



Academic Mentoring at Deakin

Framework and Program Design Guidelines

A Handbook for Faculties

**Prepared by the Institute of Teaching and Learning
Deakin University**

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BACKGROUND

What is academic mentoring?

In response to this question, three perspectives are explored:

Northern Territory Government Department

Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. Typically, it is a one-to-one relationship between a more experienced and a less experienced employee. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share.

Source: http://www.ocpe.nt.gov.au/workforce_development/workforce_capacity/mentoring - accessed 14 May 2009

An Australian University

Mentoring is a relationship within which a mentor fosters the academic growth and development of a mentee, primarily through dialogue and reflection. This may include sharing perspectives and expertise on teaching, tutoring, supporting students, preparation of materials, administrative roles and processes, research strategies and skills, attracting and managing contracts and consultancies, networking and introductions.

Source: <https://www.usq.edu.au/sciences/a-staff/mentoring.htm> - accessed 14 May 2009

United States of America K-12 Public Education System

Georgia Archibald, a retired teacher from Missouri, defines mentoring as a process that opens the doors to the school community and helps new faculty find the wisdom of all the teachers in the building. California teacher Lynette Henley characterizes mentoring as "going next door to that new person and saying, "What can I do for you?" Her retired colleague Ellen Logue adds: "A mentor helps teachers make sense of the realities that they face in teaching, learn their significance, and use what they have learned to improve their teaching skills." Ideally, mentoring helps to ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in ways that contribute to student success. In this formulation, mentoring is a mechanism to articulate and share the genius of teaching.

Source: <http://www.neafoundation.org/publications/mentoring.htm> - accessed 14 May 2009

Whilst these three 'definitions' are from different organisational perspectives, there are obvious and apparent common threads:

- community of practice
- relationship building
- personal and professional growth
- sharing of knowledge.

Hence, the generally recognised goals of an academic mentoring scheme include:

- assist new-to -Deakin academic staff to become familiar with the university culture
- support new and inexperienced academics in the development of their teaching
- increase faculty and school retention
- assist academic staff with career development
- support academics in their role as researchers
- improve student evaluation of teaching through academic development mentoring
- promote the development of the scholarship of teaching and learning
- develop a sense of belonging in an academic community of practice.

The Deakin Strategic Plan 2008-2012 includes:

Deakin's goal is:

To work in partnership with students, staff, industry, employers and governments to ensure that Deakin's academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience; and to be recognised as a national leader in flexible education.

- 1.4 Driving an agenda and culture of excellence in teaching and learning by:
- recruiting and retaining high performing academic staff;
 - recognising, rewarding, valuing and celebrating excellent academic staff and teaching teams;
 - providing appropriate, timely and effective professional development;
 - setting appropriate teaching performance targets in performance planning and reviews, monitoring outcomes and providing regular feedback;
 - **ensuring that experienced academic staff mentor less experienced academic staff;**
 - consulting with students and acting upon their advice; and
 - fully engaging academic staff in the process of improving teaching and learning.

Source: Deakin Strategic Plan <http://www.deakin.edu.au/vc/docs/strategic-plan.pdf>

In support of the strategic plan, the university Operational Plan includes:

Teaching and Learning

- 1.3 Develop a formal academic mentoring program and implement it in each Faculty.

Source: Deakin Operational Plan 2009 <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-operational-plan.pdf>

Each of Deakin's faculty Operational Plans supports the university's plans:

Arts and Education

- 1.3 Implement a Mentor Program for staff who obtain low SETUs. **DU OP09/1.3**

Accountability: Dean and A/Dean (Teaching and Learning)

- 1.4 Provide Professional development for Course Team Leaders to mentor teachers in course meetings. **DU OP09/1.3**

Accountability: Dean and HOSs

Source: <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-op-plan-arts-and-education.pdf>

Business and Law

- 1.4 Each School to introduce a formal academic mentoring program for staff at levels A,B and C.

Accountability :Heads of School

Source: <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-op-plan-business-and-law.pdf>

Health, Medicine, Nursing and Behavioural Sciences

- 1.3 Develop a formal academic mentoring program and implement it. **DU OP/09-1.3**

Accountability: Associate Dean (Teaching and Learning) assisted by Heads of School

Source: <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-op-plan-hmnbs.pdf>

Science and Technology

- 1.3 Contribute to the development and subsequent implementation of a formal academic mentoring program. **DUOP_09_1.3**

Accountability: Dean assisted by Associate Dean (T&L) and HOS

Source: <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-op-plan-science-and-technology.pdf>

As a driver of teaching and learning at Deakin, the Institute of Teaching and Learning is required to:

1.2 Assist the Deputy Vice-Chancellor (Academic) and Deans in the design and implementation of a formal Faculty-based academic mentoring program for all continuing academic and casual teaching staff.

Accountability: Director DU OP/09 – 1.3

Source: ITL Operational Plan 2009 <http://www.deakin.edu.au/vc/docs/staff-only/op-plans-2009/2009-op-plan-itl.pdf>

Deakin's *Professional Development (Academic Staff) Procedure* is explained at:

<http://theguide.deakin.edu.au/TheDeakinGuide.nsf/7264c32fe71924374a2566f3000a65de/c04633a5ee11c9aca25750d007c0d31?OpenDocument>

Mentoring is also referred to in the university's *Probation (Academic Staff) Procedure* at:

<http://theguide.deakin.edu.au/TheDeakinGuide.nsf/7264c32fe71924374a2566f3000a65de/7910e8ea8938bf2cca2573450024f6d7?OpenDocument>

FRAMEWORK

This section provides detailed discussion of each element of a framework which may be used to guide decision making in the design and instigation of an academic mentoring program at faculty and/or school level.

The framework is made up of the following elements:

1. The principles
2. What are the benefits?
3. What are the challenges?
4. Who is involved? (who should be a mentor & who should be a mentee)
5. Mentor role & responsibilities
6. Mentee role & responsibilities
7. Confidentiality
8. Grievance and dispute resolution procedures
9. Reflective evaluation.

1. Principles

1. Core purpose is to support the development of academics in their role in higher education.
2. Needs to focus more broadly than just on the teaching and learning role of academics.
3. Acknowledges the shared responsibility of professional development within higher education.
4. Provides opportunities for dissemination of organisational knowledge built over time by a community of practice.
5. Emphasises opportunities for reflection and development.
6. Is non-evaluative, supportive and confidential.
7. Recognises that mentor and mentee are equal partners.
8. Recognises diversity of human resources within the organisation.
9. Recognises differing needs for different academics at different times.

Characteristics

An academic mentoring framework, and program, needs to demonstrate many characteristics for it to be effective:

- well established and sound principles
- clearly defined purpose
- supporting and documented policies and procedures
- written responsibility statements for all parties involved
- opportunities for input from all parties involved
- inclusivity
- clearly documented guidelines for eligibility and participation
- adequate resourcing, including training and development opportunities
- clearly documented grievance resolution procedures
- evaluation procedures documented.

Examples of Frameworks

University of Sydney, Faculty of Economics and Business

1. time frame
2. eligibility
3. matching mentors with mentees
4. minimum expectations – time, number of meetings, peer observation of teaching
5. meetings guidelines
6. mentee responsibilities – setting goals, keeping a journal/log/record of meetings, submitting any documentation, mentor responsibilities
7. dispute resolution/grievance procedures
8. confidentiality
9. funding availability
10. reflective evaluation
11. follow up

Source: http://www.econ.usyd.edu.au/Learning/academics/academic_mentoring - accessed 26 May 2009.

City University, London

1. introduction
2. purpose
3. who should have a mentor?
4. benefits
 - a. mentee
 - b. mentor
 - c. of a formal scheme
5. role of mentor
6. who should be a mentor?
7. selecting mentors
8. matching mentors with mentees
9. meetings
10. timing
11. confidentiality
12. working contract
13. changing mentors
14. reviewing the scheme

Source: <http://www.city.ac.uk/sd/mentoringacademic.html#content> – accessed 26 May 2009

2. BENEFITS

The potential benefits of a well designed mentoring framework and programs are many. This section looks at the benefits from several different perspectives – mentee, mentor, structural, institutional.

1. Benefits ~ Mentee

- it aids induction into a new job and culture
- it helps in the process of understanding the formal and informal structures of the organisation
- it helps with developing skills in a structured way based on individual needs
- it improves professional and personal networks
- it provides an opportunity for a new member of staff to reflect on his/her own progress and resolve his/her own problems

Source: <http://www.city.ac.uk/sd/mentoringacademic.html> - accessed 14 May 2009.

Table 1 (below) represents the responses from mentees in a mentoring program at University of Gloucestershire, Cheltenham, UK.

Table 1

Benefits that those interviewed responded to in a positive way

Benefit	Number of respondents
Personal support mechanism	7
Induction to new job and culture	5
Confidential sounding board	5
Career guidance	4
Access to a second opinion	4
Help in solving problems	4
Advice and encouragement	4
Help in identifying staff development opportunities	4
Help in discovering coping strategies to deal with formal and informal organisation structures	4
Access to other people, e.g. profile raising, meeting other colleagues	4
Ideas sharing	3
Encouragement to own your own learning	3
I would like to act as a mentor to others in the future	3
Work related help	2
Increased sense of belonging	2
Insight into your own performance (critical friend)	1
Increased confidence	1
Counselling	1

Source:

<http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&filename=Published/EmeraldFullTextArticle/Articles/1370070508.html> - accessed 14 May 2009.

These benefits are identified by the *Direction* journal, a partnership among Mennonite Brethren educational institutions in Canada and the U.S.:

Speedier adaptation to a new role and/or organization and reduced likelihood of frustration and failure. One of the values a more experienced mentor brings is access to information and suggestions for success. To have someone be proactive in behalf of one's orientation and success should speed up the adaptation process and reduce the chances of making organizational gaffes. This would be true for either new faculty or students.

Increased exposure to ideas and connections. By definition one of the contributions of a mentor is to offer the mentee helpful information, suggestions, and even introduction to others who can be helpful to the person.

Friendship. While initially one cannot expect friendship, it may well be an outcome and long-term benefit.

Source: <http://www.directionjournal.org/article/?1162> – accessed 14 May 2009.

2. Benefits ~ Mentor

Similarly, Table 2 (below) represents the responses from mentors in a mentoring program at University of Gloucestershire, Cheltenham, UK.

Table II
Benefits that mentors identified from acting in the role

Benefit	Number of respondents
Satisfaction of developing colleagues	5
Professional/personal development	5
Improved IP skills	4
Develop reflective practice	3
New perspective, fresh ideas	2
Improved knowledge of the organisation	2
Improve management skills	1
Enhanced status	1
Improved confidence	1

Source:

<http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&file=Published/EmeraldFullTextArticle/Articles/1370070508.html> - accessed 14 May 2009.

And again, these benefits are identified by the *Direction* journal, a partnership among Mennonite Brethren educational institutions in Canada and the U.S.:

Enrichment through seeing someone else grow and succeed. Human development theory holds that among persons reaching mid-life there is a need to develop the next generation (Levinson). Investing in the success of one or more persons earlier in their life and career development provides opportunity to fill that need.

Creativity generated by issues and ideas generated by someone younger and newer. When someone comes to a role or organization with questions and new ideas, creativity is stimulated. Pairing a senior and junior faculty member could provide stimulus for the senior faculty member's ongoing creativity.

Friendship. While the basic value of mentoring may be either an organizational or personal benefit to the mentor, the possibility exists that the relationship may develop into a friendship that lasts a lifetime. Biehl advocates that mentoring relationships be considered lifelong relationships.

Source: <http://www.directionjournal.org/article/?1162> – accessed 14 May 2009

Benefits for the mentor

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor's own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Source: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#Responsibility%20of%20the%20Mentor> – accessed 14 May 2009.

3. *Benefits ~ Structural*

If a formal system exists:

- Mentors can be given training in the role
- Mentors can receive recognition for the role in terms of the time allowed for it and acknowledgement through the appraisal scheme of the skills and personal qualities demonstrated by them
- It ensures that mentoring support happens at an appropriate time
- A deliberate selection process ensures that the mentor selected is the most appropriate person for the role
- Mentees know before they start that they will be receiving an effective introduction to the University and to their job and that there will be continuing support as they learn.

Source: <http://www.city.ac.uk/sd/mentoringacademic.html> - accessed 14 May 2009.

4. *Benefits ~ Institutional*

Stronger individuals offering higher quality performance. Since one of the goals of a mentoring relationship is professional success, to the extent it is operational in a college, one should see overall teaching quality rise. Mentoring also is positively linked to student retention (Ross-Thomas).

Increased connectivity and caring. People enjoy working in caring and connected workplaces. Creating a network of good relationships among faculty raises the general relational climate in an organization and is of overall benefit.

Support to formal employee orientation and development programs. Mentoring programs are generally not seen as substitutes for orientation and training. These still need to be in place. However, the mentoring relationship can be a wonderful reinforcement for the training and orientation received at the time of entry.

Source: <http://www.directionjournal.org/article/?1162> – accessed 14 May 2009

The Australian Catholic University Faculty of Arts and Sciences suggests the following benefits may emerge from a mentoring scheme:

Among the benefits to the individual staff member are:

- (a) individual recognition and encouragement,
- (b) honest criticism and feedback,
- (c) advice on responsibilities and professional priorities,
- (d) long-range career planning,
- (e) support and advocacy from colleagues, and
- (f) opportunities for collaborative projects.

Mentors gain:

- (a) satisfaction of helping with the professional growth and development of staff member,
- (b) collaboration, feedback and interaction with another colleague,
- (c) a network of former mentees, and
- (d) expanded networks of colleagues and collaborators.

A Faculty committed to mentoring will benefit by:

- (a) increased productivity and commitment among the staff,
- (b) increased collaboration among colleagues,
- (c) increased understanding and respect among staff, and
- (d) the encouragement of a Faculty environment that promotes collegiality.

Source: http://www.acu.edu.au/_data/assets/pdf_file/0008/44837/mentoring_guidelines_FAS.pdf - accessed 27 May 2009.

3. Issues and Challenges

Boice (1992) found that:

- Only a handful of new hires found useful mentoring on their own (initiative). They also tended to teach cautiously by emphasizing facts and principles over active student involvement.
- It was not necessary to pair new faculty members only with senior members from the same department. The pairing of junior faculty members and mentors from other departments was equally effective.
- Useful mentoring did not depend on pairs picking each other. Assigning mentors was equally effective. It was often necessary, however, to prompt pairs to meet regularly until meeting became habitual.
- Although mentoring was generally beneficial, many mentors were reluctant to give advice to new faculty on teaching, scholarly productivity, and time management. Thus, mentoring was not without its deficiencies.

Source: Boice, R. (1992) *The New Faculty Member*. San Francisco: Jossey-Bass Publishers.

In the study of mentoring at University of Gloucestershire, Cheltenham, UK. some of the main issues that arose from the interviews were:

1. Lack of information on the mentor scheme or misinformation. Many new staff thought mentoring was a good idea but did not really understand the possible benefits to them. The concept was not one that they were familiar with. Some met their mentor once but did not bother again as no clear agreement was drawn up.
2. In some cases mentors were assigned but the mentor did not contact the mentee so they never met.
3. One person thought her mentor lacked the right skills and possibly had not been trained so did not pursue the relationship.
4. One individual felt that using a mentor was a failing on your part, other colleagues thought you needed remedial help.
5. Poor induction by some managers, individuals are given the new staff pack but no one goes through it with them. The mentoring scheme is not discussed and no mentor is appointed.
6. Misinformation, mentoring is only for academic staff, you can have a mentor if you really want one, you have to meet outside work time. One individual mentioned having to ask her manager three times about having a mentor before one was reluctantly appointed.
7. The lack of a mentor for some staff meant that there was no third party, the confidential sounding board for the new person to talk to when things went wrong. The examples below are taken from interviews with staff:
 - I really could have done with a mentor; I found the college environment quite hostile not welcoming.
 - I did not have any proper sort of induction to my job or the college. I have decided to leave.
 - The manager told me all about my colleagues on my first day, i.e. the good and the bad guys, I did not have a chance to make my own mind up. I wondered what sort of a place I had come to. Mentoring was never mentioned. No one in my department has had a mentor. I would have liked a mentor.

Source: Gloucester College -

<http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&Filename=Published/EmeraldFullTextArticle/Articles/1370070508.html>

The same study indicated:

Issues to address include:

- Lack of ownership at the local level. In some departments no mentors are appointed. The induction checklist and pack are not worked through systematically.
- Some managers do not appear to welcome the scheme or have limited knowledge of mentoring and the benefits to the individual and the organisation. This lack of buy in from some managers raises clear issues of procedural justice, and issues of equity and fairness for new staff. The College has a clear policy that all new staff are appointed a mentor, a lack of this confidential third party support is then clearly in many ways an infringement of the rights of that individual. This may lead in turn to a poor psychological contract between employee and manager. The lack of a mentor for some staff meant that there was no third party, the confidential sounding board for the new person to talk to when things went wrong.
- Some people are appointing mentors who have not been trained. A list of trained College mentors should be widely available.
- The scheme needs evaluating on a regular basis to ensure it is operating effectively.
- Lack of awareness on the part of new staff on what they should expect in terms of induction and support. If the manager has not mentioned mentoring then it is unlikely to happen.
- Mentors would welcome more opportunities to meet, a mentor support mechanism should be established.

Source: Gloucester College -

<http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&Filename=Published/EmeraldFullTextArticle/Articles/1370070508.html>

The Gloucester College Mentor Scheme Working Group, which had been formed to improve the mentoring scheme, reported the following recommendations:

Recommendations from the working group

The group, after meeting and reviewing the research undertaken by the author and an academic colleague, made the following recommendations:

- That the mentor scheme documentation is updated and that the scheme is re-energised.
- That the role of the mentor is recognised by the line manager both in terms of time commitment and as part of the individual's personal and professional development.
- The introduction of a new induction workshop for small numbers of newly appointed staff. This would be run by PSD and cover a number of topics relevant to new staff.
- The introduction of an induction questionnaire routinely sent to staff shortly after the end of the six-week induction period. This will enable monitoring of the recruitment process, induction processes and mentoring arrangements. There could also be a sample of in-depth interviews each year to ascertain if the benefits of mentoring to all parties are being achieved, bearing in mind issues of confidentiality.
- The introduction of exit interviews to pick up, albeit retrospectively, any weaknesses in the processes.
- That the staff development workshops should be expanded to cover skill development of the mentors. Mentees should also be invited to participate in the workshops.
- That mentors participate in other staff development workshops as appropriate to their own development and that are relevant to the role and skills of the mentor.
- That a mentoring network is established for mentors to meet on a regular basis and share experiences and good practice.
- That the group continue to work on the role of the mentor in the College with a view to expanding the scheme to include career mentoring for established staff.
- That senior management support the above recommendations and ensure that mentors are allocated to newly appointed members of staff and staff who significantly change their role.

August 23, 1999

Source: Gloucester College -

<http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&Filename=Published/EmeraldFullTextArticle/Articles/1370070508.html>

4. Who is involved?

This is an important issue.

It introduces the notions of compulsory or optional; formal or informal; probationary or tenured staff; casual and/or continuing staff; self select or allocated; non-teaching staff involvement, amongst others. Obviously mentors need a degree of experience and expertise, but don't necessarily need to be 'award winning teachers'. Mentors may reasonably be chosen by the mentees in certain circumstances.

However, decisions need to be made at a relevant level, from which policies and frameworks may be devolved.

Phil Race offers the following perspective on who can be involved:

Who can be mentor?

It could be said that the best mentors are born, not made! Some people seem to have an innate talent for providing the informal, yet authoritative support that is most useful to less-experienced colleagues. Let's think of the case of Mentor support for new teaching staff in a university or college. There are several options regarding who should do the mentoring. Each option has its own pros and cons, some of which may be included in the comments already presented here, but more important ideas will be coming from you we hope!

Mentors chosen by head of department

This is quite a common approach in those universities which already implement mentoring. The advantages include that the mentoring is legitimised and may even be duly rewarded in terms of time allocation. Disadvantages include that inevitably some choices are unsatisfactory - not everyone can be a good mentor. Some staff are just too busy with teaching or research to devote enough time to mentoring; some are too judgmental and intimidate their mentees; some never manage to achieve the 'trusted' status, or the 'friend' part of 'critical friend'. Another disadvantage is that mentees can feel that their mentor has been imposed upon them, and is therefore part of the system, making it difficult to achieve an open and informal relationship. A further problem is that some heads of department may place mentoring duties on staff who are underutilised for one reason or another - not usually a sensible decision. The most effective mentors are often the hardest-pressed, busiest members of the department!

Volunteer mentors

This can work well, providing the volunteering is done for the best of motives. Simply wishing to please a head of department (or appease!) is not a good enough motive. That said, it is much better to have willing mentors than pressed ones. It is important that having volunteered, mentors are provided with sufficient insight and training, so that they know what they are taking on, and how to approach fulfilling the mentor role.

Probably the greatest danger with systems that depend on volunteer mentors is that there may be no come-back should situations arise where mentors are not doing a good job. No-one can be blamed very much for something going wrong if they have volunteered to do it in the first place, and they are getting no recompense or reward for doing it anyway!

Mentors chosen by mentees

This can work well. The word quickly gets around regarding who is a good mentor and who is not-so-good. There is also the advantage that when mentees choose their mentors, they are probably more willing to take their advice and guidance seriously. However, there can be problems. Those with the reputation as good mentors become seriously overstretched, with everyone wanting them as their mentors. Also, there can be a tendency, having chosen a mentor, for the mentee to feel that the mentor should be flattered or grateful, and this can lead to the relationship losing the essential characteristic of objectivity.

Source: Phil Race <http://www.londonmet.ac.uk/deliberations/mentoring/race.cfm> - accessed 1 June 2009

Who needs mentoring?

Mentoring is increasingly used as a support and development process in the world of business, commerce and industry, as well as in education contexts. Mentees can be just about everyone. However, in the context of universities and colleges, mentees fall into a number of distinct categories. Let us consider teaching staff first:

- new lecturers during the first year or two of their first teaching post;
- experienced lecturers joining a university or college from elsewhere;
- lecturers in their first teaching post, coming into higher education from commerce, industry, or the professions.
- lecturers who for one reason or another need help and support, and may benefit from the support and guidance which a good Mentor may provide.

In universities and colleges, there are others who can benefit, including:

- library staff;
- research students and research assistants;
- teaching assistants;
- technical support staff;
- administrative support staff.

Source: Phil Race <http://www.londonmet.ac.uk/deliberations/mentoring/race.cfm> - accessed 1 June 2009

The University of California, San Francisco suggests:

Selecting Mentors

In matching mentors and mentees consider the following:

- All senior faculty members are eligible to be mentors
- Mentors should have a limit of two to three mentees
- Research shows that mentees who reported more input into the match were more satisfied with their mentors.

Source: UCSF <http://acpers.ucsf.edu/mentoring/Faculty%20Mentoring%20Program%20Toolkit.pdf> – accessed 1 June 2009

Behaviors That Build Trust	Behaviors That Destroy Trust
Being a proactive listener	Not paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out difference perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Having a positive, upbeat outlook	Projecting a negative perspective
Honoring and respecting confidentiality	Breaking confidence

Source: UCSF <http://acpers.ucsf.edu/mentoring/Faculty%20Mentoring%20Program%20Toolkit.pdf> – accessed 1 June 2009

5. Mentors

The Australian Catholic University's view of mentors is:

Successful mentors are generally influential and experienced staff members familiar with the university system. Mentors are mature or recognized teachers/scholars in their field and usually more senior than their mentee. Mentors should be interested in the mentee's professional growth and development, be willing to commit time and attention to the relationship, be willing to give honest feedback, and be willing to act on behalf of the mentee. A mentor is not automatically a friend, "exclusively" assigned to a mentee, nor expected to be "on call" to listen to grievances and frustrations. Staff members on continuous appointments are encouraged to volunteer to be mentors.

Source: ACU

This view highlights several features of effective mentors:

- experience within the university
- recognized teaching/scholarly achievements
- commitment to ongoing development of others
- honest and constructive
- professional relationship focus.

The University of California San Diego suggest that the qualities needed to be a 'good' mentor are:

- Accessibility – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.
- Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

Source: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#Responsibility%20of%20the%20Mentor>

Who should be a mentor?

Mentors should ideally be:-

- A more experienced member of staff, with ideally 3-4 years experience. Too much of a knowledge/status/experience gap can inhibit and impede the process.
- Someone who will understand the mentee's areas of work but who is not directly involved in day to day work with him/her.
- Committed to Equality of Opportunity and sensitive to diversity issues particularly as they relate to the individual mentee. This does not necessarily mean that women should only have a woman mentor for example, but mentors will need to be willing and able to consider issues of ethnicity, gender or disability in the context of the workplace.
- Someone who has the necessary personal qualities for support and advice i.e. good listening skills, appropriate professional knowledge and skills, good interpersonal skills and a willingness to commit their time.
- Fully trained in all the above.

NB. It is not considered good practice for someone in the appraiser/manager role to also adopt the role of the mentor. In the context of probation for example, this can lead to a conflict of interests.

Source: <http://www.city.ac.uk/sd/mentoringacademic.html> - accessed 14 May 2009

Characteristics of a Mentor

Characteristics of a mentor include:

- Encourage and demonstrate confidence in your mentee.
- Recognize your mentee as an individual with a private life and value her/him as a person.
- Ensure a positive and supportive professional environment for your mentee.
- Don't deny your own ignorance.
- Be liberal with feedback.
- Encourage independent behaviour, but be willing to invest ample time in your mentee.
- Provide accessibility and exposure for your mentee within your own professional circle both within and outside of the immediate university circle.
- Illustrate the methodology and importance of "networking" in basic science.
- Allow your mentee to assist you with projects, papers and research whenever possible and be generous with credit.

Source: http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/charmentee.html - accessed 1 June 2009

Goals for the Mentor

Short-term goals

- Familiarization with the campus and its environment, including the UCSD system of shared governance between the Administration and the Academic Senate.
- Networking—introduction to colleagues, identification of other possible mentors.
- Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work.
- Constructive criticism and encouragement, compliments on achievements.
- Helping to sort out priorities—budgeting time, balancing research, teaching, and service.

Long-term goals

- Developing visibility and prominence within the profession.
- Achieving career advancement.

Source: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#Responsibility%20of%20the%20Mentor>

The *HERDSA Guide* for academic mentoring in terms of HERDSA Fellowships makes the following suggestions to and for mentors, which are useful in other mentoring contexts as well:

Some thoughts for mentors

It is important to remember that once upon a time mentors were also mentees, who valued feedback from their mentors. That is why we have enclosed here some guidance on how mentors might usefully provide formative feedback. Please **read the documentation** for Registrants carefully and use any templates provided.

- **Be positive but honest.** Plan to give positive comments and questions of interest as well as questions of challenge. Remember that your comments should be about the portfolio and not the person.
- **Discuss areas of strength as well as areas for development.** Remember that this should be a positive experience for the mentee. It is a chance for them to obtain direct feedback on their work. Your feedback should be specific, positive and honest.
- **Be critically reflective of your own assessment** and the way you are providing the feedback. See this as a learning opportunity for yourself as well as the mentee.
- **Start the feedback provision session with reassurance.** Clarify the areas in which there are no problems and then address areas where the evidence or reflection is unclear or appears to be missing.
- **Begin by giving positive feedback.** If possible give an indication of the expected outcome. Then lead

- off with straightforward questions, not 'killers'!
- **Encourage the mentee to be reflective in order to self-assess** and justify.
- **Make it developmental for the mentee.** Don't be in a rush – listen, but do not be reluctant to provide honest advice that will assist the mentee.
 - **Be kind to mentees.** Even experienced academics can be nervous. Frame the experiences, as far as possible, with positive comments. Ask a general question to allow the candidate to 'free up' before hitting them with the hard questions. A list of questions written out for the mentee to see is helpful.
 - **Keep a balance.** Peer assessment can be quite stressful for both mentor and mentee. The balance between challenge and support is crucial.
 - If you genuinely feel that the portfolio is **not ready to be submitted**, then let the mentee know this.

Source: **HERDSA Fellowship Professional Recognition and Development Scheme: Handbook for Mentoring**

HERDSA OFFICE PO Box 27, Milperra NSW Australia 2214

* NB; this is an edited list – the full version is available in the HERDSA Guide p5-7).

The Australian Catholic University provides guidance for academic mentors in the following ways:

Suggestions for Mentors

1. Take the initiative in the relationship. Invite your mentee to meet you, suggest topics to discuss, ask if you can offer advice.
2. Respect your mentee's time as much as you respect your own.
3. Always ask if you can make a suggestion or offer advice.
4. Listen well.
5. Be explicit with your mentee that you are only offering suggestions and that he/she should weigh your advice along with other factors (personal judgment, advice of other colleagues, etc.)
6. Make only positive or neutral comments about your mentee to others. Your mentee must trust that anything he/she says to you will be held in the strictest confidence.
7. If you do not believe that either you or your mentee are able to keep to the terms of your mentoring agreement, do not be afraid to end the relationship. It may be helpful for you to review regularly your mentoring relationship agreement.

Suggested items to discuss with your mentee

1. Ask about goals.
2. Encourage planning for accomplishment
3. Provide constructive suggestions.
4. Review and evaluate strategies.

Mentors should be aware that staff may have concerns about

1. Lack of time, energy; feeling overwhelmed
2. Personal/ professional balance
3. Unrealistic goals and (self) expectations that are too high
4. Expecting to be successful all the time
5. Expecting everything to be intellectually stimulating
6. Disappointment at perceived "indifference" from colleagues
7. Lack of access to information or awareness of information sources
8. Inadequate feedback and recognition

Use mentoring sessions to address some of these issues.

Source: ACU http://www.acu.edu.au/_data/assets/pdf_file/0008/44837/mentoring_guidelines_FAS.pdf - accessed 4 June 2009.

The role of the mentor

A mentor's role involves providing support and resources to a new member of staff through regular one-to-one meetings. They are expected to facilitate a supportive and developmental relationship with the mentee. The roles performed by a mentor are detailed in the next section. A mentor will probably fulfil all the roles at some time but the emphasis will depend on the particular needs of the mentee and his/her own areas of expertise.

1. Induction

The mentor will be the first point of contact in the induction process. Rather than requiring the mentor to set up a formal induction programme, new members of staff will be provided with a checklist of the things they will need to find out about their role, systems and procedures at various stages during their first year. The first meeting with the mentor will involve the mentor recommending suitable contacts in each of the areas himself/herself, but if he/she is suggesting other people as contacts he/she should monitor progress in subsequent meetings and assist with introductions if necessary.

2. Coaching

Although formal training programmes are provided for new staff and advice on these is available from the Assistant Director of HR for Staff Development, mentees may well ask for more informal assistance in certain aspects of their role. It is part of the mentor's role to give such coaching or information if requested or to identify someone more appropriate to assist. Areas which may be included are:

- Teaching: advice on lecture construction, material available, teaching methods, styles and strategies, marking. This can include observation of and feedback on the teaching and learning process if requested.
- Research: advice on content of research applications, sources of funding, research methods, supervision of research students.
- Personal tutoring: structuring sessions, giving advice, dealing with problems and knowing when to refer.
- Administration: understanding systems, advance preparation for specific administrative roles, e.g. admissions tutors, secretary to Boards of Studies, committee work.
- External contracts: consultancy arrangements, external lectures.

3. Reflecting

Mentors are not expected to solve mentee's problems for them but part of the role is to act as a sounding board for discussion of problems identified by the mentee. Through a confidential process of listening and questioning, mentors should help mentees to reflect upon their own progress, clarify issues and help them towards resolving their own problems.

4. Facilitating

This particular role is concerned with 'smoothing the path' for new staff. The mentor should take the lead in helping the mentee to some understanding of the informal systems and work relationships which operate in every department. They should also arrange introductions to useful contacts inside and outside the department to enable the mentee to begin to develop his/her own network.

Source: <http://www.city.ac.uk/sd/mentoringacademic.html> - accessed 4 June 2009.

Some Do's and Don'ts of Being a Mentor	
Do	Don't
challenge, motivate, inspire and encourage	simply provide solutions, but advise or identify resources to assist the student to make their own decisions.
be patient and build trust	assume responsibility for the student's academic or career success. Rather, provide feedback on job search tactics, tips on networking successfully and comments on various strategies to succeed.
offer alternative perspectives	offer "personal" counselling or life coaching that is not related to professional or personal development.
encourage self-directed reflection, analysis and problem solving	neglect agreed commitments without explanation.
establish boundaries with your mentee	hesitate to contact your mentee if you have not heard from him/her for a while.
remember personal safety. Face to face meetings should take place in public places.	meet in places that make you uncomfortable

Source: https://hrapps.fsu.edu/mentor/mentoring_guidelines.pdf - Florida State University – accessed 26 May 2009

6. Mentees

The role and responsibilities of the mentee will depend to an extent on school/faculty policy, and on the particular role and stage of career he/she is at. But there will be common elements as outlined by the Australian Catholic University suggestions below:

Characteristics of a Mentee

Characteristics of a mentee include:

- Eagerness to learn and a respect and desire to learn from the person selected as the mentor;
- Seriousness in the relationship;
- Taking the initiative in the relationship, especially in the beginning — be politely insistent about your desire for a mentor;
- Flexibility and an understanding of this senior professional's demanding schedule (you'll be there one day);
- Promptness for all appointments;
- Feedback, even if nothing is requested;
- Interest: your mentor will ask questions about your personal and professional life in an effort to get to know you as a whole person — do the same with your mentor. He or she also has a life outside of the institution and knowing something about it can help you communicate better;
- Respect: your mentor is there to help you in your career by pointing out the stepping stones, not being one; never forget the time and effort this person is taking to offer you a smoother path on the way to success.

Source: http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/charmentee.html - accessed 1 June 2009

Responsibilities of Staff (Mentees)

Although the ultimate responsibility for career advancement rests with the mentee, a mentoring program may provide assistance and guidance. Among the responsibilities of the mentee are the following:

- Seek out established staff members as mentors.
- Clarify the expectations that you and the mentor have of the proposed relationship.
- Consider the value of a written agreement about the mentoring relationship.
- Listen with an open mind to advice given by the mentor.
- Be willing to voice and explain concerns.
- Weigh and judge advice.
- Avail oneself of opportunities for professional growth and excellence in teaching, research, and service.
- Take responsibility, be an active agent and judge of appropriate course of action for career advancement.

Suggestions for mentees

- Ask for advice and welcome constructive criticism. Do not assume that advice will be offered if it is not solicited. Be as specific as possible when asking for advice. A good mentor will offer both criticism and suggestions for your work. Be open to both.
- Be considerate of your mentor's time. Return phone calls promptly and arrive on time for meetings. On any specific occasion, ask how much time your mentor has to spend with you and abide by that request. Let your mentor suggest taking extra time if needed.
- Listen to what your mentor has to say. Although sometimes advice may seem irrelevant to you, often the information will prove useful at some future point.
- Seriously consider the advice given to you by your mentor, even if your immediate reaction is not positive. Beginning a response to advice or criticism with the words "Yes, but..." is a bad start.
- At your next meeting with your mentor, share how you used your last conversation as a means of solving a problem or progressing your work.
- Show appreciation for the time and assistance given to you by your mentor.

- Make only positive or neutral comments about your mentor to others. If you believe you have a fundamental difference with your mentor, let him/her know. Work it out or suggest that the relationship end.
- Review your mentoring relationship agreement regularly.
- Respect any confidential information.
- Recognise that if any personal problems are raised, the mentor may only refer you to other resources.
- Keep the doors open with your mentor. You may need advice at some point in the future.
- Probably the greatest challenge faced by mentors/mentees is finding enough time and energy to meet. Use phone calls and email as a way of staying in touch when your schedules are the busiest.

Source: ACU http://www.acu.edu.au/_data/assets/pdf_file/0008/44837/mentoring_guidelines_FAS.pdf - accessed 4 June 2009.

Although focusing on HERDSA Fellowships, the HERDSA Guide on academic mentoring provides some useful advice relevant to all mentees:

Some thoughts for mentees

Sometimes receiving formative feedback can be a challenging experience. It is important to remember that the aim of the feedback provision is to help the mentee to improve the quality of their teaching, and in doing so to help the mentee to reflect on teaching and learning.

- Remember that mentors and assessors are making comments about your teaching, not about you as a professional
- Focus on the feedback not on the mentor
- Read/listen carefully to the feedback
- Read/listen to the good and congratulate yourself for your achievements
- Learn in what areas you can improve and how
- Ask questions when the feedback is unclear
- Write a plan of action to respond to the feedback received as soon as possible

Source: adapted from HERDSA Guide **HERDSA Fellowship Professional Recognition and Development Scheme: Handbook for Mentoring**, HERDSA OFFICE PO Box 27, Milperra NSW Australia 2214

Some Do's and Don'ts of Being a Mentee	
Do	Don't
be committed	have unrealistic expectations
question and reflect	neglect agreed commitments without explanation.
communicate openly	hesitate to contact your mentor if you have not heard from him/her for a while.
be open-minded to opportunities, new experiences and different ideas	meet in places that make you uncomfortable
accept feedback and learn from it	
remember personal safety - face to face meetings should take place in public places.	

Source: https://hrapps.fsu.edu/mentor/mentoring_guidelines.pdf Florida State University - accessed 26 May 2009.

7. Confidentiality

It is vital that all parties involved in a mentoring program acknowledge the importance of confidentiality. Any program which does not emphasise this is seriously compromised. All parties need to be confident that the process and any documentation or conversations associated with the program remain private. Policies and processes to ensure confidentiality, and to guide who has access to information and records, must be in place and accessible to all parties prior to the program commencing.

This is an example of an agreement on confidentiality from Indiana University:

Confidentiality& Academic Integrity Statements	
Confidentiality	
<p>As an employee or volunteer for the Office of Mentoring Services and Leadership Development, I understand that I may have access to confidential information such as grades, test results, student progress, and similar data. I am aware that I may receive verbal or written communication from my supervisor concerning course grades and personal issues that must be kept confidential. I understand that employment and the opportunity to volunteer with the Office of Mentoring Services and Leadership Development means that I must accept the responsibility to preserve the confidentiality and privacy of this information and that I will receive appropriate training regarding policies and guidelines to fulfil these expectations of my involvement.</p>	
<p>I fully understand that failure to adhere to these guidelines will result in the termination of my employment, volunteer status, and/or termination of all mentoring relationships arranged and supported through the Office of Mentoring Services and Leadership Development.</p>	
Academic Integrity	
<p>As an employee or volunteer for the Office of Mentoring Services and Leadership Development, I am aware that I will receive training as to IU policies and guidelines regarding ethical conduct in providing academic support services to my fellow students.</p>	
<p>I understand that I am expected to be a model for academic honesty, integrity, and ethical behaviour. I understand that I will be expected to adhere to Departmental and University policies. I understand that failure to adhere to these guidelines and policies will result in the termination of my employment, volunteer status, and/or all mentoring relationships arranged and supported through the Office of Mentoring Services and Leadership Development.</p>	
<p>I have read and understand the above two statements. I understand that failure to adhere these two statements, IU policies and guidelines, and State and Federal guidelines and policies will result in the termination of my employment, volunteer status, and/or the termination of all mentoring relationships arranged and supported through the Office of Mentoring Services and Leadership Development.</p>	
----- Name	----- Date

Source: <http://www.indiana.edu/~omsl/forms/mentorconfidentiality.html> - accessed 8 June 2009

Some questions to answer:

- Q1. Do mentors and mentees agree from the start that all conversations and documentation related to the relationship remain only accessible to those two parties?
- Q2. Does a Head of School, Dean and nominated administrative staff have access to conversations and documentation from a mentor-mentee relationship?
- Q3. Can information from the mentor and/or mentee be included in PPR documentation?
- Q4. Can information from a mentor and/or mentee be included in an application for promotion?
- Q5. Can information from a mentor and/or mentee be included in an application for a teaching award?
- Q6. Do you need a policy allowing for breaking of confidentiality in certain defined extreme circumstances?
- Q7. Should there be formal documentation signed prior to a mentor/mentee relationship being established (e.g. contract)?
- Q8. Is there a requirement for any or all mentor/mentee relationship documentation to be stored in hard and/or electronic copy?
- Q9. What policy will be needed to protect mentors' and mentees' privacy?
- Q10. What guidelines will be needed in the case of a breach of confidentiality?

8. Grievances and dispute resolution

Just as with 'Confidentiality', prior to any mentoring program commencing, clearly delineated policies and procedures must be in place to respond to grievances from any party involved in the program. In the event of a mentor/mentee relationship becoming strained or unworkable, both parties need to have access to recognised procedures for working through the grievance(s) to a satisfactory outcome.

The following is an extract from the 'Mentoring Handbook' of Arizona State University, Graduate Women's Association:

Managing Conflict:

When two individuals work closely together, they are bound to have some rocky experiences. However, these experiences need not be bad or detrimental to the mentoring relationship. According to Norman Cohen in *The Mentee's Guide to Mentoring*, there are some common reasons for mentor-mentee conflict:

- A misunderstanding about the specific minimal level of commitment the mentor and/or mentee should demonstrate in the relationship;
- The extent of mentee obligation to pursue mentor-initiated or preferred projects;
- Divergent views of professional obligations to the profession/organization;
- Clearly opposite ideas about education or learning;
- The impact of fundamentally different interpersonal styles; and
- Contrasting personal core beliefs.

These common conflicts are primarily issues that the mentor and mentee can work out during their first meeting. Theresa McCormick, in 'An Analysis of Five Pitfalls of Traditional Mentoring for People on the Margins in Higher Education', discusses the following five pitfalls:

- Traditional mentoring promotes competition and focuses too much on personal ambition of the individual and promotes elitism and exclusion;
- Scarcity of senior level, appropriate mentors;
- Traditional mentoring promotes and maintains the status quo by socializing mentees into the rules of the game and many of the rules one must learn in order to be in the inner circle are discriminatory against women and people of colour;
- Cross-race/cross gender mentor-mentee relationships have not met with success due to personal and organizational barriers; and
- Traditional mentor- mentee relationships promote dependency and subordination of minorities, and it is difficult for the mentee to move to the position of peer/colleague.

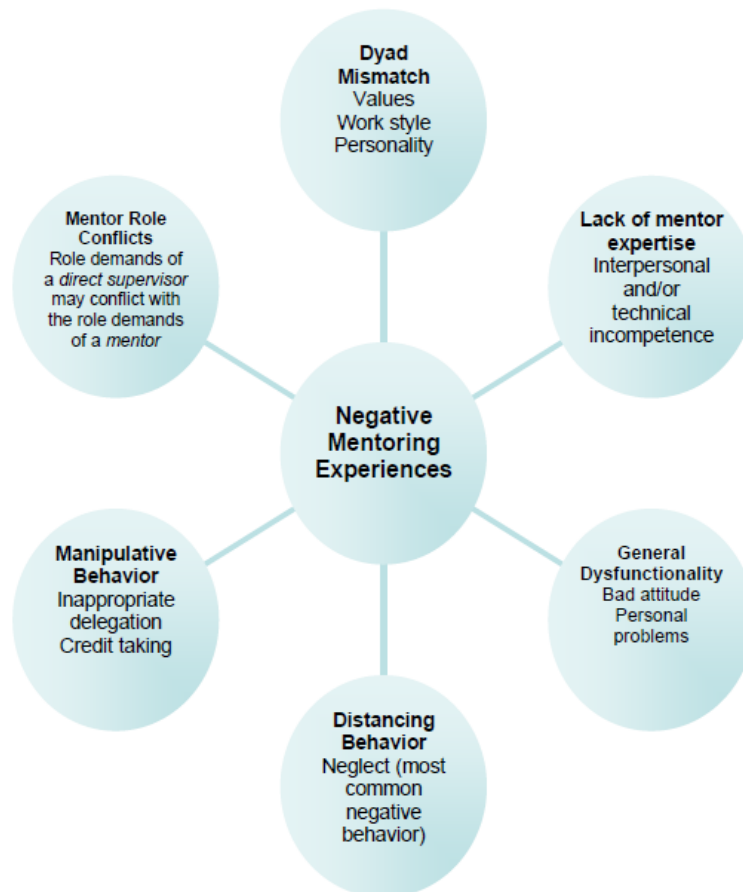
These pitfalls are also issues that can be made explicit during the mentor and mentee's first meeting.

To prevent some of these issues and/or conflicts from arising, Oklahoma State University, in an informative article about mentoring, suggests that mentors and mentees think about the following types of questions:

1. How close can the mentoring relationship become before the mentor or mentee loses the ability to make constructive evaluations of the mentee's work?
2. How involved should a mentor or mentee become in each other's personal lives?
3. How involved should a mentor or mentee become in each other's research?
4. How do differences in gender, sexual orientation, race, ethnicity, nationality and physical ability affect the mentoring relationship?

Source: Mentoring Handbook. *Arizona State University Graduate Women's Association*
<http://www.asu.edu/clubs/gwa/GWAmmentorhandbook.pdf> - accessed 1 June 2009

The following illustrates potential issues which could arise in a mentoring program:



(Eby 2000)

Source: <http://acpers.ucsf.edu/mentoring/effectivementoringjune09.pdf> - accessed 6 July 2009

Phil Race envisages certain types of mentors, which also have the potential to create issues. To focus just on mentors is unfair, but the ideas are worth considering:

1. The crowding mentor

Your mentor seems not to recognise or respect your requirements regarding personal space. This mentor has been assigned to you by your Head of Department, but you are increasingly uncomfortable at meetings with this person. No-one else around you seems to have any problem of this sort with the person concerned.

- What will you do?
- What general recommendations about the design and implementation of a mentoring scheme would prevent or minimise such problems?

2. An impossible mentor

You have been assigned a mentor that you simply can't stand. This mentor is responsible for a report on your probationary year.

- What will you do?
- What general recommendations about the design and implementation of a mentoring scheme would prevent or minimise such problems?

3. The incredible mentor

Your mentor is much younger than you, but you are more experienced in the discipline you're teaching, having come in to higher education from a senior position in a large company. You find it difficult to take your mentor seriously.

- What will you do?
- What general recommendations about the design and implementation of a mentoring scheme would prevent or minimise such problems?

4. The ardent researcher

You are a keen young lecturer, but have been assigned a mentor who is the Department's most famous researcher. You find it difficult to arrange any meetings, as your mentor always puts research first, and does not manage to stick to such meetings as you try to plan. Your mentor doesn't think teaching is important, but you want real help with your techniques and approaches.

- What will you do?
- What general recommendations about the design and implementation of a mentoring scheme would prevent or minimise such problems?

Source: Phil Race <http://www.londonmet.ac.uk/deliberations/mentoring/race.cfm> - accessed 1 June 2009

9. Reflective evaluation

Any academic mentoring program would need a means of evaluating for effectiveness. As there are several parties involved, feedback from the different perspectives of each would be necessary. It may be that from the school's viewpoint, an effective mentoring program is in place. Yet, there could be underlying issues which emerge, particularly from those directly involved – mentors and mentees.

Questions to ask

- Q1. At what stage of the mentoring process should an evaluation take place?
- Q2. Whose feedback would be sort?
- Q3. Is all feedback confidential and anonymous?
- Q4. What will be done with feedback from each party?
- Q5. What aspects of the program need to be evaluated?
- Q6. Who is responsible for evaluating the program and maintaining records?

This section, from Virginia Commonwealth University, illustrates an evaluation from the perspectives of the mentee and the mentor:

Mentee

Evaluating the Relationship

Suppose you've found your mentor and have been involved in the relationship for several months. How do you know if you're being adequately mentored?

Evaluation:

- Is your mentor academically successful? (publications, grants, committees, active research, patient referrals)
- Are you interested in your mentor's research areas and techniques?
- Is your mentor easy to approach and talk with?
- Does your mentor advise and encourage you with respect to your independent goals?
- Do the two of you meet regularly?
- Do you receive regular feedback and constructive criticism?
- Does your mentor facilitate your participation in professional activities outside of the institution (regional, state, national organizations)?
- Are you invited to informal gatherings of people from work?
- Is your mentor your advocate within the department or division?
- Does your mentor encourage you to submit grant applications, help you develop research ideas and push you to write manuscripts?
- Does your mentor connect you to other senior professionals who could "fill in the gaps" in areas where he or she might be less skilled?
- Has your mentor observed you in a teaching situation and provided feedback on these critical skills?

While these questions may not be all-inclusive, they should give you a starting point to allow you to evaluate the mentoring relationship. Completing an evaluation and sitting down together to go over it will guide the direction your relationship takes in the future.

Source: http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/evaluating.html - accessed 1 June 2009

An example of an end-of-year evaluation/reflection for mentees is available at:

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/appendixa1.html

Mentor

Evaluation:

- Has my mentee kept in regular contact?
- Has s/he explained what s/he expects from me?
- Does my mentee have an understanding of his/her career development and direction?
- Has s/he identified career goals?
- Is my mentee a member of any university committees?
- Has s/he expressed an interest in researching and or publishing in an area of shared interest?
- Does my mentee respond well to advice?
- Is there evidence of my mentee taking the initiative in the relationship?
- Can I identify whether my mentee's needs have changed during our relationship?
- Have we developed a good working relationship?

Source: adapted from http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/evaluating.html - accessed 1 June 2009

A sample evaluation/reflection form for mentors is available at:

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/appendixa2.html

GUIDELINES FOR PROGRAM DESIGN

Mentoring Australia suggests that a responsible mentoring program needs to respond to the following criteria:

1. A well-defined mission statement and established operating principles
2. Regular, consistent contact between mentor and mentee
3. Establishment under the auspices of a recognised organisation
4. Paid or volunteer staff with appropriate skills
5. Written role statements for all staff and volunteer positions
6. Adherence to Equal Employment Opportunity (EEO) requirements
7. Inclusiveness in relation to ethnicity, culture, socio-economic background, gender and sexuality as appropriate to the program
8. Adequate ongoing financial and in-kind resources
9. Written administrative and program procedures
10. Documented criteria which define eligibility for participation in the program
11. Program evaluation and ongoing assessment
12. A program plan that has input from stakeholders
13. Risk management and confidentiality policies
14. Use of generally accepted accounting practices
15. A rationale for staffing arrangements based on the needs of all parties

Source: <http://www.dsf.org.au/get/index.php?id=41&n=Mentoring+Benchmarks+-+Word&ext=doc&p=%2Fmedia%2Ffiles%2Fresource%2F41.doc> – accessed 6 July 2009

In designing an academic mentoring program, many questions need to be answered:

Questions to Ask Yourself (Faculty/School)

- Do we need such a scheme?
- Should all teaching staff be a part of such a scheme?
- Should there be separate schemes for different cohorts of academics?
- Should the scheme operate as part of the induction process (e.g. probation) or on an ongoing basis?
- Should the mentor be an equal or more senior colleague
- Should the relationship be that of a “buddy” or with a view to supporting professional development in the mentee?
- What form (1) academic process guidance and/or (2) career guidance (also called professional development)?
- Is it only for those in their probation period or those with problems?
- Are external mentors acceptable?
- Is online mentoring acceptable?
- How does mentoring relate to other forms of development, e.g. Peer Review of Teaching?
- What training will mentors be offered?
- What are the recognised benefits to the mentors?
- What are the recognised/sought benefits to the organisation?
- Should we have a policy that there must be a ‘Mentoring Agreement’ signed by both parties?

Source: adapted from <http://www.emeraldinsight.com/Insight/ViewContentServlet;jsessionid=FA7F225028CD6B23AE6D032720BD776A?contentType=Article&filename=Published/EmeraldFullTextArticle/Articles/1370070508.html> - accessed 14 May 2009

Guide to Academic Mentoring Program Design

* This guide for program design is adapted from *Mentoring Australia* for possible use in a higher education institution such as Deakin.

(Source: adapted from <http://www.dsf.org.au/resources/detail/?id=22> – accessed 14 May 2009)

http://tbn3.google.com/images?q=tbn:0-NXT8kGU9gfcM:https://upload.wikimedia.org/wikipedia/commons/thumb/d/d9/Sign_language_G.svg/730px-Sign_language_G.svg.png



1. Statement of Purpose

A clear statement of the values and philosophies underpinning the program.



2. Program Plan

- a. a description of activities and profile of all participants and stakeholders
- b. an assessment of need
- c. goals, objectives, and timelines, for all aspects of the program
- d. funding and resource development requirements.



3. Policies and Procedures

Written policies and procedures which cover some or all of:

Issues	Existing Deakin Policies	Needing Development
a. Code of Conduct	Code of Conduct - Enabling Policy Bullying in the Workplace Conflict of Interest	
b. Confidentiality and Privacy	Information Privacy Operational Information Privacy Procedure	
c. Disability	Access, Equity & Equal Employment Opportunity	
d. Discrimination & Harassment	Discrimination & Sexual Harassment	
e. Duty of Care		✓
f. Equal Opportunity	Equal Opportunity	
g. Equity	Access, Equity & Equal Employment Opportunity	
h. 'Escape' Clauses		✓
i. Ethical Issues		✓
j. Grievance Procedures		✓
k. Legal Issues		✓
l. Occupational Health and Safety	Occupational Health & Safety Work Arrangements	
m. Rights and Responsibilities		✓
n. Workplace Relations	Workplace Relations	



4. Recruitment and Selection Process

A recruitment plan for both mentors and mentees that could include:

- a. strategies that outline realistic expectations and benefits for those involved in the program
- b. targeting mentees on the basis of their needs and an initial assessment of these needs
- c. an application or nomination process for mentors
- d. eligibility criteria for mentors and mentees
- e. an information session for mentors
- f. an information session for mentees
- g. assessment of each mentor's willingness to participate in training and/or orientation.



5. Mentor preparation

An orientation program for mentors and/or mentees that includes:

- a. an overview of the program
- b. clarification of roles and responsibilities
- c. explanation of requirements
- d. clarification of the level of commitment expected (time, energy, flexibility)
- e. confidentiality and liability information
- f. do's and don'ts of relationship management
- g. boundaries and limitations for the mentor's contact with the mentee
- h. identification of the benefits and recognition available to mentors from involvement in the program
- i. a summary of program policies, procedures and guidelines.

A training program for mentors and /or mentees that includes:

- a. skilled and experienced staff trainers
- b. cultural and social sensitivity, and acceptance of individual differences
- c. guidelines on how to get the most out of the mentoring relationship
- d. crisis management and problem solving
- e. communication skills
- f. referral points for other support services
- g. ongoing skills development as appropriate.



6. A mentor/mentee matching and monitoring strategy

A matching strategy that may include:

- a. a rationale for selection
- b. a statement detailing the conditions of the mentoring relationship
- c. pre-match social activities between mentors and mentees to reduce the anxiety of the first meeting

A monitoring process that could include:

- a. consistent, scheduled meetings with staff, mentors, and mentees
- b. a framework for ongoing feedback
- c. written records
- d. input from significant others
- e. a process for managing grievances, recognition, re-matching, interpersonal problem solving, and premature termination of the mentoring relationship.



7. Mentor/mentee support

Support for mentors and mentees which may include:

- a. regular debriefing
- b. troubleshooting
- c. recognition of the mentor's contribution
- d. a formal launch event
- e. ongoing peer support groups for
- f. ongoing training and development
- g. opportunities for discussion of relevant issues, and information dissemination as appropriate



8. A closure policy

Formal closure steps that include:

- a. clear procedures for exiting the program
- b. clearly stated policy for future contacts
- c. assistance for mentees in defining the next steps to achieve personal goals.



9. Evaluation and assessment

An evaluation process based on:

- a. ongoing consultation with stakeholders
- b. continuous improvement linked to the program's strategic plan
- c. program criteria and statement of purpose.

(Source: adapted from <http://www.dsf.org.au/resources/detail/?id=22> – accessed 14 May 2009)

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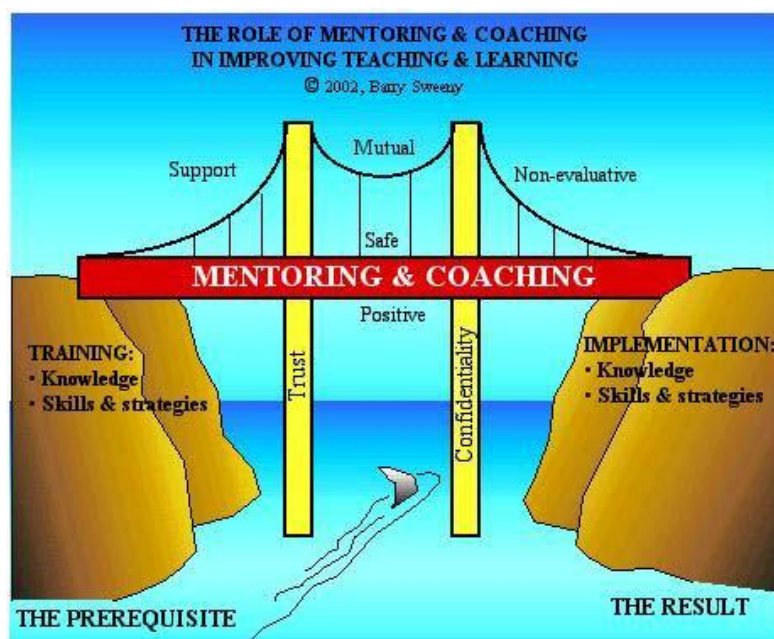
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Source: <http://www.mentoring-association.org/Bridge.html> - accessed 14 May 2009

APPENDICES

Appendix 1.

* Issues arising from a study of mentoring at University of Gloucestershire, Cheltenham, UK:

Cheltenham and Gloucester College of Higher Education

Issues raised by managers

- It was felt that the mentoring scheme should continue, with a clarification of the role, training that would set boundaries to the role (e.g. exclude counselling), regular meetings of mentors for refresher training, and regular publication of a list of trained mentors. A “buddy” scheme was not seen as useful.
- The approach to mentoring is more important than seniority, or lack of it. The mentor must have an understanding of the work of the mentee. Whether or not the mentor is within the same faculty/department as the mentee is not seen as important, although in some cases they should be in the same faculty.
- Mentoring should include an element of professional development.
- Is the college aiming to be a “learning organisation”?
- What do the individuals who have mentors want out of the relationship?
- What is the potential for more than model? How skilled are the mentors in helping to support whatever kind of relationship is appropriate within a particular mentoring partnership (e.g. mentoring/coaching/buddying)?
- How have you selected the current relationships?
- Why should mentoring be restricted to induction? People often need as much help moving on and exiting from different stages in their career.

Current arrangements of the scheme

Among the current arrangements of the scheme, the following were of particular significance to the work of the group investigating the scheme:

The College’s mentor scheme provides that:

- Newly appointed staff and staff who significantly change their role in the college are assigned a mentor.
- All new staff should receive an induction pack that is worked through by the new employee with the manager, this includes a mentoring resource pack.
- The individual’s line manager is responsible for assigning the mentor to the mentee.
- There are regular training workshops for mentors.
- The personnel and staff development department keep a record of mentors and mentees and a register of appropriately trained mentors.

Findings

The interviews found that only 52 percent of those interviewed had been appointed a mentor. Of those who were assigned a mentor only 41 percent had an active relationship.

1. Mentoring is viewed by nearly all the staff as good idea; individuals who had a mentor welcomed the confidential support provided by the mentor the examples below show some of the benefits for individuals:
 - *My mentor has been really helpful, made a point of telling me she had been trained.*
 - *We meet regularly; she has helped me with work projects, careers advice, interviewing skills – really helpful.*
 - *Having a mentor has helped me settle in quickly, I had no previous experience of higher education so there was a lot to find out about the organisation.*
 - *My mentor has introduced me to other people in the organisation which has helped me with my job.*

Source: Hetherington, C. (2002) A study of the mentoring scheme at Cheltenham and Gloucester College of Higher Education: issues of equity and justice *Career Development International*, 7(5), 300-304.

Appendix 2.

An example of one approach to mentoring from the Faculty of Arts and Sciences, Australian Catholic University:

Mentoring

Arrangements to facilitate mentoring will vary by school within the Faculty, and should allow some flexibility in meeting the objectives of the school as well as the needs of the staff.

In developing their own mentoring efforts, schools may consider the following:

1. Single mentors, multiple mentors;
2. Mentors from within a school; mentors from outside the school or from outside ACU;
3. Number of available staff members;
4. The differences between formal requirements of processes such as annual review, promotion and a mentoring program;
5. School purpose(s) of mentoring;
6. Strategies to involve staff of the school in mentoring by providing specific communication opportunities between staff, such as meetings to discuss mentoring;
7. Effective use of electronic technology to support involvement of geographically dispersed staff.

Source: Faculty of Arts and Sciences, Australian Catholic University
http://www.acu.edu.au/data/assets/pdf_file/0008/44837/mentoring_guidelines_FAS.pdf

Appendix 3.

Sample 'contract'

A written record gives both parties an orientation to what needs to be achieved, which can be reviewed as the relationship progresses. A written agreement helps gauge the starting point for the mentee, and agree on goals for the relationship and the level of support needed to reach these goals.

The essence of the contract is described in the box below:

1. Agreed timetable for meetings:
 - ◆ frequency
 - ◆ duration
 - ◆ time of day
2. Agreed process for cancelling or postponing meetings
3. Agreed boundaries of the relationship:
 - ◆ definition/limitation of areas both parties are prepared to discuss
 - ◆ duration of the relationship – up to one year.
4. Agreed general/overall objectives
5. Agreed commitment to complete confidentiality
6. Agreement to seek help from a member of the Mentoring Reference Group should problems arise that cannot be solved.

Source: adapted from <http://www.utdc.vuw.ac.nz/research/OccasionalPapers/MentoringReport.pdf> -accessed 8 June 2009.

Appendix 4.

Sample 'contract'

**Adams State College
Campus Connect Mentoring Program
Contract between Protégé and Mentor**

Request of both parties:

Respect one another's time and show up to scheduled mentoring sessions at the appointed time.
Should a protégé or mentor need to cancel a session, s/he must call at least two hours in advance.
A cancelled mentoring session should be rescheduled as soon as possible.
There will be an opportunity for evaluation of the program. It is your responsibility to answer honestly and to the best of your knowledge.

Request of faculty/staff mentor:

I will never make a protégé feel inadequate about his or her abilities.
I will listen without judgment.
I agree to keep information about the protégé and mentoring sessions confidential.
I will not lecture or admonish my protégé.

Request of protégé:

Communicate honestly with the mentor.
Communicate with the Mentoring Program Coordinator if I have any problems or feel uncomfortable with my mentor.

Should any these conditions not be met by either party, the Mentoring Program Coordinator must be informed immediately.

_____ (protégé) and I, _____ (faculty/staff mentor) voluntarily enter into a relationship that we expect to benefit both of us. We agree to the following conditions for the remainder of the academic year.

Confidentiality

All mentoring sessions will be confidential. If the faculty/staff mentor feels it is important to involve a Mentoring Program Coordinator, it will be discussed first with the protégé. If there is threat of physical harm to the protégé or others, the mentor must break confidentiality to seek protection for the endangered individual(s).

We understand that this agreement will be kept on file for the remainder of our time with the Program.

Protégé Date

Mentor Date

Source: <http://www.adams.edu/em/mentor-protege%20contract.pdf> – accessed 8 June 2009.

Appendix 5.

* Extract from UCLA SCHOOL OF MEDICINE guidelines

GUIDELINES FOR MENTORING JUNIOR FACULTY

I. All Junior Faculty Should Be Mentored

Mentoring is essential for academic success and should begin as soon as possible. All instructors and assistant professors in the regular, in-residence, clinical X, clinical, and adjunct series should receive mentoring in the form of (1) academic process guidance and (2) career guidance (also called professional development).

A. Academic Process Guidance includes:

1. Reviewing criteria for advancement in the mentee's series of appointment, including the requirements to be fulfilled in order to achieve favorable fourth-year and eighth-year reviews and promotion to Associate Professor.
2. Reviewing deadline dates for academic actions.
3. Reviewing the procedures regarding the personnel action review process at all stages, beginning with the department Personnel Action Committee and the department Chair, and progressing to the Senior Associate Dean for Academic Affairs, the Academic Senate Council on Academic Personnel (CAP), and, finally, the Vice Chancellor for Academic Personnel.

B. Career Guidance (professional development) includes:

1. Assisting in time management and setting career priorities, goals and choices to judiciously balance research, teaching, management, clinical activities, and service to the department, University, professional organizations and the community.
2. Assisting in developing strategies to manage multiple demands on academic time, including knowing when to say "no".
3. Determining what the mentee must accomplish in a specific period of time to advance academically; supplying honest criticism about the current year as well as planning ahead; advising the mentee regarding what the department views as acceptable scholarship in the mentee's series.
4. Reviewing and critiquing manuscripts, abstracts, grant applications and presentations.
5. Should the mentee anticipate seeking a leadership role in administration, suggesting ways to develop management skills.
6. Providing advice on institutional and departmental allocation of physical resources, including space, core facilities, equipment, and appropriate staff support.
7. Providing guidance on departmental, institutional and national resources and opportunities available for professional development.
8. Suggesting ways to improve scholarly output, including advising on grant writing, facilitating the development of professional collaborations, and encouraging participation at professional meetings; making the mentee aware of competitive grants and other opportunities for research funding; assisting in linking the mentee with other people, locally and nationally, who share common scholarly interests.
9. Providing encouragement to promote excellence in teaching and suggesting ways for efficient use of time to make the maximum impact on students at every level (medical students, housestaff). Monitoring the amount of time to be expended on teaching, and the level to be taught (housestaff, medical students); providing constructive criticism of the mentee's teaching performance, based on a review of redacted evaluations by students, housestaff and peers.
10. Providing encouragement and promoting individual recognition (e.g., nomination for awards), and advice on how to "showcase" one's work.
11. Suggesting ways to improve the organization of the Curriculum Vitae, including guidance on what to include and what to delete in order to avoid the charge of "padding".
12. Advising on the development and maintenance of an academic dossier, to include a list of referees to write letters of support for promotion, documentation of teaching responsibilities and evaluations, and a summary of committee participation.