

Mentoring Guidelines

Graduate Program

Department of Classical Studies

drafted by Cynthia Bannon, Director of Graduate Studies
approved by vote of the faculty, October 7, 2021

The Department of Classical Studies supports and guides its graduate students in a variety of ways. The faculty jointly provides both formal and informal mentoring to help our students successfully complete our programs and launch their careers. Our program and practices forge a community among faculty and graduate students that begins before matriculation when our newly admitted students visit campus. We coordinate our efforts with other units on the Bloomington Campus and with professional organizations dedicated to Classical Studies and related disciplines.

The Director of Graduate Studies

The Director of Graduate Studies (DGS) plays a singular role as the point person in charge of regular communication with and mentoring of graduate students. Before the fall semester, the DGS leads a workshop for new and returning graduate students to (re-)introduce the programs goals, methods, and community support. The DGS

- meets individually with students at least once per semester to and also by request at more frequent intervals. These meetings include advice about classes, benchmarks toward the degree, summer study options both on campus and abroad, funding opportunities, and the job search.
- directs students to resources within the IU system and beyond that support them as students and as professionals in training.
- provides specialized direction, for example, about licensure for MAT candidates and about minors for PhD candidates.
- works with the CLAS graduate coordinator on administrative issues
- appoints faculty to serve on advisory committees for PhD students and coordinates mentoring with colleagues; advisory committees are name in a student's first year in the program.

Advisory Committees

Classical Studies faculty believe that each student should have wide and varied support from the faculty. Without this, students are more likely to encounter setbacks in the program or to take steps that delay their progress. An Advisory Committee is just one form of support and supervision, but it is an essential one nonetheless. The Advisory Committee guides a student's academic and creative progress from the first year of their graduate work, *before* they form a Research Committee and begin preparing their dissertation, as outlined in the [University Graduate School Bulletin](#).

Each student pursuing a PhD in Classical Studies works with an Advisory Committees composed of two or three faculty members:

- the DGS
- a professor specializing in the student's preferred language (ancient Greek or Latin)
- a professor specializing in the student's preferred language or in a related field;

The DGS in consultation with the student arranges the advisory committee. Advisory committees may include adjunct faculty in areas appropriate to the student's interests. When the student begins preparing the special author (qualifying) exam, s/he may change the composition of the advisory committee to include members of the exam committee. Similar changes can be made when the student begins to do doctoral research, and the dissertation supervisor may chair the advisory committee. The department's classical archaeologists may serve on advisory committees and should when it serves the student's interest. The DGS arranges advisory committees and notifies both students and faculties about them during the student's first semester on campus.

The Advisory Committee guides PhD students through qualifying exams, design of dissertation research, writing the dissertation, and the search for post-graduation employment. Advisory Committee members recommend readings, read drafts, review job materials (e.g. CV, cover letters), serve as a sounding board. The Advisory Committee may continue as the core of a student's dissertation committee. The Advisory Committee and the DGS may mentor students not only on academic topics but also on broader issues such as careers, leaves of absence, and work-life balance.

Graduate students are encouraged to seek mentors outside the department as well. They work with adjunct faculty whose research areas intersect with the students' interests. Classical Studies faculty will help both students to meet potential mentors at other institutions--colleges and universities for MA and PhD students and high schools for MAT students.

Degree Progress

The DGS and the Graduate Coordinator keep a tracking sheet of students' progress through their degree path. Information from the tracking sheet is shared with students in advising sessions and informally at the student's request.

Annual Evaluations

The faculty jointly monitor graduate students' progress through their respective programs through advisory committees, collaboration with the DGS, and annual evaluations. These evaluations take into consideration:

- grades in classes
- progress in the program measured by program exams and other requirements (e.g. completion of the PhD minor)
- teaching performance
- professional development

The DGS coordinates the annual review process by distributing an evaluation form (attached at end of this document) to faculty and collecting them completed forms in March. The DGS then follows up with faculty as needed and prepares a summary report for each student that recognizes accomplishments and

identifies areas for improvement. The DGS communicates the results of the evaluation to students during the spring advising meeting.

Both the individual faculty evaluations and the DGS summaries are retained as part of the academic records that the graduate administrator keeps for all graduate students. The DGS prepares a digest of the annual evaluations for the College that is also kept on record. Evaluations may be used in decisions about funding.

Current Students

Our graduate students are a strong and supportive community. Older students advise newer students about teaching, coursework, program exams. They sponsor social events where students gather to find fun, support, and dialogue not only about academics but also about life in Bloomington and beyond.

Mentoring and Alumni

The DGS stays in contact with recent graduates of the program, monitoring their success both in securing jobs and continuing their research and publication. Members of the Advisory Committee also often share these duties, helping recent graduates to make professional connections and serving as “friendly readers” for research papers in development.

On the department’s website the DGS and the graduate administrator maintain a directory of recent alumni that represents our program’s enduring community and serves as the first introduction of alumni to current students. The DGS and other faculty members also introduce current students to alumni who share their research and career goals, extending the mentoring community well beyond the degree program. The department facilitates these introductions by inviting alumni to give visiting lectures and to participate in campus events.

Resources

IUB

[Assistant Vice Provost for Student Development](#) in the University Graduate School
The Graduate Mentoring Center <https://graduamentoringcenter.iu.edu/>
[Graduate Career Coach](#) in the Walter Center for Student Success.

Walker Center for Career Achievement <https://careers.college.indiana.edu/>
Student Life and Support, UGS <https://graduate.indiana.edu/support/index.html>
Division of Student Affairs <https://studentaffairs.indiana.edu/>

Classical Studies

Society for Classical Studies

Placement Service <https://classicalstudies.org/placement-service>

Awards Catalogue <https://classicalstudies.org/awards-and-fellowships/awards-scholarships-and-fellowships-offered-us-classics-associations>

Classical Association of the Middle West and South <https://camws.org/>
American School of Classical Studies in Athens <https://www.ascsa.edu.gr/>
American Academy in Rome <https://www.aarome.org/>

For Latin Teachers

American Classical League <https://www.aclclassics.org/>

Classical Association of the Middle West and South, Teacher Training Grants
<https://camws.org/awards/index.php>

Additional Resources

- Michigan's Rackham School has a well-known [mentoring program](#), including a [guide for students on how to develop their own mentoring networks](#).
- [The Mentoring Collective](#) is a start-up promoting mentorship. While that may be more than anyone needs, it is worth taking a look at.
- [The National Mentoring Resource Center](#) offers training and webinars.

The Council of Graduate Schools published a [Guide to Mentoring](#) for students in 2016.

**Annual Evaluation of Graduate Student
Department of Classical Studies**

Date _____

Student _____ Faculty evaluator _____

Course or contact with student _____

Areas for evaluation

Circle the ratings that reflect student's performance in your class (1 = best rating, 5 = lowest rating).

NA if no knowledge of student's performance in this area).

Language Skills

translate orally	1	2	3	4	5	NA
translate in writing	1	2	3	4	5	NA
analyze grammar	1	2	3	4	5	NA
know vocabulary	1	2	3	4	5	NA

Research and Writing

compile bibliography	1	2	3	4	5	NA
understand and analyze scholarship	1	2	3	4	5	NA
formulate a thesis and construct an argument	1	2	3	4	5	NA
write clearly and effectively in English	1	2	3	4	5	NA
Overall potential to complete the degree program	1	2	3	4	5	NA

Comments: