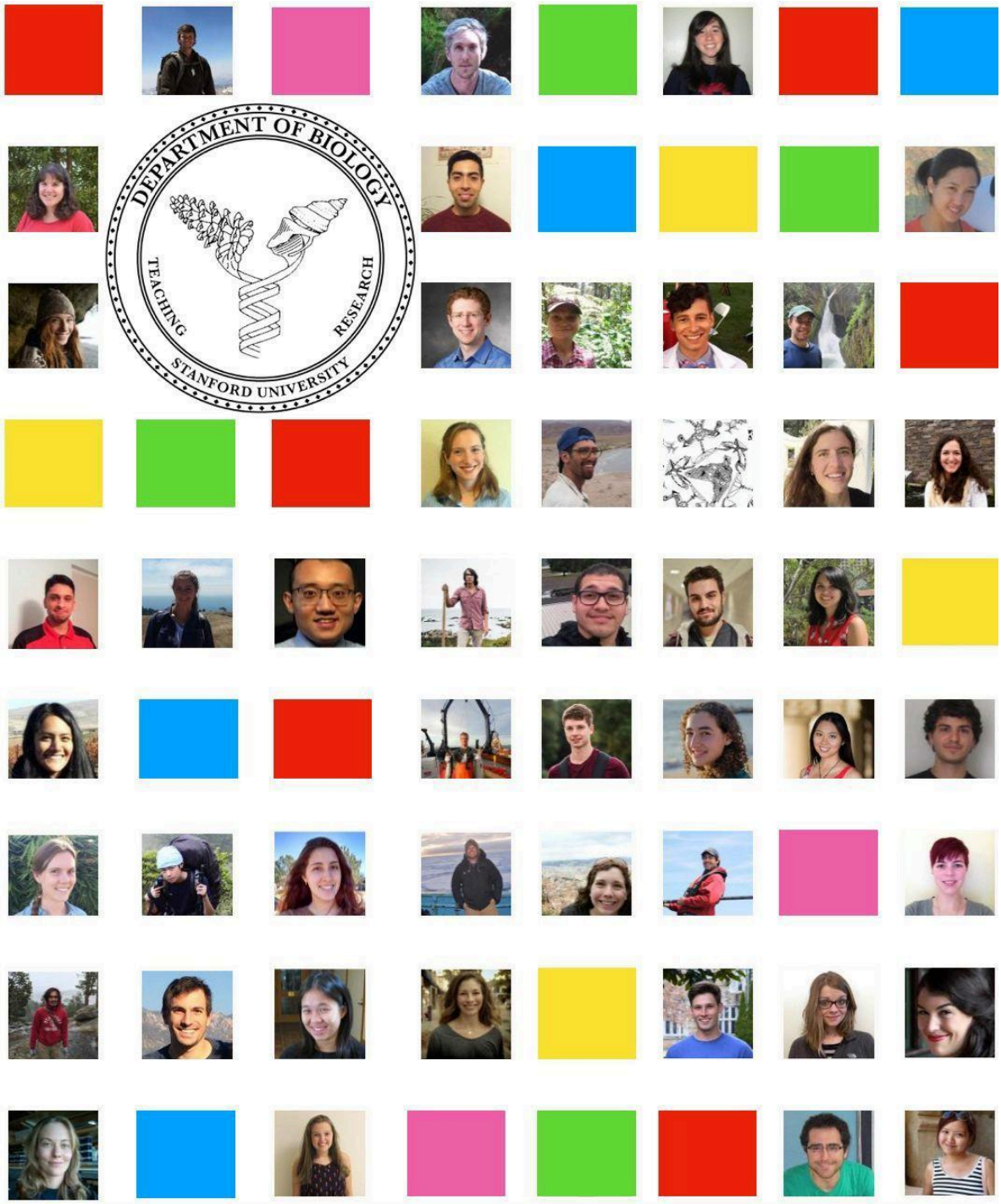
Department of Biology, Ph.D. Handbook

2019 – 2020



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Departmental Contact Information

Student Services Office
Gilbert Building, Room 108
Stanford, CA 94305-5020
Office hours (including summer quarter): Monday – Friday: 8:00am-4:30pm (closed 12:00pm-1:00pm)
https://biology.stanford.edu/

Student Services Staff:
Samantha Schwartz, Student Services Manager
(650) 723-1826
skschwartz@stanford.edu

Vanessa Sutter, Student Services Officer
vsutter@stanford.edu
(650) 498-2404

Faculty Research Directories:
Biology Faculty/Research
https://biology.stanford.edu/faculty

Biosciences Faculty Profiles
https://biosciences.stanford.edu/faculty/

Community Academic Profiles – university-wide faculty research profiles
https://profiles.stanford.edu/

Biology-Related Sites On/Off Campus:
Carnegie Institute – Department of Global Ecology
http://globalecology.stanford.edu/

Carnegie Institute – Department of Plant Biology
http://carnegiedpb.stanford.edu/

Biosciences PhD Programs
http://biosciences.stanford.edu

Hopkins Marine Station
http://hms.stanford.edu/

Jasper Ridge Biological Preserve
http://jrbp.stanford.edu/

Robin Li and Melissa Ma Science Library
http://library.stanford.edu/libraries/science/about

Ph.D. Handbook & Degree Program Overview

A welcome message from the Director of Graduate Studies:

Dear Biology PhD Students,

For those of you just entering our program, “We are so happy to welcome you to our department!”, and for those continuing in the program, “We’re all here rooting for you!” The process of earning your PhD is a truly transformational part of your life. You step foot onto this campus with a passion for delving into the unknown and you exit with the ability to answer fundamental questions in biology that enlighten our society. Wow! How does that happen? Through a lot of hard work on your part and a community of students, faculty and staff all here to support you. The departmental mission is to clearly define for you our expectations of achievement needed to earn a PhD, but also to ensure you are provided with the resources you need to meet these challenges. As the Director of Graduate Studies, I am here to ensure we are effectively doing our job and finding innovative ways of supporting students that bring unique needs.

A diverse student body needs diverse approaches to training and mentorship. I am making it my mission to rethink the ways in which we educate, advise, and evaluate PhD students to make sure we are acknowledging the different talents and areas of growth our students bring to the program. The Biology First-year Facilitator (BFF) program is the first initiative in this effort. Here students will choose faculty mentors that best match their mentorship interests. First-year advising will focus on supporting students as they adapt and integrate into the culture of the department and to build and broaden the network of student-faculty relationships at Stanford.

A PhD is like a marathon. Your success is not dependent on any single experiment working. It takes perseverance, dedication and the willpower to stick with it. This may sound intimidating, but another way to look at it is that every day is an opportunity: to rethink a hypothesis that has been rejected, an experiment that needs troubleshooting, or a professional relationship that needs a course correction. Start to think about how your goals fit into month, year and 5-year increments. Not sure how to do this? Talk to your fellow classmates, BFFs and faculty advisors and we’ll tell you how we do it.

Each year we are so proud of the fantastic students we welcome to the department. Each of you brings talents and experiences that make for a diverse cohort of classmates that support each other. You are partners, team mates and ultimately each others best support mechanism. An important aspect of this relationship is to respect the different approaches each of you will use in achieving excellence. As a graduate student at UCSD, I can clearly remember when another fellow student I respected told me that I “just didn’t understand how science is done.” It took me a long time to realize that the way I approached scientific questions was not wrong. I brought to my work a unique perspective that has helped me to address scientific questions in innovative ways that distinguishes my lab’s from others in the world. Adapting to the culture of this department doesn’t mean giving up who you are--it means finding the most effective ways in which you can use your unique talents to tackle your science in a way that others can appreciate.

Finally, I would like to say that we are all in this together. A world-leading department relies on a successful student body. A successful student body relies upon effective mentorship. Effective mentorship relies upon faculty understanding the needs of their students and for students to communicate their needs to the faculty. Ultimately our success relies on mutual respect and the gift of time and energy to support each other as we step into the unknown. See you on the other side!

Sincerely,

José R. Dinneny
Associate Professor in Biology
Director of Graduate Studies

Ph.D. Handbook

This handbook supplements the Bulletin (ExploreDegrees) and other University publications by providing information about department-specific policies and procedures. It also provides helpful resources to support you during your academic program. Further information and resources are available from the Student Services Office.

Because graduate school is an active partnership between the student, faculty advisor, thesis committee and the department, the department expects students and faculty to familiarize themselves with this information and seek clarification as needed.

Students are held to the degree requirements included in the Stanford Bulletin (ExploreDegrees) and department handbook published in the year of matriculation; departmental practices and procedures outlined in the handbook may change year to year.

Ph.D. Degree Program

Training for a Ph.D. in biology is focused on learning distinct skills required for being a successful research scientist and teacher. First and foremost is to identify significant gaps in knowledge, learning how to devise testable hypotheses, and then devise and carry out experiments to answer these questions. Students will work closely with an established advisor during this learning process and also meet regularly with a committee of other faculty members to ensure they are exposed to diverse perspectives on experimental strategies and approaches.
Students should learn how to critically evaluate pertinent original literature and to stay abreast of scientific progress in their areas of interest. In addition, students should learn how to organize and produce professional presentations and write manuscripts for publication. During their training, students also need to learn how to become effective teachers by using the resources available for developing these skills. These include working closely with faculty in classes, taking supplementary training through VPTL and teaching independently in different settings.

The department strongly believes that learning these skills are essential parts of a Ph.D. education in Biology. It's very important that the learning process for a Ph.D. be accomplished within 5 years so students can begin their professional scientific careers in a timely fashion. To achieve this, students, together with their advisors and committee members, need to set realistic milestones for their time in graduate school.

The Ph.D. program is divided into three separate tracks with different requirements:

1. Cellular, Molecular, and Organismal Biology (CMOB)
2. Ecology and Evolution Biology (Eco/Evo)
3. Hopkins Marine Station (Hopkins)

Commitment to Diversity

As stated by the office of the VPGE, "A wide range of opinions, perspectives, and experiences is essential to educational excellence. Discover ways to participate in, contribute to, and celebrate Stanford's diversity.

Diversity includes, but is not limited to, categories of culture, socioeconomic background, race, ethnicity, gender, gender identity, sexual orientation, disabilities, religion, and life experience. A diverse community of scholars asks unexpected questions and contributes divergent insights, pushing the forefront of knowledge further and faster."

The Stanford University Department of Biology is committed to fostering a diverse community in which all

individuals are welcomed, respected, and supported to achieve their full potential. We value diversity because we

believe that all people have the right to participate in the generation of scientific knowledge and that interaction between people with different backgrounds and life experiences allow our scientific community to reach a greater level of innovation in education and research.

Learning Outcomes

The Ph.D. is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in biology. Through completion of advanced coursework and rigorous skills training, the doctoral program prepares students to make original contributions to our knowledge of biology and to interpret and present the results of such research.

The department reserves the right to make changes at any time without prior notice. Such changes will be communicated to the student body when made; however, it is the student's responsibility to review the Graduate Handbook on an annual basis to ensure their full compliance with the expectations of the program.

Departmental Requirements for All Students

Below is a list of milestones and forms that Ph.D. students are to complete, as well as their corresponding deadline. All forms and papers must be turned into the Student Services Office, Gilbert 108.

First Year

Item	Track	Due Date
BFF meeting (online confirmation)	all tracks	By first two weeks of each quarter AWS
Lab Rotation Evaluation form*	CMOB	End of each rotation
NSF Application**	all tracks	Late October/early November (Life Sci)
Teaching Evaluation form	all tracks	End of each quarter in which you TA
Advisor/Lab Decision	all tracks	May 15
Seminar Evaluation form	Eco/Evo & Hopkins	May 15
First Year Paper form and paper	Eco/Evo & Hopkins	May 15
First Year Evaluation form	all tracks	May 15
IDP Meeting	all tracks	August 1

* Required if student is rotating

** Required for eligible students in their first year, or second year with expressed permission of DGS

Second Year

Item	Track	Due Date
Teaching Evaluation form	all tracks	end of each quarter in which you TA
Dissertation Proposal paper	CMOB & Hopkins	November 1
Dissertation Proposal form & presentation*	CMOB & Hopkins	November 15
Graduate Student Symposium	Hopkins	typically February
2nd Year Committee Meeting form	CMOB	May 15
Dissertation Proposal paper	Eco/Evo & Hopkins	May
15 Dissertation Proposal form & presentation	Eco/Evo & Hopkins	June 15
Application for Candidacy form**	all tracks	no later than the end of Summer Quarter
Dissertation Reading Committee form	all tracks	with Candidacy form
IDP Meeting	all tracks	August 1

* Dissertation Proposal form will indicate any areas where students are required to improve performance before the Dissertation Reading Committee meets.

Third Year

Item	Track	Due Date
3rd Year Committee Meeting form	all tracks	May 15
Teaching Evaluation form	all tracks	end of each quarter in which you TA
Seminar Evaluation form	CMOB	May 15
IDP Meeting	all tracks	August 1

Fourth Year

Item	Track	Due Date
Request for TGR Status form	all tracks	135 units and all requirements done
Graduate Student Symposium	Hopkins	typically February
4th Year Committee Meeting form	all tracks	May 15
IDP Meeting	all tracks	August 1

Fifth Year

Item	Track	Due Date
Autumn Progress Report	all tracks	November 15
5th Year Committee Meeting form	all tracks	May 15
Publishable Manuscript	all tracks	prior to graduating
IDP Meeting	all tracks	August 1

Thesis Defense

Item	Track	Due Date
Draft of Dissertation	all tracks	Due to comm. 30 days before defense
University Oral Exam Schedule form	all tracks	2 weeks prior to defense

First Year Advising: the Biology First-year Facilitator (BFF) Program and Course Advising Workshops

Autumn Quarter: Faculty mentorship in the BFF program is focused on helping students integrate into the department culture through non-judgmental advocacy. This is facilitated by paid coffee cards given to the BFFs to promote meetups in casual environments once a quarter. BFFs also support students as they manage their lab rotations and chose appropriate coursework. Emphasis is placed on cultivating a supportive relationship between faculty and student during what is often a stressful period of transition. The Student Services Office (SSO) and the DGS have primary responsibility for ensuring students fulfill departmental requirements (coursework, TAships) and submit the appropriate forms on time.

In August, faculty indicate their interest in diverse areas of mentorship. Students then rank their preference for mentors based on shared interests. Mentors will ideally be faculty the student does not plan to rotate with to avoid conflicts of interest.

The first meetings will take place during orientation week or the first week of classes. Students must verify online that they have met with their BFF no later than the Monday before the final study list deadline.

Course Advising Workshops will be organized to assist students in the selection of classes for the next quarter. The workshop will consist of CMOB, Eco/Evo and Hopkins faculty and SSO representatives that can advise on appropriate coursework to take. Students and faculty will establish a course of study, taking into consideration (1) area of specialization; (2) training in accessory areas such as language, math, physical sciences and computer science; and (3) breadth in biology.

Winter Quarter: The BFF will meet with the student early in Winter Quarter to check in with the student's progress in integrating into the department and the student will fill in an online form to indicate the meetup has occurred. If the SSO and DGS find a lack of progress in coursework, rotations or other required areas of study, a meeting will be scheduled between the DGS and student to determine a corrective course of action. The student must fill in an online questionnaire regarding their meeting with their BFF and progress to the Student Services Office following the meeting and no later than January 31st. Students may attend one Course Advising Workshop, several of which will be offered the first week of March.

Spring Quarter: The BFF will meet with the student early in Spring Quarter to check in with the student and discuss rotations and progress towards identifying a thesis advisor (CMOB and other rotating students) or in establishing a thesis project (Eco/Evo, Hopkins) and the student will fill in an online form to indicate the meetup has occurred. The BFF should also discuss whether students have acclimated to the PhD program or exhibit persistent challenges. Students may attend one Course Advising Workshop, several of which will be offered the first week of May. Course Advising faculty will help develop an academic plan for the second year. If the student has chosen a lab advisor, the student and advisor will need to fill out the First Year Evaluation Form and submit this to SSO by May 15th. If a lab advisor has not been chosen, an e-mail to the DGS must be sent to request an extension.

Ethics/Responsible Conduct of Research Course

All students are required to take an Ethics course. This course should be taken in the first year of the program.

MED 255: Responsible Conduct of Research – required for all CMOB students. Offered all four quarters.
BIO 313: Ethics in the Anthropocene – required for Ecology/Evolution students. Only offered in Spring Quarter.

Note: Hopkins students may choose to take either ethics course offering.

Teaching

Regardless of the source of support, each Ph.D. student is required to serve as a Teaching Assistant (TA) and/or Course Assistant (CA) for two Biology (BIO or BIOHOPK) courses.

One quarter must be in the undergraduate lab courses (BIO 45, 46 47, or BIOHOPK 47), introductory courses (BIO 60s level), or foundations courses (BIO 81, 82, 83, 84, 85, 86 or BIOHOPK 81, 84, 85). The second course may be an advanced undergraduate BIO elective course or lab/introductory/foundations course. **Biosciences mini-courses (BIOS) or summer teaching positions cannot be used to fulfill teaching requirements.** Students are expected to complete both TA requirements by autumn of their 3rd year in the PhD program. *CMOB students who TA during the Autumn Quarter of their 2nd year can request to postpone their qualifying exam until the end of Winter Quarter. Petitions for postponement should be submitted to the DGS before the start of the Autumn Quarter of the 2nd year.*

The department requires teaching experience for two reasons. First, the department has practical needs for teaching assistance and must satisfy some of these needs with graduate teaching assistants. Second, the teaching experience is valuable for students who later choose to pursue academic careers where they will be expected to teach and develop courses as well as for students who pursue any career in which public speaking, leadership, presentation skills and program planning are used.

TA selection/appointment process:

- An application that includes a list of courses offered with available TA positions for the academic year will be emailed to students annually, typically in July/August. Students who have not fulfilled the required two TAships are required to submit an application.
- Students will complete the application, ranking the courses they would most like to teach in the coming year.
- Student Services and the Graduate Studies Committee will make a top candidate TA list for each course based on: 1) priority to intro/foundation courses/labs; 2) area of expertise and 3) additional skills required.
- Instructors will be able to select a TA from the candidate list if there are multiple candidates. If TAs are not chosen in a timely manner, then TAs will be assigned by the Graduate Studies Committee.
- The student should confirm with their advisor plans to be a TA.
- The opportunities to gain teaching experience and training in specific courses will be assigned using the departmental matching system during the Spring and Summer quarters prior to the next academic year.

Hopkins students will complete at least one TA requirement on campus during the first year. Any remaining TA requirements can be completed at Hopkins. The department will work with the Hopkins faculty in selecting TAs for courses at Hopkins.

The department will compile a list of teaching expectations and responsibilities for each course (instructor course information) and provide this information annually to graduate students with the application. Typical teaching responsibilities include the following:

- Assist in the preparation and grading of exams, problem sets, etc.
- Hold regular office hours
- Assist in preparation and distribution of course handouts
- Attend lectures
- Provide student course feedback to instructor
- Initiate and plan discussion sections
- For lab courses: set up experiments, check equipment and supervise clean-up

In order to fulfill their teaching requirements, students have their teaching supervisors complete the Teaching Requirement form. Students must submit the form to the Student Services Office.

Students who plan to TA for one of the core labs (BIO 45, 46 or 47) are **required to attend** a one-day training in the preceding quarter, BIO 291. Registering for BIO 291 to obtain units is optional.

In order to support students in their teaching, students must complete BIO 296 Teaching and Learning in Biology concurrently with their first teaching assistantship. This workshop provides students with basic training, support and professional development.

Optional Teaching:
Students who wish to do more teaching after they have fulfilled the requirement may ask to be considered, though faculty must give first priority to students who have not yet completed their requirements. Occasionally students want to design a new course; this is possible, but teaching requirements must already be completed and student must have written approval from his/her advisor to design and teach a class. Students interested in this should see staff in the Student Services Office 3-6 months in advance of possibly offering the course.

Pre-Doctoral NSF Fellowship Applications

All eligible **first** year Ph.D. students are required to apply for a National Science Foundation Graduate Research Fellowship (NSF). Students must forward to Student Services a copy of the confirmation email to confirm that they've applied. Typically the application deadline is in late October/early November. Please see the NSF website for deadlines: https://www.fastlane.nsf.gov/grfp/Login.do.

Students may request a one-year deferment from submitting their NSF GRFP application to the DGS. Permission to defer must be accompanied by the expressed written consent of the faculty mentor working with the student on the proposal. Valid reasons for deferment include: inadequate preparation for field of study based on undergraduate studies or substantial personal hardship. If a deferment is approved, an NSF GRFP application must be submitted the following year.

All students are encouraged to apply for any/all fellowships for which they are eligible. Students are encouraged to consult their faculty advisors when preparing fellowship applications.

Laboratory Safety Training

All biology lab personnel are required, under regulations from various governmental agencies, to be trained in laboratory safety pertaining to their lab. During orientation, each new graduate student is required to attend the scheduled health and safety training session. Prior to working in the lab, new students are required to complete a number of Stanford University Environmental Health & Safety training courses online and any specialized classroom training that is required for the lab he/she will be entering. The department's safety officer will give a general safety overview and provide a **Safety Training Certificate** form, outlining the required and suggested courses for each student.

Required courses may include but are not limited to some of the following:

- General Safety & Emergency Preparedness
- Chemical Safety for Labs
- Biosafety
- Ergonomics
- Radiation Safety
- Laser Safety
- Compressed Gas Safety
- DOT: Shipping Biological Goods or Dry Ice

In most labs, the Lab Safety Coordinator is responsible to see that every person entering the laboratory has completed the safety training. In labs with no Lab Safety Coordinator, the Principal Investigator (P.I.) is responsible for health and safety training.

Every laboratory has a *Stanford Safety Manual*, which describes the Health and Safety program at Stanford, and the Emergency Response Plan for the department. Reference materials can be found on the EH&S website with a list of training videos and journals. There are CD-ROMs containing Material Safety Data Sheets (MSDS) and the Hazardous Waste Training Program available in the Falconer Biology Library.

Additional training is required when students begin to use protocols involving radioactivity and or animals. Students who may be using radioisotopes must also attend the university's radiation safety course and pass the radiation safety examination. Arrangements to take this class are made through the Health Physics Division of the Department of Environmental Health and Safety. Students involved with animals may be required to take additional safety training

Dissertation Proposal: Two-Part Qualifying Exam in Second Year

During the second year, each student must pass a **two-part** qualifying exam.

1. Written dissertation proposal that outlines the student's projected dissertation research
2. Oral defense of the dissertation proposal

CMOB: The written dissertation proposal must be submitted electronically to the Student Services Office and student's Dissertation Proposal Committee by November 1st and the proposal defense must be completed by November 15th. The dissertation proposal is evaluated by a committee of four faculty members. Students are required to organize a committee that consists of their advisor (present in exam, but is to remain silent), two Biology Department faculty (have primary appointments in Biology) and one member from outside of Biology (does not have a primary appointment in Biology). Students must submit a Dissertation Proposal form to the Student Services Office by the November 15 deadline.

ECO/EVO: The written dissertation proposal must be submitted electronically to the Student Services Office and student's Dissertation Proposal Committee by May 15th and the proposal defense must be completed by June

15. The dissertation proposal is evaluated by a committee of three faculty members in an oral presentation. The committee consists of the student's primary advisor and a minimum of two other faculty. Students must submit a Dissertation Proposal form to the Student Services Office by the June 15 deadline.

HOPKINS: Students at Hopkins have the option of following the process of either the CMOB or Eco/Evo tracks (see details above and below) but should electronically submit their written dissertation proposal to the Student Services Office and their Dissertation Proposal Committee by May 15th and the proposal defense must be completed by June 15. In addition, all Hopkins students must select a faculty member on their committee (other than their advisor) to serve as a chair. This person is responsible for running and keeping a record of the meeting.

Dissertation Proposal Committee Responsibilities and Proposal Guidelines

The Dissertation Proposal Committee evaluates the written dissertation proposal and administers/evaluates the dissertation proposal defense. The Dissertation Proposal Committee also assists in such aspects as initial choice of dissertation topic, evaluate the oral and written proposal, planning and execution of research, dissertation and related publications writing and planning a career. The student is responsible for scheduling these meetings. Members of this committee also typically serve on the Dissertation Reading Committee and the Oral Examination Committee, but in consultation with advisor and other faculty, students have the option to change committee members in the future if needed.

Guidelines for 2nd Year Dissertation Proposal (Committee, Paper and Examination) for CMOB Students

Dissertation Proposal Committee Requirements: Three faculty members (not including the advisor), two from the department and one from an outside department, serve as examiners. The primary advisor should attend but is not involved in the examination. The role of the primary advisor is to introduce the student, clarify questions or content when necessary, otherwise serving as an observer.

Guidelines for Proposal Paper: The paper should follow the NIH research proposal guidelines. The content should include the following:

1. Introduction and specific aims
    - Brief introduction addressing biological question, including 3-4 specific aims
2. Background and significance
3. Preliminary data
    - Preliminary data should be included if relevant
    - This can be included before the research design or as each aim is proposed
4. Research design and methods for each aim
    - Overview and rationale for aim
    - Experimental plan
    - Expected results
    - Limitations/contingency plans

Length of document should not exceed 10 pages, excluding figures and references. References should contain information such as article title (e.g. in the style of Cell rather than Science).

Oral Exam: The length of the oral exam will be up to 90 minutes. At the beginning, the student will be asked to leave the room and the student's primary advisor will discuss the student's overall progress in the laboratory and the state of completion of coursework and TA requirements. One member of the committee (Biology faculty), who is not the student's primary advisor will be designated as chair. The chair is responsible for facilitating the exam and recording the final outcome. The student returns and presents a **15 minutes uninterrupted** presentation of the proposal. The committee will then begin exam questioning until consensus by committee is reached or maximum time (90 min) is reached.

The oral part of the qualifying exam is not a seminar—it is an evaluation of the student's ability to:

- Summarize the field of study, including past and current work from others
- Generate a working hypothesis
- Develop a plan that could be completed in 3-4 years
- Understand the logic of experimental design
- Develop a decision tree based on (all) possible results of experiments
- Draw conclusions and adapt hypotheses depending on results

The examination should include a few slides that summarize the background, hypothesis, specific aims, preliminary results (if available) and experiments. To plan the number of slides, students should assume that the total time with no interruptions will be 15-20 minutes (i.e. 2-3 min/slide = <10 slides).

Following the oral defense, the student will be asked to leave the room and the committee will then discuss the written and oral parts of the exam, the student's progress and whether the student has passed or failed. The chair of the committee will summarize the discussion in the presence of the student. The chair is responsible for writing the summary in the Dissertation Proposal form provided by the student, ensure that all committee members agree and sign and submit the signed form to the Student Services Office.

Should the student fail one or both parts of the exam, the committee should identify specific areas that need to be addressed, and agree on the next steps, including re-writing and/or a second oral defense. This discussion should be summarized on the Dissertation Proposal form and followed by an email from the committee to the student outlining the problems, what the student needs to do to pass and a timeline to complete this task. Student Services and the Director of Graduate Studies should be cc'ed on this email. A second fail will result in dismissal from the program.

If the student had trouble with some aspect of the exam (poor understanding of the background, failure to recognize fundamental flaws in logic, etc.), then there will be a "provisional pass" and the committee will require specific actions to be taken in the near term (ex. get writing or oral presentation assistance, take relevant/essential coursework, etc.).

Guidelines for 2nd Year Dissertation Proposal (Committee, Paper and Examination) for Eco/Evo

Dissertation Proposal Committee Requirements: The student should form his/her Dissertation Proposal Committee well before the anticipated date of the dissertation proposal defense and should consult committee members in a timely manner to make sure their expectations are clearly understood and to allow time to produce a professionally effective proposal.

Proposal Requirements: In general, the student should prepare a written document and spoken presentation sufficient to support a 30 minute presentation of the goals of the thesis, typically including preliminary data, models, etc. as appropriate which are relevant to at least the first goal, and should be prepared thereafter to discuss questions raised by the committee in professional scientific depth.

Students are strongly encouraged to speak directly with their advisor and committee if they have specific questions or concerns regarding the format and content of the written proposal and/or procedures for the oral examination.

Once a student successfully defends his/her dissertation proposal and is admitted to candidacy at the end of the second year, the Dissertation Proposal Committee typically becomes his/her Dissertation Reading and Oral Examination Committee.

Candidacy

All students must advance to candidacy by the end of their second year. This is contingent upon satisfactory completion of course work, teaching and the dissertation proposal. If a student does not meet the requirements for advancing to candidacy by the end of the second year, the student is subject to dismissal from the Ph.D. program. *PLEASE NOTE: Prior to candidacy, at least 3 units of work must be taken with each of four Stanford faculty members. Three units of work can include lectures, labs, seminars, teaching, research, directed readings, and independent study.* Please see the university's policy on candidacy in the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#doctoraltext.

Committee Meetings

Students must meet with their advising committee in Spring Quarter each year. Students are required to submit a two page written progress report to their committee before each meeting. It should contain an overview of the information to be presented/discussed at the meeting (1 ½ pages) as well as goals for the next meeting (½ page). The written progress report and signed Committee Meeting form must be submitted to the Student Services Office following the committee meeting and no later than May 15. Failure to meet this deadline constitutes unsatisfactory degree progress and may result in the withholding of funding to student.

- 2nd Year (CMOB students only): due by May 15
- 3rd Year (all students; all tracks): due by May 15
- 4th Year and beyond (all students; all tracks): due by May 15. The 4th year committee meeting written progress report should describe the following:
    a. Progress towards goals
    b. A timeline to graduation within 5.5 years
    c. A timeline towards publication(s)
    d. If applicable, a written petition for extending the time to graduate beyond 5.5 years with an explicit anticipated date for graduation; a petition could be for health, personal or scientific reasons

  The meeting must also include a formal slide presentation and timeline to degree completion with specific milestones outlined. Career planning should begin at this meeting.
- 5th Year and 6th Year (all students; all tracks): due by November 15 and May 15. Beginning in Autumn Quarter of the 5th year students will need to have committee meetings twice a year, every 6 months until degree completion. These meetings should include an updated progress report of work done and the timeline of experiments to finalize degree completion, which must occur no later than the winter quarter of 6th year (5.5 years total in the Ph.D. program).

Hopkins Committee Meeting Guidelines Beyond the Second Year

The graduate committee exists to provide students with guidance in their thesis work, and to certify that they meet the standards of the program (i.e., successfully defending their thesis proposal, writing and defending a doctoral thesis). To those ends, the Hopkins faculty have established the following procedures:

- Approximately a week before a committee meeting, the student should provide a short outline/precis of what they will be presenting to the committee at the meeting. The idea is to give the committee members a heads-up as to the topics the student wishes to discuss so that they can give some productive thought to those items before the meeting. If applicable, this precis should include a short discussion of how the plans formulated at a prior meeting have unfolded.
- Within a week or so after the meeting, the student should send the committee members notes from the meeting. The idea here is to have some record of what was decided at the meeting, a record that can be very useful in keeping everyone on track by providing continuity from meeting to meeting.
- The student should arrange with one member of the committee for that member to serve as committee chair. The chair must be someone other than the student's advisor. The chair is responsible for keeping the records of the committee meetings, completing the department Committee Meeting Form, and (if needed) reminding the student to deliver the before- and after-meeting documents. The chair also runs the meetings.
- Typically, a meeting starts with a presentation by the student, followed by constructive discussion of science and the student's progress. Sometimes it's better if the student is allowed to make their entire presentation before opening the meeting to discussion. That ensures that all of the student's thoughts/issues/concerns are presented before questions take the meeting on some tangential path.
- The meeting then finishes with two rounds of discussion. (1) The student leaves the room, and the committee discusses the student's progress. The summary of that discussion is then conveyed to the student when he/she comes back into the room. (2) The advisor then leaves the room, providing time for a discussion of any concerns the student or committee might have about the student/advisor relationship. If there are concerns that require further attention, the student and the committee chair should work together to begin the process of addressing those concerns.
- Beyond this, the details are up to the student and their committee to determine, including how long precis and notes should be, length of the student's presentation, etc. These, and similar details, should be worked out on a case-by-case basis.

Individual Development Plan and Annual Planning Meetings

All Biosciences PhD candidates and their faculty mentors in the Schools of Medicine and H&S are required to create and discuss their Individual Development Plan (IDP) by August 1st of that academic year.

The IDP and annual planning meeting with the advisor are intended to help the student:

- Take ownership of their training and professional development.
- Pause and reflect! Amidst daily research activities, it is easy to lose sight of longer-term goals.
- Think intentionally about their short-, mid- and long-term training and development goals.
- Identify and use resources to help them achieve your goals.
- Have open and direct dialogue with their mentor(s).
- Establish clear expectations/steps.

Students and their advisors share responsibility for completing the IDP, as well as the consequences of not completing the IDP by the deadlines below. Failure to comply with IDP requirements will

- negatively impact Stanford's ability to receive NIH funding; and

- incur a hold on student registration that prevents stipends from being funded.

IDP Process and Deadlines

1. Schedule your annual mentoring meeting with your advisor **by June 1.**
2. Download and complete the appropriate IDP form; it will prompt you to assess your skills and progress, set developmental goals and identify any training needs.
3. Hold the meeting with your advisor by **August 1** to discuss your IDP, review progress, set goals and clarify expectations
4. Verify by **August 1** that you have met and discussed your IDP with your advisor in Graduate Student Tracking (GST) at https://med.stanford.edu/gst/.

See http://biosciences.stanford.edu/current/idp/ for more information and IDP forms, including extensive FAQs and resources for both faculty and students.

Publishable Manuscript

In order to graduate, students must have one publishable manuscript or paper to which they have been the major contributor. Students are not required to have the manuscript already published in order to graduate; however, the paper must be ready for submission for publication.

Dissertation Defense and Dissertation Submission

The conferral of the Ph.D. is dependent upon successful completion of an oral exam and dissertation submission, along with completion of all other departmental and university requirements. The Department of Biology requires students to finish their PhD within 5.5 years. Students are required to complete their defense and submit their dissertation no later than the end of Winter Quarter of their 6th year. The oral exam is a public seminar followed by a closed session with the student's Oral Examination Committee. **At least 30 days before the oral exam, a substantial final draft of the dissertation must be turned in to the student's Oral Examination Committee**. The student should check in with the committee and incorporate any changes by the time of the exam. The exam cannot be formally scheduled or publicly announced until the student receives approval from the committee. The student should, however, start scheduling a date and time with the committee earlier than that, to ensure that everyone is available on the projected date. The dissertation presented at the defense is expected to be in the final form that will be submitted to the university barring any changes suggested by the student's committee at the defense. University guidelines for dissertations are available online at: http://studentaffairs.stanford.edu/registrar/students/dissertation-thesis. For more detailed University policies regarding these two requirements please see the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#doctoraltext.

Track Specific Requirements

Cellular, Molecular, and Organismal Biology (CMOB) Track

Courses

All courses must be completed prior to Spring Quarter of the 4th year, except for the required first year courses as noted.

- **BIO 301**: Frontiers in Biology – two quarter course taken Autumn and Winter quarters of 1st year
- **MED 255**: Responsible Conduct of Research – offered every quarter, taken 1st year
- **BIOS 200:** Foundations in Experimental Biology – Autumn Quarter, taken 1st year
- One additional course in *each* of the following four scientific areas to be decided upon by the student and the Course Advising Faculty. Up to two of these courses may be "mini courses" in the Biosciences (BIOS). You can find a list of pre-approved classes here.
    - o Cell Biology
    - o Biology of Molecules o Genetics/Genomics
    - o Quantitative Methods

Descriptions of available courses can be accessed through http://explorecourses.stanford.edu/. Please note that there is a university requirement that all Ph.D. students must complete at least 3 units of work with each of four Stanford faculty. Three units of work can include lectures, labs, seminars, teaching, research, directed readings and independent study. This is required by the university to advance to candidacy. Students need to plan accordingly.

Lab Rotations

Biology PhD students may rotate with and select as a PI any faculty member with a primary appointment in one of the Biosciences Home Programs. The first rotation must be in the lab of a Department of Biology faculty member and the duration must at least 5 weeks. The total rotation time in the labs of Department of Biology faculty members must be a minimum of 10 weeks (one quarter). Students are encouraged to do at least two rotations in the Department of Biology. These rotations, as for all rotations, can be as short as 5 weeks. Due to potentially limited lab space, students are strongly encouraged to arrange their 1st rotation prior to arriving on campus in Autumn Quarter. Signed Lab Rotation Evaluation forms are due at the conclusion of each rotation. Students may complete more than two rotations but students should keep in mind that rotations will not be full-quarter rotations and need to plan accordingly.

Advisor/Lab

By May 15, each first year student is required to join a lab in which to perform dissertation research. Students may rotate with and select as a PI any faculty member with a primary appointment in one of the Biosciences Home Programs. The faculty member in charge of the lab must agree to accept the student, becoming the student's primary advisor. The student and lab advisor must fill out the First Year Evaluation Form together and email it to Student Services and cc the advisor and the Director of Graduate Studies to indicate their lab decision. If the student cannot make a decision at that time, he/she must convene a meeting with the DGS, and inform the Student Services Office to formally request an extension. The student will need to report on his/her previous rotations, provide a definitive plan for an additional rotation and a time-line to make a decision.

Seminar Presentation

The seminar requirement is fulfilled by presenting a 30-minute talk. The student must arrange for at least two faculty members from the Department of Biology to attend the seminar and evaluate the presentation. Evaluation will consist of meeting with each faculty member within one week following the seminar to obtain comments. If the faculty members approve the presentation, they will sign the form at this time. In some cases,

they may

require an additional talk before signing. The Seminar Evaluation form must be submitted to the Student Services Office no later than May 15 of Year 3 in the program.

Note: Written petitions for exemptions to requirements are considered by a student's Advising Committee and the Director of Graduate Studies. Approval is contingent on special circumstances and is not routinely granted.

Ecology and Evolution Biology Track

Courses

All courses must be completed prior to Spring Quarter of the 4th year, except for the required first year courses as noted.

- **BIO 302, 303, 304**: Current Topics and Concepts in Population Biology, Ecology and Evolution – students must enroll in Autumn, Winter and Spring quarters of 1st year
- **BIO 313**: Ethics in the Anthropocene – Spring Quarter of 1st year
- In addition to BIO 302, 303, 304 and BIO 313, students may be required to take a set of courses to be determined by the advising committee.

Please note that there is a university requirement that all Ph.D. students must complete at least three units of work with each of four Stanford faculty members. Three units of work can include lectures, labs, seminars, teaching, research, directed readings and independent study. This is required by the university to advance to candidacy.
Students need to plan accordingly.

Lab Rotations

Ecoevo PhD students may rotate with and select as the primary Ph.D. advisor any faculty member with a primary appointment in one of the Biosciences Home Programs. While rotations are not required in order to choose the primary advisor, they are certainly possible. Many students collaborate with faculty in addition to their primary advisor in order to increase breadth and depth. This is usually accomplished with the advice and encouragement of the primary Ph.D. advisor.

Seminar Presentation

The seminar requirement is fulfilled by presenting a 50-minute talk. The student must arrange for at least two faculty members from the Department of Biology to attend the seminar and evaluate the presentation. Evaluation will consist of meeting with each faculty member within one week following the seminar to obtain comments. If the faculty members approve the presentation, they will sign the form at this time. In some cases, they may require an additional talk before signing. The Seminar Evaluation form must be submitted to the Student Services Office no later than May 15 of the first year.

First Year Paper

Each student must prepare and submit a paper before the end of the first year that will be evaluated by the advising committee. This paper should be a step toward the development of a dissertation proposal and may consist of an analysis of new data or a literature review and synthesis. This can be satisfied in a number of ways that all involve **new writing**, undertaken since entering the Stanford program. These may include:

- a new draft research manuscript; a previously published paper will not do, because it may have received much editorial modification in the review process.
- some other piece of new writing, such as a review paper from a course, or an initial literature review of a potential thesis topic. In this case the paper should ordinarily be not less than 10 double-spaced pages in usual sized font, and not more than 10 single-spaced pages plus references. It should be written in the style of a standard scientific paper.

The paper should be read, commented upon, and agreed to as satisfactory by two Eco/Evo faculty. The First Year Paper Evaluation form and a copy of the first year paper must be submitted to the Student Services Office no later than May 15 of the first year.

Note: Written petitions for exemptions to requirements are considered by a student's Advising Committee and the Director of Graduate Studies. Approval is contingent on special circumstances and is not routinely granted.

Hopkins Marine Station Track

Courses

All courses must be completed prior to Spring Quarter of the 4th year, except for the required first year courses as noted.

- **BIO 301 (Aut/Wtr) or BIO 302, 303, 304 (Aut/Wtr/Spr)**: Students should consult with their advisor as to which course series to take during the first year on campus
- **Ethics course taken in year 1:**
    - **MED 255**: Responsible Conduct of Research (offered every quarter) ***OR*** **BIO 313**: Ethics in the Anthropocene (Spring Quarter only)
- Two additional Hopkins Marine Station courses (BIOHOPK). These may include BIOS mini courses offered at Hopkins.
- In addition to the courses listed above, students may be required to take a set of courses to be determined by the advising committee.

Please note that there is a university requirement that all Ph.D. students must complete at least three units of work with each of four Stanford faculty members. Three units of work can include lectures, labs, seminars, teaching, research, directed readings and independent study. This is required by the university to be admitted to candidacy. Students need to plan accordingly.

Lab Rotations

As with all other students in the Biology department, Hopkins PhD students may rotate with and select as the primary Ph.D. advisor any faculty member with a primary appointment in one of the Biosciences Home Programs. While rotations are not required in order to choose the primary advisor, they are certainly possible. Many students collaborate with faculty in addition to their primary advisor in order to increase breadth and depth. This is usually accomplished with the advice and encouragement of the primary Ph.D. advisor.

Seminar Presentation

The seminar requirement is fulfilled by presenting a 20-minute talk. This seminar is typically given at Hopkins but does not have to be. The student must arrange for at least two faculty members from the Department of Biology to attend the seminar and evaluate the presentation. Evaluation will consist of meeting with each faculty member within one week following the seminar to obtain comments. If the faculty members approve the presentation, they will sign the form at this time. In some cases, they may require an additional talk before signing. The Seminar Evaluation form must be submitted to the Student Services Office no later than May 15 of the first year.

First Year Paper

Each student must prepare and submit a paper before the end of the first year that will be evaluated by the advising committee. This paper should be a step toward the development of a dissertation proposal and may consist of an analysis of new data or a literature review and synthesis. This can be satisfied in a number of ways that all involve **new writing**, undertaken since entering the Stanford program. These may include:

- A new draft research manuscript; a previously published paper is not acceptable because it may have received much editorial modification in the review process.
- Some other piece of new writing, such as a review paper from a course, or an initial literature review of a potential thesis topic. In this case the paper should ordinarily be not less than 10 or more than 20

double-spaced pages in usual sized font, plus references. It should be written in the style of a standard scientific paper.

The paper should be read, commented upon, and agreed to as satisfactory by two faculty members. The First Year Paper Evaluation form and a copy of the first year paper must be submitted to the Student Services Office no later than May 15 of the first year.

Graduate Student Symposium

All second and fourth year students are required to present at an annual student symposium (typically in February).

Second Year Students

The first half of the symposium will give second-year graduate students a forum to present plans for their graduate work. Because each student's research is different, there is no one-size-fits-all plan for these talks. But in general, these 20 minute presentations are meant to answer the questions: What broad area of marine biology am I
pursuing my PhD? What is known about this now? What am I planning broadly to contribute? What preliminary or initial data do I have?

Fourth Year Students

The presentation for fourth-year students comes in two parts:

1. Each student will prepare a *written overview of their doctoral research*, including progress to date and plans for the final thesis. The document should be single spaced, 11-point (or larger) font, and should not exceed 3 pages (including figures and tables, but excluding references). In addition to this research overview, each student will submit an up-to-date CV, and the research overview and CV should be submitted no later than one week before the symposium date. This deadline will give a panel of judges time to review the documents prior to the symposium. Please combine the research statement and CV into a single PDF file, and email it to both the director and associate director.
2. In the second half of the symposium, each fourth-year student will present to the judges and a general audience *a 20-minute report on their PhD research.* Along with the written research overview, this is intended to give each student a chance to pull together their data and analyses to date, lay out initial conclusions, and explore what they mean in the context of their overall research interests and goals. As with the research overviews, these talks give students a chance to concentrate on what progress they have made along the complex path of their PhD, and what they are particularly excited about. Laying out plans for finishing the thesis should be a part of these talks, but should not be the main topic.
3. After the symposium, the judges will meet to choose the most outstanding combination of research statement and oral presentation. This student will receive the Lederberg Award.

After the symposium both second and fourth year students will meet with Hopkins faculty to receive feedback on the content and presentation of their talks, and the entire Hopkins community is invited to a gala reception to celebrate students' progress. The winner of the Lederberg Award will be announced at the reception.

Note: Written petitions for exemptions to requirements are considered by a student's Advising Committee and the Director of Graduate Studies. Approval is contingent on special circumstances and is not routinely granted.

Administrative Information

Satisfactory Degree Progress

The university's requirements for satisfactory degree progress for graduate students are found in the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#degreeprogresstext.

In addition, the department requires satisfactory and timely completion of each year's general and track specific requirements. Students are required to complete and submit all track specific requirements by the designated deadline (including, but not limited to, committee meeting forms, lab rotation evaluation forms, TA evaluation forms, etc.). Students are required to pass all courses in which they are enrolled and earn a grade of B- or better in all courses applicable to the degree that are taken for a letter grade. Faculty continue to assess academic progress throughout a student's academic career to ensure timely progress towards the degree and satisfactory completion of the program's requirements and to ensure that the student is receiving constructive feedback and connected to resources.

Students not making satisfactory degree progress are subject to departmental academic review and or dismissal from the program. In cases where a student is subject to dismissal, the department will follow the Guidelines for Dismissal of Graduate Students for Academic Reasons found in the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#degreeprogresstext.

Registration/Enrollment

All students in the Ph.D. program are required to register Autumn, Winter, Spring and Summer quarters. All students must register for exactly 10 units each quarter until they advance to Terminal Graduate Registration (TGR) status (135 units) unless otherwise instructed by the department.

Access to Stanford student privileges (housing, financial aid, access to courses and facilities, etc.) is contingent upon timely and accurate completion of these primary activities each term:

1. Quarterly registration for courses on-line via Axess; minimum of 10 units of courses and/or research.
2. Updating contact information in Axess.
3. Payment of university bill. The department pays for tuition and Cardinal Care; student is responsible for other costs.
4. Completing and confirming a final study list by the university's quarterly deadline (study list = courses/units in which the student wishes to enroll).

Deadlines are set for each of these activities. These deadlines can be found on the login page on Axess. Deadlines include: submission of the study list, dropping or adding courses or units, selecting credit/no credit (CR/NC) grading instead of letter grading for a course, withdrawing from a course, etc. Students who fail to meet the above deadlines will be responsible for paying any associated late fees.

All students are strongly encouraged to read and keep as a reference the *Stanford Bulletin* which is available online: http://exploredegrees.stanford.edu.

Terminal Graduate Registration (TGR)

TGR is a full-time student status and comes with a lower tuition rate which acknowledges that formal course work is no longer needed because the student's main activity will be dissertation research. TGR status is granted once the following requirements are satisfied: advancement to candidacy, completion of all required courses and degree requirements and accrual of 135 units.

The Student Services Office will notify students when they become eligible for TGR. Students must complete the following forms prior to the start of the quarter in which they become eligible for TGR (typically Spring Quarter of the 4th year):

- Request for TGR Status form
- Doctoral Dissertation Reading Committee form

All TGR students must enroll in **BIO 802 or BIOHOPK 802H for zero units**, by selecting their primary advisor's section. Course work is no longer considered necessary during this advanced stage of study; however, students are allowed to take 1-3 units during TGR quarters if they choose to. Talk to the staff in the Student Services Office to inquire about this.

Continuous Registration

Graduate students are required by the Department to register for Autumn, Winter, Spring and Summer quarters each year until the degree is conferred. Unregistered students will not receive university or department funds, have university paperwork processed, be eligible to take the university oral examination or be able to fulfill any other university requirements.

Internships

Participation in internships requires approval from the student's advisor because the student will likely take time away from their academic work. Students must discuss their internship intent and plans with their advisor and explain what he/she will be doing, how it will benefit their training, and their plan for accomplishing their academic goals once they return to the lab. Such a discussion will be mutually beneficial for the student and advisor to set expectations and get guidance from their advisor on how to pursue their academic goals.

The student must email student services their internship plan and cc the advisor. The email should include internship dates, if it's a paid and if the work will be directly related to their dissertation or if it is a professional development opportunity. Students are required to inform the Student Services Office immediately of their internship plan and may be required to complete necessary forms, such as a Leave of Absence Form.

Leave of Absence

In circumstances where continuous enrollment is not possible, students may request a suspension of their enrollment by means of a leave of absence. Graduate students must request a formal leave of absence from their advisor and the department chair, and the agreement must be provided to the staff in the Student Services Office. Except in the case of pregnancy or parental leaves, the granting of a leave of absence is at the discretion of the department and subject to review for approval by the Office of the Registrar. Leaves of absence are granted for a maximum of one calendar year, or four quarters. An extension of leave, for a maximum of one year or four

quarters, is approved only in unusual circumstances. Extension requests must be made before the expiration of the original leave of absence. Leaves of absence for graduate students may not exceed a cumulative total of two years (eight quarters including Summer quarters). Students on an approved leave of absence retain their admitted student status; however, they are not registered and therefore do not have the rights and privileges of registered students. Graduate students on a leave of absence do not receive any financial support from the department.
Renewed financial support from the department cannot be guaranteed in the event of an extended leave of absence. Students should consult with student services staff, if considering this option; staff will discuss administrative resources, impacts, etc.

To request a leave of absence, students must initiate the Leave Absence form in Axess and route it for approval. Additional information and policies regarding leaves of absence can be found in the University Bulletin, http://exploredegrees.stanford.edu/graduatedegrees/#leavereinstatementtext.

Responsibility for Grading

Grading (letter grades, student-elected credit/no credit (CR/NC), or satisfactory/no credit (S/NC) options) for research work within the department should be discussed between the graduate student and the research advisors in whose labs they work.

Students are responsible for making sure grades are reported. If asterisks (*), incomplete grades (I), grade not reported (GNR) or No Credits (NC) appear on the end quarter grade report; students should check with their instructor immediately. The Student Services Office can assist students in clearing up missing and incomplete grades by forwarding the appropriate instructions and/or university forms to course instructors. Please contact instructors in a timely manner to ensure that grades are submitted.

Academic Accommodation - Office of Accessible Education

Students are encouraged to seek out and utilize campus resources that support health and wellness. Stanford offers diverse resources including recreation facilities and activity courses, community and academic events, contemplation spaces and programs, public service opportunities, resources for families, and other resources that support physical and mental health.

The Office of Accessible Education (OAE) supports students with disabilities, providing a wide array of support services, academic accommodations, and programs. The department is fully committed to supporting students with disabilities and providing academic accommodations as recommended by OAE.

Students with academic accommodations should provide course instructors with a copy of the OAE letter at the start of each quarter; academic accommodation will not be granted in the absence of such a letter.

Community Standards

Honor Code

https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard#honor-code

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work:

- The Honor Code is an undertaking of the students, individually and collectively:
    - that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
    - that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
- The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
- While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for re-grading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

To learn more about citation styles, visit: https://undergrad.stanford.edu/programs/pwr/resources/documentation-and-citation-resources-writers.

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his/her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for multiple violations (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

Fundamental Standard

https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard#fundamental-standard

The Fundamental Standard has set the standard of conduct for students at Stanford since 1896. It states: Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.

Over the years, the Fundamental Standard has been applied to a great variety of situations. Actions that have been found to be in violation of it include:

- Physical Assault
- Property damage; attempts to damage University property
- Theft, including theft of University property such as street signs, furniture and library books
- Forgery, such as signing an instructor's signature to a grade change card
- Sexual harassment or other sexual misconduct
- Charging computer time or long distance telephone calls to unauthorized accounts
- Misrepresentation in seeking financial aid, University housing, discount computer purchases or other University benefits
- Misuse of University computer equipment or e-mail
- Driving on campus while under the influence of alcohol or drugs
- Sending threatening and obscene messages to another student via e-mail, phone or voice-mail

There is no standard penalty that applies to violations of the Fundamental Standard. Infractions have led to penalties ranging from formal warning and community service to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense and precedent in similar cases are considered.

Explanations for both of the Honor Code and the Fundamental Standard were taken from the website for the Office of Community Standards. For more information about the Honor Code and the Fundamental Standard, please visit: https://communitystandards.stanford.edu/.

Professionalism

As detailed in the Bulletin (Guidelines for Addressing Graduate Student Professional Conduct), there are expectations for graduate students as they prepare to be responsible members of professional communities.

Graduate students are expected to meet standards of professional behavior, including: being present on campus to meet the academic and research expectations of the school or department; communicating in a timely, respectful and professional manner; complying with institutional policies and procedures; and participating appropriately in the program's community. Graduate students are expected to familiarize themselves with applicable University policies and degree program requirements. Failure to meet these standards may be grounds for dismissal.

Communication

Per University policy, email to a student's Stanford email account will be presumed to have been received and read by the student (Notification/Obligation to Read Email).

Community Standards Resources

Students are responsible for familiarizing themselves with relevant University policies and procedures. Here are five helpful policy sources:

- The Stanford Bulletin (ExploreDegrees) is the official statement of University policies, procedures, and degree requirements.
- Graduate Academic Policies and Procedures (GAP) includes information specific to graduate students, including: general requirements, academic progress, University milestones, and graduate

aid policy.

- The Administrative Guide contains policies related to graduate student employment and assistantships.
- The Research Policy Handbook contains a collection of policies, guidelines and general information related to research at Stanford University.

Because it can be difficult to locate specific policies and procedures, students are encouraged to contact the Student Services Office staff whenever they have questions.

Grievances

A Stanford graduate student who believes that he or she has been subject to an improper decision on an academic matter may file a grievance pursuant to the Student Academic Grievance Procedure. For other types of grievances, students should review the section that follows on the Student Non-Academic Grievance Procedure, and consult concerning applicable procedures with the Director of the Diversity and Access Office, Kingscote Gardens, 419 Lagunita Drive, Suite 130, Stanford, CA 94305-8550; (650) 723-0755 (voice), (650) 723-1791 (fax), equal.opportunity@stanford.edu (email).

An individual whose matter has been substantially addressed through one of Stanford's grievance procedures (including but not limited to the Student Academic Grievance Procedure, the Student ADA/Section 504 Grievance Procedure, the Grievance Resolution Procedure for Postdoctoral Scholars, the Student-Athlete Grievance Procedure, or the Student Non-Academic Grievance Procedure) may not raise and seek redress of the same matter under a different Stanford grievance procedure. The University retains discretion to determine when a matter has been substantially addressed.

Financial Aid

General Policy

Students will receive funding from a variety of sources (fellowships, training grants, department, faculty, etc.) for a maximum of 5.5 years. All funding is contingent upon satisfactory progress toward degree completion. Students in the Ph.D. program are provided with a stipend/salary, tuition, and health insurance for four academic quarters each year. Departmental financial and/or other sources are used to fund students through three years and three quarters of study after which the student's dissertation research advisor is responsible for his/her financial support. Any outside funding a student receives will be used to supplement departmental funding.

Pre-Doctoral Fellowships

All eligible **first** year Ph.D. students are required to apply for a National Science Foundation (NSF) fellowship unless explicit consent is given by the DGS. The application deadline is typically early November. Please see the NSF website for deadlines: https://www.fastlane.nsf.gov/grfp/Login.do.

Students in their third year and beyond are strongly encouraged to apply for other fellowships for which you are eligible. These include (but are not limited to) the NIH NRSA, Bio-X, DoD NDSEG, SIGF and DARE fellowships.

While the department guarantees funding for all of our students who are in good standing, applying for fellowships is an important part of your graduate training. It not only develops your scientific (and grant) writing skills, but can also assist in further clarifying the aims of your research project. Whether you choose a career in industry or academia, these skills will also be transferable to your chosen field. Finally, receiving additional graduate fellowships adds prestige to your CV and makes you more marketable to employers upon graduation.

Students are encouraged to consult their faculty advisors when preparing fellowship applications. The Financial Aid Office in Montag Hall has a complete listing of other possible fellowships. In addition, Stanford Bioscience has resources including a list of available fellowships on their website, http://biosciences.stanford.edu/current/grants-fellowships/graduate-fellowships.html.

To stay updated on workshops and fellowship deadlines, join the Biosciences fellowship mailing list: https://mailman.stanford.edu/mailman/listinfo/fellowship-mentoring/.

Notification of Support

Continuing students will receive a financial support letter at the beginning of Autumn Quarter that states the type and amount of funding for each new academic year. This information will include the schedule for payment (quarterly, bi-weekly or a combination of both) and the enrollment deadline by which each student must register for classes each quarter.

Funding Levels

All Ph.D. students supported by department or university funds receive the stipend/salary amount established by the Committee on Graduate Admissions and Policies (CGAP) for the fourteen degree programs in the Biosciences.

Direct Deposit and Billing Information

Axess (http://axess.stanford.edu) is the primary link for funding information and other sites relevant to a student's academic career at Stanford. After receiving a SUNet ID, students visit Axess to securely enroll in direct deposit, view pay statements and declare state and federal tax withholding allowances.

Bill Notification and Payment
It is Stanford University's policy to furnish timely and accurate billing information as well as effective payment options to students and authorized payers. Billing and payment services are delivered electronically through Stanford's online billing and payment service Stanford ePay.

Bill notification is sent to each student's Stanford email address as recorded in Axess. All students with balances will receive a bill notification via Stanford ePay.

Charges and credits from university departments are aggregated in a student's individual account and presented on the university bill in Stanford ePay. The Stanford University bill is made up of three sections: charges, payments/disbursed aid/other and anticipated aid.

Charges/Fees
Charges are the primary component of the university bill. Charges are compiled from various offices and departments and placed on the bill. Examples of charges a student may see on the university bill:

- **Tuition fees.** These charges depend on the number of units taken. The Department of Biology will process payments for tuition fees (not to exceed the 10 unit tuition rate).
- **Housing, room and dining charges.** These fees are charged by Residential & Dining Enterprises. Other housing charges may include early arrival fees, repair fees and termination of occupancy fees. The Department of Biology does NOT cover housing costs. If a student would like to have housing costs deducted from their paycheck it is the student's responsibility to set up the deductions. For more information on payroll deductions please see https://sfs.stanford.edu/student-accounts/pay-your-bill/payroll-deduction.
- **Health Insurance (Cardinal Care) fee.** All registered students are automatically enrolled in Cardinal Care Insurance at the beginning of each quarter. The Department of Biology will pay Cardinal Care for each student.
- **Campus Health Services fee.** This fee supports many of the services provided by Vaden Health Center and is mandatory for all undergraduate and graduate students enrolled in Stanford. The services provided by Vaden Health Center are not covered by health insurance (Cardinal Care) fees. The Department of Biology is not permitted to pay this fee directly; however, the amount of the fee is added to each student's stipend/salary to cover the cost.
    - **Hopkins –** ·

  l Hopkins students will receive funding from the Department of Biology to cover the Campus Health Services Fee (CHSF) each quarter.
  · Though the University does not allow departments to cover the CHSF directly, we have increased your stipend/salary level to account for this quarterly fee ($224 per quarter during the 2019-2020 academic year). NOTE - You must pay the quarterly CHSF through your University Bill.
  · If you know that you will not need to access the Vaden Health Center at all during the coming academic year, please email Student Services and we will help you enable the CHSF exemption.

Payments, Disbursed Aid and Other

The payment section of the university bill shows all payments and disbursed financial aid applied to the student account. Payments made via cash, paper checks, eCheck, wire and credit card will reduce the amount shown in the "Charges" section. Most disbursed financial aid will reduce the charges on the university bill. However, in some cases, disbursed aid will go directly to the student in the form of a stipend. Overpayments and stipends are given to the student in the form of a check (mailed directly to the address listed in Axess) or online direct deposit.

Anticipated Aid
Anticipated aid is defined as any grants, scholarships, stipends, fellowships, or student loans and other aid which has not yet been applied to the charges on the university bill. Anticipated aid allows students and authorized payers to calculate what they need to pay to satisfy the bill. Anticipated aid is not always the amount of aid a student may receive. It is an estimate of what MAY be received. Before the term begins, Anticipated Aid displays to show what aid will be applied to the bill after the student enrolls at least half-time**.** The bill will include a description of the aid that will apply, e.g. grant, scholarship, stipend or fellowship**.**

Taxes

Current U.S. regulations for taxation of graduate student funding are as follows:

- For degree-seeking students, the tuition portion of fellowships and assistantships is exempt from tax.
- Fellowship stipends and assistantship salaries are subject to tax. The amount of tax varies according to the student's total income, dependency status, treaty status for international students and individual circumstances.
- Assistantship salaries are subject to tax withholding.
- Tax is not withheld from fellowship stipends paid to U.S. citizens and Permanent Residents. Students are responsible for making any estimated tax payments.
- Fellowship stipends paid to international students are subject to a 14% withholding, regardless of the number of dependents.
- International students may be eligible for tax exemption on fellowship stipends and/or assistantship salaries if their country of residence has an existing tax treaty with the U.S.
- The cost of fees, books, supplies and equipment required for a course of study may be claimed as a tax deduction. In some instances expenses for conference attendance and fieldwork may also be deducted.
- Students will receive a W-2 form covering Stanford salaries, including assistantships. They will not receive a tax statement of fellowship stipends.

Additional tax information can be found on the Student Financial Services website, https://sfs.stanford.edu/taxes.

Bechtel International Center (http://icenter.stanford.edu/) offers a number of tax workshops each year for international students.

Important Note: This brief discussion of tax items is not to be considered tax advice. Please refer to the IRS (Internal Revenue Service) for detailed information. Where needed, students should seek tax counsel.

Other Funding Resources

- Graduate Cash Advance – Helps graduate students with expenses before their graduate financial support is posted to their student account and/or TA/RA salary is paid
- Graduate Student Aid Fund – Assists with University fees (i.e., health services fee, health insurance)
- Graduate Grant-in-Aid Funds – If graduate students experience an unexpected financial hardship (e.g., medical, legal), it is possible to apply for grant-in-aid (small grants, not loans)
- Financial Aid Office – Information and application forms for federally subsidized student loans

- 1:1 Financial Coaching – Mind Over Money's 1:1 financial coaching program provides students with the opportunity to share their personal financial circumstance with university-trusted individuals and explore ideas and build skills
- Graduate Housing Loan – assists with move-in costs for off-campus housing
- Opportunity Fund – assistance with expenses (including conference travel) for diversity and first-generation students
- Biosciences Travel Grant Program – defray conference fees including registration, travel, lodging, and food
- Student Budget – provides estimated expenses
- Bechtel – provides information on on-campus employment, CPT, OPT, internships and tax information for international students
- Student Financial Services – provides information about the bill, tax information, third party sponsor invoicing, etc.
- Mind Over Money – free online literacy tool
- School of Humanities & Sciences website – information about graduate awards & fellowships
- VPGE – provides information about graduate fellowships
- Gateway to Financial Activities – provides administrative resources (e.g., sign-up for direct deposit, tax treaty information)

University Requirements

GPA and Individual Course Grades

University policy requires graduate students to maintain a 3.0 or higher GPA. Policy also requires that students receive a B- or higher in any class in order for the class to count toward satisfactory degree progress and/or degree requirements.

Residency

At Stanford, as at other research universities, each advanced degree program has a residency requirement based on the number of academic units required for the degree. For doctoral degree candidates this requirement is 135 units. Students in the doctoral program are eligible for the TGR tuition rate when they have completed the unit-based requirement and all other requirements established by the University and the academic department.

The fundamental reason for this requirement is educational: the minimum residency fixed for each program is the shortest period that students generally need to attain the level of expertise that a particular Stanford advanced degree signifies, by completing specified course work, research, and other degree requirements and by immersing themselves in the intellectual life of this university. Please see the Bulletin for more information on the University's residency policies: http://exploredegrees.stanford.edu/graduatedegrees/#residencytext.

Admission to Candidacy

Students must be admitted to candidacy by the end of the summer quarter of their second year of study. Admission to candidacy signifies that the department considers the student capable of completing the requirements necessary for earning a Ph.D. degree. Candidacy is valid for five calendar years unless terminated by the department for unsatisfactory progress. An extension of candidacy may be obtained for a maximum of one additional year. Please note that there is a university requirement that all Ph.D. students must complete at least 3 units of work with each of four Stanford faculty members. Three units of work can include lectures, labs, seminars, teaching, research, directed readings and independent study. This is required by the university for admission to candidacy. Students need to plan accordingly.

The university form required for admission to candidacy is available online at: https://stanford.app.box.com/v/appcanddoct. The dissertation proposal requirement must be completed before the Application to Candidacy for Doctoral Degree can be approved. Please see the university's policy on candidacy in the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#doctoraltext.

Dissertation Reading Committee

Students must have at least three faculty members serve on their Dissertation Reading Committee (the department recommends that students select four) who read and certify their dissertation. The Dissertation Reading Committee consists of the principal dissertation advisor and at least two other readers. At least one member must be from the Department of Biology (ideally two members). The Dissertation Reading Committee is generally composed of members who will serve on the Oral Examination Committee. The majority of committee members must be on the Stanford University Academic Council. Students must formally name the members of
the Dissertation Reading Committee by the time TGR registration status is reached. For more detailed University policies regarding these requirements please see the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#doctoraltext.

The Doctoral Dissertation Reading Committee form must be submitted to the Student Services Office at the end of your second year in the program with your Candidacy form.

University Oral Examination

The University Oral Examination is a requirement for the Ph.D. degree. The purpose of the examination is to test the candidate's command of the field of study and to confirm competence for scholarly pursuits. The examination should be taken as soon as the dissertation is in its final draft and has been provisionally approved by the student's Dissertation Reading Committee.

Students must be registered, have advanced to candidacy and have a Dissertation Reading Committee form on file in the Student Services Office during the quarter in which the University Oral Examination is taken.

University Oral Examination Committee

The University Oral Examination Committee consists of **at least five members** (four examiners and a university chair from a department outside of biology). At least three of the four examiners must be Stanford Academic Council members. A fourth examiner who is not an Academic Council member may be appointed to the University Oral Examination Committee if that person contributes an area of expertise not readily available from the Stanford faculty. Such appointments require approval by the Department Chair prior to scheduling the oral examination. Students must petition the chair using the Petition for Doctoral Committee Members form.

The student, with the assistance of his/her faculty advisor, is responsible for locating a university chair to serve on the University Oral Examination Committee. The university chair of the committee must be a member of the Stanford Academic Council, and may be a Professor *Emeritus*. The chair may not have a full or joint appointment in biology. However, the chair may have a courtesy appointment in biology. Lastly, the chair may be from the same department as other outside members of the committee.

The University Oral Examination form must be completed, **signed** and delivered to the Student Services Office at least two weeks before the examination date. Candidates are required to give each member of their oral examination committee a copy of their dissertation at least one month before the scheduled defense date.

Many potential scheduling problems can be avoided if the date of the examination and the committee membership (including the chair) are fixed as far in advance as possible. It is the responsibility of the student to be sure that these arrangements are made in a timely fashion. If a student is having difficulty with scheduling they should contact student services for assistance and guidance. Faculty should make every effort to adhere to arrangements once they have been made.

For more detailed university policies regarding these requirements please see the Bulletin at http://exploredegrees.stanford.edu/graduatedegrees/#doctoraltext.

Students must schedule the exam with their committee members and request a room from the staff in the Student Services Office. Further instructions about scheduling the exam are available at the Student Services Office.

Dissertation

The Ph.D. dissertation is expected to be an original contribution to scholarship or scientific knowledge. It must follow the specific written format determined by the university. It is the student’s responsibility to review and follow all information and directions for writing and submitting the dissertation. Advanced graduate students

should be sure to read the *Directions for Preparing Doctoral Dissertations* (https://registrar.stanford.edu/students/dissertation-and-thesis-submission) 6-12 months before planning to defend and submit the dissertation. The university will not accept the dissertation unless the formatting and submission steps are followed exactly.

Once the oral examination is passed and the written dissertation is completed, the dissertation must be filed with the university along with copyright paperwork. The dissertation and accompanying paperwork must be submitted by the deadlines posted in the university calendar. These deadlines are strictly enforced.

All deadlines, instructions and resources for submitting the dissertation can be found at https://registrar.stanford.edu/students/dissertation-and-thesis-submission.

Conferral of Degrees and Spring Commencement

Students must apply to graduate online via Axess for degree conferral. In Axess, select the "Student Center" tab, select "Apply to Graduate." Follow the directions given, being careful to complete your application accurately. You must save your application once completed.

Commencement ceremonies are held each June for students who have received degrees in the previous Summer, Autumn, Winter, and Spring quarters. Students who wish to receive their diplomas in-person at June commencement must designate this in Axess when applying to graduate. Information about commencement activities and distribution of diplomas is posted on line: http://commencement.stanford.edu/. Information about the departmental ceremony will be sent to students by the Student Services Office. In addition, students who will graduate during Summer Quarter or the following Autumn Quarter are also eligible to attend the June ceremony. Students who are interested in attending need to contact student services in order to be listed in the ceremony program.

Committees and Department Activities

Departmental Committees

Committees comprised of faculty, graduate students and undergraduate student representatives govern most operational functions of the department.

Biology Department Student Representatives (DSR): The department graduate student representatives coordinates appointments of student committee members. They handle complaints, concerns, suggestions or requests from students and channel them to the proper department representatives. DSRs typically serve a two year term and lead an annual town hall meeting where graduate students volunteer for committees.

Graduate Admissions Committee: Coordinates the evaluation of graduate application files, meets to rank and make offers of admission to candidates and works to achieve departmental and university diversity goals. This committee is active from December through March.

Graduate Studies Committee: Reviews and monitors graduate curriculum, requirements, admissions and financial aid policies and graduate student processes and procedures.

Ph.D. Interview Visit: Students assist staff in the Student Services Office with the three-day visit in late February/early March. Responsibilities include recruiting student hosts, scheduling social events and eating free food.

Orientation: Students help staff in the Student Services Office with activities related to new student orientation for the incoming Ph.D. students.

Seminar Committee: Selects and invites speakers for the department seminar. The Committee also coordinates housing accommodations for visiting speakers.

Seminars

The department's seminar series is scheduled on Mondays from 4:00p.m - 5:30 p.m. in Clark Center Auditorium. Hopkins Marine Station seminars and colloquia are held in the Boat House at the Marine Station on Fridays at noon. Outside speakers, departmental faculty and other university faculty present their own research at these seminars. Both seminar series are considered an integral part of the Ph.D. program and graduate students are expected to attend the seminars relevant to their area of specialization.

The Carnegie Institution of Washington, Department of Plant Biology, is associated with the Department of Biology and located on the Stanford campus. The Institution offers a weekly plant biology seminar on Fridays at 4:00 p.m. Students should call (650) 325-1521 to be placed on the Carnegie mailing list.

University seminar dates are posted on the bulletin board outside the department's main office. Check the *Stanford Report* for other special lectures held annually.

Social Activities

Graduate students in the department organize various social activities both related and unrelated to research. Think & Drink is held every Friday at 4:30 p.m. in Bass 122. CMOB students, postdocs and faculty present their research followed by drinks and snacks. Ecology and Evolution Happy Hour is every Friday at 4:00 p.m. on the

2nd floor of the Bass Biology Building. It's an informal gathering of the ecology and evolution labs of the department to discuss current research.

The Graduate Student Seminar is an exclusive opportunity for Biology graduate students to present their research to a forum of peers every 3rd Wednesday of the month at 5:30pm in Gilbert 117. The seminar brings students across the department together each month in an informal setting in which they can hear about their peers' ongoing research, give critical feedback to strengthen each other's work, and to enjoy some snacks, drinks and socializing among Biology peers. It serves to provide an avenue for feedback on one's own project, as well as to help the audience hone critical thinking skills and broaden their perspectives through the diversity of research done by the Biology department.

Students are encouraged to inquire about other activities (lunches, seminars, etc.) from graduate students in similar fields of interest.

Requesting Department Funds

Programs and activities planned specifically for Biology Department students may request department funding annually through this webform. Continuing programs/activities/committees from previous years will need to submit new requests and budgets for each new academic year. Requests need to be submitted with budgets and approved before any charges or reimbursements can be made. Once approved, the department will provide guidelines for making purchases, reimbursements, etc. An initial review date will be set in September each year, and all requests received after that date will be reviewed in the order that they are submitted until all funds have been utilized.

Biology E-mail Lists

Once admitted, students are automatically added to the department's Ph.D. (biosciphd) email list. Students interested in subscribing to other e-mail lists at Stanford for general announcements may do so by going to https://itservices.stanford.edu/service/mailinglists/tools and searching for and selecting the link.

Students interested in receiving notifications about seminars on campus, can join **bio-seminars**. This is an open list meant to be used for electronic communications regarding seminars of potential interest to students, faculty, researchers, employees and other members of the Department of Biology.

These are open and public lists meant to be used for electronic communications. Normal network etiquette should be observed (e.g., no advertisements, no chain letters, etc.).

University Resources

Graduate Life Office – http://glo.stanford.edu
Provides comprehensive and impartial guidance and information about all aspects of life as a graduate student. The Assistant Deans can help you with personal issues, roommate problems, family issues, health concerns, academic challenges, financial difficulties, etc.

Gateway for New Graduate Students - https://vpge.stanford.edu/gradgateway
Find the resources you need to begin your graduate career at Stanford.

Academic Support & Policies

- English for Foreign Students language programs
- Graduate Academic Policies and Procedures (GAP) – compilation of university policies and other information related to the academic progress of Stanford graduate students, from their application and admission to the conferral of degrees and retention of records
- H&S Graduate & Undergraduate Studies (GUS) advising, mediation, and student academic grievances
- Hume Center for Writing and Speaking support for all stages of the academic program through writing of the dissertation
- Lane Medical Library offers classes and workshops for technology and software programs including Adobe Illustrator and R
- Office of Accessible Education (OAE) support and services for students with disabilities
- Stanford Bulletin – the official statement of Stanford's degree requirements and courses
- Vice Provost Graduate Education (VPGE) fellowships and other funding, professional development, and networking
- Vice Provost Teaching & Learning (VPTL) resources to students as both learners and instructors, and academic skills coaching.

Community

- Asian American Activities Center
- Bechtel International Center
- Black Community Services Center
- Diversity and First-Gen Office
- El Centro Chicana y Latino
- Graduate Student Council
- Graduate Student Programming Board
- The Markaz Resource Center
- Native American Cultural Center
- Office for Military-Affiliated Communities
- Queer Student Resources
- Religious Life Office
- Student Activities and Leadership
- Women's Community Center

Confidential Resources

- Counseling and Psychological Services (CAPS)

- Confidential Support Team (CST) – support for students impacted by sexual assault and relationship violence
- Office of the Ombuds
- Religious Life Office
- The Bridge peer counseling
- Biosciences Peer Mentors (BioPeers) – BioPeers provide free and private peer-to-peer support for the Biosciences graduate student community

Family Life

- Bechtel International Center
- Dependent Health Insurance
- Pregnancy, Childbirth and Adoption (GAP 5.9)
- WorkLife Office

Health and Wellness

- The Bridge peer counseling
- Counseling and Psychological Services (CAPS)
- Confidential Support Team (CST) – support for students impacted by sexual assault and relationship violence
- iThrive
- Office of Sexual Assault & Relationship Abuse Education & Response (SARA)
- Recreation and Wellness – gym/athletic facilities, classes and intramural sports, etc.
- Religious Life Office
- Vaden Student Health Center – Point of contact for all things health related including medical care and health insurance
- Wellness Network directory
- Weiland Health Initiative – promotes wellness across gender identities and sexual orientations
- Windhover contemplation center
- 5-SURE – safe escort on campus

International Students

- Bechtel International Center
- English for Foreign Students
- Immigration Issues and Resources
- Immigrants' Rights Clinic

Professional Development

- BEAM, Stanford Career Education – career development resources that include career counseling, job opening, networking, workshops and assessments
- Haas Center for Public Service
- School of Medicine Career Center (SoMCC) – career resources specifically supporting the professional development of medical and life science trainees
- Vice Provost for Graduate Education (VPGE)