

The



Sex And Violence Evaluation (SAVE)

Lab Handbook

2026–2027

Land, Truth, and Reconciliation

The SAVE Lab is based at York University's Keele Campus on Toronto Purchase Treaty No. 13 lands and on the traditional territory of the Huron-Wendat and Haudenosaunee, with enduring connections to the Mississaugas of the Credit First Nation. First Nations peoples have lived on and cared for this part of Turtle Island for millennia, and the culture and presence of First Nations, Inuit, and Métis peoples continue to enrich this territory.

The SAVE Lab's commitment to reconciliation extends to its relationships and daily work, including recruitment, research practices, training, and community engagement. This requires learning the truth about colonialism and its ongoing effects on research and education, and respecting treaty responsibilities.

The SAVE Lab is grateful for the opportunity to learn and conduct research on this land. Reconciliation requires continued reflection and action informed by what we learn.

York reference: [Official York University Land Acknowledgment](#)

Preface and Ratification

We, the undersigned, have prepared this Handbook as a statement of how the Sex And Violence Evaluation (SAVE) Lab at York University governs itself. It reflects nearly a year of work by several members of the lab and sets out the responsibilities we accept in working together.

Established in 2024, SAVE is a clinical-forensic research and training lab dedicated to preventing sexual abuse and violence. We believe science offers the best long-term means of doing so, through careful inquiry and collaboration.

The suffering we seek to prevent is ongoing, even when reliable answers take time. That urgency demands diligent work; it does not justify rushing to conclusions or making claims beyond the evidence. Humility requires us to look for errors in our own work and revise our conclusions when the evidence warrants it. When we share findings, we must explain their limits clearly, to reduce the risk of misunderstanding.

That responsibility also governs how we treat one another. Those entrusted with greater authority have a greater obligation to exercise it fairly and provide appropriate support. The standards we ask of others must guide our own conduct. We must be prepared to learn from criticism and take responsibility when we fall short.

This edition covers September 1, 2026 through August 31, 2027. By ratifying it, we accept responsibility for upholding and enforcing its provisions within our respective roles. Until ratification is recorded below, it remains a working draft.

This Handbook governs the lab's internal affairs, subject to applicable University requirements and other obligations governing its work.

Review and Amendment

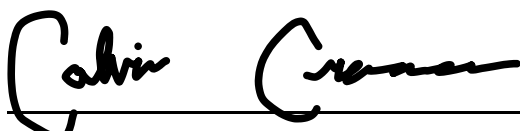
We, the undersigned, are also responsible for ensuring continuity of governance for 2027–2028. We may carry the substance of this edition forward or revise it for the following year through the governance process in Section 4.

Any member may propose a revision to the Lab Manager or Director for consideration through the governance process in Section 4. The governance team reviews the Handbook at least annually and when changes in lab operations or controlling requirements warrant revision. The Lab Manager records each approved amendment and who authorized it. Revised editions identify their version and effective date and are communicated to members; earlier editions remain archived.

Ratification Record

Ratification of this edition is recorded by the signatures and date below.

Date of ratification: September 11, 2026



Calvin Cressman, M.Sc.
Graduate Student



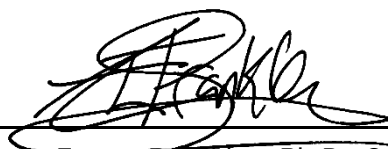
Angelina Heidebrecht, M.A.
Graduate Student



Mobina Karimi, B.A. (Hons.)
Lab Manager



Jordyn Monaghan, M.Sc.
Graduate Student



Andrew Ernest Brankley, Ph.D., C.Psych.
Director

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1. Mission, Vision and Values

Mission

The SAVE Lab uses rigorous research, clinical-forensic expertise, and knowledge mobilization to prevent sexual abuse and violence. The lab works to improve evidence-based assessment, intervention, and policy while centring dignity, equity, safety, and respect.

Vision

A world in which sexual and interpersonal violence no longer occur, and in which prevention, justice, assessment, intervention, and healing are guided by science, compassion, and respect for all people.

Core Values

The lab's four core values guide how SAVE members develop, make decisions, conduct research, and work with one another.

Growth, Initiative, and Leadership

At SAVE, developing researchers and clinicians is part of the work. The lab provides rigorous training, useful feedback, and progressively greater responsibility. Leadership is the earned capacity to recognize what matters, act with judgement, help others grow, and move shared work forward. The lab aims to help members develop the competence and character required to prevent harm.

Discovery and Innovation

Research requires creativity and discipline. Members begin with the question and use the methods needed to answer it well. This may require adapting, combining, or building tools. The lab welcomes unconventional questions, work across disciplines, and tests of bold ideas. Novelty is not enough: a new approach must be supported by evidence, meet ethical and accessibility requirements, and have practical value. The lab revises or abandons approaches that do not work.

Collaboration, Connection, and Care

Research depends on relationships among people working toward a shared purpose. Members, participants, colleagues, and communities each bring knowledge, perspectives, and goals that deserve serious consideration. Members share information, credit, opportunities, and responsibility. Members listen across differences, challenge ideas without humiliating people, and support one another's development. Collaboration does not remove disagreement or accountability; it makes both more useful when they are grounded in respect, reciprocity, and care.

Integrity and Accountability

Trust depends on whether members' conduct matches their commitments. Members work honestly, disclose uncertainty and conflicts, maintain accurate records, communicate barriers early, and take responsibility for mistakes and corrective action. Members with greater power or discretion have a stronger duty to explain and constrain its use. The lab's work concerns vulnerable people and consequential decisions. Members therefore take reasonable steps beyond bare compliance when needed to protect others, strengthen the science, and justify their trust.

2. Reciprocal Relationship: Director, Lab, and Members

Mentorship and Supervision: Two Sides of the Relationship

Mentorship in the SAVE Lab is a relationship, so this section is written from both sides. The Director's note describes what he looks for in students and what he is trying to offer them. A companion note, developed by students, describes what they need and hope for from mentorship and supervision. These notes are not the rules of the lab. They provide context before later sections define specific pathways, opportunities, and obligations.

2.1 A Note from the Director

What I Look For, and What I Am Trying to Offer

I should begin with two admissions.

The first is that this lab matters enormously to me. I think about it constantly: the people in it, the questions we are asking, and what our work might become. The second is less flattering. I do not always respond as quickly as I should. I am humbled, and sometimes overwhelmed, by how many people are interested in this work and how many students come through my door looking for a place in it. When I am slow to reply, please do not read that silence as a judgment about you. It is usually me struggling to keep up. I am sorry when that happens.

My attachment to the lab is also mine to manage. I do not expect it to occupy the same place in your life that it occupies in mine, and you do not owe me a performance of my own intensity. What I do need is a real reason for you to be here: something in the work, the skills, or the purpose of the lab that has a durable claim on your attention.

The Work, Honestly

When students ask me whether they should go to graduate school, I often tell them not to.

That probably sounds strange coming from a professor. Research can be punishing. It is often slow and isolating. You can work for years on an idea that goes nowhere, or watch a project collapse after an enormous investment of time. Even when the work succeeds, it may be years before anyone notices and much longer before it changes anything outside the university.

None of this excuses a supervisor or a laboratory making the work more punishing than it needs to be. It is simply an honest description of trying to learn something that is not already known. There are easier ways to make a living. I can think of a dozen jobs that would get me home earlier and follow me through the front door less often. I would not be happier in them. I do this because I love it. I feel compelled to do it. When research works—when evidence makes a difficult idea clearer and that clarity helps someone—it is the closest thing to magic I have ever seen.

So, yes, I look for some fire.

I do not mean unlimited hours, constant availability, or a willingness to sacrifice your health. When I say “above and beyond,” I mean intellectually. I mean caring enough to ask the next question and take ownership of a problem. When a setback comes, the problem still matters enough that you return to it. It is the underdog-movie part of research: *I didn't hear no bell*.

That fire does not always look dramatic. Some people are loud about their enthusiasm; others work quietly and methodically. I care much more about whether the interest lasts than how it is displayed. I will also often be the person telling you to stop, take the weekend, use your vacation, or sleep

before trying again. Research is a marathon. One spectacular effort followed by burnout is not a sustainable way to build a life or a laboratory.

Mentorship Means Finding the Intersection

One of my students once offered a distinction that stayed with me. Supervision is about helping a student get work done. Mentorship is about developing the person as a whole.

I want us to practice mentorship.

Not everyone who joins this lab will go to graduate school, and I do not want graduate school to become the hidden definition of success here.

I am not interested only in what you can produce for the SAVE Lab. You are a whole person with your own ambitions and responsibilities, along with a life outside this room. You may want to become a psychologist or a researcher. You may be headed toward law, policing, clinical work, policy, or something neither of us has considered yet. The lab's work is research, but research can develop skills that matter in other careers. The point is to choose work that develops something you actually need rather than assuming that every member is headed toward the same career.

Our task is to find the intersection between what the lab can honestly offer and what you are trying to become. It is that point of mutual interest that we can use to build a plan.. The work advances the lab, but it also has a personal direction for you. From the outside, your role may look much like someone else's. What matters is that we understand what you are learning and why it belongs in your path.

This requires some self-knowledge. I have long wanted to hang the Delphic instruction *Know thyself* over my office door. You do not need to arrive with a finished career plan. Most people do not, and I certainly did not. It took me time away from school, conversations with friends, and several attempts at other things before I could articulate what I had been searching for in psychology: a place where I could think about human nature one day and apply that thinking with real people the next.

You can be uncertain. I will ask you to become curious about the uncertainty: what still holds your attention after the novelty wears off, what kinds of problems follow you out of the room, and what you want to be able to do by the time you leave the lab. "I like everything" is understandable, but it gives us little to work with. "I want to learn complex statistics that answer practical questions" gives us a place to begin.

A passing curiosity may simply mean that a sustained role in this lab is not the right fit. The work is too demanding to sustain on novelty alone. Your reason for caring does not have to be the same as mine, but it needs to be strong enough to carry you through the tedious and frustrating parts.

I also hope the lab becomes a community. I like a room with people in it because I like people, not because I want an audience. Research can be lonely, and it helps to have others nearby who understand its pace and frustrations. I hope you find friends and collaborators here, perhaps even kindred spirits. The social life of the lab is an invitation, not a test of belonging or commitment.

What Tends to Make Graduate Mentorship Work

For graduate students, three qualities have mattered repeatedly in the relationships that work best with me. They are not a mechanical checklist, and they can look different from one person to another.

Intellectual Initiative

“Self-starter” is a phrase used so often that it has nearly lost its meaning. What I am looking for is intellectual initiative.

If I ask you to investigate one question, answer it. But if you notice a better question sitting beside it, bring that back too. Try things. Follow a surprising lead. Come to a meeting ready to tell me not only what you found, but what you now think the problem might be. Of course, initiative stays within the ethical, data-security, and project boundaries that govern the work. Creativity does not overrule responsibility.

I do not expect you to read my mind, and independence does not mean I disappear. The point is to help you become increasingly able to decide what should happen next while knowing that guidance remains available. Some of my greatest pleasure as a professor comes from seeing a student become absorbed in a problem and go farther because they genuinely wanted to know what was there. Professors spend much more time teaching and supervising than making discoveries with their own hands. We get to experience some of that discovery through you.

In the spirit of Ms. Frizzle, take chances, make mistakes, and get messy—inside the ethical and methodological fences. I am a dad. I have wet wipes and Tide pens. Honest mistakes can usually be cleaned up. Hidden ones are much harder.

Mileage

As one of my favourite fictional academics put it, it is not the years; it is the mileage.

I came to psychology by a less direct route, and many of my better ideas have come from experiences that seemed unrelated at the time. Maybe you studied computer science, danced ballet, taught, worked with your hands, or spent years outside universities learning how people and organizations actually behave. There is gold in those experiences if you learn how to mine it.

The work we do is complicated because human beings and the systems around them are complicated. Sexual abuse, violence, risk, prevention, treatment, justice, and policy do not yield cleanly to a single explanation. One danger in this field is becoming so attached to a tidy account that we stop seeing the life underneath it. Experience does not automatically produce wisdom, but it can make a person less surprised by contradiction and less eager to flatten complexity.

A previous master’s degree can provide useful mileage. It may mean that someone already knows what graduate courses, thesis work, long timelines, and sustained uncertainty feel like. It is not the only route, and it is not a statement of who is worthy. Readiness is partly about whether you have enough footing to learn the things this particular stage will demand without fighting every battle at once. Sometimes a person is right for the work and the timing is wrong. That distinction matters.

Leadership

I look for leadership. Here I mean the capacity to help people move together, rather than a desire for status or control.

My interest in leadership began with watching intelligent people work against one another even when they wanted roughly the same thing. I kept thinking that, if they could hear and understand one another more clearly, they might get out of each other’s way and start helping each other. That is still the kind of leadership that interests me: listening well, translating what others are trying to say, coordinating effort, and helping a group move toward a shared purpose.

Graduate students in this lab will often become teachers and mentors themselves. That matters beyond the practical work of the lab. Psychologists supervise and consult. They also sit on committees, help administer programs, and make judgments when the answer is not obvious. Leadership is part of the profession.

To borrow one of my recurring Star Trek metaphors, we are unquestionably a science lab, but we are a science lab willing to put on command red. We cannot contribute to the prevention of sexual abuse and violence by producing papers and waiting inside the university for change to occur. Someone has to translate that knowledge and organize people well enough to put it into practice. I value people who feel drawn to that work because they have difficulty sitting still while something could be made better.

What I Hope Undergraduate Students Learn Here

My expectations of undergraduate students are different because the purpose of the experience is different. You are not supposed to arrive already knowing how to do this work.

I have seen very capable students become frightened by a difficult stretch. A heavy week starts to feel like evidence that every future week will be equally heavy. A long set of revisions begins to look endless. The student is no longer dealing with the work in front of them; they are imagining an entire future built from the hardest moment.

Part of my job is to push you, and part of it is to protect you.

If I never ask you to do more than what already feels comfortable, I am not helping you discover your capacity. If I push you until you are only panicking and holding on, you are no longer learning. The useful space lies somewhere between those points, and finding it requires us to talk. You may need to tell me that the pace is becoming too much. I need to notice whether you are being stretched or beginning to flounder. We will not always judge that perfectly.

Early in your development, I will usually provide more structure. As your skill and judgment grow, so should your ownership of the work. That progression is not a ranking of intelligence. Providing more structure early lets you take on a genuine challenge without being abandoned to it.

I want undergraduate students to leave with a more accurate sense of what they can do. Sometimes that discovery will be exciting. Sometimes it will involve learning that a particular kind of work does not suit you. Both are useful. You do not have to become a researcher for the experience to have mattered.

Communication, Especially When Things Are Hard

The quality I value most may not be a trait at all. It may be an emergent property of a healthy relationship: honest communication.

I say that as someone who spent much of his own education wanting to please his mentors and fearing that he would disappoint them. I understand the urge to hide a mistake, struggle alone, or wait until you have fixed a problem before admitting that it exists. Students sometimes try to prove their value by presenting a version of themselves that is endlessly capable.

You do not need to be perfect. Perfect would be boring; there would be nothing for us to work on together.

Allow me to help.

That does not require surrendering your privacy. You do not owe me the intimate details of your life. I do need enough information to understand what is affecting the work and what kind of support might help. Tell me when an instruction is unclear, a deadline is at risk, the workload is becoming unsustainable, or something in our working relationship is making it harder for you to succeed.

I would rather hear, “I am pushing myself, but I am getting worried,” than discover later that you reached the finish line by concealing exhaustion. The first conversation gives us options. We may change the plan, slow the pace, find another resource, or decide that stepping back is the move that keeps you in the work. Often, when a student finally tells me what has been happening, I realize there was a simpler solution available weeks earlier. Not always. But often enough that silence becomes an unnecessary extra burden.

Communication is reciprocal. It is not enough for me to say that my door is open. I have to respond in a way that makes it safer to walk through. I need to listen when you tell me that you need more guidance, more room, a different explanation, or time to recover. I will not always get that right; I am still learning how to do this well. I hope you can tell me when I have missed something, and I have to be willing to hear it.

I am much less impressed by someone destroying themselves to pull off one brilliant result than by someone learning how to do difficult work in a way that can last. Failure will teach all of us plenty without our manufacturing extra suffering to prove that we belong.

The Relationship I Am Trying to Build

I need a real reason for you to care about the work, and I need a serious effort. Just as important, I need enough honesty that we can respond before a manageable problem becomes a crisis. My part is to challenge you without treating your well-being as expendable and to remember the goals that brought you here. When I misjudge what you need, I have to change course.

A successful mentoring relationship should make you more fully yourself, not more like me. I hope you leave more able to do the work that is yours, with a clearer sense of who you are and how you work.

This is my side of the conversation. The next note belongs to students. A mentoring relationship cannot be designed from only one chair.

2.2 A Note from the Graduate Students

As graduate students, we are learners, contributors, and mentors within the lab. Our role provides us with opportunities to develop as researchers while also making meaningful contributions to ongoing research and supporting undergraduate students' development. We therefore both receive mentorship and, as we gain experience, provide mentorship to others. We view graduate training as a reciprocal relationship in which we learn from our supervisor and other members of the lab, contribute our own knowledge and perspectives, and help create opportunities for others to learn and grow.

Learning and Professional Development

A central part of our role is to learn. We are encouraged to ask questions, seek feedback, engage critically with research, and remain open to new ideas and perspectives. Graduate training provides opportunities to develop expertise in sexual violence prevention research, research methodology, academic writing, data analysis, and knowledge translation.

Learning in the lab extends beyond the traditional research process. We are encouraged to seek out opportunities to connect with researchers and professionals at conferences, share our work with broader audiences, and explore creative approaches to communicating research. Whether presenting at a conference, connecting with others in the field, or creating engaging and educational YouTube videos, we continually seek new ways to share the lab's research and advance its mission. Through these experiences, we not only develop as researchers but also contribute to making research on sexual violence prevention accessible and meaningful to a broader audience.

Contributing to Research

As graduate students, we are active contributors to the lab's research program. Our involvement may look different depending on our projects, experience, and areas of interest, but we are encouraged to take initiative and contribute meaningfully to the research process. This includes meeting agreed-upon deadlines, communicating challenges, and being receptive to feedback. That said, we recognize that research is inherently collaborative. Graduate students contribute not only through our individual projects but also by sharing ideas, supporting other members of the lab, and participating in discussions about the broader research program.

Mentoring and Collaboration

As we gain experience, we may also mentor and supervise the next generation of researchers. Our unique position allows us to help undergraduate students understand the purpose behind their work, develop research skills and confidence, and become comfortable asking questions and thinking critically. Mentorship is also an opportunity for us to strengthen our own leadership, communication, teaching, and supervision skills. We recognize that we are continuing to learn ourselves, and we can model this by being approachable, acknowledging when we do not know something, and encouraging students to develop their own ideas. Dr. Brankley's support and mentorship of his graduate students help provide us with the confidence and skills to support undergraduate students to the best of our abilities. We hope to contribute to a supportive and collaborative lab environment. Everyone brings different experiences, perspectives, and skills to the lab, and these differences strengthen our research and learning community.

Ethics and Responsibility

Aligned with the lab's values, we approach our work with care, respect, and awareness of the potential impact that research can have on individuals and communities. We strive to be thoughtful about the language we use, the questions we ask, how we interpret findings, and how we communicate research to others. Our commitment to sexual violence prevention also requires us to remain curious and open to evidence that challenges our assumptions. We recognize that we do not have all the answers and that rigorous research requires us to critically evaluate existing knowledge, consider diverse perspectives, acknowledge uncertainty, and follow the evidence even when findings are unexpected. Rigorous research and meaningful prevention work require both scientific curiosity and a commitment to ethical practice.

Supervisor Relationship

Our relationship with Dr. Brankley is an important part of our development as researchers. We benefit from his expertise, guidance, feedback, and mentorship, while also contributing our own ideas, skills, and perspectives to the lab. This relationship evolves throughout graduate training as we develop greater knowledge and independence. Our weekly one-on-one meetings provide an opportunity to communicate openly about our goals, progress, challenges, and capacity. Graduate students must juggle many different roles and responsibilities (e.g. teaching assistant, thesis/dissertation, coursework, research assistant). Recognizing these demands, Dr. Brankley encourages work-life balance and provides flexibility when circumstances require it. In turn, we are responsible for being prepared for meetings, following through on agreed-upon tasks, communicating about timelines and conflicts, and taking ownership of our work. Asking for help is an important part of research, but so is taking initiative and attempting to work through problems before seeking assistance. A productive supervisory relationship depends on communication and shared expectations from both sides.

Overall

Graduate training is not only about what we gain from being part of the lab; it is also about what we contribute. As we develop new skills and knowledge, we have opportunities to share these with other lab members. This might involve helping a student learn unfamiliar statistical software, sharing resources, providing feedback on a presentation, or offering advice about graduate school applications. In this way, the lab becomes a community in which knowledge and mentorship move in multiple directions. We learn from those who came before us, contribute to the experiences of those currently in the lab, and help create a stronger foundation for students who join after us.

2.3 Undergraduate Students and Research Assistants

Undergraduate students and Research Assistants come to the SAVE Lab with different goals, experiences, and reasons for wanting to be involved. In hearing from current and former RAs, as well as students completing their own Independent Research Projects and theses, several themes have emerged around what makes lab involvement meaningful, what students hope to gain, what they contribute in return, and what helps them feel supported.

Learning and Professional Development

A central part of undergraduate involvement is gaining meaningful research experience and developing practical skills across different parts of the research process. Exposure to varied tasks, methods, projects, and stages of research can help members strengthen their abilities, discover areas of interest, and become more confident and independent over time.

For many students, lab involvement also helps prepare them for graduate school and other academic or professional paths through research experience, mentorship, and exposure to forensic and clinical psychology.

Contributing to Research

Although undergraduate members join the lab in part to learn, they also contribute meaningfully to its research and broader activities. This can involve completing research tasks, contributing ideas and questions, participating in knowledge dissemination, and supporting other projects and members.

Meaningful involvement also requires engagement, follow-through, communication when something is unclear or difficult, and openness to feedback. As members gain experience, they may take on greater responsibility, contribute to presentations or publications, support newer members, develop leadership skills, or take greater ownership of work.

Student-Led Research

For students completing an Independent Research Project, thesis, or other student-led research, lab involvement can provide experience with different parts of the research process, such as literature reviews, research ethics, study development, analysis, and presenting findings.

Students also value opportunities to share and discuss their projects with the lab. These conversations can support their own learning while allowing other members to learn from the research process. Student-led projects may also address gaps in the lab's knowledge, contribute to future research, or create opportunities for other members to become involved.

When students are unfamiliar with IRP or thesis processes and requirements, some guidance or support in identifying the appropriate resources can also help them navigate the experience.

Support, Communication, and Balance

Undergraduate members value a lab environment where expectations are clear, communication is consistent, resources are accessible, and guidance is available when needed.

At the same time, a supportive relationship depends on communication from both sides. Members are responsible for communicating when they are struggling, when their capacity changes, when a deadline may be affected, or when they are unsure about expectations.

Mutual respect, honesty, openness, curiosity, and accountability are also important. The topics studied in the SAVE Lab can be complex and sensitive, and members are encouraged to approach them thoughtfully and remain open to different perspectives. Mistakes are a normal part of learning; what matters is acknowledging them, taking responsibility, and using feedback to improve.

Lab involvement also exists alongside academic, work, family, and personal responsibilities. Members value reasonable expectations and flexibility where appropriate, while recognizing the importance of communicating when circumstances change.

Overall

Being part of the SAVE Lab gives undergraduate students an opportunity to gain meaningful research experience, develop practical and professional skills, contribute to work that matters, and better understand their own interests and goals.

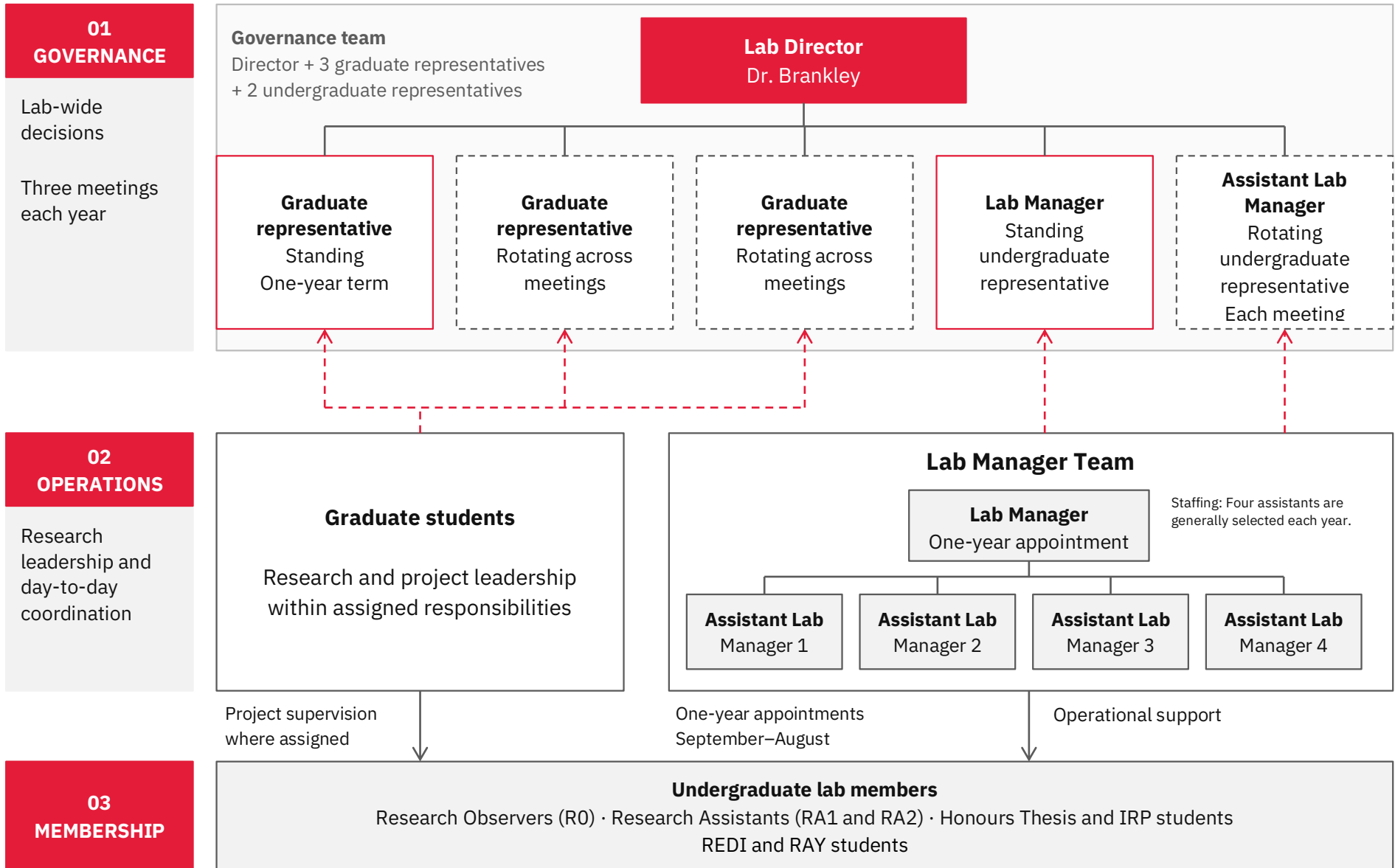
The relationship is reciprocal. In return for mentorship, guidance, opportunities, and support, undergraduate members contribute their time, effort, ideas, engagement, and developing expertise to the work and community of the lab.

3. Lab Roles and Membership

Each role profile brings together its description, responsibilities and authority, entry process, term and time commitment, and continuation or conclusion. Role-specific recruitment, onboarding, and development provisions remain part of the relevant profile. Shared supervision and evaluation processes are set out in Section 5; shared conduct requirements are in Section 6.

A lab role does not itself create employment, graduate admission, course enrolment, authorship, data access, or professional authority. Where a role is paid or attached to an academic course or program, the applicable York University appointment, employment, collective agreement, and academic requirements continue to govern.

Lab Governance and Leadership



—→ Organizational relationship

- - -→ Representation

Note. Scientific supervision is provided by the assigned supervisor or project lead (see Section 5).

3.1 Director

Description

Dr. Brankley leads the SAVE Lab and is accountable for its scientific direction, research integrity, supervision, resources, and institutional responsibilities. The Director connects the lab's research priorities with its mission to prevent sexual abuse and violence and with members' development as researchers and professionals. The role combines active scholarship and mentorship with responsibility for the conditions in which the lab works: sound methods, appropriate oversight, sufficient support, and respectful treatment of members, participants, and collaborators.

Responsibilities and Authority

The Director is responsible for overall research direction, securing funding, ensuring ethics compliance, and mentoring students. The Director provides supervision and retains final authority over matters requiring Director oversight, including authorship disputes, within the institutional requirements and limits set out in this Handbook. All lab members should keep the Director informed of project progress and any issues.

Research direction and quality. The Director sets scientific priorities, develops research programs and collaborations, and considers whether proposed projects have a clear question, suitable methods, and the resources and supervision needed to proceed. The Director reviews progress with project leads, helps resolve methodological problems, and oversees the quality and integrity of analyses, interpretation, publications, and other research outputs. Changes that affect a project's scientific or ethical basis require the appropriate review before implementation.

Ethics, safety, and information. The Director oversees ethics submissions, amendments, and renewals; the conditions attached to participant involvement and data use; and the lab's response to research integrity, privacy, or safety concerns. Responsibilities include ensuring that appropriate training, supervision, authorization, storage, and recordkeeping arrangements are in place. Operational tasks may be delegated to qualified members, but an internal assignment does not transfer institutional accountability or authorize work outside an approved protocol or agreement.

Supervision and development. The Director provides graduate supervision, supports project leads in supervising junior members, and helps members identify attainable research and development goals. This includes clarifying expectations, reviewing work, providing timely feedback, and discussing barriers or competing demands before they undermine progress. Assignments should reflect a member's competence, training needs, available time, and access to support. The Director addresses supervisory difficulties and disputes through the relevant lab and University processes.

Resources and commitments. The Director pursues funding and oversees the use of research resources. Within the authority attached to the faculty or research appointment, the Director reviews budgets, staffing needs, access arrangements, data agreements, and proposed external commitments. Spending, appointments, contracts, and submissions remain subject to the applicable University, funder, and ethics requirements. The Director works with the Lab Manager to identify resource gaps, set operational priorities, and maintain continuity as lab membership and projects change.

Governance and accountability. As a standing member of the governance team, the Director participates in the discussions and decisions described in Section 4 and helps ensure that approved decisions can be implemented within the lab's obligations. The Director explains expectations and

consequential decisions, responds to concerns, and supports fair access to training and participation. Feedback received through Section 5.4 informs improvements in supervision and lab practice; concerns requiring institutional action follow the applicable York University process.

Reporting and Coordination

The Director is accountable through the relevant York University, departmental, research, funding, and professional arrangements. The Lab Manager coordinates operations with the Director, while graduate students and designated project leads consult the Director on scientific, supervisory, and ethical matters. Other members raise routine questions through their assigned lead or the Lab Manager and may bring concerns to the Director through the routes described in Section 6.8.

Eligibility and Entry

Dr. Brankley holds the role through the relevant York University faculty and research appointments. The Director's institutional responsibilities cannot be transferred by an internal lab decision.

Term and Time Commitment

The role continues while Dr. Brankley holds the relevant faculty appointment and research responsibilities. Time commitments follow those faculty, research, and supervisory responsibilities.

Review, Continuation, and Conclusion

The Director receives feedback through the evaluation process in Section 5.4. York University faculty and institutional processes govern the appointment. Any transition must preserve the continuity, records, and confidentiality of the lab's work.

3.2 Graduate Students

Description

Graduate (M.A./Ph.D.) students in the Clinical-Forensic Psychology program conduct thesis projects within the lab's focus areas and develop increasing independence in research. Their role combines advanced study with responsibility for carrying a research question through design, implementation, analysis, interpretation, and dissemination. Graduate students also contribute to the lab's intellectual community and, where appropriate, gain experience mentoring and supervising less experienced members.

Responsibilities and Authority

Graduate students are expected to lead their research projects (from design to publication) and may supervise or support undergraduate RAs, where appropriate. Graduate students serve as role models and mentors for junior lab members. They meet with the Director weekly and uphold lab standards in data collection and analysis.

Project planning and records. With the Director or approved supervisor, graduate students establish a feasible research plan, identify approval and training requirements, and track milestones and dependencies. They maintain organized study materials, codebooks, analysis files, and records of methodological decisions in approved lab storage. Progress updates should identify completed work, unresolved questions, and any risks to quality or timelines so the supervisor and team can act on them.

Supervision and collaboration. When assigned responsibility for undergraduate members or RAs, graduate students explain tasks, provide suitable training and feedback, review the resulting work, and remain available for questions. They coordinate assignments with the Lab Manager when staffing or workload affects other projects. Supervisory responsibility should remain within their competence and agreed role; significant concerns, changes in scope, or matters requiring formal approval are brought to the Director.

Research contribution and development. Graduate students contribute to manuscripts, presentations, grant work, and shared research resources as appropriate to their projects and training. They communicate limitations and errors openly, seek feedback before consequential decisions, and support accurate recognition of others' contributions under Section 5.5. Opportunities to supervise an undergraduate project depend on the project's suitability, available supervision, and applicable academic requirements.

Reporting and Coordination

The Director or approved academic supervisor provides scientific and supervisory direction. The Lab Manager coordinates operational matters, recruitment, and shared resources. Graduate students keep both informed when project needs affect staffing, access, schedules, or other lab commitments. Their participation as governance representatives follows Section 4.3.

Eligibility and Entry

Graduate student membership and training within the SAVE Lab operate within the requirements of York University's Clinical Psychology Graduate Program. Graduate students should refer to the [Clinical Psychology Graduate Program website](#) for information about the program, admission requirements, training expectations, and related resources.

Applicants complete the [SAVE Lab application questionnaire](#) as part of graduate recruitment. See the [SAVE Lab Join Us page](#) for current recruitment dates and application instructions. The process includes a meeting with Dr. Brankley and a current graduate student, followed by a separate one-to-one meeting with a graduate student. These meetings support the applicant's assessment of supervision, the lab, and the proposed work within York University's admissions process.

Preparation that strongly supports readiness. Applicants are ordinarily expected to demonstrate meaningful familiarity with forensic psychology or the criminal justice system and some formal experience engaging professionally with justice-involved people or relevant service settings. This experience need not involve treatment. It should provide evidence that the applicant understands the population, context, boundaries, and professional responsibilities involved. Equivalent preparation may be considered where access barriers affected the conventional route.

Assets rather than rigid prerequisites. Prior graduate-level training is a strong asset because it demonstrates familiarity with advanced independent work. Leadership, policy, social work, corrections, policing, law, community practice, advanced statistics, computer science, data science, and other related experience can also provide valuable transferable skills. Mature students, career changers, first-generation students, and people who have followed unconventional paths are encouraged to apply when those experiences have built relevant judgement, resilience, skill, or perspective.

Term and Time Commitment

Graduate supervision is a multi-year commitment to the student's training. The student's graduate program, supervision arrangements, and assigned research responsibilities govern the duration and workload.

Review, Continuation, and Conclusion

Graduate students receive feedback and evaluation as described in Section 5.4. Continuation and any change in supervision remain subject to the applicable graduate program and supervision arrangements. Shared handover and confidentiality requirements are in Section 3.10.

3.3 Lab Manager

Description

The Lab Manager coordinates the lab's administrative and research activities so that members have clear assignments, reliable information, and the practical support needed to carry out their work. Mobina Karimi is the Lab Manager. The Lab Manager links the Director, project leads, Assistant Lab Managers, and other members to put approved plans and decisions into practice and identify problems that need attention.

Responsibilities and Authority

Responsibilities include organizing lab meetings, tracking the status and progress of ongoing lab projects, and overseeing member recruitment and onboarding. The Lab Manager also supports research administration, grant applications and funding management, lab communications, and knowledge mobilization activities. The Lab Manager serves as a point of contact for scheduling, equipment, and troubleshooting issues related to day-to-day lab operations. The Lab Manager supports the Director in implementing lab policies and helps oversee and support research assistants as they progress in their roles and develop relevant research skills.

Operational records and follow-through. The Lab Manager coordinates agendas and meeting records, including decisions and action items, identifying who is responsible and what remains outstanding. Shared calendars, project trackers, member records, and operating guidance should remain current and accessible to the people authorized to use them. The Lab Manager follows up on agreed actions and brings unresolved scheduling, workload, equipment, or resource problems to the appropriate lead or the Director.

Member support and continuity. The Lab Manager coordinates the administrative steps in recruitment, onboarding, training, evaluation, transition, and departure, following the selection and evaluation processes in this Handbook. This includes communicating requirements, arranging handovers, and helping ensure that records, equipment, and authorized access are addressed when roles change. Evaluation information is handled under the confidentiality and access rules in Section 5.4.

Resources and implementation. The Lab Manager supports grant administration and funding records, tracks commitments and reimbursement documentation as assigned, and flags discrepancies or anticipated shortages. The role also coordinates the maintenance of lab resources and the implementation of approved permissions and procedures. Administrative coordination does not replace scientific supervision or confer independent authority to approve ethics changes, restricted access, spending, appointments, or external commitments.

Reporting and Coordination

The Lab Manager works with the Director on operational priorities and matters requiring Director oversight, and coordinates the Assistant Lab Managers' assigned work. Project leads retain responsibility for scientific direction within their projects. As the standing undergraduate representative on the governance team, the Lab Manager brings forward members' perspectives and records and communicates approved operational decisions through the process in Section 4.

Eligibility and Entry

Eligibility criteria remain for confirmation before ratification.

Recruitment Cycle: The incoming Lab Manager is generally selected by April, allowing the selected member to spend the Summer semester training and transitioning into the position before assuming responsibility in September.

The Lab Manager position is filled through a formal application process.

Application Review and Selection: Applications are reviewed through the SAVE Lab governance process. The current governance team selects the incoming Lab Manager.

Offers and Acceptance: The selected applicant receives a formal offer letter outlining the appointment and relevant expectations. The applicant must review, sign, and return the letter to accept the position. Following acceptance, the incoming Lab Manager begins training and transition during the Summer semester before assuming the role in September.

Term and Time Commitment

The Lab Manager serves a one-year term from September through August. The position requires a substantial and consistent time commitment throughout the term.

Review, Continuation, and Conclusion

The Lab Manager participates in the shared development and evaluation process in Section 5.4. The incoming Lab Manager trains and transitions during the Summer semester before assuming the role in September. Continuation and conclusion follow Section 3.10.

3.4 Assistant Lab Managers

Description

Assistant Lab Managers work alongside the Lab Manager to support the lab's day-to-day operations. Each takes responsibility for an assigned area of operations, develops practical leadership skills, and helps members obtain information and support. The role provides continuity across routine activities while giving members experience coordinating work, maintaining useful records, and recognizing when a matter requires the Lab Manager's or Director's attention.

Responsibilities and Authority

Each Assistant Lab Manager may be assigned specific responsibilities based on current lab needs and priorities and is expected to carry out and coordinate work in those areas. They may also serve as a point of contact for research assistants, help address day-to-day operational matters, and participate in management discussions concerning lab activities and member needs. Assistant Lab Managers work collaboratively with the Lab Manager and one another and are expected to demonstrate initiative and reliability as they develop leadership skills through greater operational responsibility.

Assigned areas of work. Depending on lab needs, an Assistant Lab Manager may coordinate meeting logistics and communications, onboarding materials, equipment and software inventories, project or ethics trackers, evaluation administration, or funding records. The Lab Manager clarifies the scope, expected outputs, deadlines, and access needed for each assignment. Responsibilities are allocated according to the member's preparation and capacity rather than assumed from the title alone.

Records and member support. Assistant Lab Managers keep the records and guidance for their assigned areas current, follow up on agreed actions, and provide clear updates on completed work and outstanding problems. They help members follow established procedures and refer questions they cannot resolve to the appropriate person. Work involving evaluations or other confidential records follows the specific access limits in this Handbook.

Authority and handover. Assistant Lab Managers implement approved decisions within their assignments. They do not independently approve ethics changes, restricted access, spending, appointments, or adverse membership decisions. Losses, discrepancies, privacy risks, or competing demands are raised promptly with the Lab Manager or appropriate lead. During transition, they document recurring tasks, outstanding items, and the location of authorized records for their successors.

Reporting and Coordination

Assistant Lab Managers coordinate their operational work with the Lab Manager and collaborate with project leads when an assignment affects research activity. Scientific questions remain with the relevant supervisor or project lead. One Assistant Lab Manager participates as the rotating undergraduate governance representative at each meeting, as described in Section 4.3.

Eligibility and Entry

Eligibility criteria remain for confirmation before ratification.

Recruitment Cycle: Applications for Assistant Lab Manager positions generally open in March, with incoming Assistant Lab Managers selected by April. Four Assistant Lab Managers are generally selected for each academic year. Selected applicants spend the Summer semester training and transitioning before assuming their Assistant Lab Manager responsibilities in September.

Application Process: When applications are open, Research Assistants in the SAVE Lab will be notified of the opportunity and invited to apply. Interested applicants must complete a formal application for consideration.

Application Review and Selection: The current SAVE Lab governance team reviews applications and selects the incoming Assistant Lab Managers. The team considers demonstrated reliability, initiative, communication, professionalism, judgment, ability to take on greater responsibility, past involvement in the lab, and readiness to contribute to lab operations, member management, and governance. Adherence to the lab's values and expectations (see Section 6) is also considered.

Offers and Acceptance: Selected applicants will be contacted by the Lab Manager and provided with a formal offer letter outlining the position, term, time commitment, and relevant expectations. Applicants must review, sign, and return the offer letter to formally accept the position.

Term and Time Commitment

Assistant Lab Managers serve a one-year term from September through August and are expected to contribute approximately 5 hours per week to the role. This commitment is additional to their other SAVE Lab responsibilities, including research projects, project leadership, and other lab roles.

Review, Continuation, and Conclusion

Assistant Lab Managers participate in training and transition during the Summer semester before assuming their responsibilities in September. Their development and evaluation follow Section 5.4. Continuation and conclusion follow Section 3.10.

3.5 Research Observer (R0)

Description

R0s are undergraduate students who participate in the lab primarily through observation. The role provides introductory exposure to research through selected lab and project meetings.

Responsibilities and Authority

Observation and Participation: The R0 role is primarily observational and provides an introductory opportunity for students to explore whether they are interested in research generally or in forensic and clinical-forensic psychology more specifically. R0s attend regular lab meetings and the meetings of their assigned project to become familiar with how research teams communicate, make decisions, and move projects forward. R0s are not ordinarily assigned independent research tasks or guaranteed tasks or other research activities as part of the role. They are not required to contribute beyond their two-hour weekly commitment. Access to project information and materials is limited to what is appropriate for the observational role and the confidentiality requirements of the project. R0s are not ordinarily provided access to confidential data or restricted project materials.

Learning and conduct. R0s participate respectfully in the meetings approved for them, listen to the reasoning behind research decisions, and ask questions appropriate to the discussion. They protect non-public information learned through observation and follow any limits placed on meeting materials. Attendance, questions, and feedback about the observational experience support learning within the stated two-hour weekly commitment.

Questions and boundaries. R0s should seek clarification when they are unsure what they may observe, access, or share. Interest in a task can be discussed with the project lead, but observation does not by itself authorize participant contact, data handling, independent research, or supervision of other members. Any additional involvement requires an appropriate assignment, preparation, and authorization consistent with the role's existing limits.

Reporting and Coordination

The assigned project lead provides guidance about the meetings and research activities the R0 observes. The Lab Manager Team coordinates orientation, project matching, and membership questions. R0s notify the relevant lead or the Lab Manager Team about attendance difficulties or concerns affecting their experience.

Eligibility and Entry

Recruitment Cycle: R0 recruitment may be considered twice per year, with one cycle for positions beginning in the Fall semester and another for positions beginning in the Winter semester. Recruitment depends on the availability of suitable active projects that are holding regular project meetings and can provide a meaningful observational experience. The number of available positions may vary, and R0 opportunities may not be offered during every recruitment cycle. Prospective applicants and interested students are encouraged to check the SAVE Lab website beginning in July for Fall opportunities and beginning in November for Winter opportunities, as applicable.

Application Process: Interested students complete a brief online application form that collects basic information about their educational background, availability, research interests, and the areas of the lab's work they are most interested in observing.

Application Review and Project Matching: Applications are reviewed by the Lab Manager Team. Selection depends on the availability of suitable projects, alignment between the applicant's interests and current project areas, meeting availability, and the project team's capacity to include an observer. Selected R0s are matched with a project based on their stated interests where possible.

Term and Time Commitment

R0s are appointed for one academic semester and are expected to contribute approximately 2 hours per week. This commitment generally consists of attending the SAVE Lab's regular lab meeting and the meetings of the project to which the R0 is matched. R0s are not required to contribute additional hours beyond this commitment.

Onboarding

Before beginning the role, R0s complete an orientation with the Lab Manager Team and any required confidentiality documentation or training. R0s are expected to review and follow the SAVE Lab Handbook, including the lab's confidentiality requirements, policies, and standards of conduct.

Progression

Progression to RA1: Participation as an R0 does not guarantee progression to an RA1 position. R0s who wish to become RA1s must apply through the regular RA1 application and selection process when recruitment is open.

Review, Continuation, and Conclusion

An R0 appointment concludes at the end of the agreed semester. Any change or conclusion of involvement follows Section 3.10.

3.6 Research Assistant 1 (RA1)

Description

RA1s are generally newer lab members, people with limited prior research experience, or both. The role is intended to support the development of foundational research skills through supervised involvement in lab projects and activities.

Responsibilities and Authority

Responsibilities may include conducting literature reviews and summarizing findings, supporting data entry and organization, maintaining and updating research datasets, assisting with data collection, and completing other project-related tasks. RA1s are expected to attend regular lab meetings and any project-specific meetings assigned to them. They should work closely with their project lead and/or the Lab Manager for day-to-day guidance and must adhere to the lab's confidentiality and ethics protocols at all times.

Project and Task Involvement: RA1s may contribute to one or more research projects or specific tasks during their term, and their involvement may change as lab needs evolve. Opportunities may be shared during lab meetings, through Teams group chats, or directly with members by email or Teams message. RA1s are also encouraged to take an active role in identifying opportunities by staying attentive to lab updates and reaching out to project leads when they are interested in contributing to ongoing work.

Training and task execution. RA1s complete required training and obtain authorization before beginning an assignment. They follow approved protocols, scripts, and coding guidance, ask about unclear instructions, and seek review before changing procedures. Participant recruitment, consent, and other sensitive activities require a specific assignment and permission under the project's approvals.

Quality and communication. RA1s keep accurate work records, complete assigned quality checks, and use approved storage. They report errors, uncertainty, delays, and access problems promptly. The role does not confer supervisory authority or independent authority to approve methods, access, or dissemination.

Reporting and Coordination

The project lead directs and checks assigned research work. The Lab Manager coordinates membership and operational matters. RA1s raise competing demands with their leads and the Lab Manager to clarify priorities within the agreed time commitment.

Eligibility and Entry

Recruitment Cycle: RA1 recruitment is generally considered twice per year, with one cycle for positions beginning in the Fall semester and another for positions beginning in the Winter semester. Whether recruitment takes place, and the number of positions available, may vary depending on current lab projects, research needs, and the lab's capacity to support additional research assistants. Prospective applicants and interested students are encouraged to check the SAVE Lab website beginning in July for Fall opportunities and beginning in November for Winter opportunities, as applicable.

Application Process: RA1 positions are open to students interested in gaining research experience with the SAVE Lab, and prior research experience is not required. Applicants must complete an online application form that collects basic information regarding their educational background, availability, research interests and experience, and foundational knowledge relevant to the lab's research areas. As part of the application, applicants are also required to submit a current CV, academic transcript, and statement of interest.

Application Review and Selection: Applications are reviewed by the Lab Manager Team, with selected applicants invited to an interview. Selection is based on the applicant's demonstrated interest in and alignment with the lab's research areas, relevant experience and skills where applicable, academic performance, availability and ability to meet the expectations of the position, and overall performance during the interview. Consideration is also given to the applicant's professionalism, reliability, willingness to learn, and overall fit with the lab's values and working environment.

Offers and Acceptance: The Lab Manager contacts successful applicants with a formal offer letter outlining the position and relevant membership expectations, including the expected term commitment, weekly time commitment, and probationary period. Applicants must review, sign, and return the letter to accept the RA1 position.

Term and Time Commitment

RA1s are generally expected to commit to two consecutive academic terms. Those beginning in the Fall are expected to continue through the Winter; those beginning in the Winter are expected to continue through the Summer. During their term, RA1s are expected to contribute approximately 9 hours per week to lab activities, including assigned project work, lab and project meetings, training, and other responsibilities associated with their role.

Onboarding

Before beginning their role, new RA1s are required to review the SAVE Lab Handbook, complete the required TCPS 2 ethics training, and submit their completed TCPS 2 certificate and signed RA contract to the Lab Manager. By signing the contract, members confirm that they have read, understood, and agree to follow the policies and expectations outlined in this Handbook. All new RA1s then complete an orientation with the Lab Manager Team. During orientation, members are introduced to relevant lab procedures and responsibilities and are provided with access to the lab communication platforms, systems, and resources applicable to their role. Additional project-specific access, agreements, training, or requirements may be introduced later as members become involved in particular projects or research activities.

Probationary Review

All new RA1s begin their membership with a three-month probationary period. During this period, RA1s will generally focus on introductory and general lab tasks such as literature reviews, research summaries, training activities, and other work intended to build foundational skills and knowledge of the lab's research areas. Members are expected to demonstrate reliability, consistent participation, appropriate communication, willingness to learn, timely completion of assigned responsibilities, and adherence to the lab's policies, values, and expectations (see Section 6). At the end of the probationary period, the member's progress and overall participation will be reviewed (typically in December for Fall-entry RA1s and April for Winter-entry RA1s), and the member will also be asked whether they wish to continue in the role. Continued membership will depend on both the member's interest in continuing and successful completion of the probationary period.

Review, Continuation, and Conclusion

The probationary review determines continuation beyond the initial three months. Formal evaluations are normally delivered in April for Fall-entry RA1s and August for Winter-entry RA1s (Section 5.4). Completion of the term does not guarantee progression. Changes and conclusion follow Section 3.10.

3.7 Research Assistant 2 (RA2)

Description

RA2s are more senior members who progress from RA1 through the internal selection process.

Responsibilities and Authority

The role involves greater independence and responsibility in research activities and may include data coding and extraction, supporting data analysis and interpretation, assisting with manuscript and presentation preparation, coordinating more advanced project tasks, and supporting newer lab members when appropriate. RA2s are expected to attend regular lab meetings and any project-specific meetings assigned to them. They should work closely with their project lead and/or the Lab Manager while taking greater responsibility for their assigned work and must adhere to the lab's confidentiality and ethics protocols at all times.

Experienced contribution. RA2s provide continuity on projects and take responsibility for work suited to their demonstrated skills. They clarify expected outputs and review points with the lead, maintain current training and access authorization, and document procedures and decisions so that others can understand and continue the work. Greater independence includes recognizing the limits of their competence and seeking advice before an error or unresolved question affects the project.

Peer support and quality. When assigned to support newer members, RA2s explain established procedures, model careful recordkeeping, and help identify questions that require the project lead's input. They may assist with quality checks and the preparation of research outputs within the approved assignment. Peer support does not confer formal supervisory authority, and an RA2 appointment does not independently authorize changes to methods, ethics conditions, data access, or publication plans.

Reporting and Coordination

RA2s receive project direction from the relevant lead and coordinate membership and operational matters with the Lab Manager. They communicate availability and workload constraints early, especially when contributing to several projects or considering an IRP. An IRP remains a separate academic opportunity subject to suitable work, supervision, and the applicable approval and enrolment requirements.

Eligibility and Entry

Recruitment Cycle: RA2 positions are internal progression opportunities for existing RA1s and are not open to external applicants. Opportunities are generally considered toward the end of an RA1's term and are dependent on the lab's ongoing research needs, available projects, and capacity to retain members in more advanced research roles.

Application Process: There is no formal application process for RA2 positions. RA1s who are interested in continuing with the lab as an RA2 may express their interest to the Lab Manager Team. The Lab Manager Team may also approach RA1s who have demonstrated strong performance and appear well suited for continued involvement in the lab.

Selection: Selection for an RA2 position is based primarily on the member's performance and development during their time as an RA1. Consideration is given to demonstrated reliability, research skills and knowledge, initiative, ability to work with greater independence and

responsibility, fit with the lab's ongoing projects and research needs, and consistent adherence to the lab's values and expectations (see Section 6). Availability of an RA2 position is not guaranteed by successful completion of an RA1 term.

Offers and Acceptance: The Lab Manager contacts RA1s selected for an RA2 position with a formal offer letter outlining the role and relevant membership expectations, including the expected term and weekly time commitment. Members must review, sign, and return the letter to accept the RA2 position.

Term and Time Commitment

RA2s are generally expected to commit to the position for a full year, including the Fall, Winter, and Summer semesters. During this period, RA2s are expected to contribute approximately 5 hours per week to lab activities, including assigned project work, lab and project meetings, and other responsibilities associated with their role.

Development Opportunities

3000-Level IRP Opportunities: RA2s may complete a 3000-level Independent Research Project (IRP) through the SAVE Lab when suitable projects and supervision are available. These projects may involve data cleaning and preparation, data analysis, comprehensive literature reviews, annotated bibliographies, or other focused research activities that can be developed into an appropriate independent project. These opportunities are not guaranteed as part of the RA2 position.

Review, Continuation, and Conclusion

RA2s participate in the formal evaluation process toward the end of their term (Section 5.4). Further opportunities depend on performance, available work, and the applicable selection process. Changes and conclusion follow Section 3.10.

3.8 Honours Thesis and Independent Research Project Students

Description

Undergraduate students completing an Honours Thesis or Independent Research Project within the SAVE Lab conduct a supervised research project drawn from existing lab projects and research activities. The role develops the student's ability to formulate a focused question, plan and complete a feasible study or analysis, and explain the findings and their limits. The project's scope and outputs are agreed with the supervisor and must meet the requirements of the relevant course.

Responsibilities and Authority

Students may be supervised by the Lab Director and/or a graduate student. Thesis and IRP students are expected to meet regularly with their supervisor(s), attend relevant lab and project meetings, communicate consistently about their progress and any challenges, take initiative in moving their work forward, and complete assigned tasks and project requirements within established timelines.

Project planning and execution. Students work with their supervisor to establish the research question, methods, timeline, required approvals, and expected outputs. They undertake the literature review, data preparation or collection, analysis, and writing appropriate to the approved project. Decisions that affect ethics, participant involvement, data use, or the project's scope are discussed with the supervisor before implementation.

Records and review. Students maintain organized project materials, codebooks, analysis files, and a record of important methodological decisions in approved storage. Meetings and progress updates should identify completed work, questions requiring guidance, and any barriers to the next milestone. Students provide drafts and other work for review in time to receive and use feedback, while recognizing the course's submission requirements.

Team contribution and dissemination. Where approved, students may coordinate defined tasks completed by RAs, with guidance from the supervisor and clear limits on their authority. They contribute to presentations or manuscripts when appropriate to the project's readiness, available support, and the authorship provisions in Section 5.5. Course completion remains governed by the course requirements; these opportunities do not guarantee publication or a further lab appointment.

Undergraduate research defence. Following completion of their project, Thesis and IRP students will complete a brief undergraduate research defence modelled after a Master's or PhD defence. Students will present their research to members of the lab and respond to questions about their research question, methods, findings, interpretation, limitations, and broader implications. The defence is intended to provide experience presenting and discussing independent research, responding to questions, and explaining and defending research decisions, while also helping prepare students who wish to pursue graduate training for the expectations of graduate-level research and defence.

Reporting and Coordination

The designated supervisor or supervisory team provides academic and scientific direction, including the review of methods, analyses, and outputs. The Lab Manager assists with membership and operational arrangements. Students raise conflicting instructions, workload problems, or concerns about progress with their supervisor and use the relevant lab or University process when further support is needed.

Eligibility and Entry

Recruitment Cycle: Honours Thesis and Fall/Winter 4000-level Independent Research Project (IRP) opportunities are generally announced around January for the following academic year. The number and nature of available opportunities may vary from year to year and are determined by the availability of suitable projects within the SAVE Lab's broader research activities and the capacity of the Lab Director and graduate students to provide supervision or co-supervision.

Application Process: Interested students must meet the applicable York University eligibility and enrolment requirements for the Honours Thesis or 4000-level IRP course and must complete a formal application for available SAVE Lab opportunities. Applicants will be provided with information about each available project, including a description of the project and the proposed supervisor(s). In the application, students indicate and rank the projects they are interested in pursuing and describe their relevant research experience and interests, along with any other information relevant to selection. Applications are open only to existing SAVE Lab members.

Application Review and Selection: Applications are reviewed by the prospective supervisor(s) for each project. Selection is based on the student's fit and preparedness for the proposed project, relevant research experience and interests, and their participation and performance within the SAVE Lab to date. Consideration is also given to whether the student has demonstrated reliability, has interests that align with the project, is likely to work effectively with the prospective supervisor(s), and has consistently demonstrated conduct and participation consistent with the lab's values and expectations (see Section 6).

Offers and Acceptance: The Lab Manager contacts students selected for an Honours Thesis or IRP opportunity with a formal offer letter outlining the position and relevant expectations. Students must review, sign, and return the letter to accept the position.

Term and Time Commitment

The term follows the approved course and project. Fall/Winter Honours Thesis and 4000-level IRP opportunities are recruited for the following academic year.

Time Commitment: As a general guideline, students should expect to devote approximately 12-15 hours per week to their Honours Thesis or IRP. York University guidance suggests that students may reasonably expect to spend approximately 1.5 additional hours to up to approximately 3 additional hours of independent work for each hour of course time (see York University guidance [here](#) & [here](#)). As these are project-based courses rather than traditional classroom courses, this time will generally be divided between project work and meetings with the supervisor or project team. Actual weekly demands may vary depending on the stage and needs of the project.

Review, Continuation, and Conclusion

Project supervision and formal evaluation follow Section 5. Course requirements and project milestones govern completion. Continued lab membership or another role requires the applicable opportunity and selection process. Changes, handover, and conclusion follow Section 3.10.

3.9 REDI and RAY Students

The SAVE Lab may host undergraduate students through REDI placements or RAY appointments when suitable opportunities and supervisory capacity are available. Students who join through either program are lab members for the duration of their placement or appointment.

REDI Placements

York's Research Experiences to Support Diversity and Inclusion (REDI) program introduces research to students with little or no prior lab experience.

The emphasis is exposure to research, with light work appropriate to an introductory placement. Activities may include literature reviews or small background tasks; blog and knowledge-mobilization contributions may be arranged where useful. Students should have opportunities to observe research and seek guidance from experienced lab members.

RAY Appointments

Research at York (RAY) appointments provide paid undergraduate research experience. Assigned duties and hours follow the approved position and appointment terms. The designated supervisor or project lead provides guidance and reviews the student's work.

Term and Shared Requirements

The placement or appointment determines the expected hours and start and end dates. Participation through REDI or RAY does not by itself assign an R0, RA1, or RA2 role. The commitments and probationary period for those roles apply only if the student separately accepts that role.

The Lab Manager coordinates onboarding and practical arrangements. Students follow the lab's conduct and confidentiality requirements and complete the training required for their activities before beginning the relevant work. Changes, handover, and conclusion follow Section 3.10 within the placement or appointment terms.

York program information: [REDI program](#) · [Research at York \(RAY\)](#)

3.10 Shared Continuation and Conclusion Requirements

Completion of an Appointment: Members are expected to remain involved in the SAVE Lab for the full term or appointment associated with their role, as outlined at the time the position is accepted. At the end of that period, members may conclude their involvement with the lab or, where applicable, pursue opportunities for continued involvement or progression. Continued membership or movement into another role is not automatic and is subject to the applicable opportunities, requirements, and selection processes described in the relevant role profile in Section 3.

Change to an Appointment: If circumstances prevent a member from completing their agreed term or appointment, they should notify the Lab Manager and relevant project lead(s) as soon as possible. Members are expected to complete outstanding responsibilities where reasonably possible. The member should hand over unfinished work, clearly identifying what has been completed, what remains outstanding, and what others need to continue it. Relevant files and project materials should also be left organized and accessible in the appropriate lab or project location. When involvement ends, the member must transfer relevant confidential files and records to the authorized project lead or custodian in approved storage. Personal copies must then be removed through the applicable project and York University process, after the transfer is verified and any retention requirement or legal hold is addressed. Confidentiality continues after departure.

Conclusion of Membership by the Lab: In some circumstances, the SAVE Lab may end a member's involvement before the conclusion of their appointment. Concerns regarding participation, conduct, or fulfillment of role expectations are addressed in accordance with the processes outlined in Section 6.

3.11 Annual Recruitment and Transition Calendar

This calendar summarizes the usual recruitment, appointment, review, and transition points in Sections 3 and 5.4. Recruitment depends on suitable work and supervisory capacity. Months reflect the usual Fall, Winter, and Summer terms; exact dates follow the posting, offer, appointment, or course. A dash means no additional month-specific milestone; agreed work and supervision continue. REDI placements and RAY appointments follow their program or appointment schedules (Section 3.9).

Month	Lab Manager and Assistant Lab Managers	R0 and RA1	RA2, Honours Thesis and IRP
Sept.	September–August manager appointments begin.	Fall R0 and RA1 appointments begin after pre-start requirements. Fall-entry RA1 probation begins.	Fall/Winter thesis and 4000-level IRP work follows the approved course and project schedule.
Oct.	—	—	—
Nov.	—	Check the website from November for possible Winter R0 and RA1 opportunities. Selection follows the advertised intake schedule.	—
Dec.	—	Fall-entry RA1 probationary reviews normally occur. Fall R0 appointments conclude at the agreed semester end.	—
Jan.	—	Winter R0 and RA1 appointments begin after pre-start requirements. Winter-entry RA1 probation begins; Fall-entry RA1s enter their second term.	Thesis and Fall/Winter 4000-level IRP opportunities are generally announced around January for the next academic year; existing lab members may apply.
Feb.	—	—	—
Mar.	Assistant Lab Manager applications generally open.	—	—
Apr.	Following formal applications, the current governance team generally selects incoming managers by April. Accepted offers precede summer transition.	Fall-entry RA1 formal evaluations and appointment conclusions; Winter-entry RA1 probationary reviews. Winter R0 appointments conclude at the agreed semester end.	RA2 progression may be considered near the concluding RA1 term. Thesis/IRP completion follows course and project requirements.
May	Incoming managers train and transition during Summer. Current managers remain in their appointments.	Winter-entry RA1s enter their second term, the active Summer semester.	—
June	Summer training and handover continue.	—	—
July	Summer training and handover continue.	Check the website from July for possible Fall R0 and RA1 opportunities. Winter-entry RA1 work continues.	—
Aug.	Manager appointments conclude. Complete the applicable review and handover; incoming managers prepare for September.	Winter-entry RA1 formal evaluations and appointment conclusions. Fall selection and pre-start requirements follow the advertised schedule.	RA2 progression may be considered near the concluding RA1 term. Individual offer dates control.

4. Governance and Decision-Making

4.1 Framework

The SAVE Lab uses representative governance for major lab-wide matters. Graduate and undergraduate members are encouraged to share their perspectives and raise concerns through appropriate lab members. Graduate and undergraduate representatives provide an additional formal route for this input to inform governance discussions and decisions, helping ensure that members' views are heard and considered.

4.2 Governance Process

Three governance meetings are held each year (generally around the end of each academic semester) and serve as the primary forum for discussing and making decisions on major lab-wide matters. These meetings may address significant operational matters, lab policies and procedures, new initiatives, changes affecting lab members, and broader priorities and direction, and provide an opportunity to review existing practices and consider improvements or adjustments for the following semester. Representatives are expected to bring forward relevant perspectives and input from members of the lab and contribute to discussions and decision-making.

4.3 Team Composition

Lab Director: Dr. Brankley is a standing member of the governance team, participates in all governance meetings, and contributes to governance discussions and decision-making.

Graduate Student Representatives: Three graduate students participate in each governance meeting. One graduate student serves as a standing representative for a one-year term, while two additional graduate representatives rotate across meetings. Graduate representatives bring forward perspectives and input from graduate members.

Undergraduate Representatives: The Lab Manager serves as the standing undergraduate representative, while one Assistant Lab Manager participates as a rotating representative at each governance meeting. The Lab Manager and Assistant Lab Manager bring forward perspectives and input from undergraduate members, including Research Assistants and other undergraduate lab members.

Lab Director	3 graduate representatives	2 undergraduate representatives
Dr. Brankley	1 standing (one-year term) 2 rotating across meetings	Lab Manager (standing) 1 Assistant Lab Manager (rotating at each meeting)

Governance team composition; membership and terms follow Section 4.3.

4.4 Implementation

Following governance decisions, relevant members will be responsible for implementing agreed-upon actions based on the nature of the decision and their respective responsibilities. Decisions and resulting changes will be communicated to lab members as appropriate.

5. Supervision, Development, Evaluation, and Reference Letters

5.1 Supervision and Mentorship

Supervision in the SAVE Lab depends on each member's role and work. Members should know who supervises their work and whom they can approach for guidance. Supervisors are encouraged to provide clear expectations, appropriate training, reasonable opportunities for questions, and feedback. Members are encouraged to communicate openly, seek clarification, and raise difficulties early. Mentorship may come from several people: the Lab Director, graduate students, other lab members, collaborators, or peers, depending on their experience and relationship with the member.

Thesis and IRP Students: The Lab Director, a graduate student, or both may supervise Thesis and IRP students, depending on project availability, the graduate student's interest and availability, and overall fit. Students are expected to meet regularly with their supervisor(s), communicate consistently about progress and challenges, and seek guidance when needed. Other experienced lab members may provide project-specific training, mentorship, or support where appropriate.

Research Assistants: Research assistants may receive supervision from different people depending on the work they are doing. For project-specific work, the relevant graduate student or Project Lead may provide training, assign tasks, review work, and serve as the first point of contact for questions. For other lab responsibilities, supervision may be provided by the Lab Director, Lab Manager, or another member responsible for that work.

5.2 Graduate Supervision

What the lab is trying to train. SAVE is designed to train clinical-forensic psychologists who combine clinical competence in assessment and treatment, the scientific rigour of a research psychologist, and a sustained commitment to reducing harmful behaviour. A clinical-forensic career does not require a plan to work in a prison or forensic hospital; it does require curiosity about the overlap among health care, psychology, law, policy, criminology, and systems of prevention.

Supervision philosophy. The Lab Director is a synthetic, big-picture thinker who aims to provide a high level of supervision without micromanaging and works best when roles, records, and decisions are clear. Structure is intended to improve reliability and mutual understanding so that students and supervisors have more room for creative, collaborative research and clinical work.

Mutual fit and long-term commitment. Graduate supervision is a multi-year commitment to a student's training and future. Selection is therefore cautious and mutual: applicants should have enough access to the lab and its members to decide whether the Director, the lab culture, the research program, and the clinical-forensic path are right for them. The lab is not the right setting for every strong applicant, and a decision not to proceed is not a judgement about a person's general potential.

The preparation and experience relevant to graduate recruitment are described in the Graduate Students role profile in Section 3.2.

Commitment to student success. The Director takes particular pride in the success and well-being of graduate students and expects periods of difficulty in any demanding training relationship. The goal is not to select people who will never struggle. It is to build a relationship in which challenges

are raised early, support is real, standards are clear, and the student leaves with the competence, independence, and opportunities needed for the life and career they choose.

5.3 Goals and Development

Development does not need to follow the same path for every member. The SAVE Lab aims to support members in developing skills and experience that are relevant to their interests, goals, role, and stage of training.

Where possible, development should occur through meaningful involvement in research and lab activities. This may include learning a new research method, developing statistical or coding skills, contributing to a manuscript or presentation, taking greater responsibility for part of a project, developing leadership or project-management skills, or helping train or support a newer member.

Development is intended to be individualized and may change as a member's interests, experience, responsibilities, and opportunities evolve. The formal process for establishing and reviewing individual development goals is described in Section 5.4, *Evaluations*.

5.4 Evaluations

Ongoing Feedback

The lab prioritizes regular feedback. Supervisors are encouraged to provide feedback throughout the year as work is completed, including before a problem arises or an appointment ends. Members are encouraged to discuss what is and is not working in their supervision, including the need for clearer instructions, different feedback, additional training, or workload changes. Supervisors should be open to this feedback and make reasonable adjustments where possible. Members may also use the lab's open feedback form at any time to provide anonymous comments, concerns, suggestions, or other feedback about the lab, a member or supervisor, or an aspect of lab operations.

Purpose and Principles of Formal Evaluation

Formal evaluation draws on ongoing evidence to assess a member's progress in their role, identify areas for development, and inform fair decisions about future opportunities in the lab. It forms part of the lab's broader development process.

The formal evaluation process is guided by the following principles:

- **Development before punishment.** Evaluation is designed to make expectations visible, support growth, recognize contribution, and improve the quality of supervision and development.
- **Clear criteria and shared goals.** Members know their role, assigned responsibilities, evaluation expectations, review period, and individual development goals.
- **Multi-source evidence.** Evaluations seek relevant perspectives from multiple sources while recognizing that not every source can observe every responsibility or aspect of a member's work.
- **Behaviour and evidence over personality and popularity.** Evaluation focuses on observable actions, context, impact, progress, barriers, and follow-up rather than personality or popularity.
- **Proportionality and response.** Members may review the final evaluation, correct factual errors, provide context, and respond to the evaluation.

- **Privacy by design.** Evaluation information is limited to authorized individuals and maintained through the lab’s approved evaluation process.
- **Separate development, selection, and complaints.** These processes may inform one another but are not collapsed into a single process. Urgent safety, harassment, ethics, confidentiality, or research-integrity concerns are addressed promptly through the appropriate route rather than being held for formal evaluation.
- **No automatic progression.** Strong performance may support eligibility and provide evidence for future opportunities; it does not guarantee renewal, promotion, appointment, authorship, or another opportunity within the lab.

Evaluation Criteria

Perfect and Imperfect Duties: The SAVE Lab distinguishes between *perfect* and *imperfect* duties as practical categories for evaluation.¹

- **Perfect duties** are required obligations that must be met when applicable, including following approved protocols, protecting confidentiality and data, staying within delegated authority, completing assigned work or communicating early, maintaining required records, attending required meetings, disclosing conflicts, and reporting errors or risks.
- **Imperfect duties** are broader developmental responsibilities that members should advance over time, such as mentoring within competence, supporting colleagues, improving systems, seeking and using feedback, contributing to an inclusive lab community, creating opportunities for others, and extending work toward dissemination where capacity permits.

Perfect duties are assessed against clear minimum expectations. Imperfect duties are assessed based on reasonable effort, growth, contribution, judgement, and the member’s circumstances.

In addition to perfect and imperfect duties, formal evaluations consider:

- **Individual development goals:** the opportunities used, progress made toward the member’s established goals, and any support or barriers that affected progress.
- **Role-specific responsibilities and outputs:** assigned work, milestones, records, products, presentations, manuscripts, handovers, service outcomes, or other responsibilities relevant to the member’s role.
- **Strengths and contributions:** specific examples of meaningful contributions, demonstrated strengths, initiative, and development over the evaluation period.
- **Context and support:** whether workload was realistic and whether appropriate training, feedback, supervision, accommodations, authority, resources, and opportunities were available.
- **Growth and support needs:** areas in which further development, training, support, or changes in responsibilities may be beneficial.

¹ These terms draw on Immanuel Kant’s moral philosophy, which grounds duty in principles that could be willed as universal laws. Perfect duties impose strict requirements, such as not making deceitful promises. Imperfect duties require pursuing ends such as developing one’s abilities and helping others, while allowing judgment about when, how, and how much to contribute. Both are obligations; “imperfect” does not mean optional. The handbook adapts this distinction for lab evaluation: minimum requirements must be met, while developmental responsibilities call for sustained effort appropriate to a member’s role and circumstances. See Kant, *Groundwork for the Metaphysics of Morals* (1785), 4:421–424, and *The Metaphysics of Morals* (1797), 6:390–391 (Akademie volume:page references).

Development Goals

At the beginning of each appointment or term, members identify up to three individual development goals relevant to their role and interests. Goals are developed using the SMART framework and should be Specific, Measurable, Achievable, Relevant, and Time-bound. The framework helps make goals concrete and realistic, supports progress, and provides a basis for reflection, feedback, and evaluation.

Goals may address research skills, substantive knowledge, communication, leadership, professional development, or another individual area of growth throughout the appointment. Members and their supervising person should identify reasonable opportunities to pursue these goals through training, practice, feedback, responsibilities, or outputs. Goals may be revised as interests, circumstances, opportunities, or development needs change. Progress forms part of the formal evaluation, informed by the member's self-assessment and other relevant evaluation information. Appendix B contains the current evaluation and feedback forms, which may be revised as needed.

Evaluation Sources and Responsibilities

Formal evaluations draw on input from people reasonably positioned to observe the member's work, responsibilities, supervision, and contributions. Evaluators complete the applicable form in Appendix B. The table below identifies who provides input for each role. Each evaluator contributes the perspective they can reasonably observe; the evaluation brings these perspectives together to support a fair assessment based on evidence.

Member/Role	Evaluation Input Provided By
Lab Director	All lab members
Graduate Students	Lab Director, supervisees, and RAs on their project(s)
Lab Manager Team	All lab members
IRP/Thesis Students	Supervisor(s) and RAs on their project(s)
Research Assistants	If assigned to a project: Project lead(s), and Lab Manager Team. If not assigned to a project: Lab Manager Team

Ongoing Evaluation Tracking

Evaluators are expected to keep records throughout the evaluation period so that formal evaluations draw on evidence collected over time rather than memory alone.

Records should describe relevant, observable information about strengths, contributions, progress, concerns, and other events or circumstances that may inform the evaluation. When recording a concern, evaluators should describe the actions or omissions, their context and impact, and any follow-up, rather than making assumptions about personality, motivation, or intent.

Self-Assessment

Before the formal evaluation, each member completes a brief self-assessment of the development goals established at the beginning of their appointment or term. For each goal, members reflect on their progress, the steps taken and opportunities pursued, and any supports or barriers that affected

progress. The self-assessment is one source of evidence for the formal evaluation (see Appendix B.1).

Anonymous Feedback

Lab members may provide anonymous feedback at any time through the lab's open feedback form. Where relevant to a member's formal evaluation, anonymous feedback may be considered alongside other available evaluation information. Anonymous feedback alone cannot establish misconduct or serve as the sole basis for an adverse evaluation or decision; concerns requiring further action should be appropriately followed up or corroborated.

Evaluation Schedule and Delivery

Formal evaluations are generally conducted once per appointment cycle and delivered toward the end of the member's term. RA1 evaluations typically occur in April for Fall-entry members and August for Winter-entry members. Developmental check-ins may occur throughout the appointment or term to provide timely feedback, address emerging needs or concerns, and support development before the formal evaluation. RA1 probationary reviews are separate from formal evaluations and follow the probationary period specified in Section 3.6.

The formal evaluation brings together input from designated evaluators, ongoing evaluation records, the member's self-assessment, and other relevant feedback collected during the evaluation period.

The **Lab Manager Team** oversees the evaluation process. Each evaluation is assigned to the Lab Manager and one additional Lab Manager Team member, who collect the relevant materials and prepare the final written evaluation.

The final evaluation uses the criteria above to summarize performance and development, including strengths, contributions, progress toward goals, areas for growth, and support needs or barriers. The member receives the evaluation in writing and, where appropriate, it may be accompanied by an evaluation meeting.

Member Response and Follow-Up

Members have an opportunity to review and respond to their completed evaluation. To discuss feedback, correct a factual error, provide context, or raise a concern or disagreement, they may arrange a meeting with any member of the Lab Manager Team or their supervising person.

Where applicable, an evaluation may be accompanied by an offer for progression or another position within the lab. Strong performance may support eligibility for future opportunities but does not guarantee renewal, promotion, appointment, authorship, or another opportunity.

Evaluation Records and Confidentiality

Evaluation materials and completed evaluations are treated as confidential and are accessible only to individuals with an appropriate role in the evaluation process. To limit access to individual evaluation information, each member's evaluation is handled by the Lab Manager and one additional member of the Lab Manager Team assigned to that evaluation. Only these two individuals have routine access to the individual evaluation forms, ratings, written comments, self-assessment, and other materials used to prepare the evaluation.

The final written evaluation is accessible to the Lab Manager, the assigned Lab Manager Team member, and the Lab Director, and is provided to the member being evaluated. Other Lab Manager

Team members do not routinely have access to the underlying materials or final evaluation unless their involvement is required for a specific evaluation-related matter.

The Lab Manager Team maintains evaluation records and ensures that access remains appropriately limited.

5.5 Research Dissemination, Publication, and Authorship

Authorship in the SAVE Lab is based on the nature and extent of each person's contribution to the work rather than their position or title within the lab. Authorship expectations should be discussed early in a project and revisited as the project develops. Contributions may change over time, and authorship status or author order may be adjusted accordingly. In general, first authorship reflects the primary contribution to the work, while other authors are ordered based on their relative contributions. All authors are expected to contribute meaningfully to the work, review and approve the final manuscript, and take responsibility for their contributions. Individuals who contribute to a project but do not meet the requirements for authorship should be appropriately acknowledged.

As manuscript preparation approaches, the project team should review contributions and discuss authorship and author order explicitly. If there is disagreement, the team should first seek resolution through discussion, with the Lab Director mediating as needed. Ethical authorship guidance or an impartial advisor may be consulted if the disagreement remains unresolved. Authorship decisions should be finalized before submission and accurately reflect the contributions made.

The SAVE Lab also supports the dissemination of research through conference presentations, posters, manuscripts, and other appropriate scholarly outputs. All authors must approve a manuscript before submission, and research outputs should accurately acknowledge the contributions of individuals, collaborators, and funding sources where applicable.

5.6 Reference Letters

The SAVE Lab aims to support members applying for post-graduate programs, scholarships, awards, employment, and other professional opportunities. Members requesting a reference must have been involved in the lab for **at least two semesters** (i.e., Fall, Winter, or Spring/Summer) and should **always** ask the proposed referee before listing them or entering their information into an application system. This gives the referee notice of the deadline and an opportunity to determine whether they can provide an appropriate letter. With the member's consent, an authorized referee may use verified roles, duties, goals, outputs, examples, evaluation findings, and development over time. References remain truthful, proportionate to direct knowledge, and subject to the referee's independent professional judgement. A lab role or positive evaluation does not guarantee a particular reference or outcome.

Reference requests should be made as early as possible. Unless stated otherwise, reference requests are due **September 1 of each year**. Where possible, members should group multiple upcoming requests together rather than send separate last-minute requests. *See Appendix C for reference letter request requirements.*

6. Lab Life, Participation, and Code of Conduct

Being part of SAVE means contributing to a professional, respectful, and supportive research environment. Members are expected to take their responsibilities seriously, communicate openly, and treat one another with respect.

6.1 Community and Lab Life

The SAVE Lab is intended to be both a productive research environment and a community in which members can learn from and support one another. Members are encouraged to share knowledge, help peers where appropriate, celebrate one another's accomplishments, suggest improvements, and contribute to a welcoming lab culture. These contributions may look different depending on a person's role, workload, and circumstances.

Social activities and informal lab events are intended to support connection and belonging. Participation in social activities is voluntary and should not affect how a member's commitment, performance, or access to opportunities is viewed.

6.2 Respect, Inclusion, and Professional Conduct

The SAVE Lab prioritizes respect and inclusion. Harassment, bullying, or discriminatory behaviour is **not tolerated**. Members should be courteous in all interactions, including in person, by email, and online, and recognize the diversity of backgrounds, identities, experiences, and perspectives within the lab.

The lab aligns with York University's commitment to equity, diversity, and inclusion in research environments. Members should help create an environment in which people have meaningful opportunities to participate, ask questions, express different perspectives, and learn. This includes recognizing differences in experience and authority, valuing different perspectives, using respectful and inclusive language, and engaging constructively with disagreement.

Members should respect one another's gender identities and use the names and pronouns each person communicates. A member who wants support with communicating their pronouns may speak with Dr. Brankley or another senior lab member about an approach they are comfortable with.

These expectations apply to task requests, instructions, corrections, and feedback. Members are expected to respond professionally, remain open to guidance and correction, and ask questions or seek clarification when needed. If a member cannot take on a task or responsibility, they should say so promptly and respectfully rather than agree to work they cannot reasonably complete.

Professional conduct also extends to interactions with research participants, collaborators, community partners, and others outside the lab. When representing SAVE or York University, members are expected to communicate professionally, respect confidentiality and role boundaries, and accurately represent their authority and the work of the lab. Members should not speak on behalf of the lab or communicate non-public research information externally without appropriate authorization.

Members should raise concerns about disrespect, exclusion, or other inappropriate conduct with the Lab Manager or Lab Director. They may approach either directly or, if more comfortable, speak with another senior lab member, such as an Assistant Lab Manager, graduate student, or experienced research assistant, who can help bring the matter to the Lab Manager or Director.

6.3 Safety and Well-Being

Members are expected to protect their own and others' health and safety during lab activities. The lab's research topics can be distressing, including material about sexual violence. Members who find the material overwhelming should speak with the Director or a trusted mentor so that adjustments and appropriate York University support can be considered. Members are encouraged to support peers, including checking in when someone appears stressed and considering safety when leaving after late meetings.

For off-site research or work with partner organizations, members must follow the safety procedures of the host site and any lab requirements related to travel, check-ins, or communication. Safety concerns, incidents, threats, breaches of confidentiality, or other serious concerns should be reported promptly through the appropriate lab or University process. Members are expected to follow York University and site-specific health and safety requirements and to complete any training required for their work.

6.4 Research Integrity and Confidentiality

Integrity and Honesty: All SAVE Lab members must uphold academic and research integrity. Members must not fabricate or falsify data, plagiarize text, or misrepresent their efforts. They must familiarize themselves with York University's Academic Conduct Policy and Procedures and applicable research-integrity requirements. Uncertainty about ethical or integrity standards, such as attribution of another student's code or a proposed data-cleaning decision, should be raised with the Director. Errors in data or analysis must be reported promptly so that they can be corrected transparently.

Confidentiality: The nature of the lab's research (often involving sensitive forensic/clinical data about individuals' histories, offenses, or psychological assessments) requires strict confidentiality. All lab members must sign a confidentiality agreement upon joining, agreeing not to disclose any identifying or sensitive information about research participants or data outside authorized research discussions. Data with personal identifiers must never be removed from secure storage or discussed with those outside the project. Even within the lab, members should discuss participant details only as needed and using participant ID codes whenever possible. Access to confidential information should be limited to what is required for a member's assigned role or task, and identifying information and re-identification keys should be kept separate from analytic data where applicable. Confidentiality obligations continue after a member leaves a project or the SAVE Lab. Members must adhere to ethics approvals regarding confidentiality – for instance, storage of consent forms and key-coded data separately. Any breach of confidentiality is considered a severe violation and could result in removal from the lab and further disciplinary action.

Data Management and Security: Members must handle research data in accordance with applicable ethics approvals, consent terms, data-sharing agreements, institutional requirements, and project Data Management Plans. Access should be limited to what is needed for assigned work, and members must not share accounts, passwords, or credentials. Sensitive data must remain in approved storage and must not be transferred through personal email, consumer cloud storage, unapproved collaboration platforms, or unencrypted removable media. Raw data should be preserved rather than overwritten, and any suspected loss, unauthorized access, disclosure, deletion, or other compromise of research data must be reported promptly.

6.5 Lab Systems, Technology, and File Management

The SAVE Lab uses several systems and platforms to support file storage, communication, and collaboration. Members are provided with access to the systems relevant to their role during onboarding. Access may be added, changed, or removed over time as members take on new projects, responsibilities, or roles within the lab.

System	Primary Use
DS9	Central storage for lab-owned documents, resources, datasets, project folders, and other research and operational materials.
Microsoft Teams	Primary platform for lab and project communication, lab updates and announcements, general ongoing lab tasks, task and hour tracking, meeting minutes, and access to task-related templates and links.
OneDrive	Optional, project-based file sharing and collaboration between project members and supervisors.

File Storage and Organization: Lab-owned files and project materials should be stored in their designated location on DS9 where applicable. Members should maintain the existing folder structure and file organization and should not move, rename, reorganize, or delete files or folders unless authorized to do so. New files should be saved in the appropriate location and named clearly and consistently. Where OneDrive or another collaborative platform is used as a working space, files that are intended to form part of the lab's permanent project records should also be maintained in their appropriate location on DS9.

Access and Security: Access to lab systems and materials depends on the member's role and responsibilities. DS9 access does not authorize access to every folder, dataset, or resource. Members should access only the materials made available for their assigned work and should not attempt to access materials without permission. Login credentials and access permissions must not be shared. Confidential and sensitive materials must be handled as described in Section 6.4.

6.6 Participation

Lab members are expected to participate consistently in the work and activities connected to their role. This includes attending required meetings and training, completing agreed-upon work, keeping track of assigned tasks, and communicating when something may interfere with a deadline or commitment. Attendance expectations for regular lab meetings are in Section 6.7.

Members are encouraged to ask questions about problems or uncertainty that may affect their own or another person's work. Project supervisors are expected to be the first point of contact for clarifying tasks. Early communication makes it easier to adjust timelines, clarify expectations, or provide additional support.

Hours and Ongoing Participation: Members are expected to meet their role's weekly hour commitment, keep accurate records of hours and activities, and monitor their progress and commitments throughout the month. At month-end, the Lab Manager reviews hours as part of a broader review of participation and development. The review considers hours, completion and quality of work, communication and responsiveness, initiative, and engagement with the lab and assigned projects. Members falling behind are encouraged to contact the Lab Manager before the review to discuss progress, identify additional tasks or learning opportunities where appropriate, or

address difficulties affecting participation. Concerns about hours or other participation expectations may be addressed through Section 6.8.

Scheduled Breaks: Regular weekly lab-hour expectations apply during York University’s scheduled class periods. During Reading Weeks and the periods between the end of classes in one semester and the beginning of classes in the next, members are not expected to complete regular hours, attend meetings, or monitor lab communications. However, members with ongoing responsibilities—including Assistant Lab Managers, IRP or thesis students, and RAs actively involved in an ongoing project—must communicate with their project lead in advance and make appropriate arrangements for responsibilities, deadlines, or coverage that may fall during the break. Any continued involvement during a scheduled break should be discussed and agreed upon in advance.

Scheduled Breaks	Dates
<i>Reading Weeks</i>	
Fall	October 10–16, 2026
Winter	February 13–19, 2027
Summer	York’s published Summer 2027 reading-week dates
<i>Between-Term Breaks</i>	
Fall to Winter	December 9, 2026–January 3, 2027
Winter to Summer	April 6, 2027–day before Summer 2027 classes begin
Summer to Fall	Day after Summer 2027 classes end–day before Fall 2027 classes begin

Summer Term: The lab remains active during York University’s summer term. Regular lab meetings and project activities continue, and members are expected to maintain the usual hours, attendance, communication, and project responsibilities associated with their roles.

Vacation/Leave of Absence: Members who plan to take a vacation or leave of absence during an active appointment period must complete the Vacation/Leave of Absence Form (see Appendix D) and send it to the Lab Manager in advance. Members must also communicate with relevant project leads and make appropriate arrangements for any tasks, deadlines, meetings, or coverage affected by their absence. During the vacation or leave of absence, members are not expected to complete lab hours, attend meetings, or monitor routine lab communications.

Communication and Deadlines: Members are expected to remain responsive to lab and project communications. Messages requiring a response should generally be answered or acknowledged within 48 business hours. Consistent communication helps projects progress and members obtain guidance, feedback, and support. Members are also expected to meet agreed deadlines. If they anticipate missing a deadline, they should communicate this before it passes so an extension or alternative plan can be discussed where appropriate. Members are encouraged to consider their availability and existing commitments before accepting a task, particularly when a deadline is fixed and may not be extended.

6.7 Lab Meetings

Frequency and Scheduling: The SAVE Lab meets **weekly** on Fridays at 10:00 a.m. Eastern Time for approximately 1 hour. Occasionally, additional special meetings or workshops are arranged as needed (for example, a planning meeting before a conference, or a training session on a new analysis method).

Attendance: Attendance at regular lab meetings is mandatory for all active lab members, as these meetings are used to share updates and make collective decisions. Members may miss up to five regular lab meetings over the applicable appointment period, regardless of the reason for the absence, and should inform the Lab Manager in advance. Absences beyond this allowance may be addressed in accordance with the lab's process for addressing concerns and repeated non-compliance (see Section 6.8). The five-absence allowance applies only to regular lab meetings; attendance expectations for project-specific meetings are determined by the relevant project lead.

Monthly Meeting Structure: Lab meetings generally follow the rotation below to provide regular opportunities for research discussion, professional development, project engagement, and other lab activities.

	Meeting Focus	Description
Week 1	Graduate Student-Led Meeting	Graduate students lead the planning, typically through a research or project presentation, discussion, or another topic relevant to the lab.
Week 2	Professional Development	Focused on developing skills and knowledge relevant to members' academic, research, and professional development. Topics may include graduate school preparation and interviews, conference and poster presentations, research skills, and content knowledge relevant to the lab's work.
Week 3	Undergraduate Research Presentations	Undergraduate members present research they are working on, providing opportunities to practice research communication, receive feedback, and learn about work taking place across the lab.
Week 4	Project Updates	Project Leads report current progress, recent developments, upcoming priorities, and next steps, keeping the lab informed about ongoing projects.
Week 5	Member-Selected Meeting	In months with a fifth Friday, the meeting focus is selected with input from the broader lab. Members are invited to vote on topics or activities they would find useful or valuable, generally through a Teams poll.

Participation: Lab meetings allow members to share project updates, discuss research, learn from one another, ask questions, and stay connected to the lab's work. All members, including undergraduates, are encouraged to participate and ask questions even when the topic is complex. More senior members should strive to make discussions accessible by avoiding excessive jargon or explaining context. Participation may differ across members and meetings, but members are expected to remain engaged and contribute when appropriate, whether by responding to questions, joining discussions, or sharing ideas and updates. Feedback should be constructive and collegial. For

example, instead of saying “That idea won’t work,” one might say “Have you considered x potential issue? Maybe we could try y to address it.” Members handle disagreements respectfully and focus on evidence or logic.

Lab Meeting Etiquette:

- Members should arrive on time, including when joining virtually, and minimize disruptions such as phone notifications.
- Members are expected to refrain from driving during lab meetings for their own and others’ safety.
- Members joining virtually should have a working microphone and try to keep their camera on to maintain engagement.
- The lab encourages a members to make space for each other to contribute in meetings: members who have spoken frequently should self-monitor and take pauses, while members who have not yet spoken are encouraged to contribute.
- Confidential research details may be discussed only with attendees authorized to receive them for the relevant work. The meeting organizer should announce collaborators or guests who are joining. Members must limit sensitive discussion to the information those attendees are authorized to receive.

6.8 Raising and Addressing Concerns

The expectations described in this section apply to all SAVE Lab members. Most concerns should be addressed early and informally where possible. The purpose of addressing a concern is to clarify expectations, understand whether additional support is needed, and give all parties involved a reasonable opportunity to correct the issue.

Concerns may arise when a member is not consistently meeting the expectations associated with their role. This may include concerns related to hours and participation (see Section 6.6), lab meeting attendance (see Section 6.7), repeated lateness, missed deadlines without prior communication, incomplete or poor-quality work, lack of responsiveness, limited engagement or initiative, or other repeated difficulties with meeting agreed-upon responsibilities. Concerns will be considered in the context of the member’s overall participation and circumstances rather than based on any one factor alone.

For concerns such as missed meetings, repeated lateness, missed deadlines, incomplete tasks, or failure to communicate, the usual process is:

1. **Notice of Concern.** The concern is discussed with the member, and expectations are clarified. Where appropriate, barriers or additional support needs are also discussed.
2. **Formal Warning.** If the concern continues following a Notice of Concern, or if the member does not demonstrate the expected improvement, a formal warning may be issued. The warning identifies the ongoing concern, the improvement required, and a reasonable period for the member to address it.
3. **Review of Lab Membership or Role.** If the concern continues following a Formal Warning, the governance team may review whether the member should continue in their current role or in the lab.

Between stages, members will have a reasonable opportunity to address concerns and demonstrate improvement. The lab will make reasonable efforts to provide guidance and support throughout the

process. Members are expected to monitor their progress, communicate difficulties early, and contact their Project Lead and/or the Lab Manager Team when falling behind or needing additional support.

Previous concerns and responses will be considered in the context of the member's overall history in the lab, including the nature and timing of earlier concerns, whether similar difficulties have continued, and the member's subsequent improvement. The process is intended to address ongoing or repeated patterns of concern rather than allow isolated concerns from the distant past to accumulate indefinitely.

Not every concern needs to begin at the first step. Serious concerns involving research misconduct, participant safety, harassment or discrimination, significant breaches of confidentiality, deliberate misuse of data, or other serious violations may require immediate escalation and may result in restriction of duties or access, removal from a project or the lab, or referral through the appropriate York University process.

Members experiencing illness, emergencies, approved accommodations, or other significant circumstances will be supported with appropriate flexibility wherever possible. Members are encouraged to communicate with the Lab Manager when they are able so that expectations, timelines, or responsibilities can be adjusted as needed.

6.9 Summary of Shared Standards and Conduct

These minimum standards apply across roles unless an approved exception or accommodation applies. Failure to meet them requires prompt correction and may require a formal response (see Section 6.8).

Standard	Minimum requirement
Respect, DEDI, and collegiality	Treat people with dignity; do not harass, bully, discriminate, retaliate, or demean. Invite participation, address power differences, and use respectful and inclusive language.
Integrity and accuracy	Do not fabricate, falsify, plagiarize, conceal material errors, misrepresent contribution, or selectively report evidence to create a misleading account. Report mistakes promptly and preserve an auditable record of corrections.
Confidentiality and privacy	Use information only for approved purposes. Protect participant, candidate, personnel, clinical, and project information; disclose it only to authorized people with a need to know.
Competence and role limits	Complete required training; work only within demonstrated competence and delegated authority; seek supervision when uncertain; do not assume that a title creates data, spending, clinical, supervisory, authorship, or public-communication authority.
Reliability and communication	Attend required meetings and sessions, complete agreed work, maintain records and timesheets, and communicate early when a deadline, workload, health issue, or dependency threatens completion.

Standard	Minimum requirement
Public representation	Do not speak to media, issue public statements, post non-public research information, or represent a view as the lab's position without the required approval. Coordinate public communication through the appropriate role and the Director.
Conflicts of interest	Disclose actual, potential, or perceived conflicts and recuse when a decision directly concerns one's appointment, evaluation, project, funding, supervision, authorship, or advancement.
Safety and well-being	Follow York and site-specific safety rules; use off-site safeguards; stop work when conditions are unsafe; normalize debriefing and support after difficult material; seek adjustment or help when exposure, workload, or health becomes harmful.
Raising concerns	Report urgent safety, harassment, ethics, confidentiality, research-integrity, or participant-welfare concerns promptly through the designated route. Good-faith reporting is protected from retaliation.

Appendices

Appendix A: Individual Development Goals Form

Select up to three development goals. For each goal, select a development area and complete the SMART components below.

Goal 1: Research and Skill Development	
☐ Research design and methods ☐ Data management, coding, or analysis ☐ Manuscript writing and APA style ☐ Literature review and synthesis	☐ Research ethics and REB preparation ☐ Clinical-forensic psychology subject knowledge ☐ Research dissemination and presentation Other: _____
Specific: What do you want to accomplish?	
Measurable: How will you measure progress?	
Achievable: How will you work toward it?	
Relevant: Why does this goal matter to you?	
Time-bound: What is your target timeframe?	

Goal 2: Professional and Leadership Development	
☐ Leadership and project management ☐ Communication and collaboration ☐ Mentorship and training others ☐ Greater independence and responsibility	☐ Graduate school preparation ☐ Conference and professional development ☐ Career preparation Other: _____
Specific: What do you want to accomplish?	
Measurable: How will you measure progress?	
Achievable: How will you work toward it?	
Relevant: Why does this goal matter to you?	
Time-bound: What is your target timeframe?	

Goal 3: Additional Development Goal	
Identify one additional goal that is meaningful to you. This goal may build on one of the areas above or focus on another area of development relevant to your interests, role, or future plans. _____	
Specific: What do you want to accomplish?	
Measurable: How will you measure progress?	
Achievable: How will you work toward it?	
Relevant: Why does this goal matter to you?	
Time-bound: What is your target timeframe?	
Support Needed	
What support, opportunities, or resources would help you work toward your goals? _____	

Appendix B: Evaluation Forms

B.1 Self-Assessment Form

Goal	Steps/Actions Taken	Progress and Reflection
Goal 1		
Goal 2		
Goal 3		

Supports and Barriers: What supports, opportunities, or resources helped you work toward your goal? Were there any barriers that affected your progress? _____

B.2 Project Lead Feedback Form (Anonymous)

This form is intended for RAs who work on a project led by another lab member, including an undergraduate Project Lead or graduate student. Responses should be based on the RA's experience with the person who leads the project and provides direction, guidance, and support for their work.

Project Lead: _____

Project: _____

Please respond based on your experience working with this Project Lead. If you have not had sufficient opportunity to evaluate an item, select N/A.

Response Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neither Agree nor Disagree | 4 = Agree | 5 = Strongly Agree | N/A = Not Applicable / Not Enough Opportunity to Observe

A. Clarity and Direction

1. My Project Lead clearly communicates the goals and priorities of the project.
2. My Project Lead clearly communicates what is expected of me in my role on the project.
3. My Project Lead helps me understand how the tasks I complete contribute to the broader project.
4. My Project Lead provides clear guidance when assigning new or unfamiliar tasks.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

B. Support and Accessibility

5. My Project Lead is reasonably available when I need support, clarification, or input.
6. I feel comfortable approaching my Project Lead when I have questions or need clarification.
7. When I encounter difficulty with a task, my Project Lead provides useful support or helps me determine appropriate next steps.
8. My Project Lead provides a level of guidance that is appropriate for my experience and responsibilities.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

C. Feedback

9. My Project Lead provides feedback on the work I complete.
10. The feedback I receive from my Project Lead helps me understand what I did well and what I could improve.
11. When corrections are needed, my Project Lead clearly explains what needs to change.
12. My Project Lead provides feedback in a constructive and respectful manner.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

D. Learning and Development

13. My Project Lead helps me understand relevant research concepts, methods, or processes when appropriate.
14. My Project Lead encourages me to understand the work I am doing rather than simply complete assigned tasks.
15. My Project Lead supports meaningful opportunities for me to develop my research knowledge and skills.
16. My Project Lead allows me an appropriate level of independence as I develop experience and confidence in my responsibilities.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

E. Respect and Working Relationship

17. My Project Lead treats me with respect.
18. My Project Lead responds to mistakes or difficulties in a constructive and supportive manner.
19. My Project Lead takes my questions, ideas, and observations seriously.
20. Overall, I feel effectively supported and guided by my Project Lead in my work on the project.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

F. Team Leadership (If Applicable)

Complete this section only if you work on the project with other RAs and have had sufficient opportunity to observe the Project Lead's leadership of the group.

21. My Project Lead distributes tasks and responsibilities fairly among RAs.
22. My Project Lead makes responsibilities clear when multiple RAs are working on the project.
23. My Project Lead treats members of the project team fairly and consistently.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

G. Additional Comments

Please use this space to share anything else you would like us to know about your experience working with this Project Lead, including any strengths, concerns, experiences, or suggestions not captured by the questions above.

B.3 Member Evaluation and Feedback Form

This form is intended for Project Leads, supervisors, and members of the Lab Manager Team who are reasonably positioned to evaluate a member's work, participation, and development. Responses should be based on direct observations and on expectations appropriate to the member's current role and level of experience. If you have not had sufficient opportunity to evaluate an item, select N/A.

Member Being Evaluated: _____

- | | | |
|------------------------------|---|--|
| ☐ RA1 | ☐ IRP Student | ☐ Graduate Student |
| ☐ RA2 | ☐ Thesis Student | ☐ REDI ☐ RAY |

Evaluator's Role:

- | | |
|--|---------------------------------------|
| ☐ Project Lead | ☐ Lab Manager |
| ☐ Assistant Lab Manager | ☐ Other: _____ |

Evaluator: _____

Project(s), task(s), or other context in which you worked with the member:

Evaluation Scale: 1 = Further Development Needed | 2 = Developing | 3 = Meets Expectations | 4 = Demonstrates Strength | N/A = Not Applicable / Not Enough Opportunity to Observe

A. Reliability and Responsibility

1. The member follows through on agreed-upon tasks and responsibilities.
2. The member completes work within agreed-upon timelines or communicates in advance when a timeline may not be met.
3. The member keeps track of assigned work and seeks clarification when expectations are unclear.
4. The member maintains required records, documentation, and hour tracking accurately and consistently, where applicable.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

B. Quality of Work and Research Practices

5. The member completes work carefully and with appropriate attention to accuracy and detail.
6. The member follows project instructions, protocols, and established procedures.
7. The member appropriately documents their work so that it can be understood, reviewed, or continued by others.
8. The member follows expectations related to research integrity, confidentiality, data security, and ethical conduct.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

C. Communication and Professional Conduct

9. The member is reasonably responsive to lab- and project-related communication.

10. The member communicates questions, difficulties, errors, or delays in a timely manner.
11. The member communicates respectfully and professionally with other lab members.
12. The member works collaboratively and contributes to a constructive team environment.
13. The member receives and responds to instructions, corrections, and feedback professionally.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

D. Learning, Feedback, and Development

14. The member demonstrates a willingness to learn and develop new knowledge or skills.
15. The member applies feedback and corrections to subsequent work.
16. The member demonstrates growth in their knowledge, skills, or confidence over time.
17. The member takes initiative appropriate to their role and level of experience.
18. The member demonstrates an appropriate level of independence for their role and the responsibilities assigned to them.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

E. Participation and Contribution

19. The member participates consistently in required lab and project activities.
20. The member is appropriately engaged during meetings, training, and collaborative work.
21. The member contributes meaningfully to the projects, tasks, or other responsibilities assigned to them.
22. Where appropriate, the member supports other members and contributes to the broader functioning of the project or lab.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

F. Independent Project Responsibilities (IRP/Thesis Students Only)

Complete this section only when evaluating an IRP or thesis student.

23. The member prepares appropriately for supervision meetings and uses supervision effectively.
24. The member makes reasonable progress toward agreed-upon project milestones.
25. The member demonstrates appropriate ownership of and responsibility for moving their project forward.
26. The member incorporates supervisory feedback into revisions and subsequent work.
27. The member's written, analytic, or other project outputs meet expectations appropriate to the current stage of the project.

Optional Comment: Please provide any relevant context, examples, or feedback regarding the items above.

G. Overall Evaluation

28. Overall, the member is meeting the expectations associated with their current role and level of experience.

Optional Comment: Please provide any context that would help explain your overall evaluation.

H. Written Feedback

- **Strengths:** What strengths has this member demonstrated in their work, participation, or professional development?
- **Contributions:** What meaningful contributions has this member made during the evaluation period? Please provide specific examples where possible.
- **Progress and Growth:** What progress or growth have you observed during the evaluation period?
- **Continued Development:** What is one area in which the member could continue to develop?
- **Support and Opportunities:** What opportunities, training, guidance, or other support may help the member with their continued development?
- **Context:** Are there any contextual factors or barriers that should be considered when interpreting this evaluation?
- **Additional Comments:** Is there anything else you would like the member or Lab Manager Team to know?

B.4 Lab Manager Team Member Feedback Form (Anonymous)

This form is intended for lab members to provide feedback on their experience with an individual member of the Lab Manager Team. Responses should be based on your direct experience with this person and the aspects of their role that you have had sufficient opportunity to observe. If you have not had sufficient opportunity to evaluate an item, select **N/A**.

Lab Manager Team Member: _____

Response Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neither Agree nor Disagree | 4 = Agree | 5 = Strongly Agree | N/A = Not Applicable / Not Enough Opportunity to Observe

A. Communication and Clarity

1. This Lab Manager Team member communicates information clearly.
2. This Lab Manager Team member communicates expectations and responsibilities clearly when they apply to my role.
3. This Lab Manager Team member provides sufficient information or context when communicating changes, decisions, or next steps.
4. I know what is expected of me when this Lab Manager Team member assigns or communicates a responsibility to me.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

B. Accessibility and Support

5. This Lab Manager Team member is reasonably available when I need support, clarification, or guidance.
6. I feel comfortable approaching this Lab Manager Team member with questions or concerns.
7. When I raise a question or concern, this Lab Manager Team member listens and responds appropriately.
8. When I need assistance with a lab-related matter, this Lab Manager Team member provides useful support or helps me determine appropriate next steps.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

C. Organization and Follow-Through

9. This Lab Manager Team member is organized in carrying out the responsibilities I have observed.
10. This Lab Manager Team member follows through on matters they have agreed to address.
11. This Lab Manager Team member communicates appropriately when plans, timelines, or expectations change.
12. This Lab Manager Team member helps ensure that lab-related responsibilities or processes within their role are handled effectively.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

D. Fairness, Respect, and Professional Conduct

- 13. This Lab Manager Team member treats me with respect.
- 14. This Lab Manager Team member interacts with lab members in a fair and professional manner.
- 15. This Lab Manager Team member responds to mistakes, difficulties, or concerns constructively.
- 16. This Lab Manager Team member takes my questions, ideas, and concerns seriously.
- 17. I feel able to raise a concern or disagreement with this Lab Manager Team member without being treated negatively for doing so.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

E. Leadership and Member Support

- 18. This Lab Manager Team member provides an appropriate level of guidance when I need it.
- 19. This Lab Manager Team member supports members in understanding and fulfilling their lab responsibilities.
- 20. This Lab Manager Team member encourages members to take appropriate ownership and exercise appropriate independence in their roles.
- 21. This Lab Manager Team member contributes positively to my experience as a member of the lab.
- 22. This Lab Manager Team member contributes to a lab environment that supports members' learning and development.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

F. Responsiveness and Openness to Feedback

- 23. This Lab Manager Team member is receptive to questions, suggestions, and feedback.
- 24. This Lab Manager Team member is willing to consider different perspectives when appropriate.
- 25. When a problem or concern is brought to their attention, this Lab Manager Team member makes reasonable efforts to address it.
- 26. This Lab Manager Team member is willing to adjust their approach when something is not working effectively.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

G. Overall Evaluation

- 27. Overall, this Lab Manager Team member effectively carries out the leadership and management responsibilities I have observed.
- 28. Overall, I feel effectively supported by this Lab Manager Team member.

Optional Comment: Please provide any context that would help explain your overall evaluation.

H. Written Feedback

- **Strengths:** What does this Lab Manager Team member do particularly well?
- **Impact and Contributions:** What positive contributions have you observed this person make to the lab or its members?
- **Communication and Support:** Is there anything this person could do differently to improve their communication, guidance, or support?
- **Continued Development:** What is one area in which this person could continue to develop in their role?
- **Suggestions:** Are there any changes to this person's approach that you think would improve your experience or the experience of other lab members?

Additional Comments: Is there anything else you would like to share about your experience with this Lab Manager Team member?

B.5 Lab Director Feedback Form (Anonymous)

This form is intended for lab members to provide feedback on their experience with the SAVE Lab Director. Responses should be based on your direct experience with the Lab Director and the aspects of their role that you have had sufficient opportunity to observe. If you have not had sufficient opportunity to evaluate an item, select N/A.

Response Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neither Agree nor Disagree | 4 = Agree | 5 = Strongly Agree | N/A = Not Applicable / Not Enough Opportunity to Observe

A. Leadership and Lab Direction

1. The Lab Director demonstrates enthusiasm and commitment toward the work of the SAVE Lab and its members.
2. The Lab Director provides effective leadership and direction for the lab.
3. The Lab Director demonstrates the knowledge and expertise needed to support the lab and its members in achieving their goals.
4. The Lab Director listens to and considers the perspectives of lab members.
5. The Lab Director makes decisions in a manner that supports the effective functioning of the lab.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

B. Learning, Development, and Opportunities

6. The Lab Director creates an environment in which I feel valued and encouraged to learn and develop.
7. The Lab Director supports meaningful opportunities for members to develop their research knowledge, skills, and experience.
8. The Lab Director supports members in pursuing opportunities appropriate to their interests, experience, and goals.
9. The Lab Director provides appropriate guidance and expertise to help members succeed in their research responsibilities.
10. I am satisfied with the opportunities and experiences available to me through the SAVE Lab.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

C. Communication, Feedback, and Accessibility

11. I feel comfortable expressing questions, ideas, concerns, or differing opinions to the Lab Director.
12. The Lab Director listens and responds thoughtfully when members raise questions or concerns.
13. The Lab Director provides feedback in a clear and constructive manner when appropriate.
14. The Lab Director is reasonably accessible when members require his guidance or input.

15. The Lab Director communicates with lab members respectfully and professionally.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

D. Respect, Fairness, and Lab Environment

16. The Lab Director treats lab members fairly.

17. The Lab Director contributes to an environment in which members feel respected and valued.

18. The Lab Director contributes to an environment in which members feel safe to learn, ask questions, and make mistakes.

19. The Lab Director demonstrates consideration for members' schedules, responsibilities, and other commitments when establishing expectations.

20. The Lab Director contributes to a positive and healthy lab environment.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

E. Equity, Inclusion, and Professional Standards

21. The Lab Director demonstrates a commitment to equity, diversity, inclusion, and decolonization within the lab.

22. The Lab Director contributes to an environment that is inclusive of members from different backgrounds and identities.

23. The Lab Director promotes a lab environment free from discrimination, harassment, and inappropriate conduct.

24. The Lab Director demonstrates appropriate professional and ethical conduct in his leadership of the lab.

25. The Lab Director follows relevant university policies and expectations in his role as Lab Director.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

F. Workload and Member Experience

26. The expectations placed on me within the lab are reasonable given my role and responsibilities.

27. I am satisfied with my current workload and level of involvement in the SAVE Lab.

28. My experience working in the SAVE Lab has been positive overall.

29. I would recommend the SAVE Lab to someone interested in gaining research experience.

Optional Comment: Please provide any relevant context, examples, or suggestions regarding the items above.

G. Overall Evaluation

30. Overall, I am satisfied with the Lab Director's leadership.

31. Overall, the Lab Director performs effectively in his role as Director of the SAVE Lab.

Optional Comment: Please provide any context that would help explain your overall evaluation.

H. Written Feedback

- **Strengths:** What do you think the Lab Director does particularly well?
- **Continue:** What would you recommend the Lab Director continue doing?
- **Leadership:** Is there anything about the Lab Director's approach to leadership that you think should change or develop?
- **Member Experience:** What, if anything, could the Lab Director do to improve your experience in the SAVE Lab?
- **Lab Relationships:** Is there anything you would like to share about the Lab Director's relationships or interactions with lab members?
- **Additional Feedback for the Lab Director:** Is there anything else you would like the Lab Director to know?
- **Confidential Comments for the Lab Manager Team:** Is there anything you would like to share with the Lab Manager Team that you do **not** want shared with the Lab Director?

Appendix C: Reference Letter Request Guidelines

Follow these guidelines to give referees enough information and time to prepare an appropriate, detailed letter.

I. Before Requesting a Reference

The strength and detail of a reference depend on how well the referee knows your work and contributions. Ask someone who knows you well enough to provide a meaningful letter.

If you are uncertain about the type of reference someone would be able to provide, you are encouraged to ask before submitting your request.

II. Confidentiality of Reference Letters

Members are expected to waive their right to access reference letters. Confidential reference letters are standard in many application processes and may be given greater weight by institutions receiving them. If you have concerns about waiving access, discuss this with the proposed referee before proceeding with the request.

III. Organizational Table

Create an Excel file containing an organizational table for **all applications** included in your reference request. The table should contain:

1. **Reference Due Date:** If the reference deadline is the same as the application deadline, provide the application deadline.
2. **Program:** Identify the program to which you are applying and make the program name a clickable link to the relevant application or program page.
3. **University:** Identify the university or institution.
4. **Supervisor(s):** Identify the proposed supervisor(s), where applicable.
5. **What the Referee Needs to Submit:** Indicate whether the application requires a reference letter, referee form, checklist, supplemental form, or other materials.
6. **Delivery Method:** Indicate how the reference will be submitted, including whether the referee will receive an electronic link or whether another submission method is required.
7. **Notes:** Include any additional information that may be relevant to the referee or submission process.

IV. Materials to Submit

Reference request materials must be submitted by **September 1**, unless otherwise stated. Include:

1. A completed organizational Excel file following the format above.
2. An up-to-date CV or résumé.
3. An up-to-date transcript. Unofficial transcripts are acceptable.
4. A draft of your personal statement.
5. Any forms the referee is required to complete, with all sections that can be completed by you already filled in.

6. **Optional:** A document containing suggestions, experiences, accomplishments, or other information you would like the referee to consider when preparing the letter. You may also identify members of the lab who have worked closely with you and may be able to provide additional information about your work or contributions.

V. Multiple Applications

If you are applying to **six or more programs**, it may be helpful to schedule a meeting with the referee to discuss your application plans. Where a meeting is arranged, it should take place at least **four weeks before the first reference deadline**.

VI. Submission and Follow-Up

It is the member's responsibility to ensure that the referee has everything required to complete the reference. All requested materials should be gathered and provided together, and any portions of forms that can be completed by the applicant should already be filled in.

Members are also responsible for ensuring that required electronic reference requests have been sent to the referee. Some institutions will not send these requests until an application, basic applicant information, or application fee has been submitted. Members should determine the requirements for each application and complete the necessary steps sufficiently in advance.

Any changes to an existing reference request, including changes to deadlines, programs, submission requirements, or delivery methods, must be communicated to the referee as soon as possible.

Example Organizational Table for Excel

Due Date for Reference Letter	Program	University	Supervisor(s) (if relevant)	What needs to be completed	Delivery Method	Notes
2026/12/01	MA Clinical Psychology	York University	Dr. Brankley	☐ Letter of reference on letterhead ☐ Completed Referee Form	Online	Link will be sent to Dr. Brankley directly
2026/12/01	MA Clinical Psychology	University of Saskatchewan	Olver, McPhail	☐ Letter of reference on letterhead ☐ Completed Referee Form ☐ Completed Supplemental Referee Form	Online	Link will be sent to Dr. Brankley directly
2027/01/31 at 4 p.m.	MA Clinical Psychology	University of British Columbia - Okanagan	Woodsworth, Smith	☐ PDF referee form, accessed via email sent from [Student]	Email directly to school	Email to College of Graduate Studies at gradask.ok@ubc.ca

Appendix D: Vacation/Leave of Absence Form

Full Name: _____

Date Submitted: _____

Role in the Lab: _____

Current Project(s)/Task(s): _____

Dates away: From _____ to _____

Date you will resume lab work: _____

Reason for time away:

☐ Vacation ☐ Medical/Sick ☐ Personal ☐ Prefer not to say

☐ Other: _____

During this time away, will you be:

☐ Fully unavailable ☐ Reachable on Teams/email if needed

☐ Available for lab meetings only ☐ Partially available

If partially available, please specify your availability: _____

Have you already informed your project lead(s)/supervisor(s) about your time away?

☐ Yes ☐ No

If yes, who did you inform? _____

Will you be up to date on your required lab hours and responsibilities before your time away begins?

☐ Yes ☐ No

If no, please identify any outstanding hours or responsibilities and explain how and when you will address them: _____

Are there any tasks, deadlines, meetings, or other responsibilities that may be affected by your time away?

☐ Yes ☐ No

What arrangements have been made for these responsibilities, including any necessary coverage or revised deadlines? _____