Faculty should be trained in "best practices" for serving as graduate student supervisors.
  - Including (not exhaustive): respecting diversity, maintaining an apprentice/master relationship that is nevertheless founded on mutual respect, setting clear goals and timelines for progression to the degree, maintaining open lines of communication, training in "soft skills"
    - For example, through periodic faculty training programs.

Graduate programs should clearly advertise their family-friendly policies, including e.g. opportunities for child care, maternity and paternity leave.

Graduate programs should place an emphasis on career-building skills as well as technical scientific training. Formal training in public speaking, writing grant proposals, team management, etc. should pervade both individual research groups and departmental curricula.
  - These opportunities should not be restricted to only university-level programs, courses, and workshops.

Students should have multiple avenues for choosing a research advisor, e.g. through (1) research rotations or (2) a program for new students to work in a research lab on a trial/introductory basis at no cost to the advisor (e.g. through a concurrent T.A.).

Similarly, students should be able to easily change graduate advisors early in their careers, and departments should encourage students to do so when necessary.

Administrators from the department should meet regularly and confidentially with students, especially near the beginning of their graduate studies, to discuss individual concerns and ensure appropriate progress through the graduate program.

Graduate departments should actively promote peer-bonding in graduate student cohorts, e.g. through common study areas, social activities, etc.
  - Peer-bonding promotes mental health, helps to integrate under-represented minorities, and generally promotes a collegial atmosphere.

Prospective and new graduate students should have access to senior graduate students, and be encouraged to engage them in private Q&A.

Complaints of advisor-student abuse should be handled in a transparent, horizontal manner, rather than vertically through a specific chain of individual department and university officials.
  - Involvement by multiple administrators protects both the student and the advisor and promotes a balanced review of the complaint.