

GRADUATE RESEARCH STUDIES

FOR STUDENTS

# GUIDE TO GOOD PRACTICES

FOR ADVISORS





## ARE YOU IN A THESIS-BASED MASTER'S OR DOCTORAL PROGRAM, ARE YOU A RESEARCH ADVISOR, OR ARE YOU IN CHARGE OF GRADUATE STUDIES?

If so, this document was designed for you!

### FIND OUT ABOUT GOOD PRACTICES

#### STUDENTS

- 1 Plan** your pathway in collaboration with your research advisor.
- 2 Establish** a financing strategy for the duration of your education.
- 3 Commit** to your training.
- 4 Ensure** effective communication.
- 5 Be familiar** with and comply with the regulations and principles related to integrity and ethics.
- 6 Plan** your writing.
- 7 Prepare** your professional integration.

#### RESEARCH ADVISORS

- 1 Support** the student in planning their educational pathway.
- 2 Guide** the student in obtaining funding.
- 3 Commit** yourself to providing supervision.
- 4 Ensure** effective communication.
- 5 Respect and promote** regulations and policies related to research integrity and ethics.
- 6 Support** the student during the writing process.
- 7 Support** the student in preparing their professional integration.

## SUPERVISION: AN ESSENTIAL SERVICE

Good supervision is at the very heart of a student's success. It plays a decisive role in the quality and success of a student's educational pathway. Students must receive support throughout their educational career, with supervision adapted to their needs.

Students and their research advisors must have a mutual understanding of their expectations. Open communication between them promotes effective collaboration, compliance with deadlines, and greater personal satisfaction.

This document contains essential information and resources related to supervision to guide you along the educational pathway. The objective is to equip you with tools and share with you the best practices in graduate research supervision so as to promote the best possible relationship between students and their research supervisors.

# STUDENT PRACTICES TO BE ENCOURAGED

# 1

## PLAN YOUR PATHWAY IN COLLABORATION WITH YOUR RESEARCH ADVISOR

- Consult the steps and requirements of your program of study on the program fact sheet and in the *Guide des études supérieures*.
- Determine, if applicable, the educational activities to be taken based on your past training, the structure of your program of study, and your career plans.
- Establish and define an interesting research topic that you can realistically develop in your program of study.
- Plan your research plan and timeline, and adhere to them as much as possible.
- Maintain documentation relevant to all aspects of your training and research activities.
- Work with your research advisor to establish a training plan and terms of collaboration in order to define the mandatory steps of your educational pathway and your mutual expectations.
- Jointly and regularly with your research advisor, produce an assessment of your progress and achievements.
- Take a leadership role in your education, in particular by anticipating future steps (e.g., with Gestform, SYGES, the *Guide des études supérieures*, or other tools) and by providing input during meetings with your mentoring committee (these committees are in the process of being implemented for some programs).



## 2 ESTABLISH A FINANCING STRATEGY FOR THE DURATION OF YOUR EDUCATION

- Look into the various funding sources available and their eligibility requirements to cover your educational expenses, including scholarships, research or teaching assistantships, lecturing opportunities, and other forms of on-campus employment.
- Apply for the various scholarships offered by the Université de Sherbrooke and outside organizations to ensure you have sufficient income during your education.
- Adhere to the standards and timelines of the funding agencies for obtaining an award or grant.



# 3

## COMMIT TO YOUR TRAINING

- Attend orientation, information, and training activities organized by your faculty, department, program of study, university training centre, Libraries and Archives Services, or other relevant bodies of the Université de Sherbrooke.
- Take responsibility for your training, including not only the development of the skills related to your field of research, but also personal and professional skills.
- Demonstrate commitment and constant effort in acquiring the knowledge and skills necessary to complete your thesis or dissertation.
- Participate in all required training activities, once they have been discussed with and approved by your research advisor, if applicable.
- Ensure the progress of your research project outside of class periods, according to the schedules and timelines agreed upon with your research advisor.
- Be responsible for the preparation, content, and submission of your thesis or dissertation within the deadlines set by your faculty or university training centre, while taking into account the advice of your research advisor.
- Maintain your registration and ensure that all necessary permits and authorizations are up to date until the end of your program of study.
- Get involved in the university community as well as at the national and international levels (e.g., student associations, community or humanitarian projects).



# 4

## ENSURE EFFECTIVE COMMUNICATION

- Promote, in collaboration with your research advisor, a climate of trust and mutual respect allowing open communication, including exchanges on any situation generating discomfort or uneasiness.
- Maintain regular contact with your research advisor, respond in a timely manner to questions or comments, keep a record of discussions, and take into account any instructions or proposed corrections.
- Allow a reasonable amount of time for your research advisor or any other authority to provide feedback when you submit documents or when you request letter of references or signatures on documents.
- Discuss opportunities for disseminating your research results with your research advisor to facilitate their participation, if required and when appropriate.
- Inform your mentoring committee or the person responsible for graduate studies in your faculty of any problems affecting the quality of the mentoring you receive.
- Promptly inform your research advisor of any circumstances that could interfere with your progress or lead to an interruption in your education.
- Update the contact and other information in your student file whenever your situation changes.



# 5

## BE FAMILIAR WITH AND COMPLY WITH THE REGULATIONS AND THE PRINCIPLES OF INTEGRITY AND ETHICS

- Be familiar with and comply with institutional and faculty policies and regulations (e.g., [Règlement des études](#), Règlement facultaire complémentaire au Règlement des études), including those related to preparing and submitting theses and dissertations.
- Be familiar with and comply with the [regulations and policies](#) regarding plagiarism, harassment, research integrity, intellectual property, occupational health and safety, and so on.
- Use the human and material resources made available to you in a thoughtful and moderate manner.
- Maintain, where applicable, an orderly and secure archive of your research data at your place of training so that it is understandable and accessible to the relevant authorities even after your graduation.
- Free and clean, where applicable, the space occupied during your training once your program requirements have been met and return any borrowed materials.

You should consult the [Web page related to official documents](#).





# 6

## PLAN YOUR WRITING

- Bring together conditions favorable to writing a thesis or dissertation in terms of availability; motivation; mastery of the French language; balancing writing, family, and work, and so on.
- Organize and classify the documentation relevant to your research. During your reading, make sure you note citations, make summaries, jot down your thoughts and questions, and provide full references of your sources.
- Use the tools at your disposal to facilitate the writing process (e.g., [Libraries and Archives Services](#), [Journées Réd-ACTION](#), Centre de langues, [Education Support Services Web page on plagiarism](#)).
- Define and adhere to the work plan established with your research advisor, keep them current on your progress, and take into account their feedback.
- Seek your research advisor's help with the scientific content of your project or your mentoring committee's help with your personal situation or educational pathway, as often as necessary.



# 7

## PREPARE YOUR PROFESSIONAL INTEGRATION

- Discuss your career plan and professional development needs with your research advisor and mentoring committee.
- Develop a plan to develop your research skills as well as your personal and professional skills that is consistent with your career plan.
- Be familiar with and strategically use the various resources at your disposal to fully develop your skills with a view to facilitating professional integration (e.g., training offered by the [Research+ Competency Centre](#)).



# RESEARCH ADVISOR PRACTICES TO BE ENCOURAGED

# 1

## SUPPORT THE STUDENT IN PLANNING THEIR EDUCATIONAL PATHWAY

- Discuss the steps and requirements of the program of study with the student.
- Determine the skills the student needs to develop according to their program of study in order to identify the areas in which additional training is required and provide the necessary time and space in the schedule and time lines to do so.
- Establish and circumscribe an interesting and realistic research topic in the context of the student's program of study;
- Assist the student in planning their research plan, establishing a timeline, and adhering to it as much as possible.
- Work with the student to establish a training plan and terms of collaboration in order to define the mandatory steps in their educational pathway and your mutual expectations.
- Provide the student with relevant information on human and material research resources.
- Formulate reasonable expectations with respect to attendance at training sites and leaves of absence in accordance with Université de Sherbrooke policies.



# 2

## GUIDE THE STUDENT IN OBTAINING FUNDING

- Inform the student of the different sources of funding available.
- Support the student in their search for funding, preparing the application, and, if applicable, in obtaining integrated funding.



# 3

## COMMIT YOURSELF TO PROVIDING SUPERVISION

- Have proven knowledge and expertise (grants, publications, etc.) in the field of research of the student's thesis or dissertation in order to adequately guide the student.
- Advise, guide, and support the student in all aspects of their training and research activities, providing clear intellectual leadership and guidance on academic expectations.
- Support the student in all the mandatory steps of their progress, including, if applicable, preparing for orals, seminars, producing scientific posters and other scientific publications, writing a thesis or dissertation, and defending a thesis or dissertation.
- Provide access, when required, to the facilities and research materials necessary for the student to carry out their projects.
- Offer a stimulating environment, respectful support, constructive criticism that is meant to be encouraging, and frequent recognition of the student's achievements.
- Ensure sustained, formative guidance to the student when drafting scientific publications.
- Make the necessary arrangements to ensure adequate continuity of your supervision during prolonged absences (e.g., more than one month).
- Encourage the student to complete their educational project when the objectives have been achieved and it is no longer in the student's interest to go further (e.g., avoid activities that could interfere with the educational project or unnecessarily extend its duration).
- Attend the student's outreach activities, if possible, and provide feedback on the student's performance.
- Promote the maintenance of a safe, fair, diverse, inclusive, and harassment-free research environment.
- Discuss with the student the potential benefits or impacts on their progress of engaging in activities and work unrelated to the program of study; encourage balance.
- Support the student faced with certain challenges related to cultural, operational, or other differences that arise during their progress and direct them to the appropriate resources.

# 4

## ENSURE EFFECTIVE COMMUNICATION

- Promote, in collaboration with the student, a climate of trust and mutual respect allowing open communication, including exchanges on any situation generating discomfort or uneasiness.
- Establish a meeting schedule to regularly monitor the progress and state of the student's work; discuss with the student your expectations in preparing for follow-up meetings.
- Discuss the desired communication arrangements regarding performance expectations and the consequences of not meeting those expectations, conflict resolution, etc.
- Discuss the delivery of written work (format and schedule) and the time frame deemed reasonable for providing feedback on documents.
- Support the student in resolving conflicts or disputes with members of the research team or other authorities. If necessary, refer the student to the appropriate resources (e.g., [student associations](#), [ombudsman](#), or the [Bureau du respect des personnes](#)).
- Respond in a timely, constructive, and detailed manner (with suggestions for improvement) to written work submitted.
- Discuss timely opportunities for dissemination of the student's research results and participate, if required.
- Establish with the student the methods used to monitor their progress and performance (e.g., administrative procedures, conference attendance, seminar presentations, publications).



# 5

## RESPECT AND PROMOTE REGULATIONS AND POLICIES RELATED TO RESEARCH INTEGRITY AND ETHICS

- Be familiar with and disseminate institutional and faculty policies and regulations (e.g., [Règlement des études](#), *Règlement facultaire complémentaire au Règlement des études*), including those related to preparing and submitting theses and dissertations, and ensure that the student understands and complies with them.
- Be familiar with and disseminate [the regulations and policies](#) regarding plagiarism, harassment, research integrity, intellectual property, occupational health and safety, and so on.
- Act as a resource person in managing the requirements of the program of study, deadlines, etc.
- Promote the maintenance of a safe, inclusive, diverse, and harassment-free research environment (see [training on preventing sexual violence](#)).

You should consult the [Web page containing official documents](#).





# 6

## SUPPORT THE STUDENT DURING THE WRITING PROCESS

- Discuss the terms of supervision: form, frequency, etc.
- Encourage the student to use the various tools to facilitate the writing process (e.g., Libraries and Archives Services, Journées Réd-Action, Centre de langues, and the Education Support Services Web page on plagiarism).
- Determine a work plan and timelines with the student and ensure that they are adhered to.
- Provide feedback in a timely manner at the various stages of writing and ensure that the student clearly understands.
- Acknowledge the contribution of all partners involved, including the student, in published documents and oral presentations in accordance with the [good practices related to intellectual property of the Université de Sherbrooke](#).



# 7

## ACCOMPANY THE STUDENT IN PREPARING THEIR PROFESSIONAL INTEGRATION

- Discuss with the student their career plan and professional development needs.
- Present inspiring and diverse professional role models appropriate to the student.
- Regularly assess the student's specific professional and personal training needs and ensure that these needs are met.
- Provide advice and support with respect to career opportunities and professional integration, whether or not the student wants to pursue a career in research.
- Refer the student to relevant resources for their professional development.
- Encourage students to join different research networks relevant to their field and to present their research results within and outside the Université de Sherbrooke.
- Encourage students to take part in university life and to get involved in various activities that will enrich their education.





## REFERENCES

[Web site on research at the Université de Sherbrooke](#)

[Education Support Services resources on integrity and plagiarism](#)

[Research+ Competency Centre Web site](#)

[Libraries and Archives Services Web site](#)

[Université de Sherbrooke official documents](#)

[Information about Journée Réd-ACTION](#)

**OFFICE OF THE VICE-PRESIDENT,  
RESEARCH AND GRADUATE STUDIES**

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