as agreed to by the student's committee and the Director of Doctoral Studies.

## Dissertation Defense

The oral defense of the dissertation is a necessary part of the discipline of research. It provides the candidate with an opportunity to explain and defend his/her work publicly, just as s/he must do as an independent investigator. It also provides the student with a sympathetic group of examiners who can and should offer suggestions on how the study could have been improved and how the final draft can be improved.

The student will schedule the oral defense in consultation with their advisor and will notify doctoral program staff, so that notice can be sent out. The major adviser will chair the defense.

The candidate will first present a 30 to 45-minute summary of the thesis. This part of the defense is open to the public. The student should present the thesis work as he or she would a scientific paper at a national academic conference. The questioning of the candidate on his/her dissertation at the oral defense will be primarily the responsibility of the candidate's committee, but any interested faculty member may attend and take part in the examination. This part of the defense is only open to faculty members. At least 10 days before the scheduled defense, copies of the dissertation should be provided to committee members (softbound or electronic, depending on the committee's preference), and an electronic copy to the YSE Doctoral Program Office (contact: [elisabeth.barsa@yale.edu](mailto:elisabeth.barsa@yale.edu)).

The members of the committee, with the advice of other faculty present, then will vote on whether to accept the dissertation (perhaps with minor but not substantive revisions) as fulfilling the departmental requirements for the dissertation.

After the defense, the candidate formally submits the dissertation to the Yale Graduate School, instructions below.

### Dissertation Readers

After the student formally submits the dissertation, the Graduate School will send the dissertation and evaluation forms to the approved "readers". The Yale Graduate School and the Yale School of the Environment (YSE) require that each dissertation be read and evaluated by at least three "readers", at least two of whom have tenure or tenure track positions at Yale. The major advisor of the dissertation can be a reader for that dissertation. However, if a student has co-advisors who both wish to serve as "readers", the student must have a fourth reader not on their committee but who has tenure or is in a tenure track position at Yale. The student's adviser, in consultation with the committee and sometimes with the student, chooses the readers, and sends their names and contact information to the YSE Doctoral Program Office ([elisabeth.barsa@yale.edu](mailto:elisabeth.barsa@yale.edu)). It is the responsibility of the adviser to ensure the readers have agreed to evaluate the dissertation beforehand, and in the time-frame required (within one month).

### Dissertation Submission

The dissertation submission process is explained in detail on the Graduate School's website, <https://registrar.yale.edu/students/dissertation-submission>.

In sum, after the dissertation defense, and once the adviser and committee have approved the dissertation for submission, the student may formally submit the dissertation to the Yale Graduate School by completing online forms and uploading a copy of the dissertation (see <https://registrar.yale.edu/students/dissertation-submission>), and paying requisite fees to the Graduate School. The department must submit to the Graduate School a fully completed "Notification of Readers" form that has been approved by the director of doctoral studies. The Graduate School Dissertation Office will email the dissertation to the readers with a link to an on-line evaluation form, due one month from the time the link is received.

The DDS reviews the Reader Reports and makes a recommendation to the Faculty of the Yale School of the Environment to approve/deny the degree. If the School decides that the dissertation is acceptable, the faculty recommends the award of the degree to the Graduate School.

Dissertations must be submitted to the Graduate School by the respective deadlines in the academic calendar to be considered for December or May degrees. No exceptions are made to these deadlines, which have been established to allow sufficient time for departments to receive evaluations from readers and recommend students to the degree committees.

### Schedule for Defense, Submission, and Graduation

For receiving degree in:	MAY	DECEMBER
Oral defense:	February 15	September 1
Dissertation submitted to Grad School (Ph.D.) or YSE Doctoral Program (DFES)	March 15	October 1
Readers' Reports due:	April 15	October 31
Faculty Approval due:	April 17	November 10

Failure to meet the various deadlines will result in a six-month delay in graduation.

## Division of Responsibilities between Student, Adviser, Student's Committee and DDS

The following checklists indicate the major responsibilities of the persons involved in doctoral education. Students and faculty can also consult the Graduate School's webpage on advising and mentoring, which can be found here: <https://gsas.yale.edu/advising-mentoring>. In case of questions, the DDS should be consulted.

The Responsibilities of the Student are to:

1. Complete academic requirements by the given deadlines: coursework, qualifying exams, thesis prospectus, dissertation progress reports, dissertation drafts, dissertation defense, teaching requirements.
2. Consult their adviser regarding coursework schedule for the first and each following semester.
3. Consult with their committee to receive approval of full coursework program as soon as the committee is appointed.
4. Attain a grade of Honors in at least two classes.

5. In consultation with advisor and committee members, select a topic for their dissertation.
6. In semester in which qualifying examination is to be taken, register for “Preparation for Qualifying Exam.” No other courses are required in this term.
7. In consultation with their adviser and committee, set a date for the qualifying examination.
8. Prepare the dissertation prospectus.
9. Take and pass written and oral qualifying examinations (the deadline is before the start of year four.)
10. Fulfill their teaching requirement (typically by the end of year four).
11. Maintain clear communication with the adviser and help establish good practices for scheduling meetings. Be clear about limitations to their schedule, especially regarding religious observance or family obligations.
12. 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 coauthor, time spent on outside collaboration, and time spent on professional development.
13. Submit materials with enough time 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.
14. 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 for advising meetings, consult with the adviser about presenting or publishing work.
15. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion.
16. Commit to regular attendance at departmental talks and events according to department and adviser expectations.
17. Welcome prospective students and help them understand departmental or research group practices and culture.
18. Be aware of the mental health and wellness resources offered by the University.



19. Meet with the Director of Doctoral Studies and/or dissertation committee members to intercede if issues arise related to the adviser's responsibilities.
20. Submit one-page abstract of prospectus to the YSE Doctoral Program Office (email: [elisabeth.barsa@yale.edu](mailto:elisabeth.barsa@yale.edu)). Be sure to include name and title of dissertation on the abstract.
21. Consult regularly (at least monthly) with advisor and at least once each semester with all committee members.
22. Prepare early drafts of dissertation and submit to advisor and committee members for criticism. (For a list of the physical requirements, i.e. margins, font size etc., see <https://registrar.yale.edu/students/dissertation-submission>).
23. In preparation of the defense, submit one electronic copy of the dissertation to the Doctoral Program Office, and softbound copies to committee members by appropriate deadline.
24. Present seminar on the thesis for the Yale community as the first part of the dissertation defense (the public portion of the defense). Defend dissertation before committee and other interested faculty.
25. Formally submit dissertation to the Yale Graduate School (Ph.D.) or to the Yale School of the Environment Doctoral Program Office (D.F.E.S.), according to present regulations.

#### The Responsibilities of the Adviser Are To:

1. Establish expectations with each student for communication, including 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 (typically, once monthly and possibly more for new students).
3. Develop guidelines for reasonable working hours based on departmental expectations, amounts of vacation, and other activities for students' mental and physical health (At YSE, a typical work day is 7.5 hours, five days a week, with two weeks of vacation, ten days of personal time, with major holidays and religious observances as appropriate.)
4. Be cognizant of limitations to the student's schedule, including religious observance and family obligations, while establishing #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 qualifying exam.

6. Help the student develop an individualized time line 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 both within and outside of academia.
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 the 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" in appendix A.
12. 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 B for these resources.
13. Discuss with the Director of Doctoral Studies and dissertation committee members if issues arise related to your student's responsibilities.
14. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion in order to facilitate all students' success.
15. Assist the newly arrived student to outline his/her program and to set up a first-year schedule and tentative second- year schedule.
16. Consult with the student regarding interests and career aspirations. Write recommendation letters for the student.
17. Consult regularly (at least monthly) with the student and at least once each semester with all committee members.
18. Help the student identify classes they can teach in order to fulfill their teaching requirement.

19. Help find financial assistance for the student's research, including but not limited to field experience, and office supplies.
20. Discuss appropriate faculty members for the student's committee with the DDS by the end of the first semester. Determine whether these are willing to serve. Transmit the final committee to the DDS.
21. Consult periodically with the members of the committee about the student's program of study.
22. Submit an information copy of the approved program to the DDS.
23. Assist the doctoral candidate to decide the option for the qualifying examination with the advice and consent of the student's committee. Inform student of academic areas for which s/he will be held responsible (if the written qualifying Option 2 is chosen).
24. Establish a tentative time schedule for the qualifying examination by the end of the first year of residence.
25. Supervise the student in the preparation of his/her dissertation proposal.
26. In consultation with the student's committee, prepare and assign topics for doctoral propositions or questions for the comprehensive exam.
27. Obtain approval of the dissertation proposal from the student's doctoral committee.
28. Report the approval of the dissertation proposal to the DDS.
29. Advise the student on the conduct of her or his research.
30. See that the student contacts other members of his/her committee while performing research for his dissertation.
31. Examine, criticize, and suggest improvements in early drafts of the dissertation, bearing in mind that the dissertation should be prepared in a form substantially ready for publication.
32. Chair oral defense of the dissertation.
33. Assist with minor corrections and revisions after defense.
34. Read and approve final draft just before binding. Consult DDS for dissertation readers' selection and contact those readers for their approval.
35. See that grades for degree candidates are submitted to Graduate School Registrar's office by established deadline.

36. Advise the DDS on the status of the student by the last day of each year: general progress, estimated date of qualifying examination, estimated date of completion of dissertation, etc.

#### The Responsibilities of the Student's Committee Are To:

1. Consult with the student and their adviser on the student's program of study.
2. Assist with the selection of topics for the qualifying examination as requested by the adviser. Read the written exams and thesis prospectus.
3. Take part in the oral qualifying examination. Determine if student's coursework background is sufficient.
4. Consult with the student and their adviser on the suitability of the proposed dissertation topic.
5. Examine and approve the dissertation proposal.
6. Advise student on conduct of research.
7. Advise major advisor and student of any reservations regarding the student's research progress.
8. Examine, critique, and suggest improvements in early drafts of dissertation.
9. Read draft dissertation before defense.
10. Take part in defense of dissertation.
11. Read and approve final draft of dissertation before binding, if necessary.

#### The Responsibilities of the DDS Include:

1. Advise the student about his/her career aspirations, major adviser, and general requirements of the doctoral program.
2. Select and designate adviser in consultation with the student, when necessary.
3. Assist student and adviser in selection of student's committee, when needed.
4. Receive copies of student's qualifying examination questions and notify faculty ten days prior to oral qualifying examination of time and place. Make copies available to faculty prior to examination.

5. Submit abstract of dissertation proposal to Graduate School.
6. Review and approve online Dissertation Progress Reports.
7. Notify faculty of time and place of the oral defense.
8. Approve selection of dissertation readers after defense of dissertation.
9. Arrange for faculty action on degree recommendations as soon as possible after readers' reports are completed.
10. Serve as ex officio member of all doctoral committees.
11. Prepare budgets for those students to be supported by the Yale School of the Environment and submit this to the Dean of the Yale School of the Environment.
12. Conduct such seminars and meetings as are deemed useful for the students of the doctoral program.
13. Serve as chair of the doctoral admissions committee.
14. Provide guidance, advice, and support to students who have a conflict with a faculty member or adviser, or who are experiencing academic or personal difficulties.

## Schedule of Studies

This schedule of studies illustrates the typical progression of a student through the doctoral program. This schedule may change due to leaves of absence or other extenuating circumstances. The Schedule of Study for students in the combined degree program with Anthropology differs slightly, and can be found here: <https://environment.yale.edu/academics/doctoral/combined-anthropology>.

First Semester:	Complete ENV 900, “Doctoral Seminar”
First and Second Year:	Take two to four courses per semester until semester of qualifying exam.  Determine Advisory Committee.  Complete courses with at least two honors grades.  Complete “Teaching at Yale” workshop.  Decide on type of written qualifying exam.
Second and Third Year:	Begin satisfying four-semester teaching requirement.  Write thesis proposal with one-page abstract, before undertaking qualifying exam.  Take written and oral qualifying exam (Register for “QUAL 999, Preparing for Qualifying Exam” in that semester).
Third and Fourth Year:	Complete on-line Dissertation Progress Report every year, after admission to candidacy (i.e. passing the qualifying exam).  Complete four-semester teaching requirement.  Research. Write. Continue to Register (“DISR 999, Dissertation Research”).
After Sixth Year:	DDS written approval required for registration.

## Financial Support

Most doctoral students receive a Yale School of the Environment Fellowship that covers the cost of their tuition (\$49,500 in 2024-2025), health care, and provides a twelve-month stipend (\$49,583 in 2024-2025). Unless the student's financial need changes significantly, progress toward the Doctoral degree is unsatisfactory, or teaching responsibilities are not met, the student may expect to receive a similar level of support for the first five years of their doctoral studies.

Tax information for Graduate School students can be found here:  
<https://gsas.yale.edu/resources/graduate-financial-aid/tax-information> .

### Teaching and Funding Policy

Teaching experiences are regarded as integral parts of the graduate training program in YSE. All students are required to serve as teaching fellows (minimum of 10 hours per week) for four semesters prior to the end of their fifth year of study. With the permission of the Director of Doctoral Studies (DDS), the total teaching requirement may be reduced for students who are awarded fellowships supported by outside funding. The nature of your teaching assignments will be determined in cooperation with your major adviser and the DDS. Regardless of outside funding, all doctoral students must serve as teaching fellows for a minimum of two semesters.

Following the policy of the Graduate School, students typically will not teach during their first year in the Program. Students who feel that their circumstances are unusual can petition the DDS for permission to teach during the first year.

Students may teach in courses outside of the School to meet their teaching obligations. The Graduate School requires all graduate students teaching for the first time at Yale to attend a "Teaching at Yale Day" workshop offered by the Yale Center for Teaching and Learning. For more information see the Yale Poorvu Center for Teaching and Learning website:  
<https://poorvucenter.yale.edu/> .

The Yale Graduate School's Teaching Fellows Office oversees teaching fellow positions for Yale Graduate School students (see <https://gsas.yale.edu/academic-requirements/teaching-fellows-requirements>), and students must be appointed to TF positions via their Teaching Fellow System (TFS). At the beginning of each semester the Elisabeth Barsa, Doctoral Program Coordinator, collects information from students on what they will be teaching, and appoints them to these positions via TFS.

## External Fellowships and Combined Award Policy

To benefit both their current work and their future career prospects, students are strongly encouraged to seek funding from external agencies through grants. These awards, sponsored by both public and private agencies, confer distinction on a student who wins an award in a national competition. Stipends provided to Ph.D. students by the School are intended to be a form of financial aid. As such, external fellowships which support student stipends will replace the Yale stipend. As an incentive to pursue external funding, students will be permitted to combine their external fellowships with a portion of Yale's financial support. Students receiving external awards may combine the outside award with a university stipend. These combined awards are capped at a level equal to the department or program stipend plus \$4,000. Students must report to the Graduate School Financial Aid Office ([gradfinaid@yale.edu](mailto:gradfinaid@yale.edu)) and to Elisabeth Barsa any scholarship/fellowship received from an outside agency or organization. For more information on the Combined Award Policy, see the Graduate School's Programs and Policies bulletin, [catalog.yale.edu/gsas/financing/external-fellowships-combined-award-policy/](http://catalog.yale.edu/gsas/financing/external-fellowships-combined-award-policy/).

Further incentives in addition to the Graduate School's Combined Award Policy:

Any student who brings in one full year of stipend recovery will be relieved of one semester of TF service. The same applies for a second or third year of stipend recovery. All students, irrespective of outside funding, need to teach for two semesters.

## Travel Funds for Doctoral Students

The YSE Doctoral Program provides funds to support travel to conferences for doctoral students. Funds are available only for those presenting posters or papers.

Proposals should be submitted to Elisabeth Barsa in the Doctoral Program Office. Proposals should include an abstract of the paper or poster, a copy of the invitation and conference agenda, a budget, and a statement declaring whether doctoral travel funds have been received in the past. Awards will not exceed \$500 per student. Proposals should not exceed two pages in length and should be submitted BEFORE attendance at the conference.

When the funds have been released, students may work with their faculty member's support professional to purchase tickets or conference registration or other approved expense in advance of the conference, using a Yale P-Card. Or, the student must save their receipts so that they can be reimbursed after the conference. Students will not be awarded travel grants of up to \$500, more than once per fiscal year. The last day of the fiscal year is June 30th, July 1st is the beginning of the fiscal year. Events are counted in the fiscal year in which they occur. Graduating students can only receive funds for events taking place before June 1 of the year they graduate.

New this year, doctoral students in years four and five can apply for doctoral travel funds of up to \$2500, but only once in their doctoral career. Students awarded this funding must agree to present at the Confluence seminar series.



The School's Leitner Fund also provides travel funds for students, for international conferences. See <https://resources.environment.yale.edu/resources/student-resources/travel-funds/>.

The Graduate Student Assembly also provides conference travel fellowships. For information and to apply, see <https://gsa.yale.edu/ctf> .

## **Field Research: Some Things to Do Before Leaving**

YSE holds a field research safety workshop in the spring semester, and students are encouraged to attend.

1. Request *in absentia* registration status at least one month before the beginning of the term in which you plan to be away from campus, by completing an "Absentia" form which may be obtained online at <https://registrar.yale.edu/forms-petitions>
2. Consult the Yale Health Plan's travel health services for students for immunizations: <https://yalehealth.yale.edu/more/travel-health-services-students> . The Graduate School has created a fellowship that provides Ph.D. students working on their dissertations with support for the cost of inoculations and drug prescriptions at Yale Health that are required for travel outside the United States. See <https://gsas.yale.edu/resources-students/health-wellness> for an application and more information.
3. Sign up for Yale Health Plan Approved Academic Travel Rider, for coverage domestically but outside of the YHP service area: <https://yalehealth.yale.edu/topic/approved-academic-travel-rider-students> .
4. InReach: YSE has a limited number of InReach devices for students traveling to areas of the world without reliable cell phone coverage. To apply to sign out a device, students should complete this online form: <https://yse.to/inreach>.
5. Consult Yale's "International Toolkit" website to register your travel, and for valuable travel information, <https://world-toolkit.yale.edu/> .
6. Become familiar with Yale's International SOS Global Travel Assistance program: <https://ogc.yale.edu/erm/ISOS> .

## Professional Development and Job Market Advising

Students are encouraged to visit the websites of, and participate in the programs offered by, the YSE's Office of Career and Professional Development, (<https://environment.yale.edu/careers/>), the YSE Professional Skills Modules (<https://environment.yale.edu/academics/masters/professional-skills>) and the Graduate School's Office of Career Strategy (<https://ocs.yale.edu/channels/phds-postdocs/>) throughout their time as a student. Along with the job market advice from their adviser and the Director of Doctoral Studies, these programs offer valuable professional development opportunities.

## Grants, Contracts, Sponsored Research, and Cooperative Agreements

Most YSE doctoral students support their research, in part, through outside funds. Students have been extraordinarily resourceful in locating funding sources and enjoy a high rate of success in competitive funding schemes. Your adviser and fellow students are good sources of information about potential funding. Once you have developed an idea of goals and funding needs associated with the research project you wish to have supported, one of your first stops should be a visit with members of the YSE staff whose responsibility includes supporting students in their efforts to secure funding.

Grants come in a variety of flavors with very different application and evaluation processes. Diana Morgan, Director of Research, is responsible for supporting applications to government sponsored funding sources (e.g., NSF, EPA, USDA, Fulbright).

If you are interested in seeking funding from a private foundation, you should contact Lisa Bassani, Assistant Director of Development & Alumni Services. Both Diana and Lisa have a good understanding of the funding landscapes for their respective areas. Speaking to them earlier in your program can help smooth the transition from developing your thesis ideas to getting down to work. As a rule of thumb, you will want to apply for funding six months to a year before you will need the support.

Yale requires that any person seeking funding (including faculty) must be authorized in advance. In practice, this means all proposals must be reviewed by the University's grants administrative staff prior to being sent to any organization. Once a proposal is developed it is required that you provide the original grant proposal to the YSE Business Office to begin the discussion regarding deadlines and requisite authorizations. The YSE Dean and Yale's grants and contracts staff members must sign/approve the proposal before it is sent to a funding agency. It is recommended that all proposals be submitted to the Business Office early so as to permit the Dean and then the University grants staff time to read, understand, question and improve the proposal; two or three weeks in advance is highly recommended!

## Searching for Funding: Some Resources

Here is a list of resources to help you in your search for grants and fellowships to fund your research, but it is by no means exhaustive!

- Yale Fellowships and Funding Database: <https://funding.yale.edu/>.
- The Yale MacMillan Center Graduate and Professional Student Grants: <https://macmillan.yale.edu/>.
- Yale School of the Environment Tropical Resources Institute provides funding to YSE students working in the tropics: <https://tri.yale.edu/>.
- Yale School of the Environment Hixon Center for Urban Ecology provides funding to YSE students studying urban ecosystem restoration, urban forestry, and projects related to pollution of air, water and soil in cities: <https://hixon.yale.edu/>.
- Yale Institute for Biospheric Studies grants: <https://yibs.yale.edu/fellowships>.

## Student Advocacy Organizations

### YSE Student Affairs Committee

The Student Affairs Committee (SAC) is an elected body of active students at the Yale School of the Environment. SAC is dedicated to facilitating communication and understanding among the YSE student body, administration, and staff; advocating on behalf of the student body on pressing issues; supporting student interest groups and executing a limited number of official duties.

### Research Community Leadership Fellows

Each year YSE offers up to four doctoral fellowships to support a vibrant research community at the school. The Research Community is defined, for these purposes, as MEdS/MFS students, PhD students, and Post-Docs. Fellows are engaged in professional development opportunities including identifying community professional needs and working to implement solutions (organizing speakers, training, etc.), serving as the student cohort leading YSE Research Day (coordinating abstract sorting, identifying keynote speakers, etc.), and facilitating community building events. All doctoral students can be considered for this fellowship, and the role can count for one of the required YSE doctoral program TFs and does not come with additional compensation. The fellowship will require a student to contribute approximately 5 hours per week across the academic year (equivalent to a TF10 for a single term). Fellows will work in close collaboration with and report to Dr. Haille Rae, Assistant Director of Research at YSE.

### Graduate Student Assembly

The Graduate Student Assembly is an elected body of Yale students in the Graduate School of Arts and Sciences. The Assembly's goals are to identify the needs and concerns of graduate students, consider possible solutions, and present these to the Dean and other administrators. See <https://gsa.yale.edu/>.

### Graduate and Professional Student Senate

The mission of the student senate is to foster interaction among students through community service and engagement, social gatherings, and academic and professional events, as well as to support official and unofficial student groups. The senate also represents the graduate and professional student population on official university committees and works closely with the management of Gryphon's Pub to ensure its successful operation. See <https://gpsenate.yale.edu/>.

## Questions, Inquiries

Questions and inquiries should be directed to:

Prof. Peter Raymond, Senior Associate Dean of Research and Director of Doctoral Studies, [peter.raymond@yale.edu](mailto:peter.raymond@yale.edu)

Annise Dobson, Ph.D., Director of Research Programs, [annise.dobson@yale.edu](mailto:annise.dobson@yale.edu)

Haille Rae, Ph.D., Assistant Director of Research, [haille.rae@yale.edu](mailto:haille.rae@yale.edu)

Elisabeth Barsa, Doctoral Program Coordinator & Graduate School Liaison, 432-5146, [elisabeth.barsa@yale.edu](mailto:elisabeth.barsa@yale.edu)

## Appendix A

### 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 1<sup>st</sup> 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 B

### Student Mental Health

Faculty and staff should notify Prof. Peter Raymond, Director of Director of Doctoral Studies (DDS) 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>○ 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>
<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>○ 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>○ Immediately call the 24/7 on-call therapist at YMH&amp;C at (203) 432-0290 during office hours and (203) 432-0123 afterhours.</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](https://screening.mentalhealthscreening.org/YALE).

**Magellan Services:** Students who are referred to an outside clinician via Magellan Health Services can contact Yale's Department of Mental Health & Counseling with questions about coverage: <https://yalehealth.yale.edu/department/mental-health-counseling>.