

**FACULTY OF FINE ARTS**

TO: Members, Fine Arts Faculty Council

FROM: Helen Athanassiadis, Secretary, Fine Arts Faculty Council

DATE: October 9<sup>th</sup>, 2015

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Please be advised that the next meeting of Fine Arts Faculty Council will be held on **Friday, October 16, 2015 at 9:30 a.m.** in EV 2-776.

**AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Presentation: School of Graduate Studies' updated and revised Supervision Guidelines by Dr. Brad Nelson, Associate Dean and Cynthia Raso, Post-Doctoral Officer.
4. Approval of the Minutes of the Meeting of September 18, 2015
5. Business arising from the Minutes
6. Chair's Remarks
7. Question Period
8. Appointments (FFAC-2015-07-D1)
9. Academic Affairs
  - 9.1. Report of the Associate Dean, Academic Affairs (FFAC-2015-07-D4)\*
10. Planning and Academic Facilities
  - 10.1. Report of the Associate Dean, Planning and Academic Facilities (FFAC-2015-07-D5)\*
11. Research
  - 11.1. Report of the Associate Dean, Research (FFAC-2015-07-D6)\*
  - 11.2. Presentation: Lynn Hughes, Hexagram Research Institute (11:00 am)
12. Committee Reports
  - 12.1. Board of Governors Report – Haidee Wasson
  - 12.2. Senate Report – Eliza Griffiths
13. Other business
14. Next Meeting – November 13, 2015
15. Adjournment

\* These documents will be distributed at the meeting.

**Concordia University**  
**Minutes of the Meeting of the Meeting of the Faculty of Fine Arts Council**  
**September 18, 2015**  
**9:30 am – 12 pm**

**Present:** R. Duclos (Chair), L. Adams, H. Athanassiadis, B. Bartolome Herrera, L. Caminati, A. Cappelluto, K. Caruso, M. Corwin, C. Cucuzzella, G. Dionne, R. Dunk, C. Hammond, S. Johnston, I. Kraulis, K. Langshaw, E. Little, M. Mitchell, E. Mongerosn, E. Murphy L. Oades, S. Panet-Raymond, J. Potvin, E. Regler, C. Russell, G. Schwartz, E. Simon, M. Sussman, M.J. Thompson, A. Zhao-Djokic

**Regrets:** A. Whitelaw, J.-M. Edwards

**Guest:** J. Taylor, J. Lessard

**1. Call to Order**

Following a Closed Session (9:45 – 10:15 a.m.), the Chair called the meeting to order at 10:15 a.m.

**2. Approval of the Agenda**

**MOTION:** (J. Potvin / M. Corwin)

“that the agenda for the meeting of September 18, 2015 be approved”

**CARRIED**

**3. Approval of the Minutes of the Meeting of May 13, 2015**

**MOTION:** (L. Adams / E. Little)

“that the minutes of the meeting of May 13, 2015 be approved as amended.”

**CARRIED**

**4. Business Arising from the Minutes**

There was no business arising from the minutes.

**5. Chair’s Remarks**

Dean Duclos introduced herself, then presented and thanked the members of the Dean’s Office and of Student Academic Services. Staff members introduced themselves briefly describing their roles. Following the introductions, the Dean expressed her view of the Faculty Council as a forum for discussions and of the members of Council, as her counsel. She used a moment of the Chair’s remarks to reflect on the personal reasons for her return to Concordia as Dean of Fine Arts.

**6. Question Period**

L. Oades enquired about discussing the “Idea Lab”, an initiative that was proposed during the Faculty Council Steering Committee meeting on August 31<sup>st</sup>. The Dean agreed to discuss this under “Other Business”.

C. Russell enquired about a status update on the devolvement of Hexagram and of the resulting Fine Arts Research Facilities (FARF) entity. The Dean reminded Council of Joel Taylor’s presentation on FARF

during the report of the Associate Dean, Planning and Academic Facilities, and the invitation to L. Hughes, B. Simon, and C. Salter to present on the Hexagram Institute at the October Council meeting.

## **7. Appointments (FAFC-2015-06-D1)**

**MOTION:** (L. Oades / E. Little)

“that the appointments to Faculty Council Steering Committee be added to the appointment document (FAFC-2015-06-D1)”

**CARRIED**

**MOTION:** (L. Adams / M. Sussman)

“that the appointments for 2015-16 be ratified as amended.”

**CARRIED**

A discussion ensued regarding the requirements to fill the great number of faculty and university-level committee appointments. H. Athanassiadis was invited to explain how the quota per department is established and the process involved in filling the appointments. Dean Duclos will be looking at the efficiency of the committees and the potential to combine committee activities in order to reduce the demand, make the committees more interesting, and give faculty members a sense of stewardship.

## **8. Academic Affairs**

### **8.1 Report of the Associate Dean, Academic Affairs (FFAC-2015-06-D4)**

Report distributed. Questions/comments may be directed to Mark Sussman at [mark.sussman@concordia.ca](mailto:mark.sussman@concordia.ca)

### **8.2 Curriculum Changes for the Department of Cinema (Dossier: CINE-19) (FFAC-2015-06-D2)**

**MOTION:** (M. Sussman / C. Russell)

“that the CINE-19 curriculum dossier from the Department of Cinema be passed.”

**CARRIED**

### **8.3 Curriculum Changes for the Department of Creative Arts Therapies (Dossier: CATS-22) (FFAC-2015-06-D3)**

**MOTION:** (M. Sussman / E. Little)

“that the CATS-22 curriculum dossier from the Department of Creative Arts Therapies be passed with minor amendments.”

**CARRIED**

### **8.4 Curriculum Changes for the Faculty of Fine Arts (Dossier: FFAR-7) (FFAC-2015-06-D7)**

**MOTION:** (M. Sussman / L. Adams)

“that the FFAR-7 curriculum dossier from the Faculty of Fine Arts be passed.”

**8.5 Curriculum Changes for the Department of Design and Computation Arts (Dossier: DART-13) (FFAC-2015-06-D8)**

**MOTION:** (M. Sussman / A. Cappelluto)

“that the DART-13 curriculum dossier from the Department of Design and Computation Arts be passed.”

**CARRIED**

Jonathan Lessard, lead in game development for the Design and Computation Arts department presented the Minor in Game Design to Faculty Council. The departments expressed great interest in being part of the program and a discussion ensued on the possibility of creating a targeted Fine Arts course list for the electives. Interested parties can send an email to [Jonathan.Lessard@concordia.ca](mailto:Jonathan.Lessard@concordia.ca).

**8.6 Curriculum Changes for the Department of Music (Dossier: MUSI-15) (FFAC-2015-06-D9)**

**MOTION:** (M. Sussman / E. Mongerson)

“that the MUSI-15 curriculum dossier from the Department of Music be passed with minor editorial changes.”

**CARRIED**

**9. Planning and Academic Facilities**

**9.1 Report of the Associate Dean, Planning and Academic Facilities (FFAC-2015-06-D5)**

Report distributed. Questions/comments may be directed to Ana Cappelluto at [ana.cappelluto@concordia.ca](mailto:ana.cappelluto@concordia.ca)

**9.2 Presentation on the Fine Arts Research Facilities: Joel Taylor, Supervisor, Academic and Research Facilities**

Joel Taylor presented on the status of the Fine Arts Research Facilities (FARF) following the devolvement of the infrastructures of the Hexagram Institute. A flyer on the Who, Where, How, and When of FARF was distributed and a discussion ensued. Concerns were expressed about the updating and maintenance of equipment. Associate Dean Cappelluto proposed that the departments put forth a joint capital investment proposal to the treasurer for a faculty-wide service of shared equipment. Dean Duclos asked that the faculty members let it be known that the creation of FARF allows for a more open use of equipment than ever. She announced that J. Taylor and A. Cappelluto would be invited to present again on FARF at a future Faculty Council and that guests from the Hexagram Institute would be presenting on the research clusters at the next Faculty Council meeting of October 16<sup>th</sup>.

## 10. Research

### 10.1 Report of the Associate Dean, Research (FFAC-2015-06-D6)

Report distributed. Questions/comments may be directed to Anne Whitelaw at [anne.whitelaw@concordia.ca](mailto:anne.whitelaw@concordia.ca)

## 11. Committee Reports

### 11.1 Board of Governors Report (none)

### 11.2 Senate Report – R. Dal Farra

Report distributed. Questions/comments may be directed to Ricardo Dal Farra at [ricardo.dalfarra@concordia.ca](mailto:ricardo.dalfarra@concordia.ca)

## 12. Other business

- There is a new Concordia logo that no longer includes the words “university / université”. Renée Dunk was invited to explain the rationale behind the change. The new logo was created as a means to emphasize that Concordia can stand alone as a brand. It is used on the website only with the assumption that users know they are on campus or have arrived to the website via a Google search.
- Cappelluto announced the creation of The Art Consignment Shop. The mezzanine of the Hall Building is being refurbished for the project that will provide Fine Arts students with the opportunity to sell their artwork on campus. The students will take 70% of profits and 30% will go to the shop. Sarah Pupo is the coordinator and positions have been posted for consignment store staff. The launch is scheduled for November 11<sup>th</sup>.
- Dean Duclos announced “Idea Labs”, a new initiative that is being developed in collaboration with department Chairs. The Idea Labs will be a forum to measure the pulse of activity in the faculty; a place where all can come together to discuss projects, research, and productions. The Idea Labs will provide an opportunity for faculty and Deans to engage in an exercise to help identify ways to move forward with regards to the 9 Strategic Directions. The Idea Labs will be hosted throughout different spaces as “5 à 7”. The 1<sup>st</sup> hour will consist of ten 4-minute presentations by faculty, alumni, and special guests. The 2<sup>nd</sup> hour will consist of a moderated discussion. The first Idea Lab is scheduled for October 14<sup>th</sup>, a memo will be sent out by the Dean’s Office.

## 13. Next Meeting – October 16, 2015 at 9:30 a.m.

## 14. Adjournment

**MOTION:** (R. Duclos / A. Cappelluto)  
“that the meeting be adjourned.”

The meeting was adjourned at 12:15 p.m.

Submitted by E. Murphy  
September 24<sup>th</sup>, 2015

**Appointments to be ratified**

**Fine Arts Faculty Council**

Genevieve Angela Baldassarre, FASA Representative – term ending May 31, 2016

Daniel Saenz, FASA Representative – term ending May 31, 2016

**For Council's Information Only**

**Fine Arts Faculty Council**

The membership of the Fine Arts Faculty Council states that only departments with “at minimum four full-time continuing members (tenure track or ETA)” are required to elect/nominate a member in addition to the Chair, to serve on Faculty Council. The department of Contemporary Dance has only three such members. Angélique Willkie is therefore not required to serve and has been removed from the members list.



## GUIDELINES FOR THE SUPERVISION OF MASTER'S STUDENTS

Last Updated – April 23, 2015

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These Guidelines replace the  
Guidelines for Supervisors and Graduate Students  
Approved by the Council of the School of Graduate Studies  
May 6, 1996

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## A. PREAMBLE

These guidelines have been prepared to enhance the contribution of graduate education to the intellectual development and academic success of students and Concordia University (“the University”). The specific roles and responsibilities of all partners in graduate education are congruent with all relevant University policies pertaining to responsible conduct and integrity in research and scholarship.

While it is important to acknowledge that students are partners in the University enterprise, it is equally important to recognize their differential power status, especially as it relates to their supervisors. Some students may feel at risk if they complain or disagree with their supervisors. At the same time, faculty members who are new in their role as advisors need support and mentoring by their peers at the departmental level. Therefore, the onus rests with the department, the supervisors and the student to promote an environment where expectations and concerns are discussed openly.

In addition, the guidelines are meant to encourage units to examine their graduate programs and to specify their own policies and procedures. Each academic unit should have explicitly stated policies and procedures regarding the advising and supervising of students, as well as established means for informing students of procedures and deadlines (e.g., orientation sessions, handbooks) and mechanisms for addressing complaints. For their part, students are responsible for informing themselves of these policies and procedures.

Finally, these Guidelines should be read in conjunction with the [Report of The School of Graduate Studies on the Common Standards and Procedures for Ph.D. Programs](#), the [Thesis Preparation and Thesis Examination Regulations](#), and the [Thesis Regulations](#) in the Graduate Calendar.

## B. CONTEXT

Due to the wide range of research degrees and areas of research, there is considerable variation in the kinds of supervision students require. Broadly speaking, models can range from apprenticeships, in which students receive close supervision on a continuous basis from supervisors, to more autonomous situations in which students are essentially independent researchers, receiving only periodic guidance from supervisors but otherwise assuming most of the responsibility for advancing a program of research. In all cases, students should become increasingly independent over the course of the program of study. Regular consultations and assessments, both formal and informal, between students and supervisors are essential for maximizing the benefits of their collaboration and minimizing misunderstandings.

While it is important to acknowledge the leadership role of supervisors, it is expected that students will share responsibility in maintaining open channels of communication and articulating and realizing their own goals as students and researchers.



## C. GUIDELINES

Graduate supervision should support students in:

- fostering academic integrity and professional standards and ethics;
- navigating the journey through their program with a clear understanding of the appropriate requirements, rules, and procedures, and with any emerging problems handled in a timely fashion;
- learning the essential methodologies, concepts, and culture of their discipline, and performing research of high quality and significance;
- engaging with the wider context of the discipline and the relevant communities of scholars, and preparing for future careers both within and outside academia;
- realizing their full scholarly potential by providing an environment that is supportive and intellectually stimulating.

### 1. Definition of Supervision

#### 1.1. Who can Supervise Students?

Only full-time permanent faculty members holding a terminal degree at Concordia University and who hold the rank of Assistant Professor, Associate Professor, or Professor are eligible to supervise students. Other faculty members who meet the criteria established by the department with which they are affiliated, which usually entail substantial and relevant research accomplishments, may be nominated by the Graduate Program Director to the School of Graduate Studies for approval.

In some cases, such as in the case of Emeritus professors, departments may recommend co-supervision. Co-supervisors must also meet the criteria outlined above, and there should normally be no more than one co-supervisor.

A co-supervisor from another university can be considered provided that a request (with the proposed co-supervisor's CV) is put forward to the Graduate Program Director, who may approve the appointment as a special case. There should be an indication of the means by which meaningful interaction can be maintained. External co-supervisors are expected to follow these supervision guidelines.

For cases of co-supervision that pertains to [Cotutelle](#) and [ALGANT](#) agreements, please refer to their respective guidelines.

#### 1.2. Assigning a Supervisor

The department should be responsible for providing supervision within the disciplinary range of its programs, and in which the student has expressed an interest. Thus, departments should admit only students for whom they can reasonably expect to have the appropriate faculty member as supervisor when needed. That being said; there is no ensured right for a student to have a particular individual as supervisor, moreover, it should be recognized that there may be circumstances when it may prove difficult or impossible for a supervisor to be found for a student. However, it is expected that every

*reasonable* effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department.

For programs in which supervisors are designated in the admission process, each student will have a supervisor *upon registration*. In any case, supervisors should be appointed within the first 12 months of the student's program.

### **1.3. Assigning a Supervisory Committee\***

In addition to having a supervisor, all students should also have a supervisory committee to assist them through their program. The committee should be established early in the student's program with the assistance of the supervisor and the Graduate Program Director. Every effort should be made to maintain the committee throughout student's progress within the program. However, occasions may arise which require changes to be made.

Committee members may continue as members upon retirement provided they are approved by their disciplinary program (or functional equivalent) and continue to meet the criteria established by their graduate program for graduate supervision.

### **1.4. Establishing a Supervisory Committee\***

The committee members should be able to provide expertise that complements and expands on that of the supervisor. They can act as a valuable sounding board for discussions of ideas emerging in the research. Should problems arise with the supervisor, the committee can provide advice, mentoring, and, if necessary, mediation in problem solving. Consequently, thesis supervisory committees are most valuable if they are established as early as feasible in the student's program, provided that the members are chosen carefully, and that both student and committee members are able and willing to interact more frequently than the necessary annual meeting.

Relationships between committee members and students should be Academic. Any personal relationships that alter or affect this academic relationship may constitute a conflict of interest (e.g., familial or intimate relationship, business relationship). Committee members should also strive to recognize and manage potential conflicts of interest amongst themselves. The Graduate Program Director and/or Chair should be informed of potential conflicts of interest. Whenever a conflict of interest arises, examining members should withdraw from the committee. Further information on the roles of the School of Graduate Studies, thesis committee chairs, and thesis examination committees can be found in the [Thesis Preparation and Thesis Examination Regulations](#) and the [Thesis Regulations](#) in the Graduate Calendar.

## **2. Summary of Procedures and Responsibilities**

With regards to the supervision guidelines, roles for the School of Graduate Studies, Faculties, Departments, Programs, Graduate Program Directors, Mentor(s)/Supervisor(s) and Students are as follows:

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\* Sections 1.3 and 1.4 only apply to those Masters programs that currently use Supervisory Committees

### **2.1. School of Graduate Studies**

The School of Graduate Studies is expected to:

- create, revise and implement guidelines, policies and regulations concerning thesis supervision and examinations, as established by the Council of the School of Graduate Studies;
- mediate and arbitrate conflicts arising from the interpretation of the School of Graduate Studies regulations, guidelines, and policies;
- provide counsel on all aspects of the program and any conflict situations that may arise;
- follow the progress of students and stay informed of the student's research activities (Annual Progress Report);
- oversee the thesis examination process (the School Graduate Studies may attend any of the proceedings).

### **2.2. Faculties**

It is recommended that Faculties:

- assess and improve the quality of supervision, and help support new supervisors, e.g., through workshops or mentoring models. Procedures for monitoring the quality of student supervision and for providing constructive feedback for supervisors should be developed;
- recognize that graduate supervision is an integral part of the academic responsibility of an academic unit, and consider it in the allocation of workload along with the teaching of graduate courses;
- establish criteria of excellence in supervision and graduate teaching appropriate to their disciplines, and suitably reward those who meet these criteria, e.g., in decisions concerning tenure and promotion, or merit pay awards.

### **2.3. Departments, Programs and Graduate Program Directors**

The Department/Program, through its Graduate Program Director, plays a central role in the initial matching of supervisor and student. Acceptance of a student into a program carries with it the obligation to provide supervision and/or advice to the student as long as the student remains in good standing in their academic program.

Each Department and Faculty should have written guidelines on the roles, composition and duties of the supervisor and the Supervisory Committee. In programs without supervisory committees, the responsibilities should be included in those of the supervisor.

Departments, Programs and Graduate Program Directors are expected to:

- ensure that department regulations concerning the selection of supervisors are consistent with University requirements, and communicate these regulations to potential supervisors and students;
- monitor the relationship between supervisor and student to help ensure that it remains stable, and refer the student to the Graduate Program Director should problems arise;

- establish procedures ensuring continuity in supervision when a student is separated from a supervisor – for example, when the supervisor takes a sabbatical leave, retires, or changes universities or when the student leaves to complete field work or takes a job before submitting a thesis. No student should be left without supervision for more than two months;
- respond promptly to requests for the replacement of a supervisor or Thesis Supervisory Committee member. The department has a responsibility to review the case in order to secure alternative supervision where appropriate;
- keep all parties aware of the fact that in cases in which research is done in a context of contract research, there may be limitations to public access.

#### **2.4. Graduate Mentor(s)/Supervisor(s)**

Graduate Mentor(s)/Supervisor(s) is/are expected to:

- be knowledgeable in the student's proposed area of research;
- evaluate their student's progress over the course of the graduate program;
- oversee the research undertakings of students by mentoring and directing them on the craft of research scholarship in a manner generally set out through the practices and traditions of their disciplines and academic departments;
- discuss with students the general nature of their working relationship early in the developmental stages of their collaboration to ensure mutually compatible expectations concerning things such as the frequency of meetings, the time lapse between the submission and evaluation of written work, etc.;
- where appropriate, work with the student to establish an appropriate thesis/supervisory committee. How much say students have in choosing committee members varies across graduate units, but ideally both student and supervisor approve of, understand, and are comfortable with the choices;
- establish a realistic timetable for completion of various phases of the program;
- provide timely comments on written material submitted by students, including comments on the advisability of submitting theses for examination;
- be open, honest, and fair with the student when academic performance is not meeting expectations. Although dealing with inadequate academic performance can be difficult, it is in no one's best interests to prolong a program of study when success is unlikely;
- play an active role in seeking to ensure the availability of basic resources required for the research, and for discussing such support/funding issues with the student;
- assist and encourage the wider professional development of the student by means such as: participation in seminars and colloquia attendance and presentation of work at local, national, or international conferences; publication of work in appropriate venues; taking advantage of the numerous offerings provided by the University for professional development, including GradProSkills; helping the student in the transition from degree program to employment, for example, by providing advice on career options, including those outside academe, the state of the job market, how to prepare a CV, and strategies for launching an academic or other professional career; introducing professional colleagues; and assisting in establishing a network of contacts and being willing to write letters of reference and communicate with relevant contacts;
- ensure that the research environment is safe, equitable, and free from harassment and discrimination;

- make appropriate arrangements for students when they go on sabbatical leave or are on extended absence;
- in the event of a conflict in the supervisor-student relationship, to discuss the issues with the student and Graduate Program Director in a timely fashion (see Section E on Conflict Resolution for further information);
- act in a manner that conforms to the basic principles of natural justice, academic integrity and professionalism and to manage, in a similar manner, conflict situations which may arise in the relationship with the student;
- discuss issues regarding publication (including authorship) with their students at an early stage of their program and are encouraged to have a written agreement to protect their own interests and the interests of the student;
- document in writing to the student and Graduate Program Director if they withdraw from supervising a student;
- recognize the unique challenges that international students may encounter upon arrival at Concordia. International students may benefit from additional support, especially in the early stages of their program, as they adjust to a new academic and cultural environment and in some cases to an English-speaking university. Clear and supportive discussion in the initial weeks and months on such issues as supervisor-student expectations and communication, cultural differences in values and expectations, differing styles of feedback, laboratory protocols, and/or academic integrity may be required;
- encourage international students to ask questions to prevent misunderstandings from arising or escalating into significant challenges or conflict. In particular, to ensure that situational and cross cultural factors have been considered in assessing competence and progress, supervisors should encourage students to identify and work on areas that could be a barrier to academic success (for example, issues relating to English as an additional language, academic writing, essential foundational knowledge required for the research program). Effective supervision of international students, in particular students from different cultures, requires attentive and pragmatic mentorship: for example, helping your student establish a social network, encouraging an inclusive environment in your lab/program, and bridging cultural differences in communication and interaction between supervisor and student. International students should be encouraged to reach out to Concordia's [International Students Office](#);
- be attentive to the distinctive needs and challenges of students with care-giving responsibilities. Flexibility and understanding with respect to availability can enable these students to successfully manage their multiple responsibilities;
- work with the student to ensure that all research is conducted in accordance with the [Policy on Intellectual Property \(VPRGS-9\)](#).

## 2.5. Students

Students are expected to:

- inform themselves concerning regulations and standards as specified in the Graduate Calendar and in the relevant documents produced by the program offering the degree and by the School of Graduate Studies;
- be responsible for presenting ongoing work and meeting contractual obligations in a timely fashion and for maintaining regular contact with the supervisor;

- prepare a research plan and timetable for the program of study. A good approach is to work with supervisors or advisors to formulate a timeline for the whole program, noting important milestones and deadlines, such as: establishing a thesis topic; completing a literature review; achieving intermediate research goals; attending conferences; doing seasonal fieldwork; publishing papers; completing the research; analyzing data; and completing drafts of the thesis. Students can usefully revisit this plan at annual committee meetings or more often, and revise it as appropriate;
- where appropriate, work with the supervisor to establish an appropriate thesis/supervisory committee. How much say students have in choosing committee members varies across graduate units, but ideally both student and supervisor approve of, understand, and are comfortable with the choices;
- let the supervisor know how the student can be contacted when they will be unavoidably absent (e.g., due to illness or to attend to family obligations), and inform the supervisor of anything significant that may affect their academic progress or that of others;
- submit draft publication materials based on collaborative research to supervisors before submission for publication;
- maintain open communication with their supervisor or advisor and Graduate Program Director concerning any problem; and in the event of a conflict in the supervisor-student or advisor-student relationship, follow-up with the supervisor and/or Graduate Program Director in a timely fashion;
- seek advice from the supervisor about possible scholarships, workshops, and other professional development opportunities;
- keep the supervisor informed in advance of research collaborations, teaching assistantships and research assistantships.

In circumstances in which a supervisory relationship cannot continue, students may request either an alternate supervisor or an administrative supervisor for purposes of the defence. Said request should be submitted to the Graduate Program Director, who will make a recommendation to the Dean of the School of Graduate Studies. Notwithstanding possible delays in time to completion, every effort should be made by the program, supervisor, etc. so that a student is not penalized if a change in supervisor becomes necessary. Please refer to the [Thesis Preparation and Thesis Examination Regulations](#) for full procedures.

Students who do not have a supervisor when required by their program will be withdrawn from that program. Students may request to be allowed to remain registered in the program after this point for a maximum of four months in order to secure a new supervisor.

#### **D. PROGRESS REPORTING**

All students and their supervisors are responsible for filling out and submitting Annual Progress Reports (APRs) through the Student Information System. APRs are the institutional basis for evaluating a student's progress and are thus invaluable to the Program and the School of Graduate Studies when decisions affecting a student's status are required. Students who fail to submit their APRs will be blocked from registering for courses the following term. Graduate Program Directors are responsible for monitoring all APRs and following up on problems/issues that come to light, as well as communicating with the Associate Dean of Student Affairs in the School of Graduate Studies

when more serious issues arise. Finally, it is highly recommended that Faculties ensure that supervisors submit their reports in a timely manner.

In addition to filling out the annual progress report, it is recommended that the following steps be followed for each student:

1. Students should meet annually with their supervisor(s) in the context of the Annual Progress Report. At the first such meeting, written objectives/expectations for the year should be recorded and documented.
2. Approximately one year later, and every year thereafter, the student and supervisor(s) should meet again to review the progress that has been achieved toward the recorded objectives. Prior to the meeting, the student should record his/her accomplishments and progress for the year. All parties should sign the written objectives/expectations. The Graduate Program Directors may decide to attend the annual meeting, if they think that having a third point of view is necessary or useful. At this same meeting, objectives for the following year should be recorded.
3. In the event that recorded research progress is unsatisfactory, a new set of objectives should be developed for the student at the meeting and recorded. These new, or interim, objectives apply only to the next semester. Evaluation of progress should take place after that semester has concluded.
4. In the case where the student disagrees with the expectations/objectives and/or assessment presented at the meeting, it is his/her responsibility to document the nature of the disagreement and communicate with the Graduate Program Director in order to pursue the matter.
5. Annual Progress Reports are archived in the Student Information System (SIS). All documents pertaining to the annual meetings with the supervisor should be kept in the student's departmental file and uploaded to the SIS.

## E. CONFLICT RESOLUTION

The well-being of students and harmonious relationships with their supervisors and thesis/supervisory committees are important to the University. However, there are occasions in which conflicts arise between a student and the supervisor and/or the thesis/supervisory committee. Problems can arise in many ways, though most involve academic, personal, and/or financial issues. In such cases, the first step must be to try to resolve the conflict or misunderstanding informally. This is more likely to be successful if attended to as early as possible. The supervisor, Graduate Program Director, and student should discuss the problem together. The supervisor should document the discussions and keep a record of any agreements made. In the event of a conflict, the Graduate Program Director should be notified as early as possible.

It is the responsibility of the Graduate Program Director to arrange for consultation and mediation. The Graduate Program Director or the parties involved may request advice and/or mediation assistance from the Faculty Associate Dean of Research and Graduate Studies and/or other appropriate services, such as the School of Graduate Studies and the Ombudsman's Office. The student and supervisor shall not be required to participate in informal resolution against their wishes, especially if either party's behaviour towards the other warrants a complaint under the [Code of Rights and Responsibilities](#).

If informal resolution is unsuccessful or inappropriate, and the Graduate Program Director determines that the student-supervisor relationship is beyond repair, s/he must make a recommendation to the Dean of Graduate Studies to terminate the relationship. The Program/Graduate Program Director must then attempt in good faith to work with the student to find alternative supervision within the department, and will keep the Faculty Associate Dean of Research and the School of Graduate Studies apprised of these efforts.

Where the supervisor has been providing funding to the student, the funding should continue for a period of 30 days (or to the end of the contract if it is within the 30 days) from the date on which the Graduate Program Director informs the School of Graduate Studies that the supervisor-student relationship is beyond repair. Within this 30-day period, students should avoid receiving funding from another supervisor.

## **F. APPENDIX**

References made within the Supervision Guidelines:

[Report of The School of Graduate Studies on the Common Standards and Procedures for Ph.D. Programs](#)

[Thesis Preparation and Thesis Examination Regulations](#)

[Thesis Regulations](#)

[Code of Rights and Responsibilities.](#)

[Policy on Intellectual Property \(VPRGS-9\)](#)

[School of Graduate Studies](#)

[Ombuds Office](#)

[International Students Office](#)





## GUIDELINES FOR THE SUPERVISION OF PhD STUDENTS

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These Guidelines replace the  
Guidelines for Supervisors and Graduate Students  
Approved by the Council of the School of Graduate Studies  
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## A. PREAMBLE

These guidelines have been prepared to enhance the contribution of graduate education to the intellectual development and academic success of students and Concordia University (“the University”). The specific roles and responsibilities of all partners in graduate education are congruent with all relevant University policies pertaining to responsible conduct and integrity in research and scholarship.

While it is important to acknowledge that students are partners in the University enterprise, it is equally important to recognize their differential power status, especially as it relates to their supervisors. Some students may feel at risk if they complain or disagree with their supervisors. At the same time, faculty members who are new in their role as advisors need support and mentoring by their peers at the departmental level. Therefore, the onus rests with the department, the supervisors and the student to promote an environment where expectations and concerns are discussed openly.

In addition, the guidelines are meant to encourage units to examine their graduate programs and to specify their own policies and procedures. Each academic unit should have explicitly stated policies and procedures regarding the advising and supervising of students, as well as established means for informing students of procedures and deadlines (e.g., orientation sessions, handbooks) and mechanisms for addressing complaints. For their part, students are responsible for informing themselves of these policies and procedures.

Finally, these Guidelines should be read in conjunction with the [Report of The School of Graduate Studies on the Common Standards and Procedures for Ph.D. Programs](#), the [Thesis Preparation and Thesis Examination Regulations](#), and the [Thesis Regulations](#) in the Graduate Calendar.

## B. CONTEXT

Due to the wide range of research degrees and areas of research, there is considerable variation in the kinds of supervision students require. Broadly speaking, models can range from apprenticeships, in which students receive close supervision on a continuous basis from supervisors, to more autonomous situations in which students are essentially independent researchers, receiving only periodic guidance from supervisors but otherwise assuming most of the responsibility for advancing a program of research. In all cases, students should become increasingly independent over the course of the program of study. Regular consultations and assessments, both formal and informal, between students and supervisors are essential for maximizing the benefits of their collaboration and minimizing misunderstandings.

While it is important to acknowledge the leadership role of supervisors, it is expected that students will share responsibility in maintaining open channels of communication and articulating and realizing their own goals as students and researchers.

## C. GUIDELINES

Graduate supervision should support students in:

- fostering academic integrity and professional standards and ethics;
- navigating the journey through their program with a clear understanding of the appropriate requirements, rules, and procedures, and with any emerging problems handled in a timely fashion;
- learning the essential methodologies, concepts, and culture of their discipline, and performing research of high quality and significance;
- engaging with the wider context of the discipline and the relevant communities of scholars, and preparing for future careers both within and outside academia;
- realizing their full scholarly potential by providing an environment that is supportive and intellectually stimulating.

### 1. Definition of Supervision

#### 1.1. Who can Supervise Students?

Only full-time permanent faculty members holding a terminal degree at Concordia University and who hold the rank of Assistant Professor, Associate Professor, or Professor are eligible to supervise students. Other faculty members who meet the criteria established by the department with which they are affiliated, which usually entail substantial and relevant research accomplishments, may be nominated by the Graduate Program Director to the School of Graduate Studies for approval.

In some cases, such as in the case of Emeritus professors, departments may recommend co-supervision. Co-supervisors must also meet the criteria outlined above, and there should normally be no more than one co-supervisor.

A co-supervisor from another university can be considered provided that a request (with the proposed co-supervisor's CV) is put forward to the Graduate Program Director, who may approve the appointment as a special case. There should be an indication of the means by which meaningful interaction can be maintained. External co-supervisors are expected to follow these supervision guidelines.

For cases of co-supervision that pertains to [Cotutelle](#) and [ALGANT](#) agreements, please refer to their respective guidelines.

#### 1.2. Assigning a Supervisor

The department should be responsible for providing supervision within a subject area in which it has competent supervisors, and in which the student has expressed an interest. Thus, departments should admit only students for whom they can reasonably expect to have the appropriate faculty member as supervisor when needed. That being said; there is no ensured right for a student to have a particular individual as supervisor, moreover, it should be recognized that there may be circumstances when it may prove difficult or impossible for a supervisor to be found for a student. However, it is expected

that every *reasonable* effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department.

For programs in which supervisors are designated in the admission process, each student will have a supervisor *upon registration*. In any case, supervisors should be appointed within the first 12 months of the student's program.

### **1.3. Assigning a Supervisory Committee**

In addition to having a supervisor, all students should also have a supervisory committee to assist them through their program. The committee should be established early in the student's program with the assistance of the supervisor and the Graduate Program Director. Every effort should be made to maintain the committee throughout student's progress within the program. However, occasions may arise which require changes to be made.

Committee members may continue as members upon retirement provided they are approved by their disciplinary program (or functional equivalent) and continue to meet the criteria established by their graduate program for graduate supervision.

### **1.4. Establishing a Supervisory Committee**

The committee members should be able to provide expertise that complements and expands on that of the supervisor. They can act as a valuable sounding board for discussions of ideas emerging in the research. Should problems arise with the supervisor, the committee can provide advice, mentoring, and, if necessary, mediation in problem solving. Consequently, thesis supervisory committees are most valuable if they are established as early as feasible in the student's program, provided that the members are chosen carefully, and that both student and committee members are able and willing to interact more frequently than the necessary annual meeting.

Relationships between committee members and students should be Academic. Any personal relationships that alter or affect this academic relationship may constitute a conflict of interest (e.g., familial or intimate relationship, business relationship). Committee members should also strive to recognize and manage potential conflicts of interest amongst themselves. The Graduate Program Director and/or Chair should be informed of potential conflicts of interest. Whenever a conflict of interest arises, examining members should withdraw from the committee. Further information on the roles of the School of Graduate Studies, thesis committee chairs, and thesis examination committees can be found in the [Thesis Preparation and Thesis Examination Regulations](#) and the [Thesis Regulations](#) in the Graduate Calendar.

## **2. Summary of Procedures and Responsibilities**

With regards to the supervision guidelines, roles for the School of Graduate Studies, Faculties, Departments, Programs, Graduate Program Directors, Mentor(s)/Supervisor(s) and Students are as follows:

### **2.1. School of Graduate Studies**

The School of Graduate Studies is expected to:

- create, revise and implement guidelines, policies and regulations concerning thesis supervision and examinations, as established by the Council of the School of Graduate Studies;
- mediate and arbitrate conflicts arising from the interpretation of the School of Graduate Studies regulations, guidelines, and policies;
- provide counsel on all aspects of the program and any conflict situations that may arise;
- follow the progress of students and stay informed of the student's research activities (Annual Progress Report);
- oversee the thesis examination process (the School Graduate Studies may attend any of the proceedings).

### **2.2. Faculties**

It is recommended that Faculties:

- assess and improve the quality of supervision, and help support new supervisors, e.g., through workshops or mentoring models. Procedures for monitoring the quality of student supervision and for providing constructive feedback for supervisors should be developed;
- recognize that graduate supervision is an integral part of the academic responsibility of an academic unit, and consider it in the allocation of workload along with the teaching of graduate courses;
- establish criteria of excellence in supervision and graduate teaching appropriate to their disciplines, and suitably reward those who meet these criteria, e.g., in decisions concerning tenure and promotion, or merit pay awards.

### **2.3. Departments, Programs and Graduate Program Directors**

The Department/Program, through its Graduate Program Director, plays a central role in the initial matching of supervisor and student. Acceptance of a student into a program carries with it the obligation to provide supervision and/or advice to the student as long as the student remains in good standing in their academic program.

Each Department and Faculty should have written guidelines on the roles, composition and duties of the supervisor and the Supervisory Committee. In programs without supervisory committees, the responsibilities should be included in those of the supervisor.

Departments, Programs and Graduate Program Directors are expected to:

- ensure that department regulations concerning the selection of supervisors are consistent with University requirements, and communicate these regulations to potential supervisors and students;
- monitor the relationship between supervisor and student to help ensure that it remains stable, and refer the student to the Graduate Program Director should problems arise;

- establish procedures ensuring continuity in supervision when a student is separated from a supervisor – for example, when the supervisor takes a sabbatical leave, retires, or changes universities or when the student leaves to complete field work or takes a job before submitting a thesis. No student should be left without supervision for more than two months;
- respond promptly to requests for the replacement of a supervisor or Thesis Supervisory Committee member. The department has a responsibility to review the case in order to secure alternative supervision where appropriate;
- keep all parties aware of the fact that in cases in which research is done in a context of contract research, there may be limitations to public access.

#### **2.4. Graduate Mentor(s)/Supervisor(s)**

Graduate Mentor(s)/Supervisor(s) is/are expected to:

- be highly qualified in the student's proposed area of research;
- evaluate their student's progress over the course of the graduate program;
- oversee the research undertakings of students by mentoring and directing them on the craft of research scholarship in a manner generally set out through the practices and traditions of their disciplines and academic departments;
- discuss with students the general nature of their working relationship early in the developmental stages of their collaboration to ensure mutually compatible expectations concerning things such as the frequency of meetings, the time lapse between the submission and evaluation of written work, etc.;
- work with the student to establish an appropriate thesis/supervisory committee. How much say students have in choosing committee members varies across graduate units, but ideally both student and supervisor approve of, understand, and are comfortable with the choices;
- establish a realistic timetable for completion of various phases of the program;
- provide timely comments on written material submitted by students, including comments on the advisability of submitting theses for examination;
- be open, honest, and fair with the student when academic performance is not meeting expectations. Although dealing with inadequate academic performance can be difficult, it is in no one's best interests to prolong a program of study when success is unlikely;
- play an active role in seeking to ensure the availability of basic resources required for the research, and for discussing such support/funding issues with the student;
- assist and encourage the wider professional development of the student by means such as: participation in seminars and colloquia attendance and presentation of work at local, national, or international conferences; publication of work in appropriate venues; taking advantage of the numerous offerings provided by the University for professional development, including GradProSkills; helping the student in the transition from degree program to employment, for example, by providing advice on career options, including those outside academe, the state of the job market, how to prepare a CV, and strategies for launching an academic or other professional career; introducing professional colleagues; and assisting in establishing a network of contacts and being willing to write letters of reference and communicate with relevant contacts;
- ensure that the research environment is safe, equitable, and free from harassment and discrimination;
- make appropriate arrangements for students when they go on sabbatical leave or are on extended absence;

- in the event of a conflict in the supervisor-student relationship, to discuss the issues with the student and Graduate Program Director in a timely fashion (see Section E on Conflict Resolution for further information);
- act in a manner that conforms to the basic principles of natural justice, academic integrity and professionalism and to manage, in a similar manner, conflict situations which may arise in the relationship with the student;
- discuss issues regarding publication (including authorship) with their students at an early stage of their program and are encouraged to have a written agreement to protect their own interests and the interests of the student;
- document in writing to the student and Graduate Program Director if they withdraw from supervising a student;
- recognize the unique challenges that international students may encounter upon arrival at Concordia. International students may benefit from additional support, especially in the early stages of their program, as they adjust to a new academic and cultural environment and in some cases to an English-speaking university. Clear and supportive discussion in the initial weeks and months on such issues as supervisor-student expectations and communication, cultural differences in values and expectations, differing styles of feedback, laboratory protocols, and/or academic integrity may be required;
- encourage international students to ask questions to prevent misunderstandings from arising or escalating into significant challenges or conflict. In particular, to ensure that situational and cross cultural factors have been considered in assessing competence and progress, supervisors should encourage students to identify and work on areas that could be a barrier to academic success (for example, issues relating to English as an additional language, academic writing, essential foundational knowledge required for the research program). Effective supervision of international students, in particular students from different cultures, requires attentive and pragmatic mentorship: for example, helping your student establish a social network, encouraging an inclusive environment in your lab/program, and bridging cultural differences in communication and interaction between supervisor and student. International students should be encouraged to reach out to Concordia's [International Students Office](#);
- be attentive to the distinctive needs and challenges of students with care-giving responsibilities. Flexibility and understanding with respect to availability can enable these students to successfully manage their multiple responsibilities;
- work with the student to ensure that all research is conducted in accordance with the [Policy on Intellectual Property \(VPRGS-9\)](#).

## 2.5. Students

Students are expected to:

- inform themselves concerning regulations and standards as specified in the Graduate Calendar and in the relevant documents produced by the program offering the degree and by the School of Graduate Studies;
- be responsible for presenting ongoing work and meeting contractual obligations in a timely fashion and for maintaining regular contact with the supervisor;
- prepare a research plan and timetable for the program of study. A good approach is to work with supervisors or advisors to formulate a timeline for the whole program, noting important milestones and deadlines, such as: establishing a thesis topic; completing a literature review;

achieving intermediate research goals; attending conferences; doing seasonal fieldwork; publishing papers; completing the research; analyzing data; and completing drafts of the thesis. Students can usefully revisit this plan at annual committee meetings or more often, and revise it as appropriate;

- work with the supervisor to establish an appropriate thesis/supervisory committee. How much say students have in choosing committee members varies across graduate units, but ideally both student and supervisor approve of, understand, and are comfortable with the choices;
- let the supervisor know how the student can be contacted when they will be unavoidably absent (e.g., due to illness or to attend to family obligations), and inform the supervisor of anything significant that may affect their academic progress or that of others;
- submit draft publication materials based on collaborative research to supervisors before submission for publication;
- maintain open communication with their supervisor or advisor and Graduate Program Director concerning any problem; and in the event of a conflict in the supervisor-student or advisor-student relationship, follow-up with the supervisor and/or Graduate Program Director in a timely fashion;
- seek advice from the supervisor about possible scholarships, workshops, and other professional development opportunities;
- keep the supervisor informed in advance of research collaborations, teaching assistantships and research assistantships.

In circumstances in which a supervisory relationship cannot continue, students may request either an alternate supervisor or an administrative supervisor for purposes of the defence. Said request should be submitted to the Graduate Program Director, who will make a recommendation to the Dean of the School of Graduate Studies. Notwithstanding possible delays in time to completion, every effort should be made by the program, supervisor, etc. so that a student is not penalized if a change in supervisor becomes necessary. Please refer to the [Thesis Preparation and Thesis Examination Regulations](#) for full procedures.

Students who do not have a supervisor when required by their program will be withdrawn from that program. Students may request to be allowed to remain registered in the program after this point for a maximum of four months in order to secure a new supervisor.

#### **D. PROGRESS REPORTING**

All students and their supervisors are responsible for filling out and submitting Annual Progress Reports (APRs) through the Student Information System. APRs are the institutional basis for evaluating a student's progress and are thus invaluable to the Program and the School of Graduate Studies when decisions affecting a student's status are required. Students who fail to submit their APRs will be blocked from registering for courses the following term. Graduate Program Directors are responsible for monitoring all APRs and following up on problems/issues that come to light, as well as communicating with the Associate Dean of Student Affairs in the School of Graduate Studies when more serious issues arise. Finally, it is highly recommended that Faculties ensure that supervisors submit their reports in a timely manner.



In addition to filling out the annual progress report, it is recommended that the following steps be followed for each student:

1. Students should meet annually with their supervisor(s) in the context of the Annual Progress Report. At the first such meeting, written objectives/expectations for the year should be recorded and documented.
2. Approximately one year later, and every year thereafter, the student and supervisor(s) should meet again to review the progress that has been achieved toward the recorded objectives. Prior to the meeting, the student should record his/her accomplishments and progress for the year. All parties should sign the written objectives/expectations. The Graduate Program Directors may decide to attend the annual meeting, if they think that having a third point of view is necessary or useful. At this same meeting, objectives for the following year should be recorded.
3. In the event that recorded research progress is unsatisfactory, a new set of objectives should be developed for the student at the meeting and recorded. These new, or interim, objectives apply only to the next semester. Evaluation of progress should take place after that semester has concluded.
4. In the case where the student disagrees with the expectations/objectives and/or assessment presented at the meeting, it is his/her responsibility to document the nature of the disagreement and communicate with the Graduate Program Director in order to pursue the matter.
5. Annual Progress Reports are archived in the Student Information System (SIS). All documents pertaining to the annual meetings with the supervisor should be kept in the student's departmental file and uploaded to the SIS.

## E. CONFLICT RESOLUTION

The well-being of students and harmonious relationships with their supervisors and thesis/supervisory committees are important to the University. However, there are occasions in which conflicts arise between a student and the supervisor and/or the thesis/supervisory committee. Problems can arise in many ways, though most involve academic, personal, and/or financial issues. In such cases, the first step must be to try to resolve the conflict or misunderstanding informally. This is more likely to be successful if attended to as early as possible. The supervisor, thesis/supervisory committee, and student should discuss the problem together. The supervisor should document the discussions and keep a record of any agreements made. In the event of a conflict, the Graduate Program Director should be notified as early as possible.

It is the responsibility of the Graduate Program Director to arrange for consultation and mediation. The Graduate Program Director or the parties involved may request advice and/or mediation assistance from the Faculty Associate Dean of Research and Graduate Studies and/or other appropriate services, such as the School of Graduate Studies and the Ombudsman's Office. The student and supervisor shall not be required to participate in informal resolution against their wishes, especially if either party's behaviour towards the other warrants a complaint under the [Code of Rights and Responsibilities](#).

If informal resolution is unsuccessful or inappropriate, and the Graduate Program Director determines that the student-supervisor relationship is beyond repair, s/he must make a

recommendation to the Dean of Graduate Studies to terminate the relationship. The Program/ Graduate Program Director must then attempt in good faith to work with the student to find alternative supervision within the department, and will keep the Faculty Associate Dean of Research and the School of Graduate Studies apprised of these efforts.

Where the supervisor has been providing funding to the student, the funding should continue for a period of 30 days (or to the end of the contract if it is within the 30 days) from the date on which the Graduate Program Director informs the School of Graduate Studies that the supervisor-student relationship is beyond repair. Within this 30-day period, students should avoid receiving funding from another supervisor.

## F. APPENDIX

References made within the Supervision Guidelines:

[Report of The School of Graduate Studies on the Common Standards and Procedures for Ph.D. Programs](#)

[Thesis Preparation and Thesis Examination Regulations](#)

[Thesis Regulations](#)

[Code of Rights and Responsibilities.](#)

[Policy on Intellectual Property \(VPRGS-9\)](#)

[School of Graduate Studies](#)

[Ombuds Office](#)

[International Students Office](#)