

Responsibilities of the Academic Unit

1. Each academic unit should have explicitly stated policies and procedures regarding the advising and supervising of graduate students, as well as established means for informing students of procedures and deadlines relating to the graduate program (e.g. orientation sessions, handbooks) and mechanisms for addressing complaints. Academic units should ensure that their policies and procedures are consistent with the Charter of Students' Rights.
2. Early in their programs, students must be informed of the degree requirements, the amount of time each requirement should take, the criteria for successful completion of the requirements and their deadlines.
3. Academic units must ensure that students are aware of the courses that are required to complete their degrees. Where relevant, academic units must inform students of language requirements or comprehensive examinations. The guidelines, criteria and procedures for these requirements must be explicit and consistently applied in each program.
4. Every effort should be taken to ensure that students choose realistic and appropriate areas of research, commensurate with degree requirements.
5. Students should be made aware of sources of financial support (e.g., fellowships, teaching or research assistantships) and of the facilities available to them (e.g., study space, computers).
6. Students should receive guidance and encouragement in areas relating to their growth in scholarship, professional development and career planning. Examples may include, where appropriate, reporting on research, writing abstracts, preparing papers for conference presentation or for publication, writing grant and fellowship applications, conducting a job search, and preparing for job interviews.
7. Academic units should be sensitive to special academic needs and concerns that may arise in the case of certain students, such as international students, or students who undertake graduate studies after a long absence from university.
8. Academic units and Graduate and Postdoctoral Studies should consider ways to assess and improve the quality of supervision and to help new supervisors. Procedures for monitoring the quality of graduate student supervision and for providing constructive feedback for supervisors should be developed.
9. Academic units should establish criteria of excellence in supervision and graduate teaching appropriate to their disciplines and should suitably reward those who meet these criteria, e.g., in decisions concerning tenure and promotion, or merit awards.
10. The maximum number of students under the direction of a single supervisor should be consistent with the ability of the supervisor to provide quality supervision, taking into account the workload of the supervisor and norms of the discipline.
11. Some examples of the responsibilities of supervisors are to uphold and to transmit the highest professional standards of research and scholarship; to provide guidance in all phases of the student's research; to meet with their students regularly; to provide prompt feedback



when work is submitted; and to clarify expectations regarding collaborative work, authorship, publication, and conference presentations.

12. Some examples of the responsibilities of students are to inform themselves of program requirements and deadlines; to work within these deadlines; to communicate regularly with the supervisor and committee; and to submit annual progress reports to the supervisor and committee.