THE UNIVERSITY OF MELBOURNE

FACULTY OF ARTS

Faculty of Arts Mentoring Program for Women 2012-2013

Evaluation Report

Prepared by Associate Professor Lesley Stirling, Faculty Assistant Dean

(Equal Opportunity & Diversity)

Acknowledgements

The 2012 Mentoring Program was a new initiative in the Faculty and functioned as a pilot program. The Program ran again in 2013 in essentially the same format, apart from inclusion of a peer mentoring component. Many thanks to the following people for their support and assistance:

- The Dean, Professor Mark Considine, and the Faculty Executive for their support and commitment to the Program
- The Steering Committee, consisting of Faculty Executive Manager Joanne Ligouris, HR Manager Jeremy Togneri, Deputy Dean Professor Deirdre Coleman, and the Associate Deans Research, in 2012 Professor Gillian Wigglesworth and in 2013 Associate Professor Janet Fletcher, for their ongoing advice and assistance
- Dr Jen de Vries, our external consultant, for her invaluable contribution in development and delivery of the Program
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- Their supervisors, for supporting their participation

We also thank Marilys Guillemin, Associate Dean (Equity and Staff Development), MDHS, for her generosity in allowing us to learn from the MDHS experience in providing a Mentor Program.

Lesley Stirling

Assistant Dean (Equal Opportunity and Diversity)

Executive summary

- During 2012-3, a total of 50 women academic and professional staff from the Faculty participated in a mentoring program for women. Taking into account their mentors, 83 individual staff from the Faculty gained professional development in this important workplace skill over this time.

- Evaluation of the Programs run in these two years took place at the end of each of the two Programs, and the high response rate (75-78%) indicates the level of engagement of the participants.

- The response to the Program in each year was overwhelmingly positive:

    - in each of the 2 years, over 80% of survey respondents reported being completely or very satisfied with their mentor/mentee match, and only one participant in each year was not satisfied
    - overwhelmingly, participants stated that they would definitely or probably recommend the Program to others
    - participants were generally very positive about the peer mentoring introduced in 2013, and 75% of peer groups planned to keep meeting in some form at the time of the survey; however composition of the groups was clearly important and some groups worked better than others
    - participants generally appreciated the value of the formal workshops with 65.7% in 2012 and 66.7% in 2013 rating them as important, very important or critical for the Program
    - the formal support structure for the Program has clearly been critical to its success

- The overall recommendation is to maintain a Faculty Mentoring Program in a similar format to that of the 2012-2013 Programs, although taking account of the possible decline in eligible participants as more staff have the opportunity to take part each year. A number of specific minor recommendations are made throughout this report concerning:

    - the matching process (p 10)
    - managing the mentor/mentee relationship after the end of the formal Program (p 12)
    - the peer mentoring component (p 14)
    - the workshops (p 17)
    - the finale (p 17)
    - follow up from the Program (p 22)

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1. Program Overview

2012 and 2013 versions of the Program

The aims and structure of the Program were identical in 2012 and 2013, except that in 2013 we introduced a "peer mentoring" component (described below).

Aims

The Program formed part of the Faculty's EOWW initiatives. The aims of the Program were to contribute to a culture and environment in which women staff in the Faculty feel valued and supported to "navigate, survive, and thrive" in their work environment, and reach their full potential. The Program was intended to help maximise the participation of women staff in senior leadership roles in the Faculty by increasing individual staff members' ability to meet their career goals. An additional objective for the Faculty was the building of a collection of supporting resources and materials, and more importantly, the building of a body of mentoring experience and expertise amongst all staff in the Faculty.

Target participants

The Program was open to all women academic and professional fixed term and continuing staff in the Faculty of Arts. Staff were advised that as potential mentees, the Program might be of particular interest to Level A-C academic staff and HEW Level 4-8 professional staff.

Process

- A call for expressions of interest in participating in the Program as a mentee was sent out in February each year.
- The mentee group met with Dr Jen de Vries towards the end of March at an initial session where they were introduced to the Program and had the opportunity to nominate and develop their goals and objectives for participation. Immediately following this session, participants provided the Assistant Dean (EOD), Associate Professor Lesley Stirling, with a completed statement of their goals along with some suggestions of potential mentors.
- The Assistant Dean undertook a process of matching each mentee with a mentor based on this information and with the support and assistance of the Mentoring Program Steering Committee. The matching process was completed in April-May. Participants were provided with guidelines for the first meeting and were encouraged to try and meet between 6-8 times during the course of the Program (roughly once a month).
- The structure of the Program over each year is set out in the schedule below.

Structure

The total schedule of formal workshops held for both mentees and mentors was as follows:

2012

	Mentee group	Mentor group	Dyads
Pre-Progam meeting for mentees	**27 March**		
Dyad matching	**April-May**		**Met regularly from then until end of Progam**
Workshop 2 for mentees & 1 for mentors	**1 June**	**1 June**	
Mid Program check in for both groups	**17 August**	**17 August**	
Final workshop	**7 November**	**7 November**	
Post Program report back by Assistant Dean to Dean and Steering Committee at beginning of 2013			

2013

	Mentee group	Mentor group	Dyads	Peer groups
Pre-Progam meeting for mentees	**22 March**			
Dyad matching	**April-May**		**Met regularly from then until end of Progam**	
Workshop 2 for mentees & 1 for mentors	**4 June**	**5 June**		**Peer groups formed at 4 June workshop & met regularly then on**
Mid Program check in for both groups	**12 August**	**12 August**		
Final workshop	**7 November**	**8 November**		
Finale presentation for both groups	**22 November**			

Intended benefits

The Program was intended to have benefits for both mentee and mentor, and these were stated in the call for expressions of interest and description of the Program as follows:

Intended benefits for the mentee:

- Improved career strategies and career diagnostics
- Extended networks (with both senior colleagues and peers)
- Enhanced self-knowledge, confidence and professional identity
- Identification of areas for professional growth
- Greater understanding of relevant processes and resources (e.g. promotions processes)
- Greater understanding of the mentoring process and therefore improved capacity to mentor, themselves

Intended benefits for the mentor:

- The opportunity to extend their contribution to the Faculty through a new initiative
- The opportunity and satisfaction of sharing knowledge and experience
- The opportunity to have a formal role in developing the next generation of academic and professional staff in the Faculty
- A context for productive reflection on their own career, leadership style and enduring contribution
- A learning opportunity through relationships with mentees whose experience may be very different from their own
- The opportunity to increase their understanding and responsiveness to gender inequality issues within the Faculty and the University
- Greater understanding of the mentoring process and therefore improved capacity to mentor
- The opportunity to include mentoring as an aspect of their leadership contribution for external recognition within their own career context (e.g. for pdf, promotion purposes)

2. Participant groups

Table 1 gives an overview of the final groups of participants in the 2012 and 2013 Programs.

Table 1 Participants in the 2012 and 2013 Programs

	Mentees			Mentors
	Academic	Professional	Total	
2012	16 (69.6%)	7 (30.4%)	23	23
2013	17 (63%)	10 (37%)	27	26*

*One mentor worked with two mentees in this year

In both years, the majority of participants in the Program were more junior staff, especially academic staff on fixed term research fellowships and professional staff who had been at the University for relatively short periods of time. Thus in 2012 87.5% of academic mentees were at Level A or B and just over half were in fixed term positions. Just under half were working on a fractional basis. Most professional staff mentees were at HEW 4 or 5, and most had been working at the University for 5 years or less.

However, there was also interest in the Program from a number of academic staff at higher levels of appointment (e.g. one or two at Levels D and E over the two years), and/or who had worked at the University for substantial periods of time (e.g. 8 participants in 2012 had been at the University for 6 or more years).

The matching process was 'mentee driven' and mentors were chosen on the basis of:

- Nominations by the mentee
- Preference for mentors internal to Arts
- General preference for mentor outside the mentee's immediate unit
- Judgment as to suitability of match (based on mentee goals, etc.) by A/D (EOD) with advice as needed from members of the Steering Committee
- Availability

In 2013, we also took into account whether the staff member had participated as a mentor in the 2012 Program. Three mentors from 2012 also participated in 2013.

Of the 23 mentors in 2012, 3 were male and 20 were female. In 2013, we had 5 male mentors and 21 female (one of the latter with two mentees). We sought the participation of male mentors where possible, but although many mentees said they had no preference as to gender, a large number of these nominated only female staff as possible mentors.

Most mentors (78% in 2012 and 82% in 2013) came from within the Faculty. For professional staff in particular, it was acknowledged that there would be a greater need to look outside the Faculty for a mentor, and in each year almost half the professional staff mentees did indeed end up with a mentor from outside the Faculty.

While most academic staff mentors were very senior (in 2012, 47% were at Professorial level), it is worth noting that a significant minority of mentors were themselves Level C or even B staff

members. In some cases, professional staff were mentored by academic staff members rather than by professional staff members, depending on their goals and the current roles of both parties.

Table 2 Mentor distribution within and outside the Faculty

	Academic mentee	Professional mentee	TOTAL
2012			
Mentor from Arts	14	4	18 (78%)
Mentor external to Arts	2	3	5 (22%)
TOTAL	16	7	23
2013			
Mentor from Arts	16	6	22 (82%)
Mentor external to Arts	1	4	5 (18%)
TOTAL	17	10	27

Table 3 illustrates the process of matching using data from 2012 only (this table includes one mentee/mentor pair where the mentee withdrew after the match had been made). 18 mentees (75%) nominated at least one suggested mentor. Of this group, 14 (78%) were matched with one of their nominated mentors, and the remaining 4 were matched with a mentor not on their original list. Overall, in 19 cases (79%), the first mentor approached agreed to take part. Only two cases required more than two approaches. Mentors approached who refused did so because of a) being on SSP(L) in semester 2 (3 cases); b) health or work commitments (3 cases); or c) in one case, a view that the match was not optimal.

Table 3 Availability of first preference mentor

	1st mentor approached agreed	**2nd mentor approached agreed**	**Required > 2 approaches**	**Mentee was matched with a nominated mentor**	**Mentee was matched with a mentor found for them**
Mentee nominated at least 1 mentor	**14**	**2**	**2**	**14**	**4**
Mentee did not nominate a mentor	**5**	**1**			**6**
TOTAL	**19**	**3**	**2**	**14**	**10**

A similar pattern was found in 2013. All but one mentee provided some suggested mentors. For 16 of the 27 mentees (61.5%), the mentor was someone they suggested, and of these, 12 were matched with their first listed preference. 74% of matches were made at the first approach. 7 matches required more than one attempt, and 4 required more than two – none took more than three. Reasons for refusal were as in 2012. As can be seen from this, mentors were overwhelmingly positive about taking part in the Program, and generously offered their time.

Recommendations:

- **the matching process has generally worked well, as indicated by the high levels of satisfaction with matches (see below)**
- **however, it is an intensive and time-consuming process**
- **while it would be possible for a professional staff member to undertake the matching for professional staff mentees, it is probably optimal for the Assistant Dean to approach mentors for academic staff mentees and to coordinate the process**
- **the advice and support of the Steering Committee has proved extremely helpful in the matching process and this system should be continued**

3. Final Program evaluation

A formal Program evaluation for each year was conducted after the final session of the Program - in January-February of 2013 and in February-March of 2014. The survey was developed in Survey Monkey. There were minor differences between the questions for each year, including the addition of questions about the peer mentoring component in 2013. Results of the survey are summarised and discussed below.

1. Survey completion data

Table 4 Response rate for surveys

	Total participants 2012	Surveys submitted 2012	Total participants 2013	Surveys submitted 2013
Mentees	23	22 (95.7%)	27	24 (88.9%)
Mentors	23	14 (60.9%)	26*	16 (61.5%)
Total	46	36 (78.3%)	53	40 (75.5%)

*One mentor had two mentees in 2013.

There was an excellent return rate of 78.3% in 2012 and 75.5% in 2013, reflecting the high level of commitment and engagement of the Program participants.

When considering the results, it is important to bear in mind that unless otherwise specified, data is from all respondents – mentees and mentors - and that there would have been a number of instances where a response was submitted from one member of a dyad but not the other.

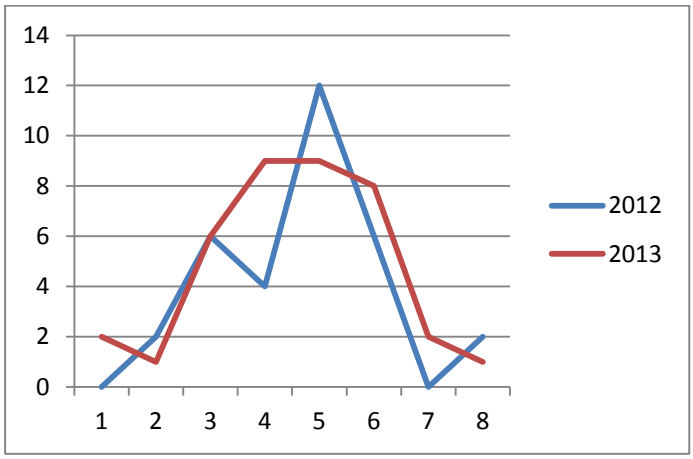
2. Number of meetings between pairs and current status of the mentoring relationship

Participants were asked how many times they had met with their mentor/mentee and to comment on whether the number of meetings was sufficient. Table 5 and Figure 1 give a breakdown of the number of reported meetings. In each year, matching was completed in May, and pairs commenced meeting in late May / early June, thus they had approximately 5 months to meet before the final workshop.

Table 5 Number of meetings with partner

Number of times met	Number of respondents 2012	Number of respondents 2013
1	0	2
2	2	1
3	6	6
4	4	9
5	12	9
6	6	8
7	0	2
8	2	1
Total respondents	**32**	**38**
Range	*2-8*	*1-8*
Mean	*4.7*	*4.4*
Median	*3*	*4*

Figure 1 Number of meetings with partner



In 2012, 71.9% of the respondents felt that the number of meetings they reported was enough and in 2013, 76.3%. Mentors were somewhat more likely to view the number of meetings as sufficient than mentees.

Some participants reported that they had contact via email or phone in addition to face to face meetings, or had the opportunity to shadow their mentor.

"my professional development the mentoring relationship doesn't just take place in the set meetings - I've found a lot of incidental encounters have also been extremely worthwhile in the process (eg. presentations/seminars that both my mentor and I were attending that were outside of the mentoring process). I used these as further opportunities to connect with my mentor."

In a couple of cases over the two year period, it was clear that the demands of the mentor's own role had made it difficult to guarantee regular meetings (this did not correlate precisely with the seniority of the mentor, as some of the most senior mentors ensured that they made time for regular meetings with their mentees).

Participants were also asked about the current status of their mentoring relationship.

Table 6 Current status of the mentoring relationship at time of survey

	Had come to an agreed end	Had re-negotiated to continue in some form	Neither
2012	3 (9.4%)	16 (50%)	13 (40.6%)
2013	14 (39%)	11 (30.5%)	11 (30.5%)

At the end of the 2012 program, 50% reported that they had re-negotiated and planned to continue meeting for a while. 40.6% had neither agreed to finish nor agreed to continue. Only 9.4% had come to an agreed finishing point at the time of the survey. In 2013, in contrast, roughly 70% had either agreed to continue or to finish by the time of the survey (just over a third of respondents were finishing and roughly a further third were continuing). Only 30.5% of respondents reported that they had not made a clear plan as to the continuation of the relationship. The improvement in clarity may reflect the clearer guidance provided by the organisers the second time around.

Typical meetings of mentor-mentee pairs were reported as lasting for anything from 15 minutes – 1.5 hours, with the overwhelming majority meeting for about an hour, normally in a cafe or in some cases in the mentor's office.

Data concerning the number of meetings is an important part of the context for interpretation of other results, as informal discussion with participants suggests that, unsurprisingly, the number of meetings has a substantial impact on the quality of experience of the participants. In the 2013 Program, there were one or two mentees who had very limited time overall with their mentor, and this obviously affected the quality of the experience.

Recommendations:

- **organizers need to continue to reiterate, with mentors as well as mentees, the importance of coming to an agreed end or continuation with their partners**

3. Satisfaction with match and with the dyadic mentoring experience overall

"I would never have had access to someone of my mentor's calibre if it wasn't through this program"

Asked about their overall satisfaction with the match, around 47% in each year reported that they were "completely satisfied". In 2012, 93.9% and in 2013, 81.6% were either completely or very satisfied.

Table 7 Degree of satisfaction with the match

		completely	very	mostly	somewhat	not
2012	Mentees	12 (54.6%)	9 (40.9%)	-	-	1
	Mentors	3 (30%)	6 (60%)	1 (10%)	-	-
2013	Mentees	12 (52%)	6 (26%)	3 (13%)	1	1
	Mentors	6 (40%)	7 (47%)	2 (13%)	-	-

The dyadic mentoring experience was therefore generally a very positive one for both mentees and mentors. In each year, a handful of respondents gave more qualified responses, with one

respondent each year who indicated they had not been satisfied with the match. (In 2012, this participant was given the chance to participate again in the next Program, run in 2013). These participants had not felt able to discuss their situation with the organisers early enough for an alternative match to be made.

Mentees made many highly positive comments about the enthusiasm, engagement, and generosity of their mentors. A number of mentees commented on the value of being able to nominate a preferred mentor and to be matched with that person. However one 2013 mentee commented: *"As I had made a list of preferred mentors, I was very happy that my mentor was one of them. But from my experience this matching may not necessarily lead to a successful, rewarding, mutually enriching relationship between mentor and mentee,"* while another said: *"Although I initially indicated a preference for a mentor from my school, my assigned mentor was great, and having someone from another faculty widened my horizons"*.

A few participants commented on the value of a mentoring dyad which crossed gender or discipline boundaries and thereby offered an alternative perspective. One mentor said "*I was surprised that mentoring across discipline areas can work so well. I have done a lot of mentoring within my own discipline, which actively used discipline specific knowledge and my research connections. This was a different way of thinking about what mentoring can be."*

A range of thoughtful observations were made by survey respondents about the nature of the mentoring relationship. It was clear that despite the pressure on time for all participants, which led some mentors to comment on a preference for organised mentees who could make the best use of the time available, many if not most of the relationships were seen as occupying something of a "developmental" and/or "bifocal" space as well as having "instrumental" aspects.

4. The peer mentoring component of the Program

"The peer mentoring program was excellent and I have recommended it to others at the University. It has had a significant impact upon my thinking about my academic career ..."

This component of the Program was introduced in 2013. There were 5 peer mentoring groups, which were formed at the June meeting. The groups met throughout the remainder of the Program at a schedule they determined. Each group developed a presentation reflecting on their work and outcomes which was given at the Program Finale.

Groups varied in the number of times they met. 3 respondents reported that their group had met twice only, while 3 respondents said their group had met 4 times and a majority of 13 (68.4%) indicated that their group had met 6 times or more.

Most respondents indicated that their group had plans to continue meeting in some form or other. Fewer than 25% did not intend to keep meeting.

Qualitative responses were sought concerning the participants' experience of the peer mentoring groups. For the most part, participants found the peer mentoring component extremely valuable, making comments such as:

Generally i found it to be a really positive, enriching experience
Valuable to network with colleagues
Excellent, very creative and supportive
it was an exhausting but worthwhile process
Excellet, great interdisciplinary relationships, practical support
great for everyday support
It is a good mechanism for getting to know people from other departments and faculties
we came from very different experiences in terms of work (academic/admin etc) but were tremendously engaged in working together on this as we all felt we all could learn from each other....
My peer-mentoring group also provided vital support and great contacts who I would not have otherwise met.
A great way to get to know some academics working in disciplines other than mine; also great to see and talk about how other academics work, write, organise their work and other life
it has helped many of us to connect to and support each other
it was really great and provided an important support for me during my first year in the job

However, the composition of the peer mentoring group was clearly important in determining the quality of the experience and some groups worked better than others. This was evident also from report back sessions during the formal meetings of the Mentee group as a whole. Groups varied in size from 3-7 members, and at least some members of smaller groups considered this sub-optimal. A number of comments were made concerning the importance of finding a focused direction early and getting the balance of meetings right. Participants from some groups noted that for them, the peer component was time-consuming and demanding, particularly in the lead up to the finale presentation. However, only two respondents out of 38 indicated that the experience was a generally negative one, with one of these reporting that she had found the experience of working with her group unpleasant, and that she had felt unable to speak to the organisers about this: *"I felt shoehorned into a group that did not share my concerns and extremely uncomfortable with their views".*

Recommendations:

- **the peer mentoring component is a valuable addition to the Program**
- **effort put into establishing effective peer groups early is not wasted**
- **it is best not to add members to established groups after the initial period**
- **depending on the group, peer mentoring can be relatively undemanding or very intense and time-consuming: groups need to be advised and supported in setting their goals and structure**
- **participants should be reminded to contact organisers if there are difficulties with the group, and organisers should make space to ensure that all participants have a chance early on to speak about any concerns, perhaps privately**

5. Value of the three Program components

"Obviously the three parts of the program work well together, and you need all three."

"I thought the workshops were great - I always got a lot out of them and appreciated being able to interact and share with such an intelligent and thoughtful group of women across academic and professional spheres. I thought the facilitator and organiser were excellent."

The degree of attendance at the formal workshops offered provides an important context for interpreting the results of the survey.

Table 8 Workshop attendance

	1st mentee	June	August	November	Finale	None
2012 mentees	17 (77.3%)	14 (63.6%)	11 (50%)	17 (77.3%)	N/A	1 (4.6%)
2012 mentors	N/A	5 (55.6%)	3 (33.3%)	1 (11.1%)	N/A	3 (33.3%)
2013 mentees	20 (90.9%)	17 (77.3%)	19 (86.4%)	18 (81.8%)	15 (68.2%)	-
2013 mentors	N/A	10 (71.4%)	9 (64.3%)	7 (50%)	11 (78.6%)	1 (7.1%)

In the 2012 survey, participants were asked a general question about the importance of the formal workshops for the value of the program. Only 6.3% (2 respondents) rated them as not important. 28.1% said they were somewhat important, and 65.7% said they were important, very important, or crucial.

In the 2013 survey, participants were asked how well each component of the Program (the dyadic mentoring, the peer mentoring, and the formal workshops) supported their development. The results are summarised in Table 9 and Figures 2 and 3. Respondents rated the dyadic mentoring and peer mentoring most important in supporting their development, but 66.7% of respondents also rated the Workshop component important, very important or crucial for the Program.

Table 9 How well each of the three Program components supported the participant's development

		Crucial	Very important	Important	Somewhat important	Not important
Dyadic	Mentees	45.5% (10)	31.8% (7)	9.1% (2)	4.6% (1)	9.1% (2)
	Mentors	60% (6)	20% (2)	20% (2)	-	-
Peer	Mentees	38.1% (8)	28.6% (6)	14.3% (3)	4.8% (1)	9.5% (2)
	N/A					
Workshops	Mentees	23.8% (5)	14.3% (3)	28.6% (6)	28.6% (6)	4.8% (1)
	Mentors	-	11.1% (1)	55.6% (5)	33.3% (3)	-

Figure 2 Mentees 2013: Relative importance of the three Program components

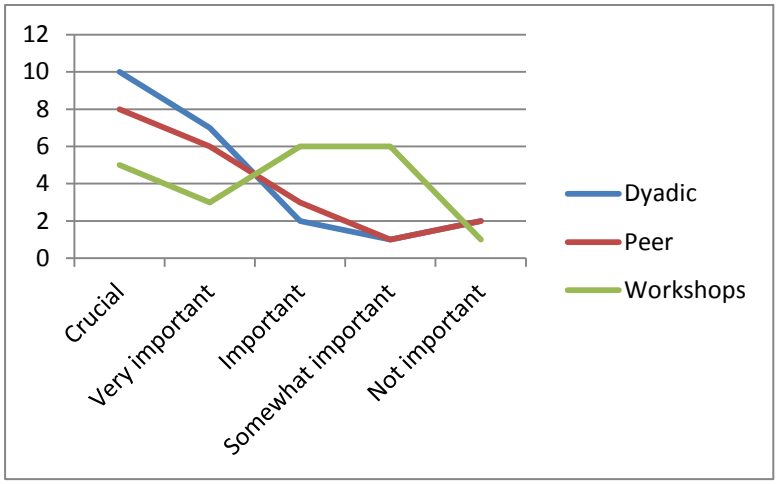
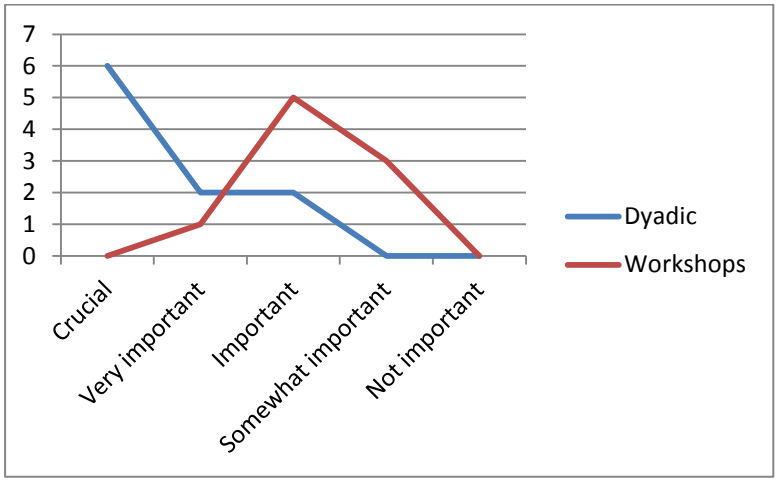


Figure 3 Mentors 2013: Relative importance of dyadic mentoring and workshop components



The time pressure on staff and travel/conference commitments sometimes made it hard for them to attend sessions and there were a few comments to the effect that the workshops were difficult to fit into the schedule and a number of suggestions to make the workshops "shorter and sharper". In 2013 some participants felt that they had to balance the limited time available between the dyadic and peer mentoring.

Participants did however recognise the value of checking in with the organisers. Given other comments, especially concerning the need for support where things had not gone well, as organisers we consider that the value of the formal structure for the Program is if anything underestimated *("I very much doubt things would have worked out so well for me, if I hadn't of had the guidance and sounding board of Lesley and Jen"*). The networking was most highly valued aspect of the workshops. One mentor noted that the lecture component of the workshops would likely become stale if they participated in the Program over a number of years. A couple of specific suggestions were made about topics to cover in future Program sessions, such as: appreciative inquiry; key workplace issues such as communicating with impact and influence; challenging perspectives and creating new thinking; more in-depth workplace management and leadership topics.

Recommendations:

- **maintain workshop components as they are, but continue to monitor them for effectiveness**
- **if mentors participate in multiple years, give them tailored advice about relevance of attendance at particular workshops**

The finale

"the Finale was stunning" [2013 mentor]

In 2012, outcomes and suggestions arising from the Program had been reported back to the Dean and the Steering Committee by the Assistant Dean (EOD), and some of the suggestions were taken up in the development of Faculty initiatives after that meeting. For example, the observation by mentors that they were surprised at how limited the mentees' knowledge of Faculty resources was and that they felt they needed to perform a role better undertaken by supervisors or at induction, was one factor supporting ongoing development of a Faculty staff induction program.

In 2013 the Finale was framed as an opportunity to present the outcomes of the peer mentoring process and the learning and suggestions for the Faculty and Institution by mentees and mentors to a group including senior Faculty leadership. Unfortunately, only limited attendance by senior members of the Faculty was possible on the day, although a separate meeting was held later to brief them. Feedback from the groups indicates the high degree of importance for both mentees and mentors of being able to have a discussion with Faculty leadership and then see what outcomes would flow from this. However, for some mentees, the prior workshop at which groups presented to each other was more valued as being more relaxed, fresher, and more focused on *"the substance of what we were saying, or what we had achieved as a group"* rather than presentational aspects.

Mentors in particular commented favourably on the Finale presentations:

I was amazed at the creative way the groups had worked together to target problems experienced by mentees in my Faculty
I was really impressed with the thoughtfulness and creativity of the mentee's presentations.
Very important - great way to see the development of the group
It suggested that the program had been very empowering for mentees and I felt that this was also rewarding (in program terms) for mentors

Recommendations:

- **Invite a range of senior leaders from the Faculty to attend the Finale, perhaps extending an invitation to the entire Faculty Executive, to ensure a broad audience for the presentations and discussion**
- **Provide a formal written report to the Faculty encapsulating main ideas and a formal response back**
- **Ensure that there is sufficient time and focus given to professional staff especially at the Finale**

6. Overall evaluation of the Program

"a really good program"
"the program is a fantastic initiative of the Faculty of Arts!"

Table 10 shows responses to the question: "Would you recommend the Program to others?"

Table 10 Would you recommend the Program to others?

		Definitely - 1	Probably - 2	Possibly - 3	Probably not - 4	Would not - 5	Av. rating
2012	Mentees	16 (76.2%)	4 (19.1%)	1 (4.8%)	-	-	1.3
	Mentors	4 (40%)	5 (50%)	1 (10%)	-	-	1.7
2013	Mentees	18 (81.8%)	4 (18.2%)	-	-	-	1.2
	Mentors	9 (60%)	4 (26.7%)	2 (13.3%)	-	-	1.5

Overwhelmingly, respondents endorsed the Program by stating that they would definitely or probably recommend it to others, and some mentors and mentees added that they were already making such recommendations.

In 2012, we also asked the participants if they would participate again, given the chance, and if, overall, their expectations of the program were fulfilled.

- Given a chance to participate again: 45.2% said Definitely, 25.8% Probably, 19.4% Possibly and 9.7% (3 people) said Probably not.
- Overall, were your expectations of the program fulfilled: Only 1 person said they were not met. 19.4% said they were exceeded, 45.2% said they were met, 25.8% said they were mostly met, and 6.5% (2 respondents) said they were partially met.

Participants were asked to reiterate their goals for participating in the Program (mentees had been asked a similar question prior to the matching process). These ranged from the very general ("*professional development*") to the very specific ("*applying for a NCG*"). In 2013, networking was mentioned as a goal of approximately half the respondents. For mentors, goals included:

- the opportunity to mentor and therefore to assist junior colleagues
- to learn more about the situation of junior staff, and to view the organisation through other eyes
- to learn more about mentoring and to strengthen their skills and ability to mentor
- to connect and network with other staff, in particular with other mentors
- "some time for reflection"; "in turn maybe do some self-discovery"

The 2012 survey respondents were asked to rate whether they felt their goals had been met. Almost all reported that their goals were met.

Most frequently mentioned highlights of the Program for 2013 mentees and mentors are listed in the following table:

Table 11 Top 3 highlights in 2013

Mentees	Mentors
Mentor/mentee relationship or aspects of Peer mentoring Networking Space to reflect Jen de Vries Workshops or aspects of Finale New skills Access to resources Sense of empowerment Opportunity to interact with academic / professional staff (if professional / academic) Good to know uni supports development of female academics Realising issues are shared Gaining confidence	Collegiality Finale Relationship with mentee and mentee's development Learning about mentoring Learning about systemic problems of junior staff Discovering more about personal style Workshops Opportunity to discuss and reflect Group cohesion Being selected as a mentor

4. Outcomes and benefits of the Program

The value of mentoring – benefits for the Faculty and the Organisation

I think it just reconfirmed to me how valuable mentoring can be. I've had informal mentors in the past, and have informally mentored others, but I found the learning involved in this very formal program to be really useful. It just a forced a level of reflection and thoughtfulness about the process as it was happening that I will carry through to other situations, and throughout my life I'm sure.

A major goal of the Program is to increase mentoring capacity in the Faculty. Over the two year period 2012-2013, 83 individual staff from the Faculty of Arts have received professional development in mentoring through this Program, 47 as mentees, 34 as mentors, and one who has undertaken both roles. This represents over 20% of all staff in the Faculty.

In each year, an additional 5 staff from outside the Faculty have participated as mentors, bringing valuable opportunities for cross-Faculty discussion and networking.

Table 12: Participation by Faculty of Arts staff in the Faculty Mentor Program 2012-13

	Participated as mentee	Participated as mentor	Total Faculty participants
2012	23	18	41
2013	26	20	46
Total	48*	35*	83*

*One staff member participated as a mentee in both years and the total number of mentees has been reduced by 1 accordingly. Three staff participated as mentors in both years and the total for number of mentors has been reduced accordingly. Figures show only staff from the Faculty of Arts: in both years, there were 5 mentors who came from outside the Faculty, and in 2013, one Faculty mentor took on two mentees.

Many respondents indicated that participation in the Program reaffirmed for them the value of mentoring: *"crucial for all staff members"; "a process that requires work, but is well worth the effort"*. In 2013 a number also commented on the critical importance of *peer* support: *"absolutely crucial for the well being of individuals and should be more fostered within the university"*. One participant noted: "*I see the benefits of the program continuing on... I've encouraged the staff I supervise to apply for the program in 2014, and I will continue developing the relationships I formed in the program".*

In addition to this, a number of observations suggest that the Faculty may also benefit from individual interactions of Faculty staff with senior staff from elsewhere in the University. One 2013 mentee said:

"It was a great opportunity to share what is happening in [this area of activity] in Arts; to showcase what teaching staff in the faculty are doing and initiatives my team are working on. I think this has brought increased awareness of the humanities for my mentor"

Finally, there are benefits to individual staff, to the Faculty and to the University in the realisation for junior staff members and other mentees that their colleagues and the institution as a whole are concerned for their development:

there is a supportive network out there - you just have to know where to look
That it's a big institution trying to make things better for its employees
That there is some support out there!
programs such as this show a strong commitment to the professional development of professional staff

Individual benefits

Mentees

"I firmly believe that the new job I got at the end of 2013 was as a direct result of the mentoring program. Thank you!"

"The main thing I learned about myself is that my career is important to me. I have always treated work as a "day job" that supported other parts of my life, but if I came away from this program with anything it's that I need to be challenged, stimulated and listened to in my day to day work, that I have more to offer than is currently being utilised, and that I have to take more active responsibility for my career path from now on."

"that I love my job like many other women I have met in the program that we are all absolutely committed to the advancement of the University and that the University must in return listen more carefully to the needs of its staff to foster "excellence" in everyone of us"

Mentees made many comments about the individual benefits of the Program for them, from general personal and professional development to specific goals reached such as completed book proposals, successful internal grant applications or improved SES scores for teaching. Some of the peer mentoring groups in 2013 presented very tangible outcomes at the final meeting - for example, the

writing group reported 10 conference papers; 9 grant applications; 6 journal articles; 5 book chapters; 5 job applications; 4 other publications and 4 book proposals. A number of mentees reported learning things about their own professional identities, styles, strengths and aspirations. Some responded that the experience of taking part in the Program had reaffirmed their commitment to and love for their jobs (as in the quotes above); others were given confidence from the experience of finding that many of the challenges they face are shared.

A particular benefit of the Program was learning about the Institution, as indicated in the following representative comments:

Especially for professional staff, it can help to get a wider picture of the university and other opportunities it might offer staff. It helped increase my networks and just made me feel more connected to the university in general.

We are all so hived off in our schools, that we forget the university is lots of different things to different people.

The institution is complex system and to find one's place in it will strengthen one's feeling of belongingness; to know exactly how it works, to have a good connection and a good network can open many doors, help resolve work related issues.

Like mentors, mentees learned about mentoring from the Program: "*Although I participated in the program as a mentee, I also thought about how I would approach mentoring and have concsiously thought throught the ways in which I mentor students and more junior academics."* Others noted that *"At some future point, would like to contribute to the development of junior staff."* or that they intended to "*rethink my own mentoring relationship with junior staff*". One mentee went on to organise a mentor system for postgraduate students as a result of the Program.

Asked what, if anything, they planned to do differently as an outcome of the Program, mentees generally identified: maintain the new confidence, focus and skills they had learned; continue to work on their own personal well-being, development and aspirations; mentor and advocate for others; reach out and maintain networks; be an agent of positive change, especially for women; become more involved in the Faculty.

Mentors

"Every interaction is an opportunity to learn"

"I have limitations in advising people outside my field but have gained a little wisdom over the years in tactics for surviving the rigours of life in this Faculty."

Some mentors commented that they had gained a lot from attending the workshops, although they represented "*a significant time commitment for senior staff members*" and many could only attend a few. A common report was that the experience of mentoring in the Program had given mentors a greater appreciation of the challenges facing junior staff:

a heightened awareness of the problems often experienced by ECR researchers.
I now feel I have a stronger understanding of the impact of current personnel and assessment policies are having on younger staff.
I'm not sure it is different, but I see it as more important than before: support our new junior staff.
I have learnt a great deal about the need to value people like my mentee who are very talented and value some support as their chart their own course through career possibilities

Mentors also reported gaining a new appreciation of their own abilities and their style as mentors, and of the possibility of facilitating change for others. The relationship was frequently described as two-way:

The roles are simply labels and guidance works both ways.
Definitely two-way relationship
both sharing and learning from her
"mutually valuable" discussions

As a result of undertaking the Program, mentors said the kinds of things they would do differently included taking on more mentoring opportunities, listening more carefully to younger colleagues, looking at mentoring for themselves, changing their mentoring style, and thinking of ways to empower mentees and other colleagues.

Follow-up from the Program

A number of participants, both mentees and mentors, were concerned that there should be follow up of the work done within the Program:

"I would like to see a more outcomes focus from the overall program though, in terms of implementing faculty strategies to the suggestions and issues identified in the 2013 program. It would be good to be part of a working group to address some aspects - perhaps alumni of the mentoring program could have the opportunity to contribute to some working groups or focus groups to pilot initiatives within the faculty??"

"Creation as follow up of a steering committee made of mentors and mentees (across faculties?) that would be responsible for providing advice to the Faculty (or the University?) about best practice to enhance women's participation at senior levels. These are vital follow-up steps to promote long lasting and meaningful changes at the University."

"It is hard to work out how to make positive changes in large (and therefore slow moving) institutions with historical and territorial baggage, but they also provide some open spaces to try to make institutional change. This program could be one of those."

Recommendations:

- **Consider forming an alumni group from participants to follow through on proposed initiatives**
- **Consider adding mentor / mentee alumni representatives as members of the Program Steering Committee**
- **Consider other ways to harness the considerable good will and energy of Program alumni**

5. Conclusion

In conclusion, the final word goes to a mentor from the 2013 Program, who, asked what they had learnt about the Institution in the course of participating in the Program, responded:

“We have great people”