Canadian Association for Graduate Studies, “Guiding Principles for Graduate Student Supervision.” (Summary)

1. A Supervisor should be identified in a timely fashion
2. Supervisory committees or equivalents should be established early
3. Expectations, roles and responsibilities of graduate students and supervisors should be made clear
4. Supervisors should be readily accessible to their students, and regular monitoring and feedback should be ensured
5. Student-supervisor relationships should be professional
6. Intellectual debate and challenge should be encouraged and supported
7. Supervisors should be mentors
8. Issues of intellectual property and authorships should be made clear
9. Conflicts should be resolved at the lowest level possible
10. Continuity is important in graduate supervision
11. Alternative supervision should be available
12. Students have substantial responsibilities for managing their own graduate education
**Checklist for planning first meetings with a new graduate student:**

Use this checklist to plan what to discuss in initial meetings with a new graduate student in light of what you hope to achieve over the long term.

- Explain the goals for meetings and clarify how confidentiality should be handled
- Discuss what each of you perceives as the boundaries of the supervisory relationship (see Supervisory Relationship Expectations grid)
- Review the student's current experience and qualifications
- Discuss and record the student's immediate and long-term goals
- Explore useful professional development experiences in view of these goals
- Record these (or ask the student to) as a professional development plan
- Discuss and record any issues that may affect the supervisory relationship such as time, financial constraints, lack of confidence, or newness to the role, etc.
- Arrange a meeting schedule with your student. Clarify how meetings will be documented.
- Record topics discussed and feedback given at each meeting (or ask student to do so – see “meeting minutes” idea)
- Ensure that meeting records are kept confidential and in a safe place
- Discuss activities beyond the research project which could form part of your supervisory relationship, e.g.
  - Providing advice on teaching
  - Opportunity for work shadowing
  - Availability to consult on issues or concerns the student has with colleagues in study or research groups
  - Consulting on career opportunities
  - Other _____________________________

- Create a provisional action plan (or ask the student to) that reflects institutional requirements, intermediate goals to achieve them (and any pertinent professional development needs)
- Agree on schedule to review and amend the action plan

Source: [http://www.learning.ox.ac.uk/supervision/stages/expectations/](http://www.learning.ox.ac.uk/supervision/stages/expectations/)

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