

Appendix 3

Checklist for Supervisors

To establish a collegial environment, I will:

Create a positive work and learning environment free from discrimination and harassment (See Appendix 1 for University policies).

Provide advice on professional development and both academic and non-academic career opportunities.

Be available to my student as the first point of contact for conflict resolution or during moments of transition.

I will undertake the following academic mentoring activities:

Assist the student in navigating their program of study and the University community.

Assist the student where needed about the requirements for their degree, policies of the University (such as the [Policy on Ethical Conduct in Research](#) and [Code of Behaviour on Academic Matters](#)) and School of Graduate Studies as well as resources and referrals to campus services.

Advise and approve, if appropriate, all aspects of the student's academic program including courses, comprehensive/qualifying/field examinations, language, seminar, internship/practicum, thesis proposal requirements, etc.

Help the student formulate an appropriate research project. Discuss the required knowledge and skills to undertake the desired research program, the expected time to completion as well as the level of independence that is expected.

Meet regularly to provide constructive input into the student's research project and provide an assessment of the student's progress.

Discuss issues of authorship and intellectual property early in the student's program referring to the [School of Graduate Studies' Intellectual Property Guidelines for Graduate Students and Supervisor at U of T](#) and the [SGS Intellectual Property Awareness Form](#).

I have discussed funding issues with my graduate student including:

Level and duration of research-related funding that will be provided to the student including support for conferences and travel for research. Assist with review of grant applications, as appropriate.

Availability of research and study space as well as the protocol for requesting additional resources or equipment.

I have discussed academic program issues with my graduate student including:

How and when the supervisory committee will be formed, the role of the supervisory committee as well as my role as supervisor in selecting appropriate and eligible members.

Ensure that the supervisory committee meets a minimum of once per year to assess the progress of the graduate student.

Frequency, length, and format of individual and/or group meetings including the preferred method of communication and timelines for feedback.

Roles and responsibilities of others involved in the student's research program (e.g., postdoctoral fellows, lab managers, fellow students, etc.) and "lab etiquette."

Expectations for student work hours and vacation.

Any extended absences (i.e., sabbatical, research leave, conference travel, etc.) for myself or others critically involved in the student's research and a plan for continuity of supervision.

How an external appraiser will be selected for the student's Final Oral Examination.