

Guide to Graduate Mentoring and Advising in English Fall 2020

Welcome to the Graduate Program in English at Yale! We're glad you're part of the department and eager to support you in your academic and professional development. Graduate education is at the heart of what we do—it's how our discipline sustains, enriches, and renews itself over time—and effective advising is an essential part of your transition from student to scholar. It also takes time, care, shared effort, and mutual respect. This document outlines some basic responsibilities and expectations on either side of the advising relationship, in order to ensure that such relationships are developed and sustained under the best possible circumstances. Those circumstances may vary: good advising and successful mentoring take many forms, which can and should reflect the needs, preferences, and personalities of the individuals involved. But a culture of good advising also requires a foundation of common values and clearly delineated responsibilities, and our hope is that this guide can serve as part of that foundation for our community.

A successful experience in graduate school depends upon ethical and professional conduct from all of us, and advising, in particular, is a collective enterprise. As the GSAS "Guide to Advising Processes for Faculty and Students" indicates, graduate students and faculty advisers share responsibility for developing productive and rewarding advising relationships and should be in regular conversation about their goals, plans, and expectations of one another. Good mentoring also includes knowing when to refer a student to someone who might be better suited to offer their mentorship: students should feel comfortable reaching out to any member of the faculty or administration for advice or guidance throughout their time in the program, and advisers should help to students to build networks of support for themselves within and beyond the university.

This guide itself is a collective effort, shaped by input from English department faculty and graduate students, as well as the GSAS Dean's Office and the Office of Graduate Student Development and Diversity. Special thanks go to the members of the 2020-21 Graduate Studies Committee and the Graduate Student Advisory Committee for their suggestions, comments, clarifications, elaborations, and revisions. When in doubt, we have erred on the side of adding things in, on the understanding that one key function of an advising guide—as of advising itself—is to make explicit what might otherwise go unsaid. The guide contains three parts: first, a detailed chronological outline of the advising structures and resources available to graduate students in English as they make their way through the MA and PhD programs, from matriculation to graduation and beyond; second, some basic rules, principles, and goals for successful advising relationships; and third, a list of extra-departmental resources and contacts for students or faculty with advising-related concerns or challenges. Additional guidance on all of these matters can be found in the GSAS "Guide to Advising" and the "English Graduate Student Handbook."

Catherine Nicholson, DGS

Alanna Hickey, DEI Committee

I. Overview of Advising Relationships in English

1. First- and Second-Year Advising
 - a. As stated in the “English Department Faculty Guide,” every entering graduate student is assigned a faculty mentor or mentors in advance of their arrival on campus. These pairings can continue through the second year of the program or be changed, depending on individual preferences and faculty leave patterns.
 - b. Graduate students should be informed before their arrival on campus that they can reach out to their mentors with any questions about the program, their plans for coursework, or life at Yale. Mentors should plan to meet with advisees as early as possible, and no later than the end of the registration period, to confer about course selections and other plans for the academic year. Advisers are expected to reach out at least once more during the term to touch base with their advisees and make themselves available as resources. (The DGS will issue reminders to advisers to contact their advisees before and during each semester.) If this arrangement is not satisfactory—if a student has difficulty getting in touch with an adviser, or if the advising they receive doesn’t meet their needs—the student should contact the DGS for help. A conversation with the DGS about a potential change in advisor is a positive step toward receiving good support, and students will not be penalized for approaching the DGS on this matter. The content of these discussions will be kept confidential.
 - c. It is always advisable to cultivate relationships with multiple faculty members, and students should feel free to approach other faculty members for conversation about the program, future projects, and graduate student life. Departmentally assigned adviser(s) are not the only faculty eager to get to know and support new graduate students, and other faculty members may end up playing an equally or more important role in students’ time in the program.
 - d. While not every faculty member with whom a student takes a class will take on a formal role as a mentor or adviser, faculty who lead a graduate class should provide feedback on students’ work throughout the course, including on the final paper. Students should feel empowered to follow up with faculty members about receiving such feedback, and should ask the DGS for assistance if necessary.
 - e. MA students have the option of writing a faculty-supervised thesis in their second semester. The supervisor may be any member of the ladder faculty with expertise in the area of the proposed thesis and a willingness to provide the necessary supervision—typically, meeting with the student on a weekly or bi-weekly basis to discuss the project, reading and commenting on drafts, and providing a report on the completed thesis. Students interested in writing an MA thesis should approach their proposed supervisors well before the start of the semester in which they will write it—in practice, this usually means in November of the fall semester, to make plans for spring. The DGS can also provide suggestions about likely supervisors and assist students in contacting them.

2. The Teaching Practicum and Observation of Courses
 - a. All second-year Ph.D. students in the department are required to take English 990 “The Teaching of English.” This course meets weekly as a graduate seminar, but also involves student observation of part of an introductory English course.

- b. Ladder faculty may be asked to accept a graduate observer in their course. The graduate student is an observer, for the most part, but will typically teach one or two sessions and may grade all or part of a set of papers or handle individual tutorials. (Any grading or commenting on essays should be done in consultation with the faculty instructor, as a mentoring exercise; the student observer should not be asked to grade or comment on essays independently.) Faculty will sit down with their observers for a discussion about how they typically plan a class session, formulate assignments, and comment on and grade papers. Faculty are expected to offer feedback on the teaching session(s), either in a one-on-one meeting or in a written document.
-
3. Teaching Fellow Assignments
 - a. Graduate students in English are assigned to serve as Teaching Fellows (usually in lecture courses, though occasionally in large seminars) in the fall and spring semesters of their third year. Students are informed of the likely course offerings ahead of time and asked to submit a ranked list of preferences; ultimately, however, TF assignments depend on a number of factors beyond the control of the graduate program—including faculty teaching schedules and undergraduate enrollments. But the DGS, DUS, and ADUS work carefully together to ensure whenever possible that every grad student has at least some opportunity to gain teaching experience in a course broadly related to their own interests and expertise. If a student is assigned as a TF in a course beyond their usual field of interest or experience, they should not feel obligated to acquire additional knowledge on their own; the instructor of the course will work to ensure that all TFs are adequately prepared to handle their responsibilities.
 - b. TF responsibilities typically include: attending all lectures and general class meetings; keeping up with the reading for each class; attending weekly meetings with the instructor and the other TFs, if any; running a weekly discussion section and holding weekly office hours for the students in their section; working with the instructor to devise assignments, quizzes, or exams; grading (and, if appropriate, commenting on) all assignments, quizzes, and exams submitted by the students in their section of the course; and calculating and submitting final grades. They may also teach all or part of a lesson for the entire class, under the supervision of the instructor. According to GSAS guidelines, TFs should *not* be asked to teach classes at which the instructor is not present (if the instructor needs a substitute for a particular class meeting, the substitute should be a fellow faculty member). They also should not be asked to write assignments or exams on their own or to perform regular administrative work on the instructor's behalf, such as making photocopies, preparing slides, or providing tech support (for example: occasional requests for assistance with uploading files to Canvas are fine, but delegating all management of a course website to a TF is not).
 - c. Course instructors are responsible for determining the content and structure of the course, including all formal assignments and deadlines, and for providing consistent mentoring and support to their TFs. They should hold weekly check-ins with their TFs to discuss the progress of the class, brainstorm ideas for section activities or writing assignments, talk over common challenges or shared objectives, and generally keep a close tab on how TFs and their sections are faring. Such support is especially important around grading: TFs should have opportunities to discuss sample essays

with the instructor and one another, to arrive at collective norms for grading and commenting, and to talk over especially tricky grading issues. Finally, the instructor for the course should make an appointment to visit each section at least once in order to observe the TF at work. Section visits should be followed by a meeting between the instructor and the TF to debrief and by a short written account from the instructor, which may serve as the basis for future letters of recommendation.

- d. Students are encouraged to explore non-academic or academic-adjacent professionalization options early on, as a complement or alternative to the standard teaching appointments. These opportunities exist at the Beinecke, the YCBA, the YUAG, the Lewis Walpole Collection, the Yale Review, and elsewhere on campus, and the department is working with the GSAS Deans Office to simplify and standardize the process for applying to them alongside TF and PTAI positions in years three through six. Faculty should be open to exploring with their students how these alternative professionalization experiences might complement or supplant more usual academic professionalization activities; while faculty are not expected to have expertise in fields other than their own, they should be receptive to students' own sense of how they might construct a CV or resume throughout their time at Yale while also meeting their academic requirements.

4. Oral Examinations

- a. Our Ph.D. oral exams take place in the fall of the third year (or the start of a student's fifth semester in the program) and test for a broad knowledge of English-language literary history, as well as growing mastery of the student's chosen field(s) of scholarly inquiry, including primary and secondary materials. The exam consists of questions on five topics, developed by the student in consultation with examiners and subject to approval by the DGS. Examiners must be chosen (and the DGS consulted) by January 31; the lists should be submitted to the DGS by March 31. Students who are on a different calendar due to personal or medical leave should approach the DGS to ascertain the dates by which examiners and lists must be finalized.
- b. Graduate students are expected to identify examiners who will work with them to shape the lists in advance of the January 31st deadline. Students should feel free to approach faculty members with whom they have not previously had an opportunity to cultivate a relationship; oral examinations provide a good opportunity to widen your support and mentoring network within the department. Students must select and secure the participation of their examiners by the end of the first week of classes of their 4th semester. The examiner and student should agree on a list of about thirty titles for each field, though the faculty member may suggest other areas for the student's reading after the exam. (Examples of past oral exam lists in various fields are available for consultation in a "Graduate Student Resources" folder on Box, to which all second-year students will receive access.) Faculty are encouraged to use pre-examination conversations to help prepare the student for a meaningful experience in the exam; the graduate student should schedule at least one meeting with each examiner in the interval between the submission of the exam list and the exam to discuss their progress through the reading. The exam itself is meant to test not just the student's recall of the assigned texts, but also their ability to make connections among them and fashion arguments in a scholarly exchange. Examiners

are also available to meet with students after the exam to debrief and discuss their plans for the dissertation prospectus; students should be sure to schedule such meetings with examiners who might go on to serve on their dissertation committees.

- c. The DGS will convene an orals information session in the fall semester. When possible, GSAC will also convene a student-led Orals Tea, which provides an opportunity to receive advising and mentoring from peers.
-
5. Identifying a Dissertation Committee
 - a. Dissertation committees are typically composed of three people. With rare exceptions, committees consist of at least two English Department ladder faculty members, though students pursuing interdisciplinary topics are free to include members of other departments or programs. On occasion, with permission of the DGS, one member of the dissertation committee may be a faculty member at another institution. The graduate student should designate one member of the committee (who is also a member of the English Department faculty) to serve as chair; the chair has special administrative responsibilities, including writing annual Dissertation Progress Reports, but may or may not serve a leadership role on the committee beyond that. Another member of the committee—not the chair—will be slated to serve as an official reader when the graduate student submits their dissertation. Though it is not a formal rule, the expectation in English has been that every dissertation writer, for practical and professional reasons, should have at least one committee member who is a member of the tenured faculty. Students are encouraged to involve untenured ladder faculty on the committee as well, where appropriate, and students may always seek input on any part of their dissertation from faculty not on their committee, either in the Yale English Department or elsewhere.
 - b. Students should reach out to members of the faculty to secure involvement on their committee shortly after their oral examination, making clear the graduate student's selection of chair. The selection of a chair does not imply a hierarchy within the Committee, and students should feel free to select the faculty member who will best support them in this role. The DGS can assist students as they give shape to their committees; open communication with other faculty mentors may also be helpful. The student may consult with the chair regarding the constitution of the committee, if this seems appropriate and useful, but such consultation is not required. In selecting committee members, the student should reflect on their experience with faculty members in coursework, colloquia, and other formal and informal mentoring opportunities. Some sense of expertise and compatibility should guide the student's selection process, but not every member of a committee needs to serve an identical role in relation to the dissertation. For instance, different committee members may have different degrees of proximity to the topic of the dissertation and different areas of specialized knowledge to contribute.
 - c. The chair will be responsible for completing the adviser portion of the Dissertation Progress Report (DPR) in consultation with the other committee members. All members of the dissertation committee will work closely with the student and be available to discuss the project as it develops. This availability includes both formal chapter conferences (see "First Chapter Conference" and "Subsequent Chapter Conferences"), less formal meetings, substantive written and/or verbal feedback on

drafts, and correspondence by email or phone at a frequency agreeable to both the student and the adviser. Navigating this new phase of the program works best when students are in comfortable and consistent dialogue with each of their committee members. Graduate students should feel entitled to reach out to committee members at all stages of the writing process, determine a schedule for draft submission and turnaround that suits their circumstances, and check in with committee members when appropriate. Individual advisers may offer different kinds and quantities of feedback at different stages of the writing process: some advisers welcome the chance to read and respond to early or partial drafts, while others prefer to weigh in with written feedback at a later stage, when a chapter is more fully conceived. So long as the student is happy with the quantity, kind, and consistency of guidance they receive—and none of the committee members feels unduly over-burdened or excluded—such variations are normal and appropriate. If a student isn't receiving adequate guidance from a particular adviser, they can and should seek the advice of their chair or the DGS.

- d. Graduate students are permitted to change the constitution of their committee at any point up to the submission of the dissertation. Reasons for switching advisers may include a faculty departure, irreconcilable differences between adviser and student, change of intellectual focus, or addition of new faculty to the department, among others. In the case of irreconcilable differences, the graduate student should feel empowered to call on the DGS for assistance in mediating a change in committee constitution. The DGS is also available to discuss confidentially any challenges or concerns that arise between a student and their adviser or advisers. In cases in which a student does not feel comfortable approaching the DGS on a particular matter, they may contact the GSAS Dean's Designees to discuss any issues; conversations with the Dean's Designees are confidential, and Dean's Designees can help students brainstorm approaches for opening a departmental conversation. Students should note that Dean's Designees are mandatory reporters under Title IX guidelines. (See section III of these guidelines for further information.)

6. Dissertation Prospectus

- a. The prospectus should be a document of approximately ten to twelve pages with an attached bibliography. It explains what the graduate student's research topic is, why it's important, and how the student intends to explore it chapter by chapter. It convinces the reader that the student has thought thoroughly about the topic, considered how it fits in with existing scholarship, and chosen authors and works that are well suited to the inquiry. (Examples of past prospectuses are available for consultation in a "Graduate Student Resources" folder on Box, to which all third-year students will be given access.)
- b. In the fall of their third year, after they have passed their oral exams, doctoral students in English will enroll in a prospectus workshop convened by the DGS. (Participation is optional for students in joint programs that offer their own prospectus workshops.) The aim of the workshop is to provide students with a guided framework for developing and drafting their prospectuses, ensuring a well-supported transition from coursework and oral exams to dissertation research. The workshop will include opportunities to discuss the components of a prospectus,

strategies for researching, writing, and revising, and a schedule for producing draft versions.

- c. All three members of the dissertation committee will also guide the graduate student through writing and revising their prospectus. The chair and the student should determine a preliminary schedule for turning in partial or full drafts of the prospectus to the entire committee. All members of the committee should provide at least one round of written feedback on the prospectus draft in advance of the final due date, typically January 15. In order to allow adequate time for the exchange and incorporation of that feedback, students should give a preliminary draft of the full prospectus to their committee members by the end of the fall semester.
 - d. The DGS will convene a prospectus information session in the fall semester, at the start of the Prospectus Workshop; all 3rd years are encouraged to attend this meeting, regardless of whether or not they are enrolled in the workshop itself. When possible, GSAC will also convene a student-led Prospectus Lunch, which provides an opportunity to receive advising and mentoring from peers.
7. Dissertation Prospectus Conference
- a. The completed prospectus will be discussed at the Dissertation Prospectus Conference—typically held on a Friday in February—attended by the student, the dissertation committee, at least one member of the Graduate Studies Committee, and the DGS. Although all members of the committee will provide substantive feedback on the prospectus as submitted, it is understood that the conference itself is a discussion of work in progress, raising questions and offering suggestions for revision. It is not an exam or interview, and students should feel free to ask questions, share doubts, and seek clarification about any aspect of their developing project. Students and advisers should expect that the committee will ask for some revisions to the prospectus and will set a timeline for resubmission and final approval, typically after spring break and no later than the end of the student's sixth semester in the program. When the student has completed their revisions, they should submit the revised prospectus to the committee, the DGS, and the Department's Graduate Registrar. The prospectus must be approved by the end of the student's third year; it is the final requirement for admission to candidacy for the Ph.D.
 - b. Members of the dissertation committee, the DGS, and the representatives from the GSC are expected to have read the latest draft of the graduate student's prospectus, and to come to the Prospectus Conference with concrete suggestions for improvement or revision. The student does not need to make any special preparations for the conference, beyond submitting their prospectus by the established due date.
 - c. In their responses to the prospectus draft, readers contribute their insights into such matters as: the clarity, coherence, and interest of the proposed topic; the effectiveness of its presentation and the logic of its organization; the identification of an archive that is both rich and appropriately bounded; the extent to which the larger stakes of the argument have been discerned and communicated; the potential for aspects of the argument to be more fully developed; the clarity of key terms; relevant sources within or outside the dissertation's field that may have been overlooked; engagement with other critics, etc.

8. Annual Dissertation Progress Reports

- a. The Graduate School requires all students to submit an annual dissertation progress report (DPR), beginning upon admission to candidacy (i.e., no later than the end of the sixth semester) and by May 1st in subsequent years.
- b. Students describe briefly what they've done in the past year, what they anticipate doing in the next year, and when they expect to finish; committee chairs and the DGS each offer a brief reflection on the student's progress. The submission of these reports provides an annual opportunity for students, advisers, and the DGS to reflect on what has been achieved, to consider any challenges or difficulties that have arisen along the way, and to share hopes, expectations, and needs for the year to come.

9. First and Second Chapter Conferences

- a. The department requires that students have a first chapter finished by January of their fourth year; this need not be Chapter One of the dissertation. Students will need to email the DGR a copy of the chapter in the form of a single pdf document, along with a one-page abstract of the dissertation as a whole for the benefit of faculty readers. The chapter submissions are due by the first day of classes. Dissertation committees will meet with students upon completion of their first chapter, normally no later than January 31 of the student's 4th year. A second chapter conference will be held at the completion of one or more further chapters, normally no later than January 31 of the student's 5th year, in addition to any other meetings that seem necessary. Please note that the end-of-January dates are meant as final boundaries for work on the first two chapters; students should not feel that they must postpone the submission of each chapter till then. First and second chapter conferences can be scheduled in the fall semesters of the 4th and 5th year, too, or at any point when the student and the committee feel that a draft is ready for and would benefit from collective discussion.
- b. The chapter conference is a collaborative, workshop-style occasion, not an exam or evaluation; students should schedule a conference as soon as they feel they have a draft that would benefit from their advisers' collective input. It may be the first occasion on which a committee and student assemble as a group to discuss a chapter draft, but it should not be the only opportunity for such discussion. New projects require the development of a shared vocabulary and discussion of the researcher's commitments and aims as they evolve. These discussions are often most productive if they take place in advance of chapter conferences, and students should feel free to request meetings with the committee members (either individually or jointly) at earlier stages in their researching and writing to discuss the progress of their thinking.
- c. In the conference, the dissertation committee will discuss the chapter with the student for approximately an hour. At the end of the hour, the student and the committee should decide when it would be most helpful to reconvene and how much of the dissertation should be written and read at that point. The graduate student should file a statement to that effect with the DGR using the chapter conference form. In addition to completing the official chapter conference form, it is expected that all members of the dissertation committee will provide the student—either at, in advance of, or shortly after the conference—with written comments on

the chapter, typically a couple of paragraphs. Some advisers may also provide less formal marginal notes on a draft, but such notes are optional and should not take the place of the written response.

- d. In their responses, both verbal and written, to a chapter draft, committee members contribute their insights into such matters as: the persuasiveness of overall arguments and of their parts; the effectiveness of organization, presentation, and prose style; the extent to which the larger stakes of an argument have been discerned and communicated; potential for aspects of an argument to be more fully developed; clarity of key terms; relevant sources within or outside the dissertation's field that may have been overlooked; engagement with other critics, etc.
 - e. By the end of the conference, students should have a clear sense of next steps, for revision and/or new writing—and should feel free to follow up with their chair or committee to clarify those steps, if necessary. If there are significant divergences in the content of particular advisers' recommendations, students should also feel free to ask for help from their chair or committee in synthesizing or adjudicating between the various recommendations—such requests are a normal and often necessary part of revising a dissertation, or any piece of scholarly writing!
10. Subsequent Chapter Conferences and Dissertation Feedback
- a. After these two formal conferences, further consultations continue to take place between the author and the members of the dissertation committee, individually or collectively, although no documentation of these meetings is required by the department. As the project develops, students may seek input and feedback from additional readers—both peers and mentors, inside and outside the department and the university—but the primary responsibility for detailed, page-by-page response to dissertation chapters remains with the committee. Students should receive at least one set of written comments on each chapter of the dissertation from each member of their committee.
 - b. In order for a dissertation to proceed to completion on time, advisers must be able to count on receiving drafts in a timely fashion, and students must be able to count on getting timely responses to the work they submit. In general, advisers should read and respond to drafts within a month of receiving them, whether the form of that response is delivered in person or in writing. For their part, students should alert advisers to any necessary changes in the agreed-upon schedule for submitting their work, and should recognize that those changes may make it harder for their advisers to read and respond to their work promptly. Although it isn't unheard of for either a student or an adviser to require a gentle email nudge as a deadline approaches, both parties should assume responsibility for keeping their part of the process moving smoothly.
11. Dissertation Reports
- a. Yale dissertations are submitted at two deadlines a year, one in the middle of each semester. In the English department there is no "dissertation defense." Instead, dissertations receive three written reports from faculty. One is written by a committee member other than the chair; the other two are written by faculty who are not on the committee. Faculty may be asked to be one of the readers on a dissertation in their general field, or even a closely adjacent field or discipline.

- b. The DGS selects the three readers, with input from the dissertation committee chair; dissertation authors are welcome to make suggestions, as well, although the availability of particular readers cannot be guaranteed. If there are serious reasons why a faculty member should *not* be asked to serve as the reader for a given dissertation—for instance, a personal or professional conflict of interest—either the student or the dissertation chair should communicate that to the DGS in advance, who will make every effort to find a suitable alternative.
- c. Readers produce detailed and substantive reports on dissertations, on the model of a reader’s report for a scholarly book manuscript. These reports serve both as a statement of evaluation to the members of the ladder faculty in English, who will use them as a basis for voting whether to accept a dissertation for the PhD, and as a constructive response to the student-author, describing what has been achieved and what might be developed further. The content of a report may be critical, but the tone should be respectful and encouraging throughout. In many cases, readers’ reports on dissertations are of use as graduates revise their projects for publication.

12. On the Job Market

- a. Students should discuss their career hopes and plans with their advisers early on, from the start of the dissertation-writing process, and take those plans into account when making decisions about the content and form of their research and writing, what pieces of the project to submit for publication (and where and when to do so), and when to begin the process of applying for jobs, post-docs, fellowships, and other positions.
- b. At present, only one-third of graduate students who matriculate in Humanities programs end up in tenure-track positions within five years of their degree. Given that fact, and the likely ongoing contraction of the academic job market in years to come, successful graduate advising requires—and should enable, promote, and recognize—diverse and expansive notions of success itself, whether in traditional professorial appointments or, as is more likely the case, not. In practical terms, this means that students committed to seeking academic jobs should be prepared by their advisers for the rigors and uncertainties of that process, encouraged to be honest and compassionate with themselves about the toll it can take, and offered ample support in navigating it. As importantly, both students and their advisers should maintain openness to imagining and pursuing other satisfying outcomes for post-doctoral work and life, seeking additional guidance as necessary from the Office of Career Strategy, qualified program alumni, and others. Whether academic or non-academic, job searches are subject to many individual considerations, including personal preference, family relationships, geographic restrictions, and economic necessity, and so the decision to pursue or not to pursue a particular job or kind of job must belong to individual students, although advisers may weigh in with suggestions or advice.
- c. Students should alert the members of their committee well in advance of their decision to embark on an academic job search—no later than August of the year in which they plan to submit applications—so that the committee members have time to discuss the available options, assist with the preparation of job materials, and prepare their own letters of recommendation. In addition to the members of their dissertation committees, students going on the academic job market will be guided through the process of writing application materials, preparing for interviews and

campus visits, and weighing eventual job offers by the department's Job Placement Officers. The JPOs will provide formal feedback on a candidate's job materials, though students should also seek feedback from other faculty advisers. The JPOs will convene a meeting for prospective job seekers in the spring of each year, as well as meeting collectively and individually with job-seekers throughout the application season. Traditionally, that season has followed a predictable course from September through March or April of the academic year, but it is increasingly common for job postings to appear at any time. The JPOs and faculty advisers are aware that students may need additional help at intervals throughout the year; students should still strive, as much as possible, to give ample advance notice of application deadlines.

- d. The department is working on developing and strengthening its resources for students seeking jobs in areas such as editing and publishing; secondary school teaching; libraries, museums, and archives; and university administration. A significant number of English Graduate Program alumni are employed in such fields, and the DGS, JPOs, and faculty advisers can all help to connect current students with alumni contacts. As faculty assist in connecting students with employment and professional networks, they should keep in mind that students from different backgrounds will have different levels of familiarity with profession-specific "networking" practices. Faculty members who can provide support in this regard may wish to begin conversations with advisees about some of the norms and expectations for navigating these networks and connections.

13. Post Degree Completion

- a. Advising relationships and graduated students' professional involvement in the department may continue beyond completion of degree requirements. Faculty advisers are encouraged to continue to provide advice on matters including publishing, public engagement, career advancement, and sustaining and creating professional networks. Faculty advisers are expected to continue to write references for their former students in a timely manner.
- b. For their part, alums of the graduate program may serve as mentors to current students, by speaking at colloquia, presenting on career panels, and serving as contacts at their new places of work and study. The department maintains a regularly updated list of alumni contacts and, with permission, may publicize their academic and professional achievements.

14. Wellbeing and Personal Development

- a. Advisers and students should speak openly about students' individual career and personal goals, and advisers should support students to set reasonable boundaries, establish nourishing work-life balances, and take formal vacation.
- b. Faculty and students should practice empathy and compassion, recognizing that changes in individual circumstances may render an adviser or student unable to meet particular expectations for limited periods of time. Open communication should be the norm in these situations.
- c. Faculty should support students as they propose and explore new methodologies and areas of research as well as new personal and professional endeavors. Faculty and students should be open and honest about the things they do and do not know and what they can or cannot provide, seeking guidance or support from outside where necessary.

II. Guidelines for Effective Graduate Advising

The following catalogue of principles, rules, and expectations for graduate students, graduate advisers, and graduate program directors is adapted from the official GSAS “Guide to Advising.” Healthy and effective advising relationships inevitably entail regular, honest, and respectful communication among the parties involved and, at their best, can foster richly collaborative approaches to research, writing and teaching as well as enduring bonds of mutual affection and respect. But they also depend on a clear division of roles and responsibilities. As graduate students advance in their research projects, they are likely to assume more of the initiative for setting their own scholarly and professional goals, while advisers may adopt an increasingly reflective, responsive, or egalitarian role. Nonetheless, students must be able to count on their advisers to maintain rigorous professional and ethical standards, while advisers should always keep in mind the need to treat their advisees as students, for so long as they remain enrolled in the graduate program.

1. Choosing an Adviser/Agreeing to Serve as an Adviser

Students can and should seek guidance from faculty, peers, and the DGS in discerning who is best suited to serve as their adviser. Much depends on the nature of the student’s intended research, but personal and interpersonal factors matter, too. The GSAS “Guide to Advising” suggests that “graduate students should begin the faculty adviser selection process by undertaking a critical self-analysis”:

What are their objectives in pursuing a graduate degree?

What type of training do they desire?

What are their strengths?

What areas of knowledge and skills do they need to develop?

Are there any aspects of their academic writing style which they need to improve?

What kinds of research or writing projects will engage them?

How much independent versus team work do they want to do?

What is their working style?

What type of career do they want to pursue? (4-5)

For students embarking on a dissertation in English, it’s especially important to reflect on the kinds of writing support that have worked best for them in the past, from regular informal check-ins to more formal exchanges of critical feedback. Do they work best when left to their own devices, with a large degree of freedom to set their own agenda and pace, or do they thrive on frequent, lower-stakes deadlines and accountability checks? Do they welcome constructive criticism at every stage, or do they need opportunities to discuss their progress in a more open-ended fashion? Are there ways that different members of their committees might usefully play different roles in relation to their research and writing? Students should feel free to share the answers at which they arrive with their prospective adviser(s). Mentoring and advising styles vary, as do the needs and preferences of advisees, and a good adviser-advisee relationship depends not only on shared intellectual interests and commitments but on a common set of hopes and expectations for the relationship itself.

For their part, the GSAS “Guide” suggests, faculty advisers may also find it useful to engage in a process of self-examination before taking on a new advising commitment, particularly by reflecting on their own experiences in graduate school:

What kind of advising did they receive?
What did they like and dislike about the advising they received?
How well did their adviser help them progress through their graduate program?
How well did their adviser prepare them for their academic career?
What did they not receive in the way of advising that would have been helpful to them?
What in their eyes, is the gold standard of ethical and inspiring academic advising?
Has the field changed since they were a graduate student?
If yes, in what ways—and what new approaches to advising might these changes require?

Given the very limited scope of the academic job market in the humanities, it is crucial for faculty advisers in English to consider how they can support graduate students in completing their dissertations and finding satisfying, stable employment, taking into account that, for many students, the paths they take will not lead directly—or at all—to tenure-track jobs in English. Advisees and advisers must communicate openly, non-judgmentally, and early about multiple possible futures for life and work beyond graduate school. It's likely that pursuing some career options will require expertise beyond advisers' own, and students should be encouraged to seek guidance from the Office of Career Services, qualified alumni, and other outside professionals. But supporting students to seek alternative professionalization opportunities is only one necessary response to a limited academic job market: emphasizing graduate school as a period of intellectual exploration, in which students develop as teachers, scholars, professionals, and mentors, both by way of and beyond the usual avenues of academic research, teaching, writing, and publication, can help students to build meaningful graduate school careers. Advising that is characterized by mutual respect, commitment, and curiosity can play a key role in this.

2. General Expectations for Faculty Advisers

Once a faculty member has agreed to serve as a graduate student adviser, they are expected to assist in the intellectual and professional development of their graduate students in the following ways:

- helping students develop academic and professional skills, ranging from identifying a promising research topic to seeking appropriate venues for publication and possible sites of employment;
- providing timely written feedback when appropriate (at a minimum, on at least one draft of every thesis section or dissertation chapter and on the completed thesis or dissertation);
- helping students to set a reasonable and realistic schedule of deadlines for written work, including drafts and revisions, and ensuring that the delivery of their own feedback does not significantly impede that schedule;
- establishing a shared expectation about the frequency of meetings and communications, whether virtual or in-person;
- meeting with students at least once a term to provide constructive feedback on their progress;
- facilitating students' research by guiding them to relevant academic opportunities or research experiences, such as fellowships or extracurricular programs;
- encouraging and modeling dedication to high quality teaching, research, and advising;
- encouraging collaboration that, where appropriate, entails the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity (note that this is less common in English than in some other disciplines, especially the sciences,

but opportunities for co-teaching and co-authorship do exist—and can sometimes be created);

- encouraging students to be open about any problems in their work relationships, including with an adviser, and actively helping to resolve those problems, seeking guidance from the DGS or other university offices as necessary, while maintaining confidentiality as much as is possible and desired by the student;
- recognizing that students in the graduate program come from a variety of backgrounds and experiences and making as few assumptions as possible about what they want, need, or know; wherever they can, advisors should work to identify the “hidden curriculum” of graduate school and demystify it for their students
- being aware of and directing students to University resources to support students through challenges, some of which can be found in the Appendix, and reporting any acts of discrimination or Title IX violations that come to their notice as advisers;
- recognizing that success in academic work is contingent upon students’ mental and physical health and supporting them in preserving reasonable leisure and vacation time.

Advisers should also ensure that they understand and are up-to-date on the academic and non-academic policies that pertain to graduate students, including:

- helping students understand the degree program’s requirements and timely progress to degree requirements, such as coursework, language acquisition, research, examinations, and thesis or dissertation;
- informing students of their responsibility to comply with all University policies including those pertaining to: Guidance on Authorship in Scholarly or Scientific Publications, Academic Integrity, and Title IX.

Advisers should prepare students to be competitive for future employment by:

- promoting free inquiry and free exchange of ideas, while abiding by policies on confidentiality of research;
- acknowledging student contributions to research presented at conferences and in professional publications;
- encouraging graduate students to participate in professional meetings, perform or display their work in public settings, and publish the results of their research;
- providing a realistic view of the job market and career options, including what is needed to succeed in students’ career choices or pointing students to resources that provide that information;
- respecting students’ desired or chosen career paths, which may or may not be within academia;
- encouraging and helping students to acquire the professional skills necessary for the careers and lives they hope to cultivate.

Finally, advisers should maintain a high level of professionalism by:

- abiding by the “Yale Teacher-Student Consensual Relations Policy” as well as the official “Yale Policies and Procedures”;
- abiding by the “Yale Expectations for Faculty and Teaching Fellows” while ensuring effective pedagogical development;
- excusing themselves from participating in committee or other decisions regarding any student with whom they have a relationship that could represent a conflict of interest;

- never impeding graduate students' progress toward the degree or toward employment to benefit from students' proficiency as teaching or research assistants;
- offering, where appropriate, work beyond the scope of the dissertation (e.g. event programming, mentoring of undergraduate and graduate students, research projects not related to dissertation work) to promote development of important skills, while ensuring that such workloads are manageable and do not interfere with progress on their dissertation;
- being attentive to signs of trouble and approaching and assisting students they feel may be experiencing some type of difficulty;
- interacting with students, staff, and faculty colleagues in a respectful, kind, professional manner;
- working to create and maintain a safe, respectful, and inclusive workplace;
- being attentive to their own biases and how they may impact the workplace;
- not asking students for inappropriate personal favors (e.g. walking dogs, child-minding, picking up dry cleaning, and unpaid secretarial or editorial work);
- remaining aware that academic hierarchies may make it difficult or uncomfortable for a student to set boundaries related to the above expectations, and remaining critically attentive of their own requests and behaviors toward advisees.

Note: the above expectations apply to all graduate advisers, but individual advisers are likely to excel at some roles more than others, and to have different approaches to meeting the needs of particular students. For instance, on a given dissertation committee, one adviser may be especially helpful in responding to drafts and providing structure and encouragement for writing, while another is a particularly expert guide to the job market, the publication process, or other modes of professional development. So long as both advisers provide the essential minimum of feedback and guidance, such differences are not necessarily indicative of a problem. By the same token, some advisers develop close informal bonds with their advisees while others maintain more distance; the same, of course, is true of students. It isn't required for every advising relationship to look exactly the same, so long as the intellectual and professional needs of the student are being met and the preferences and comfort levels of all individuals are respected.

3. General Expectations for Graduate Students

In order to develop satisfying relationships with their faculty mentors and advisers, it's helpful for students to understand faculty advisers' central role in graduate education, while also taking increasing ownership for the content, direction, and progress of their own research. Students can expect advisers to be responsive to their requests for feedback, guidance, and advice, but should be mindful of constraints on their time and willing to provide reminders of impending deadlines. Students can help foster healthy advising relationships by:

- recognizing that faculty advisers will seek to provide guidance and direction for their research on the basis of their own scholarly experiences and expertise; such guidance should be taken seriously, although students should always feel free to ask questions, seek clarification, voice reservations, or suggest alternate approaches;
- recognizing that faculty advisers are responsible for monitoring the accuracy, validity, and integrity of the students' academic work, and, in the case of published research, ensuring that the contributions of all participants are properly acknowledged;
- being aware of time constraints and other demands imposed on faculty members and staff by honoring agreed-upon deadlines for submitting work and—whenever possible—avoiding

last-minute requests for meetings, letters of recommendation, or other time-intensive forms of support;

- arriving at shared expectations about the frequency of meetings and other forms of communication;
- coming prepared to advising meetings;
- taking the initiative to arrange meetings or communicate via other mechanisms with faculty advisers as often as necessary to keep the advisers informed of any factors that might affect their academic progress, including research or time to degree;
- consulting with the advisers to resolve any problems in their working relationships with their advisers or others, seeking guidance from other faculty or staff as needed;
- recognizing that a single adviser will not be able to serve in every role or meet every need, and seeking to diversify, de-centralize and expand their advising and mentoring network where possible.

Graduate students should also take primary responsibility for informing themselves about policies, requirements, and practices governing their financial support, degree and course requirements, research activities, and conflict resolution. This may involve:

- consulting departmental guidelines for graduate students, the Graduate School of Arts & Sciences “Programs and Policies” bulletin, the official “Yale Policies & Procedures”, and the “Yale Teacher-Student Consensual Relations Policy”;
- fulfilling the expectations of policies and requirements, and requesting necessary adjustments or accommodations well in advance, whenever possible;
- seeking clarification from the DGS, faculty advisers, and staff if they are uncertain about the precise meaning or application of a regulation or policy.

Students should maintain a high level of professionalism by:

- maintaining absolute integrity in taking examinations, creating original works, and, for those doing research, in collecting, analyzing, presenting, and disseminating research data;
- responding openly and positively to fair and constructive feedback on work submitted for feedback;
- giving advisers sufficient time to read and comment on work in progress and due notice for requests for letters of recommendation;
- maintaining the confidentiality of faculty advisers’ professional activities, including research, creation of original works and other creative endeavors, in accordance with existing practices and policies of the discipline (in English, this primarily means not citing work-in-progress without express permission of the author/researcher, although it could also include asking for permission to incorporate an insight or idea offered by the adviser into the final or published version of a project—advisers are typically generous with such offerings, but it never hurts to ask, or to offer acknowledgment!);
- informing faculty advisers of conflicts and working towards a clear resolution;
- seeking the advice of faculty advisers, if appropriate, when deciding to take on work beyond the scope of the dissertation (e.g. department event planning, peer tutoring, serving as a graduate student fellow for the McDougal Center, the Office of Career Strategy, or the Office for Graduate Student Development and Diversity) as these may slow progress on the dissertation work;
- interacting with students, staff, and faculty in a professional manner to create a safe, inclusive, welcoming, and respectful workplace;
- being attentive to their own biases and how they may impact their workplace interactions;

- seeking assistance if or when problems arise.

4. General Expectations for the Graduate Program in English

The Graduate Program as a whole has a key role to play in fostering an environment in which graduate advising relationships flourish. The Chair, DGS, other department officers, members of the Graduate Studies Committee, the graduate faculty, and graduate students themselves bear different forms and degrees of responsibility for creating and maintaining environment, but every individual can take part in ensuring its continuance. The particular responsibilities of the DGS in English include:

- creating an intellectual community where students, faculty, and staff can thrive in pursuit of academic excellence, especially by shaping the graduate curriculum and providing support to the department's colloquia and working groups;
- creating and maintaining an environment where faculty, students, and staff feel welcomed, supported, included, respected, valued, and safe;
- introducing new graduate students to the policies, practices, and resources of the department and the University through an orientation or advising session and follow up as needed to ensure students' understanding, assuming no prior knowledge on the part of any student;
- providing students with documentation of departmental policies, degree requirements, and timelines (see the "English Graduate Student Handbook," which is updated annually and issued to all incoming graduate students);
- being present at all PhD oral examinations, as an impartial observer, and at prospectus conferences to offer general feedback and guidance to the student and their committee;
- designating one or more members of the faculty as resources to help graduate students and faculty resolve conflicts: in English, these resources include the department chair, the director of graduate studies, and the Diversity, Equity, and Inclusion Committee, which can be consulted anonymously if needed;
- providing guidance to students about altering their advising relationships (for instance, if a student's faculty adviser leaves Yale, a faculty adviser and student have irreconcilable conflicts, or a student wishes to change faculty advisers);
- resolving problems locally and quickly if possible, and consulting (and/or directing students and faculty to consult) as appropriate with the offices and organizations listed in the "Resources" section of this guide, below;
- recognizing that in some cases, due to their personal relationships or commitments, they may not be the best source of support for a student facing a particular challenge, and ensuring that such students are aware of non-departmental resources including Dean's Designees and the GSAS Administrative Dean, as well as peer support available through the Graduate Student Advisory Committee in English or the Graduate Student Assembly.

III. Resources Beyond the English Department

Faculty members and graduate students are encouraged to seek assistance in improving advising relationships and/or resolving issues through a number of offices. If the student encounters a problem within their committee, the student should meet with the primary adviser to discuss the matter. If things cannot be addressed from within the committee, the DGS is available for confidential discussion on any matter. The members of the department's Diversity, Equity, and Inclusion Committee are also available for confidential consultation on advising-related matters.

If students prefer for any reason not to approach members of the department with a particular advising-related concern—or if their efforts to do so don't yield a satisfying resolution—Yale has a variety of resources designed to ensure a healthy workplace for graduate students. These include:

Graduate School of Arts & Sciences Dean's Office

1 Hillhouse Avenue; (203) 432-2733

<http://gsas.yale.edu/office-directory>

- The GSAS Dean's Office provides centralized support for students and faculty in the Graduate School of Arts and Sciences. Pamela Schirmeister (pamela.schirmeister@yale.edu) is in charge of graduate student teaching and professional development. Richard Sleight (richard.sleight@yale.edu) is responsible for academic advising and student progress, disciplinary and grievance cases, and outside fellowships. Lisa Brandes (lisa.brandes@yale.edu) is the Director of the McDougal Graduate Student Center and is responsible for fostering a greater sense of social and cultural community for graduate students.

Office for Graduate Student Development & Diversity

1 Hillhouse Avenue; (203) 436-1301

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

- Dean Michelle Nearon (michelle.nearon@yale.edu) is head of the Office for Graduate Student Development and Diversity, as well as serving as the Deans' Designee and the Title IX coordinator for the Graduate School. Title IX prohibits sex or gender discrimination in all education programs and activities, including but not limited to admissions, recruitment, instruction, advising, and employment. Dean's Designees are administrators with the responsibility to receive student concerns and offer advice and guidance related to diversity and inclusion, discrimination and harassment, and equal opportunity. Deans' Designees may also help facilitate informal resolution of complaints. Students and faculty should note that Dean's Designees are mandatory reporters under Title IX.

University-Wide Committee on Sexual Misconduct

55 Whitney Avenue; (203) 432-4449

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

- The UWC is the disciplinary board that addresses claims of sexual misconduct and assists with the process of filing a formal complaint.

Office of Institutional Equity and Access

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

- Any student, employee, or applicant for programs or employment at Yale who is concerned about affirmative action, equal opportunity, sexual harassment, racial harassment, or fairness in admissions or employment at Yale, either in a general sense or with respect to their own situation, is encouraged to contact the OIEA. Talking about a problem with a member of the Office is not a part of any formal grievance procedure. However, the Senior Director, Valarie Stanley (valarie.stanley@yale.edu), can investigate a situation and help to resolve it informally. The Office also informs individuals about the availability of the University's grievance procedures for students and employees. In cases where the individual is not within a group of persons to which a formal grievance procedure applies, the Office will review a complaint. All inquiries are treated in a confidential manner.

Student Accessibility Services

35 Broadway (rear), Room 222; (203)432-2324

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

- The Student Accessibility Services (SAS) office facilitates individual accommodations for all students with disabilities throughout the University. SAS works to remove physical and attitudinal barriers, which may prevent students' full participation in the University community. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act guide the work.

Sexual Harassment and Assault Response & Education (SHARE)

55 Lock Street, Lower Level; (203) 432-2000

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

- SHARE offers a range of confidential and/or 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 students.

Mental Health & Counseling

55 Lock Street, 3rd Floor; 203-432-0290

<http://yalehealth.yale.edu/mentalhealth>

- You can call 203-432-0123 to reach an on-call therapist 24/7, or call 203-432-0290 to make an appointment, or you can come to YMH&C in person at 55 Lock Street (3rd floor). If you are having trouble securing an appointment in a timely fashion and are comfortable seeking confidential help from the DGS, they can contact YMH&C on your behalf.

Resources for Students to Address Discrimination and Harassment Concerns

<https://student-dhr.yale.edu/>

- This website offers a comprehensive accounting of the array of institutional offices, programs, resources, and people available to students to address discrimination and harassment concerns. It also includes a catalogue of policies and definitions and a list of steps to take toward resolving complaints of various kinds.

Poorvu Center for Teaching and Learning

301 York Street; (203) 432-4765

<https://poorvucenter.yale.edu/GraduateStudents>

- The Poorvu Center provides an array of support for graduate student teaching and writing. The Teaching Development Team can assist with course design and offers confidential

individual consultations and classroom observations, as well as offering dozens of teaching workshops led by experienced graduate student teachers. The Graduate Writing Lab offers individual consultations with writing tutors, programs and workshops on academic writing and communication, writing retreats, and facilitated peer writing groups.

Office of Career Strategy

55 Whitney Ave., 3rd Floor; (203) 432

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

- The Office of Career Strategy offers individual Career Advising Appointments and runs a Professionalization Workshop Series for graduate students in the Humanities, as well as sponsoring discipline- and field-specific Peer Professionalization Groups. Their website provides links to on- and off-campus professionalization resources, including lists of current employment opportunities and internships in the public and digital humanities. The Director of Graduate and Postdoctoral Career Services is Hyun Ja Shin (hyunja.shin@yale.edu).