

The Department of History in Art

**GRADUATE STUDENTS & SUPERVISORS'
GUIDELINES**

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(1) INTRODUCTION

Both graduate students and faculty (whether serving as supervisors or departmental members, or 'second readers,' on graduate student committees) ask many of the same questions concerning details of the graduate program. This booklet aims to provide answers for you.

The department's Graduate Advisory Committee has prepared these guidelines for graduate students, supervisors and the department as a whole, in the hope that it can aid all parties in their individual and mutually dependent work. These guidelines aim to inform about and clarify the different parts of the process, so that all parties involved in facilitating or earning a graduate degree may have a more focused, productive and harmonious learning and teaching experience and more effectively strive to avoid unnecessary delays in students' degree programs.

The **expected** time frame suggested by the department for completing a graduate degree is two (2) years for a Master's degree and four (4) years for a PhD. However, the maximum time limits stipulated by the Faculty of Graduate Studies are five (5) years for the Master's and seven (7) years for the PhD. Many factors influence how this time frame is met by individual students, and many finish somewhere between the minimum and maximum time limits in place. The department has always recognized the need for a certain amount of flexibility, based both on student circumstances and the particular demands of a subject area. Many students need to work part-time to subsidize their studies—and some areas of art history require immersion in subjects or languages not taught during undergraduate study, which adds time to their program. However, spending more than three (3) years on a Master's degree may debilitate the progress of a graduate student's career.

Timely completion of graduate degrees (with the use of student loans when necessary) saves money, both in the short and the long run; * it looks better on students' cvs; it puts them onto their career paths earlier; and it enables the department and individual supervisors to admit new graduate students from among the highly qualified students who apply each year.

[*After the required number of full-fee payments, the fee rates drop; however, for students who exceed the maximum times stipulated by Grad. Studies, the fees return to the full rate, which usually will have risen in the intervening years.]

One basic rule for graduate study and supervision is that the student and supervisor maintain regular communication, and that the student also remains in regular contact with the graduate advisor as their studies progress. While the departmental and university-wide infrastructure is in place to facilitate graduate studies, it is ultimately the student's responsibility to learn how to manage their progress. At the beginning of each semester, individual graduate students and supervisors should work out what schedule for regular meetings best suits them and draw up a schedule for these meetings each semester (and when a meeting needs to be cancelled, it should be immediately rescheduled).

These guidelines outline the sequential progress through the Department of History in Art's graduate programs. They also provide students with an idea of what to expect of the process and the different stages and deadlines involved in working with their supervisory committees to develop a draft ready for oral defense of their MA research paper or PhD dissertation.

For general information about MA and PhD programs, TA-ships, Research and Teaching Expenses, Courses, etc., visit: <http://finearts.uvic.ca/historyinart/grad/>

(1.1) Language Requirement

Before graduation at either the MA or PhD level, each student will be required to demonstrate a reading knowledge of languages other than English, appropriate to the area of special interest.

For MA students: The language requirement would normally be satisfied by completion of 3 units of 200-level language or literature courses (excluding those taught in English using translations), but your case should be

discussed with your supervisor. Also acceptable are PAAS 111, 131, GER 390, or 3 units of FRAN 155 and above (excluding FRAN 160, 161, or 165). A Grade Point Average of at least 4.0 (B-) is necessary.

In special circumstances, students may request permission to take a translation examination administered by the Department.

For PhD students: The oral examination of the dissertation may not take place until all language requirements have been satisfied. Ph.D. students will be required to demonstrate a reading knowledge of at least two languages other than English appropriate to their area of study. Language requirements may be satisfied in the same manner as for the M.A. program.

In addition, students in the Ph.D. program may be required to demonstrate a working knowledge of any additional languages deemed essential for the successful completion of the dissertation by their supervisory committee.

(2) **GUIDELINES FOR M.A. STUDENTS** For online information: <http://finearts.uvic.ca/historyinart/masters/>

(2.1) Year 1: Finding a Supervisor and a Supervisory Committee

Normally in the first year, students need to identify a faculty member willing to supervise their research paper in a topic of interest that fits the current profile of departmental expertise. For any Masters students eligible to compete for a SSHRC Canada Graduate Scholarship (GPA 7.0 and above); the supervisor should be identified early in the fall term (no later than October 1st). Everyone in the program should find a supervisor in time to prepare a proposal by the **March 15th** deadline. [See 2.6.] One place to start thinking about which faculty member to approach is to read individual faculty profiles, including their select CVs, on the department website:

<http://finearts.uvic.ca/historyinart/faculty/>

This allows students to see where professors' areas of research expertise lie, which frequently gives quite a different picture than the content of the courses they teach. We also encourage you to speak with faculty members in person. Supervisors should play an active role advising new students in selecting courses and helping them identify potential topics of the research paper.

(2.2) Applying for a SSHRC Canada Graduate Scholarship

Canadian citizens and landed immigrants who have achieved the equivalent of a 'first class' average, as determined by each university, * in each of their last two years of undergraduate study, are eligible to apply in their first year of graduate study at the M.A. level for a substantial scholarship funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). The deadline for this highly competitive scholarship is early in the fall (October); so as early as possible eligible students should begin work with their supervisors and the graduate advisor to develop a strong application and research proposal.

(2.3) Selecting Courses

Students take 8 courses (1.5 units each), or 12 units, plus a further 4.5 units for the research paper option, HA 598. Students should consult with the graduate advisor and with their supervisor, if possible, to select courses that will potentially help with their research, fill gaps in their backgrounds, expand cultural perspectives, enrich interdisciplinary training, etc. This is best done in the summer and can be done by email before students arrive. Students may also do so in the first days of the fall term; however, some courses may already be filled.

[* At the University of Victoria, 'first class standing' is defined as 'A' - or 7.0 GPA according to the university's grading scale. (Note: in practice, because of the number of highly competitive applicants, students admitted often have significantly higher GPAs, generally well above 8.0).]

We do allow limited course work outside our department. This is especially valuable for interdisciplinary research topics where faculty members in other departments have relevant expertise. Students may find it helpful to take a course with someone likely to serve on their supervisory committees.

(2.4) Courses: HA 590 (Directed Studies) & HA598 (Research Paper)

A Directed Studies course is a Master's level course generally taught in conjunction with an undergraduate course offered during the semester in question, with graduate-type and -level assignments defined by the instructor in consultation with the student. In a limited number of cases, when the faculty member's workload permits it, a Directed Studies may be offered independent of an undergraduate course. When taking directed studies courses that are not upgraded undergraduate courses, students should meet with the instructor to discuss assigned readings and progress on research approximately every two weeks, if not weekly. It is not possible to do Directed Studies courses (HA 590) during the summer.

HA598 is the registration-designation for the period of writing the research paper. When taking HA598, students and supervisors should meet or have other regular contact, preferably once a month. Again, email contact may work for some faculty, but not all; direct contact is the best.

(2.5) Applying for Other Scholarships and Bursaries

The regular Univ. of Victoria Graduate Fellowships are awarded by the department, generally at the time of acceptance of new graduate students. (Note: to Supervisors/Dept members and students: This fellowship requires a minimum GPA of 7.0, though in practice over the last decade, students who have received these have had GPAs over 8.0).

All students should investigate other available scholarships to see if they are eligible. Do so early to ensure you can meet their deadlines. Start with the web site: www.scholarships-bourses-ca.org
This site also has information about bursaries, which have a fall application deadline.

(2.6) Choosing Research Paper Topics & Forming Supervisory Committees

During the spring term of the first year, students should have found a supervisor. Proposals are read at a committee meeting of all full-time department faculty members, who convene in early April, to discuss whether the proposals are acceptable, as well as, to suggest potential members of the supervisory committees.

Students are encouraged to develop their preliminary Research Paper proposals in the spring term to meet the March 15th deadline (even though they do not finish their course requirements till the end of the second fall semester), because this helps them make the best use of the summer session, when either language training and some research, or full time research will occur.

In certain cases, it is acceptable that a student may develop a proposal to be reviewed at the start of the fall term of the second year. The student should submit a completed proposal to the department, which will be reviewed by a committee of all faculty members. Even if the proposal is not ready by the first spring term, the supervisor and student must select an appropriate department faculty member willing to serve on the supervisory committee before the end of that term. As soon as this has been done, the student should make an appointment with the Graduate Advisor to update the student's CAPP record. Once the supervisor and the other member of the supervisory committee have approved the proposal by signing the cover page, the supervisor must give the original to the graduate advisor, who will record this and place it in the student's file.

** When beginning to research and write their proposals, students should familiarize themselves with examples of M.A. theses and/or research papers written by former students in the department. Lists of theses and papers can be found at the links listed below, and most M.A. theses from our department are available in the Library and/or the History in Art Room 109 (in locked cabinets; key from office). Students should study these carefully in terms of organization, paying particular attention to the abstract and the formulation of the thesis statement or argument in the introduction or the first chapter.

Full resources for graduate students may be accessed at:

<http://web.uvic.ca/gradstudies/research/thesis.html>

For a list of completed History in Art M.A. Theses (1973-present), go to:

http://finearts.uvic.ca/historyinart/masters/ma_theses.shtml

For a list of Completed M.A. Research Option Papers (2001-present), go to the link on the Master's program page:

http://finearts.uvic.ca/historyinart/masters/ma_non_thesis.shtml

The faculty committee will discuss who would be appropriate members for a student's supervisory committee, which in most cases includes the supervisor and another member from the department; in some cases, additional members may be included from other departments on campus. Each student should meet with the graduate advisor in late April to update the CAPP record, indicating who will serve on the supervisory committees. This is done by hand on a print out. The graduate advisor and student initial each addition and sign it. This is then submitted to Graduate Records to update the computer record. Students will not be allowed to register for the summer session until this has been done.

2.7.i-xi) Key Guidelines on Researching and Writing a Research Paper

i. Post-Proposal Steps:

After the research paper proposal has been accepted at the end of the first year, the student should develop a tentative research plan to help organize research goals with the supervisor's help. The supervisor should provide guidance that ensures the student acquires the necessary breadth of expertise, but should also suggest ways to focus the research productively. A research paper should be approximately 30-35 pages of text, with notes. The bibliography and illustrations are in addition to this.

ii. Regular Grad Student/Supervisor Meetings:

Students should report regularly (ideally, at least monthly) to their supervisors regarding their research and writing progress. Together they should evaluate which areas require further work and which ones are ready for preliminary writing. After each meeting, the supervisor and student, together, should draft a brief summary (2-4 sentences) of main issues covered in the meeting and agreements reached about ideas to be pursued, plans for written drafts, etc., for the next meeting. If the student perceived the results of the meeting differently in essence or nuance, s/he should speak with or email his/her supervisor within the next few days. If the student does not approach the supervisor, this signals agreement with the way the views were expressed. This method encourages ongoing dialogue and contact, and a record of the student's progress is maintained by both parties in a way that should minimize the potential for incompatible views of how the work is progressing.

iii. Writing During Research:

It is often useful to start writing before the research is complete. Many students (and scholars) write some sections which are identified as necessary or which cover more familiar territory, before researching others. However, it is important to not get stuck researching any one section of the paper for too long; one may be researching some areas in unnecessary depth and neglecting others. Revisiting the outline, perhaps even expanding it to an 'annotated' outline, summarizing what each section or chapter will cover, discussion wise, and which sources it will draw on, may help the student maintain a good balance between researching and writing, in a healthy rhythm between focusing on the larger picture and the details. Students should bear in mind that sometimes a research plan needs to be revised several times, as the research uncovers unsuspected dimensions.

iv. Don't Lose the Thread of the Argument:

While different people's minds work in diverse ways and there are many approaches to writing, keeping on top of the overall presentation of ideas and arguments is often more helpful at first than producing a perfectly worded draft. Most students have never written as many drafts of their papers as they will for their research paper. By the time the research paper is considered ready for defense, most students will have written at least three or four drafts.

v. *Find Out How Your Committee Members Like to Work:*

Students should find out from their supervisor if other members of the committee whether they wish to provide guidance during the research stage or prefer to become involved only after the students have begun writing, and at what stage in the writing they want to get involved. Some will assist only after a complete draft has been written and approved by the supervisor.

vi. *Drawing On Whole-Committee Expertise—Earlier or Later?*

If supervisory committee members are willing to read the first fairly polished drafts one by one, this can help avoid undue time pressure on everyone at the final stages. This is especially helpful when their expertise is quite relevant to the topic. Students may provide their supervisory committee members with a current outline so that the parts can easily be related to this sketch of the whole. Students should expect to receive suggestions regarding everything from content, methods of analysis, organization, and writing. Additional research may be required at several stages.

vii. *Expect Many Revisions and Numerous Drafts:*

As students will be producing revisions for two different people, they should expect the revision process to take time. Depending on the length of the submission, faculty would normally read it and provide feedback within three weeks, unless they are on vacation. It is not unusual for students to be asked to re-write a chapter or section two or three times before it is considered satisfactory. Learning to revise one's written scholarship in response to criticisms raised by others is useful preparation for the world of academic publishing in which one must be prepared to make changes or explain one's own positions convincingly to editors and anonymous reviewers.

viii. *Disagreements Among Committee Members:*

Supervisors should mediate if disagreements occur among committee members, and in some cases, it may be necessary to review matters with the Graduate Advisor/Chair. It helps if the supervisory members share their more substantive comments to a student with the supervisor, which can be done easily by photocopying them or by emailing them as attachments to everyone involved. This ensures that the supervisor is fully aware of what advice the student is receiving.

ix. *Whole Committee Meetings Before Oral:*

In some cases, it may be helpful for the student to meet with both members of the supervisory committee, once sufficient progress has been made. This should ideally happen at the beginning of the term in which the student expects to defend. (i.e., September for December defense; January for April defense; May for August defense)

x. *Research Paper Submission Deadlines:*

Students should keep in mind that revisions to work will be required, and that the supervisor and departmental member usually will need three weeks in which to read and comment on drafts. To advance to the oral defense, the supervisor and member must agree that the research paper is acceptable and that the student is ready to make the public presentation two weeks in advance, so that it may be publicized. A request to schedule the oral presentation is sent to Grad Studies; at the same time the student must provide a full copy of the paper to be presented, which includes illustrations and bibliography. The student must provide an additional copy for the chair of the public presentation (usually the department chair or graduate advisor).

(2.8) Timely Completion/ Review Processes for MAs beyond first year:

a. In April of each year, before exams are over, supervisors will complete the Summer Supervisory Progress Report form and submit it to the graduate advisor, regarding the progress of each of their students and what plans have been made in terms of committee structure and timelines for completion. This must be shown to the students, who must co-sign the report before it is given to the graduate advisor, who will review them. These reports will be kept in the students' files. The graduate advisor will retain a copy for their files.

b. The department has a review process in place that ensures timely completion for M.A. students, who usually should complete their work in two years or have made demonstrated progress (i.e., at least a draft of one chapter), unless there have been unusual circumstances such as extraordinary language studies, extensive field research, a major illness, etc. If the supervisor believes that such special circumstances apply, he or she should

indicate this to the graduate advisor and request an extension of the review process. M.A. students are usually expected to complete 9 units of course work in their first year, and they should be aware that it is not possible to make good progress if working at a job more than part-time. Neither taking fewer courses in the first year nor working full time later constitutes a valid reason to justify a lack of demonstrable progress and thus, to postpone a review, based on the following schedule.

If a defense has not been scheduled by the end of the student's second year, then usually by early October of the third year, the student will be required to present the members of the supervisory committee with at least one well-advanced draft chapter and a plan for the timely completion of the rest. The purpose of this review is to identify problems slowing the student's progress and to set clear goals with concrete deadlines. The supervisor and student will each write a short report to the graduate advisor regarding the outcome of this review process, which will be placed in the student's file. The student will not be allowed to register for a fourth year unless the supervisor can demonstrate in a short written report to the graduate advisor in the spring that substantial progress has been made. If exceptional circumstances warrant a delay in the review process, it will then be delayed until early October of the student's fourth year.

Anything beyond 5 years requires a review initiated by the department. The student's progress will also be reviewed with the Dean of Graduate Studies. The student and supervisor should each write a short report to the graduate advisor regarding progress made since the earlier review and plans for completion, including a probable date for the defense. This will be the basis for the graduate advisor to consult with the Dean. The graduate advisor will seek an extension only if there have been exceptional circumstances and prior reviews have indicated that substantial progress has been made.

When problems arise in a graduate student's circumstances which impede the coursework and other requirements they have accepted by entering the program, their supervisor and the graduate advisor must be informed without delay so that options can be discussed and the necessary modifications can be made. If discussions with the supervisor and/or graduate advisor are not helpful, the student will meet with the department Chair; should the matter need to go beyond the Chair, the student can approach the Faculty of Graduate Studies, Student Counseling, the Ombudsman or the Equity Office, according to the nature of the problem.

(3) GUIDELINES FOR PH.D. STUDENTS

(3.1) Course Work

In the first year, Ph.D. students will complete their required program course work (4 courses or 6 units minimum*, of which 3 usually will be HA 501). (The department will be creating HA 601, which will run concurrently with HA 501, but this change will not be implemented for several years.) *Some students may be asked to take additional courses to complete their academic background, a condition that will be stipulated at the time of admission to the Ph.D. programme.

It may be advantageous to take a course outside the department, especially if a potential outside member of the supervisory committee has highly relevant expertise for a student's training. The student should consult with the supervisor and graduate advisor regarding course selections and language training. Additional course work may be required, if deemed necessary by the department, on the advice of the supervisor, usually at the time of admission. The graduate secretary has forms necessary for registration in HA directed studies and in courses outside the department.

When taking directed studies courses (HA 690) students should meet with the instructor to discuss assigned readings and progress on research approximately bi-monthly. There is no possibility of doing the Directed Studies courses during Summer term.

When taking HA 693 (Candidacy Exam) or HA 699 (Ph.D. Dissertation), students usually should meet with their supervisors or have other regular contact with their committee.

(3.2) Supervisory Committee Formation-Year 1

In the first year Ph.D. students develop a dissertation topic in consultation with their supervisor. By March 15th at the latest, the student should have prepared a preliminary proposal*, usually a 5-page proposal describing the proposed research plus a preliminary bibliography. Any students applying for a SSHRC fellowship should do this early in the fall of the first year. The preliminary proposal will help potential members of the supervisory committee decide if they are interested in serving as members. The composition of the supervisory committee will be discussed at the meeting of all faculty members, in April. Of the two (2) members in addition to the supervisor, at least one (1) should be a History in Art faculty member, and at least one (1) should come from outside the department. All committee members must be members of the Faculty of Graduate Studies; sessional instructors and other appointments are not normally in this category.

By April of the first year, the student should meet with the graduate advisor to add the names of the whole committee to the student's CAPP form. The student and graduate advisor initial these additions and sign the form, which is then sent to Graduate Records to update the online CAPP record. This must be done before the student registers for the summer session.

(3.3) Scholarships, Fellowships, & Bursaries

Early in the fall all students should investigate available scholarships to see if they are eligible and what the deadlines are. Start with the web site: www.scholarships-bourses-ca.org

[*The final proposal is the one approved after the student successfully passes the Candidacy examination (HA 693).]

This site also has information about bursaries, which have a fall application deadline. All students eligible to apply for a SSHRC Doctoral Fellowship should do so, with advice from their supervisor and the graduate advisor. One must be a Canadian citizen or landed immigrant. It is worth applying again, even if you did not succeed at first try. Students who apply for this fellowship are automatically also eligible to compete for the more limited number of Ph.D.-level Canada Graduate Scholarships, which provides even greater financial support. Students may not hold a UVIC Fellowship concurrently with one of the SSHRC doctoral fellowships, which provide superior support and also make them eligible for other types of university fellowships. The forfeited UVIC fellowship then becomes available to give to others in our department.

(3.4) Comprehensive Examination ("the Comps") & Candidacy Examination Preparation

For a more detailed description, see Appendix A (p. 17)

(3.5.a) Selecting the External Examiner

The supervisor should begin thinking about potential external examiners around the time of the candidacy examination. The external examiner will be a specialist with relevant expertise who is not connected with UVIC. They may reside in Canada or elsewhere, since teleconferencing is an option. The University has only limited funding for examiners to be brought to campus, and each case must be reviewed in light of these financial restrictions.

The external examiner should be someone who has an 'arm's length' relationship with both the supervisor and the student. This means that the potential external examiner should not have taught the student, and should not have been advising the student regarding drafts, etc. It also means that the supervisor should not have worked together with the prospective external examiner, for example, as a co-author or co-curator. Neither should have served as a mentor for the other, for example, with regard to a SSHRC post-doctoral grant, nor should either have written letters of reference for each other. The Dean of Graduate Studies carefully reviews the c.v. of each prospective external examiner for any evidence that this person could be perceived as being insufficiently independent to form an objective decision. As this is done fairly late in the process, any problematic selection of an external examiner could cause a delay.

(3.5.b) Arranging the Oral Defense

The responsibility for arranging the date and time for the oral defense for the PhD defense lies with the supervisor. The supervisor works out a mutually convenient day and time when all parties can be present. Once that has been arranged, the supervisor will ask the graduate secretary in our department to find a convenient room. This information is required on the 'Request for an Oral Examination' form from Graduate Studies.

(3.6) Mentoring

In addition to the supervisory committee, other faculty should help the students master the specialized research skills, organizational strategies, and writing skills necessary to produce a good dissertation. They should also mentor students regarding other relevant professional abilities, for example, giving good conference papers, submitting articles for publication, teaching, and interacting professionally with faculty, staff, and students. Graduate students should know that demonstrable mastery of such professional skills strengthens their chances of success in obtaining fellowships and employment. However, these activities should not interfere with timely completion; Graduate Studies has made that very clear.

Problem solving: If at any time a student thinks that he or she is not receiving sufficient guidance, the first step is to ask the supervisor for more frequent meetings, more feedback, including written comments, etc. Other members of the supervisory committee may also be able to play a more active role. If the student's initiatives to improve the situation are not meeting the student's needs, she or he may wish to discuss the concerns with the department graduate advisor, who will endeavor to resolve the situation, if deemed necessary, and to mediate, if requested by the student. Conversely, if the supervisor thinks the student is not providing adequate evidence of progress, he or she should discuss this with the student and, if the situation does not improve, meet with the student and the graduate advisor to discuss how to resolve this. [See attached Faculty of Graduate Studies "Responsibilities in the Supervisory Relationship"].

(3.7) Stages of the Process of Researching and Writing a Dissertation

This applies to the process after the candidacy examination has been passed. We recommend that by the end of the third year, the student should have a substantial start on completing the initial research.

3.7.a. Students should continue to meet with their supervisors

Regularly (ideally this should be monthly) to report on their progress, seek help, and discuss the issues raised by their research. Students should find out if the members on their committees wish to provide guidance during the research stage or prefer to become involved only after the students have begun writing.

3.7.b. Usually supervisors should read the chapter drafts first and provide feedback.

Some supervisory committee members prefer to read a complete draft; however, if they are willing to read the first more polished chapter drafts one by one, this can help avoid undue time pressure on everyone at the final stages. This is especially helpful when their expertise is quite relevant to the topic. Students should provide their supervisory committee members with a current outline so that the parts can easily be related to this sketch of the whole. Students should expect to receive suggestions regarding everything from content, methods of analysis, organization, to writing. Additional research may be required at several stages.

3.7.c. Producing revisions for different committee members

Students should expect this to take time. Depending on the length of the submission, faculty should read it and provide feedback within three weeks, unless they are on vacation (*N.B. Grad Studies makes the point that the rate of feedback must be in a mutually acceptable way*). It is not unusual for students to be asked to re-write a chapter two or three times before it is considered satisfactory. Learning to revise one's scholarly writings in response to criticisms raised by others is useful preparation for the world of academic publishing in which one must be prepared to make changes or explain one's own positions convincingly to editors and anonymous reviewers. Students should remember that addressing the concerns of the supervisory committee helps ensure a successful defense. Everyone wants the external examiner, an expert from another university, to be satisfied with the student's dissertation and defense. This ensures a successful defense, may lead to future letters of reference for the student from a respected authority, and works in accord with professional standards.

3.7.d. For a dissertation

A supervisory committee of two or three people will not be able to review and agree on a completed draft a month prior to the date they sign the Request for Oral form indicating the student is ready to proceed to the defense. We would recommend a minimum six to eight weeks. Keep in mind that this Request for Oral form must be signed 20 working days (almost one calendar month) prior to the defense. The actual date of the defense depends on the schedules of all parties, including the external examiner. Moreover, students should allow time after the defense to make all necessary corrections identified by the committee and given to the student at the defense so that the final copies are ready to present prior to the last date Grad. Studies will accept them without charging for the next term. Otherwise the student may have to pay a registration fee for the next term. Scheduling defenses in the summer term is especially difficult. Faculty members are entitled to at least one month's vacation, which may only be taken in the summer, and many conduct research away from Victoria for extensive periods.

3.7.e. When the supervisory committee members sign the Request for Oral form

This indicates that the student is ready to defend: that version of the dissertation is the one that goes to the external examiner. It is the version from which questions should be posed and it is the version on which the final decision must be made, so it must include all elements of the work. Faculty members must not sign if they expect further substantive revisions to be made. Normally the only person who might require major revisions after the defense should be the external examiner. It is therefore important for supervisors and other committee members to provide detailed feedback on a student's work, to avoid extensive revisions after the oral.

3.7.f. Supervisors should mediate if disagreements occur among committee members

Although this rarely happens, it helps if the members share their more substantive comments to the students with the supervisor, which may be photocopied or sent by email as attachments. This ensures that the supervisor is fully aware of the advice the student is receiving, as the work proceeds over time.

3.7.g Arranging the Oral Defense

The responsibility for arranging the date and time for the oral defense for the PhD lies with the supervisor. The supervisor works out a mutually convenient day and time when all parties can be present. Once that has been arranged, the supervisor will ask the secretary responsible for Graduate Studies in our department to find a convenient room. This information is required on the 'Request for an Oral Examination' form from Graduate Studies.

For a list of completed History in Art Ph.D. Dissertations (1991-present), go to:

http://finearts.uvic.ca/historyinart/doctoral/phd_theses.shtml

(3.8) Timely Completion of Ph.D.

3.8.a. In April of each year, supervisors will submit a Summer Supervisory Progress Report regarding each of their students before examinations end. This must be shown to the students, who must co-sign the report before it is given to the graduate advisor, who will review them. These reports will be kept in the students' files, and a copy retained by the graduate advisor.

3.8.b. The department has a review process to ensure timely completion for Ph.D. students, who usually should complete their work in four to five years, unless there have been unusual circumstances such as extraordinary language studies, extensive field research, a major illness, etc. If the supervisor believes that such special circumstances apply, he or she should indicate this to the graduate advisor and request an extension of the departmental review process of one year. Ph.D. students are usually expected to complete 6 units of course work in their first year, and they should be aware that it is not possible to make good progress if working at a job more than part-time. Neither taking fewer courses in the first year nor working full time later constitutes a sufficiently valid reason to justify lack of demonstrable progress and thus, to postpone a review.

If exceptional circumstances warrant a delay in the review process, steps (i, ii & iii) below will be postponed until March of the student's fifth, sixth, and seventh years, respectively.

(i) By March of the student's fourth year, if the student's defense has not already been scheduled, the student will be required to present all members of the supervisory committee with at least two (2) well-advanced draft chapters and a plan for the timely completion of the rest. The purpose of this review is to identify any potential problems that might slow the student's progress and to set clear goals with concrete deadlines. The supervisor and student will meet with the graduate advisor to discuss the outcome of this review process and the supervisor will write a brief report for the student's file, which the student must co-sign. Permission to re-register will be based on this report.

(ii) In March of the student's fifth year, the supervisor should write a short progress report to the graduate advisor, to be co-signed by the student, regarding the student's progress in the previous year. This will be placed in the student's file.

(iii) If the student's defense has not already been scheduled for some time during the sixth year, by March of that year this same review process will be repeated. The purpose of this review is to ensure that the student does not go past the seven-year maximum established by Graduate Studies. [*For students undergoing this review in their 7th year, it should be held in Feb. to ensure that the next step can be done in time for approval for summer session registration.]

(iv) Time in the programme beyond 7 years requires approval from the Dean of Graduate Studies. The student and supervisor will create a detailed timeline for completion of the project, including a projected date for the defense. This will form the basis for the graduate advisor to seek approval from the Dean for an extension to that date; Graduate Studies may require additional materials. The graduate advisor will seek an extension only if there have been exceptional circumstances and prior reviews have indicated that substantial progress has been made. Grad. Studies has indicated that usually, they will expect the student to be close to completion, (for example, with only one chapter remaining to be completed), but each case is evaluated on its unique circumstances and merits.

(4) RECOURSE WHEN PROBLEMS IMPEDE STUDENTS' PROGRESS:

When problems arise in a graduate student's circumstances which impede the coursework and other requirements they have accepted by entering the program, their supervisor and the graduate advisor must be informed without delay so that options can be discussed and the necessary modifications can be made. If discussions with the supervisor and/or graduate advisor are not helpful, the student will meet with the department Chair; should the matter need to go beyond the Chair, the student can approach the Faculty of Graduate Studies, Student Counseling, the Ombudsman or the Equity Office, according to the nature of the problem.

APPENDIX A

(3.4) Comprehensive Examination ("the Comps") & Candidacy Examination Preparation

University of Victoria

Department of History in Art: Ph.D Candidacy Examination Guidelines

As stated in the Faculty of Graduate Studies regulations: "Within two years of registration as a provisional doctoral student, and at least six months before the final oral examination [i.e., the oral defense of the dissertation], a student must pass a Candidacy Examination." The purpose of the Candidacy Examination is to test the student's understanding of material considered essential to completion of a PhD as well as the student's competence to undertake and independent program of research that will culminate in the PhD dissertation. Students may not proceed onto the research and writing of the dissertation until all components of the Candidacy Exam have been successfully completed.

Students who take longer than the initial two (2) years, will complete a Request For Extension of Candidacy Exams', which will be prepared together with their supervisory committee.

The Candidacy Examination in History in Art consists of three parts:

- The Major Field Examination (referred to as "Comprehensive Exam or Exams"), with two sub-topics being prepared (written)
- The Secondary Field Examination (referred to as "Comprehensive Exam or Exams"), with two sub-topics being prepared (written)
- The Special Topics (dissertation proposal) Examination, in which the student presents the most recent version of their proposed dissertation topic in written form (details below), plus a detailed timeline on how the research will progress, with information on potential research trips, plans to acquire additional training, conference presentations/ plans for research dissemination, and stages of writing, in advance of an oral examination with the dissertation committee (written + oral).

Students with disabilities who require special assistance with exam writing should notify the Graduate Advisor, and register with the Resource Centre for Students with a Disability at least two months before the exam schedule has been set.

Once a year, the Graduate Advisor, in collaboration with the supervisors of students completing the examination in that year, and when possible, students who have passed at least one of their Comprehensive examinations, will offer an informational meeting that will instruct students on how to prepare for the sitting of these examinations.

Anticipated Timeframe:

The normal timeframe is September - April of an academic year. Normally, the first set of exams would be held between November-December; and the second set between February-March; and the final part of the Candidacy exam, the Special Topics (dissertation proposal) would be in mid-April. Students may elect to take both sets of exams in one term, although we recommend spacing them as far apart as possible.

Scope of the Major/ Secondary Field (Comprehensive) Examinations:

Either exam, the Major Field or Secondary Field, can be taken in a sequence that is mutually agreed upon between supervisor and student.

Each examination committee consists of at least two regular faculty members from the department: the supervisor and 1 or more departmental member, as well as one or more external committee members.

Students are assigned key areas that cover materials for the dissertation as well as possible courses the students might teach related to their research, or their field of expertise, as part of the preparation for entering professional life. The examinations consist of 2 sub-areas or topics within the Major and Secondary Fields. There will always be a choice of questions with a student answering one out of no more than 3 per sub area.

The examination committee mutually generates reading lists for the Comprehensive examinations between the student and departmental members. The department does not include the other non-departmental members in the creation of the list, although these members of the examining committee do evaluate the examination answers.

It is a general departmental practice to set reading lists of about 25-30 books per area, which is roughly 50 or 60 books per exam. The number of titles also depends on the specific nature of scholarship in each field and could include articles but normally is a substantive group of books that exemplify pivotal research in their chosen fields of expertise.

The student is sent the examination question electronically at 9:00 am, ideally on a Monday; answers are due 5 days later, at 5 pm on a Friday. Students may either hand in their answers in person, or send their answers electronically to the examination committee, but they must declare how the committee will receive the answers in advance.

Sample Comprehensive examination questions are available for consultation from the Graduate Secretary.

Major and Secondary Field/ Comprehensive Examinations:

The answers to these examinations will be judged according to criteria such as: a) thorough and comprehensive knowledge of the specific field, or sub-fields, in which the exam was written; thorough knowledge of the objects/ visual cultures; command of scholarly literature; major issues under debate in the fields; future directions in research; b) critical insight into the central questions or main themes of the field; capacity to use a particular methodological approach effectively; ability to arrive at a convincing synthetic analysis of the issues; excellent written skills; ability to formulate a sophisticated argument supported by evidence. A majority of committee members (2/3 or 3/4) must agree that the answers are satisfactory to be awarded a PASS/ EXCELLENT.

Special Topic/ Dissertation Proposal Examination:

The Special Topic / Dissertation Proposal examination, addresses a specific scholarly 'problem' or set of questions the student wishes to pursue in the dissertation. Based on the criteria outlined above, the student must demonstrate that they are addressing an original constellation of ideas and/ or areas on which their dissertation will focus, and they must demonstrate that they are ready to develop a constructive methodology to tackle their specific research problem. The anticipated length of the dissertation draft proposal will be no more than 10 double-spaced, typewritten pages, excluding bibliography. The draft ought to include images of the key objects to be researched as well, which can appear as an Appendix.

The student will provide the examining committee with a written draft proposal of the anticipated dissertation topic. The student will be asked to present a 15-20-minute oral summary of the proposed dissertation research. The committee will follow with two rounds of questions. At the end of the question period, the student will leave the room and the committee will discuss the oral presentation. The oral defense will be judged according to the student's ability to answer the committee's questions in a competent and insightful manner. Students need to demonstrate command over the proposed dissertation research process in terms of knowledge of key items in bibliography, scope of the research, presentation of important questions, available resources, anticipated travel plans, language plans. Students need to inspire confidence that they are able to pursue independent research and that they are capable of framing and planning a large-scale research project.

The oral examination will be considered passed if the majority of the committee (2 /3, or 3/4) judge the oral defense to be satisfactory. A student who fails the oral defense may be counseled to withdraw from the programme but has the right to attempt the examination again; the committee will determine if both parts of the Special Topics exam needs re-writing. Failure a second time will result in withdrawal from the programme.

Comprehensive and Candidacy Examination Results:

Students will be evaluated as FAIL, DEFERRED, PASS/EXCELLENT, by their examination committees. As above, the successful completion (PASS/Excellent) of each exam requires the student to demonstrate a thorough knowledge of the theories and content of all relevant bibliographic materials, and be able to apply this material to a particular 'problem' or set of 'problems.' Failure to do so will result in a grade of Deferred or Fail as outlined below.

For each student, based on the results of any of the three parts of the Candidacy Examination, the examining committee will approve one of the following decisions, with the following conditions:

1. (PASS/EXCELLENT)

This outcome can be expected if the student achieves a Pass or Excellent result in any one of the three parts of the Candidacy Examination. In the case of the latter, the distinction will be noted in the student's academic record for any or all of the three exams.

2. (DEFERRED)

If a student fails any one of the three parts of the Candidacy Examination, the failed exam(s) can be re-taken at a mutually agreed upon date between committee and student, but no longer than six months after the first attempt, and within either the Fall or Winter session. Exams that are scheduled for a re-take, though based on the same study materials, may be framed around a different set of examination questions.

(DEFERRED.) Only examinations that are failed can be re-taken.

3. (FAIL)

The Major/ Secondary Fields (Comprehensive Examinations), or Special Topic (Dissertation Topic) examinations have been failed. This outcome can be expected if it is the second attempt at one or more of the three parts of the Candidacy Examination, and if the student receives a Fail on any one of the re-taken examinations.

In the case of the oral component of the Special Topic/ Dissertation Proposal, the committee may, at its discretion, recommend to the examining committee that the student be allowed to re-take the oral examination without having to re-write the essay but this must be evaluated on a case-by-case basis.

A student may attempt any part of the examination a second time only. In the event of a decision of FAIL, the Faculty of Graduate Studies is informed of the student's result, and the student will be asked to leave the PhD program.

The student's supervisor will provide a written report on the decision on all Comprehensive and Special Topic/ Dissertation Proposal Examinations to the Graduate Advisor and Graduate Secretary, which is placed in the student's file.

All components of the Candidacy Examinations must adhere to the University of Victoria's policies on academic integrity. Please see the following link for more information:
<http://web.uvic.ca/calendar2009/GRAD/FaAd/PR-DD.html>.

Faculty of Graduate Studies
Responsibilities in the Supervisory Relationship Policy

Approved: Faculty of Graduate Studies Meeting April 19, 2007

The Office of the Faculty of Graduate Studies is dedicated to the promotion of effective graduate teaching/learning/supervisory experiences for graduate faculty, students, graduate advisors, and graduate secretaries. Effective supervision is a joint effort and partnership of the supervisory unit, the supervisory committee members, the student, the graduate advisor and the graduate secretary. This document is designed to help to clarify the principles and policies for best practices in graduate supervision. Policies and procedures generated by academic units are required to be consistent with those established by the Office of the Faculty of Graduate Studies.

Responsibilities of the Academic Supervisor

The academic supervisor is a mentor and advisor who develops a professional, interpersonal relationship with the graduate student that is conducive to scholarly activities and intellectual enhancement.

Mentoring involves a developmental and supportive relationship. The mentoring relationship is an interactive process between individuals within the supervisory mandate and incorporates interpersonal development, career and educational development and professional socialization functions.

The academic supervisor is directly responsible for the supervision of the student's program. In this capacity, the supervisor assists the student in planning the program, ensures that the student is aware of all program requirements, degree regulations, and general regulations of the academic unit, the Faculty of Graduate Studies, the university, and external granting agencies. The academic supervisor provides counsel for all aspects of the program, and stays informed of the student's scholarly activities and progress.

1.0 The academic supervisor has responsibilities related to overseeing the student's program:

- 1.1 to assist the student in forming a supervisory committee;
- 1.2 to chair meetings of the committee as needed and, if necessary, arbitrate decisions of the committee;
- 1.3 to be aware of the rules and procedures of the Faculty of Graduate Studies, the university and relevant external agencies, and to advise the student of the responsibility to be aware of them as well;
- 1.4 to be aware of the rules and procedures of the academic unit regarding the supervisory process, documentation, and communication of academic progress, and to make the student aware of them as well;
- 1.5 to work in accordance with the academic unit's procedures to document and communicate the student's academic progress;
- 1.6 to be aware of the standards to which a major paper, thesis, dissertation or creative project must conform and to make the student aware of them as well;
- 1.7 to maintain contact with the student in accordance with the academic unit's procedures through mutually agreed upon regular meetings and to be reasonably available for consultation as needed;
- 1.8 to help in selecting appropriate course work for the program and also involve the supervisory committee when appropriate in the student's program;
- 1.9 to inform the student and direct them to source material on the Tri-Council Guidelines for Ethical Research in Humans and ensure that, where appropriate, student research or academic proposals involving human subjects have been submitted to the Human Research Ethics Committee for approval before the commencement of the research project;
- 1.10 to ensure that, where necessary, student research proposals have received approval before implementation from the appropriate committee reporting to the vice-president research. Examples include, but are not limited to, the Animal Care Committee, Hazardous Materials Committee, and Biosafety Committee;
- 1.11 to assist the student in negotiating a realistic timetable for the completion of the various requirements of the program of study;
- 1.12 to thoroughly examine the work submitted by the student and to make timely and constructive written comments for improvement on a schedule negotiated with the student;

- 1.13 to determine whether or not a draft of a major paper, thesis, dissertation or creative project is ready for submission to the supervisory committee. If a draft is not to be submitted, to provide to the student reasons in writing;
- 1.14 to make satisfactory arrangements for supervision of the student if the supervisor is to be away for more than three months and this absence is deemed detrimental to the student's progress. An interim supervisor is to be arranged by the supervisor and student in consultation, and the Office of the Faculty of Graduate Studies informed in writing. If the absence is extended, a replacement is to be found by the supervisor leaving;
- 1.15 to work within the academic unit's candidacy structure and with the academic unit's graduate advisor and/or graduate secretary in initiating the steps required in setting up candidacy examinations. The student should be consulted regarding the scheduling of such exams and expectations (which may or may not be negotiable) and times are to be communicated in writing;
- 1.16 when appropriate, to direct the student to the Office of Research Administration for advice regarding Intellectual Property; and
- 1.17 to encourage and assist the student to attend conferences and meetings in his/her field of study.

2.0 The academic supervisor has responsibilities related to the basic principles of academic integrity and professionalism:

- 2.1 to not withdraw monetary support without reason and due notice in writing and to stipulate a particular length of time before withdrawal of money;
- 2.2 to be aware of situations of potential conflict of interest or roles and conflict of commitment and to deal with them according to official university guidelines;
- 2.3 to acknowledge contributions of the student in published material;
- 2.4 to recommend that the dean of the Faculty of Graduate Studies withdraw a student when the supervisor, in consultation with the supervisory committee, the head of the academic unit and the graduate advisor has reasonable grounds to believe academic progress is not being made and continued supervision will not lead to the satisfactory completion of degree requirements by the student;
- 2.5 to withdraw from supervising a student when the supervisor and student, in consultation with the supervisory committee, the head of the academic unit and the graduate advisor are unable to resolve interpersonal conflicts which are impeding satisfactory academic progress toward degree requirements. The supervisor must give reasonable notice in writing of the withdrawal of supervision to the student, the graduate advisor and the Office of the Faculty of Graduate Studies; and to normally remain as supervisor until another supervisor is in place or the student is withdrawn;
- 2.6 the appointment of a replacement supervisor is expected to be negotiated by the graduate advisor, the student, and the replacement supervisor in consultation with the members of the supervisory committee;
- 2.7 It is unprofessional for a withdrawing supervisor or for a student whose supervisor has withdrawn to engage in personal recriminations related to the termination of the supervisory relationship.

Responsibilities of the Supervisory Committee

Each student has a supervisory committee consisting of the academic supervisor and from one to three additional members depending on the student's program. Although the academic supervisor serves as the student's major advisor, committee members are expected to be involved in the student's program in accordance with the academic unit's procedures and to be available for consultation with the student in accordance with those procedures.

3.0 The supervisory committee has responsibilities related to overseeing the student's program:

- 3.1 to be aware of the rules and procedures of the Faculty of Graduate Studies, the university, and external granting agencies and to advise the student of them;
- 3.2 to recommend to the Faculty of Graduate Studies a program that has been approved by all members of the committee, including the student;
- 3.3 to, in accordance with the academic unit's supervisory procedures, participate in the evaluation of the proposed work plan;
- 3.4 to ensure that the student is aware of normal expectations concerning the length, quality, style, and standard presentation of the paper, thesis, dissertation or creative project;

- 3.5 to, in accordance with the academic unit's supervisory procedures, negotiate and guide the student in the implementation of the work plan, and to evaluate the progress of the student's work;
- 3.6 to aid in the arbitration of problems which arise between the student and the supervisor;
- 3.7 to evaluate drafts of the thesis, dissertation or creative project in accordance with the academic unit's supervisory procedures;
- 3.8 to serve as the core of the examining committee.

4.0 Supervisory committee members have responsibilities related to the basic principles of scholarly integrity and professionalism:

- 4.1 to withdraw from being on a student's committee when, in consultation with the entire supervisory committee, the head of the academic unit and the graduate advisor, the student and committee member are unable to resolve interpersonal conflicts which are impeding satisfactory academic progress and completion of the degree. The committee member must give reasonable notice in writing of the withdrawal from the committee to the student, the graduate advisor and the Office of the Faculty of Graduate Studies. The committee member must, in this case, negotiate a change of membership in accordance with this section and so as to minimize to the extent possible the negative impact of the change on the student's program; and normally to remain on the committee until another committee member is in place or the student is withdrawn;
- 4.2 to work with the supervisor, other committee members and the student to find a replacement in order to minimize to the extent possible any negative impact on the student's program.
- 4.3 It is unprofessional for a withdrawing committee member or for a student whose committee member has withdrawn to engage in personal recriminations related to the termination of the supervisory relationship.

Responsibilities of the Dean of the Faculty Graduate Studies

5.0 In the case of alleged non-compliance with these supervisory guidelines by an academic supervisor or supervisory committee member, the dean of the Faculty of Graduate Studies has the following responsibilities:

- 5.1 to request a written report from the person making the allegation;
- 5.2 to review the written report of noncompliance;
- 5.3 to provide an opportunity for a consultative process with the parties involved;
- 5.4 where, in the opinion of the dean, a report of noncompliance constitutes "misconduct" as that term is defined in the university's Policy on Scholarly Integrity, the dean may make a complaint under the Policy on Scholarly Integrity and the report shall thereafter be dealt with in accordance with that Policy;
- 5.5 where, in the opinion of the dean, a report of noncompliance does not constitute "misconduct" as that term is defined in the university's Policy on Scholarly Integrity or does not warrant invoking the university's Policy on Scholarly Integrity, the dean shall forward a copy of the report to the student's academic supervisor and the members of the student's supervisory committee with an invitation to send a response to the dean; the dean may also, when appropriate, forward a copy of the report to the student.
- 5.6 After reviewing any responses to the report, the dean may:
 - a. meet with the person who made the report, the student's academic supervisor and the student's supervisory committee either together or separately to discuss the report and the responses to the report for the purpose of:
 - a.1 seeking a resolution of any conflicts among the parties;
 - a.2 discussing methods of compliance in the future;
 - a.3 proposing education and remedial strategies for particular parties.
 - b. Where the dean is satisfied that the matter can be satisfactorily dealt with in writing, the dean shall send a letter to the person who made the report and all persons to whom a copy of the report was sent.
 - c. Where a satisfactory resolution cannot be reached in this manner the dean may refer the issue to the Peer Review of Supervisory Practices Committee or may initiate procedures under section 56 of the Framework Agreement.

Responsibilities of the Student

In entering a graduate degree program, a graduate student is making a commitment to devote the time and energy necessary to complete the program. The supervisory committee has the right to expect reasonable effort, initiative, respect and receptiveness to suggestions and criticisms. The student must accept the rules, procedures and standards in place in the program at the University of Victoria and is expected to check the university calendar and academic unit documents for regulations regarding academic and non-academic matters. The student has a right to be present and participate in meetings of the supervisory committee concerning the student's program requirements and may initiate and negotiate changes to the program and committee membership in full consultation with the committee and without prejudice due to changes requested.

6.0 Graduate students have the following responsibilities:

- 6.1 to make a commitment and to show dedicated efforts to gain the background knowledge and skills needed to pursue and complete the research or creative project successfully;
- 6.2 to develop, in conjunction with the supervisor, a plan and a timetable for completion of all stages of the degree program, and to adhere to a schedule to meet appropriate deadlines;
- 6.3 to maintain contact with the supervisor through mutually agreed upon regular communication and be reasonably available for consultation as needed;
- 6.4 to maintain registration throughout the program and (for international students) to ensure that student visas and (where applicable) employment authorization documents are kept up to date. To inform the supervisor of any temporary withdrawal from the program and reasons for the absence;
- 6.5 to keep the supervisor, the graduate advisor and the Graduate Admissions and Records Office informed on how the student can be contacted;
- 6.6 to give serious consideration to and respond professionally to the advice and criticisms received from the supervisor and other members of the supervisory committee;
- 6.7 to pay 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;
- 6.8 to be thoughtful and reasonably frugal in using resources provided by the supervisor and by the University, and to assist in obtaining additional resources for the research or for other group members where applicable and possible;
- 6.9 to conform to university, faculty, and program requirements and to consult with the supervisor, members of the supervisory committee, the graduate advisor of the program, the graduate secretary of the program, and the Office of the Faculty of Graduate Studies as needed.
- 6.10 to recognize that the supervisor and other members of the supervisory committee may have other teaching, research and service obligations, which may preclude immediate responses;
- 6.11 to meet the relevant performance standards and deadlines of funding organizations to the extent possible when financing has been provided under a contract or grant;
- 6.12 to conform to professional standards of honesty in order to assure academic integrity and professionalism. This includes, but is not limited to, acknowledging assistance, material and/or data provided by others;
- 6.13 to terminate the work and clean up the workspace, leaving the place to another student, when program requirements have been met;
- 6.14 to return borrowed materials to the supervisor, academic unit, library or reading room etc. when the academic work has been concluded or when return is requested;
- 6.15 to identify the contributions of supervisors or committee members in publications as well as identifying fellowship or grant support for research in publications; and
- 6.16 to address situations that are not working. Students are encouraged to deal directly with the supervisor and supervisory committee so that dissatisfactions, issues, and conflicts can be resolved. If for any reason the situation cannot be resolved, the student may consult with the graduate advisor, or the head of the academic unit, or take counsel from the Office of the Faculty of Graduate Studies on how to proceed.