Supervision: Expectations and Standards
• Roles and Responsibilities
• Standards
• Resources
• Think of the problems/concerns you have regarding graduate supervision.

• Write them down.
Roles in Graduate Supervision

What is the role of the supervisor?

- Advise
- Monitor
- Mentor

+ many more outlined in Graduate Supervision Handbook
Roles in Graduate Supervision

What is the role of the student?

- Communication
- Achievement
- Time Management
- Academic Integrity
- Work/Life Balance

Additional information provided in Handbook for International Students
Based on the roles discussed (faculty/student) create a brief scenario with questions relating to this role. Write scenario down on the paper provided.

For example: Your graduate student does not appear to have the background knowledge that you thought they had based on their transcript and you are worried that they are not sufficiently prepared to conduct their research (or complete their comprehensive examination).
What can you do?
Scenario Activity

• Read the scenario that your group has been assigned and respond to the question(s).
Standards

All graduate programs are approved and internally and periodically appraised.

Master’s:
Pattern I: coursework + thesis
Pattern II: coursework + project/essay
Pattern III: coursework

1 or 2 years funding eligible
Almost all programs are full time
Standards Cont.

PhD: Thesis
Courses may be required

Comprehensive/candidacy examination

4 years funding eligible
THESIS FORMAT

General Forms of Theses

- Send students to SGS website
<table>
<thead>
<tr>
<th>TRADITIONAL FORM</th>
<th>MANUSCRIPT FORM</th>
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<tr>
<td><strong>Title Page</strong> (sample attached)</td>
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<tr>
<td><strong>Abstract</strong> (not more than 350 words)</td>
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<td><strong>List of Tables</strong></td>
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<tr>
<td><strong>Chapt. 1:</strong> <strong>Introduction</strong></td>
<td><strong>Chapt. 1:</strong> <strong>General Introduction</strong></td>
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<td><strong>Chapt 2:</strong> <strong>Literature Review</strong></td>
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<td><strong>Chapt 3:</strong> <strong>to:</strong> <strong>Body of Thesis</strong></td>
<td><strong>Chapt 3:</strong> <strong>to:</strong> <strong>Manuscripts</strong></td>
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<td><strong>Chapt. N + 1:</strong> <strong>Summary, Conclusions</strong></td>
<td><strong>Chapt. N + 1:</strong> <strong>General Discussion</strong></td>
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<td><strong>Bibliography or References</strong></td>
<td><strong>Summary and Conclusions</strong></td>
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<td><strong>Appendices</strong></td>
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*Supervising Graduate Students*
SUPERVISION
Advisory/supervisory committees

- supervisor + (normally) 2 additional faculty
- monitor and review research progress
- advise on student’s research

Advisory committee ≠ examining committee
Thesis examination committees

PhD:
- Chair (supplied by SGS)
- Dept/Program head or delegate
- Supervisor
- Internal examiner (from Department)
- Internal/external examiner (another Department)
- External examiner (outside Queen’s)

Master’s:
- Rules determined by Graduate Councils
Regulations

Students must be registered in order to defend

Completion determined from date revised thesis is uploaded to Q-Space (sign-off from committee or rep)

Possible thesis outcomes: Passed, referred, failed

Thesis can be “embargoed” for up to 5 years
Standards Scenario

Read the scenario and respond to the question.

– Your student is frustrated by your recommendation that more work is required to complete the thesis. He wants to go ahead and defend regardless of your advice that further analysis is required and the writing is not up to par. How would you deal with this?
Resources on Campus

• Brainstorm in your group as many resources on campus that can assist you in your graduate supervision.
Resources

- CTL
- Colleagues – Peer Consultation
- Dispute Resolution
- Health, Counseling and Disability Services
- Office of Research Services
- Post-Doctoral Fellows Association
- Queen’s Libraries
- Queen’s University International Centre (QUIC)
- SGPS (advisor program)
- SGS
- Student Affairs
- Writing Centre
- Human Resources (T4/T4A)
- Financial Services
- PSAC 901
<table>
<thead>
<tr>
<th>10 top best factors</th>
<th>10 ten worst factors</th>
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<tbody>
<tr>
<td><strong>1</strong> Elevates me, inspires me</td>
<td>Demeans me, intimidates me</td>
</tr>
<tr>
<td><strong>2</strong> Time for me, interested in me, cares about me</td>
<td>Never available; not interested; all about their career success</td>
</tr>
<tr>
<td><strong>3</strong> Trusts me</td>
<td>Condescending</td>
</tr>
<tr>
<td><strong>4</strong> I am important!</td>
<td>They are important! Their ego is bigger than their heads!</td>
</tr>
<tr>
<td><strong>5</strong> Knowledgeable</td>
<td>Steals credit!</td>
</tr>
<tr>
<td><strong>6</strong> Opportunities (funding, colleagues)</td>
<td>Over controlling (checks up on me)</td>
</tr>
<tr>
<td><strong>7</strong> Empathy</td>
<td>Has forgotten what its like to be a graduate student</td>
</tr>
<tr>
<td><strong>8</strong> Sense of humour</td>
<td>Does not listen to my ideas</td>
</tr>
<tr>
<td><strong>9</strong> Sets realistic goals with me</td>
<td>Hopelessly unrealistic deadlines</td>
</tr>
<tr>
<td><strong>10</strong> Enthusiastic</td>
<td>Disinterested</td>
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Julian Barling, Business