



## INEQUITIES

### Student Perspective

I'm working hard on my dissertation and my supervision is 'by the book'. I meet with my supervisor the recommended number of times for the recommended amount of time and have the recommended number of drafts read. What I've noticed is, there's the rules, right? Everyone should have the same amount of supervision. However, some people are getting far and above that amount of time. It's the inequity of, some students may get an hour, one student may only get half an hour, some will get their results read three times, some will only get it once. There's a lot of differences.

Maybe if I didn't hear things from the other students I wouldn't feel hard done by it perhaps. You know students talk and we tend to discuss a lot of things. I hear, you know, that some students seem to be getting a lot more attention. I mean, good on them for that but its making me feel like I'm the forgotten one. It's just something that I've heard but I wonder if I hadn't heard that, would I just then get on with it or would I feel sorry for myself?

All I'm asking for is equity across the board, so that what one student gets another student should get. I don't want anything more than anybody else, but I think I've actually received a lot less than some others.





## INEQUITIES

### New Supervisor Perspective

If we are to meet our students' needs, there'll be a difference of time invested from student to student definitely. Some of them are very independent, rock up to the meetings once a week and are pretty happy while some of the other ones want more reassurance: they want you to tell them they're doing the right thing and that sort of stuff. It's difficult to ensure on the one hand that you are meeting each of your students' needs and on the other that you are not providing more assistance to some students than others. Even emails between meetings, I'm trying to keep them confined, so it's equitable because the equity thing is really important.

The undergraduate meetings are helpful because we discuss if there are issues surrounding supervision, like how much time is spent with supervision. We grapple with that at a collective level which I really appreciate 'cos then it can ensure that we're all in the same page and that it is equitable.





## INEQUITIES

### Coordinator Perspective

There are definitely differences in quality between supervisors and when I say quality, quality not in the sense of good versus bad but in terms of style, perhaps is a better word. Some supervisors give a lot more to their students than others. And I know that what a lot of students miss out on, is they just don't have the time with their supervisors that's required. Students are also aware that there are differences in the amount and style of supervision received. For example, some students have highlighted to me the fact that there may be discrepancy in how much feedback they're getting compared to other students.

As far as I'm aware, there's not actual performance management of staff who are not doing a good job in supervising. I don't know that there's a way of measuring whether they've done a good job as a supervisor or not because each student is different. I actually think there should be something; there should be a way of the school saying to a supervisor, "You didn't do a good enough job by yourself this time. You need to work with someone next time". We have a duty of care to the students and it's not a year they can repeat.

