UNIVERSITY OF ALBERTA

Graduate Program Handbook

~a resource for faculty and graduate students in the Department of Sociology~

Graduate Office

Last updated in 2023/2024

The Department of Sociology intranet is an essential resource for graduate students. It includes forms, documents, application materials, and more. Visit the Sociology Intranet – accessed through the Department home page or eClass.

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Introduction and Context

Supervisory and mentoring relationships are core to the success of graduate students, faculty, and the department as a whole.
We foster collegial relationships that individually and collectively develop the intellectual, professional, and personal skills of our members.

What is the purpose of the handbook?
The Sociology Graduate Supervisory Handbook is meant to be a comprehensive, up-to-date resource for graduate students and faculty supervisors in the department. It should be the firstplace people look for information and guidance.

The Handbook provides the following:
> *PART I: core principles* of graduate supervisory and mentoring relationships
> *PART II:* tips and guidelines for developing and maintaining successful supervisory*roles and relationships* (from setting up that initial meeting to resolving conflict to devising a workable plan)
> *PART III: timelines and step-by-step procedures* for each graduate program in the department (PhD, MA Thesis, MA Course, MA Crim Justice), including *one-stop-shopreferrals* to relevant forms and resources.
> *PART IV: key resources* on and off campus

While this handbook focuses on the thesis or major research project supervisory relationships, italso accounts for other mentoring relationships that contribute to graduate student success, such as those formed in teaching and research assistantships, specialization exams, supervisory committee work, research collaboration and co-authorship, and a variety of other formal and informal contexts.

Who is the handbook for?
The handbook aims to facilitate strong mentoring relationships by focusing on the roles andresponsibilities of both faculty and graduate students, and by pointing to the broader roles played by the sociology graduate office and other programs and resources at the U of A.

How did the handbook come about?
In 2014, the Sociology graduate office launched a project exploring successful graduate studentsupervision with the goal of crafting a handbook. A survey of department faculty and graduatestudents was followed by a set of round table discussions. Further input came from a survey ofalumni, existing graduate manuals, and a variety of U of A resources – including a 2013 reporton the quality of graduate supervision at the University of Alberta and a review by the Graduate Program and Policy committee in 2024.

> Note: The University Calendar is the official source for information regarding program information; any discrepancy found between this handbook and the calendar will be resolved according to the calendar.

I: Core Principles of Supervisory and Mentoring Relationships

The overarching principles for supervisory relationships in Sociology were derived from consultation (survey feedback and round table discussions) with faculty and graduate students inthe department.

The three principles below assume a shared commitment in the department to scholarly rigour,lively intellectual dialogue, professional practice, and diverse approaches.

> See Part II of the handbook, "Roles & Relationships," for specific guidelines and tips for putting these principles into practice.

Principle 1: CLEAR AND TIMELY COMMUNICATION
- Supervisors/mentors provide meaningful, useful, and critical feedback to studentsregarding their scholarly work, progress in the program, and concerns or questions
- Students actively seek, integrate, and ask questions about all aspects of their scholarlywork (research, teaching, writing, professional development, etc.)
- Supervisor and student discuss and agree on a general approach to communicating witheach other
- Supervisor and student share responsibility to:
  - set out clear expectations for their respective roles and responsibilities (see Rolesand Responsibilities and Timelines sections below)
  - directly address misunderstandings or conflicts
  - adhere to negotiated meeting times, schedules, and deadlines, and inform each other about changes to those schedules (note that supervision continues during summers and sabbatical unless other arrangements are made – see Appendix E ofthe Faculty Agreement)

> *What is a reasonable timeline for providing/expecting feedback on written work?*
>
> Assuming a timeline has been agreed upon and adhered to, and knowing that a varietyof circumstances can intervene…
> - for a short proposal, letter, or application – 1-2 weeks
> - for a thesis chapter, article, or full proposal – 2-3 weeks
> - for a full thesis – 4-6 weeks

Principle 2: **RESPECT AND INTEGRITY IN SCHOLARLY PRACTICE**
- Supervisors/mentors and students aim for:
  - interactions that are respectful, professional, and open to honest critique
  - workspaces that are welcoming and fair
- Supervisors/mentors and students demonstrate professional integrity, including:
  - conducting research in an ethical manner, in accordance with U of A policies
  - developing a clear understanding concerning ownership and acknowledgementof intellectual labour and property
- Supervisors/mentors model and invite respectful, professional conversation and debate,keeping in mind the power imbalances that exist between faculty and students

Principle 3: **ONGOING DEVELOPMENT OF SKILLS**
- Supervisors/mentors proactively support and advise students on disciplinary knowledgeand skills as well as professional development and career paths
- Faculty in any supervisory/mentoring relationship discuss students' specific skills andinterests, and actively seek ways to help students develop them
- Students take responsibility for their professional development in consultation with supervisors, the sociology graduate office, and the broader set of resources available onand off campus
- Supervisors and students together consider:
  - academic and alt/non-academic career options
  - appropriate participation in research, teaching, and professional skill developmentopportunities (training workshops, grant applications, assistantships, etc.)
  - opportunities for collaboration, networking, and apprenticing

> By the time of graduation, the quality of supervision often makes the difference between a good and an outstanding graduate program.

II: Roles and Relationships
(Developing and Maintaining Supervisory Relationships)

A. The Thesis Supervisory Relationship

The most important mentoring relationship in the MA and PhD programs is between the thesis supervisor and student. (For the purposes of this handbook, 'thesis' includes the capping project in the MA course-based program.) Student and supervisor should develop and maintain this relationship through ongoing communication and interaction, mutually agreed upon goals, and respectful, critical engagement with a student's learning, research, and professional development.This section offers tips for navigating some of the important junctures in a supervisory relationship.

Choosing a Supervisor

Choosing a supervisor usually happens by the second semester of a student's program. Prior tomeeting with a potential supervisor, students can seek out information to help determine the potential fit of a supervisor:

- Look online for information about a supervisor's stated research and teaching interests,recent publications, recently supervised projects, public profile, and online CV.
- Talk with other graduate students who are being supervised by this person to gain a senseof their supervisory style.
- Find out about the person's style and approach through taking a course with them, goingto one of their talks, and/or requesting an informal meeting to discuss your respective research interests.

Here are a few questions for a student and a potential supervisor to consider and discuss whenforming a supervisory relationship (for a more detailed list of items to cover at your first meeting, see the [GPS Checklist for First Meeting with a Graduate Student)](#):

- What kinds of research does the faculty member conduct and supervise? What researchinterests does the student have? Is there a good fit between the content and approach ofthe student's project, and the expertise and interests of the faculty member?
- What previous supervisory experience does the faculty member have?
- How many students does the faculty member currently supervise?

- Is the faculty member actively involved in moving students ahead in their program? Dothe faculty member's students graduate in reasonable lengths of time?
- What kinds of opportunities for collaboration and professional development areavailable (co-authorship, research assistantship, reading/writing group, etc.)?

Co-Supervision: Things to Consider

Co-supervision of a PhD or MA Student occurs when two professors share the entire supervisoryprocess for one graduate student. While each professor may not be involved to the same extent ateach point in the process, and each supervisor may bring different complementary strengths, all supervisory decisions are the shared responsibility of both supervisors. Co-supervision offers unique benefits and challenges. Here are a few factors to consider:

- Why is co-supervision in this case a better approach than single supervision?
- Do the two potential supervisors have a strong working relationship?
- What elements will each supervisor bring to the supervisory relationship?
- Are the potential co-supervisors open to working as part of a team? Have they worked asa team in the past?
- How will communication be managed? In cases where supervisors offer conflicting advice, how will this be negotiated? What steps will be taken to help ensure a studentdoes not fall through the cracks or get pulled in two very different directions?

Key Facets of a Successful Supervisory Relationship

There are many factors that can impact the success of the supervisor/student relationship. Whatfollows is a brief outline of *key areas of interaction* between students and supervisors.

Timeline for Completion – and the Plan for Getting There

Discussions about the timeline for completion of the graduate degree program should attend to the student's expected timeline, program requirements and options, commitments the student has outside of the degree program, and how supervisors can assist the students in meeting their goals.A full review and discussion of a student's progress must be conducted at least once a year (before the Annual Progress Report, due in June each year, is one good time to do so).

A variety of factors should be considered in these discussions:

- Balancing activities to support intellectual development, professional skill building, andprogram completion.

- Professional goals of the student (e.g. academic, government, or other career interests)and relevant pathways and opportunities for meeting those goals.
- Review of plans, including any changes to supervisor's and supervisee's timecommitments, and expectations for availability.
  PLEASE NOTE:
  - the department requires that students remain in Edmonton for the first two yearsof the PhD program;
  - GAships cannot be guaranteed when students are away from campus;
  - working full-time while completing a full-time graduate degree is stronglydiscouraged;
  - except when on holiday, supervisors are required to be available to students throughout the year (including sabbaticals, unless other arrangements are made).

Methods of Feedback

Feedback is needed on a variety of projects, including conference papers, scholarship proposals,job application packages, and thesis drafts. It is important for supervisor and supervisee to discuss different approaches to providing feedback to determine what combination of methods works well for both parties (i.e. meeting in person, emailing drafts, summative versus in-text comments, etc.), and to agree on timelines for submitting items and receiving feedback. The main objectives are to ensure that a student receives feedback, understands what is necessary tomove forward, understands the roles of different members of the supervisory committee relativeto their work, and has a clear mechanism for responding to feedback.

Scholarship/Funding Applications

The department expects students to apply for scholarships for which they are eligible, including SSHRC, internal University of Alberta Scholarships, and other relevant awards. The scholarship handbook is available on the GPS website and the department provides a spreadsheet of awardsand timelines throughout the year.

Supervisors are expected to provide guidance in how to prepare and complete proposals, reviewscholarship applications, notify students if they are aware of awards for which they are eligible, and provide letters of recommendation.

Students are responsible to look into available awards, write proposals with enough time toreceive feedback from their supervisor, and provide reference letters writers with awarddetails and completed application documents.

Professional Development and Job Preparation

Opportunities to consider various career pathways and to develop a variety of skills are provided by the Department, GPS, and other programs at the University of Alberta (including the U of ACareer Centre, the Center for Teaching and Learning, the Faculty of Extension, the Community Service-Learning Program, and others).

Supervisors are expected to be aware of these opportunities and to regularly discuss a student's particular career interests with them. They should also help students to build the skills and theprofile needed for success in the job market, and advise students regarding the type and timing of career development opportunities. While many professional development activities will happen outside of the direct supervisory relationship, a supervisor is expected to provideor refer students to appropriate opportunities, such as reading/writing groups and research assistantships, and to help with scholarship applications, networking, conference attendance, co-authorship, and support for job applications.

Students are expected to take responsibility for their own professional development by activelyseeking relevant funding and training and by consulting their supervisors on major professional development and career planning decisions.

When Issues Arise – Resolving Conflict

Problems can arise at any point in supervisory relationships. The point at which a conflict ariseswill likely impact the consequences of the conflict and the actions taken to address it. There are important steps that can be taken to help resolve the conflict and to address it in a professional manner. The GPS Graduate Program Manual has further resources and information on what steps to follow.

- Take early action. It can be easy to avoid discussing difficult situations. While some situations may resolve without any intervention, others may become worse if action is nottaken.
- Look for the root cause of the problem – it may not be what is initially presented.
- Seek resolution at as low a level as is possible – going to higher authorities can involvemore time and complexities, and should be reserved for especially challenging circumstances.
- Remember that there is a power imbalance in supervisory relationships: students have alot to lose, and may not feel comfortable speaking freely.

Transitioning through the Program

As students move through the program, there are *transition stages* during which they might feel unsure of how to maintain momentum towards finishing the degree. The following section outlines a few moments during a program when students may face difficulties. While this is not acomprehensive list, many of the strategies suggested can be applied to a variety of situations.

Moving Beyond Coursework

After coursework is completed students may feel they lack direction. The end to short-term deadlines and regular feedback and assessment may be a difficult transition. A number of stepscan help students adjust. For example:

- Participate in departmental academic and social events, including opportunities to presentresearch ideas and progress, to maintain contact with peers and other professors in the department.
- PhD students should take full advantage of the ungraded courses Soc 606 and 607 (i.e., aconference paper, a writing or reading group, coordinating a scholarly event, etc.) to help maintain or seek out new connections and to build professional development.
- Maintain and perhaps increase the frequency of meetings between supervisor and studentto provide updates on progress, discuss questions or concerns, and plans for next steps (e.g., specialization exam, thesis proposal).

Writing the Thesis

The task of writing the thesis arrives when all other program requirements and original researchactivities have been completed. This period can pose new stresses and challenges for students. For example:

- Writer's block. It is important to discuss writing habits, models for structuring a thesis,and resources for helping students with their writing.
  - Setting small writing goals can help motivate students during this stage
  - There are numerous resources available on and off campus to help with writing,including the Centre for Writers and the Writing Centre.
- Isolation. Finding other graduate students who are at a similar point may be helpful, whether this is via informal interactions, short-term retreats, or longer term reading orwriting groups.
- Managing large amounts of data and/or a book-length set of ideas. Students should workclosely with their supervisor and supervisory committee in making decisions about the structure and organization of the thesis.

B. The Supervisory Committee (PhD) and University Examiners (MA)

PhD students will have a thesis supervisor plus at least two additional committee members that form the supervisory committee. The MA Thesis program does not require a supervisory committee; rather, the MA program requires university examiners that approve the proposal and the final thesis. While supervisors are ultimately responsible for forming and formalizing the committee or recruiting the university examiners, student and supervisor should work collaboratively to determine the make-up of the committee or examiners. In the case of a PhD supervisory committee, members can provide significant input by acting as a

sounding board for ideas, providing developmental input on parts of the thesis or on other facets of a student's program, and providing expertise that complements the supervisor's areas of expertise. Committees often offer the most value when established as early as is feasible in a student's program, and when regular meetings are held with the student (especially following the candidacy/thesis proposal exam). GPS regulations stipulate that supervisory committees should meet once a year until a student completes the program to discuss progress and to ensure that a student is receiving the support needed. The completion of GPS' required Annual Progress Report can serve as a catalyst for such a meeting.

Some points to consider when selecting supervisory committee members include:

- Is the person available (i.e. are they around campus or willing to come to campus for meetings) and will they likely be around for the remainder of the student's project? Are they approachable?
- Does their area of expertise and approach to research fit with the research project, and expand or complement the central contributions of the supervisor(s)?

C. Teaching Assistant (TA) and Research Assistant (RA) Mentoring

Relationships between faculty supervisors and student RAs or TAs can provide an opportunity to get to know and work with a variety of members in the department. Graduate assistantships are employment relationships and also a key component of professional development.

The department provides a detailed Time Use Sheet to help students and professors engage in a discussion about the work that will be expected of the student, and an overview of how the hours will be spent. These details should be discussed and clarified in a face-to-face meeting at the beginning of the appointment. Points to consider:

- What is the timeline for the GA activities? Are there crucial days or weeks when the workload is especially heavy or pressing?
- What kinds of skills and interests are needed for the RA or TA assignment?
- What experiences and skills does a student bring to the GAship?
- What skills does a student wish to develop as part of the GAship?
- What opportunities can the faculty member offer that will contribute to the student's professional and scholarly development?
- What resources and supports will a student need to successfully carry out the TA or RA duties, and how will they be provided?
- How will the supervisor and student communicate about progress and/or problems? How will they check on any need to adjust workload, priorities, or types of duties?

Supervisors should be mentors and professional role models. They should be clear about deadlines, priorities, and expectations, and offer the resources and developmental steps needed for student GAs to be successful. They should plan with the TA/RA to ensure thatduties do not impede a student's progress through the program.

Students should seek guidance and practice professionalism (time management, organization, planning, etc.). They should be clear about their abilities and interests, and consider how theycan best meet the needs of the project while also developing new skills.

D. Roles and Responsibilities

All graduate students and supervisors in Sociology should be aware of the rules and policies applying to supervisors, graduate students, graduate advisors, departments, and GPS as lain outin the University Calendar and in the [Graduate Program Manual.](#)

Student Responsibilities
- Consider yourself a junior colleague within the department
- In consultation with your supervisor work to establish a reasonable timeline, and consultyour supervisor if difficulties arise in meeting these timelines
- Be respectful in your response to feedback
- Be aware of and conform to departmental and university deadlines, specifically those thatare outlined in the graduate portions of the University Calendar
- Be aware of possible scholarship opportunities, and seek advice and assistance from thedepartment and your supervisor in making applications, etc.
- Be aware of your supervisor's and the department's expectations for graduate students
- Maintain open communication with your supervisor
- Inform your supervisor regularly about progress, and provide the department with anannual progress report
- Participate in department events promoting professional development
- Participate in departmental research days and conferences
- In the event of a conflict in the supervisor-student relationship, discuss with yoursupervisor and graduate coordinator in a timely fashion
- Inform your supervisor of how you can be contacted, and when you will be unavoidablyabsent, particularly for longer periods of time

Supervisor Responsibilities

- Consider graduate students as junior colleagues
- Guide the student in the selection and planning of a meaningful research topic that can becompleted within a reasonable time frame for the student's degree
- Establish with the student a reasonable timeline, including milestones to measureprogress throughout the project
- Provide a student with adequate opportunity and environment for discussion andconstructive feedback throughout their degree process
- Ensure there are sufficient material and supervisory resources for each graduate studentunder supervision
- Provide guidance and feedback on progress to help ensure a student's successfulcompletion of their program. This includes:
    - Be reasonably accessible between scheduled meetings
    - Establish regular meeting times for discussions about progress
- Ensure a supervisory committee is established in accordance with graduate unit practicesor regulations
- Arrange an annual meeting with the student and the committee as per GPS guidelines
- Assist and encourage the wider professional development of students, which can bepromoted through:
    - Participate in departmental research days and conferences
    - Attend and present at conferences
    - Be willing to write reference letters
    - Introduce professional colleagues and assisting in the creation of a network ofcontacts
- Maintain open communication with the student
- Inform your graduate student of how you can be contacted, and when you will beunavoidably absent, particularly for longer periods of time

Graduate Office Responsibilities

- Perform a supervisory role to new students until a supervisor is officially assigned(usually by the second term of the program)
- Provide guidance regarding choice of supervisor and committee members
- Offer regular and diverse professional development opportunities (in teaching, research,and skill development), and refer students and supervisors to professional developmentavailable outside of the department
- Ensure that students and supervisors are informed of policies, procedures, programs, andresources inside and outside the department
- Track the progress of individual graduate students through the program
- Manage and track all departmental paperwork related to a student's exams, coursework,funding, convocation, etc.

- Seek input from graduate students and faculty regarding supervisory needs, and respondto supervisory issues as they arise and as help is requested
- Ensure students receive proper supervision and that the regulations and requirements ofGPS are met
- The department maintains open communication with students concerning any problem; inthe event of a conflict in the supervisor/student relationship, the graduate coordinator willdiscuss the issues with the student and supervisor in a timely fashion

Other Major Areas Managed by the Graduate Office
- Student Funding Arrangements
- Teaching and Research Assistantships
- Office space
- Awards and Scholarships
- Conference and Research Funds

Student Checklist

☐ I chose my supervisor after appropriate review of supervisor options
☐ I have had sufficient meetings with my supervisor and have
  ☐ discussed: Potential or actual thesis topics
  ☐ Applying for scholarships and awards
  ☐ Timelines and major milestones including anticipated
  ☐ completion time: When and how supervisory committee will
    be chosen
  ☐ Frequency and style of meetings
  ☐ Who arranges formal meetings
  ☐ Methods of informal communication
  ☐ Turnaround time for major questions, drafts of thesis chapters, publications, orconference presentations
  ☐ Intellectual property issues such as authorship on publications and conferencepresentations

Supervisor Checklist

- [ ] I have discussed academic program issues with my graduate student, including:
    - [ ] How and when the supervisory committee will be formed, the role of the supervisorycommittee as well as my role as supervisor in selecting appropriate members
    - [ ] Ensure the supervisory committee meets a minimum of once per year to assessprogress of the graduate student
    - [ ] The importance of maintaining open communication throughout the student'sprogram of studies
    - [ ] Frequency, length, and format of individual and group meetings, including thepreferred method of communication and timelines for feedback
    - [ ] Expectations for student work hours and vacation
    - [ ] Any extended absences for myself or others critically involved in the student'sresearch, and a plan for continuity of supervision

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The Department of Sociology intranet is an essential resource for graduate students. It includes forms, documents, application materials, and more. Visit the Sociology Intranet – accessed through the Department home page.

III: Program Timelines and Procedures

This is your one-stop resource for graduate program timelines and procedures in Sociology. While all graduate degrees in the department have some common features (e.g., fulfilling coursework, ethics requirements, and identifying a supervisor), each graduate degree program isunique. Graduate students and supervisors will find here a detailed, step-by-step guide to each graduate degree program (PhD, and all MA programs), with links to relevant forms and resources.

Consult the website for information on coursework requirements for each program.

Ethics Requirements

INT D 710 and (for PhD students) INT D 720 are to be completed by the end of your first term. Applications for ethics approval through the REO (Research Ethics Office) must be approved prior to engaging in research with humans or animals.

Purpose: There are two different ethics components to your program; one is required for all students and the other is required for research involving humans and/or animals:

1) Ethics and Academic Citizenship: All students are required to complete the GPS mandated Ethics and Academic Citizenship Requirement at the start of their programs.

- New MA students (course-based and thesis) will be automatically registered in INT D 710 in their first term by GPS and should complete this online course by the end of that term to satisfy this requirement.

- New PhD students will be registered in INT D 710 + INT D 720 by GPS in their first term and should complete both online courses by the end of that term to satisfy this requirement.

- Current students who have completed the old GET online course + attended an ethics proseminar prior to fall 2022 do not need to take these courses and have met this requirement.

- Current students who completed the old GET online course prior to fall 2022 but have not attended an ethics proseminar can use optional online GPS courses to fulfill the extra three hours of the old requirement. More information can be found here: https://www.ualberta.ca/graduate-studies/professional-development/ethics/academic-integrity-and-ethics-training-requirement-resources.html

- For more information on this requirement in general: https://www.ualberta.ca/graduate-studies/professional-development/ethics/index.html

2) **Research Ethics Approval:** Students that are doing research that involves interviews or human research must complete the ethics application before beginning their research. Please visit the [Research Ethics Office](#) to begin your application   with your supervisor.

IDP and PD Requirement

*IDP to be completed within 12 months for MA students and 18 months for PhD students (unless part-time). PD hours to be completed by end of program for MA students and before candidacy (year three) for PhD students. ***Students admitted prior to Fall 2016 do not need to complete this requirement.****

1) **Individual Development Plan (IDP):** The IDP is professional development workbook that is meant to help students think about their career before they leave academia. Upon completion, students are to review their workbook with their supervisor. *The workbook does not need to be submitted to the graduate office and can stay in your possession.* A completion form indicating that the IDP has been completed will be signed off on by you and your supervisor after the full requirements has been completed. For more information: https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement/individual-development-plan-idp.html

2) **Eight Hours of Professional Development Activities:** After the completion of your IDP, all students must complete a total of eight hours of professional development activities. The range of activities that can count towards your PD hours is broad, but PD activities do have some things in common. As per the GPS guidelines, all professional development activities must include the following components:

   - Comprises of formal training and include active learning, with an assessment component (self-assessment, reflection, quiz, write-pair-share, evidence of knowledge application). Learning activities under the tutelage of Indigenous elders fall under this consideration where students may provide a self-assessment, application of knowledge, reflection, or practice that aligns with the learning of Indigenous knowledge.
   - Falls outside of research methods training, capstone project, thesis or equivalent, and   required practicum. Practicums and internships that have assessment, reflection, and   feedback components can be applied towards the PD requirement (e.g. GSIP).
   - Supports the career goals and/or seven skills/competencies identified in the individual development plan

For more information and access to online workshops from GPS on this requirement: https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement/eight-hours-of-professional-development-activities.html

* For reference, proseminar attendance as well as attending talks with guest speakers may both count towards your PD hours. If you are unsure if any activity can count towards your hours, please consult with your supervisor and/or the current graduate director for the program*

3. IDP and PD Completion: After you have completed both your IDP and PD hours, please fill out and sign off on the "Individual Development Plan & Professional Development Completion Form" and return it to the graduate office at socgrad2@ualberta.ca. This form can be found in the Sociology eClass on eClass.

Identifying a Thesis Supervisor
By second semester of the first year of the program

Every student in a thesis-based program at the U of A is required to have a supervisor. In Sociology, all thesis-based graduate students must formally identify a supervisor by the second semester of their first year, but as they are developing relationships with faculty, they can approach a faculty member at any time.

It is strongly advised that students begin to have initial conversations with potential supervisor(s) early in the program (see PART I of the Handbook). In many cases, a possible supervisor has been identified during the application and admission stages.

Until the formal identification of a supervisor, the Graduate Director acts as the official supervisor for new graduate students. They can assist in identifying an appropriate supervisor.

The timelines and step-by-step guidelines in the following pages provide further detail on the roles and responsibilities of students, supervisors, and supervisory committees in the thesis-based MA and PhD programs.

Submitting your MA or PhD Thesisand Applying for Convocation

After successful defense and before the end of the sixth year in the program

Purpose: Adhere to GPS guidelines in order to ensure you have officially submitted your thesis by the proper deadline. There are two important deadlines, the convocation deadline and the registration deadline;*these vary each year*. This is necessary to successfully graduate and ensure you do not pay extra fees.

Action	Resource	Check
Student checks GPS website to determine deadlines for submission,and ensures that the thesis is properly formatted. There are deadlines for Spring, Summer, Fall and Winter. These deadlines are connected to registration requirements for each term.	Formatting yourthesis.	
The Program Completion form is submitted to the Graduate Office bythe **Exam Chair** following successful completion of the exam; the Graduate Office then submits the form to GPS by the deadlines.	GPS guidelines for students admitted Fall 2011 and after.	
Student uploads thesis and signs off on Library Release and other GPS requirements		
Student applies for Convocation on Bear Tracks. **Students MUST submit their thesis to upload to the thesis library within 6 months of the defense or they will need to reapply for admission to the program to graduate.**	https://www.beartracks.ualberta.ca/	

U of A Online Resources

GRADUATE PROGRAM POLICIES, PROCEDURES, and FORMS

[Graduate Program Manual](#) - rules and regulation governed by the Faculty of Graduate and Postdoctoral Studies

[Faculty of Graduate and Postdoctoral Studies Forms Cabinet](#)

[Registration and Fees Deadlines](#)

[Department of Sociology Forms Cabinet](#) – resources and forms for graduate programs

SUPERVISION

[Graduate Program Manual](#)

GRADUATE STUDENT EMPLOYMENT

[Graduate Student Collective Agreement](#)

[Student Employment](#)

PROFESSIONAL DEVELOPMENT

[Professional Development Resources, Workshops, Programs, and Opportunities (GPS)](#)

AWARDS and FUNDING

[GPS Awards and Funding](#)

[Sociology Awards Page](#)

[Social Sciences and Humanities Research Council](#)

PhD Program

PhD Program Timeline and Checklist

Year One   **By…**
- ☐ Complete INT D 710 & 720 (ethics)   December 31
- ☐ Identify the Supervisor   March 1
- ☐ Complete Coursework   April 30
- ☐ Formalize Specialization Topic and Select Chair   May 15

Year Two
- ☐ Complete Specialization Exam Requirements   December 31
- ☐ Submit forms to grad office for SOC 606 and 607   January 31
- ☐ Confirm the Supervisory Committee   March 1
- ☐ Complete Ungraded Courses SOC 606 and 607   April 30
- ☐ Complete GPS Annual Report   July 30

Year Three
- ☐ Confirm the Candidacy Examiners
- ☐ Obtain Research Ethics Approval (if applicable)
- ☐ Complete Candidacy Exam Requirements   August 31 (or earlier!)
- ☐ Begin Thesis Research
- ☐ Complete GPS Annual Report   July 30

Years Four and Five
- ☐ Hold Annual Meeting with Supervisory Committee
- ☐ Conduct Thesis Research and Writing
- ☐ Hold Final Oral Examination
- ☐ Complete GPS Annual Report   July 30

> All PhD Students must be registered full time to maintain standing in the program.
> When not taking courses equal to nine credits, full-time registration in any given term
> is fulfilled by registering in thesis credits: Thesis 903, 906, or 909 as required to
> maintain fulltime registration of 9 credits per term.

PhD Requirements
By April 30 of the first year of the PhD (department requirement)

SOC XXX	*3
SOC XXX	*3
SOC XXX	*3
SOC XXX	*3
SOC XXX – may be taken outside of the Department	*3
SOC 605 Pro Seminar The pro-seminar consists of ungraded workshops focusing on different aspects of the sociological craft.	
*SOC 606 Ungraded	*1.5
*SOC 607 Ungraded Ungraded courses are designed to provide a bridge between graded courses and the completion of the dissertation	*1.5
Exams: Specialization exam in an area distinct from the thesis; Pass an oral Candidacy exam taken in the subject field of the thesis research.	
THESIS 909 - Present and defend a final PhD oral thesis	*6
Ethics Training - Complete INT D 710 & INT D 720	
Total Program Credits:	24

*Students must submit forms with the graduate office for ungraded courses. The graduate office must approve ungraded courses and students must be registered in these courses *prior* to beginning the course.

PhD Ungraded Courses
SOC 606 and SOC 607
By April 30 of the second year of the PhD (department requirement)

Purpose: Ungraded courses are designed to provide a bridge between graded courses and the completion of the PhD dissertation. The general goals are: to improve the intellectual culture of the department by fostering informal discussion and debate; to encourage interaction among students and faculty following completion of graded courses; to take advantage of on and off-campus events and opportunities (e.g. distinguished visitors, workshops, conferences, etc.); and to further develop professional skills related to research and teaching. Inthe spirit of these objectives a wide variety of activities will be considered, including: informal reading courses; the preparation of a teaching syllabus; seminars devoted to revising papers for submission for publication; exploratory research projects; advanced foreign language training; major responsibilities in professional organizations or conferences; participation in a formal writing group; and participating in local or off-campus seminars. *Each of the two required ungraded courses must involve time and work equivalent to at least half of the contact time in a graded semester course (i.e. 20 hours).*

Action	Resource	Check
Student develops a proposal for a professional activity for approvalby the Graduate Director and identifies a faculty sponsor. Each proposal form is to be returned to the Graduate Office before the Term registration deadline in the Term in which the activity will be completed, with the signatures of both the student and the facultysponsor. NOTE: Students must register in SOC 606 and SOC 607 in the sameterm (usually winter term of the second year) to receive course creditfor these ungraded courses, but the work may be completed over two terms.	SOC 606 and 607 Ungraded CourseProposal Registration deadlines	
Upon completion of the work for *Soc 606*, the **Student** <u>must</u> submit ashort (1-2 page) report outlining what has been accomplished and sign for completion.		
Upon completion of the work for *Soc 607*, the **Student** <u>must</u> submit ashort (1-2 page) report outlining what has been accomplished and sign for completion.		

PhD Specialization Examination

To be completed by December of the second year (department requirement)

Purpose: The specialization exam is designed to help PhD students develop a secondary area of expertise that is distinct from the one proposed for their dissertation project. Students complete their specialization before their candidacy exam. Normally, a student's Specialization Examination Committee and Supervisory Committee will not overlap completely, and normally a student's Supervisor is not the Chair of the Specialization Exam.

Action	Resource	Check
SPECIALIZATION/PREPARATION		
Student selects the topic area of specialization (subfield or subfields) in consultation with the Thesis Supervisor.		
Student approaches a Sociology faculty member to be theChair of the Specialization Exam. Normally the program supervisor is not the Specialization Exam Chair. Adjunct professors can serve as Chair or members of the Specialization Exam committee.		
Student and Chair review the exam requirements, determinewhat format the exam will take (take-home exam, in-room exam) and determine the membership ofthe Specialization Exam Committee (normally one other faculty member from Sociology and one from outside).	Three format options	
READING LIST		
Student develops an initial reading list with input and guidance from the Chair.		
Chair invites the two other committee members to join the committee		
Student and Committee develop and finalize a detailed reading list and agree on a procedure and timeline.		
EXAM COMMITTEE		
Student completes Part One of the Specialization Exam form, appends the final specialization plan and reading list, obtains the Chair's signature, and submits to the Sociology Graduate Office for approval. (Keep a copy for your records.)	[Specialization Exam form](#)	
Exam Committee communicates aims and procedures to student at least six weeks prior to scheduled examination date.		
Exam Committee evaluates the outcome: to pass, students must receive an overall pass by the majority of examiners. Inthe case of a take-home exam, each question must receive a pass from the majority of examiners.	[Specialization Exam form](#)	
Upon successful completion of the specialization, the **Student** completes the online form to confirm their completion with the graduate office.	[Specialization Exam form](#)	

- Reading Lists can vary from 40-70 sources, depending on mix of articles and books.
- The three take-home exam essays tend to be 1500 to 3000 words in length per answer (the length should be determined by the Chair); questions are given to the student at the beginning of the designated seven-day period (and may be drawn from a longer list of questions developed earlier in the process).
- **Students should complete their specialization by December of Year 2**

PhD Candidacy Examination

To be completed by the end of the third year of the PhD program (GPS requirement)

Purpose: The candidacy exam moves the student into the thesis portion of the PhD program. The candidacy examination is an oral examination. The department requires that students complete their Specialization Examination prior to the Candidacy Examination, but the specialization exam does not form part of the candidacy exam itself. Once a student's coursework is complete, ongoing preparation for the doctoral candidacy exam should take place between the student, supervisor, and supervisory committee.

For candidacy examinations, students must demonstrate to the satisfaction of the examining committee that they possess:

1) an adequate knowledge of the discipline and of the subject matter relevant to the thesis;
2) the ability to pursue and complete original research at an advanced level; and
3) the ability to meet any other requirements found in the department's published policy on candidacy examinations.

The candidacy examination must be held within three years of the commencement of the program in accordance with Section 8.7.1: The Degree of PhD of the Graduate Program Manual. The candidacy examination must be passed no less than six months prior to taking the final oral thesis examination.

If the candidacy exam is not completed by the end of the third year, the **student** must complete an Application for Doctoral Program Requirements Extension form (GPS requirement).

Action	Resource	Check
PREPARATION		
Student works with Supervisor to decide on the topic and direction of the thesis and the format of the thesis (standard or paper-based), and constitution of the supervisory committee (usually one member from Sociology and one from outside not including a co-supervisor if there is one). Adjunct Professors can serve as Supervisors or members of the committee.	Sociology Paper-Based Thesis Guidelines	
EXAM COMPLETED		
Supervisor works with Student to constitute the Supervisory Committee and to decide on two University Examiners for the candidacy exam. The final committee consists of the three members of the Supervisory Committee plus two University Examiners (one may be from Sociology and one from another department).	Committee Membership Rules	
EXAM ARRANGEMENTS		
Supervisor consults with Supervisory Committee members to determine if the student is ready to proceed to candidacy, usually by distributing a copy of the draft candidacy proposal for review.		

Supervisor provides the Graduate Program Administrator with the following information **at least four weeks** in advance of the exam: date, time, and location of the Candidacy Exam; the name of the Exam Chair (from Sociology), the University Examiner external to the department, and the name and department of the University Examiner.		24
EXAM		
The final exam results in one of the following outcomes: adjourned, pass, conditional pass, fail and repeat, fail with a recommendation to terminate the doctoral program or for a change of category to a master's program. NOTE: The student should also provide evidence that (where applicable) research ethics approval has been sought or received.	See GPS Website for rules and procedures governing the exam Decision of the Candidacy ExaminingCommittee	
Student provides the examining committee with a final copy of the proposal at **least three weeks prior** to the exam date.		

- Candidacy Proposals vary in length, but generally they are 30-40 pages.
- Candidacy Exams typically run for two hours but may run longer as needed. Each committee retains the right to establish its examination processes. A common procedure is to hold two rounds of questions, with each round of questions proceeding in order from the University examiners to the supervisory committee and ending with the supervisor.

PhD Final Examination

Completed at least six months after the candidacy exam

Purpose: A doctoral thesis, at a minimum, must embody the results of original investigations and analysesand be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It should be of high caliber and should advance knowledge in the student's major field of study. Since it is anextensive piece of work and likely to be the basis of further endeavors, the thesis should be genuinely interesting and important. It should be well researched, well thought out, and well written.

The Manual of Regulations and Guidelines for Thesis Preparation is available on the GPS website.

Action	Resource	Check
THESIS PREPARATION		
In collaboration with the **Supervisor and Supervisory Committee** the **Student** will work on the area of research presented in the candidacy examination**.** The Supervisor arranges a meeting with the committee and the student *at least once annually* duringthis period.	Thesis Requirement and Preparation Read this early! GPS Thesis Deadlinesfor Submission and Registration	
Supervisor reads and provides timely feedback (i.e., two to three weeks) and guidance on thesis chapters and on the thesis as a whole. Members of the **supervisory committee** provide review and input on chapterdrafts as warranted.		
EXAM COMMITTEE		
Supervisor confirms with examiners that they are willing to serve on the committee. The final committee consists of the members of the Supervisory Committee plus two University Examiners and an External Examiner. These examiners may be the same as for the Candidacy Exam. See below regarding the identification of, and invitation to, theExternal Examiner.	Committee Membership Rules	

EXTERNAL EXAMINER		
Supervisor contacts a prospective External Examiner several months before the expected date of the final exam for an initialassessment of their interest in serving as an external examiner. Once preliminary interest has been confirmed, and **at least twomonths before the expected final exam date,** the Supervisor sends a copy of the External Examiner's CV to the Sociology Graduate Program Administrator with a request for the Externalto be approved and invited by the Dean of Arts. NOTE: an External Examiner should be a recognized authorityin the field, in a tenured university position, and active in graduate student supervision. The External Examiner must alsonot have any close personal or professional relationship to the supervisor or student.	GPS - Approval of External Examiner	
EXAM ARRANGEMENTS		
At least two months before the exam, and if and when all members of the Supervisory Committee are ready to indicate that the thesis can go ahead to a final oral exam, the **Supervisor**contacts the members of the supervisory committee to request their signatures on the Preliminary Acceptance of Thesis form, indicating "that the thesis is of adequate substance and quality towarrant that the student proceed to the final examination." This form is submitted to the Graduate Office (acceptance by email directly from committee members is also acceptable). At the same time, the **Supervisor** notifies the Graduate Office of the final exam using the departmental form "Request to ArrangePhD Final Defense." The Supervisor shall, at this time, recruit a Chair for the exam among members of the faculty in the Department (Adjunct Professors can serve as Chair).		
Once an External is approved and invited by the Dean of Arts,and **at least five weeks in advance**, the **Supervisor** contacts thestudent and *all* members of the committee to set the date and time for the exam, and to assess video-conferencing arrangements. These final details must then be conveyed to the Graduate Program Administrator.		
Student must provide a final copy of the dissertation to the Graduate Program Administrator so that it can be sent to the External Examiner. GPS regulations require that the Externalbe given four weeks to read the dissertation. The **student and supervisor** ensure that all other committeemembers receive a copy of the dissertation.		

If the exam is to begin with a public presentation, it is up to the **Student and Supervisor** to notify the department and any otherpotential audience members. Usually, the public presentation takes up the first 10 to 15 minutes of the exam period, after whichvisitors are asked to leave.		27
EXAM		
The final exam results in one of the following outcomes: adjourned, pass, pass subject to revisions, fail. The decision ofthe examining committee will be based both on the content of the thesis and on the candidate's ability to defend it.	See GPS Website for rules and procedures governing the exam	
GRADUATION		
Student applies for graduation on Bear Tracks and uploadsthesis for GPS review	https://www.beartracks. ualberta.ca / (See "Submitting YourMA or PhD Thesis" in this Handbook.)	

- PhD Theses vary in length, but generally they are at least 200 pages.
- Final Exams typically last up to three hours but may run longer. Each committee retains the right to establish its examination processes. A common procedure is to hold two rounds of questions, with each round of questions proceeding from the university examiners (usually starting with the External Examiner) to the supervisory committee and ending with the supervisor.
- It is standard procedure for the candidate to leave the room at the beginning of the exam while the committee establishes and clarifies procedures, and to leave again at the conclusion of the exam during deliberations.

MA (Thesis-Based) Program

MA (Thesis) Program Timeline and Checklist

Year One   **By…**
- ☐ Identify the Supervisor   March 1
- ☐ Complete Coursework   April 30
- ☐ Complete INT D 710   December 31
- ☐ Submit First Draft of Thesis Proposal to Supervisor   July 1
- ☐ Identify Examination Committee members   July 7
- ☐ Complete GPS Annual Report   July 30
- ☐ Distribute Final Thesis Proposal to Examination Committee   September 1

Year Two   **By…**
- ☐ Defend Thesis Proposal   October 1
- ☐ Final Oral Examination   August 31
- ☐ Submit Thesis   Convocation Deadline

MA Thesis Requirements

By April 30 of the first year of the MA (department requirement)

SOC 533 Seminar in Research Design	*3
One of:	
SOC 531 Seminar in the History of Sociological Thought	*3
SOC 535 Seminar in Contemporary Sociological Theory	
One of:	
SOC 509 Multivariable Sociological Analysis	*3
SOC 515 Quantitative Methods in Social Research	
One of:	
SOC 518 Qualitative Methods in Social Research	*3
SOC 519 Comparative & Historical Methods in Social Research	
Plus:	
Two optional courses in Sociology or another department. Independent reading courses or courses outside the Faculty of Arts must be approved by the Sociology Graduate office.	*6
MA Thesis - Present and defend a final MA oral thesis	*6
Ethics Training – Complete INT D 710 (first term)	
Total Program Credits:	*24

MA Thesis Proposal

Initial summary of proposal by May 1 of the first year and full proposal by October 31 of the second year

Purpose: The proposal should demonstrate that the candidate is able to work in a scholarly manner and is acquainted with the principal works on the subject of the thesis. It should also demonstrate the viability of the project by, for instance, identifying source material and providing a timeline for the project. As far as possible, the thesis proposal should be an original contribution.

Action	Resource	Check
PROPOSAL DEFENCE PREPARATION		
MA student identifies a **Supervisor** by March 1 of the first year, and begins to work with the Supervisor on the Thesis Proposal.		
By July 1 of the first year, the **Student** submits a preliminary draft of their thesis proposal to the Supervisor.		
Supervisor works with the student to identify two reviewers (not including the co-supervisor), which can include one faculty member outside Sociology.		
Student distributes a full-length (typically 15-18 pages) Thesis Proposal to the reviewers once the supervisor is satisfied with thepreliminary proposal.		
EXAM		
Following submission of the final draft of the Thesis Proposal to the reviewers, students must defend the proposal successfully in an oral examination. The examination includes the supervisor and the two reviewers. Students must complete the Thesis Proposal exam no later than **October 1 of the 2nd year**. The oral exam typically lasts 60 to 90 minutes, and is intended to ensure that a student is ready to proceed with the thesis project. The supervisor will Chair the thesis proposal defence.	[Master's Thesis Proposal](#)	

MA Thesis Final Examination
To be completed by August 31 of the second year

Purpose: GPS standards for an MA thesis stipulate "the thesis, at a minimum, should reveal that the studentis able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution."

Action	Resource
THESIS PREPARATION	
In collaboration with the **Supervisor** the **Student** workson the area of research presented in the Thesis Proposal**.**	
Supervisor reads and provides timely feedback (ie., within two to three weeks) and guidance on thesis chapters and on the thesis as a whole. Reviewers provide input on draft portions as warranted.	
EXAM PREPARATION	
At least **six weeks** ahead of time, the **Supervisor** arrangesthe date and time of the final exam and informs the Graduate Office by submitting the names and positions ofthe examination committee members along with the date and time of the examination. The examination committee consists of (a) the supervisor; (b) a university examiner who also serves as Chair of the examination; and, (c) a second university examiner. The two examiners are normally the same as the proposal exam.	MA Thesis FinalOral Defense Request form Examining Committee Membership
At least **one month** before the exam, the **supervisor/student** forwards the final thesis to all committee members.	
EXAM	
The final exam is held, resulting in one of the following outcomes: adjourned, pass, pass subject to revisions, fail. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it.	See GPS Website for rules and procedures governing the exam Decision of Master's Final Examination
GRADUATION	
Student applies for graduation on Bear Tracks and uploads thesis for GPS review.	https://www.beartracks.ualberta.ca/ (See "SubmittingYour MA or PhD Thesis" in this Handbook.)

- MA Theses vary in length, but generally they are 80-100 pages.
- Final Exams typically last 1.5 to 2 hours. Each committee retains the right to establish its examination processes. A common procedure is to hold two rounds of questions, with eachround of questions proceeding from the outside examiner to the supervisor.
- It is standard procedure for the candidate to leave the room at the beginning of the examwhile the committee establishes and clarifies procedures, and to leave again at the conclusion of the exam during deliberations. To ensure that no recording devices are in the room, students should leave the room with their belongings.

Master of Arts (Course-Based)

The full-time course-based master's program is an option to the thesis-based MA. It consists of anintensive year of graduate coursework, including a six-credit final capping project (Soc 900).

Course-Based MA Program Timeline

Year One   **By…**
- [ ] Identify the Supervisor   December 1
- [ ] Complete Coursework   April 30
- [ ] Define Project   May 1
- [ ] Complete INT D 710   May 31

Year Two   **By…**
- [ ] Register in SOC 900 Part I and Part II   Registration Deadline
- [ ] Final Project Examination   December 31

MA Course-Based Requirements

By April 30 of the first year of the MA (department requirement)

SOC 533 Seminar in Research Design	*3
One of:	
SOC 531 Seminar in the History of Sociological Thought	*3
SOC 535 Seminar in Contemporary Sociological Theory	
One of:	
SOC 509 Multivariable Sociological Analysis	*3
SOC 515 Quantitative Methods in Social Research	
One of:	
SOC 518 Qualitative Methods in Social Research	*3
SOC 519 Comparative & Historical Methods in Social Research	
Plus:	
Two optional courses in Sociology or another department. Independent reading courses or courses outside the Faculty of Arts must be approved by the Sociology Graduate office.	*6
SOC 900 Part I Research Proposal, Part II Project Completion (*3), usually take both Fall and Winter terms.	*6
Ethics Training - Complete INT D 710	
Total Program Credits:	*24

MA Course-Based Capping Project

By the end of the program

Purpose: The six-credit final capping project (Soc 900) has two parts spanning two terms (usuallyFall and Winter): 1) a critical appraisal of the literature and formulation of a research topic in the subject area of interest; 2) a full research project (usually a proposal) that demonstrates the student'sability to work in a scholarly manner.

Action	Resource	Check
COURSE WORK		
Student works with the Graduate Director (and the Supervisor, if known) to plan courses for the year.	MA Course-Based Program	
CAPPING PROJECT		
By December of the first year in the program, the **Student** confirms a **Supervisor** for the capping project, and begins working with them to define, launch, and complete the capping project (concurrent with coursework) over two terms - usually Spring/Summer of Year One or Fall/Winter of Year Two.		
Student completes the project and submits to project supervisor.		
EXAM PREP		
Supervisor asks another faculty member to act as second reader,and communicates the outcome to the student.		
EXAM		
The project supervisor and second reader evaluate the project. The outcome of the exam is either pass with a grade of Complete (CR),or fail with no grade point value assigned (NC). **Supervisor** informs the Grad Office and student of the final outcome.		
GRAD		
Student applies for graduation on Bear Tracks.	https://www.beartracks.ualberta.ca/	

IV: Further Graduate Resources
~an Ongoing Collection of Suggested Readings~

General Information and Advice

57 Ways to Screw Up in Grad School (Haggerty and Doyle 2015, University of Chicago Press)

Canadian Association of University Teachers (CAUT/ACPPU) *Bulletin -* www.caut.ca/resources/publications

Canadian Graduate and Professional Student Survey - www.cags.ca/cgpss/

Chronicle of Higher Education – www.chronicle.com

Embracing Contraries in Research on Doctoral Education (2009, Special issue of *Innovations in Education and Teaching International*)

Hook and Eye: Fast feminism, slow academe – www.hookandeye.ca

"Of Heads and Hearts: Women in doctoral education at a Canadian university" (Wall 2008, *Women's Studies International Forum*)

"The PhD program: Between conformity and reflexivity" (Raineri 2012, *Journal of Organizational Ethnography*)

The Professor is In – www.theprofessorisin.com

So you want to Earn a PhD? The attraction, realities, and outcomes of pursuing a doctorate (Maldonado, Wiggers, and Arnold 2013, Higher Education Quality Council of Ontario)

Supporting the Doctoral Process: Research-based strategies for doctoral students, supervisors and administrators (Amundsen and McAlpine 2011, Springer)

Supervision and Mentorship

"'Becoming a Supervisor': The impact of doctoral supervision on supervisors' learning" (Halse 2011, *Studies in Higher Education*)

"Challenging the Dual Assumption of the 'Always/Already' Autonomous Student and

EffectiveSupervisor" (Manathunga 2007, *Teaching in Higher Education*)

 "A Consideration of the Challenges Involved in Supervising International Masters Students" (Brown 2007, *Journal of Further and Higher Education*)

"Doctoral Student Supervision in a Managerial Climate" (Crib and Gewirtz 2006, *International Studies in Sociology of Education*)

 "Faculty-Graduate Student Mentoring Relationships: Mentors' perceived roles and responsibilities" (Lechuga 2011, *Journal of Higher Education*)

 "'Learning Supervision': trial by fire" (Amundsen and McAlpine 2009, *Innovations in Education and Teaching International*)

"Mentoring Minority Graduate Students: issues and strategies for institutions, faculty, and students" (Thomas, Willis, and Davis 2007, *Equal Opportunities International*)

 "Supervision as Mentoring: The role of power and boundary crossing" (Manathunga 2007, *Studies in Continuing Education*)

 "'Tell Me What to Do' vs. 'Guide Me Through It': Feedback experiences of international doctoral students" (Wang and Li 2011, *Active Learning in Higher Education*)

 "What do Doctoral Students Value in their Ideal Mentor?" (Bell-Ellison and Dedrick 2008, *Research in Higher Education*)

Writing

Helping Doctoral Students Write: Pedagogies for supervision (Kamler and Thomson 2006, Routledge)

Practical Strategies for Pain-free Academic Writing (Shotwell – five-part workshop available on youtube)

Proposals that Work: A Guide for Planning Dissertations and Grant Proposals (Locke, Waneen, and Silverman 2007, Sage)

 "Speaking of Writing: Supervisor feedback and the dissertation" (Paré 2011, in *Supporting the Doctoral Process*, Springer)

Writing for Social Scientists: how to start and finish your thesis, book, or article (Becker 1986, University of Chicago Press)

Writing Your Journal Article in Twelve Weeks (Belcher 2009, Sage)

Exams

"Making Sense of the Doctoral Dissertation Defense: A student-experience-based perspective." (Chen 2011, in *Supporting the Doctoral Process*, Springer)

Oral Exams: Preparing for and Passing Candidacy, Qualifying, and Graduate Defenses (Foote 2015, Academic Press)

Professionalization and Professional Development

Academic Street Smarts: Informal Professionalization of Graduate Students in Sociology (Shulman and Silver 2008, The American Sociological Association)

From Student to Scholar: A candid guide to becoming a professor (Cahn 2008, Columbia University Press)

Graduate Student Professional Development: A Survey with Recommendations (Rose 2012, Social Sciences and Humanities Research Council of Canada)

How Professors Think: Inside the Curious World of Academic Judgment (Lamont 2009, Harvard University Press)

"The Identity Career of the Graduate Student: Professional socialization to academic sociology" (Adler and Adler 2005, *The American Sociologist*)

"Preparing the Professoriate of the Future: Graduate student socialization for faculty roles" (Austin and McDaniels 2006, *Handbook of Theory and Research in Higher Education*)

"The Role of Relationships in the Transition from Doctoral Student to Independent Scholar" (Baker and Fifer 2011, *Studies in Continuing Education*)

Careers

Beyond Labs and Libraries: Career pathways for doctoral students. (Sekuler, Crow, and Annan 2013, Higher Education Quality Council of Ontario)

"Parents on the Job Market: Resources and Strategies that Help Sociologists Attain Tenure-Track Jobs" (Kennelly and Spalter-Roth 2006, *The American Sociologist*)