

GRADUATE ADVISING GUIDELINES

Closely mentoring the graduate students is an essential factor of their successful progression through the MA and PhD programs. This document presents departmental guidelines in view of implementing the best practices in the student-adviser relationship.

First, two general principles:

– Regular contact between students and mentors is indispensable.

- Both students and advisers should take a pro-active role in ensuring that communication is established and maintained.
- They should agree on a schedule of meetings at the beginning of each.

– As meeting reports will help the advisee capture and remember important advice and decisions, all advising relationships should involve a formal documentation of the meetings.

- The advisee writes a short summary of the meeting so as to record what has been discussed and agreed.
- The advisee submits this summary to the mentor.
- The mentor approves or adds comments, and uploads the report in the Canvas student's advising folder.

The rest of the present document spells out the respective roles and responsibilities of the advisee and adviser, and specifies the steps to be taken at the different stages in the program. The intention is to ensure that the expectations of all parties are established clearly at the outset and are followed up throughout the student's time in the program.

A. Student's Role

The department expects that advisees will:

- Take responsibility for their research activity and learning.
- Become familiar with the program requirements and milestones, and with departmental and university regulations and policies.
- Request in due time an adviser (for the doctoral students: look in due time for a dissertation supervisor and a qualifying paper supervisor).
- Contact their advisers as soon as they know them, and keep in touch regularly for the whole time of the advising relationship.
- Expect an answer only within work days and hours.
- Attend the schedule of meetings established at the beginning of the semester, and discuss progress and objectives with the adviser regularly.
- Notify their adviser when they cannot come to a scheduled meeting, and reschedule it.

- Send written work well ahead of the meeting so that the adviser has sufficient time to read it; allow for a reasonable amount of time for getting recommendation letters, feedback on documents, etc.
- Contribute a summary of the meetings.
- Carefully consider the advice they receive and make every effort to implement it;
- Strive to achieve in a timely manner the course assignments, the goals and milestones defined in the graduate studies handbook, and the particular goals agreed upon with the adviser.
- Adapt their research to the resources the department can offer and avoid projects on topics for which they cannot be supervised competently.
- Report in a timely fashion any difficulty that may arise, to their adviser, the program director, or the chairperson.
- Contribute to the program community, for example by attending other students' presentations, providing feedback and generally being supportive of other students' research activities and efforts.
- In doctoral students' case, attend the activities organized in the professional development curriculum, where they can also receive advice.

B. Mentor's Role

Students may expect to receive quality mentoring throughout their program of study. General responsibilities of the advisers, applicable in all advising relationships, are presented in the next paragraph. Specific responsibilities relative to the different categories of students are detailed farther down.

1. General Responsibilities

In all advising relationships, mentors will:

- Make themselves available at the request of the advisee, during work periods and within reasonable limits; expect similarly a response of the advisee during work days and hours.
- Get in touch with their advisee and make sure that regular communication is maintained.
- Establish a schedule of the meetings at the beginning of each semester.
- Check the meeting reports sent by the student and upload them in the Canvas advising folder.
- Inform the advisee and the graduate program director about any extended period of absence.
- Monitor the advisee's attainment of the milestones defined in the graduate studies handbook, and provide all the necessary guidance in view of the timely completion of the program.

- Check whether the advisee is aware of the university and departmental regulations and policies, regarding such topics as degree requirements, academic integrity, teaching responsibilities when applicable.
- Pay special attention to international students, who have stringent time limits because of their visa (the adviser should be familiar with the requirements implemented by the Office of International Students and Scholars – see Appendix 1), and who might struggle with language or cultural differences.
- Provide guidance regarding research methodologies and resources, and best practice in studying and learning.
- Suggest any useful additional resource (e.g. seminars, workshops, and conferences in or outside the department, Career Center, counseling, etc.)
- Motivate the student.
- Check on the student’s general well-being.
- Alert the graduate program director or the chairperson as soon as an academic problem is detected, a worry arises, or when the advisee does not attend the advising meetings.
- Alert the relevant BC services when non-academic problems are detected (such as psychological crisis, harassment, sexual assault – see the resources in Appendix 2).

2. Specific Responsibilities

2.1. Mentors of MA Students

Best practices recommend that students should meet with their mentor frequently and **at a minimum twice in each semester** (e.g. beginning and last third). The first meeting in the year will take place in the first week of the first semester. The final meetings in each semester are to review the student’s progress against the objectives of the program.

In addition to the general responsibilities of an adviser presented above, the mentor of an MA student will typically:

- Advise the student on which courses to take.
- Check whether the student is falling behind regarding coursework and grades.
- Discuss with the advisee what personal, academic and professional skills the student needs to develop in order to complete his/her studies and prepare a future career.
- **Guide the advisee in the preparation of the MA qualifying paper.**
- **Guide the advisee in the preparation of applications to doctoral programs**, especially for
 - the choice of the programs
 - the cover letter or statement of purpose, and the CV
 - the writing sample
 - obtaining recommendation letters.
- Guide, to the extent of their competence, the student in the preparation of applications to other degree programs or to professional positions.

2.2. Mentors of PhD Students

2.2.1. Before a dissertation supervisor is chosen (years 1 – 2/3)

Until doctoral students find a dissertation supervisor, they work closely with an adviser to whom they are assigned in their first year (a faculty member for whom they are research assistant), and whom they can choose in the subsequent years.

- Mentors should meet with their advisee(s) frequently and **at a minimum twice in each semester** (e.g. beginning and last third).
- The first meeting in the year will take place in the first week of the first semester. The final meetings are to review the student's progress against the objectives of the program.
- If the advisee is at the same time research assistant of the faculty member, meetings specifically for the advising should be planned.
- The adviser and the program director are responsible for reviewing student progress in the student's annual report.

The mentor will meet with the student to:

- Advise the student about which courses to take.
- Make sure that the student has a clear view of the successive stages of her/his development in the program; devise with her/him a strategy for the coming years.
- Ensure timely completion of the program requirements at the pre-dissertation stage (e.g. logic, languages, research integrity workshop, etc.).
- Check whether the student is falling behind regarding coursework and grades.
- **Provide guidance for the preparation of the preliminary doctoral comps** (end of year 1).
- In year 2/3, **assist the student in the first steps towards the doctoral comps** (orientation for the qualifying paper, choice of the qualifying paper supervisor; orientation for the dissertation area, choice of the dissertation supervisor, which must be effective by the end of year 3 in the program, or year 2 if they entered with an MA).
- Encourage and help the advisee to prepare publications, participate in colloquia, seminars and conferences, and more generally prepare their insertion in the profession.
- Mentor the advisee regarding the best practices in all aspects of the profession (from responding to emails to academic mores to standards in research and publication).
- Explain the advisee how to build a career plan.
- Provide advice when the student has teaching responsibilities and **visit her/him in class in coordination with the teaching seminar instructor**.
- Evaluate the advisee's progress in the student's annual report.

2.2.2. Choice of a dissertation supervisor and a qualifying paper supervisor

Students must have a dissertation supervisor and a qualifying paper supervisor at the latest at the end of year 3 in the program (year 2 if they entered with an MA).

– The dissertation supervisor should be secured first. The precise topic of the dissertation need not be decided immediately.

- From the moment a faculty member has accepted to supervise the dissertation, he/she becomes the student's primary mentor.
- The student must inform of this the graduate program director and her/his former adviser if he/she is a different person.
- The dissertation supervisor and the graduate program director will review the student's progress until completion of the doctoral degree.
- The supervisor will make sure that the advisee feels properly informed about the whole process and able to communicate easily with her/him, and will establish quickly, in co-operation with the advisee, the framework for the student's work, i.e. the means by which he/she and the student will communicate, and how *and when* they will arrange meetings and monitor progress.

– The dissertation supervisor and the student will immediately discuss the general area of the **qualifying paper** (which should correspond to an AOC, distinct from the AOS of the dissertation, having in mind the best strategy for future placement) and who will supervise it.

- The advisee should already have explored the possibilities with the previous adviser. The dissertation supervisor can confirm, or make other suggestions. Dissertation and paper supervisor can be the same person.
- The paper will be defended in the following fall (year 4, or 3).
- On the advising by the paper supervisor, see 2.2.3., below.

– The dissertation supervisor and the student will then agree on a schedule to narrow down the topic of the dissertation, make preliminary research, and write a **dissertation proposal**.

- The dissertation proposal will be defended at the latest in the following spring (year 4, or 3). A second (and perhaps third) reader will be appointed at that time (see the graduate studies handbook for details).
- Supervisor and advisee will establish a clear project with a good prospect of completion within the required time scale, and identify the initial stages and early objectives of the project.
- They will also identify the skills, knowledge and aptitudes (e.g. languages, paleography, etc.) that are required for the successful completion of the research program;
- Finally, they will identify appropriate resources (e.g. documentation, a specialist in another department, etc.) to support the research project and how these are to be accessed.

2.2.3. Advising by the qualifying paper supervisor

- As soon as a faculty member has agreed to supervise the qualifying paper, he/she will establish with the student the framework for the research and writing, a schedule for the progression towards the completion of the paper, and a schedule of meetings.

- The supervisor will help the advisee to plan her/his research, define the topic, identify the specific steps to take, identify the relevant literature, databases and other relevant resources.
- More generally, the paper supervisor will guide the student in the writing of a paper of publishable quality (e.g. have a state-of-the-art bibliography, tailor the paper to the requirements and the standards of publication, etc.).
- The paper supervisor will provide prompt feedback and comments, normally in writing, to the advisee when the student submits drafts of the paper, partial or whole.
- The paper supervisor will discuss with the students strategies and opportunities of publication.
- The paper supervisor will regularly inform the dissertation supervisor about the student's progress.
- When the paper has been entirely drafted, the supervisor will establish with the student the complementary reading list that will be used for discussion at the defense of the paper (see the graduate studies handbook for details).
- The supervisor will help the student find a third person for the defense board (the dissertation supervisor being the second one), and prepare the defense. Readers must have the paper and the reading list at least two weeks before.

2.2.4. Advising by the dissertation supervisor

- From the preparation of the dissertation proposal to the completion of the dissertation, the supervisor will meet with the advisee **at a minimum twice a semester**, with written record of the meetings. The schedule of the meetings will be established at the beginning of the year. It may happen that, on some occasions, there is little to report or no written work is submitted for comment; regardless, maintaining regular contact is key to the progression of the student's research.
- If the advisee is away (e.g. during the university fellowship year), and if video or phone meetings cannot be arranged, an email schedule will be established.
- The supervisors will help the advisee to plan their research, define their topic, identify the specific steps to take, identify the relevant sources, literature, databases and other resources.
- A reasonable and detailed timetable for the writing of the dissertation, with regular submission of thoroughly written chapters, will be agreed upon, and attainment of the successive stages checked.
- The supervisor has a right to expect that the advisee will communicate written work or research results well ahead of the meetings.
- The supervisor will provide prompt feedback and comments (within a month) to the student when he/she submits written work.
- Besides the comments on the pages submitted, the supervisor will provide the student with a regular evaluation of her/his overall progress.
- With the agreement of the dissertation supervisor, the advisee will regularly submit written parts of the dissertation to the second reader.

- Especially when the second reader is chosen in another department because of his/her expertise in an aspect of the dissertation topic, the supervisor will coordinate the guidance and ensure that respective tasks are clear both to the second reader and to the student.
- The supervisor and the second reader constitute together the **dissertation advising committee**. The dissertation committee will review the advisee's progress in the student's annual report.
- The supervisor will make sure that the dissertation is completed and submitted to the department and all the readers at least **one month** before the defense.

In addition:

- The supervisor will encourage and help the advisee to publish, participate in colloquia, seminars and conferences, and more generally mentor her/him and prepare her/his insertion in the profession.
- As the supervisor will later write a decisive recommendation letter when the student is on the job market, he/she will **visit the advisee's classes in coordination with the teaching seminar instructor** and write a report, in order to be able to comment on the student's teaching abilities in said letter. When the supervisor has too many advisees for visiting each of them every year, he/she will ask another faculty member (e.g. the second reader) in coordination with the teaching seminar instructor, or will ask the instructor to find another faculty member.

... /...

Appendix 1

Immigration Regulations and Policies for International Students

Office of International Students and Scholars (OISS): 72 College Rd, 617-552-8005,
www.bc.edu/oiss

Hours M-F 9-4, OISS Walk-in advising hours: M & W 2-4pm; T, Th & F 10am-12pm, call for an appointment outside of these walk in hours.

OISS Advisor for Philosophy: Susan Shea, Associate Director OISS, sheasc@bc.edu

Note on visa type: This section of the guide pertains to students on **F-1 or J-1 student visas**. Very occasionally, a student may be studying as dependent of spouse working in the U.S. or with another visa type. Please consult with OISS in that case.

Timeline to complete the degree:

Immigration regulations state that students are required to be making “normal progress towards the degree” and finish in that time frame. OISS issues the immigration form (called an I-20 for F-1 student and a DS-2019 for J-1 students) for the length of time determined to be the normal length of study by the department and the GSAS Dean’s Office. This is how long students may remain in the U.S. to finish their degree in most cases.

- **Masters students: 2 Years**, from August of the first year to May of the following year, including the Comprehensive Exam or Qualifying Paper. Master’s students are generally expected to take 5 courses each year for a total of 10 courses. They will therefore have two semesters with only 6 credits (see full-time requirement, below).
- **PhD: between 5 years (4 for students who enter the program after having already earned an MA) and 8 years.**
- **Note: Immigration extensions cannot be given for incompletes or failures.** It is important that students and their advisers take action on any failure or incomplete prior to the end of the allowed period.

Full-time study requirement:

- **Students on student visas are required to be considered full-time students during the academic semesters.** OISS reports their full-time status to the U.S. Government every semester. Students must register every semester of their allowed period.
- **Any graduate student registered for under 9 credits in a semester will be flagged as less than full-time in the University System.** Those students will receive an email from OISS and will be asked to follow up with their department. (NB: for PhD program exception to this rule, see below).

- The University System will not let students drop below full-time status or register less than full-time without OISS permission to Student Services. This is a safety in place to ensure students stay in immigration compliance. **Please contact OISS for any help registering a student for less than full-time.**
 - **MA students:** Since MA students have some semesters with 6 credits only but are approved as full-time by the department (given that they have, for instance, to write a qualifying paper in addition), OISS will just need a brief **email verification from the department stating that the student is considered full time by department with 6 credits.** If the student has trouble registering for less than 9 credits in the system, please contact OISS.
 - **PhD Students:** PhD students with assistantships will automatically be classified as full-time in the University System. Doctoral Continuation also classifies the student as full-time. However, there are sometimes glitches in the system. If this is the case, contact OISS and they will contact Student Services. PhD students are expected to be in contact with their advisor about the dissertation progress in order to maintain their immigration status.

Other Immigration Approved Reasons for a Reduced Course Load (must be approved by OISS):

- **Academic Difficulties** for (typically for **FIRST SEMESTER ONLY**): Initial difficulties with the English Language, Unfamiliarity with American Teaching Methods, Improper Course Placement. Will require documentation from the department for justification.
- Documented **illness or medical condition** up to 12 months total during the degree.
- Students are allowed to be less than full-time in their **last semester** if they are taking their last required class to finish. No documentation is needed.

Appendix 2

Resources for the Advisers

Student Distress

If you have **concerns** regarding the psychological or physical well-being of a student, contact the Student Outreach and Support Team, at 617-552-3470 or through the online Student of Concern Reporting Form: cm.maxient.com/reportingform.php?BostonCollege&layout_id=3

If you have an **urgent** concern after 5pm or on weekends or holidays, contact **BC Police Department at 617-552-4440**. They will be able to access appropriate assistance for you.

If the situation is an **emergency** (immediate threat to safety), call directly BCPD at **911**.

If a student is open to receiving **psychological help**, you can direct her/him to University Counseling Services, Gasson 001 | Office Hours: Monday–Friday 8:45 a.m. to 4:45 p.m. | P: 617-552-3310 (same day consultation possible) | www.bc.edu/offices/counseling.html

Non-emergency questions:

Caroline Davis, Assistant Dean of Students

caroline.davis.2@bc.edu

617-552-3470

For indicators of distress and for how to respond, download the brochure of Counseling Services at www.bc.edu/offices/counseling/worried-about-a-student-.html

Sexual misconduct

If you have knowledge of a sexual misconduct case, by law (Title IX) you **MUST** report it to TitleIXCoordinator@bc.edu, 617-552-3334. You should tell the student who discloses the case that you are under legal obligation to report it.

See definitions and steps to take on www.bc.edu/offices/dos/sexual-violence-policy-website/Faculty_Guide.html

Discriminatory Harassment

The following are considered discriminatory harassment.

1. Conduct that, by reference to the race, color, national origin, sex, religion, disability, age, sexual orientation, or any other legally protected status of a member or members of the University community, intentionally or recklessly **abuses, mocks, or disparages** a person or

persons so as to affect their educational performance or living or working environment at Boston College.

2. **Offensive sexual behavior** whenever toleration of such conduct or rejection of it is the basis for a personnel or academic decision affecting an individual; or such conduct has the purpose or effect of creating a hostile or stressful living, learning, or working environment. Examples of behavior that may constitute sexual harassment include sexual advances, any form of retaliation or threat of retaliation against an individual who rejects such advances, sexual epithets, jokes, or comments, comment or inquiry about an individual's body or sexual experiences, unwelcome leering, whistling, brushing against the body, sexual gestures, and displaying sexually suggestive images.

Full description of BC policy at www.bc.edu/content/dam/files/offices/policies/pdf/policies/I/1-200-025.pdf

If you witness a hate crime or a bias related incident, you should **report** it. Contact BC Police Department at 617-552-4440.

If a hate crime or a bias related incident is reported to you, **assist the student** to identify the most appropriate path. See the different possibilities and the protocol on www.bc.edu/offices/diversity/compliance/hate-crime-conduct-proto.html

See also the response to the FAQ "What should I do if a student reports a bias related incident to me" on www.bc.edu/offices/dos/facultystaff.html

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) grants four specific rights to a postsecondary student:

- to see the records that the institution is keeping on the student.
- to seek amendment to those records and in certain cases append a statement to the record.
- to withhold the disclosure of a student's educational records except for situations involving legitimate educational interest or as may be required by law.
- to file a complaint with the FERPA Office in Washington.

For a full presentation of FERPA, please visit

https://www.bc.edu/content/dam/files/offices/stserv/pdf/FERPAHandout_August2018.pdf

A University employee has a **legitimate educational interest** in access to information when that information is appropriate for use in connection with performing a task that is related to the student's education (which is your case).

Your responsibilities under FERPA:

- As a general principle, you may not disclose student information in oral, written, or electronic form to anyone except BC staff and faculty who need the information to perform their university functions and have a legitimate educational interest.
- You have a legal responsibility to **protect** the privacy of the **student educational records in your possession**, which are classified as confidential information under BC's Data Security Policy. You may not access educational records for personal reasons.
- You may not release lists or files with student information to any third party outside your college or departmental unit.
- Student information stored in an electronic format must be secure and available only to those entitled to access that information. Student information should not be stored on laptops or home computers unless it is encrypted. Personal digital assistants used to read confidential data should be password protected.
- Student information in paper format must be shredded before disposal or placed in a locked disposal bin.