

Saint Mary's University

Faculty Handbook - 2017

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1.0 Welcome from the Dean/Associate Vice-President Research

It is my distinct honour to serve the faculty, staff, and students of Saint Mary's University as the second full-time Dean of the Faculty, following on the impressive 12 year program-building legacy of my predecessor, Dr. J. Kevin Vessey. Prior to taking on this role, I had spent 17 of my 22 years as a professor here at Saint Mary's University, and can say from direct experience that Saint Mary's has undergone a very impressive expansion of its graduate programs and research activities over these years. Saint Mary's is committed to the pursuit of graduate studies and programs, and to the support of world-class research and scholarship in arts, science and business, at all levels of the University - from individual faculty members, to our excellent support staff, right up to the President's Office.

We are now poised to solidify our place as the most research intensive small university in Canada, with the "small" aspect ensuring we maintain the benefit of a strong sense of community and the accompanying mutual supports - a uniquely Santamarian advantage when it comes to highly research active universities in Canada, making Saint Mary's University a great place to pursue graduate studies! Our professors in the Faculties of Arts, Science and Commerce offer [26 diverse PhD and Masters programs](#) and one graduate diploma. The research-oriented Masters and Doctoral programs span the range of expertise areas of our professors. Beyond that, we capitalize on that expertise of our faculty, and on Saint Mary's tight community connections, to offer high calibre Professional Masters programs through our Sobey School of Business, and through the Faculty of Science with our newest Professional program (the Masters of Computing and Data Analytics).

As we enter the 2017-18 Academic Year, we will be working with Office of the Vice-President Academic and Research to coordinate the review and renewal of the University's [Strategic Research Plan](#) at the same time as our overall [Academic Plan](#) is re-visited. The renewal will let us take stock of the large increases we have seen over the last decade in research funding, graduate student numbers, and number of research projects undertaken - these will let us make clear commitments to the future vision of research direction and support across the University.

An important part of our research support has been through the FGSR's [Office of Innovation and Community Engagement \(OICE\)](#) which - as part of the [Springboard Atlantic program](#) - helps facilitate research relationships between our researchers and communities beyond our campus, as well as aiding in the transfer of technology and other knowledge. Closely connected is our recent leading role in the establishment of the [Change Lab Action Research Initiative \(CLARI\)](#), a multi-organizational network of 5 universities and the Nova Scotia Community College designed to build a trusted network of research expertise that can support individuals and organizations leading change across Nova Scotia. These efforts and supports will remain essential elements of realizing the goals related to target of "[promoting both foundational and community-engaged research](#)" within the President's academic Strategic Initiative of "[Discovery and Innovation within a Learner-Centred Environment](#)".

The purpose of the handbook is to provide a useful reference for new and continuing faculty members on graduate studies and research at Saint Mary's. The information contained within has been compiled from various sources including the 2015-18 Collective Agreement and the 2017-18 Academic Calendar, as well as from policies and procedures of the Faculty of the Graduate Studies and Research, Senate, and other offices and bodies of Saint Mary's University. We have tried to be as accurate as possible in the information provided, however, if there are discrepancies or

inconsistencies between the information provided within this handbook and the original sources, the information in the original sources shall hold precedence.

I hope you find this handbook to be a useful guide. Please do not hesitate to contact the staff in the FGSR for assistance.



[Adam J. Sarty, Ph.D.](#)

Dean, Faculty of Graduate Studies and Research
Associate Vice President, Research

2.0 Who's Who?

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ARTS

MA in Atlantic Canada Studies

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Program Coordinator

MA in Criminology

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Program Coordinator

MA in Geography

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Program Coordinator

MA in History

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Program Coordinator

MA and PhD in International Development Studies

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Program Coordinator

MA in Philosophy

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Program Coordinator

MA in Theology and Religious Studies *(offered jointly with Atlantic School of Theology)*

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MA in Women and Gender Studies *(in collaboration with MSVU)*

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COMMERCE

Applied Economics

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Program Director

EMBA

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Program Director

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EMBA Program Manager

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MBA

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Senior Recruitment & Admissions Officer

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MBA (CPA Stream)

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Master of Finance

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MMCCU & Graduate Diploma in Co-operative Management

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Program Director

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PhD in Business Administration (Management)

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Research Centres

Master of Applied Health Services Research

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Program Coordinator

3.0 Roles and Responsibilities

This section attempts to clarify the roles and responsibilities of individuals (including Faculty members) and offices/bodies of the University relative to Graduate Studies and Research.

Relationships between the Dean of the FGSR/Associate Vice-President Research, the Vice-President (Academic and Research), and the Deans of the Faculties of Arts, Science, and the Sobey School of Business:

Because the FGSR is a pan-University faculty that works in an integrative fashion with the Vice-President, Academic and Research (VPAR), and the Deans of the Faculties of Arts, Science, and the Sobey School of Business (SSB), it is important for all to understand the relationships between these positions.

The VPAR is ultimately responsible for all academic programs (graduate and undergraduate) and the research/scholarly activities of the University. The Dean of the FGSR, as well as the other Deans, report directly to the VPAR.

The VPAR and the Dean of the FGSR work closely together on leading, facilitating and administering the research activities of the University, including strategic research planning. The VPAR has delegated much of the day-to-day administrative responsibilities for the research activities of the University to the Dean of the FGSR, but the VPAR retains ultimate approval/signing authority on many aspects (e.g. ultimate sign-off on many research grant applications).

The Dean of the FGSR is the lead on academic issues for graduate programming in the University, but works closely with the other Deans on these issues. All Graduate Program Coordinators report to the Dean of the FGSR on all graduate academic issues including curriculum, academic programming and student progress/satisfaction. However, per the Collective Agreement with the Saint Mary's University Faculty Union, the Dean of the FGSR does not have authority on teaching assignments (graduate or otherwise) or faculty personnel issues; these responsibilities lie with the relevant Dean of Arts, Science, or the Sobey School of Business, to whom the Faculty member reports (i.e. unless clearly stated otherwise, "Dean" in the Collective Agreement refers to the relevant Dean of Arts, Science, or the Sobey School of Business, not the Dean of the FGSR). Collective Agreement Articles which do involve the Dean of the FGSR include 10.1.10 (f) Appointment of Research Fellows; 13.1.63 Programme Coordinators (as relevant for Graduate Program Coordinators); 14.1.10 Faculty Councils; and 16.6 Research Stipends. Similarly assignment of office and research space falls to the relevant Dean of Arts, Science or the Sobey School of Business, not the Dean of the FGSR (except for some specifically assigned research space on campus - 5960 Inglis Street).

A useful example of "the division of labour" between the Dean of the FGSR and the other Deans can be illustrated in the handling of a graduate student's "issue" about a graduate class. While the student may approach the office of either the Dean of the FGSR or the Faculty of Arts, Science, or SSB to whom the professor of the class is assigned, the Dean of the FGSR will address academic, curriculum, or student conduct issues associated with such an "issue" while the other relevant Dean would address any faculty personnel issues that may be relevant.

While the relationship between the Dean of the FGSR and the other Dean of Arts, Science, or SSB may seem confusing, do not hesitate to approach either one in regard to issues involving

graduate studies or research. The Deans have very good working relationships and will steer you in the right direction to address your issue.

The Dean of the FGSR is mandated by the Senate and the Board of Governors to be the administrative and academic leader of the FGSR. The following officers and staff report to the Dean of the FGSR.

The Associate Dean – Student Affairs assists the Dean of the FGSR in addressing issues related to the learning, progress and well-being of Graduate Students at Saint Mary's University.

The Administrative Assistant to the Dean provides administrative support to the Dean, Associate Dean, the Graduate Studies Officer and the Research Grant Officer. The Administrative Assistant coordinates many of the daily activities in the office.

The Graduate Studies Officer (GSO) oversees the admissions process and administers scholarships and fellowships. The GSO works closely with the Program Assistant, program coordinators/directors, the Registrar's Office and the Financial Services Office in the admission, monitoring and administration of graduate students and their financial accounts.

The Program Assistant is the main point of contact for the FGSR as you enter our office. They assist the Graduate Studies Officer with all aspects of the admissions process and respond to student enquiries.

The Research Grants Officer (RGO) is responsible for all pre-submission issues related to research grant applications and some post-award issues (e.g. some reporting responsibilities to funding agencies). However, while some post-award financial administration falls into the domain of the RGO, Financial Services is the ultimate authority on post-award financial issues.

There are three staff in the Office of Innovation and Community Engagement: the Director, the Industry Liaison Officer and the Coordinator. The mandate of this office is to facilitate research relationships and collaborations between faculty members and external partners [i.e. private-sector, public sector (outside of the public granting agencies) and NGO's], as well as to be a means of transfer of applied research outcomes into the private sector (i.e. knowledge and technical transfer). The office is also a resource in negotiating research contracts, intellectual property agreements, etc. Also see section 9.0 in this Handbook

The Research Ethics Officer reports administratively to the Dean of the FGSR. However, due to the mandatory arms-length relationship between Universities and their REBs, the Officer to the REB works on a day-to-day basis with the Chair of the REB who reports to Senate. Also see section 11.0 in this Handbook.

Committees of the FGSR:

There are five formal Committees of the FGSR. These are the Faculty Council, the FGSR Executive Committee, the Graduate Studies Committee, the Graduate Awards Committee, and the Research Committee. The membership, roles and responsibilities of these committees can be seen in detail at: <http://www.smu.ca/academics/fgsr-committees.html>.

Program Coordinators/Directors:

Program Coordinators/Directors have very important roles in graduate studies at Saint Mary's. They have oversight for the program, chair the respective Program Committee, and they represent each graduate program on the FGSR Graduate Studies Committee. They have key roles in leading the design and administration of graduate programs, and in advising and monitoring graduate students.

Responsibilities of Graduate Program Coordinators/Directors are defined in the 2015-2018 Collective Agreement (see 13.1.60 and 13.1.61) between Saint Mary's University and the Saint Mary's University Faculty Union and include:

- the integration, planning and development of the course offerings which constitute the program;
- the development of the program in consultation with the appropriate Deans and Chairpersons;
- the initiation, formulation and recommendation of academic policies relating to the program;
- the supervision of student progress;
- the advisement of students and the approval of their course selections;
- the dissemination and enforcement of University policies as they affect the program.

Program Coordinators are administratively responsible to the Dean of the FGSR.

Faculty Members of the FGSR:

Your role in research/scholarly activity is vitally important to the University, and for those that have the opportunity within their fields and disciplines, teaching of graduate courses and supervision of graduate student research as well. As these are components of evaluation for promotion and tenure, they are important to you as well in terms of career progress. As you proceed in these roles, you need to be aware of relevant policies and procedures of the University in regard to graduate studies and research. These include, but are not limited to:

- [Conflict of Interest in Research](#)
- [Senate Policy Statement on Integrity in Research and Scholarship](#)
- [Research Agreements Policy](#)
- [Research Ethics](#)
- [Financial Services and Reporting](#)
- [Research Grants - General Policy](#)

Numerous articles in the 2015-18 Collective Agreement between Saint Mary's University and SMUFU apply to graduate teaching and research/scholarly activities. (<http://www.smu.ca/about/collective-agreements.html#d.en.45147>).

The FGSR Faculty Council has adopted the Canadian Association of Graduate Studies' Guiding Principles for Graduate Student Supervision as guiding principles on graduate student supervision for the FGSR at Saint Mary's University. These Guiding Principles can be seen in Section 4.0 of this Handbook, or at: <http://www.smu.ca/webfiles/GuidingPrinciplesforGraduateStudentSupervisioninCanada.pdf>

Thesis Supervisors and Thesis Supervisory Committees:

In research-based graduate programs with a thesis requirement, the thesis supervisor **provides advisement to the student** in the research and thesis development. In optimal circumstances, the supervisor also *mentors* his/her graduate students.

The thesis supervisor may also offer guidance on course selection; however, the program coordinator/director should be considered the authority in this area. Finally, the thesis supervisor also **monitors the student's progress** within his/her program. The thesis supervisor should provide feedback to the student on his/her progress on a regular basis and, if warranted, bring concerns forward to the graduate coordinator/director and the Dean of the FGSR.

The thesis supervisor should meet with the graduate student on a regular basis. The frequency of these meetings varies in accordance to the student's progress in his/her program, but a scheduled meeting at least once a semester is highly recommended.

Graduate Academic Regulation 28 "Evaluation of Thesis/Program Progress" (p. 32 in the [2017-18 Graduate Academic Calendar](#)) indicates that the progress of students in thesis-based programs must be formally evaluated annually. These Supervisors, if not the whole Supervisory Committee (see below), should be involved in this evaluation. Assessment of student progress and actions coming forth from such assessments are as defined in regulations 28 c. and 28 d. of the Graduate Academic Calendar.

In some graduate programs with thesis requirements, aside from the thesis supervisor, a supervisory committee consisting of additional faculty members and, sometimes, relevant experts from outside of Saint Mary's may be constituted to aid in the supervision of the thesis research. The other members of the committee can be seen as "secondary" supervisors who can provide advice and act as sounding boards for various aspects of the thesis research. It is recommended that a scheduled meeting of the supervisory committee and the student is held at least once a year to review progress and make recommendations on the research activities. Members of the supervisory committee usually serve as examiners (but not the external examiner) at the thesis defense (also see section 5.10).

Graduate Students:

Graduate students play special roles in universities. They are students in the traditional sense, but may also have roles as research assistants/collaborators, teaching assistants, and mentors to undergraduate and other graduate students. Many academic committees of the University have positions reserved for graduate students, so they can also have input into the decision making activities of the University.

The prime responsibility of the graduate student is to meet the requirements of their degree program in a timely manner (see Academic Regulation 16 in the 2017-18 *Academic Calendar*)

The graduate student is ultimately responsible for ensuring that:

- a) relevant courses are taken and pre-requisites are met,
- b) research is carried out appropriately, and
- c) all course, program, and University deadlines and outcomes are met.

Although there are many individuals and university offices/bodies that can assist the graduate student in progressing through their program, it is the student who must take ultimate responsibility for ensuring that their degree requirements are met in a timely manner.

Graduate students must register for every semester (including summer) until completion of all requirements for the degree (see Academic Regulation 5 in the 2017-18 Graduate Academic Calendar). This is an active process. Students must register for the appropriate courses and/or thesis/program continuation status on Banner Self Service (<http://selfservice.smu.ca>) every semester until all degree requirements have been met (also see section 5.3. of this Handbook). Students must obtain all required approvals by professors, supervisors, and program coordinators/directors before registering. If a student anticipates that they may have to interrupt their graduate program for any reason, they should talk to their thesis supervisor(s) and program coordinator/director as soon as possible.

In research-based graduate programs, **students should acknowledge the vital role of their thesis supervisor(s)**. Students should maintain communication with their supervisor(s) and, seek and give consideration to their advice. Similarly, students should solicit advice and guidance from their supervisory committee members (where applicable) and from their program coordinator/director.

Graduate students are required to **abide by all policies and procedures of the University**, including, but not limited to, all academic regulations detailed in the Academic Calendar, the Safety Policy (also see section 16.0. of this Handbook), the Freedom of Information/Protection of Privacy Policy, the Policy on the Prevention and Resolution of Harassment and Discrimination, and the Tri-Council Policy on Research Involving Human Subjects (also see section 11.0. of this Handbook).

Of particular importance to all researchers at Saint Mary's is the Senate Policy on Integrity in Research and Scholarly Activity (<http://www.smu.ca/academics/fgsr-current-policies-and-procedures.html>). This Policy identifies the responsibilities of all researchers at Saint Mary's in carrying out research ethically and with integrity. The Policy defines scholarly misconduct and outlines the procedures for investigating allegations of scholarly misconduct. Another policy to become familiar with is on Conflict of Interest in Research. (<http://www.smu.ca/academics/fgsr-current-policies-and-procedures.html>).

4.0 Guiding Principles for Graduate Student Supervision

The following is a copy of a publication of the Canadian Association of Graduate Studies. The document was adopted as guiding principles on graduate student supervision for the Faculty of Graduate Studies and Research at the April 24, 2009 meeting of the FGSR Faculty Council.

Guiding Principles for Graduate Student Supervision

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This document was prepared by a working group composed of the following members of CAGS:

- Dr. J. Kevin Vessey, Dean of Graduate Studies and Research, Saint Mary's University
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The document was approved at the September 13th 2008 Meeting of the CAGS Board of Directors and the October 18th, 2008 Annual General Meeting of CAGS.

A. Introduction

Post-baccalaureate graduate studies are extremely important to the economic and social well being of Canadians and have an ever increasing role in higher education in Canada. Over the 10 year period between 1995 and 2004, graduate student enrollment increased from approximately 113,000 to 149,000 in Canada¹. Graduate studies are not only a life and career enhancing activity for students, but also a vital component of research and scholarship in Canada, important drivers of the nation's productivity and essential for global competitiveness. The role of supervisors and supervisory committees, as well as the relationship between students and their supervisors, are key components affecting the success of research-stream students in their programs.

Superimposed upon the student-supervisor relationship are the roles of supervisory committees, graduate program committees, departmental bodies, and offices of faculties/schools of graduate studies. Further complicating the issue of graduate student supervision is the diversity in supervision culture across the University, where the relationship may range from a very structured "master to apprentice" scenario to a very unstructured, "subtle guide of an independent scholar."

Despite the complexity and diversity surrounding supervision of graduate students, the Canadian Association of Graduate Studies felt it important that guiding principles for graduate student supervision be identified and endorsed at a national level. While many excellent guides on graduate student supervision exist within various graduate handbooks, senate or faculty by-laws, and websites within graduate schools across Canada, these are often highly specific to

individual departments or graduate programs. This document is meant to identify, at a high level, guiding principles which can apply to all graduate supervisors and students. These principles can be a stand-alone resource or a precursor for graduate schools and programs to customize to their particular academic environment. It is also intended that the document be applicable to defining roles and responsibilities of graduate students in the student-supervisor relationship as well as for graduate supervisors and administrators of graduate programs across Canada.

Various documents have been utilized and are cited in the preparation of these guiding principles, but in particular, a document from the University of Western Ontario² has been used as a “template” for many of the principles identified here. The principles are intended mainly for research masters and doctoral programs, though they may have relevance to “professional” graduate programs where the student works with a supervisor.

B. Guiding Principles

1. A Supervisor should be identified in a timely fashion

One of the most important aspects of graduate training is the timely, clear identification of a supervisor for each graduate student. This individual plays a key role in setting the direction of the graduate student’s research. There are wide variations in the practices of finding such a supervisor, and in the timing of when supervisors are normally assigned to students across discipline, research field and graduate programs. In some fields, students are assigned supervisors before they begin their programs (e.g. commonly the case in engineering, the natural sciences, and some fields in the social sciences), while in others, supervisors are normally assigned after one or more semesters. Whatever the norm for the discipline, field or graduate program, procedures for assigning a supervisor in a timely fashion should be in place and should be followed. Such procedures should also be clearly documented and known to students and faculty.

2. Supervisory committees or equivalents should be established early.

In most graduate programs, a supervisory committee (or an equivalent, such as “second reader”) is also assigned to the graduate student. The supervisory committee normally acts as a supplementary resource for graduate students’ research, helps monitor program progress of graduate students, and approves the thesis for defense. Supervisory committees or their equivalent also can play vital roles in managing/mitigating conflict between supervisor and student should it arise. In order to obtain the maximum benefit from such a committee, it should be established as early as possible in the student’s program.

3. Expectations, roles and responsibilities of graduate students and supervisors should be made clear.

The University and/or individual graduate programs should provide guidelines on the roles of the supervisor and the graduate student. Some faculties/schools of graduate studies recommend that a written agreement or “contract” be signed by supervisor and graduate student on such issues. In these cases, it is important that students have informed consent and are not coerced into signing contracts with which they are not in

agreement. Universities should provide workshops for supervisors and graduate students at which the roles of students and supervisors can be discussed.

4. Supervisors should be readily accessible to their students, and regular monitoring and feedback should be ensured.

Graduate study can be a very unfamiliar environment for new graduate students and students who are new to in Canada. Graduate programs tend to be much less structured than undergraduate programs. Also, the rich cultural diversity in our Universities means that the cultural background of graduate students can be quite different from the norms found within the institution. Because of these realities, it is important that supervisors are highly accessible to provide guidance and feedback to graduate students, but particularly to students for whom both graduate programs and Canada are new. Frequent meetings with graduate students at which academic, research and other issues are addressed, progress is reviewed, evaluation is provided, and future activities are identified are extremely important for the success of students. Most graduate programs require a written report on student's progress to be submitted to departmental, school or faculty offices at least once per year. Such formal procedures, while essential, should not preclude more frequent evaluation of student activities and progress on a more informal basis, such as office or lab meetings, email communications and telephone conversations. When supervisors will be absent from the university for extended periods of time (e.g. field seasons; sabbatical leaves), steps need to be taken to ensure continuation of quality supervision during these absences.

5. Student-supervisor relationships should be professional.

The relationship between supervisors and students, however friendly and supportive it may become, should always be academic and professional. Relationships that are at odds with an arm's length criterion (e.g., romantic, sexual, family ties) are unacceptable between supervisors and students. If a substantial conflict of interest arises (e.g., when supervisors develop emotional, financial and/or business arrangements with the student) mechanisms should be in place to initiate a change of supervisor.

6. Intellectual debate and challenge should be encouraged and supported.

Intellectual debate is a fundamental component of university activity. Every effort should be made by both the student and supervisor to recognize and acknowledge that a robust element of academic challenge and questioning is a normal, and indeed, healthy aspect of the student-supervisor relationship.

7. Supervisors should be mentors

Supervisors have responsibilities beyond the academic supervision of research and writing. Although the mentoring role will vary across disciplines, and will depend on the needs of the individual student, supervisors should be responsible for mentoring students in the following areas: development of appropriate professional skills; applications for funding; networking opportunities with colleagues in academia and beyond; assistance with publications; and career development.

8. Issues of intellectual property and authorship should be made clear.

Supervisors are responsible for informing students about university policies that govern intellectual property, and about any specific intellectual property issues that are likely to arise from their research. Even when issues are not clearly defined, it is important that students and supervisors have a discussion and reach an agreement early in their relationship regarding issues including rights of authorship, the order of authorship on multi-authored publications, and ownership of data. It is inappropriate for thesis supervisors to ask students to sign over their intellectual property rights as a condition of pursuing thesis research under their supervision.

9. Conflicts should be resolved at the lowest level possible.

From time to time, conflicts may emerge between the supervisor and the student. Involving more people and higher levels of authority in a conflict can result in exaggeration of the original problem. This makes it harder to resolve and causes more damage to the participants and those around them. Conflicts should be resolved as close as possible to the source of the problem (i.e., at the lowest level of administration). If the student and supervisor cannot find a solution after discussing the problem, they should then involve the supervisory committee or equivalent. If the problem cannot be resolved at the student-supervisor level, it may be dealt with by the program. The University should ensure that appropriate resources (e.g. ombudsperson, equity office) are available to assist. If no satisfactory resolution can be found at the program level, the problem may be referred to the higher administrative levels. All parties should follow procedures congruent with established policies of their universities.

10. Continuity is important in graduate supervision.

The relationship between the student and supervisor is often critical to the student's successful completion of the degree. Continuity of supervision is an integral component of this relationship, since it provides (or should provide) stability, security, an opportunity to establish sufficient mutual knowledge and trust to facilitate effective intellectual debate, and generally an environment that allows optimal focus on the goals of the graduate program. As a consequence, a change in supervisor should be made only for strong and compelling reasons such as a mutually agreed major shift in academic direction of the research, major academic disagreements and/or irreconcilable interpersonal conflicts. It is recognized that some programs may place each new incoming student with an initial or temporary supervisor. In these cases, a subsequent timely change in supervisors, as the student clarifies research interests, is generally a routine matter.

11. Alternative supervision should be available.

Policies and practices should cover situations in which a supervisory relationship cannot be continued, so that the student can continue in the program. These should cover situations beyond the control of the student (e.g. temporary or permanent absence of supervisor), situations that may arise from conflict of interest, and situations that result from personal relations between supervisor and student. Notwithstanding possible delays in time to completion, policies and practices should ensure that a student is not penalized if a change in supervisor is necessary.

12. Students have substantial responsibilities for managing their own graduate education

Students share in the responsibility for the goals that they successfully complete their program, and that it be of high quality. They are responsible for knowing and conforming to the various policies and procedures that may concern academic and research conduct, intellectual property, human subjects, animal welfare, health and safety, as well as degree and program requirements and timelines. They may need to be proactive and take responsibility for ensuring good communication with supervisory committee members, in the meeting of timelines and other program requirements, and in seeking effective advice on academic and other matters. If problems arise in the supervisory relationship, it may be the student who needs to take action and seek advice and remedy from the department or the school. The university, graduate department and supervisor are responsible for providing an appropriate environment for high-quality graduate education, but success is ultimately in the hands of the student. It is therefore essential that universities inform students of their responsibilities, and provide them with the information and support that they need to carry out their responsibilities

C. Conclusion

As noted in these principles, successful supervision of graduate students depends on a healthy and productive relationship between the supervisor and graduate student, within a milieu that involves several other parties and conditions. At the core of successful supervisor-graduate student relationships are mutual respect and professionalism. When combined with clarity on the respective roles of students, supervisors, and others involved in the students education, and information on the policy and procedures relevant to a student's graduate program, these features will serve students, supervisors and the rest of the University community well. Our goal is to ensure the success of graduate students in their programs and in their future endeavours.

D. References

¹Canadian Association of Graduate Studies, 2007. 36th Statistical Report, 1992-2004. CAGS, Ottawa, Canada.

²Faculty of Graduate Studies, University of Western Ontario, 2007. Principles and Guidelines Regarding Graduate Student Supervision.
<http://grad.uwo.ca/supervis/supervis.html>

E. Other Resources

Butterwick, S. and Mullins K., 1996. Research on Graduate Student Supervision: The State of the Art. The Centre for Teaching and Academic Growth, University of British Columbia.

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Canadian Association of Graduate Studies, 2005. A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars. CAGS, Ottawa, Canada.

5.0 Progression through your graduate program

5.1 Getting started

So, you have arrived on campus. Now what? Please refer to the *General Campus Information* section at the end of this Handbook for information on getting around and getting settled.

The first person you should seek out is your program coordinator/director and/or the program manager (contact information is in section 2). They should be able to get you oriented and you can ask them if there is a graduate student handbook specific to your graduate program.

If you have not already done so before arriving on campus, you should activate your Saint Mary's University computer account online at: <https://activate.smu.ca>. You will need your Banner ID which was supplied with your letter of acceptance into your graduate program, and your Banner PIN (initially your birth date in ddmmy format - e.g. 1 December 1993 would be 011293). Once activated, you will be able to access both the "Banner Self-Service" (<http://selfservice.smu.ca>) that enables access to many useful services and personal records (including on-line registration and your timetable) and to SMUport (<http://smuport.smu.ca/>).

PLEASE keep your personal and contact information on Banner Self-Service up-to-date. This information is extremely important in enabling FGSR and others in the University to contact you.

5.2 Academic advising

The 2017-18 Graduate Academic Calendar specifies the requirements for your program and, in some cases, may indicate the recommended sequence of courses and research work to meet the requirements. For graduate programs that assign thesis supervisors early in the graduate program, the supervisor may also provide useful guidance, but the program coordinator should be considered the authoritative source of information for academic advisement.

5.3 Registration

You can register for your courses on-line through the "Banner Self-Service" portal of the Saint Mary's web site. Graduate students are in Registration Category A, and therefore register on-line on or after March 7, 2017. **Before registering, all graduate students must consult and receive approval for their courses from the program coordinator** and in some programs, from their thesis supervisor.

1. You can register by going to <http://selfservice.smu.ca>
2. Select Enter Secure Area
3. Enter your User ID and PIN
4. On the Main Menu select Student
5. Select Registration
6. Select Add or Drop Classes
7. Select the term you wish to register in.
8. Select Class Search
9. Select Subject and click on Course Search
10. The results of your criteria will be displayed on the next page.
11. Select View Sections next to the class you want to register for.
12. Select Register or Add to Worksheet
 - a. Selecting Register automatically registers the course.
 - b. Selecting Add to Worksheet just adds the CRN to the worksheet. You will have to select Submit Changes to register for the course
13. The Current Schedule page will display after you have registered for your courses and under Status will say *Web Registered* for all the classes you are currently enrolled in for that term.
14. Return to Add or Drop Classes to select additional courses in the current term.
15. When you have completed registration for the September-December term, select the January-April term and select your second term courses. This step is essential for full year (XX/YY) courses.

In addition to the courses identified in the Academic Calendar and by your program coordinator, ***students in program-fee based graduate programs must be registered in FGSR9000 for every semester in which they are in their graduate programs.*** This includes the maximum time-for-completion, as well as extension periods (i.e. for students who are granted extensions to their graduate programs).

5.4 Fees: per-course-fee programs and program-fee programs

Depending on your graduate program, you may have tuition fees assigned on either a per-course-fee basis or a program-fee basis.

Per-course fee programs:

- All students in the MBA, MBA-CMA, MBA (CPA Stream) and MMCCU programs.

Fees are based upon the number of courses enrolled within a semester (i.e. on a per-course basis). For details on per-course fees please visit: <http://www.smu.ca/academics/graduate-tuition-fees.html>

Program-fee programs:

- All MA and MSc students
- All students in the EMBA, MAE, MFIN, MTEI and MAHSR programs
- All PhD students

Students in program-fee based programs are charged a fee for their entire program. These fees may be charged once at the outset of the program, or in multiple installments during the program. For details on program fee, see the 2017-18 Fee Tables. <http://www.smu.ca/academics/graduate-tuition-fees.html>

Regardless of whether you are in a per-course or a program-fee based program, fees are assigned to your “student account” accessible through Banner Self-Service.

5.5 Full-time and part-time status

For all students enrolled in the MBA, MBA-CMA, MBA (CPA Stream) or MMCCU programs (i.e. all per-course-fee programs), full-time or part-time status is identified by course load within the term (see Academic Regulation 8 in the 2017-18 Academic Calendar). In general, a student taking at least nine (9) credit hours within a term will be considered full-time for that term while students registered in less than nine (9) credit hours per term will be considered part-time for that term.

For all graduate students other than those identified above (i.e. program-fee-based students), full-time and part-time status is defined as below:

(i) Full-time: a student who is enrolled in a program of study, who makes demands upon the resources of the institution by enrolling in courses, engaging in research, and/or writing a thesis/report under continuing supervision. These students will normally be geographically available to the university, will visit the campus regularly, and will not be engaged in full-time employment (on or off campus) while registered as full-time students (except while undertaking program defined requirements such as co-op work semesters, practica, and internships), and will be in pursuit of their studies as a full-time occupation.

(ii) Full-time Continuing: a student who is enrolled in a full-time program of study who is beyond their minimum time-for-completion (see Regulation 19, below), who makes demands upon the resources of an institution by enrolling in courses, engaging in research, and/or writing a thesis/report under continuing supervision. These students will normally be geographically available to the university, will visit the campus regularly, will not be engaged in full-time employment (on or off campus) and will be in pursuit of their studies as a full-time occupation.

(iii) Part-time: a student who is enrolled part-time in a program of study in an approved graduate degree, certificate, or diploma program. These students will normally be engaged in completing 50% or less of the program requirements per semester.

(iv) Part-time Continuing: a student who is enrolled part-time in a program of study, who has exceeded the minimum time-for-completion of their program (see Regulation 19, below). Note: Part-time Continuing is the normal, default status for students beyond their minimum time-for-completion of their program registered as Thesis Continuation.

Regarding full-time and part-time status of graduate students in program-fee based programs, please note the following important points:

- Graduate students will be designated full-time or part-time status by their program coordinator.
- Following admission and for the duration of the minimum time-for-completion, changes in registration status from full-time to part-time or vice-versa will only be permitted with the permission of the program coordinator and the Dean of the Faculty of Graduate

Studies and Research, and then only when the student's situation changes so as to satisfy the above definitions.

- Only during the minimum time-for-completion of the program will full-time students be eligible for funding from the FGSR. Part-time students are not eligible for funding from the FGSR.
- The normal status for thesis-continuation students is part-time. Under exceptional circumstances, and for a limited period of time, a thesis-continuation student may be identified as full-time. In order for full-time status to apply, students will normally be geographically available to the university, visit the campus regularly, not be engaged in full-time employment (on or off campus) and be in pursuit of their studies as a full-time occupation. Students requesting full-time thesis continuation status are required to complete and sign a disclosure form (see section 7.0 of this handbook) which must be endorsed by the supervisor, authorized by the program coordinator, and submitted to the Faculty of Graduate Studies and Research.

5.6 Receipt of stipends, scholarships or salary payments related to your graduate program:

If you are a recipient of funding to help support your graduate program, congratulations! In this section we are referring to funds directly related to your graduate program, not “outside” sources of funding such as parents, partners, part-time employment, bank/student loans, etc.

Funding to help support your graduate program may come from various sources, including the following:

(i) external scholarships/fellowships (e.g. Tri-Council [NSERC, SSHRC, and CIHR] scholarships; provincial granting agencies such as NSHRF, NSGS; research foundations; individual government agencies and departments; non-governmental agencies, charitable organizations, foreign governments)

(ii) internal “named” scholarships (e.g. the Bernard Kline Memorial Scholarship, John Despard deBlois Scholarship)

(iii) FGSR Graduate Fellowships or Graduate Awards

(iv) fellowships from thesis supervisors' research grants

(v) salary from thesis supervisors' research grants

(vi) salary from departmental teaching assistantships (TAs)

(vii) salary from current employers specifically for pursuing your graduate program.

Categories (i) through (iv) are handled under Paragraph 56(1) (n) of the Canada Revenue Act (see <http://www.cra-arc.gc.ca/tx/tchncl/ncmtx/fls/s1/f2/s1-f2-c3-eng.html>) and are considered “amounts paid or benefits given to persons to enable them to advance their education”.

Students normally receive a T4A slip for income tax purposes associated with income from these categories.

Categories (v) through (vii) are employment salary or wages “for services rendered”. Students should receive a T4 slip for Income Tax purposes associated with income from these categories.

Further characterization of fellowship and scholarship funding categories and payment modes:

- (i) External Scholarships and Fellowships
Payment of funds provided from external scholarships may be handled in two ways.
 - a) The funding agency/organization may deposit the money with Saint Mary’s and the University will oversee its disbursement to you. This is done through deposits to your student account (viewable in Banner Self Service).
 - b) The external granting agency may send the money directly to you, normally in the form of a cheque. If you receive such an award, please inform the FGSR. We would like to recognize your accomplishment and we also like to know about such funding of our students for statistical purposes.
- (ii) Internal “named” scholarships
The origin of the funds for these scholarships may have been from internal or external sources to the University, but Saint Mary’s now holds and administers these funds. Awardees have the scholarship amounts deposited into their student accounts.
- (iii) FGSR Graduate Fellowships or Graduate Awards
These funds are supplied internally from Saint Mary’s and are allocated through the FGSR to the graduate programs. These funds are then allotted to graduate students within the program by the program coordinator/program committee on a merit basis. Awardees have the fellowship/award amount deposited into their student accounts.
- (iv) Fellowships from thesis supervisors’ research grants
These funds are provided by research grants held by the Thesis Supervisor. These funds are only available to students whose supervisors hold such grants and are willing and able to budget such scholarships within the grant.

Graduate students who have been awarded Saint Mary’s administered fellowships and scholarships, as detailed above, will receive their funds (less tuition and associated fees) in three installments at the beginning of each semester, provided they have registered early. Students who have registered by August 11, 2017 may collect their first installment (34% of scholarship less fees) on September 8, 2017. Students who have registered by December 8, 2017 may collect their second installment (33% of scholarship less fees) on January 6, 2018. Students who have registered by April 6, 2018 may collect their third installment (33% of scholarship less fees) on May 4, 2018. MBA students will receive their scholarships in two installments (50% of scholarship less fees) on September 8, 2017 and January 5, 2018, provided they have registered early.

Further characterization of salary funding categories and payment modes:

- (v) Salary from thesis supervisors' research grants
This may seem similar to category (iv) funding above, but an important difference is that the funding is paid as a salary for services rendered *which are not directly related to the student thesis research* (e.g. data analysis for a supervisor's research project which is not a component of the student's thesis research). The student is normally employed as a casual employee by the supervisor's department and is paid through Saint Mary's Payroll Services.
- (vi) Salary from departmental teaching assistantships (TAs)
Some departments hire graduate students as teaching assistants, normally in undergraduate laboratories and classes. These are administered through individual departments and students are paid through Saint Mary's Payroll Services.
- (vii) Salary from current employer for pursuit of a graduate program
Some students attend graduate school under the permission/direction of a current employer, normally as a career development process. Employers may pay for the student to pursue their graduate program as a component of their job. Employers and employees/students negotiate the salary and terms. Saint Mary's has no role in such funding situations; however, the FGSR would appreciate being informed of such employer support for statistical purposes.

5.7 Your program of study and research (extracted/modified from the 2017-18 Academic Calendar):

Students entering with an honours degree (or equivalent) must complete a minimum number of credit hours of course work as defined by the program (see detailed descriptions of programs in the Academic Calendar) and submit an acceptable thesis or major research project (MRP). In some programs, a master's degree or graduate diploma may consist of course-work only and no thesis or MRP (e.g. MSc in Astronomy). The course requirements for such non-thesis programs are described in the detailed description of the program in the Academic Calendar. Courses in all programs must be at the 5000 level or above, but where advisable, courses at the 4000 level may be included in a program, provided that the requirements and outcomes applying to graduate students in such courses are of a graduate standard.

Where required, a student shall submit a thesis on a subject approved by the Program Committee in which research has been conducted under the direction of a supervisor appointed by the appropriate Program Committee. An oral defense in the presence of an Examining Committee appointed by the Program Coordinator and the Dean of the Faculty of Graduate Studies and Research is mandatory. Details on the defense process for each program are available through the FGSR and/or Program Coordinators.

Changes in courses or the thesis topic require the approval of the Program Coordinator.

5.8 Supervision of your thesis research:

All students in programs with a thesis requirement will be assigned a thesis supervisor. The timing of the assignment of a thesis supervisor varies from program to program. In some programs (e.g. MSc in Applied Science), the supervisor is assigned as the student is accepted into the program. In others, some period of time may pass (normally one or two semesters) before a supervisor is appointed. If you start your program without a thesis supervisor, see your program coordinator/director soon after commencing study in your program to clarify how and when your supervisor will be assigned.

In some programs, aside from a thesis supervisor, a supervisory committee of one or several other supervisors may also be constituted. These secondary supervisors are also a resource to you in pursuing your thesis research activity. A meeting with your supervisory committee can be called at any time, but normally a meeting is held at least once a year.

Check with your program coordinator/director and/or the program's graduate handbook (if applicable) if the program has a form to officially identify your thesis supervisor(s). If not, the *Graduate Student's Thesis and Supervisors Identification* available at <http://www.smu.ca/academics/fgsr-current-forms.html> can be used for this purpose.

The relationship between student and thesis supervisor varies between programs and individuals. In some programs and disciplines, the thesis supervisor's role is as a "sounding board" or guide who the student can call upon when they need advice or direction. In other programs and disciplines, the interaction between student and thesis supervisor is more frequent, with the student and supervisor interacting on a daily basis (especially in laboratory settings).

Regardless of the variances in student-supervisor alliances, the following guidelines make for a good working relationship between student and supervisor:

- mutual respect
- open communication
- a good understanding of one another's roles and responsibilities in the pursuit of the research

Aside from these guidelines, students and their supervisors are required to abide by all policies and procedures of the University, including, but not limited to, all academic regulations detailed in the Academic Calendar, the Safety Policy, the Freedom of Information/Protection of Privacy Policy, the Policy on the Prevention and Resolution of Harassment and Discrimination, the Research Integrity Policy, and the Tri-Council Policy of Research Involving Human Subjects (see section 11.0.). All of these regulations and policies are available on the Saint Mary's web site or by contacting the FGSR. Also see section 4.0 of this handbook on Guiding Principles for Graduate Student Supervision.

5.9 Evaluation of Thesis/Program Progress (extracted from Regulation 28 of the 2017-18 Academic Calendar):

A student may be required to provide updates to the supervisor/supervisory committee on the progress of their thesis research. If required, a student will be given a minimum of thirty days

notice to provide an update to the supervisor/supervisory committee. The update will be in the form of a meeting at which the student will present a written report on their research activities/progress, and address questions and comments from the supervisor/supervisory committee on the report and research progress.

The supervisor will prepare a report on the student's progress using the form available from the program or the FGSR (the latter is available at <http://www.smu.ca/academics/fgsr-current-forms.html>). The report must be signed by the student who is free to make comments regarding the report. The report, which will include an evaluation at one of the three assessment levels indicated below, will be sent to the program coordinator for signature and forwarded to the Dean of the Faculty of Graduate Studies and Research. These evaluations become part of the student's record within FGSR, but are not recorded on the student's transcript.

The progress in a student's program can be assessed at three levels:

- Satisfactory
- Unsatisfactory - In need of improvement
- Not Acceptable

The actions coming forth from the assignment of the above assessments are:

- Satisfactory
The student's progress, relevant to the period of time spent pursuing the research, is sufficient in terms of quality and quantity. In the assessment, leeway must be given for problems that may arise in pursuit of research which are beyond the reasonable control of the student. With a "satisfactory" rating, the student is recommended for continuation in their program.
- Unsatisfactory - In need of improvement
Progress is not satisfactory. The student's progress, relevant to the period of time spent pursuing the research, is insufficient in terms of quality and/or quantity. With an "unsatisfactory" rating, the supervisor's report on the progress of the student must include a timeline (minimum of 4 months, maximum of 12 months) identifying outcomes to be met by the student within a specified period. After the specified period, another update will be provided by the student per the procedures identified above. If the expected outcomes have been achieved successfully, a student will be assigned a "satisfactory" rating. If the expected outcomes are not achieved, the supervisor's new report on the student's progress will include an assessment of "Not Acceptable".
- Not Acceptable
If the expected outcomes are not achieved and the supervisor/supervisory committee concludes that the student will not succeed in completing the program, the supervisor/supervisory committee will note the rating of "Not Acceptable" in the supervisor's report which will be forwarded to the program coordinator. The program coordinator will review the case and make an independent recommendation to the Dean of Graduate Studies and Research. Upon the recommendation of the Dean of Graduate Studies and Research, the student will be required to withdraw from their program. Students who have received an evaluation of "Not Acceptable" and have received notice of a requirement to withdraw have up to thirty days to make an appeal in writing to the Senate Committee on Academic Appeals. (NOTE: The supervisor/supervisory committee cannot change a student's assessment directly from a "satisfactory" rating to "Not Acceptable". If a student's progress has been determined to be less than fully

satisfactory, the student must be rated “Unsatisfactory - In need of improvement” and actions taken, as outlined above, before a rating of “Not Acceptable” could be considered).

5.10 The thesis defense

The following regulations, policies and procedures are drawn from the 2017-18 Graduate Academic Calendar and the FGSR Master Thesis and PhD Dissertation Defense Policy and Procedures Document.

For all graduate programs with a thesis requirement, the thesis defense is the culmination of all of the “blood, sweat and tears” that go into researching and preparing the thesis.

Early in preparing the thesis, students should refer to the Library’s guidelines on thesis formatting (<http://www.smu.ca/academics/archives/thesis-forms-procedures.html>).

The thesis defense process is administered at the program coordinator/director level, but with varying levels of aid and oversight by the FGSR for different graduate programs. For example, the FGSR is highly engaged in the defense procedures of all doctoral programs. For details of the procedures within your individual program, see your program coordinator/director.

Remember that progression through a graduate program is ultimately the student’s responsibility. Do not assume that the procedures listed below happen “automatically”. Check with your supervisor, program coordinator, and the FGSR, as applicable, to make sure that things are proceeding as they should.

The following is an attempt to explain the thesis defense process *in general*:

Before the defense:

- The thesis is approved for defense. Once the thesis is complete (or nearly complete), the student is given approval by the supervisor/supervisory committee and/or the program coordinator/director that the thesis can go forward to a defense.

PLEASE NOTE: If your graduate program does not have a form to approve the thesis for defense, students are encouraged to use the FGSR’s *Thesis Defense External Examiner Nomination Form* available at <http://www.smu.ca/academics/fgsr-current-forms.html>.

Coincident with approval for the defense, the examination committee should be identified by the supervisor/supervisory committee and/or the program coordinator/director. The composition of examination committees varies between programs.

- The minimum requirements for the composition of the Examining Committees for Master Theses are:
 - the Thesis Supervisor
 - an examiner who may have been previously involved in the supervision of the student’s thesis research
 - an “external” examiner who has not been previously involved in the supervision of the student’s thesis research; the external examiner must hold a Master’s degree or equivalent. Examples of equivalent status may be a Doctor of Medicine (M.D.), a lawyer (L.L.B.), or

- professional Engineer (P.Eng.) with expertise and research experience in the thesis subject.
 - a neutral Chair (normally the Program Coordinator or the Dean of the FGSR or their delegates)
 - The minimum requirements for the composition of the Examining Committees for PhD Theses/Dissertations are:
 - the Thesis Supervisor
 - two examiners who may have been previously involved in the supervision of the student's thesis research
 - an "external" examiner who has not been previously involved in the supervision of the student's thesis research; the external examiner must hold a PhD, be an expert in the thesis topic, be external to Saint Mary's University, and not be in a conflict of interest with either the PhD candidate or their supervisor.
 - a neutral Chair (normally the Program Coordinator or the Dean of the FGSR or their delegates).
- A thesis defense date is tentatively set and the thesis is distributed to the examiners for review. This should normally occur four to six weeks before the proposed thesis defense date. Examination of a thesis is a time-consuming process and examiners, especially the external, must be given adequate time to review the thesis and prepare a report.
- The defense is organized, the room is booked and the event is advertised.
- Prior to the thesis defense, the external examiner's report is received. PLEASE NOTE: If the external examiner has serious concerns that could bring into question whether the thesis is ready for defense, discussions between the external examiner, the thesis supervisor, the program coordinator/director, and the Dean of the FGSR may result in the defense being postponed or cancelled.
- The title/signature page of the thesis is prepared by the student according to the Library's guidelines, and brought to the defense.

During the defense:

- Attendance at Master Theses defenses:
 - Normally the Candidate must be present in person at the defense. Under exceptional circumstances, the candidate may be given permission to attend the defense by video conferencing (see below).
 - At a minimum the Supervisor, one other member of the Examining Committee, and the neutral Chair must be present in person at the defense.
 - An absent Examiner must, prior to the defense, submit a report on the thesis, provide questions to ask the candidate at the defense, and submit a recommendation on the acceptability of the thesis as a written document. The neutral Chair will ask the questions submitted by the absent Examiner, but the assessment of the quality of the answers will be assessed by the other examiners present at the defense.
- Attendance at PhD Theses/Dissertation defenses:
 - The candidate must be present in person at the defense.

- All members of the Examining Committee as defined in Regulation #16 (d) must be present at the defense. One member of the Examining Committee may be present by two-way video conferencing; all others must be present in person.
- Attendance of Candidates at a Master Theses defenses by video-conferencing:
 - Upon request, and only under exceptional circumstance and with the support of the Examining Committee, a candidate may be given permission by the Coordinator of the Graduate Program to attend the defense by video conference (attendance solely by teleconference is not acceptable).
 - If a Master Thesis candidate is given permission to attend the defense by video-conferencing, the candidate will recognized that attendance by video-conferencing is a privilege and not a right. It is the Candidate's responsibility to ensure that adequate video conferencing technology is in place.
 - Attendance of a candidate by video-conferencing will not be considered grounds for appeal of the outcome of a defense.
 - If a Master Thesis candidate is given permission to attend the defense by video-conferencing, but the video-conferencing technology fails during the defense (the Chair will make the decision on when the technology has failed), the defense will be rescheduled for a later date.
- At the outset of the defense, the chair makes introductions and clarifies the procedures/agenda for the examination.
- The student makes a presentation on their thesis, 25-30 minutes in duration, depending upon the graduate program's guidelines.
- If the questioning is *in camera*, the audience is asked to leave (often questions from the audience are entertained before the audience is dismissed).
- The questioning by the examiners begins. The order of questioners varies between programs. The questioning normally occurs in several "rounds", with each questioner asking several questions in each round.
- Questioning normally lasts anywhere from 1 – 1.5 hours.
- For examinations in which the questioning is public, questions from the audience are normally entertained after the examination committee has completed their questioning.
- After the questioning is complete, the student leaves the room while the examination committee deliberates on the outcome of the defense.
- After deliberations, the candidate is informed of the outcome of the deliberations, and if the outcome is positive, the revisions that are required in order to complete the thesis.
- Normally, the thesis supervisor and other examiners who wish to see the thesis following revisions do not sign the title/signature page of the thesis.

After the defense:

- The student revises the thesis according to the instructions of the examiners and under the supervision of the supervisor.
- Once all revisions are complete and approved by the relevant examiners, those who withheld their signatures at the defense sign the title/signature page.
- Copies of the thesis are prepared and submitted to the FGSR according to the Library's "Binding Procedures" available at: <http://www.smu.ca/academics/archives/thesis-forms-procedures.html>.
- A "Change of Grade Form" for the thesis course must be submitted to the FGSR office by the thesis supervisor or the program coordinator/director.

In April 2013, the FGSR Council passed the “Policy and Procedures on Master Thesis and PhD Dissertation Defenses.” The document is available at <http://www.smu.ca/academics/fgsr-current-policies-and-procedures.html>. The document summarizes/references those Academic Regulations and FGSR Policies/Procedures, as well as addresses additional issues concerning Master Thesis and PhD Dissertation requirements, processes and procedures, including the requirements for attendance (in person and by distance) at defenses.

Thesis Submission / Convocation Deadlines

Please see below for details on the submission of your thesis and for deadlines you need to be aware of.

For final submission of your thesis, FGSR must receive one unbound copy of the thesis, an electronic version in PDF format, the signed title page, and any required forms: (<http://www.smu.ca/academics/archives/thesis-forms-procedures.html>)

Prior to submitting your hard copy, Shane in the FGSR office would be happy to review a PDF version of the thesis to ensure that it meets the formatting guidelines.
(shane.costantino@smu.ca)

Winter Convocation (January)

- The deadline for final submission is the last day the university is open prior to the Christmas break. This date varies year to year and can be found on the HR website (<http://www.smu.ca/about/holiday-schedule.html#d.en.45153>)
- The student should defend at least two weeks prior to the submission deadline to ensure they have adequate time to complete their revisions.
- The External Examiner should receive the thesis one month prior to the defense date*.
 - The External Examiner Nomination Form is available at: <http://www.smu.ca/academics/fgsr-current-forms.html>**.

Spring Convocation (May)

- The deadline for final submission is **May 1**.
- The student should defend no later than mid-April to ensure they have adequate time to complete their revisions.
- The External Examiner should receive the thesis one month prior to the defense date*.
 - The External Examiner Nomination Form is available at: <http://www.smu.ca/academics/fgsr-current-forms.html>**.

Fall Convocation (September)

- The deadline for final submission is **September 1**.
- The student should defend no later than mid-August to ensure they have adequate time to complete their revisions.
- The External Examiner should receive the thesis one month prior to the defense date*.
 - The External Examiner Nomination Form is available at: <http://www.smu.ca/academics/fgsr-current-forms.html>**.

*Receipt of the thesis by this date is absolutely necessary to give the External Examiner adequate time to review and comment on the thesis

** The External Examiner must already have been contacted by the Program Coordinator or Supervisor and have agreed to examine the thesis in the given time frame. If the External Examiner is to attend the defense in person, it is the responsibility of the Program Coordinator/Supervisor to make arrangements for the Examiner's visit.

5.11 Graduating:

To graduate, students must successfully meet all the requirements of their graduate program as defined by the Academic Calendar.

Fall Convocation normally held in October, January Convocation is normally held in late January and the Spring Convocation normally in late May. A student must submit an Application for Graduation the semester before he/she intends to graduate (available from the Registrar's Office and at <http://www.smu.ca/academics/ar-service-centre-forms.html>). For deadlines for applications for graduation and convocation, see section 18 of this Handbook).

For programs with a thesis requirement: Sometimes students underestimate the amount of time required between submitting a thesis for defense and having it examined, defended, revised, and finalized. Students need to be realistic in considering the time needed to complete all requirements; otherwise, meeting the deadlines for graduation can be very stressful.

5.12. Time-for-completion, interruptions, and extensions to programs (extracted/modified from the 2017-18 Academic Calendar):

How long do I have to complete my program?

a. The normal academic year of the FGSR is composed of three 4-month semesters running from September 1 to August 31. Full-time students will normally complete their studies through a series of consecutive 4-month semesters. (e.g., three semesters will constitute 12 months of continuous full-time study; six semesters will constitute 24 months of continuous full-time study).

b. The FGSR has established normal minimum (often referred to as the residency period) and maximum completion times for each program (see following table). Normally, full-time (FT) students will complete their program within the defined time periods. For part-time (PT) students, the minimum period will be double that defined for FT students.

c. If a student (FT or PT) does not complete the program within the minimum period, they must be registered as a FT continuing or a PT continuing student until they complete the program, provided they do not exceed the maximum time for completion of a program.

d. If a student (FT or PT) does not complete their program within the maximum period, they are not entitled to continue their program, unless they have applied for and been granted an extension (see Academic Regulation 20 in the 2017-18 Graduate Calendar

Minimum and Maximum Time-for-Completion of Programs

Minimum and Maximum Time-for-Completion of Graduate Programs				
Graduate Program	Minimum number of years (semesters)		Maximum number of years (semesters)	
	Full-time	Part-time	Full-time	Part-time
MA Atlantic Canada Studies	2 (6)	4 (12)	5 (15)	7 (21)
MA Criminology	2 (6)	4 (12)	5 (15)	7 (21)
MA Geography	2 (6)	4 (12)	5 (15)	7 (21)
MA History	1 (3)	2 (6)	4 (12)	5 (15)
MA International Development Studies (proposed times, pending approval)	1.3 (4)	2.7 (8)	5 (15)	7 (21)
MA Philosophy	1 (3)	2 (6)	4 (12)	5 (15)
MA Theology and Religious Studies	1 (3)	2 (6)	4 (12)	5 (15)
MA Women and Gender Studies	2 (6)	4 (12)	5 (15)	7 (21)
MAEC	1 (3)	2 (6)	4 (12)	5 (15)
MFin	1.2 (3.5)	NA	2.2 (6.5)	NA
EMBA*	2 (6)	NA	2 (6)	NA
MBA	2 (6)	4 (12)	5 (15)	7 (21)
MBA (Accelerated)	1 (3)	2 (6)	4 (12)	5 (15)
MBA – CPA**	NA	3 (9)	NA	6 (18)
MMCCU	NA	3 (9)	NA	5 (15)
Graduate Diploma in Co-operative Management	NA	1.7 (5)	NA	2.7 (8)
M of Technology Entrepreneurship and Innovation	1.3 (4)	NA	2.7 (8)	NA
MSc Astronomy	2 (6)	4 (12)	5 (15)	7 (21)
MSc Applied Psychology	2 (6)	4 (12)	5 (15)	7 (21)
MSc Applied Science	2 (6)	4 (12)	5 (15)	7 (21)
MSc Computing and Data Analytics	1.3 (4)	2.7 (8)	2.7 (8)	5.3 (16)
Master of Applied Health Services Research	2 (6)	4 (12)	5 (15)	7 (21)
PhD Applied Science	3 (9)	NA	7 (21)	NA
PhD Astronomy	4 (12)	8 (24)	7 (21)	10 (30)
PhD Business Administration - Management	3 (9)	NA	6.3 (19)	NA
PhD Industrial & Organizational Psychology	3 (9)	6 (18)	7 (21)	10 (30)
PhD International Development Studies	3 (9)	6 (18)	7 (21)	10 (30)

Time-for-completion for Full-time and Part-time refers to students' status when admitted into programs and applies throughout their programs, regardless if their status changes during the programs.
 *Full-time "lock-step" program with defined courses in a prescribed sequence.
 **Part-time "lock-step" program with defined courses in a prescribed sequence.
 NA = Not Applicable

Interruptions to programs (leave of absence):

In exceptional circumstances, a leave of absence from a graduate program for a period of up to a maximum of one year may be granted. Leaves of Absences can be granted only twice for Master programs and only three times for PhD programs. Requests for a leave of absence (forms available at <http://www.smu.ca/academics/fgsr-current-forms.html>) must be supported by documentation explaining exceptional personal circumstances which would prevent continuation in the program during the period of time for which the leave applies. The decision of the Dean of the Faculty of Graduate Studies and Research is final. If a leave of absence is granted, the student is considered to be inactive in the program during the period of exemption but must pay the appropriate fees as outlined in Section 4 of the Graduate Studies Academic Calendar. Time spent away from one's graduate program while on a leave of absence, does not contribute to the time-for-completion. Students are expected to apply prior to or during the term for which the leave will take place. Students returning from a leave of absence must re-activate their status

by filing an application for Visiting, Upgrading and Reactivation students (forms available at <http://www.smu.ca/academics/fgsr-current-forms.html>). Reactivation of a student's program must be approved by the Program Coordinator and the Dean of the FGSR.

Extensions to graduate programs:

Circumstances may sometimes justify an extension to a student's graduate program beyond the normal maximum time-for-completion identified above. An extension to a graduate program may be considered under any of the following conditions:

- (i) illness, family strife, or unforeseen family responsibilities*
- (ii) pursuit of an employment opportunity which makes a positive contribution to the student's graduate program*
- (iii) unforeseen difficulties in pursuit of the thesis research beyond the control of the student.

*Note: In cases (i) and (ii) above, it is highly preferable that students apply for leave of absences from their programs at the time of the incident/situation.

A student applying for an extension should submit a written request on the appropriate FGSR form (available at <http://www.smu.ca/academics/fgsr-current-forms.html>) to their program coordinator. The request should include a letter of support from the student's supervisor or supervisory committee, together with a letter describing in detail the reason for the requested extension and, where applicable, supporting documentation certifying the facts surrounding the request. After the program coordinator has reviewed and approved the application, it is forwarded to the Faculty of Graduate Studies and Research. The decision of the Dean of Graduate Studies and Research is final and the student will be notified of the decision.

Extension to a program will be for a maximum of one year in length per request. Extensions can be granted only twice for Master programs and only three times for PhD programs. Students at or beyond their normal maximum program period who are denied extensions, will not be able to continue their graduate program. Students who do not complete their program within the maximum number of allowable extensions will not be able to continue their graduate program. Extensions will not be granted retroactively to a student who has failed to register for one or more previous semesters and is beyond their maximum program period.

6.0 Scholarships and Fellowships

Most internal scholarships and fellowships do not require an application. However, check the “Opportunities & Deadlines” window of the FGSR website (<http://fgsr.smu.ca/>) and be alert for messages from your program coordinator for further scholarship and fellowship opportunities.

The FGSR website also provides links to external sites with scholarship opportunities and useful scholarship search engines/databases (<http://www.smu.ca/academics/fgsr-current-scholarships-and-awards.html>).

If you have entered your graduate program with a scholarship from an external major granting agency (e.g. NSERC, SSHRC, CIHR, NSHRF), congratulations! If not, you still may be eligible to apply for a competition if within a defined period of commencing your graduate program.

For information on the Tri-Agency CGS Master Awards see: http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp. For further information on Tri-Agency CGS master awards please contact Heather Taylor (heather.taylor@smu.ca) in the FGSR Office.

For information on scholarships from the *Natural Sciences and Engineering Research Council (NSERC) Doctoral Awards*, see: http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/BellandPostgrad-BelletSuperieures_eng.asp. Contact Heather Taylor (heather.taylor@smu.ca) in the FGSR Office for details on these scholarships.

For SSHRC Doctoral Awards, contact Margaret Schenk (margaret.schenk@smu.ca) in the FGSR Office. Further information can be found at: <http://www.sshrc-crsh.gc.ca/funding-financement/programmes-programmes/fellowships/doctoral-doctorat-eng.aspx>.

For information on scholarships from the *Canadian Institutes for Health Research (CIHR)* at the doctoral level please see: <http://www.cihr-irsc.gc.ca/e/46880.html>. Internally, contact Margaret Schenk (margaret.schenk@smu.ca) in the FGSR Office.

For information on “Scotia Scholars Awards” from the *Nova Scotia Health Research Foundation (NSHRF)*, see <http://www.nshrf.ca/programs-services/programs/research-programs/research-trainee-funding/scotia-scholarships>. The competition for these awards is in the spring. Internally, please contact Heather Taylor (heather.taylor@smu.ca) for further details.

For information on the Nova Scotia Graduate Scholarships (NSGS) at the Master & Doctoral levels see: <http://www.smu.ca/academics/faculty-of-graduate-studies-and-research.html>. For further details on these scholarships please contact Heather Taylor (heather.taylor@smu.ca).

7.0 Commonly Requested Forms – Current Students

The following are forms created and used by the FGSR. Electronic versions of these and other forms are available at: <http://www.smu.ca/academics/fgsr-current-forms.html>.

- Application for Conference Travel Funds
- Application for Differential Fee Waiver
- Application for Full-time Thesis Continuation Status
- Application for Leave of Absence from Graduate Program
- Application for Visiting, Upgrading and Reactivation Students
- External Examiner Nomination Form
- Graduate Program Extension Request
- Graduate Research Hazards Assessment Notification
- International Travel Funds for Graduate Student Thesis Research
- Progress Reports on Student's Graduate Program
- Thesis and Supervisor Identification Form

Individual graduate programs may also provide their students with forms associated with their programs. Please check with your program coordinator/director and/or your graduate program handbook (if applicable) for such forms.

There are also many forms available from the Service Centre (e.g. Application for Graduation; Letter of Permission) available at: <http://www.smu.ca/academics/ar-service-centre-forms.html>.

For graduate students who are traveling on university business whose travel costs are being supported by university funds (e.g. supervisor's research grants, FGSR Conference Travel Award), Travel Advance and Expense Report forms are available from the Financial Services website at: <http://www.smu.ca/about/financial-services-forms.html>

8.0 Research

The Research Grants Officer (RGO) is responsible for all pre-submission issues related to research grant applications this includes assisting with the preparation of grant applications, obtaining official University or Institutional signatures and assuring compliance with University and Tri-Council policies. The RGO is also responsible for some post-award issues (e.g. some reporting responsibilities to funding agencies). However, while some post-award financial administration falls into the domain of the RGO, Financial Services is the ultimate authority on post-award financial issues.

8.1 Researcher Responsibilities

It is important to realize that the researcher is ultimately responsible for grant/contract administration. This includes compliance with University and Tri-Council policies, financial spending, supervision of research personnel and meeting the requirements of the grant or contract. Some important policies are:

8.1.1 [Conflict of Interest in Research](#)

8.1.2 [Policy on Integrity in Research](#)

8.2 Internal Grants

All Internal Grants here <http://www.smu.ca/academics/apply-for-grants.html> under 'Internal Grants'.

In Research Grants Office by deadline.

8.2.1 [Internal Grants for New Faculty](#) – for Faculty in the first year of their full time appointment, value up to \$5,000, deadline October 15, annual Progress Report required.

8.2.2 [Internal Grants for Established Faculty](#) – for established faculty, amount of grant up to \$3000, deadline February 15, annual Progress Report required, may only hold one grant at a time.

8.2.3 [Supplementary International Conference Participation Travel Fund](#) – for faculty presenting papers or posters or acting as invited session Chairs or serving on organizing committees of international conferences, award is in the range of \$500 - \$1,000, faculty may only receive an award every 24 months. Deadline October 15 and March 15.

8.3 External Grants

Provincial

8.3.1 [NSHRF – Nova Scotia Health Research Foundation](#). “NSHRF exists to improve the health of Nova Scotians through health research.”

<http://www.nshrf.ca/>

Tri-Council (Federal)

The grants listed are a sample of the basic science funding opportunities available from the Tri-Council. You are encouraged to check out the web site of the Agency most relevant to your research interests.

8.3.2 [NSERC – Natural Sciences and Engineering Research Council](#). “NSERC is the national instrument for making strategic investments in Canada's capability in science and technology. NSERC supports both basic university research through discovery grants and project research through partnerships among post-secondary institutions, governments and the private sector, as well as the advanced training of highly qualified people.”

Discovery Grants

Letter of Intent (obligatory) due August 1

Full application due November 1

Internal Deadline to Research Grants Officer due October 15

http://www.nserc-crsng.gc.ca/Index_eng.asp

8.3.3 [SSHRC – Social Sciences and Humanities Research Council](#) “The Social Sciences and Humanities Research Council (SSHRC) is the federal agency that promotes and supports university-based research and training in the humanities and social sciences.”

Insight Grants

Full application due October 15

Internal Deadline to Research Grants Officer due October 1

<http://www.sshrc-crsh.gc.ca/home-accueil-eng.aspx>

8.3.4 CIHR – Canadian Institutes of Health Research. “CIHR provides funding opportunities for four themes of health research: Biomedical; Clinical; Health systems services; Social, cultural, environmental and population health.”

Operating Grants – registration required about one month before application due.

<http://www.cihr-irsc.gc.ca/e/193.html>

Please feel free to come and visit the Research Grants Officer, Margaret Schenk (x5186), Margaret.schenk@smu.ca or in the Atrium room 210E. I would be pleased to answer any questions or give you any help that I can. Your research is important to us!

8.4 Tri-Agency Open Access Policy on Publications

Grant recipients are required to ensure that any peer-reviewed journal publications arising from the Agency-supported research are freely accessible within 12 months of publication.

Recipients can do this through one of the following routes:

- Online Repositories: Grant recipients can deposit their final peer-reviewed manuscript into an institutional or disciplinary repository that will make the manuscript freely accessible within 12 months of publication. It is the responsibility of the grant recipient to determine which publishers allow authors to retain copyright and/or allow authors to archive journal publications in accordance with funding agency policies.
- Journals: Grant recipients can publish in a journal that offers immediate open access or that offers open access on its website within 12 months. Some journals require authors to pay article processing charges (APCs) to make manuscripts freely available upon publication. The cost of publishing in open access journals is an eligible expense under the Use of Grant Funds.

For details see: <http://www.science.gc.ca/default.asp?lang=En&n=F6765465-1>

9.0 Office of Innovation and Community Engagement

The Office of Innovation and Community Engagement (OICE) was established in 2005 to facilitate collaborations between University researchers and external partners. The OICE works to build partnerships with the University’s research community, develop value-added solutions for industry and outside organizations, and create opportunities to apply research, commercialize technologies and leverage existing expertise and facilities externally.

9.1 Collaborative Research

The OICE can help with many aspects of your research program in relation to working with Industry or other external partners, for example:

- Identify key industry partners to sponsor research activities;
- Draft and negotiate research agreements on behalf of researchers;
- Contribute to funding proposal content;
- Perform technology assessments to determine commercial potential for inventions;
- Create promotional materials to highlight researcher expertise;
- Guide and manage intellectual property protection;
- Acquire funding for prototype development;

Please also refer to the Research Agreements Policy in Section 13.0 for further details.

9.2 Technology Transfer

Research is one of the very foundations of innovation. Research leads to discovery; discovery fosters invention; inventions nourish innovation. Your work is part of a larger innovation process that spans R&D across the public and private sectors.

Determining how to translate an invention into an innovation that makes a difference in people's lives (economically or socially) is one of the principal reasons offices like the OICE exist. This key concept, that public interest can be served through private rights, has profound implications for the management of innovation, technology transfer, market competition, and economic development in every country, regardless of its economic status. Countries engaged in reforming their R&D and technology transfer efforts often include royalty-sharing provisions for scientists in publicly funded research institutions. This often requires assignment of ownership rights to the institution and a duty to disclose inventions. This should be seen as an incentive to turn inventions into innovations that benefit society. Through the activities of your research program, you may be positioned to facilitate the development of indigenous innovation and traditional knowledge. Your continued interest in your invention's development is important. This will help it reach the marketplace, and especially benefit those who most need it, yet can least afford it.

The commercialization process can be different at each university, but most respect many of the same basic principles. The OICE can help you understand the process and requirements at Saint Mary's, for example:

9.2.1 Disclosure

One of the most important steps in the University's technology transfer processes is the inventor's submission of a confidential invention disclosure form. This document gives the University OICE the information that it needs to start working with you on the commercialization of your technology. Invention disclosure forms typically ask the following questions:

- Who are the inventors?
- What is the invention?
- Who would value the invention?
- Who funded the research?
- What is published and what is unpublished data?
- Are there any likely candidates for licensing?

What inventions should be disclosed?

The definition of 'invention' varies from university to university, as does the disclosure policy. Generally, the technology is an invention if it meets any of the following criteria:

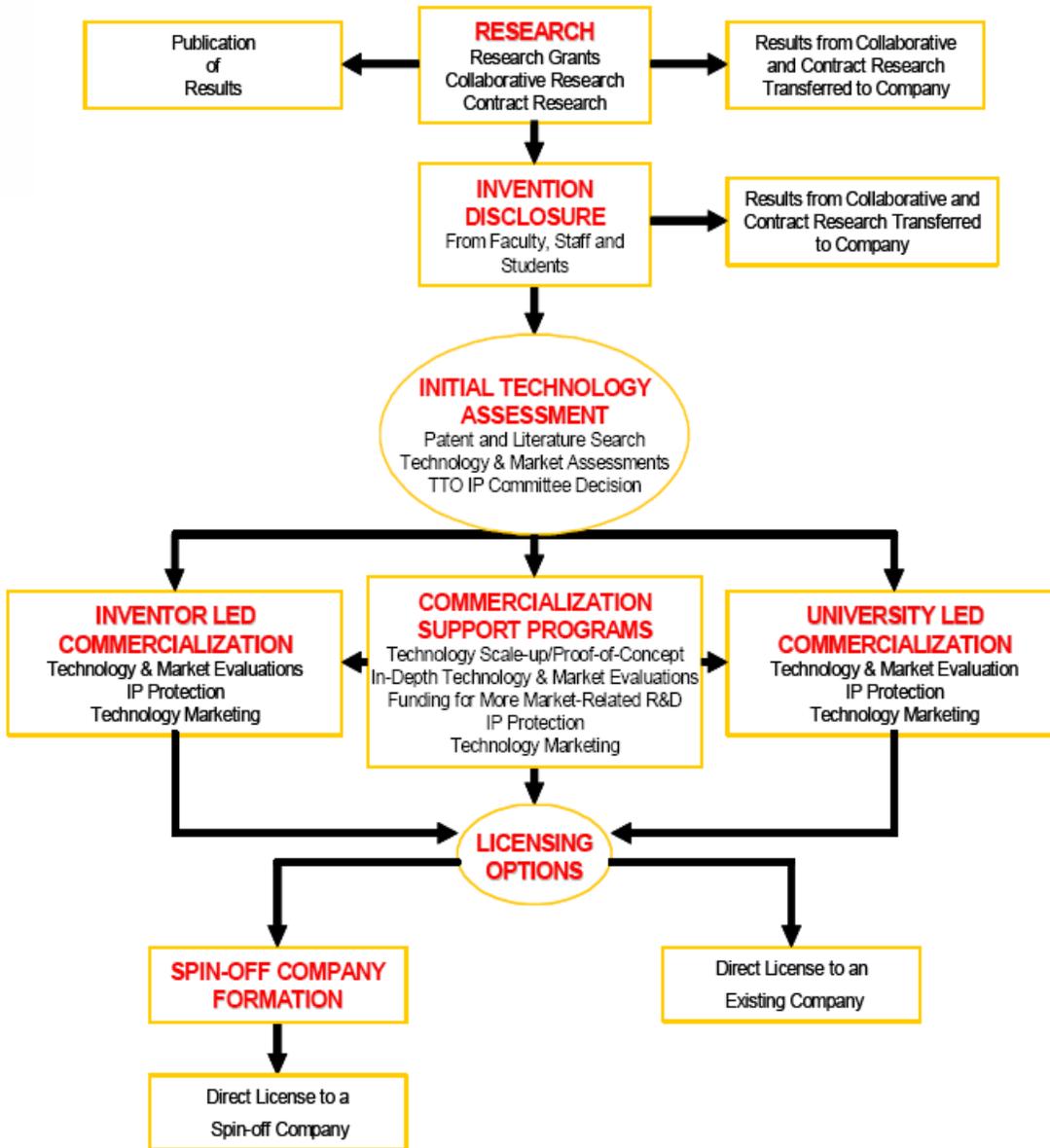
- New and useful art, process, machine, manufacture or composition of matter, or any new and useful improvement in any art, process, machine, manufacture or composition of matter, whether or not patentable.
- Computer software (non-teaching).
- Research data or research tool, including, without limitation, biological material and other tangible research material.
- Proprietary information, know-how or trademark related to any of the foregoing items.

Following your disclosure, the OICE can inform you of the options and resources available, and provide an impartial opinion on the potential for commercialization.

Will The Disclosure Process Interfere With Your Publication Plan?

Saint Mary's will not interfere with a faculty member's right to publish research results. However, you are encouraged to advise the OICE of any plans to disclose or publish a potential invention as soon as possible so appropriate actions can be taken to protect it.

The following is a generalized commercialization process that outlines key steps from research to the transfer of the technology to a new or existing company. The process and services provided can differ significantly between institutions.



9.2.2 Funding Opportunities

Collaborative Research and Technology Transfer activities offer researchers access to a variety of funding programs. An example list can be found at: <http://www.smu.ca/academics/fqsr-ilo-for-researchers.html>

10.0 Academic and research integrity

In graduate school, academic and research integrity must be adhered to the highest standards. As students at the highest levels of academic training and as future leaders in your fields, the importance of learning, adopting and living the tenets of academic and research integrity within graduate school cannot be understated. Wherever you may find yourself in the future, be it in academe, private sector organizations, government departments and agencies, or the not-for-profit sector, all are guided and regulated by codes of ethics, policies, regulations and laws to inform, regulate and enforce integrity in the workplace. Therefore, learning and following the regulations and policies relating to academic and research integrity while at Saint Mary's will not only serve you well here, but also position you well for ethical behavior in your future endeavours.

At Saint Mary's, graduate students are responsible for informing themselves and adhering to policies on two broad areas of integrity: academic and research.

10.1 Academic integrity

Regarding academic integrity, students should familiarize themselves with the Academic Integrity and Student Responsibility section (pages 13-21) of the 2017-18 Graduate Academic Calendar (<http://www.smu.ca/academics/academic-calendar.html>).

The following is extracted from that section of the Calendar:

"An academic community flourishes when its members are committed to these fundamental values:

- 1. HONESTY: An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.*
- 2. TRUST: An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.*
- 3. FAIRNESS: An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.*
- 4. RESPECT: An academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.*
- 5. RESPONSIBILITY: An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing."*

*To adhere to academic integrity within the University, students must familiarize themselves with the Academic Regulations that have been put in place by the Senate of Saint Mary's University. These can be found in Section 2 of the 2017-18 Graduate Academic Calendar. **These Regulations cover everything from registration to submitting theses.** The following is extracted from the introduction of the Academic Regulations section of the Calendar:*

"Academic regulations exist to assist the students in academic matters; to delineate the terms of students' contract with the University; and to maintain the integrity of the University's academic

programs. While regulations enable the system to operate smoothly and effectively, they also facilitate growth, development, and responsibility in students. Saint Mary's makes every effort to ensure that advice on academic matters is available to its students, but in the final analysis it is the students' responsibility to seek such advice.

Students, members of faculty, and administrative officers concerned with academic matters are all expected to be familiar with the rules, regulations, and procedures of the University as published in this Academic Calendar. The University reserves the right to approve academic programs and timetables, and to control access to courses and individual classes. It is the particular responsibility of students to ensure that the courses which they take are appropriate for their academic program, involve no timetable conflicts, and collectively satisfy all the requirements of that program."

While Section 2 of the 2017-18 Graduate Academic Calendar cites all of the University's regulations on academic integrity and the procedures for investigating and acting upon breaches of academic integrity by the University, your professors, thesis supervisors, and the Office of the FSGR are also excellent sources for information and interpretation of these regulations.

While the vast majority of students complete their studies and thesis research without issue, students must be aware that breaches of academic integrity carry penalties up to and including expulsion from the University. However, more important than the threat of penalties to dissuade students from acts of academic dishonesty, all students should strive to conduct themselves in the most honest and responsible manner because in so doing, they are learning ways and means of conducting themselves that will serve them well in their future professional endeavours.

10.2 Research integrity

While the fundamental values referenced above in terms of academic integrity apply to research integrity as well (i.e., personal honesty, mutual trust, fairness, respect and personal accountability), research integrity comes with an additional suite of responsibilities that come from funding and governmental agencies.

All researchers (including graduate students) at Saint Mary's University should be familiar with the two very important policies passed by the University's Senate: (1) Saint Mary's University Policy on Integrity in Research and Scholarship and Procedures for Reporting and Investigating Scholarly Misconduct; and (2) Saint Mary's University Policy on Conflict of Interest in Research.

The following is extracted from the Policy on Integrity in Research and Scholarship:

"The common good of society depends upon the search for knowledge, its free exposition, and the recognition of contributions to, and ownership of, intellectual property. Academic freedom in universities is essential to both these purposes in the teaching function of the university as well as in its scholarship and research. At the same time, academic freedom presupposes the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge. An honest search for knowledge rules out fraud and other research misconduct. Saint Mary's University is committed to promoting and nurturing a culture of integrity in research, and to ensuring that procedures are in place to assist scholars and students in meeting their professional obligations to integrity and to ethical conduct in research.

Saint Mary's University is committed to excellence in scholarly activities and as such is committed to assuring that the highest standards of scholarly integrity are to be understood and practiced. As a scholarly community, the University, and all the individuals that comprise it, have a responsibility to maintain the highest standards of scholarship which include such components as:

- 1. rigorous attention to citing the contributions of others (including students); this may involve joint authorship on publications;*
- 2. using unpublished or published work of others only with permission and with due acknowledgement;*
- 3. respecting the privileged access to information or ideas obtained from confidential manuscripts or applications;*
- 4. respecting the privileged access to information or ideas obtained from duly executed non-disclosure and confidentiality agreements between the University and outside parties;*
- 5. careful planning of research protocols, ensuring that methods of data collection and storage, and methods of analysis are appropriate;*
- 6. using scholarly and scientific rigour and integrity in obtaining, recording and analyzing data, and in reporting and publishing results;*
- 7. proper use of all research resources (funds, equipment and materials, research subjects);*
- 8. revealing to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the individual should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from outside sources;*
- 9. following the regulations of the University and the requirements of granting agencies;*
- 10. appropriately and fairly recognizing the contribution of others from within or beyond the University Community to the creation of intellectual property*
- 11. following the ethical principles relevant to one's own discipline;*
- 12. following Senate-approved policies and procedures of the University's Research Ethics Board and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans;*
- 13. following the policies and procedures defined by the University's Animal Care Committee and consistent with the Canadian Council on Animal Care's Guide to the Care and Use of Experimental Animals;*
- 14. following all other the principles and responsibilities defined in the Tri-Council Policy Statement: Integrity in Research and Scholarship."*

The following is extracted from the Policy on Conflict of Interest in Research:

“The Conflict of Interest in Research Policy (hereafter, referred to as The Policy) is aimed at ensuring and maintaining the public’s confidence in Research carried out by The University, in University Members who conduct or support the Research, and in External Sponsors that fund the Research. In this regard, those University Members, External Sponsors and The University share a responsibility to ensure that the integrity of Research is not compromised by real, perceived or potential Conflicts of Interest.

A University Member shall not participate in a decision, process or activity involving Research at The University that involves Conflict of Interest unless such decision or process has been approved in advance by the Person in Authority [as defined in the Policy] responsible for such decision or process and, if such approval has been given, any terms or conditions made by the Person in Authority regarding such decision or process are fulfilled.”

Aside from these internal policies, all researchers are required to follow regulations and policies of relevant funding and governmental agencies. For example, all researchers at Saint Mary’s are required to follow the Government of Canada’s Tri-Council Funding Agencies’ (i.e., NSERC, SSHRC and CIHR) Responsible Conduct of Research Framework (<http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/>). The Tri-Council’s Framework indicates that breaches of Agencies’ policies include, but are not limited to:

- Fabrication; Falsification; Destruction of research records; Plagiarism; Redundant publications; Invalid authorship; Inadequate acknowledgement; Mismanagement of Conflict of Interest.
- Misrepresentation in an Agency Application or Related Document by:
 - Providing incomplete, inaccurate or false information in a grant or award application;
 - Applying for and/or holding an Agency award when deemed ineligible by NSERC, SSHRC, CIHR . . . for reasons of breach of responsible conduct of research policies;
 - Listing of co-applicants, collaborators or partners without their agreement.
- Mismanagement of Grants or Award Funds
- Breaches of Agency Policies or Requirements for Certain Types of Research: Failing to obtain appropriate approvals, permits or certifications before conducting research activities.

In regard to the last bulleted point above, graduate students who will be using humans as research (i.e. experimental) participants (this includes any involvement of humans, even survey subjects) or will be using animals in their research must follow specific policies and procedures.

10.2.1 What my signature means on Tri-Council Grant applications

Starting in 2012 and per the Government of Canada’s Tri-Council Funding Agencies’ (i.e., NSERC, SSHRC and CIHR) Responsible Conduct of Research Framework (<http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/>), faculty members’ signatures on Tri-Council grant applications now have new meaning regarding research integrity.

Applicants will now be required to sign a CONSENT TO DISCLOSURE OF PERSONAL INFORMATION FORM (available at www.nserc-crsng.gc.ca), which states (italics/bold added for emphasis):

“I understand that maintaining public trust in the integrity of researchers is fundamental to building a knowledge-based society. By submitting any application, by linking my Personal Data Form (Form 100) as a co-applicant to an application, or by accepting funding from the Canadian Institutes of Health Research, NSERC and/or the Social Sciences and Humanities Research Council of Canada, I affirm that I have read and I agree to respect all the policies of these agencies that are relevant to my research, including the Tri-Council Policy Statement: Integrity in Research and Scholarship. ***In cases of a serious breach of agency policy, the agency may publicly disclose my name, the nature of the breach, the institution where I was employed at the time of the breach and the institution where I am currently employed.*** I accept this as a condition of applying for, or receiving, agency funding and I consent to such disclosure.”

10.2.2. Research integrity for research involving human participants

All graduate students and faculty involved in research (funded or unfunded) using humans as research participants must have their research vetted and approved by the Saint Mary's Research Ethics Board (REB; see: <http://www.smu.ca/academic/reb/>). Every publically funded research institution across Canada has an REB which is governed by the Government of Canada's Panel on Research Ethics (PRE; <http://www.pre.ethics.gc.ca/eng/index/>) and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2 (TCPS 2; <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>). Section 11 of this Handbook is entirely dedicated to the policies and procedures around Saint Mary's REB and the TCPS2. Students involved in research using humans as research participants should refer to this section of the Handbook, and more importantly, contact the REB Office. **As of September 1, 2017, the SMU Research Ethics Board (REB) requests that all those who sign Form 1 complete the latest Course on Research Ethics (CORE) and include a printout of the CORE certificates with any new Form 1 application package.** (<http://tcps2core.ca/welcome>).

10.2.3. Research integrity for research involving animals

For students using animals in their research, the ethical use and care of animals is an integral part of research integrity at Saint Mary's University. If thesis research involves the use of live animals, graduate students must receive certification from the Animal Care Committee. The Saint Mary's Animal Care Committee (animalcare@smu.ca) follows the standards (i.e., guidelines and policies) of the Canadian Council on Animal Care (CCAC; <http://www.ccac.ca/en>). Section 12 of this handbook gives more details on the certification process.

11.0 Research Ethics Board (REB) and the Office of Research Ethics

11.1 REB Review and Approval Requirement versus Review Exemption

The REB is a Senate Committee mandated to review and approve per [Article 2.1](#) research protocols that involve human participants unless deemed exempt from review [Article 2.2](#), of the

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, TCPS 2.](#)

The TCPS 2 applies to all faculty, student, staff, funded or unfunded research protocols.

The Policy's online tutorial, the [Course on Research Ethics \(CORE\)](#), is completed by members of the University community. In-house education sessions are provided at the start of each academic term and in addition, tailored in-class sessions may be requested by instructors or students at any time to ethics@smu.ca. Consultation is provided at the Office of Research Ethics.

11.2 Supervisory Responsibilities

- Reviewing and approving the scientific merit of the research and the ethics protocol submission
- Providing the necessary training and supervision to the student researcher throughout the project ensuring that all procedures performed under the research project are conducted in accordance with the *TCPS 2* and relating REB, University, provincial, national and international policies and practices that govern the particular research involving human participants (i.e., compulsory SMU [Graduate Research Hazards Assessment](#) sanction)
- Being familiar with the SMU REB policy on Adverse Events and reporting such event to the REB not later than one business day (Adverse Event Reporting Form)
- Ensuring that any changes to the project, as originally approved, will be submitted to the SMU REB for subsequent approval prior to its implementation (Form 2)
- Submitting an annual renewal request 30 days prior to the approval's expiry (Form 3)
- Submitting a closure request when the research has completed (Form 5)

11.3 Research Ethics Education

There are numerous ways of learning about research ethics and the requirements for submitting an application and managing mid and post study responsibilities throughout the year:

- Familiarizing yourself with the [TCPS 2](#)
- Completing and requesting your students to complete the online [Course on Research Ethics \(CORE\)](#) and obtaining a Certificate of Completion
- Attending one of the [REB education sessions](#) offered at the beginning of each term
- Requesting worthwhile education sessions tailored to your class at ethics@smu.ca
- Applying and circulating aid materials: [“Doing Research Involving Human Participants? A Quick Reference Guide”](#), [“Procedures for Completing Requests for Ethics Review”](#), peer [FAQ's](#) listed on the REB website and reviewing the [“Research Ethics Review and Approval Process”](#) flowchart

11.4 Certificate of Ethical Acceptability/Continuation for Research Involving Humans

In order to obtain a Certificate of Ethical Acceptability/Continuation from the REB; the research must comply with the policies and guidelines of the:

1. [Tri- Council Policy Statement: Ethical Conduct for Research Involving Humans 2 \(TCPS 2\)](#)
2. [Saint Mary's University Senate applicable policies](#)

11.5 Non-compliance

The REB is obligated to report any cases in which a research protocol does not hold a valid Certificate of Ethical Acceptability/Continuation to the Dean of Graduate Studies and Research under the provision of the [Saint Mary's University Policy on Integrity in Research and Scholarship and Procedures for Reporting and Investigating Scholarly Misconduct](#).

11.6 REB Mandatory Initial and Continuing Review Requirements

11.6.1 INITIAL SUBMISSION REQUIREMENTS ([TCPS 2, Chapter 2, B, Chapter 3, Article 3.2](#))

1. [Form 1](#) application or a [Form 1C](#) if the research is already approved by another Canadian REB
2. [Informed Consent](#) Form/Script having involved an available draft [template document](#).
3. Any supporting documents such as invitation letters, interview protocols/questions/scripts, surveys, feedback forms, debriefing forms, advertisements, scales, etc.; as relevant.)

Optional:

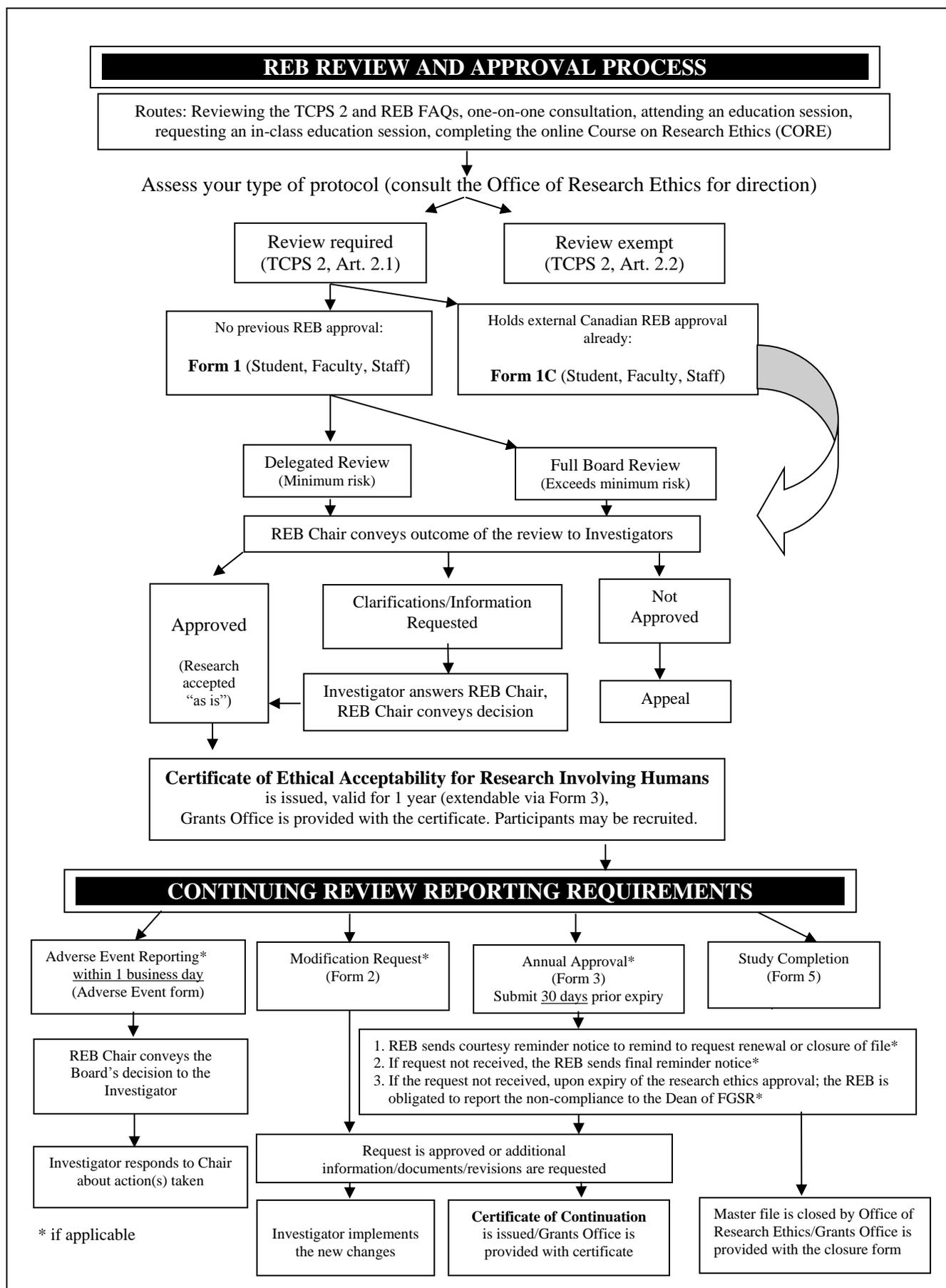
[Form 6](#)- Request for Research Ethics Approval for Undeveloped Project to Facilitate Partial Release of Research Funds (if applicable)

11.6.2 CONTINUING REVIEW REPORTING REQUIREMENTS ([TCPS 2, Article 2.8](#))

- Adverse Events reporting via [Adverse Event form](#) (if applicable)
- Modification requests via [Form 2](#) (if applicable)
- Annual Renewal requests via [Form 3](#) due 30 days prior to approval expiry (if applicable)
- Completion of Research request via [Form 5](#)

The REB anticipates that new learners and existing researcher teams need guidance. For consultation and guidance throughout the lifetime of the study, please contact or visit the Office of Research Ethics (AT 211, 420-5728, ethics@smu.ca).

11.7 REB Initial and Continuing Research Ethics Review Process



12.0 Animal care and research involving the use of animals

If thesis research is to involve the use of live animals, graduate students must receive certification from the Animal Care Committee that the experimental procedures proposed have been approved and that the care and treatment of animals is in accordance with the principles outlined by the Canadian Council on Animal Care (CCAC). An “Animal Use Protocol” form must be completed by the graduate student’s supervisor and is available from the Animal Care Coordinator, Connie Clarke (animalcare@smu.ca). Review and approval of these forms can be time-consuming, so researchers are encouraged to seek approval early. Scientific Peer Review should occur prior to submission of the Animal Use Protocol forms and is the responsibility of the graduate student to provide proof of peer review. If scientific peer review has not occurred, the protocol may be submitted to the Animal Care Coordinator who will assist in coordinating the scientific peer review process. The SMU Animal Care Committee meets four times a year to review submitted protocols, renewals, and amendments. Further information can be obtained from Animal Care Committee Chairperson Dr. Kathy Singfield (kathy.singfield@smu.ca).

The CCAC requires that “all personnel involved with the ethical use of animals in science must be competent and adequately trained in the principles of ethical use and care of animals”.

(Source: CCAC website: http://www.ccac.ca/en/_training)

To be in compliance with these requirements, Saint Mary’s University Animal Care Committee will not approve protocols involving the use of vertebrate or higher invertebrate animals (i.e. squid, octopus, etc.) unless the graduate student has completed the required training. The required training modules are available from the CCAC’s website (http://www.ccac.ca/en/_training). The core stream training modules must be completed, as well as any other modules applicable to the proposed protocols. Evidence of successful completion of the applicable modules should be submitted with the subsequent Saint Mary’s Animal Care Protocol Forms. For a complete list of required forms and documents, please contact Connie Clarke, SMU Animal Care Coordinator (animalcare@smu.ca).

13.0 Research Agreement Policy

The Research Agreement Policy establishes a uniform set of regulations and procedures for the development and administration of all Research Agreements governing research projects conducted at the University which are externally funded. This policy also establishes signing authority, costing and budgeting guidelines, applicability of indirect costs and administrative procedures. A copy of the RAP can be found at:

<http://www.smu.ca/webfiles/ResearchAgreementsPolicy.pdf>

14.0 Intellectual Property Management

As a research scientist or inventor, you need a familiarity not only with general principles of IP policy and strategy but also the practical matters of running a laboratory and collaborating with the licensee of your invention. Fulfilling your role also requires an understanding of Saint Mary’s IP policy. The policy articulates ownership of intellectual property, conflict of interest, the handling of confidential information, and more. Article 15.4 of the Collective Agreement between Saint Mary’s University and Saint Mary’s University Faculty Union (2015-18) (available at: <http://www.smu.ca/administration/hr/collective.html>) addresses any contractual agreements between the University and Faculty Members in regard to IP.

The purpose of the policy is not just to protect your inventions, but also to control technologies and IP assets such as to determine how these can be managed to spur economic growth and contribute to the greater public good. If your institution does not “own” anything, how can it place conditions upon its use? Published information, or research tools provided by a colleague, may be covered by IP rights. This should neither deter nor distract you from good science. An awareness of basic IP management best practices will help you to understand and identify potential IP issues.

In the course of your research, members of your research team (graduate students, post-doctoral fellows and/or laboratory assistants) may create intellectual property (IP) either on their own or in concert with others (e.g. supervisors, other students). They have certain rights to the protection of this IP, both for recognition of their role in its creation and in cases where there may be opportunities for the IP to be commercialized. As a supervisor, you should discuss with your research team very early on, any expectations and the relevant policies and confidentiality considerations concerning authorship on publications, thesis defense process and issues surrounding ownership of intellectual property (this may include patents/licenses). This may result in written agreements or contracts between Saint Mary’s and members of your research team covering these issues.

15.0 Commonly requested forms – Research

(all forms available at: <http://www.smu.ca/academics/apply-for-grants.html>)

- Application for a University Grant in Aid of Research
- Internal Grant for New Faculty
- Grant in Aid of Publication
- Grantee’s Progress Report
- Supplementary Funding for International Conference Participation

16.0 Health and Safety

Health and safety are important to everyone. As members of a large institution involved in research activities with roles of responsibility for others (e.g. as teaching assistants), health and safety have heightened importance.

16.1 Saint Mary’s Safety Policy

Saint Mary’s Safety Policy is available at the University’s Occupational Health and Safety (OH&S) website: <http://www.smu.ca/administration/ohs/welcome.html>. There is also a very useful OH&S brochure, containing the Safety Policy and other useful information available at <http://www.smu.ca/about/ohs-resources.html>. An OH&S Committee (<http://www.smu.ca/about/joint-occupational-ohs-committee.htm>) composed of members from across the University acts as an advisory group on OH&S issues and the University’s OH&S Policy.

The University’s Occupational Health and Safety Program Manager is Valerie Wadman. Ms. Wadman’s contact information is: 420-5658; valerie.wadman@smu.ca.

Because of the nature of risks to which graduate students can be exposed pursuing research in scientific laboratory and field settings, the Faculty of Science has developed a series of documents, guidelines and policies on research activities for their faculty, staff and students. Please contact Connie Clarke (connie.clarke@smu.ca; 491-6446) in the Office of the Dean of Science for further information.

16.2 Supervisors responsibilities towards students in regard to OH&S

Extracted from the University's OH&S Policy:

"All faculty, staff and students are responsible for safe thinking and safe working practices and procedures so as to safeguard their own individual health and well-being as well as that of all colleagues and members of the Saint Mary's community."

The above statement means that we are all responsible for our own safety, as well as the safety of others in the workplace. In the course of our activities we are responsible for bringing safety issues to the attention of our superiors and the right to be properly trained in the use of any hazardous materials or equipment. Please see Section 16.3 below.

For more details on the rights and responsibilities of graduate students on OH&S issues, see the University's Safety Policy, available at: <http://www.smu.ca/administration/ohs/policies.html>.

16.3 Research Activities in Hazardous Settings

Most thesis research is in benign settings; however, some research may expose graduate students to hazardous substances and/or situations. What often comes to mind when people think of hazardous research settings, is the scientific laboratory where hazardous substances may be used. However, research can also take place in hazardous settings, such as in some foreign countries, wilderness settings, or even in times or places in Halifax where safety may be an issue.

As section 16.2 details, University personnel in positions of supervision/responsibility of graduate students are legally responsible for their safety in regard to their approved research activities. That being said, the first step in being able to assess if research involves hazards is a notification from the researcher. With this in mind, *all graduate students involved in thesis research must bring any hazards/risks associated with their proposed or pursued research to the attention of their thesis supervisor(s).*

From the identification of a hazard associated with proposed or pursued thesis research an assessment of the risks associated with the hazard must be completed. The development of a risk management strategy and ongoing monitoring/updating of the risk by the graduate student is required if the research is pursued.

The process involves four steps. The student:

- 1) identifies the hazard;
- 2) assesses the risks associated with the hazard;
- 3) implements a strategy to manage the risk;
- 4) monitors the risks and updates the risk management strategy as necessary.

To aid students and supervisors in this process, please find the *Graduate Research Hazards Assessment* form on the FGSR website (<http://www.smu.ca/academics/fgsr-current-forms.html>). This form can be submitted to the supervisor and/or supervisory committee when the thesis research is presented or discussed.

IMPORTANT: While graduate students are individuals of the age of majority with the right of self-determination, without appropriate assessment and oversight of the graduate student's ability to manage the risks associated with doing research in hazardous settings, the supervisor and the University may be in a position of legal negligence should harm come to the student. With this in mind, **supervisors reserve the right to refuse approval of thesis research proposals when the risks to a graduate student are assessed to be greater than can be reasonably managed. Similarly, the University reserves the right to override the approval of thesis research and/or to recall a graduate student from the field when the risks (anticipated or newly arising) to the graduate student are assessed to be greater than can be reasonably managed.**

16.4 On-Campus Security

Being largely a public access facility with long hours of operation, security at the University can be challenging and needs to be on everyone's mind. *Do not leave lap-tops, wallets, purses, etc. unattended for even short periods of time.* It is amazing how bold and fast criminals can be when an opportunity presents itself.

University Security Services (420-5577) is located on the lower level of the McNally Building (McNally Main 016).

The Emergency contact number is 420-5000. *This is an emergency phone only. Do not call this number if you do not have an emergency.* For general inquiries call 420-5577.

Study and thesis research often result in graduate students being on campus at irregular hours. The University Security Department provides additional services to students, faculty, and staff working after hours on campus. *Graduate students working after hours should notify the University Security Department at 420-5577.* Security staff are then aware of their presence and will frequent the work area during patrols. This service is available to provide those individuals working outside of regular business hours an additional measure of comfort.

University Security, in conjunction with the Saint Mary's University Student Association, provide a *safe drive home program known as 'Husky Patrol'*. There are two vans that operate Sunday to Friday between the times of 6:30 pm to 12:00 midnight. The service has certain conditions and limits to its geographic range. For details, see <https://smusa.ca/services/> or phone 902-496-8755.

Saint Mary's University Security also offers the safe walk program to all members of the University community and visitors. A University Security Officer will provide an escort on the University property. The request can be made by contacting University Security at 902-420-5577. This is a 24 hour, 7 day a week service offered by University Security.

17.0 Information Technology Systems and Support (ITSS)

Information Technology Systems and Support (ITSS) provides the technology and related services to support the teaching, learning, and research of students. Technology is viewed as a basic necessity and spans the campus from the classrooms to residence rooms.

Data communication and Internet services are provided through a network providing students with ready access to wired and wireless connections in all buildings and many outdoor spaces on campus. This network supports over 7,000 student devices in addition to the 1,900 university computers in labs, classrooms, and faculty and administrative offices. As well as the network services, students living in residence are provided with telephone and voice mail services.

Most on-line services are supported by ITSS including SMUport and Self-service. In SMUport, the university's web portal, students can connect with the campus community, and obtain on-line course information through Brightspace. Self-service provides students with on-line course information and registration.

The department supports the classroom learning environment by equipping them with the latest multimedia presentation tools.

Four general access labs, four common computing areas, and several departmental labs across campus hold over 400 workstations. Some general access labs are open 24 hours per day, 7 days a week. In the labs, students and faculty can find a wide range of software for their purposes including statistics, graphics, charting and map drawing, CAD, financial and mathematical applications, and business productivity suites. Labs are also equipped with laser printers, and colour printing is provided through the campus Print Centre.

The University's Evergreen program allows our technology to be replaced on a scheduled basis to keep it current. As a result, all computer lab, classroom and office systems are less than 3 years old. Audio Visual projectors and large TV's or monitors in teaching classrooms are on a 4 year refresh cycle.

Assistance is provided to all students by ITSS in a number of ways. The department maintains documentation on how to use the technology services on campus. Lab assistants are on hand through the day and evening during the academic year to aid students in the labs. ITSS operates two Help Desk locations to provide support in person, by telephone or email.

For further information visit (www.smu.ca/itss), phone (902) 496-8111 or HelpDesk@smu.ca.

18.0 Academic Calendar of Events

Sep 15, 2017 Fall term (September- December)
Jan 12, 2018 Winter term (January-April)

Term Dates

Aug 23, 2017 Summer term ends.
Sep 6, 2017 Classes Begin.
Sep 15, 2017 **Last day to register and/or drop Fall courses with 100% refund.**
Nov 29, 2017 Last day of classes- Fall term.
Dec 16, 2017 Fall term & exam period ends.
Jan 3, 2018 Classes Resume.
Jan 12, 2018 **Last day to register and/or drop Winter courses with 100% refund.**
Apr 4, 2018 Last day of classes - Winter term.
Apr 20, 2018 Winter term & exam period ends.
May 7, 2018 Spring term begins.
Jun 22, 2018 Spring term ends.
Jul 4, 2018 Summer term begins.
Aug 22, 2018 Summer term (Undergraduate) and Graduate Summer Session end.

Final Exam Dates

Nov 30 & Dec 1, 2017 Study days. No classes.
Dec 2, 2017 Start of formal final examinations.
Dec 16, 2017 End of final exams and end of the Winter term.
(Note: Subject to change.)
Apr 5 & 6, 2018 Study days. No classes.
Apr 7, 2018 Start of formal final examinations
Apr 20, 2018 End of final exams and end of the Winter term.
(Note: Subject to change.)

Graduation Dates

Visit smu.ca/graduation for more graduation details.

Sep 29 & 30, 2017 Fall Convocations
Aug 1, 2017 **Last day to apply for Winter Convocation.**
Oct 2, 2017 **Last day to apply for Spring Convocation.**
Jan 19, 2018 Winter Convocation
May 16-18, 2018 Spring Convocations

Holidays

Administrative offices will be closed and no classes/exams will be held on the following holidays, unless otherwise noted:

Aug 7, 2017	Natal Day
Oct 9, 2017	Thanksgiving Day
Nov 10 -14, 2017	Fall Break - No Classes (Admin Offices Open)
Nov 11, 2017	Remembrance Day
Dec 8, 2017	Patronal Feast of the University
Feb 19, 2018	Nova Scotia Heritage Day
Feb 20- Feb 24, 2018	Winter Break - No Classes (Admin. offices open)
Mar 30, 2018	Good Friday
Apr 2, 2018	Easter Monday
May 21, 2018	Victoria Day

19.0 References

2017-18 Academic Calendar, Saint Mary's University
(<http://www.smu.ca/academics/academic-calendar.html>)

A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars, Canadian Association of Graduate Students
(http://www.cags.ca/documents/publications/working/Guide_Intellectual_Property.pdf)

OHS Answers, Bill C-45 - Amendments to the Criminal Code Affecting the Criminal Liability of Organizations, Canadian Centre for Occupational Health and Safety
(<http://www.ccohs.ca/oshanswers/legisl/billc45.html>)

Collective Agreement between Saint Mary's University and Saint Mary's University Faculty Union, 2015-18 (<http://www.smu.ca/administration/hr/collective.html>)

Freedom of Information/Protection of Privacy Policy, Saint Mary's University
(<http://www.smu.ca/administration/foipop/>)

Occupational Health & Safety Orientation Booklet, Saint Mary's University
(<http://www.smu.ca/about/ohs-resources.html>)

Policy on the Prevention and Resolution of Harassment and Discrimination, Saint Mary's University (<http://www.smu.ca/policy/documents/6-2013Harrassment.pdf>)

Policies on Integrity and Research in Scholarship Procedures for Reporting Misconduct, Saint Mary's University
(<http://www.smu.ca/webfiles/SenatePolicyStatementonIntergrityinResearchandScholarship.pdf>)

Safety Policy, Saint Mary's University (<http://www.smu.ca/administration/ohs/policies.html>)

Scholarships, Fellowships, Bursaries, Prizes, Research Grants and Financial Assistance, Canada Revenue Agency Bulletin IT-75R4 (<http://www.cra-arc.gc.ca/tx/tchncl/ncmtx/fls/s1/f2/s1-f2-c3-hstry-eng.html>)

The Tri-Council Policy of Research Involving Human Subjects
(<http://www.smu.ca/academic/reb/tri.html>)