Queen's University

GRADUATE STUDIES AND POSTDOCTORAL AFFAIRS

Graduate Supervision Handbook

Acknowledgement of Territory

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived and continue to live upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Ne Queen's University e'tho noṅwe nikanónhsote tsi noṅwe ne Haudenosaunee tánon Anishinaabek tehatihsnónhsahere ne óhontsa.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

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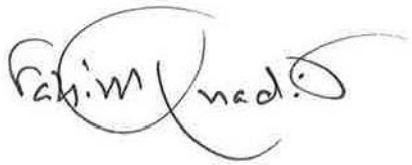
Dean's Welcome

Welcome to Your Guide to Effective Supervision at Queen's

As part of its core mandate, the School of Graduate Studies and Postdoctoral Affairs (SGSPA) at Queen's University strives to enhance the graduate student experience. We recognize that building a strong foundation for a productive and rewarding graduate experience often depends on our ability to create a setting that is conducive to both teaching and learning and is predicated on the principles of mutual respect, trust, and accountability. The SGSPA prioritizes its need to work in partnership with a multitude of stakeholders on campus to provide a positive, stimulating, and supportive learning environment that promotes the values of compassion, creativity, care, and curiosity.

A keystone of graduate education and experience is the supervisory relationship. In creating this booklet, we seek to promote a culture of high-quality, effective supervision to support successful graduate education and research within an inclusive and positive scholarly environment. Herein you will find a series of resources intended to foster a shared understanding of the roles and responsibilities of students, faculty supervisors, and graduate program administrators and to align the expectations of both students and supervisors with one another. By encouraging collaborative planning towards degree completion and the establishment of mutual expectations that take into consideration the supervisor's engagement with the process of co-creating knowledge, as well as the student's academic and professional background, career goals and academic priorities, we hope to make a meaningful contribution to the development of a productive framework for supervisory relationships. Ultimately, positive student-supervisor relationships enhance the student experience and create a thriving research culture where students are supported to make meaningful contributions to their field of specialization while at Queen's and beyond within their chosen career path.



Dr. Fahim Quadir, Vice-Provost and Dean, School of Graduate Studies & Postdoctoral Affairs

Graduate Studies at Queen’s

Graduate studies at Queen's University at Kingston was established formally in 1889 with the adoption of regulations for the Ph.D. and D.Sc. degrees. At that time, the degree of M.A. was not a graduate degree, but was given on the completion of honours work in certain courses provided the candidate had first class standing. With the introduction of a new system of studies in 1919, however, a graduate program was established requiring a year of work beyond the B.A. and prescribing advanced lecture courses and a thesis or other piece of independent work. In 1926, the master' s course was strengthened by making the Honours B.A. (or its equivalent) with at least second class standing the standard of admission. Moreover, the regulations stated that the degree was to be given "not on the grounds of general attainment, but in recognition of the candidate's wide knowledge of a special field of study."

The degree of M.Sc. was given for the first time in 1905-06. Graduates holding the bachelor' s degree could qualify for the M.Sc. by practicing engineering for two years or spending one year at the University. In 1922-23 a formal course was established and one year of attendance beyond the B.Sc. was required. Strong emphasis was placed on the research and thesis.

The administrative aspect of graduate work was first formalized by the Faculty of Arts which set up a Committee on Graduate Studies in 1941. In 1943, the Senate constituted the Queen’s University Board of Graduate Studies. The Board was reconstituted into the School of Graduate Studies in 1963 and expanded to include the research component in 1971. In 1990, the increasing importance of research led to the creation of a joint position of Dean of Graduate Studies and Vice-Principal (Research). This structure continued until 1995, when a separate portfolio of Vice-Principal (Research) was established. In 2022, the School of Graduate Studies expanded to the School of Graduate Studies and Postdoctoral Affairs.

School of Graduate Studies and Postdoctoral Affairs (SGSPA)

Mission

Our mission at the School of Graduate Studies and Postdoctoral Affairs is to create a learning and research culture that inspires graduate students and postdoctoral fellows to lead the way towards a better future for our global community.

Learning at Queen's is inspired by an inclusive and collaborative community where we prioritize wellbeing for academic and professional success. Through our local and global reach, we connect our students and fellows with diverse communities to engage in collaborative knowledge creation and real world scholarship. By fostering a thriving graduate and postdoctoral culture, we lead our graduates and fellows towards a better future.

Vision

Queen's graduate students and postdoctoral fellows lead the way towards an equitable, just, and sustainable society through care, compassion, creativity, and curiosity. Our students and fellows apply advanced skills and capacities to explore questions that expand knowledge, promote wellbeing, and serve the benefit of our common good.

Values

Through our work at the School of Graduate Studies and Postdoctoral Affairs, and through graduate education and postdoctoral research we are committed to the following values.

Care

- Through an ethic of care and integrity, we are committed to advancing sustainability and to positive social change within our local and global communities.

Compassion

- Through compassion and respect, we strive towards a culture of inclusion and belonging with a commitment to reducing systemic barriers and inequities

Creativity

- Through creativity and innovation, we work collaboratively and with our communities to create and express new knowledge that has value and impact.

Curiosity

- Through curiosity, we pursue important questions through diverse perspectives, traditions, and forms of knowledge.

Graduate Supervision Policy

Guiding supervision practice and experience at Queen's is the Graduate Supervision Policy, which can be found on the University Secretariate website. The Policy was approved in January 2022. The Policy recognizes that high quality academic supervision is a key driver of graduate education at Queen's. Productive supervisory relationships promote a thriving university research culture where students are supported to make meaningful contributions to their field of specialization. The purpose of the Policy is to outline the roles and responsibilities of Graduate Students, Supervisors, Supervisory Committees, Graduate Programs, and the SGSPA regarding academic supervision for graduate studies within the SGSPA. The Policy contains the following key features:

- Roles and responsibilities of graduate supervisors, graduate students, graduate programs and the SGSPA
- Leave procedures
- Conflict resolution process

The Policy pertains to all members of the University community who are stakeholders in academic graduate supervision. Therefore, the scope of the Policy includes the following stakeholders: Graduate Students registered in research-based Graduate Programs at the University (i.e., students in Pattern 1 and 2 Master's programs and all doctoral-level programs), graduate academic Supervisors, members of Supervisory Committees, Graduate Programs, and the SGSPA.

As a foundation for effective graduate supervision at Queen's, the Policy endorses the following principles for graduate supervision:

- **Mutual Respect:** Maintain a positive learning and research environment by treating one another – Graduate Student and Supervisor – with respect, exercising understanding in times of difficulty and extenuating circumstances, and support for the achievement of milestones.
- **Open Communication:** Early and ongoing communication between Graduate Students and Supervisors/Committee Members is essential to direct and re-direct Graduate Student work and respond to changes in planned activities.
- **Goal-directed Learning and Progress Monitoring:** Discussing and establishing learning and research goals in relation to expectations for advanced research, monitoring goal progress, and mutually revising goals

when necessary has been shown to accelerate and encourage Graduate Student progress.

- **Responsive and Timely Feedback:** Be reasonably accessible to Graduate Students by providing descriptive, actionable, and timely feedback following program expectations. Inviting Graduate Students to respond to feedback is a fundamental academic skill that propels Graduate Student work forward.
- **Leveraging Resources for Wellbeing and Success:** Leveraging university-wide resources (e.g., SGS, Graduate Student Wellness Services, Centre for Teaching and Learning, Human Rights and Equity Office, Employee and Family Assistance Program) can support both Graduate Students and Supervisors in fulfilling their roles and responsibilities.

The Policy is supported by a suite of supports including guidebooks and resources, which can be found on the SGSPA's Supervision website. Take time to review the resources on this site.

Choosing a Supervisor

In some graduate units a supervisor is assigned to a student at (or soon after) the start of their graduate program. In most units, the onus is on the student to find a faculty member to supervise the graduate research work, a process that often takes place prior to an offer of admission. The selection of a supervisor is a critical decision that impacts the quality of a graduate student's experience and influences the student's career path. Academic fit is an important consideration, but the supervisor must also provide advice, guidance, and mentorship. A healthy student-supervisor relationship is one in which there is open and effective communication and where expectations are clearly laid out early on and reviewed regularly. In selecting a supervisor, ensure approaches to communication and supervision are discussed prior to beginning the supervisory relationship.

Students are advised to obtain information about potential supervisors and the environment in which they will be working. Departmental or program websites generally provide profiles of their faculty members and descriptions of ongoing research and research facilities. Prospective students are encouraged to talk with current students in that environment about their experiences and interactions with a particular supervisor. It is important that whenever possible, the student meet with the potential supervisor of their graduate thesis to determine compatibility and have an opportunity to discuss issues such as expectations, research project support, identifying a thesis topic and scope, student funding, and strategies to

ensure timely completion and quality work (see the Graduate Supervision Policy and expectations setting resources found on the SGSPA Supervision website for relevant discussion topics).

Sometimes supervisors and/or graduate students may suggest co-supervision (i.e., two joint supervisors) so that the student receives additional attention, guidance, and expertise from a second mentor. Co-supervision can be particularly useful if a supervisor carries an especially heavy workload or is frequently travelling, impacting accessibility.

There may be special circumstances in which, during the graduate program, a student might wish to change supervisors. Changing supervisors can happen, for instance, if during the preliminary stages of research, the student's topic changes significantly to the point of requiring different supervisory expertise. On rare occasions, a lack of appropriate or consistent mentorship from a supervisor and/or the persistence of an unhealthy and non-productive student-supervisor relationship may make a change in supervisor necessary. Advice can be sought from the graduate coordinator, department head, the SGPS Student Advisor Program and/or an Associate Dean in the SGSPA (See Conflict Resolution Section below for more information).

Role of a Supervisor

The role of the supervisor is to serve as the primary academic mentor to the graduate student and provide oversight on their progress and research. By agreeing to work with a graduate student, the supervisor will foster the intellectual and professional growth of their graduate students so that the graduate student can become competent contributors to their academic field of specialization. The primary responsibilities of supervisors are to:

- Participate in graduate supervision orientation and training offered by SGSPA, the Centre for Teaching and Learning, or equivalent, normally within one year of appointment to the University.
- Be familiar with and follow the rules, procedures, and regulations related to supervision and graduate studies as outlined in the program, Faculty, the Queen's-QUFA Collective Agreement and SGSPA, including the sequence of program components and supervisory requirements.
- Discuss with the graduate student:

    - Graduate Program rules, regulations, and standards for coursework, qualifying/comprehensive examinations, research proposal, and thesis/dissertation research.
    - Learning and research goals in relation to expectations for advanced research.
    - Supports available to the graduate student in developing (or revising as needed) a plan to achieve their goals.
    - A mutually agreeable communication approach that will work for both parties including frequency and form of communication, including expectations for supervisory meetings.
    - Goals for conference attendance, publishing, research, teaching, other employment opportunities, and engagement in academic community activities, encouraging the graduate student (when applicable) to disseminate research findings through publication, presentation or creation of artistic or other works.
    - Ownership of intellectual property and authorship on publications (and, where appropriate, establish in writing), following University guidelines and policies including Academic Integrity policy, relevant collective agreements, the SGSPA regulations as found in the Academic Calendar, and the SGSPA Graduate Supervision Handbook.
- Respond to graduate student's submitted or presented work with constructive and actionable feedback to support/ensure continuous progress and in a timely manner following departmental expectations and as agreed upon between student and supervisor.
- Monitor the graduate student's progress as required by SGSPA and as applicable within the student's department/program/Faculty through annual progress monitoring and reporting procedures, assessments of graduate student work, and regular communication with the graduate student.
- In consideration of the graduate student's merits, encourage and support the graduate student in any reasonable internal or external funding applications and particularly those sanctioned by the University (e.g., tri-council funding).
- In collaboration with the graduate student, facilitate the establishment of a supervisory committee (when required) and facilitate program milestones (e.g., coursework selection, qualifying/comprehensive exam, proposal defense, thesis/dissertation defense).
- Work to negotiate differences of opinion; when conflicts or differences in expectations arise, seek department, Faculty, or SGSPA support to resolve conflicts.

- If a graduate student expresses distress, direct them to Queen's Student Wellness Services, other units within the Division of Student Affairs;Campus Security and Emergency Services, or other University resources as appropriate following the University's guidelines.
- In the event that a graduate student makes a disclosure of sexual violence, adhere to requirements as detailed in the Policy on Sexual Violence Involving Queen's University Students.
- In coordination with the department/Faculty and Queen's Student Accessibility Services(where relevant, ensure graduate students receive appropriate academic considerations for extenuating circumstances and/or disability-related accommodations following the SGS Protocol for Short-term Academic Consideration and the SGS regulation on Accommodation for graduate students with Disabilities.
- Maintain an academic and professional graduate student-supervisor relationship that adheres to all applicable University policies and applicable collective agreements, including but not limited to, the SGS Conflict of Interest regulation as found in the Academic Calendar, University's Conflict of Interest policy, and the University's harassment and discrimination policies and procedures.

Role of a Graduate Student

The role of the graduate student is to focus on learning and research to complete their academic requirements including their dissertation, thesis, or major research paper within the expected time frame in accordance with enrolment status (i.e., full-time or part-time). By agreeing to work with a supervisor, a graduate student enters an academic partnership that will support the graduate student's academic development and contributions to their field of specialization.

The primary responsibilities of the Graduate Student are to:

- Be familiar with the policies, procedures, and regulations of the Graduate Program, the SGSPA, and the University and ensure all required training is obtained (e.g., lab safety, research ethics).
- Early in the supervisory relationship, access resources and/or training offered by SGSPA, the Centre for Teaching and Learning, or equivalent to gain a thorough understanding of principles and practices for engaging in a successful graduate student-supervisor partnership.
- Be familiar with and adhere to the Student Code of Conduct.

- Conduct research with the highest standard of ethical and scientific practice; adhere to the University and Tri-Council policies on research.
- Follow and adhere to principles of academic integrity as articulated in departmental/Faculty, SGSPA Academic Calendar, and the University's Academic Integrity policies, procedures, and regulations.
- Maintain an academic and professional graduate student-supervisor relationship that abides by the SGS Conflict of Interest regulation as found in the Academic Calendar, University's Conflict of Interest policy, and the University's harassment and discrimination policies.
- Consult with Queen's Student Accommodation Services and review the SGS regulation on Accommodations for Students with Disabilities if an accommodation(s) is sought in connection with a disability and discuss all accommodation needs with your supervisor and Graduate Program Chair.
- Follow the SGS Protocol for Short-term Academic Consideration if an extenuating circumstance impacts or has impacted their ability to fulfill academic requirement(s) in a timely manner.
- Complete annual progress reports as required by SGSPA and as applicable within the program/department/Faculty through annual progress monitoring and reporting procedures.

With the Supervisor, discuss:

- Graduate Program rules, regulations, and standards for coursework, proposal, proposal defense, thesis/dissertation research, and thesis/dissertation defense.
- A mutually agreeable communication approach that will work for the graduate student and supervisor including frequency and form of communication and expectations for supervisory meetings.
- Goals for conference attendance, publishing, research, teaching, other employment opportunities, and engagement in academic community activities.
- Learning and research goals and develop a concrete plan to achieve these goals.
- Funding opportunities and apply for internal and external competitions that are mutually deemed beneficial and appropriate.
- Periods that the graduate student will be unavailable including vacation time (typically 10 business days in accordance with SGSPA Vacation Guidelines) to ensure there is minimal disruption to graduate student research and academic progress.

With the Supervisor and Supervisory Committee:

- Establish and discuss a research plan and timeline for progress monitoring, meetings, and sharing of work.
- Respond to constructive feedback in a timely manner.
- Discuss ownership of intellectual property and authorship on publications (and, where appropriate, establish in writing), following University guidelines and policies, relevant collective agreements, SGSPA regulations as found in the Academic Calendar, and guidelines in the SGSPA Graduate Supervision Handbook.
- Promptly discuss changes in circumstances that could affect performance or progress in research or program of study; give serious consideration to the advice and constructive feedback offered by your supervisor and/or supervisory committee. Seek advice from other department/Faculty, SGSPA, or University units or resources as needed.

Setting Expectations

Discussing and setting clear expectations is an important step towards a productive student-supervisor relationship. The SGSPA has developed several resources to help students and supervisors engage in setting expectations at the start and throughout a student's program of study. Visit the SGSPA's Supervision Website for expectation setting resources and guidebooks. Below is the Expectations Scale, which can be a useful initial tool to facilitate a discussion between students and supervisors about expectations as related to their respective roles.

To use this guide, each pair of statements is to be reviewed and evaluated by both the student and supervisor. Each statement expresses a standpoint that supervisors and students may take. Students and supervisors are to each estimate their position regarding the statements and mark it on the scale. For example, if one party believes very strongly that supervisors should select the research topic they would circle '1' for statement 1. If a party believes that is a student prerogative, they would circle '5'. The selection of '3' indicates a belief that it is a shared responsibility. Student and supervisor should look for patterns (e.g., a tendency to 1s or 5s) that reflect marked differences in expectations. This would form the basis for discussion.

Note - these are expectations, there is no 'right' answer and there may be factors that must be taken into account (for example, source of funding) that could tip the scale in one direction or another.

It is a supervisor's responsibility to select a promising topic	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	It is a student's responsibility to select a promising topic
In the end, it is up to the supervisor to decide which theoretical frame of reference is most appropriate	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	A student has a right to choose a theoretical standpoint even if it conflicts with that of the supervisor
A supervisor should direct a student in the development of an appropriate program of research and study	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	A student should be able to work out a schedule and research program appropriate to their needs
A supervisor should ensure that a student has access to all necessary facilities	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	Ultimately, the student must find the necessary facilities to complete their research
Supervisor-student relationships are purely professional and personal relationships should not develop	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	Close personal relationships are essential for successful supervision
A supervisor should initiate frequent meetings with a student	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	A student should initiate meetings
A supervisor should check constantly that a student is on track and working consistently	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	Students should work independently and not have to account for how they spend their time
A supervisor should terminate that candidature if they think a student will not succeed	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	A supervisor should support the student regardless of his/ her opinion of the student's capability
A supervisor should ensure that the thesis is finished in a timely fashion.	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	As long as a student works productively, they can take as long as they need to finish the work
A supervisor has direct responsibility for the methodology and content of the thesis	1 2 3 4 5 ☐ ☐ ☐ ☐ ☐	A student has total responsibility for ensuring that the methodology and content are appropriate to the discipline

A supervisor should assist in the actual writing of the thesis if the student has difficulties and should ensure that the presentation is flawless	1 2 3 4 5	A student must take full responsibility for presentation of the thesis, including grammar and spelling
A supervisor should insist on seeing drafts of every section of the thesis in order to review them in a timely fashion	1 2 3 4 5	It is up to a student to ask for constructive criticism from a supervisor

Conflict Mediation Process and Resolution

If a conflict arises in the supervisory relationship or between graduate students or supervisory committee members, the parties should attempt first to resolve the conflict informally amongst themselves. Students should be informed of relevant departmental/program procedures and of resources available to them (e.g., Departmental Handbook or website, the SGSPA website, the SGPS Student Advisor Program). Resolution of an issue should initially be sought through local departmental/program channels. Thus, discussion of the problem should occur first between the student and supervisor or supervisory committee. If the issue cannot be resolved here, one or both parties should consult the Graduate Coordinator and/or the Department Head to seek possible resolution. If a satisfactory resolution is not reached, assistance can be requested of the Associate Dean(s) of the SGSPA. In consultation with the person(s) seeking advice, the Associate Dean may elect to appoint an advisory committee to help resolve the issue. The Associate Deans in the SGSPA can offer practical advice and possible solutions. Similarly, the SGPS Student Advisor program is a valuable resource for students as they seek resolution to supervisory difficulties. These discussions are in confidence. Students may also seek help with the Office of the University Ombudsman. The Office of the University Ombudsman serves as a resource for information about resolution processes. The Ombudsperson is not an advocate for any party, but can provide helpful advice to students, faculty and staff.

All consultations in the Department and the SGSPA should be kept confidential and no direct action should be taken without the prior consent of the person(s) seeking advice. Wherever possible, formal communications should be limited to those parties directly concerned in dealing with problems.

In resolving a conflict that involves a graduate student, parties must in all cases be mindful of the power differential in the student/supervisor or student/faculty

member relationship. Furthermore, it must be acknowledged that research by nature requires that ideas, assumptions, and interpretations be challenged – this can inadvertently create an environment that may be perceived as threatening or adverse. Sensitivity, recognition of differences in cultural experiences, and clear understanding of expectations can help maintain a healthy and productive relationship that fosters intellectual growth.

If conflict cannot be resolved informally following the above process, and any member of the supervisory relationship wishes to pursue a complaint under the Graduate Supervision Policy, they should follow the complaint resolution process outlined in the Policy.

Appeals

Should a student wish to appeal an academic decision or an assigned grade, they should follow the procedures outlined in the academic calendar of the School of Graduate Studies and Postdoctoral Affairs under the General Regulations section (see Appeal of Assigned Grade and Appeal of Academic Decision sections).

Graduate Academic Calendar

The SGSPA Academic Calendar is an essential resource for graduate students and faculty members. It provides information on admissions, awards, registration options (e.g., full-time, part-time, on-campus, off-campus), and leave options, and serves as a record of the policies and procedures related to graduate studies at Queen's. It also serves as a comprehensive guide to our graduate programs and courses. It is useful for all graduate students to read the Academic Calendar. The calendar is available online here: https://www.queensu.ca/academic-calendar/graduate-studies/

Funding, Scholarships, & Bursaries

Queen's University recognizes the importance of providing financial support to its graduate students and offers programs that assist with offsetting the cost of studies and living. It is important that graduate students understand how funding works and the options available to them. Discussing funding options with supervisors is key to ensuring students understand their specific funding packages.

Our PhD students receive a guaranteed minimum funding package of $21,000 a year with many departments having higher average funding levels for doctoral students within funding eligible years of study (i.e., typically years 1-4). The majority of Master's students in research degree programs also receive funding support (i.e., in year one for one-year programs, and in the first two years for two-year programs). Each program provides different funding supports for Master's students; for details on funding for master's student, consult program specific information and supervisors.

Funded students will receive what is called a 'funding package', which details their committed funding for the academic year in a funding letter. Typically, students are notified of their funding package in the spring/summer preceding their funded academic year (i.e., Fall, Winter, Summer). Funding packages are comprised of funding from a number of sources, including any combination of the following:

- Internal Awards or Fellowships: These are Queen's based funds (e.g., Queen's Graduate Award) that support students. They can be merit based (e.g., most donor-based fellowships) or not.
- External Awards: These are competitive awards (e.g., Tri-council funding) that students need to apply to and which are competitive and merit-based. To ensure equity of funding packages, if received, these awards are part of the student's funding package.
- Teaching Assistantships (TAs) or Teaching Fellowships (TFs): TAs and TFs are employment-based funding opportunities to apply and learn skills in teaching contexts.
- Research Assistantships (RAs): RAs are employment-based funding opportunities to apply and learn research skills while working on faculty-based research projects.

In addition to the funding commitment outlined in a student's funding package letter, there may be other funding opportunities that arise throughout the academic year – additional TAs, RAs, or award opportunities – to which you may apply.

Students should apply for all scholarships and awards for which they are eligible. Students should discuss funding options with their supervisor at the beginning of each year of their program. For more information on funding, visit the SGSPA's funding website and the awards and bursaries website, which also includes information on emergency and needs-based funding.

Accommodations & Academic Consideration

Queen's University is committed to providing accommodations for students with disabilities and academic considerations for students facing extenuating circumstances. For information on accommodations and academic considerations including policies and procedures visit the SGSPA Accommodation and Academic Consideration website.

Accommodations

In accordance with Queen's University policy, students with disabilities enrolled in any graduate program at Queen's can expect to be treated with dignity and to receive support from faculty, graduate supervisors, administrators, and other students regarding their need for individualized and appropriate accommodations. Graduate students seeking accommodations should notify the University about the disability and need for accommodation as early as possible, certainly as soon as the student realizes the need for support and/or accommodation. Students are advised to contact Queen's Student Accessibility Services (QSAS) for information about registration with QSAS, documentation requirements, and booking a confidential advising appointment.

Students meet in confidence with a QSAS advisor to discuss their accommodation needs and are expected to cooperate in developing an appropriate accommodation plan. If necessary and with the student's consent, QSAS will consult with instructors, graduate supervisors and/or graduate coordinators in designing accommodation plans to ensure they respect stated academic standards and requirements. Once the accommodation plan is complete, students are responsible for communicating their accommodation plan to instructors and graduate supervisors, as needed. Students are required to review accommodation needs with QSAS annually (or more frequently if required).

Note: Students who believe they will require accommodations while undertaking oral thesis examinations (or other oral examination) are required to consult with QSAS and the supervisor well in advance of submitting the thesis (See the SGSPA Academic Calendar for the Accommodation for Graduate Students with Disabilities Policy).

The graduate supervisor and other members of the academic unit must recognize the requirement to support the accommodation process, be informed about Queen's services that support students with disabilities, and refer students to these

services should the need arise. The supervisor should encourage students with disabilities to discuss their progress and accommodation needs as necessary, respond to student requests for accommodation in a timely manner, assist with defining essential academic requirements, and be prepared to suggest reasonable approaches in developing accommodation plans. The supervisor will also ensure that accommodations as approved by QSAS and the department are implemented as directed during the oral thesis examination.

Academic Consideration

Queen's University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements. Accordingly, Queen's developed a short-term academic consideration for students in extenuating circumstances policy.

Graduate students can request special consideration for extenuating circumstances that will have or have had an impact on an academic requirement or requirements. Such considerations might take the form of one or more of the following: a brief absence, a brief reprieve from coursework, research, or fieldwork requirements, an extended or deferred deadline, a modified schedule for assignments, labs, placements/internships, projects, or comprehensive exams, a deferred exam or project, an alternate assignment, a re-weighting of assigned marks, course withdrawal without penalty, or other consideration deemed appropriate by the instructor, supervisor or Departmental /Program Graduate Coordinator ("Graduate Coordinator") or delegate.

Extenuating circumstances include but are not limited to a sudden medical event or acute mental or physical illness, physical injury to self or significant others, bereavement, a traumatic event, or other serious personal/family crisis. Extenuating circumstances may also include officially representing the University at a sanctioned varsity athletics event (provincial, national, international competitions) or through an invitation to present or share research on a provincial, national, or international stage as a distinguished guest. Extenuating circumstances do not include personal or family events (e.g., holidays, weddings), academic or exam stress, or transportation or ongoing technological difficulties.

For information on the procedures related to short-term academic considerations, see the SGSPA Accommodations and Academic Considerations website.

Academic Integrity & Intellectual Property

The Queen's University Senate Academic Integrity Policy ("the Policy") states that students, faculty, and staff have responsibilities to support and uphold the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. The Policy includes procedures (Senate Academic Integrity Procedures – Requirements for Faculties and Schools) ("the Procedures") of general application to be used by those who are responsible for implementing academic integrity procedures in the Faculties and Schools. Additional guidelines and resources for instructors and students are available on the Queen's Academic Integrity website.

Graduate students can learn more about Academic Integrity by taking an online module via Student Academic Success Services. In addition, Graduate Students can enroll in an onQ course (self-enroll or ask the SGSPA to be enrolled) to access Turnitin, a software that checks written text for authenticity.

In accordance with Queen's University policy, intellectual property is created as a result of research, which in the case of graduate student research is often collaborative research, and is owned by the creators. However, the University retains a royalty-free irrevocable right to use for educational and research purposes any intellectual property created by a student in relation to the student's research activities.

Graduate students should be aware of and adhere to the University policy on the ownership of intellectual property and the retention of any information relevant to the research program by the University for educational and research purposes and to respect any contractual terms under which thesis research is conducted, particularly if the research is a sub-project of the supervisor's research. At the outset of the program, supervisors should discuss with their students issues related to intellectual property, and where appropriate, establish clear guidelines and documentation related to intellectual property.

Original data should be stored and retained following ethical clearance procedures. Guidelines of the General Research Ethics Board and the Health Sciences Research Ethics Board should be followed as appropriate and in accordance with the procedure described in the ethics submission. It should be recognized that the data should be retained in the designated location (e.g. lab, department/program) for a

reasonable period beyond the time of publication and beyond the end of the grant period.

In many disciplines, the supervisor plays a significant role in guiding the development, direction, and completion of the student's research project such that the supervisor and student are both considered to have contributed intellectually to the research. Both students and supervisors must conform to the university policy on academic integrity. As an institution of intellectual inquiry, Queen's is committed to fostering intellectual inquiry and transferring results to society and making them accessible. The ownership of intellectual property must not be used to suppress or distort research work conducted by members of the university.

Publication

The Senate policy on Intellectual Property states the overriding objective is to make research results accessible through publication for wide utilization and scrutiny. The dissemination of research results by publication in scholarly and research journals, by presentation at conferences and seminars and, if appropriate, by protection (patent or copyright) enhances the education and training experience. It is recognized that graduate student research in most disciplines is a collaborative effort and as such all who have made a significant intellectual contribution to the research activity are generally included as authors of its publication. The authors should be able to vouch for the quality and integrity of their contribution to the work. Individual departments/programs, Faculties or Schools may have specific ancillary guidelines with regards to authorship and the student should be provided with a copy of these guidelines. Journals also have guidelines for authorship that must be considered. Supervisors are urged to discuss issues regarding publication (including authorship) with their students at an early stage of their program and are encouraged to have a written agreement to protect their own interests and the interests of the student. A written agreement serves to clarify responsibilities and expectations and can avoid potential challenges later (see template, Appendix A).

Supervisors should also ensure that their students are aware of implications and/or obligations, with regards to intellectual property, of research conducted under contracts. Advice may be sought from PARTEQ Innovations.

Prior to the submission of a thesis or documents for publication co-authored by their supervisor, the student must discuss a draft of the submission with the

supervisor. The student must respect a supervisor's request to review any original data associated with the submission.

It is understood that research conducted at Queen's, whether agency sponsored or not, be universally accessible to the public, to scholarly and scientific communities. Research completed as part of the graduate degree requirements and presented in thesis format must also adhere to this principle. There are, however, some circumstances in which deferral of publication of findings (including electronic submission of the thesis to QSpace) may be acceptable. A thesis may be restricted at the time of submitting the thesis for completion of degree requirements if, for example, the rights to commercial publication warrant protection, if there is intent to obtain a patent based on the research, or stipulation for a delay by a commission under which the research was conducted. The intent to publish portions of the thesis or the thesis in its entirely is not typically a reason for restricting access. Students and supervisors are encouraged to discuss the need for restriction and seek advice as appropriate (e.g., from the library, the SGSPA, PARTEQ Innovations). If restriction is warranted, the student must indicate so as part of the submission process on QSpace (Queen's online thesis/dissertation repository) in order to delay placement of the archival copy of the thesis in QSpace, as well as access through the Library and Archives Canada, and the binding of copies of the thesis submitted to the SGSPA for a period of five (5) years. After 5 years, the thesis will be released to QSpace, the Library and Archives Canada, and if applicable, Proquest. Graduates may release their thesis from restriction earlier than 5 years by informing the SGSPA in writing that the restriction may be lifted.

Research Integrity, Ethics, & Indigenous Research

Research at Queen's must adhere to the highest ethical standards. The University has established various policies, procedures, and resources to support graduate student research.

Research Integrity

Research integrity refers to the conducting research in a way that exemplifies honesty, fairness, truthfulness, respect, responsibility. Adherence to these values is vital, allowing for trust in the methods and outcomes of research produced by students, faculty, and any others participating in research under the aegis of Queen's University. To learn more about research integrity, visit the Office of the Vice-Principal (Research) Research Integrity website.

Research Integrity is governed under by the Senate-approved Integrity in Research policy. The policy outlines the requirements and responsibilities of members of the Queen's community with respect to the conduct of research and scholarly activities in a manner consistent with the highest standards. Members of the Queen's community adhere to these requirements, but are also responsible to report suspected misconduct, the process for which is outlined in the policy. The University supports integrity in research by investigating allegations of misconduct, imposing sanctions if misconduct has occurred, and appropriate reporting cases of misconduct.

Research Ethics

If a graduate student's research plans include human participants or animals, student and supervisor are encouraged to the specific standards, expectations, and procedures that must be adhered to in carrying out such studies. The Office of the Vice-Principal (Research) provides oversight for research ethics.

Research involving human participants requires approval through a research ethics board. Students in health sciences should refer to the Health Sciences and Affiliated Teaching Hospitals Research Ethics Board (HSREB). Students in the areas of Humanities, Social Sciences, Science, Engineering, and Administration should refer to the General Research Ethics Board (GREB).

Ethics applications take time to compile and are reviewed according to a set schedule throughout the year. Graduate students should work with their supervisors to plan for ethics submissions and ensure they have adequate time to undergo the ethics application process.

All students conducting research with human participants must complete the Course in Research Ethics (CORE) training, which aligns with the Tri-Council Policy Statement on the Ethical Conduce of Research Involving Humans (TCPS 2). The course is available here.

For students whose research involves animals, the OVPR website outlines specific standards in accordance with the Canadian Council on Animal Care (CCAC).

Research Collaboration with Indigenous Communities

Queen's University is committed to truth and reconciliation, and has established a Truth and Reconciliation Task Force, which produced a final report outlining recommendations about how to work continuously towards these priorities. To review this report and subsequent annual reports, visit the Office of Indigenous Initiatives (OII) website.

Any student conducting Indigenous research or research in collaboration with Indigenous communities must ensure they do so in an ethical, culturally appropriate manner. Research collaborations require time – time to build ethical relationships grounded in respect, reciprocity, and responsibility. Research priorities must be determined in response to those identified by communities, research plans must be developed collaboratively, and research must generate meaningful outcomes shared with communities. Importantly, relationships do not end upon the completion of the research plan, and so careful consideration must be given to undertaking collaborative research. Students and supervisors must carefully discuss research plans and ensure that they are feasible and that students have acquired the relevant background knowledge and experiences to engage in Indigenous research and research with Indigenous partners.

The OII offers a number of resources, including an online training module, Indigenous Community Research Partnerships (ICRP), designed for those new to research partnerships and Indigenous research. The OII website also contains important information on ethics and other key resources that supervisors and students should review. Visit the OII website for more information.

Students conducting Indigenous research and research with Indigenous partners may wish to apply for the Indigenous Community-Based Research Fund (ICRF). The ICRF is a funding opportunity available to graduate students to support graduate students in their research and relationship building with Indigenous knowledge keepers and community members, including honouring knowledge contributions. Funding is available to support relationship building and/or research activities. For more details, including eligibility and application process, email the SGSPA at sgspa.reception@queensu.ca.

Leave Policy & Procedures: Maternity, Parental, & Medical

Under certain circumstances, graduate students may wish to take a leave from their program. Students are entitled to leaves under the following circumstances: maternity leave, parental leave, and medical leave. Leaves constitute a change in registration status and as such are subject to policies and procedures as outlined in the Academic Calendar. Please visit the Academic Calendar for full details. An overview of each leave option has been included below.

Maternity and Parental Leave

Graduate students who wish to take a maternity and/or parental leave from their program of study may register as inactive without prejudice to their academic standing. The maximum duration of the maternity and parental leave is two terms and two terms respectively. Both parents are entitled to a parental leave. In addition, mothers are entitled to a maternity leave.

How to Apply: Students apply for this status by completing and submitting the designated form, available as an e form or PDF from the SGSPA website: Maternity/Parental Leave.

Entitlements:

- A fee waiver for the period of the leave will be granted by the university through the SGSPA.
- Statutory periods for completion of degree programs, together with the prescribed maximum periods of eligibility for financial support from the SGSPA's sources will, on resumption of studies, be extended by the time-period taken for the leave.
- Awards that are derived from the resources of the SGSPA will be suspended for the duration of a maternity and/or parental leave. On resumption of studies, the award will recommence to make up the full time-span for which support was originally granted.
- Some doctoral students may qualify for maternity/parental leave funding. See Maternity/Parental Leave Funding for complete details or contact the SGSPA.

Considerations:

- Leaves are normally taken during the first year of the child's life, or, in the case of adoption of a child, within 12 months after the child first comes into the custody of the parent.

- Students holding externally funded fellowships, or other forms of support derived from sources external to the University, must observe the regulations prescribed by the granting agency concerned.
- A change of status to inactive may impact repayment requirements of any student loan that the student currently receives or has ever received. It is the student's responsibility to be aware of how a status change to inactive impacts any student loan(s).

Medical Leave

Graduate students whose academic progress is impacted by physical or mental illness or injury may apply of a leave of absence on medical grounds without prejudice to their academic standing. Students granted a leave will be registered as inactive for the duration of the leave. A medical leave can be for one term (4 months) and up to a maximum of three terms (12 months)

How to Apply: Students are required to send a request for a medical leave of absence in writing to the Director, Admissions and Students Services, SGSPA, and must provide documentation from a doctor or health care practitioner to support a medical leave of absence for the duration requested.

Entitlements:

- A tuition fee waiver for the period of the medical leave will be granted.
- Statutory periods for completion of degree programs (see Time Limits for Completion of Programs), together with the prescribed maximum periods of eligibility for financial support from SGSPA sources will, on resumption of studies, be extended by the time-period taken for the leave.
- Some doctoral students may qualify for medical leave funding. See Medical Leave Funding for complete details or contact the SGSPA.

Considerations:

- Students on approved medical leave will not undertake academic or research work during the period of leave.
- When the leave expires or is terminated by the student, it is expected that the student will return to active status with the same registration status held immediately prior to the period of medical leave. The student is responsible for clearing past debt (if any), payment of fees or making fee payments arrangements by the deadline of the term in which they return to active status, and ensuring registration in a course or courses in the term in which they return to active status.

- Graduate students on medical leave are not eligible to receive awards or financial support from the resources of the SGSPA. This includes internal awards, all of which will be suspended at the onset and for the duration of, and reinstated at the termination of, the medical leave period.
- Students holding externally funded fellowships, or other forms of support derived from sources external to the University, including research assistantships, must observe the regulations prescribed by the sources of the funding concerned.
- A change of status to inactive may impact repayment requirements of any student loan that the student currently receives or has ever received. It is the student's responsibility to be aware of how a status change to inactive impacts any student loan(s).

Student Code of Conduct

Queen's University has established a Student Code of Conduct to describe the standard of behaviour to which students will be held. Students are expected to adhere to and promote the university's core values of respect, honesty, trust, fairness, and personal responsibility in all aspects of university life, academic and non- academic. Failure to adhere to these terms may lead to disciplinary consequences. The complete Student Code of Conduct can be found on the University Secretariat website.

Campus Services and Resources

Queen's offers a broad range of resources to support graduate students' academic, professional, and personal wellbeing. The following list outlines the key resources for graduate students. For students and faculty members seeking support in how to navigate specific concerns, please review the SGSPA Navigating Graduate Student Concerns instructional guides.

Counselling and Wellness

- Queen's Student Wellness: Mental Health & Counselling Services
- Queen's counselling has specialized counsellors including a counsellor specialized for graduate students; to book an appointment with the graduate counsellor ask for the 'graduate embedded counsellor'
- Students in Distress support website

Advisory Supports

- Queen's Ombudsperson
- Four Directions Indigenous Student Centre for Indigenous students

- Ban Righ Centre for mature women students
- Queen's University International for international students
- SGPS Peer Academic Advisor Program
- Office of Faith and Spiritual Life
- Human Rights and Equity Office: Equity Services
- Human Rights and Equity Office: Human Rights Advisory Services
- Human Rights and Equity Office: Sexual Violence Prevention and Response Services

Academic & Supervision Resources

- SGSPA Graduate Calendar
- SGSPA Supervision Website
- Academic Integrity Policy
- Integrity in Research Policy
- Student Academic Success Services
- Queen's Library Services
- Queen's Office of Vice-Principal Research
- Office of Indigenous Initiatives

Accessibility, Academic Accommodation, and Academic Consideration

- Queen's Student Accessibility Services
- Human Rights and Equity Office: Accessibility Hub
- SGSPA Protocol for Short-Term Academic Consideration
- SGSPA Policy on Accommodations for Graduate Students with Disabilities

Bursaries and Awards

- SGSPA Studies Funding, Awards, Scholarships and Bursaries
- Queen's University Student Awards
- Queen's General Bursary
- Queen'sSociety of Graduate and Professional Students Bursaries
- PSAC 901 Bursaries

Food Insecurity

- Swipe it Forward Queen's
- AMS/SGPS Food Bank
- Queen's Community Cupboard
- Fresh Food Box

- Emergency Assistance
- Four Directions Indigenous Student Centre Financial Assistance
- Ban Righ Centre Financial Assistance

Professional Development

- SGSPA Professional and Academic Development
- Student Academic Success Services
- Centre for Teaching and Learning
- Career Services
- Dunin-Deshpande Queen's Innovation Centre (DDQIC)

Appendix A

General Guidelines for Authorship

- Authorship is credited to those who make a substantial intellectual contribution
  to a piece of work.
- Providing financial support for a student's thesis or research work is not in itself sufficient to warrant authorship, but when the student's research is part of a grant or contract on which the supervisor is a named investigator then the supervisor has contributed to the conceptualization of the project.
- Normally the order of authors' names on publications should reflect their relative intellectual contributions to the work, with the individual who made the greatest contribution being listed first. Where the major substance of a co-authored publication is based on a portion or all of a graduate student's work, the student is normally first author.
- All authors accept responsibility and credit for their work and ensure that the work conforms to the highest standard of academic and scientific integrity.
- In cases where the work done falls under the terms of an employment contract by a student employed as a Research Assistant and is not part of the degree requirements, that student is not normally entitled to claim co-authorship.
- In cases where the work done by a student receiving income as a Research Assistant (e.g. Graduate Research Assistant Fellowship) and the work becomes part of the thesis that student will normally be considered as co-contributor with their supervisor/employer. As the author of the thesis, overall copyright of the completed thesis document belongs to the student.
- As a matter of University policy, it is important that research findings are made accessible to society and are published in a timely manner. In cases where research findings must be restricted this should be made clear to all involved from the outset and the period of publication restriction cannot extend beyond (5) five years from the date of final submission of the thesis.
- Publications co-authored by graduate students and faculty reflect their substantial contributions and collaborative efforts. The different roles and responsibilities of those involved in the research are often reflected in the unique contributions they make. This may include the development of original ideas that led to the research work, consultation and guidance that resulted in significant development of the research and/or interpretation of the data.
- All co-authors share responsibility for the content and ideas expressed in the publication and should agree to the time and place of presentation or

publication. No party should unreasonably suppress or delay presentation or publication of completed work. All reasonable effort should be made to contact all contributors; however, the inability to contact a co-author to obtain agreement should not prevent dissemination of work in a timely manner.

Sample Graduate Student – Supervisor Agreement for Research and Authorship

(Note: Publication practices may vary considerably across disciplines; the wording of the agreement should reflect those practices and students are encouraged to become familiar with the practices in their discipline.)

The following are terms of the graduate student and supervisor relationship as it relates to research and publication. _____ is a graduate student working under the supervision of _____ and is conducting thesis research in the area of _____. This work _____ (is, is not) part of the supervisors funded research program.

The supervisor will ensure that the student has access to computing and material resources to conduct his/her research. The necessary equipment is available and the student will be trained on its use and proper operation. Costs associated with conducting the research will be covered in accordance with the project described in the student's proposal; coverage of additional costs must be approved by the supervisor and only if a funding source has been identified. Original data records must remain with the lab/supervisor; if ethics approval is required for the study the Research Ethics Board guidelines regarding data storage and access must be followed. Compliance with the University's highest standards of ethics and scientific practice is mandatory.

Authorship is assigned based on level of intellectual contribution to the research determined collectively by the research team involved with the project. The graduate student will be listed as _____ (sole, first) author providing that (s)he carries out most of the work and provides a first draft of a manuscript (or any other relevant conditions). The supervisor will be listed as _____ (last, middle) author and other co-authors are: _____ *list names* _____. It is expected that the student will provide a first draft of a manuscript within _____ months of completion of the research or series of

experiments. If this does not occur and there has been no change in the agreement, the supervisor will draft the paper. This _____ (will, will not) affect the order of authors listed. The graduate student will be _____ author and the supervisor _____ author. All authors should be in agreement on the content of the manuscript prior to submission. In cases when a dispute about authorship arises, it will be resolved by the _____ (graduate coordinator, department/program Head, Graduate Program Committee).

I have read and agree to the above terms.

Student's signature Date

Supervisor's signature Date