

DEVS PhD
Program
Handbook

2025-
2026

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Introduction

This guide contains the policies and procedures followed by the department of **Global Development Studies (DEVS)** in the administration of our **Doctor of Philosophy (PhD) Program**. This program is administered in conjunction with the **School of Graduate Studies and Postdoctoral Affairs (SGSPA)**, which governs all University regulations pertaining to graduate studies at Queen's.

DEVS is an interdisciplinary department with faculty from a variety of academic and experiential backgrounds. Through our research and teaching we examine the history of ideas about 'development'. We explore the competing and contested meanings of the term and analyze the institutions and organizations that are integral to the apparatus of development at local, national and global levels, including within Canada. A unifying theme is to understand the complex and unequal history of our shared world, with critical reflection on the multiple notions of freedom, democracy, and progress that inform different visions and practices of development.

The primary focus of our program is academic training: we provide students with conceptual tools and broad thematic knowledge to undertake research on development-related themes. In particular, the program is focused around core areas of faculty expertise including the political economy of development, the cultural politics of development and contested notions and practices of sustainability.



Department Administration

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Click [here](#) for maps of the Queen's University Campus.

Sessional Dates

Queen's academic year is divided into three terms: **Fall** (September-December); **Winter** (January-April); and **Spring/Summer** (May-July). Each term is four months long. For the School of Graduate Studies and Postdoctoral Affairs sessional calendar, which includes course add/drop deadlines, term dates, reading week dates, and other important deadlines, click here: <https://www.queensu.ca/academic-calendar/graduate-studies/sessional-dates/>

For the December closure dates please see

- https://www.queensu.ca/humanresources/sites/hrwww/files/uploaded_files/policies/time-away/Observed%20Holidays%20Policy.pdf.



NetID and Email

Your NetID is your network identity at Queen's University. It will be the "User ID" you need to sign on to the applications and services that are operated by Information Technology Services (ITS), such as Office 365 email, onQ, SOLUS Student Centre, MyQueen'sU, QShare, Wiki, etc.

You will need to activate your NetID by activating it at <https://netid.queensu.ca/self-service>. If you also hold employment at Queen's University, you will be required to activate an employee NetID once your employment contract has been established. Please note that teaching assistantship contracts are not typically established until the end of August.

By default, Queen's email addresses take the form of **NetID@queensu.ca**. This can be cryptic and cause confusion for recipients, especially if no signature is provided. To overcome this problem, employees will be required to make a your.name email alias. To create an email alias, please contact ITS.

Please note that using the *your.name* email option does not change your NetID. If your original assigned email was *thumbt@queensu.ca*, and you have opted to use *tom.thumb@queensu.ca*, your NetID would remain '*thumbt*'.

Student Email: All course-related electronic communication will be sent to your student NetID email account. Student NetIDs will start with a number.

Employee Email: If you hold a teaching assistantship, you will have an employee NetID, which all communications regarding your employment will be sent to. Employee NetIDs will start with a letter. Employees are required to choose an appropriate alias.

You can access your Queen's email account by going to the Queen's home page and selecting Outlook Web App from the drop-down menu or by using your email client on your computer.

It is very important to keep your employee identity separate and distinct from your student identity. Do not forward your employee email account to your student account For complete details about Student

Employee Email and Other Records, please read the [Fact Sheet](#) on the Access and Privacy site.

General Regulations for Graduate Study

The complete general regulations for graduate study at Queen's University may be found at: <https://www.queensu.ca/academic-calendar/graduate-studies/general-regulations/>.

These guidelines have been produced to provide incoming candidates and the faculty of the administrative requirements of the doctoral program in Global Development Studies.

Degree Timeline

For those undertaking full-time study the program is designed for completion within **48 months**. Those wishing to undertake the program on a part-time basis should consult the department for advice.

Should you ever require a leave or an extension beyond five years from the program, please contact the DEVS Graduate Coordinator. You can find the SGSPA Time Limits for Completion of Programs and Extension of Time Limits on their website: <https://www.queensu.ca/academic-calendar/graduate-studies/general-regulations/>

A typical timeline for completion would be as follows:

Year 1 (Term One to Three):

- *Fall and Winter terms:*
 - The program requires doctoral candidates to take four courses (12 units) and our professional seminar (DEVS 950 AB).
- *Spring and Summer terms:*
 - Students establish their supervisory committee, begin to prepare their comprehensive exam literature lists, and consider the first stages of building their research proposal.

Year 2 (Term Four to Six)

- Across their second year, candidates undertake three tasks:
 - Prepare for and complete the written Qualifying Examination.
 - As part of their Qualifying Examination process, submit a course syllabus on a chosen research topic.
 - Submit and defend a formal research proposal that provides the analytical and methodological basis for the subsequent PhD research. A committee of three faculty members – including the candidate’s supervisor and at least one examiner from within DEVS – examines the proposal orally.
 - Typically, comprehensive exams are held in the fall term of year 2 (Term 4)

Year 3 (Term 7 to Term 9)

- Candidates complete field research and/or equivalent data collection. In consultation with their supervisor and committee, they begin to write draft chapters towards their thesis.
- Candidates begin to plan a program of knowledge mobilisation in conjunction with their supervisor.

Year 4 (Term 10 to Term 12)

- Candidates write up their PhD thesis, which they submit for defence, allowing for a completion date within the stipulated 48 months from the beginning of the program.
- Candidates pursue a program of knowledge mobilisation under supervisory guidance – seeking to present their work at suitable academic/non-academic conferences.
- Make a short presentation to the incoming PhD students illustrating the strategies developed, challenges faced and outcomes of conducting doctoral research.
- For candidates needing to extend beyond a fourth year (forty-eight months) of study to complete the degree, a clear plan for completion following School of Graduate Studies and Postdoctoral Affairs guidelines needs to be established in conjunction with their supervisor and the graduate chair.



Degree Level Expectations

The PhD program in Global Development Studies facilitates students to conduct coursework and research in the field of development studies. While the department encourages a holistic, interdisciplinary perspective, we offer concentrated expertise in the following research areas:

1. Political Economy of Development
2. Cultural Politics of Development
3. Global Health and Welfare
4. Development and Sustainability

A full list of faculty members and their research areas is available on our website: <https://www.queensu.ca/devs/people/faculty>

To successfully complete the program, all doctoral candidates will demonstrate core competence in the following three benchmarks:

1. Depth and breadth of knowledge
Our PhD students will attain a deep specialisation in the central rubrics that have shaped development studies as a field. This includes developing a close familiarity with both the political-economic and the cultural dimensions of development thinking including the ability to critically analyse debates in each. Doctoral students should demonstrate the ability to think creatively by linking these two bodies of knowledge and to synthesise their analytical perspectives with case study material. Within this process, students will display key practical skills of perceptive reading, information management and processing, and oral and written communication.
2. Research and scholarship

Our program requires students to thoroughly ground themselves in key analytical frameworks and methodologies for conducting research on development issues. This involves developing foundational skills in designing and conducting fieldwork involving human subjects. It requires deep reflection on the practices and limits to cross-cultural research and exchange alongside generating a strong degree of reflexivity on the public purposes of development research. Doctoral students are expected to produce original research that is suitable for recognized venues of research exchange such as peer-reviewed journals, conferences, university workshops and so on.

3. Professional capacity

Our doctoral students acquire key transferable skills for use within all professional contexts. As part of the ability to clearly communicate complex ideas in both written and oral forms, candidates will develop strong communication skills to present research plans and finished research to an audience of both specialists and non-specialists. Candidates will also establish good project management skills to develop their original research, including the ability to handle unforeseen problems before, during and after fieldwork or data collection. A close familiarity with the practices of grant applications, Ethics Board procedures, and research planning is required to further develop transferable skills that stretch beyond the academic realm.

These degree level expectations are assessed across the program through four primary means:

1. The core and elective courses require written scholarship and oral presentations that relate directly to the depth and breadth of knowledge, research and scholarship, communication skills, and awareness of the limitations of knowledge.
2. Candidates undertake qualifying exams and submit an undergraduate course syllabus in their area of research. The supervisory committee as a whole assesses the exercise in terms of learning outcomes for depth and breadth of knowledge, application of knowledge, communication skills, and professional autonomy and capacity.
3. Through the Thesis Proposal, the supervisor and committee ensure that the planning and implementation of research addresses key learning outcomes for research and scholarship, application of knowledge, communication skills, and professional autonomy and

- capacity. This progress is then related to the department through Annual Progress Reports.
4. The thesis examination committee assesses the thesis in both written form and through oral defence to ensure it adequately addresses all learning outcomes: depth and breadth of knowledge, research and scholarship, application of knowledge, communication skills, professional autonomy and capacity, and awareness of the limitations of knowledge.

Finally, the performance of the doctoral candidate is documented using the following procedures:

- Student and supervisor fill out a mandatory Annual Progress Report (due annually on June 1) that reviews achievements to date, goals for the upcoming year and timelines for progress towards the timely completion of the degree. These are kept on record in the Global Development Studies graduate office.
- Coursework grades, with the student's transcript demonstrating a clear record of accomplishment. Students must hold a B+ average in order to progress to the proposal defence.
- Supervisory committees examine the qualifying examination and course syllabus submission.
- Supervisory committees examine the Research Proposal and an oral proposal defence. A report on the proposal defence is submitted to the department and the candidate.
- Examining committees (including an external and internal-external) examine the thesis at an oral defence, held before the end of the fourth year.

Course Work

The purpose of course work is to ensure that the candidate has foundational skills and knowledge in the field of development studies. This entails demonstrated capacity in political economic and cultural analysis, research methodologies and in-depth knowledge appropriate to the area of specialization. Course work is also intended to help prepare the candidate to undertake their qualifying examination as well as to design an original research program in the area chosen for a thesis.

Candidates require four one-term courses, normally all taken in their first year along with DEVS 950. The three courses are mandatory core courses within the program are:

DEVS 801: Political Economy of Development

This course provides a comprehensive introduction to the relationship between political economy and the ideas and practices of development. The course grounds students in core theories, both classical and contemporary. It then examines key themes and controversies to illustrate the relationships between political economy and development practice.

DEVS 802: Cultural Politics of Development

This course provides a comprehensive introduction to the cultural politics of development in historical and contemporary perspective. The course focuses on narratives of development and their relationship to social and political movements in the South and North. Themes include the ideas of tradition, modernity and progress; colonialism, nationalism and liberation; and the gendered and racialised politics of development.

DEVS 803: Qualitative Research Design

Provides students with core skills in qualitative fieldwork planning, design, and implementation. With a focus on the ethics of conducting research in development settings and the role of research in social change, the course addresses key qualitative methods and techniques such as interviewing, participant observation, participatory research, and data management and analysis.

In addition, candidates will take:

DEVS 950: Professional Seminar in Development Studies

Provides a forum to discuss practical, ethical and methodological issues in conducting development research, pedagogy, writing and professional development, including thesis preparation, publications, development pedagogy, conference presentations and grant applications. Monthly meetings; Fall-Winter. DEVS 950 is taught on a pass/fail basis across the Fall and Winter terms.

Elective Course

Students can select one graduate level elective course (taught either within

the department or in a related discipline) as their fourth course. Students typically discuss options for their elective course selection with their Supervisor prior to enrollment.

Candidates who have previously completed a DEVS MA – and therefore have already taken DEVS 801, 802 and 803 – receive an ‘advanced standing’ status in the program. They are required to complete two topics courses plus the professional seminar (DEVS 950) during their first year before moving to the Qualifying Exam stage. If deemed beneficial by the Supervisor or Graduate Chair, a candidate might be asked to take on a fuller course-load despite having already completing the DEVS MA program to develop specific skillsets or to cover pertinent topic areas. This would be specified to students in their offer of admission.

Grades

All PhD Candidates must obtain a grade point average of 2.7 or B- on required coursework to proceed to the Qualifying Examination. Students who have not met this average will need to take further courses to achieve the necessary average before being permitted to proceed in the program.

If a student receives a grade of less than a B- in DEVS 801, DEVS 802, or DEVS 803 the Department Head and Graduate Chair in consultation with the course instructor will recommend that the student:

- Rewrite the final paper; or
- Repeat the course the next year (note: the course would be listed twice on the transcript and the original grade will not be removed from the transcript; however, the higher mark would be included in the GPA), or
- Withdraw from the program.

If a student receives a grade of less than a B- in an elective course, the Department Head and Graduate Chair in consultation with the course instructor will recommend that the student:

- Rewrite the final paper; or
- Take a substitute course (note: the failed course and grade will not be removed from the transcript); or
- Withdraw from the program.

For more information, please visit <https://www.queensu.ca/academic-calendar/graduate-studies/general-regulations/> and click on Course Work Requirements.

SGSPA regulations require that a minimum grade point average of 2.7 or B- be attained in all courses required for the degree, including elective courses. A Failed course is one in which the candidate obtains less than a grade point of 2.7 or a B-. A candidate who fails a course is normally required to withdraw from the Program.

Late and Incomplete Course Work

The department expects all students to submit assignments on or before the due dates set by course instructors. In the absence of documented, extenuating circumstances beyond the student's control, students who have not submitted all work by the end of the term in which the course is taken will be assigned a final mark based on all material submitted to that date.

If necessary, 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, 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 Graduate Chair. Full details can be found here:

<https://www.queensu.ca/grad-postdoc/wellness/accommodations-academic-considerations>

In the case of legitimate problems, an instructor may agree to accept a late assignment. In this case, the instructor will assign an incomplete grade (IN). The automated grading system will add a deadline date of 120 days from the last date of the term in which the IN is entered, after which the grade will automatically become a Fail (F) if no grade change is submitted before the deadline agreed between the student and instructor. Incomplete grades, particularly if there is more than one, may affect a student's ranking by the department in making recommendations for further financing and allocation of teaching assistantships.



Annual Progress Reports

Annual progress reports are an important way for candidates to assess their progression through the degree and to dialogue constructively with their supervisor. They allow candidates to identify milestones accomplished, any areas in which they need to improve and the requirements they still need to complete.

At the start of May in each year, the Academic Programs Assistant will circulate an [Annual Progress Report form](#) to the candidate in which the candidate can indicate their accomplishments over the past academic year and identify key goals for the year ahead. It is advised that candidates meet supervisors to discuss their progress prior to filling out the form. On the form, candidates should relate their progress to the degree timeline set out above, indicate their accomplishments, and explain any delays in achieving key degree milestones. Where necessary, clear strategies and timelines for maintaining progress through the degree timeline should be identified.

Once the candidate has filled out their part of the form, it should be sent electronically to their supervisor no later than May 15th. Supervisors will then write their summary of the candidate's progress over the academic year past and specify their expectations for the year ahead.

The supervisor will then send the completed form to the Academic Programs Assistant by June 1 who will ensure the candidate has a copy. If they desire, the candidate is allowed to respond to their supervisor's comments within two weeks and return the form to the Academic Programs Assistant. The final form will then be forwarded to the Graduate Chair for oversight. If deemed productive, the Graduate Chair may convene a meeting with the candidate, with supervisor present to address their progress and identify suitable strategies for achieving goals in the coming year.



Supervisory Committee:

A supervisory committee for the qualifying exam will be created consisting of the students' supervisor and two DEVS faculty members. In consultation with the DEVS Graduate Chair, one of the DEVS faculty members could be replaced on the committee by a non-DEVS faculty member with appropriate expertise.

A student's supervisory committee will typically remain the same throughout the four years of the PhD candidate's progress towards completion. However, temporary replacements in the committee can be made due to faculty leaves or sabbaticals in consultation with the supervisor and/or Graduate Chair. Additionally, a student can change the composition of their committee, including their supervisor, if their research changes direction or requires new expertise. This should be done in close consultation with the DEVS Graduate Chair.

A mandatory meeting of the supervisory committee with the student will be held in the Fall, especially during years 3 and 4, for progress review.

Committee composition should be confirmed with the Academic Programs Assistant early in the Fall term in year two (i.e., Term 4).

External examiner for final thesis defence:

Working closely with the supervisor, the student will identify suitable external examiners. The supervisor will then invite them for the final thesis defence.

Qualifying Examination

The Qualifying Examination is designed to ensure the candidate has a strong grasp of the conceptual foundations necessary for successful research and teaching in the field of development studies. Through this process, candidates will demonstrate a high level of proficiency in the core skills of information management, perceptive reading, critical analysis, and clear written and oral communication. The intention is twofold: first, to use the process to help them develop both the skills and foundational knowledge necessary to complete their Thesis Proposal and proceed towards doctoral research. Second, to ensure the candidate's suitability for continuing in the doctoral program.

The Qualifying Examination takes the form of a take-home written exam undertaken over the course of a working week, released on a Monday morning at 9:00 AM and returned no later than 4:00 PM on the Friday.

The exam will be distributed to the candidate via email from the Academic Programs Assistant. It must be returned to them by email < devsgrad@queensu.ca >.

In special circumstances, the candidate can establish an alternate yet equivalent time period with the committee and the Graduate Chair. Any alternate timelines must be formally registered with the Academic Programs Assistant prior to the exam being provided to the student to ensure the exam is disbursed at the correct time. Accommodations registered with QSAS will be met. Requirements should be discussed between the supervisor, candidate and Graduate Chair in advance of the exam.

The exam consists of two questions set by the examining committee

designed to aid the candidate to build expertise in their chosen field(s) of development studies while evaluating the breadth and depth of their knowledge.

- **Part I: Analytical Approaches:** The first question tests the candidate's understanding of the primary theories, analytical debates, and controversies *relevant to their identified field(s) in development studies*. The material covered would reflect the conceptual approaches and core debates that characterise the chosen field of research rather than substantive or empirical issues. For example, a student working on questions of sustainable development would be expected to cover the primary classic and contemporary analytical approaches to demonstrate an understanding of the evolution of the field over time, the areas of convergence and divergence, and important new work within the area. To aid in this process, the department will provide examples of previous qualifying exam lists on demand. The supervisor would also be expected to actively guide the process of selection.
- **Part II: Thematic Knowledge:** The second question tests the candidate's specialist knowledge in their chosen field, with greater emphasis on substantive, regional or contextual knowledge. For example, a candidate working on corporate mining practices and popular opposition in Bolivia might create a list around "The Contested Politics of Mining in Latin America".

For both questions:

- The candidate and the supervisor will prepare two lists of approximately 25 texts (articles, chapters) upon which the question will be based, and the candidate will circulate these to the committee as per the timeline set out below.
- The two lists may have some overlap, but there must be 25 unique texts on each list.
- Committee members can then recommend changes to the lists to incorporate new or missing materials that they deem essential. They must do so within two weeks of receiving the list.
- In the event of any disagreement over the content of the two lists, the Graduate Coordinator will be the final arbiter.
- The final confirmed lists must be sent to Academic Programs

Assistant and the Graduate Chair.

Once the two lists are established, the committee will draw up the two questions. Typically, the supervisor will take the lead on formulating the Analytical Perspectives question, while the other committee members would typically propose the Thematic Knowledge question. Both questions must be unanimously approved by the full committee and should be vetted by the Graduate Coordinator. They must be provided to the Academic Programs Assistant with the dates of the exam at least 10 working days prior to the start of the exam. Each exam question response shall be between 3000-3500 words (excluding bibliography) and will require extensive referencing to the texts from the reading list that are relevant to the question posed. The candidate will submit their completed exam to the DEVS Academic Programs Assistant. The Academic Programs Assistant will forward the PhD candidates' exam to the examining committee and will set a date for the oral exam to be held around two weeks following the written exam submission under normal circumstances.

At the oral defence the committee would be expected to ask the candidate to explain aspects of their written exam answers, clarify where requested, elaborate on key points, and respond to questions. They may also ask questions related to the syllabus component of the Qualifying Exam (see below). They may also provide guidance on linking the material under discussion to the candidate's prospective Thesis Proposal. Overall, the oral exam represents a further opportunity for the committee to assess core knowledge and communication abilities, while providing the candidate with an important skill-building experience.

Following the oral exam, the candidate is requested to leave the exam and the examining committee assesses the combined written and oral components of the qualifying examination based on whether they demonstrate the necessary depth and breadth of knowledge, with commensurate communication skills, to move forward to the Thesis Proposal. There are two possible outcomes:

- The exam will be awarded a **Pass** if the committee is satisfied that the combined written and oral components demonstrate a strong ability to identify, explain and critically analyse central concepts, theoretical approaches, and debates in the relevant fields of

development studies and their specialist area. A **Pass** also requires that the candidate demonstrate the required level of communication skills (written and oral) to clearly convey complex ideas and concepts. While the committee may offer advice on areas for further reading and concept refinement, by granting a pass the committee is expressing confidence that the candidate is adequately prepared to move to the next stage of the degree process.

- The exam will be designated a **Fail** if two or more of the committee members judge it insufficient to meet passing standards. A **Fail** may be due to a lack of critical analysis that engages with the agreed upon literature. It may be due to an inability to express an argument in a scholarly manner expected at the doctoral level. It may be due to an avoidance of the questions posed, or a superficial treatment of the questions or lack of engagement with the relevant texts, or a combination of the above. It may also be due to a breach of academic integrity (see below).

In the case of a Fail, the committee will provide a written explanation of this failure to the candidate and the Graduate Chair within two weeks of the oral exam. A second Qualifying Examination will then be held within three months of the candidate's receipt of the committee's comments (an extension may be granted by the Graduate Chair under exceptional circumstances). New questions must be generated for the second examination. These will typically be based on the same reading lists as before, although minor changes to the reading lists can be recommended by the committee and approved by the Graduate Chair. If the candidate fails the second examination, the department will recommend to SGSPA that the candidate withdraw from the PhD Program.

In cases of failure due to significant breach of academic integrity, a second Qualifying Examination will not be provided, and the candidate asked to leave the program immediately.

Candidates wishing to appeal the decision of the department after a second failure may appeal the decision to SGSPA:

<https://www.queensu.ca/sgs/graduate-calendar/general-regulations>

Syllabus Preparation

Alongside the qualifying exam, candidates will prepare and submit a course syllabus on their chosen area of research specialisation. The syllabus would typically be designed for a 400-level seminar course, although if the committee agreed an alternative pedagogical purpose (such as non-academic course for practitioners or community groups) this may be acceptable. It should include:

- A broad introduction to the topic of the course, why it is important, and how the material will be addressed.
- Learning outcomes, as per Queen's standards
- A curated weekly breakdown of topics with designated readings
- A clear guide to evaluation within the course (exams, tests, seminar conduct, etc).
- A clear statement of university policies vis-à-vis accommodations, considerations, etc.

In short, with minimal changes, the syllabus would be ready for delivery to students. [FAS syllabus template](#).

This syllabus must be submitted to the committee, Graduate Coordinator and Academic Programs Assistant prior to beginning the qualifying exam and would be assessed by the committee alongside the qualifying exam as a further means to demonstrate core competency and depth of knowledge in the field. It should demonstrate the academic skills to put together a comprehensive and well-organised series of readings and assignments appropriate to the course level. Where necessary, the committee might recommend revisions to the syllabus prior to passing the candidate to proceed past the proposal defence. While a student cannot fail the Qualifying Exam based on their syllabus submission, neither can they pass and move on until their syllabus has met the committee's expectations.

Qualifying Exam Timeline:

The candidate **initiates** the Qualifying Exam process by declaring that they are ready to commence via a formal email to the Supervisor, Graduate Chair and Academic Programs Assistant. The candidate must have a confirmed Qualifying Exam committee at this stage. They should also have been actively preparing the reading lists with their supervisor and have a

draft of their syllabus.

- N.B. it is the responsibility of the candidate to check the general availability of their committee with respect to the timeline below.
1. Once the exam process is commenced, the candidate and the supervisor will provide lists of approximately 30 texts for each exam question following the guidelines established above. These are circulated to the committee and the Graduate Chair. The Committee has two weeks within which to propose any changes to either list.
 2. Once the lists have been confirmed, the candidate will identify their preferred start date for the written exam. This should be between two and six weeks following the confirmation of the reading lists. The Graduate Chair can arrange for an alternate timeline owing to exceptional circumstances.
 3. Once a date has been set, the committee will decide on the two exam questions typically within the following two weeks. Typically, the supervisor proposes the depth of knowledge question, while the other committee members propose the breadth of knowledge question. The finalised questions must be confirmed by the Graduate Chair and provided to the Academic Programs Assistant at least five working days before the start of the written exam. They must remain confidential and not be disclosed to the candidate.
 4. The candidate must submit their syllabus to the committee (including cc- the Graduate Chair and the Academic Programs Assistant) during the week prior to starting the written exam, and no later than the end of working day on the Friday prior to the written exam.
 5. Once the completed written exam answers and syllabus have been submitted to the committee, a date for the oral defence will be set typically around two weeks after submission.
 6. The committee will reach a decision on Pass/Fail immediately following the oral examination. This will be communicated to the candidate by the Graduate Chair within one working day under normal circumstances.

7. Should the candidate be required to re-sit the Qualifying Exam, this would typically occur within three months, although the Graduate Chair can set an alternate timeline in exceptional circumstances.

Thesis Proposal

The thesis proposal provides a comprehensive guide to the candidate's prospective doctoral research, giving a clear guideline to the questions addressed, the analytical tools and methodologies employed and the practical design of research logistics. The proposal allows the candidate to gain productive feedback from their committee prior to initiating the research.

The body of text for a thesis proposal would typically be 8,000 words including references. While each research proposal addresses a unique problem and context, every effort should be made to deal with the following components:

Introduction: The introduction states the specific research question to be addressed establishes why this question is worthy of substantial research, including the originality of the proposed research and its relevance to the field of development studies.

Literature Review: This section establishes the intellectual context within which the research is being undertaken. It should identify the major academic contributions that give rise to the proposed research. It is not a comprehensive literature review, as this is normally part of the thesis itself. Rather it should survey the key literature to indicate what has already been written on the topic in order to confirm the purpose and originality of the proposed research.

Analytical Approach / Theoretical Framework: The candidate should clearly identify and justify the conceptual or theoretical approaches used to address their primary research question(s). This includes the candidate identifying how they might adapt or synthesise different approaches to better suit their specific research program. Strong referencing to the key literature on these approaches / frameworks would be considered necessary.

Methodology: This section establishes how the data or research material for the project will be collected, with specific attention to the ethics of conducting

research in development settings. Close details should be provided regarding the techniques to be used such as interviewing, participant observation, participatory research, etc. The candidate should provide a strong rationale for why these methodological techniques have been selected, i.e. why are they appropriate to address the research question(s) driving the research? They should clearly articulate the timeframes for their proposed implementation and the logistics for undertaking the research on a practical level.

Resources: What resources are needed to accomplish the proposed research? Care should be taken to spell out requirements in terms of travel (fares and accommodation and subsistence); necessary equipment and how it will be obtained; survey needs (interviewers, travel, telephone, supplies, coding); computing costs; and other necessary expenses. The candidate should make clear whether these required resources are currently available to them or how they will be accessed.

Ethics Review: All candidates whose research involves human subjects must successfully complete the compulsory Human Research Ethics approval – CORE (SGS 804) online tutorial prior to their thesis proposal defence. They might provide a full draft of a General Research Ethics Board (GREB) application in the proposal. Candidates and their supervisor can decide whether to submit this application to GREB prior to or immediately following the defence. Further information can be found at:

<https://tcps2core.ca/welcome>.

Bibliography: A full bibliography must be included, which clearly covers the existing literature on the research topic and the analytical / methodological frameworks to be used for the project.



Oral Examination

Once the Thesis Proposal is submitted to the committee, the Academic Programs Assistant will schedule an oral defence. The committee is composed of three faculty members – including the candidate’s supervisor and at least one examiner from within DEVS – and would normally be the same committee that assessed the candidate’s qualifying exam.

The exam is chaired by the Graduate Chair or their designate and is approximately two hours in length and will typically be held around three weeks after submission of the proposal. During the oral exam, committee members will ask the candidate to justify their proposed research and the analytical frameworks / methodologies they plan to use. They may seek clarification or elaboration of any point within the proposal. On completion, the candidate will leave the room and the committee will decide whether the proposal meets the necessary standards to proceed onto active research.

The possible outcomes of the examination are as follows:

- **Pass**
Allowed to continue to active research.
- **Pass with Major Revisions**
A thesis is passed with major revisions if it is not acceptable in its present form or pending minor revisions but could be acceptable pending major revisions.
- **Referred**
A thesis is referred if it is unacceptable in its present form and/or requires re-examination by the PhD oral thesis examining committee.
- **Fail**
If two or more of the committee members indicate that the thesis proposal in its current form fails to meet the criteria for the candidate to continue in the program, then it is deemed to have failed.

The examination chair shall draft a written report summarizing the oral examination and indicating the decision of the committee. Any required revisions (minor or major) shall be clearly indicated, along with an indication of who shall be responsible for overseeing the changes as required. The report shall be distributed to all members of the committee for their approval. Once approved, the candidate, the Graduate Chair and Academic Programs Assistant shall receive a copy of the report.

Failure of the Oral Exam

Within three months of the original exam, the candidate is permitted to resubmit a substantially rewritten thesis proposal and to re-sit the oral examination. Should there be a second failure, or the passage of three months without submission and defence of a revised proposal, the department will recommend to SGSPA that the candidate withdraw from the PhD program.

Candidates wishing to appeal the decision of the department after a second failure may appeal the decision to SGSPA:

Changes to the Research Proposal after the Defence

While preparing for and conducting research, the candidate's project may shift in emphasis. While small adjustments are expected, the department requires that any major departure from the approved proposal will result in the candidate providing a written statement to be circulated to the examining committee to keep them informed of the research shifts and the rationale for them. This allows committee members to identify any potential red flags and provide useful advice prior to the thesis defence.

Internships or Work-Placements

The option to do an internship/placement option within the PhD is welcomed if it is closely tied to the broader research goals of the candidate. This means that a potential internship/placement would be used to achieve one or more of the following goals:

- a) *Direct research opportunity.* This would be an internship working within a development organization that facilitates direct research activities. For example, some of our MA students have in the past worked for development organizations directly conducting research studies. Alongside producing reports for the host organization and generating professional skills, the student benefits from the opportunity to use the data generated in their placement for their thesis. An internship of this nature therefore gives the student an established institutional context in which to pursue research for his or her own degree.
- b) *Observation of the institutional dimensions of development work.* Many of our students are interested in how development occurs in practice. On this basis, an internship/placement gives them opportunity to observe the inner workings of development organizations, their interactions with donors, governmental agencies, research communities, and the target communities of development practices. These kinds of internship/placements allow students to build strong professional skills – the day-to-day transferable skills from a practical work placement – alongside contributing to their understanding of the organizational processes

that facilitate development. The latter would form a core part of their thesis topic.

- c) *Network building for research.* Some internship/placement opportunities provide students with an opportunity to work within a specific community to build up the necessary knowledge, skills and contacts for their own subsequent research. For example, working for several months with an organization promoting gender empowerment in northern Canadian communities can provide the basis on which to then undertake research study on changing gender roles within such communities.

In all three cases, taking on an internship/placement would require a strong fit between the placement and the academic content of the student's degree.

Process

For students seeking to undertake an internship or placement, a rationale should be written into their thesis proposal. The supervisor and committee would then judge the fit between internship/placement and the proposed research. They would ensure that the nature of the internship/placement, the projected tasks involved, and the timelines involved all facilitate the broader academic goal of completing the doctoral thesis.

Should the internship/placement opportunity arise after defence of the research proposal, the student will provide a formal (written) rationale for the internship/placement in terms of their proposed research and its timelines. This will allow the committee and the student to articulate the expectations attached to the internship/placement. Finally, the graduate chair would act as a final check as part of their routine function in signing off on all graduate student off-campus activities.

To establish the direct tasks undertaken by the candidate during the internship/placement, a document should be created between the student, the academic supervisor, and their supervisor within the hosting organization. This would detail a clear set of goals and training objectives to ensure appropriate skill development and professional goals to accompany the academic objectives. The supervisor is expected to keep in contact with the student during the placement period to ensure that the expectations for both professional development and research facilitation are being met.

On returning from an internship/placement, the student is expected to give a written de-briefing – typically 4-5 pages – of what they accomplished in terms of academic and professional development to their supervisor and committee, plus give a presentation of their experience to the first year MA and PhD students as part of their professional development seminar (Devs 850 / 950).

From Research Proposal to the Thesis

Following the successful completion of the Research Proposal Defence, the candidate and supervisor will agree and update a schedule for research completion and submissions of chapter drafts. They will establish clear a reasonable turnaround time and procedure for these submissions and comments to be provided by the supervisor. The candidate and the supervisor will typically meet (online or in person) regularly during the process of drafting the thesis to discuss any problems and progress with the thesis. Other members of the supervisory committee may be involved as well, including with the reading of some chapter drafts if mutually agreed to.

Once the thesis is completed to the satisfaction of the candidate and their supervisor, the candidate submits the thesis to the School of Graduate Studies and the supervisor and Graduate Chair sign the form available in the DEVS main office. In extraordinary cases when a candidate and the Supervisor cannot agree on the appropriateness of the thesis submission, the candidate can proceed to submit without the approval of the Supervisor.

The supervisor – in consultation with the candidate – determines and arranges for the External Examiner and for the Internal/External Examiner for the defence.

NOTE: Students must maintain an up-to-date registration at Queen's until all degree requirements are complete.

Format of the Thesis

The thesis component of the degree will be consistent with the School of Graduate Studies and Postdoctoral Affairs [regulations on PhD theses and structure](#). The thesis is expected to be a monograph format based on a period of fieldwork, typically conducted in developing country contexts, indigenous

communities, or development organisations. Within the monograph format, the department acknowledges the flexibility to incorporate a chapter on research outcomes written in non-technical terms for a non-academic audience to promote knowledge transfer. The thesis must be expressed in a satisfactory literary form consistent with the discipline, display a scholarly approach to the subject and a thorough knowledge of it. Parts of the thesis may be prepared in a form suitable for separate publication or dissemination, however, the thesis must comprise a coherent account of a unified research project rather than a collection of loosely connected studies. The doctoral thesis must include a critical review of previous work related to the subject and a concluding summation of the contribution made in the thesis to scholarship in the chosen field.

The work must original and would typically be in the range of 70-80,000 words inclusive. The maximum permitted length for a thesis is 85,000 words inclusive.

The format of the thesis should be appropriate for the subject matter, the research objectives and align with plans for dissemination and must conform to a monograph format that corresponds to established Queen's criteria for theses:

- Overall, the thesis must comprise a coherent account of a unified research project or scholarly endeavour.
- The doctoral thesis must be original, the work of the candidate, and of such value that it merits – in part or in whole – publication.
- The elements comprising the traditional thesis format enable an assessment of the contribution of the body of the work to advance knowledge and confirm that the candidate has achieved the standards and expectations of a doctoral degree, and the learning outcomes established by the Department.
- Please review the [thesis formatting](#) information on the School of Graduate Studies and Postdoctoral Affairs website

While theses will differ according to their subject matter, a typical thesis would include the following items:

1. Title page
2. Abstract (350 words or less)
3. Acknowledgements

4. Table of Contents
5. List of Tables (if applicable)
6. List of Figures (if applicable)
7. List of Abbreviations or Symbols (if applicable)
8. Main Body of the thesis including:
 - a. Introductory chapter
 - b. Literature Review and Methodology
 - c. Substantive research (usually extends into several chapters as necessary)
 - d. Summary and Conclusions
9. Bibliography
10. Appendices, including GREB approval (if applicable)

Thesis Submission and Defence

The examination of the thesis follows the regulations of the School of Graduate Studies and Postdoctoral Affairs. The thesis must be defended in an oral examination, which are normally open to all members of the Queen's community (requests for a closed examination will be granted for justifiable reasons). The examination committee for doctoral candidates include the following five members:

1. Chair (Head's Delegate)
2. Supervisor
3. One internal (DEVS) examiner.
4. One 'internal external': i.e. a faculty member from Queen's University from a department other than DEVS
5. One 'external'; i.e. an examiner from outside Queen's University.

With the option for:

6. Additional Examiner: An **optional** additional examiner if desired.

The student's supervisor and graduate chair nominate members of the Ph.D. candidates' Thesis Examining Committee. However, the authority for confirming membership of the committee and for confirming the date of the examination lies with the Dean of the School of Graduate Studies and Postdoctoral Affairs.

5. When these items are received the Academic Programs Assistant will prepare the formal thesis examination request form, arrange for it to be signed by the thesis supervisor and Department Head.
6. The members of the Examining Committee will receive a form from the Graduate School, confirming all the details of the examination, including the name of the appointed Chair. The bottom portion of this form is the *Confidential Report* on the thesis. Each examiner, including the supervisor, must complete and return this form to the School of Graduate Studies and Postdoctoral Affairs by the deadline listed on the form. Examiners must indicate whether or not they think the examination should proceed, by checking either the Yes or No box on the form. These reports will be read aloud at the examination. If any two reports recommend the thesis examination not proceed, the student, supervisor, and head of department will be contacted (see Calendar of the School of Graduate Studies and Postdoctoral Affairs, [General Regulation, Thesis](#))
7. At the thesis examination, the supervisor is usually delegated by the Committee to ensure that any necessary corrections to the thesis are made. The supervisor shall confirm this in writing for the School of Graduate Studies and Postdoctoral Affairs, before the student submits the required two copies of his/her thesis to the School of Graduate Studies and Postdoctoral Affairs for final permanent binding and uploads a PDF version of it to QSpace.

PhD Defense

The defence of a student's thesis are set out in accordance with the regulations of the Graduate School detailed on their [calendar](#). The process is as follows:

At the defence the Chair makes sure everyone is present and is introduced and then asks the candidate to leave the room.

The Chair reads out the written comments submitted by all examiners beforehand and also addresses any concerns and overviews the examination procedures. The order of questioning starts with the External Examiner, Internal/External Examiner, the Head or delegate, any member internal to the department followed by the supervisor.

The candidate is invited back into the room. The Chair might begin with a simple general question designated to ease the candidate or may forego this privilege and move right into committee member questions.

The first round of questions begins and typically there are no restrictions on the length of time the External Examiner has, although a time limit of about thirty minutes is normal for the first round. All other members have about twenty minutes each. Depending on what the examiners decided, there may be a second round of questioning.

Once the questioning is complete, the candidate is asked to leave the room again, while the committee members deliberate.

The Chair reads out the outcome, which will be one of:

- **Passed** (typos and "minor modifications" allowed)
- **Passed with Major Revisions** (not acceptable in its present form or pending minor revisions but could be acceptable pending major revisions)
- **Referred** (whole sections need rewriting, an area omitted must be added)
- **Failed** (the thesis does not meet the requirements of the degree)
- Full details of these outcome categories can be found at:
<https://www.queensu.ca/academic-calendar/graduate-studies/general-regulations/>

The Candidate is invited back into the room and the outcome is announced. If there are minor modifications, these changes are typically undertaken by the candidate and then submitted to the supervisor for approval.

In the case of a Referred thesis – wherein the thesis is not acceptable in its present form but could be acceptable pending major revisions – the revisions typically involve oversight by one or more committee members to be established at the time of the original defence. If the committee decides, the committee may be reconvened in the case of a referred thesis. The Committee remains in existence until the thesis is Passed or Failed.

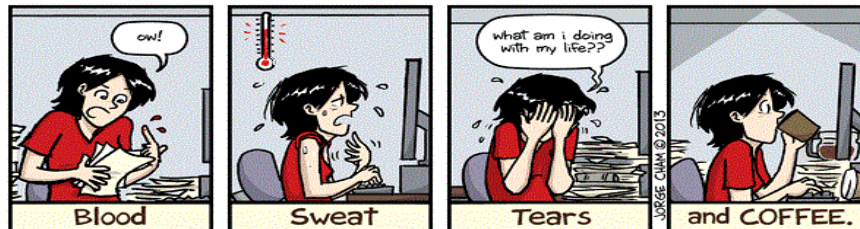
A thesis is failed if the document is unacceptable to the discipline even with substantive revisions. If the committee returns two or more votes of Failed on the basis of the document, this means that the committee recommends that the student be required to withdraw on academic grounds. Failure may also

result from an unacceptable second oral thesis examination, where the student was manifestly unable to adequately present and defend the thesis and its underlying assumptions, methodology, results and conclusions in a manner consistent with the degree being sought.

At the defense, the form indicating the decision of the Committee is signed by committee members and other forms required by the School of Graduate Studies and Postdoctoral Affairs are signed by the Candidate and witnessed by the Chair or Supervisor where necessary.

For theses requiring revisions, these must be undertaken within a year from the defence. Once any required revisions are complete (for a Passed thesis with minor revisions such as typos, this is usually done the next day or so) to the satisfaction of those responsible for overseeing the changes, the SGSPA along with the Academic Programs Assistant are notified by the Supervisor that the corrections have been made, and the Candidate uploads the final version of the thesis to QSpace. At this point the Candidate has the requirements of the degree and may proceed to apply for graduate on SOLUS.

My thesis is written in





Awards, Fellowships and Scholarships

Financial support is provided for DEVS PhD candidates. The current minimum level of funding is approximately \$23,000 per academic year (September 1 – August 31). There is no guarantee that funding will remain at this level in future years. Please note that the financial support provided is not likely to cover all of your expenses and you are responsible for paying your own tuition and living expenses.

Resources for financial support are derived from a combination of teaching assistantships (TA-ships) in the department's undergraduate courses; Queen's Graduate Awards (QGAs); internal fellowships and awards; external scholarships and awards such as the SSHRC Canada Graduate Doctoral scholarships and Ontario Graduate Scholarships (OGS); and, occasionally, research assistantships from faculty grants and contracts. TA-ship salaries are paid monthly. Awards and scholarships are typically paid in three equal instalments near the beginning of each term.

Queen's Graduate Awards (QGAs)

QGA's are granted by the School of Graduate Studies and Postdoctoral Affairs based on the Department's recommendations.

Please note: All students admitted into the DEVS PhD program receive an initial funding offer, which usually includes a Queen's Graduate Award. If a student wins an internal or external award, the amount of the Queen's

Graduate Award amount may be lowered, but the total funding will always be greater than the original offer.

Internal Fellowships and Awards

Queen's internal graduate fellowships are based on academic merit and eligible graduate students are nominated by the Department in the spring term. A complete list can be found at <https://www.queensu.ca/academic-calendar/graduate-studies/awards-financial-assistance/>

External Fellowships and Awards

Students who have an overall average of A- (80%) or better in each of their last two years of study and are Canadian citizens or permanent residents are encouraged to apply for two major external awards: the **Ontario Graduate Scholarship (OGS)** and the **Social Sciences and Humanities Research Council Canada Graduate Scholarship – Doctoral (SSHRC CGS-D)**.

It is important for students to take the initiative to research and apply for other external scholarships offered through individual ministries, governments or embassies, development-oriented NGO's and charitable organizations. Below are two examples:

- [The Canadian Federation of University Women](https://cfuw.org/fellowships-awards/list-of-fellowships-and-awards/) offers a variety of scholarships to women pursuing graduate studies. For more information, please visit <https://cfuw.org/fellowships-awards/list-of-fellowships-and-awards/>. The deadline varies depending on the award.
- [The International Development Research Centre \(IDRC\)](#) offers research awards annually to Canadians, permanent residents of Canada, and citizens of developing countries pursuing graduate studies at a recognized university or having completed a master's or doctoral program at a recognized university. The IDRC typically offers scholarships to undertake field research on an array of development topics that change alongside the institution's annual priorities. Research award recipients undertake a one-year paid program of research on the topic submitted when competing for the award. During part of the time (often around 50%), recipients are trained in research management through hands-on experience with their chosen program and mentored by an IDRC staff member.

The Academic Programs Assistant will endeavour to keep all students informed of fellowship opportunities and funding deadlines and be available to answer your questions about eligibility requirements, completing funding applications forms and gathering supporting documents.

The fine print: Awards held by students who are required to withdraw or who withdraw voluntarily, or who become withdrawn due to failure to maintain registration, will be terminated, and students may be required to repay some or the entire award. In the case of some external granting bodies, repayment of the award portion already paid out is mandatory if the award holder withdraws from the graduate program. Partial or complete award repayment is also required if a student switches to part-time, or inactive, status.

Emergency Funding

Please speak with a member of the DEVS Administrative team if you are facing a financial emergency. Sources of emergency funding include **Emergency Bursaries** from the Student Awards Office. In addition, the Ban Righ Centre offers **Emergency Bursaries** to female mature students who are parents or who have returned to school and are in financial need.



Teaching Assistantships

All graduate students are offered an opportunity to play a role in the pedagogical purpose of the department through Teaching Assistantships (TAships). Where possible, the department will also offer outstanding doctoral

students the opportunity to act as a Teaching Fellow in their fourth year or later.

While TAing is entirely optional, students who choose to accept TAships have an opportunity to develop new organisational and communication skills involved in expressing complex ideas to undergraduate students and take on mentoring roles that builds their leadership capacity. TAships also form an important part of funding.

TA-ships require an average of 10 hours a week of tutorial leadership, preparation, marking, and other duties. If you have been offered and accepted a teaching assistantship, the Department Manager will prepare a contract. An email link to the contract will be sent to you from Human Resources. You will also be required to complete an income tax form (TD1) to be forwarded to Financial Services along with the contract.

Your instructor may require you to hold office hours for students in your tutorial groups. You may hold office hours and meetings with students within the DEVS space in Mac-Corry. Keys will be kept in the graduate offices.

Teaching Fellowships

The department will offer Teaching Fellowships to DEVS PhD candidates based on budget and teaching capacity considerations. Candidates for DEVS Teaching Fellowships should have completed their comprehensive examinations and defended their doctoral research proposal prior to the competition application date. Teaching fellowships **are not** guaranteed.

onQ

As a teaching assistant, you will use onQ, Queen's online learning management system to obtain class lists, download class materials, and upload marks.

If you need assistance with onQ, the [Centre for Teaching and Learning](#) offers support where you can ask questions, provide feedback, and receive help with

your courses. Please see their website for the dates, times, and type of support available.

Office Hours and Meeting Space

There are several rooms within Mackintosh-Corry Hall that DEVS reserves for holding office hours and meetings with undergraduate students.

Mandatory Training

The Department provides an orientation session for all new DEVS TAs and strongly recommends that new and returning teaching assistants attend the [Centre for Teaching and Learning's](#) annual [Teaching Development Conference](#) typically held the last week in August.

As a Teaching Assistant, you are also required to complete the following online training, found at: <https://www.queensu.ca/hreo/education> which is mandated by the Government of Ontario. You will be compensated for the time required for training in your first TA contract:

- [Health and Safety Awareness](#) (1.5-hour duration)
- [Module 1: Accessible Customer Service](#) (1 hour duration)
- [Module 2: Human Rights 101](#) (30 minutes duration)
- [Module 3: Access Forward](#) (30 minutes duration)
- [Module 4: Accessible Instruction for Educators](#) (1.5 hours duration)

Sexual Violence Prevention and Response Training

Queen's addresses sexual violence on multiple fronts and takes their commitment to the issue very seriously. This commitment includes providing education, prevention, response, and support measures. In 2021, Queen's Sexual Violence Prevention and Response Service (SVPRS) launched an online learning program called *It Takes All of Us* developed by KnowledgeOne and the Queen's Sexual Violence Prevention and Response Service.

The following topics are reviewed in the program:

1. Sexual violence
2. Sexual consent
3. Bystander intervention
4. Supporting survivors

Completing this program demonstrates a commitment to creating a safe and inclusive living and learning environment for everyone at Queen's University. The learning program takes approximately 45 minutes to complete and is **mandatory** for PSAC members. There is a student and an employee version of the learning program with the employee version including additional content related to faculty and staff concerns including roles and responsibilities when interacting with students. It is recommended that you complete the employee version of the program as your appointment within PSAC is an employment role and you have significant interaction with students.

Please note that the program addresses a topic that may be uncomfortable for individuals who have experienced sexual violence. If some of the content is difficult to review, you can skip various modules. You can also contact the [Sexual Violence and Prevention Response Office](#) if you require assistance with the content.

The learning program can be accessed through the [Sexual Violence and Response Services Website](#) and is best viewed on a desktop or laptop using Google Chrome. This learning program should not be completed on a mobile device. You **MUST** spend a minimum of 30 minutes engaged with the program for your attempt to be recorded as valid. Additionally, you **MUST** click the COMPLETE button for the system to recognize that you are finished.

Anti-Racism Training

The University has developed a new training course "[Anti-Racism: Building a Foundation for Change at Queen's](#)" offered by the Human Rights and Equity Office that is mandatory for all PSAC Local 901, Unit 1 bargaining unit members.

The training course can be accessed through the Human Rights and Equity Office [website](#).

Please complete the training and submit the confirmation of completion to devsgrad@queensu.ca **prior to start of classes**. As a PSAC Local 901, Unit 1 bargaining unit member, you will be paid the equivalent of one hour at the

Teaching Assistant hourly rate of pay in Schedule A of the PSAC Local 901, Unit 1 Collective Agreement for completing the training.

If you have any questions regarding the training, please contact the Faculty Relations Office at fro@queensu.ca.

Cybersecurity Education and Awareness Training (20 Minutes)

What is the Cybersecurity Education and Awareness Program?

The purpose of the Cybersecurity Education and Awareness Program is to assess and prioritize the awareness and education needs of Queen's students, staff, and faculty. The Program outlines a framework for providing security-related information and messaging to students, staff, and faculty in order to support general cybersecurity awareness.

The course can be accessed through this link [Cybersecurity Education and Awareness | IT Services \(queensu.ca\)](#).

Please complete the training and submit the confirmation of completion to devsgard@queensu.ca prior to start of classes.

Public Service Alliance of Canada (PSAC)

All TAs and TFs are members of **The Public Service Alliance of Canada (PSAC) Local 901**, located in Room 547, Robert Sutherland Hall, tel: 613-533-6000 ext. 77010. According to Article 12 of the **Collective Agreement**, Teaching Assistantships are offered according to four preference groups. Most DEVS students will be in group A as TA-ships have been offered as part of their funding package.

The course instructor is usually the TA's employment supervisor. It is the responsibility of the instructor to provide each teaching assistant with a list of all assigned activities to be included within the allotted hours of work Teaching Assistant Form (Appendix "A" of the **Collective Agreement**), which outlines TA duties, hours required and any mandatory training. Each instructor must meet with their TA(s) at the beginning of term to review and sign the form. You should be able to complete the tasks you have been assigned within the time listed on the form.

As a TA, it is a good idea to meet with your employment supervisor near the middle of the term to make sure that the time you are spending on TA work is in line with your Teaching Assistant Form. If changes need to be made, you and the supervisor may be able re-visit section B of the form and reallocate hours.

Conferences

PhD candidates are encouraged to present their original work at relevant scholarly conferences and workshops. These events also provide a good opportunity for networking with journal editors, publishers, potential employers, or collaborators.

Conference Travel Award

The department has a limited amount of money to support full-time graduate students who are presenting a paper at a conference. Awards may be used to provide partial support for travel, accommodation, food, and registration fees associated with a recognized conference at which an authored/co-authored paper is being presented. Typically, a letter of invitation or a program from the conference secretariat naming the student presenter must accompany the request for funding (or be provided in due course). If the invitation is in the name of the supervisor, it should be indicated that the student will present and be signed by the program supervisor. More information on this can be found at: <https://www.queensu.ca/sgs/faculty-staff/funding-administration-graduate-student-awards>

Academic Scams: Conferences and Publishing

Please be aware: over the past years there has been a growing number of fraudulent invitations targeting both faculty and graduate students to attend conferences and to submit papers for publication. If you receive an unsolicited email inviting you to a conference or to submit a paper please be cautious. You may be asked to pay a heavy registration fee for attendance at a conference that either doesn't exist, or is not a veritable academic event. Equally, there are many online publication venues that solicit submissions but then expect high fees to publish material. These venues publish so long as they receive a fee, regardless of quality and with little or no reviewing procedures. They are not seen as respectable venues for publication. If in doubt, consult with your supervisor or the Graduate Chair.