STRATEGIES FOR NAVIGATING
GRADUATE SCHOOL
AND BEYOND

KEVIN G. LORENTZ II
DANIEL J. MALLINSON
JULIA MARIN HELLEWEGE
DAVIN PHOENIX
J. CHERIE STRACHAN

AMERICAN POLITICAL SCIENCE ASSOCIATION
Table of Contents*

Preface
John Ishiyama ................................................................. xix

1 | Nevertheless, We Persisted: Pathways Through Grad School (Introduction)
Kevin G. Lorentz II, Daniel J. Mallinson, Julia Marin Hellwege, Davin Phoenix, and J. Cherie Strachan .......................................................... 1

This chapter offers some background about the inspiration for the project, the editors’ brief narratives of their time in graduate school, and brief overviews of the sections of this volume.

Section I: The Application Process

2 | How to Get In: A Roadmap for Navigating Decision-Making and the Application Process
Kelly Piazza, Chris Culver, and Lynne Chandler-Garcia ....................................................... 11

This chapter discusses decisions regarding whether, when, and where to go to graduate school, then offers guidance on how to navigate the application process. It encourages prospective students to find programs that match their goals and effectively communicate their personal and professional narrative through the application materials.

3 | Financial Concerns: Taking on Student Loans, Graduate Assistant Positions, and Funding Considerations
Courtney N. Haun and Jennifer Schenk Sacco ................................................................. 17

This chapter identifies financial considerations and identifies some ways students can mitigate financial woes. Financial planning should be done before deciding on a graduate program, and this chapter provides guiding questions to help prospective students weigh their options.

4 | Don’t You Forget About Me: The Application Process and Choosing a Program
Tara Chandra, Patricia C. Rodda, and William D. Adler ......................................................... 23

This chapter discusses the process of selecting a PhD program once prospective students have been admitted. The authors articulate a systematic approach to assessing the best program fit, making the most out of visit day, and looking beyond rankings to think about quality-of-life issues in graduate school. This chapter also includes advice for students who are choosing between master’s and PhD programs.

*Please note that, unless otherwise stated, all authors contributed equally to their respective articles.
5 | Seasoned Professionals Applying to and Navigating Doctoral Programs

Marty P. Jordan, Erika Rosebrook, and Eleanor Schiff ................................................................. 27

This chapter speaks to seasoned professionals looking to leave the public, nonprofit, or private sectors after a lengthy tenure and pursue a PhD. The authors review several considerations to weigh in returning to academia and highlight the challenges and advantages that older graduate students face when applying to and navigating doctoral programs.

Section II: On Campus

6 | Moving Beyond the One-Shot Orientation: Understanding and Making the Most of Ongoing Orientations

Anthony Petros Spanakos and Mishella Romo Rivas ................................................................. 35

This chapter advocates an ongoing process of orientation, going beyond the one-off orientation that is usually used for graduate students, full-time and adjunct faculty alike.

7 | Building a Supportive Mentoring Network

Mary Anne S. Mendoza and Samantha A. Vortherms ................................................................. 41

Building a successful mentoring network is a key strategy for thriving in graduate school both personally and professionally. This chapter lays out the who, what, where, when, how, and whys of building your own network.

8 | Speak of the Devil and (S)he Appears: The Role of Academic Administrators During Graduate School and Beyond

Lauren C. Bell ................................................................................................................................. 47

This chapter offers a “who’s who” of administrators on college and university campuses, explains some of the reasons that tensions often exist between faculty members and administrators, and offers graduate students a guide for interacting with administrators during their time in graduate school and as they navigate the academic job market.

9 | When Do Titles Matter and Why? A Guide for Graduate Students in Political Science

Meg K. Guliford, Meena Bose, and Dan Drezner ................................................................. 53

This chapter provides guidance on using titles versus first names for faculty in multiple graduate school settings.

10 | Relax! They’re Important, But Not Defining Choices: Choosing Your Subfield and Committees

Mike Widmeier and Joseph B. Phillips ......................................................................................... 57

This chapter gives some advice on how to choose your subfield specialization and how to get the most out of a dissertation committee.

11 | Does an Internship Have Value for Political Science Graduate Students?

Susan E. Baer ................................................................................................................................. 63

This chapter discusses tensions and benefits related to completing an internship as a graduate student and offers recommendations and reflection based on my internship experience as a political science doctoral student.
12 | The Explicit, Implicit, and Unknown: Comprehensive Exams
Samantha R. Cooney and David O. Monda ................................................................. 69
The purpose of this chapter is to discuss the strategies, opportunities, and challenges of preparing to successfully pass Comprehensive Exams at the graduate level.

13 | Selecting an Adviser: Professional and Personal Considerations
Chris Macaulay, Mary McThomas, and Alisson Rowland ........................................ 75
This chapter provides guidance for graduate students in selecting their adviser, outlining the many positive and negative factors for students to consider, suggesting resources to help in their consideration, and addressing potential inequities in this process.

14 | Getting Started on the Doctoral Dissertation
Brady Baybeck ........................................................................................................... 81
Your dissertation will be a self-directed original research project that will consume a considerable amount of your waking hours. No wonder it is intimidating to get started! This chapter provides a concrete path for moving forward on your dissertation prospectus (and other projects).

15 | The Doctoral Dissertation and MA Thesis: Managing the Process, Your Life, and Your Data
Michael Widmeier and Dessi Kirilova ..................................................................... 87
This chapter reviews chronologically the key phases of the capstone-type projects in which graduate programs typically culminate. We review elements which a dissertation and a master’s thesis have in common (selecting a topic, collecting data, navigating relationships with advisors and other expectations) and highlight the ways in which they differ. The chapter also includes a special discussion of data management strategies since this underappreciated and rarely taught set of simple good practices can help keep graduate students on track during the course of their independent work.

16 | Balancing Pregnancy, Parenthood, and Graduate School
Kimberly Saks McManaway, Regina Bateson, Marty P. Jordan, Karen Kedrowski, and Kyle Harris ................................................................................................. 95
This chapter offers some advice and resources for graduate students who are currently or considering becoming parents. The authors discuss the decision to give birth to or adopt children; review different considerations such as breastfeeding, parental leave, childcare, job searches, and other supports; and provide suggestions for balancing the demands of parenting and academia.

17 | Practicing Effective Time Management
Samantha A. Vortherms and Coyle Neal ................................................................. 107
This chapter discusses strategies for time management. We argue that the key to successful time management is knowing your priorities, knowing yourself, and investing in yourself.
Section III: Professional Development—Scholarship

18 | Professional Norms: Clearing a Barrier to Developing Meaningful Relationships

Benjamin Isaak Gross, Kevin M. Kearns, and Evan M. Lowe .......................................................... 115

This chapter discusses professional norms. We argue that learning and practicing professional norms is not only essential for professional success, but also shapes political science as a discipline. Also, we offer advice to graduate students on how to best learn and practice good professional norms.


Mneesha Gellman, Matthew C. Ingram, Diana Kapiszewski, and Sebastian Karcher ....................... 121

This chapter considers benefits of and challenges to pursuing research transparency and identifies strategies for achieving openness and engaging productively with key institutional stakeholders on transparency-related issues.

20 | Fieldwork

Kelebogile Zvobgo, Charmaine N. Willis, Myunghee Lee, Anne-Kathrin Kreft, and Ezgi Irgil ...... 129

This chapter discusses defining, navigating, planning, and conducting fieldwork. It engages theory and praxis to offer answers to questions that graduate students puzzle over about fieldwork.

21 | How to Conference

Kimberly N. Turner, Christina Boyes, Elizabeth Bennion, and James Newman ............................... 135

This chapter provides advice regarding strategies and approaches to attending academic conferences. The chapter addresses networking, presenting your research, which conferences to attend and why. The chapter provides specific advice from the perspective of recently finished graduate students and seasoned professors.

22 | Hidden Expenses in Graduate School: Navigating Financial Precarity and Elitism

Devon Cantwell-Chavez and Alisson Rowland ................................................................................. 143

This chapter discusses “hidden” expenses of graduate school and cultural components of funding, such as reimbursement, to help students anticipate less obvious expenses throughout their program. We also offer templates for conference expense tracking, a conference budgeting guide, and a guide for finding supplemental conference and workshop funds.

23 | Show Me the Money: Information, Strategies, and Guidelines for Applying to Grants and Fellowships in Graduate School

Angie Torres-Beltran, Cameron Mailhot, Elizabeth Dorssom, and Christina Boyes ....................... 149

This chapter aims to "pull back the curtain" on a portion of the hidden curriculum of academia by providing an overview of what external grants and fellowships are, the purposes they can serve during one's graduate career, and a few strategies and tradeoffs to consider when applying for these funding sources.

24 | Political Science Publications: Charting Your Own Path

Shane Nordyke .................................................................................................................................... 155

This chapter outlines the variety of publication types prevalent in Political Science. It also discusses some of the advantages and disadvantages of each for scholars.
25 | Turning Term Papers into Articles: Paths to a Productive Peer-Review Process

Michael P. A. Murphy

This chapter discusses how term papers can become peer reviewed articles, including “contribution-first writing,” finding your audience, practical strategies for journal selection, and potential pitfalls on the path to a productive peer-review process!

26 | Managing Online Harassment in the Academy

Seth Masket, Angela Ocampo, and Jennifer Victor

This chapter offers some practical advice for scholars who encounter rude, threatening, or anti-social behavior in their professional online activity.

27 | To Twitter or Not to Twitter

Elizabeth (Bit) Meehan and Salah Ben Hammou

This chapter provides an overview of political science Twitter: why scholars use Twitter, what they use it for, and how to protect your safety online. We offer practical guidance and considerations for graduate students in deciding whether to use Twitter.

Section IV: Professional Development—Teaching

28 | Serving as a Graduate Teaching Assistant: Tips and Strategies

Zoe Nemerever and Bianca Rubalcava

This chapter outlines the roles and expectations of teaching assistants and discusses resources and strategies for a successful and rewarding experience.

29 | Preparing for the First Solo Teaching Experience: An Alternative to Learning as You Go

Christina Boyes, Mario Guerrero, Matt Lamb, and Mary Anne S. Mendoza

This chapter addresses course preparation and common situations which arise before, during, and after teaching your first course.

30 | Resources for Teaching Excellence: APSA’s Education Section and the TLC

Megan Becker, Elizabeth A. Bennion, Colin M. Brown, and Eric Loepp

APSA provides several opportunities for graduate students to learn more about the practice of pedagogy in political science. This chapter introduces the Political Science Education Section and Teaching and Learning Conference as fora for learning new teaching methods, networking with other teacher-scholars, and discovering more about the process of publishing the scholarship of teaching and learning (SoTL).

Section V: Professional Development—Service

31 | Academic Service and Flourishing

Anthony Petros Spanakos and Ignangeli Salinas-Muniz

Service can be an area where graduate students can experience happiness, belonging, and intellectually productive challenges. It can also be overwhelming and draw students away from their primary area of research. What strategies and opportunities are best?
Towards a More Holistic Graduate Experience: Professional Service to the Discipline

Courtney N. Haun and Ivy A. M. Cargile

We address the various opportunities available for graduate students to provide service to the larger discipline at national, regional, and local levels along with some of the potential benefits and disadvantages.

Community, Solidarity, and Collective Power: The Role of Graduate Student Organizations and Graduate Worker Unions

Samantha R. Cooney, Patrick J. Gauding, Anna A. Meier, and Kevin Reuning

In addition to being students, graduate students are often employees of their universities. This chapter addresses how graduate worker unions and student organizations can provide sources of solidarity, community, and empowerment as grads navigate the demands of low-paying and exploitative jobs.

Section VI: Professional Development—The Job Market

Expect the Unexpected: Choices and Challenges in the Political Science PhD Job Market

Bobbi G. Gentry, Kyla K. Stepp, and Jeremiah J. Castle

This chapter provides an overview of the job market for political science PhDs, emphasizing that a variety of trends have contributed to a decline in tenure-track positions and a growth in post-docs, visiting positions, and “alt-ac” careers. We also provide an overview of the timing and structure of the academic market.

Mental Health and the Job Market

Anna A. Meier, Adnan Rasool, and Annelise Russell

This chapter focuses on protecting mental health while looking for an academic job. We address the uniquely stressful components of the academic job market and what you and your institution can do to protect your well-being during the job search.

What Your PhD Advisors Can’t Tell You Because They Don’t Know: Landing a Job at a Student-Focused Institution

Karen M. Kedrowski

This chapter provides strategies for applying and interviewing at student centered institutions, with advice that your PhD advisors may not be able to provide because they may not have worked at such institutions.

A Commitment to Teaching, Learning, and Student Advocacy: Community College Careers

LaTasha Chaffin DeHaan, Josh Franco, Verónica Reyna, and Randy Villegas

In this chapter we will examine the mission, vision, and values of community colleges along with their economic and educational impact in the United States. We will additionally address how community colleges are among the most diverse educational institutions in the United States and offer one of the most rewarding and fulfilling careers that political science graduate students can consider.
38 | More than Reordering the Cover Letter: Preparing for Careers at Small Liberal Arts Colleges

Kelly Bauer and Shamira Gelbman ................................................................. 243
This chapter offers guidance for political science graduate students considering faculty careers at small liberal arts colleges, providing details about a day in the life of a SLAC professor and suggesting how graduate students might prepare themselves for this job market.

39 | Preparing for a Career at a Regional Comprehensive University

Elizabeth A. Bennion, Monica E. Lineberger, and Eric D. Loepp ................................................... 249
This chapter discusses a genuine perspective of the academic career at a Regional Comprehensive University (RCU). Making the point that RCU’s are teaching-oriented, not teaching-exclusive, the authors argue that while these positions are rarely candidates’ first choice, they offer fulfilling careers with balance between research, teaching, and service.

40 | Succeeding at a Research-Intensive Institution (R1 or R2)

Karen M. Kedrowski and Benjamin Melusky .......................................................... 255
This chapter provides advice for success at research intensive institutions, including formulating an application, interviewing, developing a research trajectory, and making the most of the pre-tenure review.

41 | Pushing the Boundaries of Your PhD: Exploring Careers Outside the Ivory Tower

Danielle Gilbert, S.R. Gubitz, Jennifer Kavanagh, and Kelly Piazza .............................................. 261
This chapter highlights the diversity of career options open to political science PhDs, in particular those outside of tenure track jobs at major research universities and small liberal arts colleges. The chapter describes the advantages, disadvantages, and how to prepare for teaching opportunities at the US military service academies and professional military education institutions; pre-collegiate education positions; policy-focused jobs at think tanks, nonprofits, and in government; and private sector jobs.

42 | Weighing Up the Options: The Adventure of an Academic Career Outside of the United States

Dale Mineshima-Lowe, Pablo Biderbost, and Guillermo Boscán Carrasquero ................................. 271
This chapter considers one’s career prospects in political science beyond the US. Drawing on our collective experiences (in Spain and the United Kingdom), we offer some insights about pursuing academic opportunities (studying and careers) outside the United States.

43 | Making a Statement: Research, Teaching, and Diversity Statements for the Academic Job Market

Kelly Bauer, Colin M. Brown, Melissa L. Sands, and Maricruz Ariana Osorio ................................. 277
This chapter discusses the research, teaching, and diversity statements commonly requested for faculty position applications. We suggest that writing these statements can play an important role in developing one’s academic identity and plotting a forward trajectory and offer reflective prompts to support applicants’ writing process.
44 | A Limited Time Offer: Exploring Adjunct, Visiting, and Fixed-Term Positions

*Austin Trantham, Connor J.S. Sutton, Margaret Mary Ochner, and Jennifer E. Lamm .................. 283*

As the availability of tenure-track appointments continues to decline, more graduate students will serve in non-tenure track (NTT) positions. This chapter provides practical advice for those considering NTT appointments from the authors’ collective experiences, including strategies for success in these positions.

45 | The Academic Interview/Marathon

*Christopher Macaulay and Michelle D. Deardorff ................................................................. 289*

This chapter explores the interview process and includes advice on how to prepare for an on-campus interview, navigate the interview itself, and succeed once the interview is complete. This includes helpful advice for interviewees and perspective from individuals on both sides of the interview experience.

46 | You Have an Academic Job Offer...Now What? Negotiating Advice from Two Perspectives

*William O’Brochta and Lori Poloni-Staudinger ................................................................. 295*

This chapter describes the process of receiving, negotiating, and accepting a job offer with perspectives from both a faculty member and a dean.

47 | Started from the Bottom, Now We’re Here: Navigating the Job Market Without a “Top Tier” PhD

*Rachel E. Finnell and Alexandra T. Middlewood ................................................................. 301*

This chapter offers advice to graduate students who are not part of “top tier” PhD programs on tackling the job market by discussing the quandary with program rankings, providing considerations for setting beneficial goals, offering guidance on creating and utilizing academic networks, and discussing the teaching versus research debate.

48 | Getting “Us” a Job: The Two+ Body Problem and the Academic Job Market

*Tyler P. Yates .................................................................................................................. 307*

This chapter provides advice to academics on the job market who must not only consider their own job prospects and future but those of a partner—who may or may not also be an academic. This includes tips to prepare for the application process, suggestions for navigating potential job offers, and possible short-term and long-term solutions for the two+ body problem.

Section VII: Climate and Culture in the Department and Profession

49 | Climate and Culture in Political Science: Diversifying our Institutions, Methods, and Identities to Combat Implicit Bias and Microaggressions

*Natasha Altema McNeely, LaTasha Chaffin DeHaan, and Verónica Hoyo ................................. 315*

In this chapter, we argue the foundation for implicit biases and microaggressions is the deep-rooted notion that a “prototypical” model of Political Science exists; be it in the form of a university or department, a type of political scientist, a particular focus field and a best career path. We explore the pervasive effects of a monolithic approach of one-size-fits all to our institutions, our methods and our identities in light of the intersectionality of graduate students’ lived experiences and personal realities.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Feeling Like a Fraud: Imposter Syndrome in Political Science</td>
<td>Thomas S. Benson, Bobbi G. Gentry, and Sarah Shugars</td>
<td>323</td>
</tr>
<tr>
<td></td>
<td>Imposter syndrome can present feelings of intellectual self-doubt—among other things—and it is not experienced equally or in a universal manner, with intersectional identities able to shape and compound how imposter syndrome is experienced. This chapter offers numerous recommendations to help manage imposter syndrome for oneself or to help others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Discrimination and Sexual Assault: Resources and Options for Responding and Reporting</td>
<td>Devon Cantwell-Chavez, Asif Siddiqui, and Christina Fattore</td>
<td>329</td>
</tr>
<tr>
<td></td>
<td>This chapter provides definitions for sexual assault and discrimination, an in-depth walk-through of the process for reporting these issues, and resources for bystanders and receiving disclosures of these issues. Furthermore, we discuss the shortcomings and failures of existing structures and offer a menu of options for care and healing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Sexual Harassment in Academia: What Every Graduate Student Should Know</td>
<td>Rebecca Gill and Valerie Sulfaro</td>
<td>343</td>
</tr>
<tr>
<td></td>
<td>This chapter offers definitions of sexual harassment and sexual coercion, assesses the scope of the problem within the discipline and the consequences of harassment, and provides a comprehensive review of options to pursue in response to experiences of sexual harassment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>What Do You Need to Know About the Culture of Overwork?</td>
<td>Thomas S. Benson</td>
<td>355</td>
</tr>
<tr>
<td></td>
<td>This chapter offers insights and resources into the culture of overwork in the discipline and how prospective and current political science graduate students can navigate the challenges associated with this culture. Advice is provided for students at different stages and for those with different identities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section VIII: Strategies for Addressing Implicit Bias, Harassment, and Assault**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>Concerns for BIPOC Students and Scholars and a Model for Inclusive Excellence</td>
<td>Aleena Khan, Jair Moreira, Jessica S. Taghvaiee, and Andrea Benjamin</td>
<td>363</td>
</tr>
<tr>
<td></td>
<td>This chapter identifies several concerns underrepresented racial/ethnic students and scholars face in the field of political science including: the lack of representation of BIPOC students and faculty; the climate of departments and programs; and the personal hardships students may face in navigating graduate school such as experiencing imposter syndrome, macro- or micro-aggressions, and intersectional experiences. We conclude with recommendations for both students and institutions to address some of the systemic issues outlined in this chapter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Political Science &amp; LGBTQ Identity: Thoughts &amp; Suggestions for LGBTQ Graduate Students</td>
<td>Monique Newton, Brian F. Harrison, and Edward F. Kammerer, Jr.</td>
<td>371</td>
</tr>
<tr>
<td></td>
<td>The purpose of this chapter is to discuss some of the challenges and opportunities that come with pursuing a PhD from two perspectives: as an LGBTQ person and as someone who wants to conduct research on LGBTQ-related topics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This chapter considers the differential experience of woman-identifying individuals in graduate school by discussing teaching research and service. It suggests potential strategies to navigate obstacles and build community to move beyond lean-in narratives that can sometimes further penalize women in political science.

This chapter draws attention to the challenges faced by international graduate students in the United States and provides information on how students at different stages can deal with these challenges. Notably, we—as two international graduate students—provide advice on applications, finances, immigration, housing, language, cultural norms in education, teaching, and the job market.

This chapter addresses the unique challenges international graduate students of political science face as teaching assistants and/or instructors and provides a roadmap on how to overcome these challenges whilst making successful progress towards dissertation research and writing.

This chapter provides strategies and resources for students who face challenges as members of minority religions, broadly defined, covering issues such as calendar differences, dietary restrictions, and discrimination. Aspiring allies of religious minorities will also benefit from reading this chapter.

This chapter focuses on identifying the challenges faced by first-generation (first-gen) political science graduate students. We stress that while not all first-gen experiences are identical, we can highlight solutions for first-gen political science graduate students by calling to mind assets-based approaches that deviate from the existing focus on deficiencies.

This chapter documents some common challenges for students with disabilities and chronic health issues and identifies possible resources (institutional, legal, and social) that students may seek out in their respective departments, universities, and beyond. In doing so, we hope to acknowledge the unique needs of students with disabilities as well as inform, based on our lived experiences, how academia as a whole may better accommodate those needs.
Section IX: Health and Wellness in Graduate School

62 | Why You’re Doing This: Sustaining Joy and Inspiration in the Scholarly Vocation
Yuna Blajer de la Garza, Patrick J. Egan, and Sarah Shugars .......................................................... 419

Why should you pursue a PhD in political science? Because few other careers provide the range of remarkable and enjoyable opportunities to be intellectually creative, to work independently, and to make contributions to society as the vocation of political science scholarship.

63 | No Rapunzel in This Ivory Tower: Finding Your Collective and Overcoming Academic Isolation
Devon Cantwell-Chavez, Siobhan Kirkland, Hannah Lebovits, Maricruz Ariana Osorio, Natalie Rojas, Rosalie Rubio, Sarah Shugars, Rachel Torres, and Rachel Winter ....................................... 425

Graduate school can be a lonely and isolating time. This chapter explores some of the institutional and systemic reasons that lead to graduate students—especially those who are underrepresented in the profession—to feel isolated. Additionally, we provide examples of strategies for coping and thriving in the face of the reality of isolation. Furthermore, we provide recommendations to the profession for how we can reduce circumstances that lead to isolation for students during their graduate education.

64 | Health and Well-Being in Graduate School: Preventing Burnout
Thomas S. Benson and Christina Boyes ............................................................................................... 431

Health and well-being constitute critical components of graduate students’ success and potential issues like burnout, chronic stress, depression, fatigue, and imposter syndrome threaten to undermine such success. In turn, this chapter provides strategies on how students can manage their health and well-being, including advice for those who are already struggling and those seeking to prevent these issues arising.

65 | Things that Can Go “Wrong”: Finding Our Own Way in Graduate School
Misbah Hyder, Dana El Kurd, Felicity Gray, Devon Cantwell-Chavez, and Alisson Rowland ..... 437

While facing obstacles in graduate school—such as changing your dissertation topic and/or advisor, transferring programs, taking a leave of absence, or working multiple jobs—it might feel like something has gone “wrong.” This chapter challenges that framing and guides how to make choices when plans change.

66 | Should I Stay or Should I Go? Making the Decision to Leave Your Graduate Program
Carmen J. Burlingame .......................................................................................................................... 445

Written from the perspective of someone who did leave their PhD program, this chapter provides recommendations on tangible steps to have the most success when transitioning from academia—including completing requirements for a terminal master’s, following through on previous commitments to colleagues, and identifying transferable skills into the workforce.
67 | Rest in Graduate School: Boundaries, Care-Taking Labor, Racial Capitalism, and Ill Health

Pyar Seth and Alexandra De Ciantis ................................................................. 449

This chapter foregrounds the prioritization of rest and well-being through a critique of academic overwork infused by racial capitalism.

68 | Mental Health and Well-Being in Grad School: Dealing with Isolation, Depression, Anxiety, and Turmoil

Nasir Almasri and Dana El Kurd ........................................................................... 455

Graduate students exhibit significant levels of depression and anxiety. This chapter discusses what we know about mental health struggles among graduate students and offers strategies that can help mitigate potentially negative mental health experiences during graduate school.

69 | Health and Well-Being in Graduate School: Counseling and Other Resources

Mikaela Karstens and Anne M. Whitesell ............................................................. 463

This chapter discusses the importance of mental healthcare in grad school and identifies numerous resources and strategies students can use to meet their emotional and psychological needs.

Contributor Biographies ....................................................................................... 469
List of Tables and Figures

Chapter 3
Table 1: Template for Comparing Program Costs and Funding .......................................................... 20

Chapter 7
Figure 1: Mentoring Relationships ..................................................................................................... 42

Chapter 8
Figure 1: Who's Who? A Summary of Key Administrative Titles and Positions ................................. 48

Chapter 16
Table 1: Parental Leave Policies for the top 40 Political Science PhD Programs in the US ................. 99
Table 2: Childcare Facilities & Monthly Costs for top 40 Political Science PhD Programs in the US .... 100
Table A: Appendix—On Campus Resources for Graduate Students who are Pregnant or Parents .... 102-103

Chapter 22
Figure 1: Guaranteed Funds Per Year, Political Science PhD Programs ............................................. 145

Chapter 23
Table 1: Stages, Purpose, Types, and Examples of External Grants and Fellowships ............................ 150

Chapter 25
Figure 1: Belcher's Ten Types of Claims to Significance ..................................................................... 162
Table 1: Strategies to Consider for Putting an Article's Contribution in Context of a Given Journal .... 163

Chapter 32
Table 1: Organizations Graduate Students Can Pick From ................................................................. 211

Chapter 44
Figure 44.1 Common Characteristics of NTT Positions ......................................................................... 284
Figure 44.2 Dos and Don'ts for NTT Positions ..................................................................................... 287

Chapter 51
Table 1: Summary of Discrimination Response and Reporting Options .............................................. 335
Table 2: Summary of Sexual Assault Response and Reporting Options ............................................. 338

Chapter 54
Table 1: Psychology and Social Science Doctorate Recipients by Sex, Ethnicity, and Race 2020 .......... 364