

## Guidelines for Graduate Student Supervision

Successful program completion and/or withdrawal rates have been linked to the quality and quantity of advisement provided to graduate students. The supervisor assumes a number of roles in the supervisor-student relationship. The role may range from a very structured “master to apprentice” scenario to a very unstructured “subtle guide of an independent scholar.” Within the supervisory responsibility, the supervisor is a mentor, advocate, expert, leader, and facilitator for the student.

The [Canadian Association for Graduate Studies](#) has developed a number of guiding principles as a resource for supervisors and students. Greater detail is available on the AU FGS website.

- A supervisor should be identified in a timely fashion.
- Supervisory committees or equivalents should be established early.
- Expectations, roles, and responsibilities of graduate students and supervisors should be made clear.
- Supervisors should be readily accessible to their students and regular monitoring and feedback should be ensured.
- Student-supervisor relationships should be professional.
- Intellectual debate and challenge should be encouraged and supported.
- Supervisors should be mentors.
- Issues of intellectual property and authorship should be made clear.
- Conflicts should be resolved at the lowest level possible.
- Continuity is important in graduate supervision.
- Alternative supervision should be available.
- Students have substantial responsibilities for managing their own graduate education.