

---

# ***G*UIDELINES**

---

*for the Various Parties involved in*

***GRADUATE STUDENT***

***PROJECT & THESIS***

***RESEARCH***

***CGSR Mission Statement***

*To define and support excellence in graduate  
education, and the research and scholarly activities  
associated with it.*

***College of Graduate Studies and Research  
University of Saskatchewan***

***April 13, 1995***

---

These guidelines are intended for all the various parties involved in graduate student research: students, supervisors (regular faculty members and adjunct professors), graduate chairs, advisory committee and graduate committee members, the College of Graduate Studies and Research. Regardless of the academic discipline, the principal role of supervisors, graduate chairs and committee members is to help students whom they have chosen for admission to achieve their scholarly potential. The guidelines are an adaptation of *Guidelines for the Various Parties involved in Graduate Student Thesis Research*, recently published at the University of British Columbia, *Research Student and Supervisor*, published in 1990 by the Council of Graduate Schools (USA), *Graduate Student-Supervisor Relationships: A Review of Canadian University Policies and Regulations* prepared by the Canadian Graduate Council in October 1994, and relevant sections of the U of S *Graduate Student Handbook*. These guidelines are subject to the regulations contained in the University of Saskatchewan Calendar. The guidelines are prepared as a result of the following concerns:

- the increasing amount of time it is taking for students to complete graduate degrees
- questions associated with mentoring and professional training of graduate students
- misunderstandings regarding the rights and responsibilities of the various parties involved in graduate student research
- increasingly complex ethical issues raised by, among others, the three major granting councils (MRC, NSERC, SSHRC)

Experience and research have demonstrated that the nature of supervision and the effectiveness of communications between graduate students and their supervisors are critical elements affecting graduate education. The quality of the research and of the educational experience are enhanced, completion rates are increased, problems are minimized, and times in program are reduced when graduate students and other parties work closely and effectively together. Inconsiderate or unethical behavior, unexpected developments and thoughtless remarks can undermine these relationships, while careful attention can strengthen them. The responsibility for completing within a reasonable length of time a PhD dissertation or Master's project or thesis is shared. These guidelines are intended to discuss ways to make the various parties involved more aware of problems and possible pitfalls. They are meant to suggest underlying principles and basic procedures which can enhance academic quality, safeguard student and faculty member welfare, and expedite progress towards satisfactory completion of degree requirements and subsequent career advancement.

A particularly close and unique relationship exists between research students and supervisors. This relationship should lead to a productive working relationship and become in the end a relationship between colleagues. In view of this objective, care must be taken right from the beginning to seek a good match of students and supervisors. The process at each stage should be actively focused on the expeditious achievement of the research objectives of the program. Departments and colleges should examine prevailing practices in their unit and discipline regarding the choice of supervisors, so that they take into account the personal and intellectual characteristics of all parties. Does this choice occur in a timely way in the course of students' programs? is the basis for it academically sound? is it made in accordance with processes which take fully into account available resources? Particularly in those disciplines characterized by a large body of received knowledge and a highly structured core curriculum, students may have operated in a passive mode for a long time, and making the change to the more critical, questioning role of the independent scholar may be difficult. If students do not quickly become engaged in the intellectual issues in the discipline, including the formulation of research ideas and projects, and such other initial activities as are desirable, the result is that the remaining portion of their activities is always a scramble, and the program inevitably slips.

The expectations of students, supervisors and other parties involved should be explicitly clear from the start

regarding, for example: closeness of supervision, the roles of both supervisors where co-supervision and/or more than one academic unit is involved in delivering the program of studies, the role of other members of the advisory committee, the expected timescale of the program, ownership of intellectual property, procedures to be followed in any co-authored publications, expectations of financial support from research grants, university funds or other sources, equipment and supplies. In many cases, some form of written contract can be useful in clarifying such expectations.

All those involved should be fully informed about the academic schedule in the current *University Calendar*. They should be aware of important deadlines and should know and use the most recent version of the various forms required by the CGSR. Students, supervisors, graduate chairs, members of graduate and advisory committees are all responsible for ensuring that the regulations of the CGSR are respected and its requirements met. Supervisors, members of advisory committees and students have a shared responsibility to find adequate time to meet on a regular basis in order to discuss the orderly progress of the research project and to address any problems which might arise in the course of the program.

Students have a right to expect to receive reasonable commitment, accessibility, professionalism, stimulation, guidance, respect and consistent encouragement. Those responsible for delivering and administering the program should scrutinize students' work at every stage so that it meets the academic and ethical standards of the University and the academic discipline. At the same time, supervisors, graduate chairs, advisory and graduate committee members have a right to expect from students sustained commitment to the program, substantial effort, initiative, receptiveness to suggestions and criticisms, professionalism, respect for themselves, other students and all those associated with the research.

### *Supervisors*

The supervisor is the person principally responsible for supervising the student through the degree program. In some cases this responsibility may be shared by more than one person through agreement for co-supervision. Such shared responsibility is usually arranged for academic reasons, and the terms of such an arrangement should be clear to all concerned from the start. At the time that the project or thesis undergoes final examination, an additional person must be added to the advisory committee in cases where the student has received co-supervision.

All supervisory appointments must be approved in the first instance by the department head of the primary department. Except in extraordinary circumstances approved by the CGSR on an individual basis, supervisors must be members of the CGSR Faculty. Associate members and adjunct professors can serve as supervisors. In recommending the appointment of supervisors, the department head should give careful consideration to faculty members' research activities, experience, training, previous performance in graduate student supervision, number of graduate students already supervised, imminence of leaves or retirement, any other relevant factors.

Supervisors should be available to help at every stage, from formulation of the research project through establishing the methodology and discussing the results, to presentation and possible publication of results. Supervisors should be familiar with the chronological sequence of events that occur at crucial stages throughout a student's program. Continuity of supervision is essential in all graduate work. As a consequence, a change in supervisor or in academic unit, may be made only after consultation with all interested parties. A request for other changes in the advisory committee may come for a variety of reasons from the student, supervisor, graduate chair, graduate affairs committee, or department head. Such change does not normally require CGSR approval. However, in cases where requests for change are the result of problems with students' progress in their program, the Dean or Associate Dean

---

of the CGSR should be informed and involved.

Students can expect their supervisors to make adequate provision for continued supervision during their own absence or leave of any kind. All such arrangements will be communicated to the CGSR Dean with a copy to the student and department head concerned. The department head will advise the dean if these arrangements are not considered satisfactory by the department. Faculty members should recognize the importance of making an appropriate reduction in supervisory and advisory responsibilities prior to and during sabbatical or other leaves. Students can expect their supervisors to recognize that the thesis, project or program examinations (Qualifying, Comprehensive, thesis/project defence) are crucial events in their program. In order that students can schedule their work appropriately, they should be informed well in advance about the supervisor's plans for forthcoming leaves or absences. Interim supervisory arrangements which have been made to cover a period of absence do not release supervisors and members of the advisory committee from final responsibility for the adequate supervision of their students.

The responsibilities of supervisors of research programs may differ according to the degree program. Ordinarily, the supervisor's responsibility at the Master's level should be that of a general academic tutor, with considerable emphasis on guidance, instruction and encouragement of progress and productivity. These features should also characterize the supervision of a PhD student in the early stages of the program. However, supervisors should utilize their own research expertise and specialization to provide greater research stimulus to the PhD student. The essential requirement in a doctoral program is the candidate's demonstrating, by the time the program is completed, the ability to plan and conduct in all its aspects original research leading to a significant advance in knowledge in the chosen discipline. Misunderstandings can easily arise between even the best-meaning persons. Interpersonal problems should be addressed frankly as soon as they arise. Where appropriate, the advise of colleagues, the graduate chair, department head, CGSR Dean or Associate Dean, Graduate Students' Association, Assistant Vice-President (Student Services), Advisor to the President on the Status of Women, Aboriginal Student Advisor, International Student Advisor, Advisor to Students with Disabilities might be useful in developing effective strategies for resolution.

Supervisors' participation in dissertation, thesis or project research report preparation may vary between Master's and PhD students. Supervisors should be directly involved during the draft preparation stage, exercising somewhat greater direction at the Master's than at the PhD level. Suggestions, direction and criticism are essential in this process. In neither case, however, may supervisors impose particular orientations on students. Students can expect their supervisors to be critically helpful and encouraging without being dictatorial and without insisting that students' work match precisely supervisors' personal predilections.

Supervisors will oblige their students to respect standards and policies of intellectual honesty, ethics and integrity, to maintain a high academic standard and to use the best available research techniques. It is most important then to recognize that supervisors have a twofold responsibility: first, to assist students in learning, and second, to evaluate their performance. It is at this point that supervisors and members of advisory committees must be particularly careful not to influence students' work to the extent that the project, thesis or dissertation becomes something other than the creation of the author. It is expected, particularly at the doctoral level, that at least portions of the work will be of publishable quality. However, supervisors and examiners should recognize that perfection is not a prerequisite for acceptance of the thesis as partial fulfilment of the requirements for the degree. Writing and successfully defending a thesis is an academic exercise which can vary in quality from passable to outstanding. Supervisors and advisory committee members must be careful to avoid the temptation of imposing a perfectionism which could unnecessarily prevent students from advancing promptly to the next stage of their career.

## Guidelines for Parties Involved in Graduate Student Research

---

Some specific responsibilities of supervisors are:

1. To assist the student with the selection and planning of a suitable and manageable research topic.
2. To have sufficient familiarity with the field of research to provide guidance and/or willingness to gain that familiarity before agreeing to act as supervisor.
3. To be accessible to the student for consultation and discussion of the student's academic progress and research. The frequency of meetings will vary according to the discipline, stage of work, nature of the project, independence of the student, full- or part-time status, etc. For many, weekly meetings are essential; for others, monthly meetings are satisfactory. In no case should interaction be less frequent than once per term.
4. To cooperate with students and graduate chairs in order to establish advisory committees, to convene meetings, normally at least once annually, to evaluate students progress. To record the minutes of such meetings and to take appropriate actions which follow from decisions made in their course.
5. To respond in a timely, consistent and thorough manner to written work submitted by students, with constructive and well-informed suggestions for improvement and continuation. Response times should normally not exceed three weeks.
6. To make arrangements for continuity of supervision when they will be absent for extended periods, e.g. a month or longer.
7. Within the norms appropriate to the discipline, to make reasonable arrangements for the availability to students of resources needed for the research and, when necessary, to assist students in gaining access to facilities or research materials.
8. To provide stimulation, guidance, encouragement, training as appropriate to academic and ethical standards.
9. Within the norms appropriate to the discipline, to provide financial support and/or to advise and assist students in obtaining financial support from all reasonable sources.
10. To provide a research environment that is safe, healthy and free from harassment, discrimination and conflict and to inform students regarding standards for good research practice.
11. When there is conflicting advice or when there are different expectations on the part of co-supervisors or members of advisory committees, to endeavor to achieve consensus and resolve differences in the best interests of all involved.
12. To assist students to be aware of current program requirements, sources of funding, ethical standards, intellectual property requirements, etc.
13. To be informed about and to conform to University and CGSR, including those related to full-time/part-time status, continuous registration, deadlines, thesis form, appeals, conflict of interest, etc.
14. To encourage students to make presentations of research results within the University and to outside scholarly or professional bodies, as appropriate.
15. To help students plan the work, set a time schedule and adhere as closely as possible to the schedule. To advise students when enough research has been done and when the quality of the research is of sufficiently high standards. To encourage students to withdraw when progress to completion is unsatisfactory or when it would not be in the best interests of students or the academic unit to extend their program of studies.
16. To acknowledge appropriately the contributions of students in presentations and in published material, in many cases via joint authorship. To develop procedures for such acknowledgement that are well understood in advance by all involved in the research.
17. To make recommendations for external examiners to the graduate chair. To assist students at various stages of the program in preparing the research proposal and research results for presentation to the advisory committee. To assist students in preparing for the final oral defence of the research done. To assist students to comply with any changes that need to be made after the oral examination.

- 
18. To be sensitive to cultural differences which may determine patterns of behavior in students perceived as inappropriate by one group but appropriate by another.

### ***Students***

In undertaking a Master's or PhD program, graduate students are making a commitment to devote the time and energy needed to engage in research and to write a project paper, thesis or dissertation which constitutes, to an appropriate extent and in accordance with prevailing academic standards, a substantial and original contribution to knowledge in the field. Students must accept the rules, procedures and standards in place in programs and at the University. They are responsible for knowing the regulations regarding academic and non-academic matters contained in the *University Calendar*, as well as in all relevant CGSR and University publications.

Graduate students should consider carefully as early as possible in their program the area of research they would like to pursue and the supervisor under whose guidance they would like to work. Great care should be taken in the selection of a supervisor; above all, compatibility of research interests should be assured. In many cases, departments will have made contact with students, and students will have determined the area of research they wish to pursue before formal application is made. In those academic units where research areas are not normally selected until after some coursework has been completed, students should take steps in order to avoid all unnecessary delays in the selection of research area and supervisor.

Some specific responsibilities of students are as follows:

1. To make a commitment and show substantial effort, initiative, respect and receptiveness to suggestions and criticisms. To show dedication in gaining the background knowledge and skills needed to pursue the research project successfully.
2. To develop, in conjunction with supervisors, a plan and a timetable for completion of all stages of the research project, and to work assiduously to adhere to a schedule and to meet appropriate deadlines.
3. To meet with supervisors when requested and to report fully and regularly on progress and on results.
4. To keep supervisors and graduate chairs well and regularly informed about progress. In all cases, absences must be authorized in advance or as soon as is reasonably possible.
5. To maintain registration throughout the program and (for international students) ensure that student authorizations and (where applicable) employment authorizations are kept current. To keep supervisors, graduate chairs and the CGSR informed of how they can be contacted.
6. To keep graduate chairs fully informed regarding any matter relevant to their status in the program and to seek and heed advice from advisory committee and graduate committee, as appropriate.
7. To give serious consideration to and respond to advice and criticism received from supervisors and other members of advisory committees.
8. To carry out with integrity and in a thorough, informed and professional way all duties which have been assigned as part of or in conjunction with the graduate program. These duties could include, among other things, teaching, demonstrating, marking, carrying out research, editing, etc. In no case shall they include service of a personal nature for supervisors or others.
9. To pay due attention to the need to maintain a workplace which is tidy, safe and healthy and where each individual shows tolerance and respect for the rights of others.
10. To respect standards of good research practice. To be thoughtful and reasonably frugal in using resources provided by supervisors and by the University, and to assist to a reasonable extent in obtaining additional resources for the research or for other group members, where applicable.
11. To be informed about and to conform to University, CGSR and program requirements, including those related

- to full-time/part-time status, continuous registration, deadlines, thesis form, conflict of interest, ethical standards, intellectual property, etc.
12. To recognize that supervisors and other members of advisory/graduate committees have teaching, research and service obligations which may preclude immediate responses.
  13. To recognize that where students' research comprises a component of supervisors' research programs, the responsibility for preserving and utilizing data and publishing research results is shared by supervisors and students. In such cases, draft papers, raw data and information regarding intention to publicly present results in any form must remain available to all those involved in the research. Agreement on procedures to be followed should be established clearly before the beginning of the students' research project.
  14. To meet agreed upon performance standards and deadlines of funding organizations to the extent possible when financing has been provided by the University, a funding agency, under a contract or grant.
  15. To conform to the strictest standards of ethics and honesty and to respect requirements of academic integrity and professionalism. This includes, but is by no means limited to, acknowledging ideas, assistance, materials and/or data provided by others.

At the end of a specified initial period in the graduate program students should have completed coursework and should have a fairly clear idea of what the nature and purpose of the research is to be, should understand the necessary background information of relevant work already carried out, and should possess a systematic record of all that they have accomplished and attempted. Through regular meetings and the assessment of written reports prepared by students, supervisors should know quite early whether students are capable of writing a coherent, connected account of the work to be undertaken. A clear and well-defined process of assessment will allow students to know where they stand, will make for a reasonably objective judgment of their suitability for further work, and can be of value in detecting and correcting problems.

### *Other Members of the Advisory Committee*

Early formation of an advisory committee and regular meetings of the committee, with formal records of the meetings kept, have been found to be associated with higher completion rates and shorter times in program. The role of the committee is to provide support to students and supervisors by broadening and deepening the range of expertise and experience available for providing advice and for assessing students' performance and progress toward completion.

Specific duties of the advisory committee are as follows:

1. To provide constructive criticism and provocative discussion of students' ideas as programs develop, thereby exposing students to a wider range of expertise and ideas than can be provided by supervisors alone.
2. To be reasonably accessible to students for consultation and discussion, and to suggest other sources of information to students.
3. To offer comments when requested on written work submitted by students. Response times should normally not exceed three weeks.
4. To be helpful and supportive of students and supervisors and to work with them in the maintenance of academic standards.
5. To participate in qualifying and comprehensive examination, in the approval of the project or thesis proposal, in the decision as to whether the project, thesis or dissertation is ready to go to defence, in the final oral examination, and in periodic meetings with students at other times. These meetings should occur at least once annually and at any other time when problems or issues arise.

- 
6. To provide suggestions for replacements when advisory committee members begin a period of leave or an extended absence, particularly for scheduled meetings, when problems arise, or examinations are upcoming.

### ***The Department, Non-Departmentalized College or Program***

Responsibility for graduate affairs is usually delegated by the department head, or dean of non-departmentalized colleges, to a graduate chair. In some units the role of graduate chair is carried out by the department head. The nature of the responsibilities of the graduate chair has grown freely within each department/college. As a result, the activities of the graduate chair can differ considerably. Academic units which offer graduate programs are expected to have a graduate affairs committee, the convenor of which is the graduate chair. The College of Graduate Studies and Research is completely dependent upon departments and colleges for information and action in the administration of graduate programs. *Guidelines regarding the Role of a Graduate Chair* were produced in April 1994. They will be regularly updated. Departments and colleges are invited to make suggestions for their revision.

The graduate chair, in consultation with the graduate affairs committee when appropriate, is responsible for the administration of graduate programs in the following areas: response to requests for information from prospective students and others, recruitment of graduate students, admissions (complete files of individual recommended for admission are forwarded to the CGSR for official offer of admission), awards (UGS, GTF, external agencies, endowed awards, etc.), instructional development and work/service assignments to students, graduate student program administration, graduate student counselling, support and problem-solving, administration of graduate programs. In instances where an advisory committee has not yet been named for a graduate student, the graduate affairs committee is considered to play that advisory role. The graduate chair should have complete files for all students currently admitted to or registered in graduate programs, for applicants who were not recommended for admission (2 years), and for graduates or persons who have discontinued their program (5 years).

There should be an environment in the department, college or program which fosters collaborative research among faculty members, graduate students and selected members of the outside research, professional and industrial community (including the international community, where appropriate) to their mutual advantage, where scholarly work by graduate students can prosper, and problems resolved in an expeditious manner. It would be useful to produce a framework, accepted within the department, which marks out the stages that a student is normally expected to have completed at various points in the period of study. The framework would include regular meetings with supervisors and a method whereby students could gauge whether they were proceeding through the series of program requirements in an appropriate and timely way. Students would be helped by knowing that they are expected to reach certain stages at certain times and would come to accept that part of their training is, in fact, learning how to manage their time and organize their activities. The aim would be to encourage students to develop good work habits, to train students to establish a personal schedule, and to assure students that evaluation of progress in the program is fair and objective.

Specific responsibilities are as follows:

1. To make available to prospective students helpful information on courses, areas of expertise of faculty members, program requirements, financial support, and procedures for application and completion of Master's and PhD programs. To assemble the complete application package for those students whom the unit recommends for admission to the CGSR and to transmit such packages to the CGSR in a timely way. To decline applications for admission when prospective students do not meet admission requirements or when available resources of the department, college or program do not allow an offer of admission to be

made.

2. To make available to newly admitted students helpful information on procedures, regulations and resources. A procedure should be in place for matching students and supervisors early in students' programs.
3. To assist in arranging for interim supervision of graduate students whose research supervisors are absent for extended periods. When, for whatever reason, agreed-upon student-supervisor relationships cannot continue (eg. due to illness, resignation, retirement, death, etc.), to make all reasonable and timely effort in order to put in place alternative supervisory arrangements, despite difficulties created by changes in resources and circumstances.
4. To keep good and complete files on graduate student programs.
5. With input from supervisors and students, to establish advisory committees and to convene meetings, normally at least annually, to evaluate students' progress. To take appropriate actions following from decisions made in their course, to send copies of the minutes of such meetings to the CGSR, and to alert the CGSR of any problems which require attention and action. To arrange for the temporary or permanent replacement of advisory committee members at the beginning of sabbatical leaves or extended absences.
6. To make available a mail delivery point and, within the norms appropriate to the discipline, the space, equipment, electronic and other facilities needs of students are met. Where interdisciplinary collaboration and sharing of facilities are involved in students' support, agreement should be in place at the beginning of students' programs as to how arrangements are to be appropriately recognized and accommodated.
7. To be well-informed regarding University and CGSR regulations, policies, deadlines, and procedures, including those regarding academic integrity and intellectual property, and to communicate to supervisors and advisory committees relevant regulations of the CGSR, the University and the academic unit. To provide suggestions and input to the CGSR for improving the academic quality and administration of graduate programs.
8. To consult as promptly as possible with graduate students and/or faculty members regarding differences, problems or issues which arise in any aspect of the delivery of graduate programs or the status of students and to seek mechanisms for effective and equitable resolution.
9. To provide practical advice to faculty members in supervisory positions regarding the handling of interpersonal difficulties, to assume or assign the role of mentor, as appropriate, for new faculty members.
10. To encourage dissemination of results and interaction of graduate students with other students and faculty through research seminars and other means, and integration of graduate students into the affairs and activities of the unit.
11. To establish clear, fair and academically sound procedures for graduate course delivery, for graduate student supervision and for course, qualifying and comprehensive examinations, aspects of project and thesis defences not covered by CGSR policies and regulations.
12. To make available to eligible students current information in regard to application/nomination procedures and deadlines for University Graduate Scholarships, Graduate Teaching Fellowships, marking/demonstrating monies, MRC Studentships, NSERC Scholarships, SSHRC Fellowships, and other awards and prizes. To establish clear and fair procedures for nominating students for scholarships and awards. To provide students with strong support, advice and encouragement in all aspects of awards application strategies.
13. To assist in providing information to international students and their supervisors regarding Canada Employment and Immigration regulations so that student and employment authorizations (where applicable) are applied for in a timely fashion and maintained throughout the period of registration in the program.
14. To maintain an atmosphere conducive to sound and ethical research practice, productivity, and creativity.

---

## ***The College of Graduate Studies and Research***

The College of Graduate Studies and Research must ensure that appropriate standards of academic quality are maintained by all graduate programs. At the same time, it contributes to the maintenance of appropriate overall facilities and effective support systems for graduate studies and research at the University. It participates in evaluation and gives feedback on graduate programs. It also provides a place where supervisors, students, graduate chairs, department heads and members of advisory committees can come to discuss and address issues and problems. It is an avenue for formal appeals when problems cannot be otherwise resolved. The CGSR is the link between graduate programs and University Council.

Specific responsibilities with respect to graduate programs are:

1. To maintain uniform minimum standards across all disciplines in support of the value of University of Saskatchewan graduate degrees.
2. To provide a set of policies, procedures and centralized services in order to facilitate effective and efficient administration of graduate programs.
3. To act as an advocate for graduate students and their supervisors, for graduate programs and for associated research, within and outside the University. To seek to establish and maintain a climate which promotes academic excellence and expeditious completion of graduate programs.
4. To offer admission to graduate programs.
5. To approve graduate curriculum revisions, new and revised graduate course and programs proposals in collaboration with the Academic Affairs Committee of Council.
6. To approve special case Master's and PhD programs.
7. To participate in the development of academic priorities involving graduate studies and research.
8. To administer effectively all sources for graduate student support for which it has responsibility and to assist students and departments/colleges in seeking all reasonable alternative funding sources.
9. To offer good offices and an appeal route for resolving graduate student/supervisor differences and disputes and other problems which cannot be settled at the department, college or program level.

## ***In Case of Problems***

Every effort should be made to resolve differences and disputes close to the source of the problem. Students and supervisors (or other parties) should first discuss problems frankly and seek solutions. When a problem cannot be resolved at that level, it should normally be referred to the graduate chair, then to the head of department or program, and to the Office of the Dean of the College of Graduate Studies and Research. Each level will want to make sure that all reasonable efforts have been made at previous levels prior to launching a formal investigation. Assistance can also be sought through other offices such as the Graduate Student Association, Assistant Vice-President (Student Services), Sexual Harassment Office, International Student Advisor, Aboriginal Student Advisor and Disabled Student Advisor. If all else fails, students and supervisor have the right to launch formal appeals as described in University publications. Graduate students are entitled to be accompanied in any meeting by a member of the University community of their choice.

## ***A Checklist on Good Supervisory Practice***

### **A. SUPERVISORS, GRADUATE CHAIRS, COMMITTEES**

1. Is there a departmental or college document, available to students and supervisors, that describes the

## Guidelines for Parties Involved in Graduate Student Research

---

- department's or college's view on good supervisory practice specific to good academic practice in that unit?
2. What steps are taken to try and make a good and early match between supervisors and students?
  3. Are clear understandings in place regarding the availability to students of financial support, supplies, facilities, equipment?
  4. Do students present a report during the first two years which is assessed by people other than supervisor alone?
  5. Do supervisors see students often enough?
  6. Do advisory committees meet at least once annually with graduate students?
  7. Are there regular occasions when students' progress, their background knowledge of the research area and the appropriateness of methodology and techniques are assessed.
  8. Is the assessment procedure seen as satisfactory by supervisors, students and graduate committees?
  9. Are there occasions when students have to make public presentations and are these presentations satisfactory?
  10. How are research topics refined in the first two years?
  11. When is a long-term program of studies and research laid out and a critical path defined.
  12. Do supervisors periodically check students' record-keeping to see whether it is systematic and meets academic standards?

### B. GRADUATE STUDENTS

1. Have you tried to plan your work systematically?
2. Have you identified the major difficulties?
3. Do you understand the relevant references?
4. Are your records in good order and could you answer a specific question on something you did six months ago?
5. Have you drafted the first version of any portion of the work that has been completed?
6. Do other people find your written work difficult to understand or filled with errors in English spelling, grammar and punctuation? Do you have difficulty developing your ideas with clarity and precision?
7. Are there any tables, figures or other material which could usefully be started or prepared at an early stage?
8. Are you managing your money well and ensuring that you are fully informed regarding the terms of any funding you receive and all potential sources of funding?
9. Are you well informed about the most recent regulations and laws regarding academic honesty, intellectual property (eg. plagiarism, access to confidential material, photocopying, copyright, patents, etc.) and are you respecting them as a matter of course in your regular work habits? Have you obtained official *Permission to copy* from the copyright holder for any material you plan to incorporate into your project or thesis (this could be as little as one page, one table, one poem)?

## ***Some Useful U of S Numbers***

### *College of Graduate Studies & Research*

***Telephone***

***Fax***

***E-mail***

***966-5751***

***966.5756***

***gradstudies@usask.ca***

---

***Graduate Student Association***

***Telephone***

**966-8471**

***Fax***

**966-8598**

***E-mail***

***gradstudent@sask.usask.ca***

***Assistant Vice-President (Student Services)***

**966-4747**

***Sexual Harassment Office***

**966-4936**

***International Student Advisor***

**966-4925**

***Associate Vice-President (Research)***

**966-8514**

***Office of Research Services***

**966-8576**

***University of Saskatchewan International***

**966-5904**

***Registrar's Office***

**966-6766**