Academic Mentoring at UNSW is an evidence based approach to mentoring that aims to build successful mentoring relationships across the institution.

Mentoring provides opportunities for mutual learning, expansion of networks and other benefits for participants (Ambler, Harvey, & Cahir, 2016; Harvey, Ambler, & Cahir, 2016). Further details of benefits are outlined below.

The initiative is designed so that mentees are empowered to choose their mentors and the type of mentoring relationship they want, whether it is one-on-one or group.
Working in partnership or as a group, mentees and mentors can set goals, timeframes and parameters for how their relationship will work.

The approach:

- is goal orientated;
- encourages various types of mentoring;
- sets relationship timeframes;
- identifies key skills for mentees and mentors;
- provides frameworks, checklists and reflection exercises.

This page contains a suit of resources to assist mentors and mentees on their mentoring journey, using an easy step-by-step process. It includes both the UNSW Academic Mentoring Guide as well as individual worksheets and handouts.

The Academic Mentoring initiative is evidence based, underpinned by the latest research and scholarship. Developed by the Pro Vice-Chancellor (Education) Portfolio, it has close synergies with academic and educational excellence, but can benefit any academic or professional staff wanting to engage in a mentoring relationship. The guide is aimed at both mentors and mentees, while mentors can also access professional development training.

**The UNSW HR website** includes information about other mentoring schemes at UNSW, such as Career Collaborator, available to staff at the University.

**Benefits to mentoring**

**Mentee**

Benefits to mentees include development of their teaching practice and/or research, career advancement, professional support, and increased confidence through guidance and feedback from experienced practitioners. Specifically, a mentoring relationship will support the mentee in both defining and pursuing their goals, expand their
perspectives and strengthen self-development plans. A mentoring relationship supports motivation and work satisfaction for both mentees and mentors (Johnson & Ridley, 2004; Long, 1997; Rolfe-Felt, 2002).

**Mentor**

Mentors benefit from the development of skills (e.g., interpersonal, leadership), acquiring experience which can be used as evidence for promotion/awards applications and increased personal satisfaction and growth. Mentoring relationships make an imperative contribution to the support of new academics, with research studies on mentoring programs in both academia and private organisations showing that mentors gain new perspectives on ideas and issues, increased self-awareness and personal growth through sharing their knowledge with new academics (Johnson & Ridley, 2004; Long, 1997; Rolfe-Felt, 2002).

**University**

Mentoring programs help to create an environment that fosters personal and professional growth through the sharing of skills, attitudes and behaviours. Mentoring also enhances staff performance, which, in turn, can accelerate processes for the identification, development and retention of talent, and an enriched learning culture amongst staff within the university (Long, 1997).

**Finding a mentor**

Academic Mentoring at UNSW is different to other mentoring schemes where mentors and mentees are matched. Instead of being matched, mentees have autonomy and need to be proactive in searching for a mentor. This approach enables flexibility in how mentors and mentees are paired. To find a mentor, follow these steps:

1. Search for a mentor on our website – mentor profiles can be found in the ‘Meet our Mentors’ section. The mentor needs to be a person with established experience and knowledge in the area in which you require guidance or advice.

2. Once you have selected a potential mentor, make initial contact. The recommended approach is email as this avoids any duress on the potential mentor and allows time for a considered decision to be made. Direct email links are listed in each of the mentor profiles.

3. When a positive response is received after initial contact is made, it is recommended that both the mentee and mentor discuss the purpose of the relationship. This establishes a framework for the relationship, and ensures expectations are reasonable.

Refer to the guide and individual templates on this website to support you in beginning and developing a mentoring relationship.

**Meet our mentors**
Find out more...
Associate Professor Elizabeth Angstmann
Science
More information
Associate Professor Chinthaka Balasooriya
Medicine

More information
Dr Thomas Britz
Science
More information
Kar Ming Chong
Business
Associate Professor Terry Cumming
Arts & Social Sciences

Professor Julien Epps
Engineering
Find out more...

Dr Luke Hunter
Science
Find out more...

Dr. May Lim
Engineering
Find out more...
Dr Benson Lim
Built Environment

More information
Dr Kevin Liu
Business
More Information
Dr Shannan Maisey
Science
More information
Dr Daniel Mansfield
Science

Find out more...
Dr Diane Mayorga
Business
Find out more...
Dr Simon McIntyre
Art & Design
Find out more...
Dr Gavin Mount
Humanities & Social Sciences

Find out more...
Professor Nalini Pather
Medicine
Find out more...
Professor Patsie Polly
Medicine
Find out more...
Dr Jayashri Ravishankar
Engineering

Find out more...
Associate Professor Cathy Sherry
Law
Find out more...

Dr Elena Sitnikova
Engineering and Information Technology
Find out more...
Dr Scott Sulway
Science

Find out more...
Dr. Inmaculada Tomeo-Reyes, Academic Mentor
Engineering
Find out more...
Associate Professor Adrienne Torda
Medicine
Find out more...
Professor Gary Velan
Medicine

Find out more...
Dr Marietjie Venter
Medicine
More information
Stephen Ward
Built Environment
Become an academic mentor

In the current pilot phase, to become an academic mentor at UNSW*, you will need to be a:

- Fellow of the Scientia Education Academy; or an
  - Education Focussed Academic.

OR

Have at least one of the following:

- Journal Article on the Scholarship of Learning and Teaching;
- Conference paper published in peer-reviewed conference proceedings;
- Postgraduate Certificate or higher qualification in Learning and Teaching;
- Editor of a book focusing on Learning and Teaching;
- Active member of an editorial board of a journal focused on Learning and Teaching;
- Editor of an Academic Journal focusing on Learning Teaching;
• HEA Fellowship (category Fellow or above);
• Awarded Learning and Teaching Grant (University/National/International);
• Memberships in professional associations related to Learning and Teaching in Higher Education (please include details of your role);
• Learning and teaching related Fellowship at a National or International University;
• Mentoring experience, specifically in the area of Learning and Teaching.

*Currently the initiative is being piloted with Fellows of the Scientia Education Academy and Education Focused Academics. Following the success of the pilot phase, mentoring opportunities will opened up to a broader range of staff at the university who meet other criteria as above.

Apply to become an academic mentor

If you meet the above criteria we warmly invite you to become an academic mentor at UNSW. All you need to do is to is complete the online expression of interest.

Resources

The following resources have been developed to support you on your mentoring journey.

**Academic Mentoring Guide**

**Individual Templates / Handouts**

**Mentoring Agreement**

**Mentoring Checklist**

**Mentoring Notes**

**Last Meeting Checklist**

**Final Reflection**

**Video Resources**

**Choosing a Mentor and Expectations of Mentees**
Associate Professor Linley Lord of the Maureen Bickley Centre for Women in Leadership, Curtin Graduate School of Business, answers a series of questions on how to choose a mentor and expectations of mentees.

**Advice to Mentees**

Professor Attila Brungs, Vice-Chancellor and President of the University of Technology Sydney offers advice relating to the question "What advice would you offer mentees on how to progress their career?"

**Mentoring and Sponsorship**

Dr Jennifer de Vries, Gender Strategy and Organisational Development Consultant ([www.jendevries.com](http://www.jendevries.com)), presents a useful overview on the differences between academic mentoring and sponsorship (04.30-07.30).

**References**


**Contact**

For further information contact Dr Anna Rowe, Academic Development Services, PVC (Education).

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This initiative and its resources are adapted with permission, from the *Spectrum Academic Mentoring Guide* authored by Cahir, Harvey and Ambler (2017).