

# **UWS Academic Mentoring Program 2014**

## **Evaluation Summary Report – June 2015**

---

### **Background**

The UWS Academic Mentoring Program, now in its fourth year, recognises that mentoring is an important mechanism for academic career development and contributes to building a high-performing, competent and collegial workforce. It provides a career development opportunity for Academic staff to broaden their knowledge, skills, capabilities and experience.

The Program supports the University's strategic goal to commit to a dynamic and innovative culture that secures success, is endorsed by the Vice-Chancellor and Executive, and is funded by the University. The Program is coordinated by the Office of Organisational Development and resources and tools on mentoring and career planning are accessed from a Mentoring website.

The Program was introduced in 2010 with over 150 academic staff participating since then from across all Schools, Research Centres and Institutes.

### **The 2014 Program**

In 2014, 43 academic staff participated (21 pairs, one Mentor accepted two Mentees).

The UWS Academic Mentoring Program is a ten month program with both Mentors and Mentees attending three half-day workshops at the commencement of the program (February/March), at mid-term (July/August) and at the end of the program (October/November). Between workshops Mentors and Mentees meet on a regular basis.

Mentees are drawn from early and mid-career Academics either nominated by their Deans or self-nominated. Mentors are members of the Professoriate or senior Academic staff, also nominated by their Deans, self-nominated or recommended by the Mentor Matching Committee.

Mentors and Mentees provided feedback on the value of participating in the structured mentoring program. Examples of reported benefits and outcomes include:

- gaining insight into the different disciplines and Schools and how they function;
- enabling opportunities for collaborative research; developing cross-school partnerships;
- developing joint research strategies;
- providing and receiving support and advice regarding promotion;
- developing skills in writing grant applications and identifying other funding sources;
- assistance with Academic Development Program and Scholarship applications;
- assistance with writing journal publications;
- gaining a fresh perspective on career development; and
- promoting the transfer of knowledge.

Appendix 1 lists the Mentors and Mentees who participated in 2014 Academic Mentoring Program.

Appendix 2 is a summary of the participants' evaluation of the program.

**Aggie Lim**  
**Director, Office of Organisational Development**

**Endorsed by:**  
**Angelo Kourtis**  
**Vice-President (People & Advancement)**

*Prepared by: Aggie Lim, Leone Cripps & Carolyn Bennett*

## Appendix 1

### 2014 Academic Mentoring Program Mentors and Mentees

<b>MENTOR</b>	<b>MENTEE</b>
Professor Sheree Smith School of Nursing & Midwifery	Ms Annette Stunden School of Nursing & Midwifery
Professor Pauline Ross School of Science & Health	Dr Cathy Dickson School of Nursing & Midwifery
Associate Professor Carol Reid School of Education	Dr Eva Vass School of Education
Professor Janice Aldrich-Wright School of Science & Health	Dr Feng Li School of Science & Health
Associate Professor Simon Green School of Science & Health	Dr Hayley Green School of Science & Health
Associate Professor Leanne Rylands School of Computing, Engineering & Maths	Dr Helen Wu School of Computing, Engineering & Maths
Associate Professor Jack Crosbie School of Science & Health	Mrs Jan Sayers School of Nursing & Midwifery
Associate Professor Deirdre Russell-Bowie School of Education	Dr Jessy Abraham School of Education
Professor Esther Chang School of Nursing & Midwifery	Dr Kwok Chung Institute for Infrastructure Engineering
Associate Professor Deborah Stevenson Office of the Associate PVC (Research)	Ms Liesel Spencer School of Law
Professor Bob Hodge Institute for Culture & Society	Mrs Lynda Holden School of Nursing & Midwifery
Dr Maria Estela Varua School of Business	Dr Margaret Moussa School of Business
Professor Jane Ussher School of Medicine	Dr Michael Salter School of Social Sciences & Psychology
Professor Margaret Vickers (Adjunct) School of Education	Dr Olayide Ogunsiji School of Nursing & Midwifery
Associate Professor Tonia Gray School of Education	Dr Prathyusha Sanagavarapu School of Education
Professor Phillipa Hay School of Medicine	Dr Rakime Elmir School of Nursing & Midwifery
Professor Hannah Dahlen School of Nursing & Midwifery	Dr Shanthi Robertson Institute for Culture & Society
Associate Professor Dongmo Zhang School of Computing, Engineering & Maths	Dr Tian Yi Song Institute for Infrastructure Engineering
Professor Margaret Vickers School of Business	<ul style="list-style-type: none"> <li>• Dr Ann Dadich School of Business</li> <li>• Ms Michelle O'Shea School of Business</li> </ul>
Associate Professor Jane Mears School of Social Sciences & Psychology	Rebecca O'Reilly School of Nursing & Midwifery

## Appendix 2

### 2014 Academic Mentoring Program Evaluation Summary

**Program Facilitators:** Aggie Lim and Leone Cripps

**Number of Participants:** 43

#### 1. PREVIOUS MENTORING EXPERIENCE

27.2% of respondents have previously participated in a formal mentoring scheme

63.6% of respondents have previously participated in an informal mentoring relationship

9.2% of respondents have not had any previous mentoring experience

#### 2. FREQUENCY OF CONTACT WITH MENTORING PARTNER

27.2% of respondents met at least monthly

72.8% of respondents met less than once a month

#### 3. FOCUS AREAS

Most time was spent on career planning and developing research capacity.

Other key areas of discussion were personal development and leadership or management.

#### 4. STRATEGIES EMPLOYED TO SUSTAIN THE MENTORING RELATIONSHIP

Mentoring was found to be most useful and beneficial with:

- regular (frequent) meetings
- meetings scheduled in advance
- the mentee having a plan in place with specific goals and tasks to focus on
- using the meeting tools and templates provided by the Office of Organisational Development to help focus and reflect on their meetings and career plans.

#### 5. BENEFITS OF THE MENTORING RELATIONSHIP TO SELF, THE SCHOOL OR TO UWS

- Mentoring pairs enjoyed the experience of being matched with a Mentor/Mentee outside of their own school and having an open and candid relationship
- Mentees have the opportunity to focus on themselves and their career needs under the guidance of an experienced academic
- Mentees gained confidence in their abilities as researchers
- Mentors are able to assist Mentees with starting or managing their PhD
- Mentors help assist with developing skills in writing journal articles, grant applications, ADP or scholarship applications
- Mentoring pairs have noticed an improvement in relationships with colleagues from their own school

## **6. SUGGESTIONS FOR IMPROVING THE MENTORING EXPERIENCE**

- Being located on the same campus
- Set more face to face meetings, at least monthly
- Set the first meeting quickly and book subsequent meetings into diaries
- The Mentee should have a plan in place to focus on.

## **7. OTHER COMMENTS**

- It was very pleasing to help someone to evaluate their work, investigate solutions and come up with a plan.
- My Mentor helped to provide some direction to my career decision plans.
- We started a research collaboration that will continue beyond the mentoring program.
- It was great to see my Mentee grow professionally.
- Valuable suggestions provided by my Mentor, both as a senior academic staff member and as a female academic.
- Great satisfaction from supporting a young colleague.
- It was good to speak with a member of staff who has much greater experience of UWS and its processes.
- I feel a real sense of achievement at helping my Mentee with their PhD.
- Having someone wiser and more experienced to listen and make suggestions which confirmed I was on the right track.