DEVS PhD Program Handbook | 2024-2025

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Introduction

This guide contains the policies and procedures followed by the department of Global Development Studies (DEVS) in the administration of our Doctor of Philosophy (PhD) Program . This program is administered in conjunction with the School of Graduate Studies and Postdoctoral Affairs (SGSPA), which governs all University regulations pertaining to graduate studies at Queen's.

DEVS is an interdisciplinary department with faculty from a variety of academic and experiential backgrounds. Through our research and teaching we examine the history of ideas about 'development'. We explore the competing and contested meanings of the term and analyze the institutions and organizations that are integral to the apparatus of development at local, national and global levels, including action to

Department Administration

Department Head:	Marcus Taylor
Graduate Chair:	Bernadette Resurrección
Department Research Ethics Board (REB):	Bernadette Resurrección
Department Manager:	Barbra Lalonde
Academic Programs Assistants:	Carrie Roosenmaallen
	Email: devsgrad@queensu.ca
DEVS Office Location:	Mackintosh-Corry Hall, Room B411
	Phone: (613) 533-3301
	Web: http://queensu.ca/devs/

Click here for maps of the Queen's University Campus.

Sessional Dates

Queen's academic year is divided into three terms: Fall (September-December); Winter   (January-April); and Spring/Summer   (May-

NetID and Email

Your NetID is your network identity at Queen's University. It will be the "User ID" you need to sign on to the applications and services that are operated by Information Technology Services (ITS), such as Office 365 email, onQ, SOLUS Student Centre, MyQueen'sU, QShare, Wiki, etc.

You will need to activate your NetID by activating it at https://netid.queensu.ca/self-service. If you also hold employment at Queen's University, you will be required to activate an employee NetID once your employment contract has been established. Please note that teaching assistantship contracts are not typically established until the end of August.

By default, Queen's email addresses take the form of ser you aeserill b(e)]TJ EMC ugeinserill b

It is very important to keep your employee identity separate and distinct from your student identity. Do not forward your employee email account to your student account For complete details about Student Employee Email and Other Records, please read the Fact Sheet on the Access and Privacy site.

General Regulations for Graduate Study

Year 2 (Term Four to Six)

- Across their second year, candidates undertake three tasks:
    Prepare for and complete the written Qualifying Examination.
    As part of their Qualifying Examination process, submit a course syllabus on a chosen research topic.
     ubmit and defend a formal research proposal that provides the analytical and methodological basis for the subsequent PhD research. A committee of three faculty members – including the candidate's supervisor and at least one examiner from within DEVS – examines the proposal orally.
    Typically, comprehensive exams are held in the fall term of year 2 (Term 4)

Year 3 (Term 7 to Term 9)

- Candidates complete field research and/or equivalent data collection. In consultation with their supervisor and committee, they begin to write draft chapters towards their thesis.
- Candidates begin to plan a program

Degree Level Expectations

The PhD program in Global Development Studies facilitates students to conduct coursework and research in the field of development studies. While the department encourages a holistic, interdisciplinary perspective, we offer concentrated expertise in the following research areas:

1. Political Economy of Development
2. Cultural Politics of Development
3. Global Health and Welfare
4. Development and Sustainability

A full list of faculty members and their research areas is available on our website: https://www.queensu.ca/devs/people/faculty

To successfully complete the program, all doctoral candidates will demonstrate core competence in the following three benchmarks:

1. <u>Depth and breadth of knowledge</u>
   Our PhD students will attain a deep specialisation in the central rubrics that have shaped development studies as a field. This includes developing a close familiarity with both the political-economic and the cultural dimensions of development thinking including the ability to critically analyse debates in each. Doctoral students should demonstrate the ability to think creatively by linking these two bodies of knowledge and to synthesise their analytical perspectives with case study material. Within this process, students will display key practical skills of perceptive reading, information management and processing, and oral and written communication.

2. Research and scholarship

   Our program requires students to thoroughly ground themselves in key analytical frameworks and methodologies for conducting research on development issues. This involves developing foundational skills in designing and conducting fieldwork involving human subjects. It requires deep reflection on the practices and limits to cross-cultural research and exchange alongside generating a strong degree of reflexivity on the public purposes of development research. Doctoral students are expected to produce original research that is suitable for recognized venues of research exchange such as peer-reviewed journals, conferences, university workshops and so on.

3. Professional capacity

   Our doctoral students acquire key transferable skills for use within all professional contexts. As part of the ability to clearly communicate complex ideas in both written and oral forms, candidates will develop strong communication skills to present research plans and finished research to an audience of both specialists and non-specialists. Candidates will also establish good project management skills to develop their original research, including the ability to handle unforeseen problems before, during and after fieldwork or data collection. A close familiarity with the practices of grant applications, Ethics Board procedures, and research planning is required to further develop transferable skills that stretch beyond the academic realm.

These degree level expectations are assessed across the program through four primary means:

1. The core and elective courses require written scholarship and oral presentations that relate directly to the depth and breadth of knowledge, research and scholarship, communication skills, and awareness of the limitations of knowledge.
2. Candidates undertake qualifying exams and submit an undergraduate course syllabus in their area of research. The supervisory committee as a whole assesses the exercise in terms of learning outcomes for depth and breadth of knowledge, application of knowledge, communication skills, and professional autonomy and capacity.
3. Through the Thesis Proposal, the supervisor and committee ensure that the planning and implementation of research addresses key learning outcomes for research and scholarship, application of

knowledge, communication skills, and professional autonomy and capacity. This progress is then related to the department through Annual Progress Reports.

4. The thesis examination committee assesses the thesis in both written form and through oral defence to ensure it adequately addresses all learning outcomes: depth and breadth of knowledge, research and scholarship, application of knowledge, communication skills, professional autonomy and capacity, and awareness of the limitations of knowledge.

Finally, the performance of the doctoral candidate is documented using the following procedures:

- Student and supervisor fill out a mandatory Annual Progress Report (due annually on June 1) that reviews achievements to date, goals for the upcoming year and timelines for progress towards the timely completion of the degree. These are kept on record in the Global Development Studies graduate office.
- Coursework grades, with the student's transcript demonstrating a clear record of accomplishment. Students must hold a B+ average in order to progress to the proposal defence.

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Elective Course

Students can select one graduate level elective course (taught either within the department or in a related discipline) as their fourth course. Students typically discuss options for their elective course selection with their Supervisor prior to enrollment.

- Withdraw from the program.

For more information, please visit https://www.queensu.ca/academic-calendar/graduate -studies/general -regulations/ and click on Course Work Requirements.

SGSPA regulations require that a minimum grade point average of 2.7 or B- be attained in all courses required for the degree, including elective courses. A Failed course is one in which the candidate obtains less than a grade point of 2.7 or a B-. A candidate who fails a course is normally required to withdraw from the Program.

Late and Incomplete Course Work
The department expects all students to submit assignments on or before the due dates set by course instructors. In the absence of documented, extenuating circumstances beyond the student's control, students who have not submitted all work by the end of the term in which the course is taken will be assigned a final mark based on all material submitted to that date.

If necessary, students can request special consideration for extenuating circumstances that will have or have had an impact on an academic requirement or requirements. Such considerations might take the form of one or more of the following: a brief absence, a brief reprieve from coursework, research, or fieldwork requirements, an extended or deferred deadline, a modified schedule for assignments, projects, or comprehensive exams, a deferred exam or project, an alternate assignment, a re-weighting of assigned marks, course withdrawal without penalty, or other consideration deemed appropriate by the instructor, supervisor or Graduate Chair. Full details can be found here:
https://www.queensu.ca/grad- postdoc/wellness/accommodations -academic -considerations

In the case of legitimate problems, an instructor may agree to accept a late assignment. In this case, the instructor will assign an incomplete grade (IN). The automated grading system will add a deadline date of 120 days from the last date of the term in which the IN is entered, after which the grade will automatically become a Fail (F) if no grade change is submitted before the deadline agreed between the student and instructor. Incomplete grades, particularly if there is more than one, may affect a student's ranking by the

department in making recommendations for further financing and allocation of teaching assistantships.
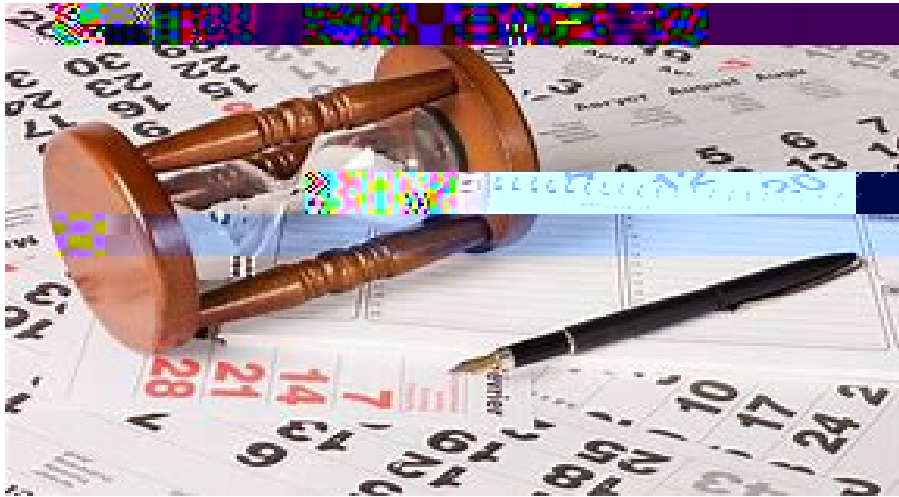
Annual Progress Reports

Annual progress reports are an important way for candidates to assess their progression through the degree and to dialogue constructively with their supervisor. They allow candidates to identify milestones accomplished, any areas in which they need to improve and the requirements they still need to complete.

At the start of May in each year, the Academic Programs Assistant will circulate an Annual Progress Report form to the candidate in which the candidate can indicate their accomplishments over the past academic year and identify key goals for the year ahead. It is advised that candidates meet supervisors to discuss their progress prior to filling out the form. On the form, candidates should relate their progress to the degree timeline set out above, indicate their accomplishments, and explain any delays in achieving key degree milestones. Where necessary, clear strategies and timelines for maintaining progress through the degree timeline should be identified.

Once the candidate has filled out their part of the form, it should be sent electronically to their supervisor no later than May 15th. Supervisors will then

write their summary of the candidate's progress over the academic year past and specify their expectations for the year ahead.

The supervisor will then send the completed form to the Academic Programs Assistant by June 1 who will ensure the candidate has a copy. If they desire, the candidate is allowed to respond to their supervisor's comments within two weeks and return the form to the Academic Programs Assistant. The final form will then be forwarded to the Graduate Chair for oversight. If deemed productive, the Graduate Chair may convene a meeting with the candidate, with supervisor present to address their progress and identify suitable strategies for achieving goals in the coming year.

Supervisory Committee:

A supervisory committee for the qualifying exam will be created consisting of the students' supervisor and two DEVS faculty members. In consultation with the DEVS Graduate Chair, one of the DEVS faculty members could be replaced on the committee by a non-DEVS faculty member with appropriate expertise.

A student's supervisory committee will typically remain the same throughout the four years of the PhD candidate's progress towards completion. However, temporary replacements in the committee can be made due to faculty leaves or sabbaticals in consultation with the supervisor and/or Graduate Chair. Additionally, a student can change the composition of their committee, including their supervisor, if their research changes direction or requires new expertise. This should be done in

Committee composition should be confirmed with the Academic Programs Assistant early in the Fall term in year two (i.e., Term 4).

External examiner for final thesis defence:
Working closely with the supervisor, the student will identify suitable external

The exam consists of two questions set by the examining committee designed to aid the candidate to build expertise in their chosen field(s) of development studies while evaluating the breadth and depth of their knowledge.

- **Part I: Analytical Approaches** : The first question tests the candidate's understanding of the primary theories, analytical debates, and controversies . The material covered would reflect the conceptual approaches and core debates that characterise the chosen field of research rather than substantive or empirical issues. For example, a student working on questions of sustainable development would be expected to cover the primary classic and contemporary analytical approaches to demonstrate an understanding of the evolution of the field over time, the areas of convergence and divergence, and important new work within the area. To aid in this process, the department will provide examples of previous qualifying exam lists on demand. The supervisor would also be expected to actively guide the process of selection.

- **Part II: Thematic Knowledge:** The second question tests the candidate's specialist knowledge in their chosen field, with greater emphasis on substantive, regional or contextual knowledge. For example, a candidate working on corporate mining practices and popular opposition in Bolivia might create a list around "The Contested Politics of Mining in Latin America".

For both questions:

> The candidate and the supervisor will prepare two lists of approximately 25 texts (articles, chapters) upon which the question will be based, and the candidate will circulate these to the committee as per the timeline set out below.
> The two lists may have some overlap, but there must be 25 unique texts on each list.
> Committee members can then recommend changes to the lists to incorporate new or missing materials that they deem essential. They must do so within two weeks of receiving the list.
> In the event of any disagreement over the content of the two

lists, the Graduate Coordinator will be the final arbiter.
The final confirmed lists must be sent to Academic Programs
Assistant and the Graduate Chair.

ability to identify, explain and critically analyse central concepts, theoretical approaches, and debates in the relevant fields of development studies and their specialist area. A **Pass** also requires that the candidate demonstrate the required level of communication skills (written and oral) to clearly convey complex ideas and concepts. While the committee may offer advice on areas for further reading and concept refinement, by granting a pass the committee is expressing confidence that the candidate is adequately prepared to move to the next stage of the degree process.

- The exam will be designated a **Fail** if two or more of the committee members judge it insufficient to meet passing standards. A **Fail** may be due to a lack of critical analysis that engages with the agreed upon literature. It may be due to an inability to express an argument in a scholarly manner expected at the doctoral level. It may be due to an avoidance of the questions posed, or a superficial treatment of the questions or lack of engagement with the relevant texts, or a combination of the above. It may also be due to a breach of academic integrity (see below).

In the case of a Fail, the committee will provide a written explanation of this failure to the candidate and the Graduate Chair within two weeks of the oral exam. A second Qualifying Examination will then be held within three months of the candidate's receipt of the committee's comments (an extension may be granted by the Graduate Chair under exceptional circumstances). New questions must be generated for the second examination. These will typically be based on the same reading lists as before, although minor changes to the reading lists can be recommended by the committee and approved by the Graduate Chair. If the candidate fails the second examination, the department will recommend to SGSPA that the candidate withdraw from the PhD Program.

In cases of failure due to significant breach of academic integrity, a second Qualifrti0.9 (if-5 (liⴿA (li(c)-7 .T7 (a)-7 (sp,)-18)(e)-2.1 - (hDn)1 (a)oic)-7 5 (e)-2 27 (a)-7 (sp,)-18) (

draft of their syllabus.

- N.B. it is the responsibility of the candidate to check the general availability of their committee with respect to the timeline below.

Once the exam process is commenced, the candidate and the supervisor will provide lists of approximately 30 texts for each exam question following the guidelines established above. These are circulated to the committee and the Graduate Chair. The Committee has <u>two weeks</u> within which to propose any changes to either list.

Once the lists have been confirmed, the candidate will identify their preferred start date for the written exam. This should be between <u>two and six weeks</u> following the confirmation of the reading lists. The

Should the candidate be required to re-sit the Qualifying Exam, this would typically occur within three months, although the Graduate Chair can set an alternate timeline in exceptional circumstances.

Thesis Proposal

The thesis proposal provides a comprehensive guide to the candidate's prospective doctoral research, giving a clear guideline to the questions addressed, the analytical tools and methodologies employed and the practical design of research logistics. The proposal allows the candidate to gain productive feedback from their committee prior to initiating the research.

The body of text for a thesis proposal would typically be 8,000 words including references. While each research proposal addresses a unique problem and context, every effort should be made to deal with the following components:

Introduction   : The introduction states the specific research question to be addressed establishes why this question is worthy of substantial research, including the originality of the proposed research and its relevance to the field of development studies.

Literature Review   : This section establishes the intellectual context within which the research is being undertaken. It should iihifh the ma orcadem.

research in development settings. Close details should be provided regarding the techniques to be used such as interviewing, participant observation, participatory research, etc. The candidate should provide a strong rationale for why these methodological techniques have been selected, i.e. why are they appropriate to address the research question(s) driving the research? They should clearly articulate the timeframes for their proposed implementation and the logistics for undertaking the research on a practical level.

Resources : What resources are needed to accomplish the proposed research? Care should be taken to spell out requirements in terms of travel (fares and accommodation and subsistence); necessary equipment and how it will be obtained; survey needs (interviewers, travel, telephone, supplies, coding); computing costs; and other necessary expenses. The candidate should make clear whether these required resources are currently available to them or how they will be accessed.

Ethics Review : All candidates whose research involves human subjects must successfully complete the compulsory Human Research Ethics approval – CORE (SGS 804) online tutorial prior to their thesis proposal defence. They might provide a full draft of a General Research Ethics Board (GREB) application in the proposal. Candidates and their supervisor can decide whether to submit this application to GREB prior to or immediately following the defence. Further information can be found at: https://www.queensu.ca/vpr/ethics/greb   .

Bibliography: A full bibliography must be included, which clearly covers the existing literature on the research topic and the analytical / methodological frameworks to be used for the project.

Oral Examination

Once the Thesis Proposal is submitted to the committee, the Academic Programs Assistant will schedule an oral defence. The committee is composed of three faculty members – including the candidate's supervisor and at least one examiner from within DEVS – and would normally be the same committee that assessed the candidate's qualifying exam.

The exam is chaired by the Graduate Chair or their designate and is approximately two hours in length and will typically be held around three weeks after submission of the proposal. During the oral exam, committee members will ask the candidate to justify their proposed research and the analytical frameworks / methodologies they plan to use. They may seek clarification or elaboration of any point within the proposal. On completion, the candidate will leave the room and the committee will decide whether the proposal meets the necessary standards to proceed onto active research.

The possible outcomes of the examination are as follows:

Pass
Allowed to continue to active research.

Pass with Major Revisions
A thesis is passed with major revisions if it is not acceptable in its present form or pending minor revisions but could be acceptable pending major revisions.

Referred
A thesis is referred if it is unacceptable in its present form and/or requires re-examination by the PhD oral thesis examining committee.

Fail
If two or more of the committee members indicate that the thesis proposal in its current form fails to meet the criteria for the candidate to continue in the program, then it is deemed to have failed.

that facilitate development. The latter would form a core part of their thesis topic.

c)   . Some internship/placement opportunities provide students with an opportunity to work within a specific community to build up the necessary knowledge, skills and contacts for their own subsequent research. For example, working for several months with an organization promoting gender empowerment in northern Canadian communities can provide the basis on which to then undertake research study on changing gender roles within such communities.

In all three cases, taking on an internship/placement would require a strong fit between the placement and the academic content of the student's degree.

Process

For students seeking to undertake an internship or placement, a rationale should be written into their thesis proposal. The supervisor and committee would then judge the fit between internship/placement and the proposed research. They would ensure that the nature of the internship/placement, the projected tasks involved, and the timelines involved all facilitate the broader academic goal of completing the doctoral thesis.

Should the internship/placement opportunity arise after defence of the research proposal, the student will provide a formal (written) rationale for the internship/placement in terms of their proposed research and its timelines. This will allow the committee and the student to articulate the expectations attached to the internship/placement. Finally, the graduate chair would act as a final check as part of their routine function in signing off on all graduate student off-campus activities.

To establish the direct tasks undertaken by the candidate during the internship/placement, a document should be created between the student, the academic supervisor, and their supervisor within the hosting organization. This would detail a clear set of goals and training objectives to ensure appropriate skill development and professional goals to accompany the academic objectives. The supervisor is expected to keep in contact with the student during the placement period to ensure that the expectations for both professional development and research facilitation are being met.

On returning from an internship/placement, the student is expected to give a written de-briefing – typically 4-5 pages – of what they accomplished in terms of academic and professional development to their supervisor and committee, plus give a presentation of their experience to the first year MA and PhD students as part of their professional development seminar (Devs 850 / 950).

From Research Proposal to the Thesis

Following the successful completion of the Research Proposal Defence, the candidate and supervisor will agree and update a schedule for research completion and submissions of chapter drafts. They will establish clear a reasonable turnaround time and procedure for these submissions and comments to be provided by the supervisor. The candidate and the supervisor will typically meet (online or in person) regularly during the process of drafting the thesis to discuss any problems and progress with the thesis. Other members of the supervisory committee may be involved as well, including with the reading of some chapter drafts if mutually agreed to.

Once the thesis is completed to the satisfaction of the candidate and their supervisor, the candidate submits the thesis to the School of Graduate Studies and the supervisor and Graduate Chair sign the form available in the DEVS main office. In extraordinary cases when a candidate and the Supervisor cannot agree on the appropriateness of the thesis submission, the candidate can proceed to submit without the approval of the Supervisor.

The supervisor – in consultation with the candidate – determines and arranges for the External Examiner and for the Internal/External Examiner for the defence.

NOTE: Students must maintain an up-to-date registration at Queen's until all degree requirements are complete.

Format of the Thesis

The thesis component of the degree will be consistent with the School of Graduate Studies and Postdoctoral Affairs regulations on PhD theses and structure. The thesis is expected to be a monograph format based on a period of fieldwork, typically conducted in developing country contexts, indigenous

4. Table of Contents
5. List of Tables (if applicable)
6. List of Figures (if applicable)
7. List of Abbreviations or Symbols (if applicable)
8. Main Body of the thesis including:
    a. Introductory chapter
    b. Literature Review and Methodology
    c. Substantive research (usually extends into several chapters as necessary)
    d. Summary and Conclusions
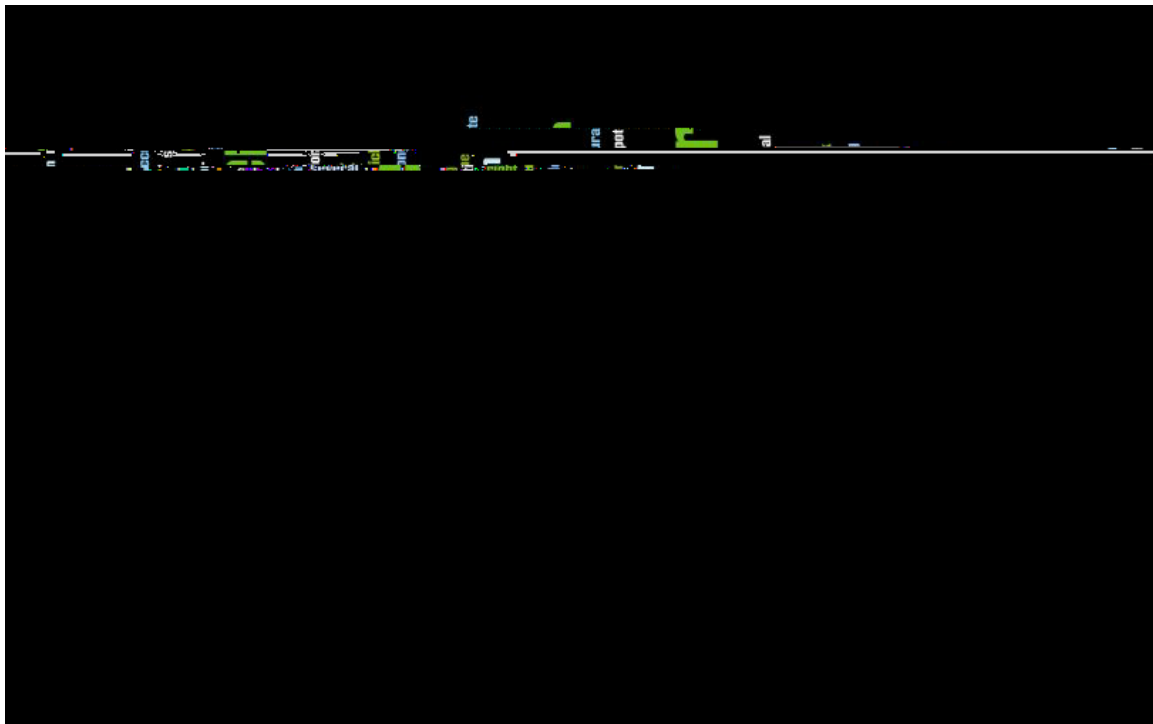
Procedures for Scheduling Oral Thesis Examinations (Defence)

The defence of a student's thesis will be arranged and conducted in accordance with the regulations of the Graduate School detailed on their . In addition, the candidate and supervisor will adhere to the following process:

1. The Ethics Clearance Letter must be included by the student in the thesis prior to defence, where applicable.
2. The thesis examination cannot be scheduled unless the student is currently registered, has completed all academic and program requirements, and has paid all due fees.
3. In preparation for the PhD thesis examination, a minimum of **25 working days** prior to their prospective defence date the supervisor and candidate must submit an email from the supervisor to the Academic Programs Assistant indicating the details of the defence, including an electronic copy of the thesis. **NOTE:** There are no exceptions to this deadline.
4. At this time, the candidate will deliver one copy of the Thesis (in temporary binding – no binders) to the School of Graduate Studies and Postdoctoral Affairs for the Committee Chair, who will be appointed by the Graduate School and Postdoctoral Affairs, and submit a PDF copy of the thesis to the School of Graduate Studies and Postdoctoral Affairs (thesis@queensu.ca) to be reviewed for formatting.

5. When these items are received the Academic Programs Assistant will prepare the formal thesis examination request form, arrange for it to be signed by the thesis supervisor and Department Head.

6. The members of the Examining Committee will receive a form from the Graduate School, confirming all the details of the examination, including the name of the appointed Chair. The bottom portion of this form is the   on the thesis. Each examiner, including the supervisor, must complete and return this form to the School of Graduate Studies and Postdoctoral Affairs by the deadline listed on the form. Examiners must indicate whether or not they think the examination should proceed, by checking either the Yes or No box on the form. These reports will be read aloud at the examination. If any two reports recommend the thesis examination not proceed, the

The candidate is invited back into the room. The Chair might begin with a simple general question designated to ease the candidate or may forego this privilege and move right into committee member questions.

The first round of questions begins and typically there are no restrictions on the length of time the External Examiner has, although a time limit of about thirty minutes is normal for the first round. All other members have about twenty minutes each. Depending on what the examiners decided, there may be a second round of questioning.

Once the questioning is complete, the candidate is asked to leave the room again, while the committee members deliberate.

The Chair reads out the outcome, which will be one of:
- **Passed** (typos and "minor modifications" allowed)
- **Passed with Major Revisions** (not acceptable in its present form or pending minor revisions but could be acceptable pending major revisions)
- **Referred** (whole sections need rewriting, an area omitted must be added)
- **Failed** (the thesis does not meet the requirements of the degree)
- Full details of these outcome categories can be found at: https://www.queensu.ca/academic -calendar/graduate -studies/general - regulations/

The Candidate is invited back into the room and the outcome is announced. If there are minor modifications, these changes are typically undertaken by the candidate and then submitted to the supervisor for approval.

In the case of a Referred thesis – wherein the thesis is not acceptable in its present form but could be acceptable pending major revisions – the revisions typically involve oversight by one or more committee members to be established at the time of the original defence. If the committee decides, the committee may be reconvened in the case of a referred thesis. The Committee remains in existence until the thesis is Passed or Failed.

A thesis is failed if the document is unacceptable to the discipline even with substantive revisions. If the committee returns two or more votes of Failed on the basis of the document, this means that the committee recommends that the student be required to withdraw on academic grounds. Failure may also

result from an unacceptable second oral thesis examination, where the student was manifestly unable to adequately present and defend the thesis and its underlying assumptions, methodology, results and conclusions in a manner consistent with the degree being sought.

At the defense, the form indicating the decision of the Committee is signed by committee members and other forms required by the School of Graduate Studies and Postdoctoral Affairs

Awards, Fellowships and Scholarships

Graduate Award amount may be lowered, but the total funding will always be greater than the original offer.

Internal Fellowships and Awards

Queen's internal graduate fellowships are based on academic merit and eligible graduate students are nominated by the Department in the spring term. A complete list can be found at https://www.queensu.ca/academic-calendar/graduate-studies/awards-financial-assistance/

External Fellowships and Awards

Students who have an overall average of A- (80%) or better in each of their last two years of study and are Canadian citizens or permanent residents are encouraged to apply for two major external awards: the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council Canada Graduate Scholarship – Doctoral (SSHRC CGS-D).

All Queen's PhD students in the first year of their program who bring new funding from one of Canada's three granting councils (NSERC, SSHRC, CIHR) automatically receive a $10,000 Tri-Agency Recipient Recognition Award as a

program at a recognized university. The IDRC typically offers scholarships to undertake field research on an array of development topics that change alongside the institution's annual priorities. Research award recipients undertake a one-year paid program of research on the topic submitted when competing for the award. During part of the time (often around 50%), recipients are trained in research management through hands-on experience with their chosen program and mentored by an IDRC staff member.

The Academic Programs Assistant will endeavour to keep all students informed of fellowship opportunities and funding deadlines and be available to answer your questions about eligibility requirements, completing funding applications forms and gathering supporting documents.

The fine print: Awards held by students who are required to withdraw or who withdraw voluntarily, or who become withdrawn due to failure to maintain registration, will be terminated, and students may be required to repay some or the entire award. In the case of some external granting bodies, repayment of the award portion already paid out is mandatory if the award holder withdraws from the graduate program. Partial or complete award repayment is also required if a student switches to part-time, or inactive, status.

Emergency Funding

Please speak with a member of the DEVS Administrative team if you are facing a financial emergency. Sources of emergency funding include Emergency Bursaries   from the Student Awards Office. The Society for Professional and Graduate students also provides Emergency Student Aid   . In addition, the Ban Righ Centre offers Emergency Bursaries   to female mature students who are parents or who have returned to school and are in financial need.

Teaching Assistantships

Teaching Fellowships

The department will offer Teaching Fellowships to DEVS PhD candidates based on budget and teaching capacity considerations. Candidates for DEVS

Sexual Violence Prevention and Response Training

Queen's addresses sexual violence on multiple fronts and takes their
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Anti -Racism Training

The University has developed a new training course "
                              offered by the Human Rights and Equity
Office that is mandatory for all PSAC Local 901, Unit 1 bargaining unit
members.

The training course can be accessed through the Human Rights and Equity
Office website.

Please complete the training and submit the confirmation of completion to
devsgrad@queensu.ca prior to start of classes   . As a PSAC Local 901, Unit 1
bargaining unit member, you will be paid the equivalent of one hour at the
Teaching Assistant hourly rate of pay in Schedule A of the PSAC Local 901,
Unit 1 Collective Agreement for completing the training.

If you have any questions regarding the training, please contact the Faculty
Relations Office at fro@queensu.ca.

Cybersecurity Education and Awareness Training (20 Minutes)

What is the Cybersecurity Education and Awareness Program?

The purpose of the Cybersecurity Education and Awareness Program is to
assess and prioritize the awareness and education needs of Queen's students,
staff, and faculty. The Program outlines a framework for providing security-
related information and messaging to students, staff, and faculty in order to
support general cybersecurity awareness.

The course can be accessed through this link Cybersecurity Education and

6000 ext. 77010. According to Article 12 of the Collective Agreement, Teaching Assistantships are offered according to four preference groups. Most DEVS students will be in group A as TA-ships have been offered as part of their funding package.

The course instructor is usually the TA's employment supervisor. It is the responsibility of the instructor to provide each teaching assistant with a list of all assigned activities to be included within the allotted hours of work Teaching Assistant Form (Appendix "A" of the Collective Agreement) , which outlines TA duties, hours required and any mandatory training. Each instructor must meet with their TA(s) at the beginning of term to review and sign the form. You should be able to complete the tasks you have been assigned within the time listed on the form.

As a TA, it is a good idea to meet with your employment supervisor near the middle of the term to make sure that the time you are spending on TA work is in line with your Teaching Assistant Form. If changes need to be made, you and the supervisor may be able re-visit section B of the form and reallocate hours.

Conferences

PhD candidates are encouraged to present their original work at relevant scholarly conferences and workshops. These events also provide a good opportunity for networking with journal editors, publishers, potential employers, or collaborators.

Conference Travel Award
The department has a limited amount of money to support full-time graduate students who are presenting a paper at a conference. Awards may be used to provide partial support for travel, accommodation, food, and registration fees associated with a recognized conference at which an authored/co-authored paper is being presented. Typically, a letter of invitation or a program from the conference secretariat naming the student presenter must accompany the request for funding (or be provided in due course). If the invitation is in the name of the supervisor, it should be indicated that the student will present and be signed by the program supervisor. More information on this can be found at: https://www.queensu.ca/sgs/faculty-staff/funding-administration-graduate-student-awards

Academic Scams: Conferences and Publishing

Please be aware: over the past years there has been a growing number of fraudulent invitations targeting both faculty and graduate students to attend conferences and to submit papers for publication. If you receive an unsolicited email inviting you to a conference or to submit a paper please be cautious. You may be asked to pay a heavy registration fee for attendance at a conference that either doesn't exist, or is not a veritable academic event. Equally, there are many online publication venues that solicit submissions but then expect high fees to publish material. These venues publish so long as they receive a fee, regardless of quality and with little or no reviewing procedures. They are not seen as respectable](e)-35<es for publication. Ifin