

2012 UWS ACADEMIC MENTORING PROGRAM

EXECUTIVE SUMMARY

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 academic career and professional development and contributes to building a high-performing, competent and collegial workforce to achieve the University's goals and aspirations.

The Program is endorsed by the Vice-Chancellor and Senior Executive and is funded by the University through the Office of Organisational Development.

The UWS Academic Mentoring Program was first introduced in 2010 with 26 academic staff (13 mentoring pairs) participating from across the Schools and Research Centres and Institutes. In 2011, 42 academic staff (21 mentoring pairs) and in 2012 another 42 academic staff (21 mentoring pairs) participated.

The 2012 Academic Mentoring Program was a 10 month program with participants attending 3 workshops at the commencement of the program (May), at mid-term (October) and at the end of the program (May 2013). Regular meetings took place between workshops with Mentors and Mentees, supported by the Office of Organisational Development mentoring team and resources and tools on mentoring and career planning.

Mentors and Mentees provided feedback on the value of participating in the structured mentoring program and identified the following outcomes: gaining insight into the different disciplines and Schools and how they function; enabling opportunities for collaborative research; develop a cross-school partnership; jointly developing a research strategy; 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.

A list of Mentors and Mentees and a summary of the participants' evaluation of the program is attached in Appendix 1.

Aggie Lim
Director Organisational Development
Office of People and Culture
2 August 2013

Appendix 1

2012 Academic Mentoring Program Mentors and Mentees

| Mentor | Mentee |
|---|---|
| PROFESSOR DONALD McNEILL Institute for Culture & Society, Professor | DR PETER MAUCH Humanities & Communication Arts Lecturer, ACA BA Parramatta, B International Studies |
| ASSOCIATE PROFESSOR SIMON GREEN Science & Health Associate Professor Sport and Exercise and Exercise Science | MS HEIDI BJERING Computing, Engineering & Mathematics Lecturer |
| PROFESSOR MICHAEL JEFFERY Law, Professor | DR JULIE OLD Science & Health, Academic Course Advisor, Snr Lecturer Animal Science/Zoology |
| ASSOCIATE PROFESSOR KERRY ROBINSON Social Sciences & Psychology, Diversities, Ethics and Education (DEE) Research Group | DR SONJA VAN WICHELEN Institute for Culture & Society, Research Fellow |
| PROFESSOR MAREE JOHNSON Nursing & Midwifery, Professor of Nursing | DR LAURENCE PARK Computing, Engineering & Mathematics, Lecturer |
| ASSOCIATE PROFESSOR DEBBIE HORSFALL Social Sciences & Psychology, Associate Professor, Peace and Development Studies | DR DIANA JEFFERIES Nursing & Midwifery Lecturer |
| PROFESSOR KENNY KWOK Institute for Infrastructure Engineering, Program Director-Infrastructure Computations | DR CHUNWEI ZHANG Institute for Infrastructure Engineering, Snr Lecturer in Structural Control |
| PROFESSOR NED ROSSITER Humanities & Communication Arts, Professor, Communication | DR PHILIPPA (PIP) COLLIN Institute for Culture & Society, Research Fellow |
| ASSOCIATE PROFESSOR ZHONG TAO Institute for Infrastructure Engineering, ARC Future Fellow, Program Director-Infrastructure Materials | DR WON HEE KANG Institute for Infrastructure Engineering, Lecturer in Structural Reliability |
| PROFESSOR ROB MULLEY Science & Health, Professor of Animal Science | ASSOCIATE PROFESSOR LIZ HALCOMB Nursing & Midwifery, Associate Professor, Deputy Director of HDR |
| DR TANYA COVIC Social Sciences & Psychology, Senior Lecturer, Psychology | DR DIANNE DICKENSON Humanities & Communication Arts, Lecturer, ACA BA Coordinator, English Text & Writing |
| PROFESSOR LESLEY WILKES Nursing & Midwifery, Professor | DR GRACE YAN Computing, Engineering & Mathematics Lecturer, Engineering |
| PROFESSOR KATE (CATHERINE) STEVENS Social Sciences & Psychology, Professor | DR JOSE HANHAM Education, Lecturer |
| ASSOCIATE PROFESSOR MICHAEL BLISSENDEN Law, Director Academic Program, ILU | DR ANA HOL Computing, Engineering & Mathematics, Director of Academic Program (Undergraduate Computing) |
| DR TANIA FERFOLJA Education, Senior Lecturer | MS KAREN McDAID Education, Lecturer |
| DR ANDREW GORMAN-MURRAY Social Sciences & Psychology, Lecturer, Geography & Urban Studies | MRS SAMANTHA EDWARDS-VANDENHOEK Humanities & Communication Arts, Lecturer, ACA B Design (Visual Communication) |
| PROFESSOR STEPHEN TOMSEN Social Sciences & Psychology, Professor, Sociology and Criminology | DR VAL SPIKMANS Science & Health, Senior Lecturer in Forensic Science |
| PROFESSOR PETER PHIBBS social Sciences & Psychology, Academic Program Coordinator, Urban Research Centre | ELEN SEYMOUR Law, Lecturer |
| ASSOC PROF CARMEL COADY Office of PVC (Education), Senior Lecturer and Head, Mathematics Education & Support Hub | DR WEISHENG SI Computing, Engineering & Mathematics, Lecturer |
| ASSOCIATE PROFESSOR JONATHON ALLEN Humanities & Communication Arts, Director of Academic Program, Design & Provost Penrith Campus | DR JASON SHAW Humanities & Communication Arts, Lecturer in Linguistics |
| PROFESSOR MARK TJOELKER Hawkesbury Institute for the Environment, Theme Leader, Ecosystem Function and Integration | DR VICTOR RESCO de DIOS Hawkesbury Institute for the Environment, Researcher, Ecosystem Function and Integration |

Appendix 1 (continued)

2012 Academic Mentoring Program Evaluation Summary

Program Facilitators: Aggie Lim and Leone Cripps

Number of Participants: 42

1. Previous mentoring experience

29% of respondents have previously participated in a formal mentoring scheme.

57% of respondents have previously participated in an informal mentoring relationship

14% of respondents have not had any previous mentoring experience

2. Frequency of contact with mentoring partner

43% of respondents met monthly

57% of respondents met less than once a month

3. Focus areas

Most time was spent on developing research capacity (38%) and career planning (35%).

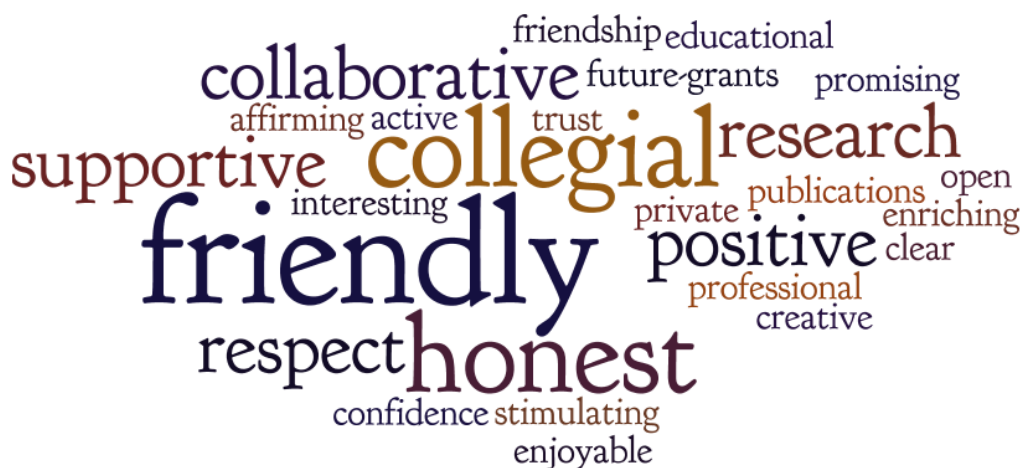
Other key areas of discussion were developing interpersonal skills and personal development.

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
- having a plan in place with specific goals and tasks to focus on
- using the meeting tools and templates to help focus and reflect on their meetings and career plans.

5. Three key words that described the mentoring relationship



6. 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 gain 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, PDP or scholarship applications
- Mentoring pairs have noticed an improvement in relationships with colleagues from their own school

7. 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
- Have the opportunity to self-nominate for the program
- Current Mentors could recommend colleagues.

8. Other comments from respondents

- It was great to be able to work with someone from another school and get their insights into how to be a successful academic
- The Academic Mentoring Program has been a very worthwhile experience for both of us
- We co-wrote one journal article together which has been accepted for publication and we have another one about to be submitted
- I feel encouraged to set my goals and follow through with them
- I feel that I have made a difference to my mentee's future as a researcher
- I received guidance on how to get started on my PhD. My mentor helped me to clarify my thoughts and eventually gave me the courage to apply for a scholarship
- I am continuing my relationship with my mentor
- I have received so much good advice that will always be with me throughout my academic career
- This is a wonderful and nurturing program that is of great benefit to new academics. I feel really privileged to have had the opportunity to be part of the program
- Working with my mentor has enabled me to be forthright and confident in my career planning and work planning
- I learnt as much from my mentee as she did from me.