

2011 UWS ACADEMIC MENTORING PROGRAM

EXECUTIVE SUMMARY REPORT

The UWS Academic Mentoring Program is designed to provide Academic staff with the opportunity to broaden their knowledge, skills, capabilities and experience to enhance their careers and professional development at the University. The University's Our People 2015 staffing strategy recognises the importance of attracting, retaining, recognising, rewarding and developing high quality staff. Mentoring is an important aspect of career and professional development and building a high-performing, competent and collegial workforce needed to achieve the University's goals and aspirations.

The Program is endorsed by the Vice-Chancellor, Senior Executive and the Our People 2015 Steering Committee and is fully funded by the University through the Office of Organisational Development.

The UWS Academic Mentoring Pilot Program was held in 2010. 13 mentoring pairs from across the 3 colleges were supported through a ten month program.

In 2011, the UWS Academic Mentoring Program there were 21 mentoring pairs (42 staff) who participated. In 2012, there are 22 mentoring pairs (44 staff).

The program consisted of 3 workshops and regular meetings between Mentors and Mentees. A website provides participants with relevant contacts and mentoring resources and tools (www.uws.edu.au/mentoring) The group met in April 2012 for a final evaluation workshop. Mentors and Mentees reported that the development of research capacity and career planning were mentoring goals.

Key outcomes from participating in the mentoring program included: creating opportunities for joint research; gaining insight into different disciplines/schools; developing a cross-school relationship; developing research strategy; receiving support and advice regarding promotion; developing skills in grant bidding, funding sources, publications; gaining a fresh perspective on career development; the transfer and sharing of knowledge.

A summary of the participants' evaluation of the Mentoring Program is attached.

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2011 Academic Mentoring Program EVALUATION SUMMARY

Program Facilitator: Aggie Lim and Leone Cripps
Number of Participants: 42 **Number of Evaluations:** 16

1. Previous mentoring experience

25% had previously participated in a formal mentoring scheme, 75% in informal mentoring

2. Frequency of contact with mentoring partner

69% had monthly contact; 12% fortnightly contact; 19% weekly contact

3. Focus areas

69% discussed career planning and 49% on developing research capacity. Other areas were managing others, developing interpersonal skills and general awareness/insights.

4. Strategies employed to sustain the mentoring relationship

The majority benefitted from regular contact, face to face meetings and setting specific goals and tasks in meetings. Others engaged in informal contact or meetings.

5. One word description of the mentoring relationship

Beneficial, challenging, collaborative, cooperative, enjoyable, focussed, forward-looking, informative, interesting, listening, new, opportunities, positive, productive, respect, respectful, sharing, supportive, trust, understanding.

6. Benefits of the mentoring relationship to self/school/UWS

- Creating opportunities for joint research
- Insight into different discipline/school – very helpful to have a cross-school relationship.
- Developing research strategy
- Support and advice regarding promotion
- Developing skills in grant bidding, funding sources, publications.
- Fresh perspective on career development
- Transfer of knowledge

7. Suggestions for improving the mentoring experience

- Being located on the same campus
- More time in a busy work schedule
- More regularly scheduled meetings
- Consider starting the program earlier in the year (ie Autumn semester)

8. Other comments

- Overall I was very happy with the way the program was put together and my partnering with my mentee.
- I have met a new colleague who I do not think I would have crossed paths with. I have had an insight into a different discipline and the way other schools work and approach staff supervision and development.
- I feel I have a broader understanding of the ways UWS works and this has helped me when addressing items with other schools.
- I have formed a research partnership with another mentor I have met on the course.
- I have developed a broader view of senior university staff.
- Coming from different schools made me evaluate how items can be addressed in different disciplines and with different leadership styles.
- The program has allowed me to learn about UWS (being new to the uni) and to enhance areas of my academic portfolio that were lacking.
- We will remain friends beyond the completion of this program.