**Spanish and Portuguese: Guidelines for Graduate Student
Advising**

We recommend that both MA and PhD students hold regular conversations with the DGS and their program directors about mentoring and committees, and expect that their committees may change over time as student interests evolve. Typically this mentoring system would follow the milestones below.

M.A. students work directly with the DGS, the director of their program, and a faculty mentor chosen in conversation with the DGS and Program Director until forming their ***MA exam committees** (typically in the third semester of the MA program).

Ph.D. students, in conversation with the DGS and the director of their program, will discuss and select a temporary mentor during the first year of study in the PhD program. The DGS will invite the faculty chosen to mentor the student. By the end of the students' third semester in the PhD program, the student in conversation with the DGS and Program Director will set up an **Advisory Committee*** to oversee the Ph.D. Exam process. Once the student has passed the preliminary exams, the student will go through a similar process to establish a **Research Committee*** to oversee the dissertation process. Members of this committee may overlap with or be different from the Advisory Committee.

Students may change committees at any of these stages and may choose mentors from the department and adjunct faculty. Timing for forming these committees is essential to good progress toward the degree. In addition to observing this timeline for mentorship, PhD students are required to submit the **Annual Report on Progress*** (due in February), which requires a signature from the main advisor, Program Director, and DGS.

*For important links that explain each of these stages, please refer to the last page of this document.
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**Guidelines for Advisor-Graduate Student Interactions in the College of Arts and Sciences
(Passed and accepted by the faculty and GSAC for the Department of Spanish and
Portuguese, spring 2020.)**
These guidelines seek to foster the rights and responsibilities of both advisors and graduate students.

        The success of every graduate student in the College of Arts and Sciences depends in part upon the role of the student's advisor. Whether they work together in a lab or a research team, meet in a seminar, or consult periodically in office hours or online, the advisor and the student together establish a plan for the graduate student's research, work to identify and remove obstacles to success, and ensure that the student has opportunities to develop professional experience. Most of these interactions take place outside the classroom, often in informal interactions. To ensure that these interactions are as productive as possible, the College offers these guidelines. These guidelines embody many of the best practices used by other institutions and professional societies. They are intended to provide principles for establishing an effective and productive advisor-student relationship that relies on trust, courtesy, clear communications, and shared expectations. These College guidelines provide a general framework for interactions; departments and programs are expected to establish and document more detailed implementation in departmental handbooks and procedures. These guidelines supplement the IU Student Code, which addresses primarily formal academic matters, by attending to the faculty's role in the student's research process.

Faculty Research Advisors should:

- encourage a minimum of two mentoring meetings with graduate mentees each semester. These meetings can be initiated by either the student or the advisor. During these mentoring meetings faculty mentors will check-in on graduate student academic progress as well as overall well- being;
- promote an environment that is intellectually stimulating and free of harassment;
- be supportive, equitable, accessible, encouraging, and respectful;
- recognize and respect the cultural backgrounds of students;
- be sensitive to the power imbalance in the student–advisor relationship;
- set clear expectations and goals for students regarding their academic performance, research activities and progress;
- discuss policies and expectations for work, either as teaching assistants or research assistants, including work hours, vacation time, and health contingencies;
- meet regularly and often with students to provide clear feedback on research activities, performance, and progress;
- promote and manage productive and collaborative relationships for students working in large research groups and collaborations;
- provide students with training and oversight in all relevant aspects of research, including the design of research projects, the development of necessary skills, and the use of rigorous research techniques or procedures;
- provide and discuss clear criteria for authorship at the beginning of all collaborative projects;
- encourage participation in professional meetings and try to secure funding for such activities;
- ensure students receive training in the skills needed for a successful career in their discipline, including oral and written communication and grant preparation as appropriate;
- acknowledge that some students will pursue careers outside of academia and/or outside their research discipline and assist them in achieving their chosen career goals;
- be a role model by acting in an ethical, professional, and courteous manner toward other students, staff, and faculty.
- respect students as AIs/employees of the university.

Graduate Students should:

- recognize that they bear the primary responsibility for the successful completion of their degree;
- complete all tasks assigned by the department, including teaching, grading, and other assistantship responsibilities;
- know the policies governing graduate studies in the department and the graduate school and take responsibility for meeting departmental and graduate school deadlines;
- be proactive in communicating with the advisor and research committee;
- recognize that in addition to their role as a student, they have rights and responsibilities as employees of the university, and expect that these are clearly conveyed to them;
- clearly communicate with their advisor(s) regarding their career preferences;
- be proactive about improving their research skills, including written and oral presentation skills;
- seek and be provided mentoring and support resources beyond their faculty advisor(s), including other faculty members and peers;
- inform faculty advisors of potential/existing conflicts and work toward their resolution, following departmental guidelines;
- obtain outside help from ombudsmen, DGS, or other faculty if conflicts arise with their advisor;
- be aware that if they feel compelled to change advisors or research direction, they have options and should consult with their advisor, other mentors, or department officers, recognizing that such options may include changing programs;

- act in an ethical, professional, and courteous manner toward other students, staff, and faculty.

Departments and Programs will:

- provide students with up-to-date information that includes policies, practices, resources, degree requirements, and expectations for progress;
- assist students with selection of their advisors as needed, providing general guidance on expectations for effective mentoring;
- ensure that all students have a faculty member with responsibility for advising them;
- proactively monitor graduate student progress toward their degrees and professional development, including mentoring meetings, committee meetings, exam completions, and other benchmarks toward the degree. Annual meetings should provide an opportunity to examine the effectiveness of the student-advisor relationship and offer advice on ways to address any issues arising;
- provide students and faculty with contacts, resources, and a clear process for potential conflict resolution (e.g., ombudsperson, director of graduate studies, or department head). Interdisciplinary programs are responsible for coordinating among the home departments of faculty and students;
- assist students who wish to change advisors or research groups in identifying new advisors within the department or program who are receptive to accepting the student, and advising the student on options should no placement be found;
- provide appropriate infrastructure to allow students to complete their education and research in a timely and productive manner;
- provide opportunities for professional development that will be relevant to students seeking careers outside academia and/or their research discipline;
- incorporate these guidelines and recommendations into their departmental policies or handbooks and actively promote their observance.

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Essential Resources for Graduate Studies in Spanish & Portuguese

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Administrative Manual: The most comprehensive account of Department policies. The most recent version can be found on the department website in the Faculty and Staff Intranet, at the bottom of any Department website page, under Reference Materials (https://spanport.indiana.edu/faculty-staff-intranet/). You must be CAS authenticated (having logged in using your username, passphrase, and DUO Two-Step Authentication) to access the Department's Faculty and Staff Intranet.

College Academic Procedures: Within its Student Portal, the College of Arts and Sciences provides information related to its role in the joint administration (with the University Graduate School) of academic records for Master's and Ph.D. students in departments and programs within the College (https://college.indiana.edu/student-portal/graduate-students/academic-procedures/index.html).

Graduate Bulletin: The University Graduate School's most comprehensive account of university-wide policies governing graduate degree programs. Through its Academics and Research web page, the University Graduate School provides access to current and past Graduate Bulletins (https://graduate.indiana.edu/academics-research/bulletin.html). Page numbers here refer to the full-length PDF version, but students and faculty can also browse an alphabetical index of departmental- and program-level Graduate Bulletin entries online by selecting "Programs by Campus", then "Bloomington", within a given Academic Year. Graduate students can use the academic year Graduate Bulletin from

their first term enrolled in a graduate program (e.g., the AY 2019-20 Graduate Bulletin for students admitted to begin their program in Fall 2019) and any other subsequently published edition, but may not use a Graduate Bulletin published prior to the beginning of their degree program. Unless there is an explicit reason to use an earlier version of the Graduate Bulletin, the University Graduate School recommends using the current academic year's Graduate Bulletin to determine degree requirements for the Master's Application for Advanced Degree (MAAD) and Ph.D. Nomination to Candidacy eDocs.

References for Program Committees:

1) *Doctoral Advisory Committee (Ph.D. Exams)
Administrative Manual: 817 (Graduate Programs); 910 (Hispanic Literatures); 1014 (Hispanic Linguistics); 1110 (Portuguese); Graduate Bulletin: pg. 11

[Nomination to Candidacy eDoc](#) (following completion of qualifying exams)

2) **Ph.D. Research Committee (Dissertation)*
Administrative Manual: 825.1-3 (Graduate Programs); 914 (Hispanic Literatures); 1018 (Hispanic Linguistics); 1114 (Portuguese); Graduate Bulletin: pg. 13

[Nomination of Research Committee eDoc](#)

3) **M.A. Exam Committee*
Administrative Manual: 805 (Graduate Programs); 904 (Hispanic Literatures); 1004 (Hispanic Linguistics); 1104 (Portuguese); Graduate Bulletin: pg. 10

4) **Annual Progress Report for PhD Students*
See [HISP Faculty/Staff Intranet](#) (must be authenticated with IU login)