

## Milestones for 2<sup>nd</sup> Year Graduate Students in Evolutionary Anthropology

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Welcome back to your 2<sup>nd</sup> year in our Ph.D. program! This document serves as a brief introduction to the key academic milestones for your next year.

1. **Academic Requirements:** By the end of this academic year, you should complete your course requirements. [Information about the academic requirements can be found in our graduate student handbook, available as a PDF on the departmental website.](#) In addition to course requirements, be sure to plan taking the Graduate Tutorial in the Spring Semester. Additional courses should be taken in your area of specialty and minor fields as determined by your committee.
2. **Individual Development Plan (IDP):** Before the start of the Fall Semester, complete the [“Second Year Students and Beyond” IDP and associated Action Plan](#) for the next academic year. This will be revisited at least once during the academic year (typically at the start of spring semester). The advisor and student fill out their sections of the IDP separately, discuss those sections in a follow-up meeting, and jointly outline steps to advance the student’s research and career goals in the Action Plan. Upon completion, the IDP and Action Plan is shared with the DGSA and retained in the graduate student’s records.
3. **Number of Courses:** As you complete your course requirements and ramp up your research responsibilities, you will be taking fewer courses per semester. We recommend that you continue to take independent studies; this provides a mechanism to set enforceable expectations for learning the background knowledge, data collection methods and analytical methods necessary to implement your initial projects in the Ph.D. program, along with hitting data collection and analysis milestones. Your Supervisory or Ph.D. committee may recommend that you take additional courses.
4. **Ph.D. Committee:** If you haven’t already formed your Ph.D. committee, it is important that you do so early in your 2<sup>nd</sup> year. **You are required to convene this committee no later than the end of your third semester. Inform Elaina when you have had this meeting.** See [“Requirements For The Ph.D. Degree In Evolutionary Anthropology”](#), section 7, for more information.
5. **Writing Experiences:** Your Writing Experience 2 is another important element of your time in our Ph.D. program. This constitutes your dissertation proposal, which is discussed in the next point.
6. **Dissertation Proposal and Preliminary Examination:** **We strongly recommend that students defend their dissertation proposal by the end of the 2<sup>nd</sup> year (i.e., in their 4<sup>th</sup> semester). Note that the Graduate School requires that this defense take place by the end of the 5<sup>th</sup> semester.** Further note that your preliminary exam involves a full-length EATS presentation. Before the semester starts, please coordinate a date that with the EATS coordinators. We refer you to the [“Requirements For The Ph.D. Degree In Evolutionary Anthropology,”](#) section 8, for more information on what is required.
7. **Research Expectations:** Continue with the projects you have started in your first year, but also add in research effort for your thesis. By the time of your first Ph.D. Committee meeting, you should plan to have a general outline of your thesis, with at least one of the thesis projects reasonably well developed. By the time of your Preliminary Examination, you will need a more complete plan for your thesis (more than an outline), with at least one of the research projects initiated and overall feasibility assessed (including for data collection). These are meant as guidelines only. Research timelines can vary hugely among students depending on the nature of the project, whether it is field-

or lab-based, the amount of funding required, and so on. As well, research plans change, including based on the success of initial data collection. These are all reasons to get started early, to set targets, and to consult regularly with your advisor and committee about how you are meeting those targets and what you are discovering in the process.

8. **Responsible Conduct of Research:** Be sure you are keeping up with the training sessions in the [Responsible Conduct of Research \(RCR\)](#) from the Graduate School. Students in the Non-Medical Sciences are required to complete 12 hours of such training during their first 4 years of study by attending general Graduate School RCR Forum events (all-day events offered each fall during orientation, GS711) or Departmental RCR Forum events (generally two hours each) (GS712). Check the [schedule of RCR events](#) and emails from the Graduate School to find details on those held during the semester.
9. **Teaching Assistantships:** Remember that you are required to gain teaching competency during your time in our program. That can be achieved by serving as an Instructor of Record for a Summer Session course (please consult with Dr. Leslie Digby if that is of interest), or by serving as a Teaching Assistant for two semesters. If you are a Teaching Assistant, please refer to advice provided in the “Academic Orientation for New Graduate Students in Evolutionary Anthropology” (i.e. the Milestone document for 1<sup>st</sup> years).
10. **Departmental Seminar and Annual Presentation to the Department:** In addition to your coursework and teaching responsibilities, all graduate students are expected to attend the weekly Evolutionary Anthropology Talk Series (EATS), **and required to give at least one short or full-length seminar or organize one discussion during the academic year** (as noted [here](#); note that the yearly “what I did last summer” EATS does not count toward this requirement). To the maximum extent possible, please plan your coursework around EATS, and plan to attend all EATS seminars, even when the topic appears to be outside your immediate areas of interest.
11. **Lab Policies and Expectations:** At the start of the year, review lab policies, and set expectations with your advisor for how often you will meet or otherwise receive feedback. Issues to discuss involve fieldwork, authorship, project funding, lab and field safety, expectations regarding email and other communication, and the advisor’s and student’s responsibilities.
12. **Duke Resources:** Remain aware of the many resources available to you at Duke: the [Career Center](#), the Grad School’s [Professional Development Resources](#) (including their new tool, [Duke OPTIONS](#)), [graduate student groups](#), the Certificate in College Teaching (and the [Certificate Program](#) more generally), the [Women’s Center](#), and many more!
13. **Funding Opportunities:** Refresh your knowledge of funding options at Duke and elsewhere, and make a plan for grant applications and fellowships for the academic year. Fellowships generally provide a stipend for you, enabling you to have a break from TA duties, while grants are intended to fund research activities. The Graduate School website provides a [list of funding opportunities, including both fellowships and grants](#). These and additional sources are available on the [departmental webpage](#).
14. **Departmental Evaluation of Students:** As you plan your year, remember that all graduate students will be required to submit a summary of their academic activities at the end of the spring semester. Plan to type up a formal document that addresses each of the requested pieces of information following the format provided, and share that document with your advisor for feedback before submitting it to the DGS. The faculty will then discuss each student’s progress individually and identify any concerns or provide advice. The DGS will provide feedback to the students shortly after this meeting.
15. **Service to the Department and University:** Service encompasses volunteer (i.e., non-compensated) time devoted to support the intellectual communities at Duke, including in the department. In the

department, we request assistance with a variety of activities, and graduate students have typically provided their time and effort to ensure that these activities are successful. This includes arranging food for EATS, weekly Happy Hour, serving as the graduate student representative at the faculty meetings, and helping to organize the recruitment of graduate students in January. As you become involved in the university, additional service opportunities will emerge, including the possibility to serve on the [Graduate and Professional Student Council](#) and volunteer and leadership opportunities in other organizations (such as [Women in Science and Engineering](#)). Although not formally required, we do ask you to list your service activities on your yearly review (see #13).

16. **Mental and Physical Health:** A Ph.D. can be a particularly challenging process, with many bumps in the road to completion, and the sense that one could always be doing more to advance the research. It is important to be aware of this potential for stress, and to take stock of your mental and physical health throughout your Ph.D. career. For assistance with mental health issues, please refer to [Counselling and Psychological Services \(CAPS\)](#), which has the mission of enhancing “strengths and develop abilities to successfully live, grow and learn”. Exercise and wellness activities are also important; consider joining the gym, and participating in activities there, including group activities and trips off campus that will help you meet others across the university in a social setting. If you have concerns about your own or others’ health or wellbeing, and are not sure where to turn, you may consider filing a report through [DukeReach](#). These reports can be made anonymously. If you experience harassment, discrimination, or find yourself confronted with toxic behavior from anyone affiliated with Duke, the [Graduate School Interactive Reporting Guide](#) can help you find the most appropriate course of action based on your exact situation.
17. **Academic Connections Across Duke!** Be aware that a number of other programs exist in which you may find additional academic growth and connection, including the [University Program in Ecology \(UPE\)](#), [Duke Institute for Brain Sciences \(DIBS\)](#), [Duke Global Health \(DGHI\)](#), and [Bass Connections](#). In addition, other departments and schools can offer such connection, including [Biology](#), the [Nicholas School of the Environment](#), and [Psychology & Neuroscience](#). The Biology department, for example, has a regular seminar series, and multiple other topically-focused discussion and seminar series. Get involved, and it will pay off for your research and network of collaborations (and friends) here at Duke!
18. **Go to Conferences:** In addition to connections across Duke, remember to branch out to your broader academic community by attending conferences. You will need to figure out the conferences that are right for you, but the American Association of Physical Anthropologists is the most common society with a conference among our faculty (the department typically clears out for the conference every spring). Also, there is a regional conference that may interest you, the [Mid-Atlantic Bioanthropology Interest Group](#). They have a yearly meeting. Funding is available for travel through the Graduate School website for one conference per year after your preliminary examination (if you are presenting), at this [link](#).

If you have additional questions or concerns, please contact the DGS ([Charles Nunn](#)) or the DGS Assistant ([Elaina Cossin](#)). We are here to help you through any challenges you face, and look forward to seeing how your research develops – and helping it to flourish – in your time at Duke.