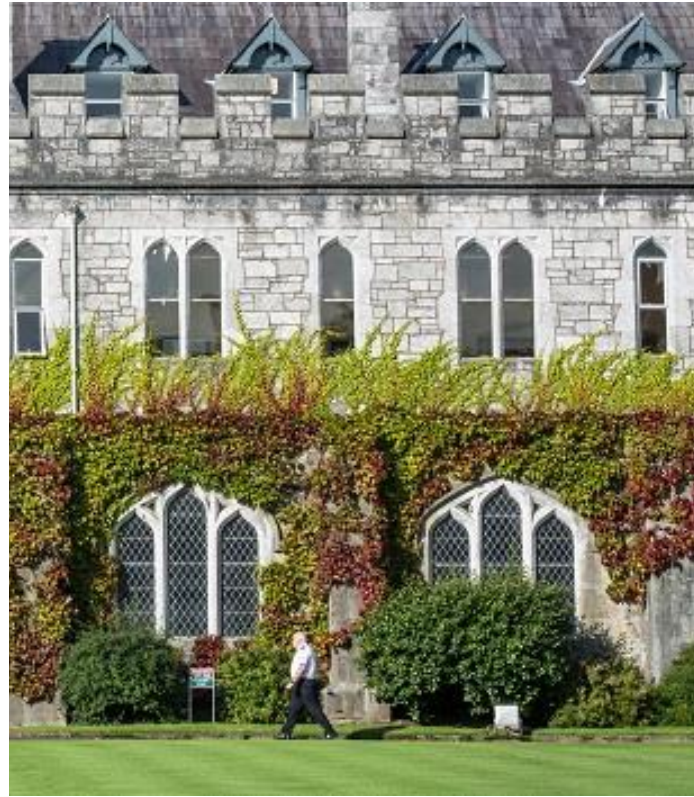

Academic Mentoring Panel

Mentee Guide



2021

Interim Registrar and HR Strategy & OD

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UCC Academic Mentoring

“Mentoring is a reciprocal and collaborative learning and development relationship between a more experienced academic mentor and a mentee or group who is less experienced. It creates a space of guidance, direction, feedback, dialogue, reflection, inquiry and action. The mentoring relationship supports mentees to plan and realise learning goals and enhance critically reflective academic practice” (Boles & Diehm, 2013¹ pg. 7).

In response to an emerging need, and in the spirit of supporting a collaborative environment, an Academic Mentoring Panel has been established for UCC academic colleagues. The Interim Registrar, Prof. Stephen Byrne, launched a call for Expression of Interest to all academic colleagues at Professorial level, resulting in a panel of twenty Professors from across the university. Mentor Membership of the Academic Mentoring Panel is voluntary in nature and is recognized as a collegial giving back to the wider community of academic colleagues who may be at different stages in their academic career. The value gained by the mentor from the mentoring relationship is also recognised.

The approach underpinning the Academic Mentoring Panel at UCC is cognisant of the diverse mentoring relationship requirements of academic colleagues across the institution. It is noted that the Academic Mentoring Panel operates in a neutral capacity to any university promotional or appointment process and recognises the University’s Conflict of Interest Policy.

Mentoring relating to Probation/ Probation and Establishment:

It is acknowledged that the University appoints a mentor to all new hires, including new academic colleagues at the level of Lecturer/ Senior Lecturer, the focus of which is tied to the needs outlined by the Selection Committee involved in the appointment and the academic probation and establishment process (where relevant). The Academic Mentoring Panel operates separately from this process, which has an initial hiring period focus, but offers a complementary support for academic colleagues at the early employment stage with UCC. For such colleagues the Mentor and Mentee may agree how best the Mentee can inform and impart progress from engagement in the Academic Mentoring Panel into their on-going mentoring relationship to achieve mutual benefit.

¹ Boles, W., & Diehm, R-A. (2013). Creating more rewarding careers: A mentoring guide for the professoriate [Navigating a pathway to outcomes-focused thinking in engineering education]. Sydney: Office for Learning & Teaching.

Coaching, Mentoring and Sponsoring – What is the difference?

There are many development focused relationships which can aid a colleague’s career trajectory. The choice of relationship depends largely on the needs of the person seeking the development.

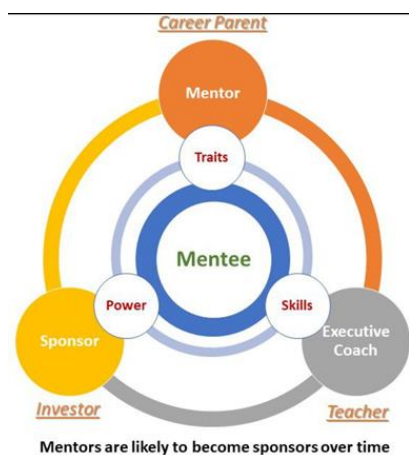


Fig 1: Coaching vs Mentoring vs Sponsoring

- **Coaching** is a **task or performance orientated relationship**.
- **Mentoring** is a **collaborative-based relationship** centred on guiding and transferring knowledge and expertise.
- **Sponsoring** is seen as ‘higher level mentoring’ and is focused on an **advocating based relationship** for the future success of the mentee.

Academic Mentoring – Adopting a Flexible Approach

Based on an international review of academic mentoring practices, the approach underlying UCC’s Academic Mentoring panel is one of a ‘community of practice’ providing for individual and group mentoring. This means, in consideration of the mentoring need and where possible the Mentee can access a:

1. One to one mentoring relationship – *between individuals*;
2. Panel Mentoring – *the mentee meets with a panel made up of two or three mentors of relevance to the need*;
3. Online Mentoring – *any of the above relationships where the relationship is via the use of communication tools and technologies e.g. Skype, Teams, email, Zoom, etc.*

Principles for operation of the Academic Mentoring Panel:

Whilst it is acknowledged all academic colleagues aim to operate within the values of the university, it is helpful to call out the inherent principles upon which the mentoring relationships under the Academic Mentoring Panel will operate:

Principle	Description
Inclusive	academic mentoring is available to all academic colleagues irrespective of grade or contract status. Efforts will be made to ensure gender and cross discipline membership of the panel and of the resulting mentoring relationships.
Mentee Driven	the mentee initiates and 'owns' the direction of the relationship.
Collaborative	both mentor and mentee collaborate to achieve the mentee's goal(s);
Facilitative of Growth	the mentoring relationship will facilitate growth for those in the mentoring relationship; both mentee and mentor.
Mutual Trust	mentee and mentor(s) will actively set out boundaries that support mutual trust.
Confidentiality	discussion and information which are shared during the mentoring relationship are confidential between the mentor and mentee. Any sharing outside of the mentoring relationship is based on mutual permission.
Respectful open communication	the relationship provides for up-front discussion which respects all those involved.
Bias Aware	the mentee and mentor actively work to call out any bias, conscious or unconscious, during the mentoring relationship.
Neutral support and advice	the mentoring relationship operates separately from the formal appointment, progression and promotional processes of the university.
One removed	the mentor will normally be an academic colleague from outside of the mentees' School/ Discipline.
Aligned to the academic mission of UCC as well as the mentee's personal goals	Aligned to the academic mission of UCC as articulated in Strategic Goals of the University (UCC -2022) and the mentees personal academic ambition.
No Fault – No Blame	when the mentoring relationship does not seem to be working for either the mentee or mentor, and following an open and honest discussion, the relationship can be disbanded on a 'no fault – no blame' basis.

Table 1: UCC Academic Mentoring Panel Principles

Scope of mentoring

The Academic Mentoring Panel is available to all academic colleagues irrespective of contract status or length of contract. This approach acknowledges the important role UCC can play in the academic career journey of an academic colleague irrespective of the length of stay with us.

Specifically, the mentoring panel may assist, but not limited to assisting, those:

1. Early Career academic colleagues seeking guidance on building their academic profile;
2. Academic colleagues aiming to progress their academic career trajectory in one or more of the areas of Research and Innovation, Teaching and Learning and Contribution;
3. Academic colleagues aiming for a career enriching (e.g. sideways step) or career enhancing appointment in the future;
4. Academic colleagues aiming to improve their research profile and/or positioning for research grant applications.

The Academic Mentoring Panel, although having current and past members of academic promotion boards within UCC, operates separately from such promotional processes. Therefore, the Academic Mentoring Panel is not in a position to review or assist in an academic colleagues actual promotion application. It is acknowledged that the guidance and progress on the mentees' goals achieved through the mentoring relationship can assist in the colleagues development in areas relevant to academic activity in the broad areas covered by such schemes.

Focus of mentoring

1. General Career Trajectory
2. Specific challenge seeking guidance in overcoming
3. Future aspiration to progress ones academic career trajectory via promotion, progression, appointment, etc.
4. Specific academic area of activity for which guidance is required

“The Academic Mentoring panel is one of a community of practice, providing for individual and panel mentoring”

Length of the mentoring relationship

The length of relationship between the Academic Mentoring Panel and the Mentee will be determined by the need of the mentee and the availability of the Mentoring Panel. It is envisaged mentoring meetings will not exceed four meetings, spread out over a defined period of time to enable the mentee to progress outcomes between mentoring sessions. The duration of the mentoring relationship and the number of meetings to deliver on the mentoring relationship will normally be agreed up-front via an Mentoring Agreement Form. As UCC aims to provide as flexible an approach as possible, depending on mentee needs, the Mentoring panel will agree the number of meetings required in the specific relationship need (e.g. one focused mentoring meeting – *speed mentoring*; 2 meeting (*challenge/opportunity and follow up*); 3 -4 meetings where the mentee and mentor progress to supporting agreed outcomes over a longer period of time).

The Academic Mentoring Process Steps

1	Mentee Identifies need for mentoring and engages in a pre-reflection exercise.	5	Mentee Submits Pre-Mentoring Reflection Form.
2	Mentee fills in an Academic Mentoring Request Form	6	First Meeting – Academic Mentoring Agreement discussed.
3	Mentor(s) allocated and confirmed with Mentee.	7	Subsequent meetings – Mentoring notes.
4	Mentee makes contact with Mentor(s) to arrange first meeting.	8	Final Meeting – Final Reflection Form.

Pre-Mentoring Reflection & Submission

Prior to engaging in the mentoring process, it is important that you ensure that mentoring via the Academic Mentoring Panel is the right support path for you. A pre-reflection narrative exercise aids you as the mentee to inform your thinking and support the articulation of your mentoring need prior to making a mentoring panel request.

Pre-reflection exercise:

Personal Narrative:

What has been my academic career journey to date?

What have been my key acknowledgements?

What academic career trajectory do I have in mind?

How do I see myself progressing that journey?

Where do I want to get to?

What feedback have I had to date which can inform that journey?

Is this the right time for me to enter a mentoring relationship?

Strengths & Development Needs:

What are my areas expertise?

What areas am I working on developing?

What areas have I not focused on yet which are important for me in the future?

Mentoring Need/ Goals:

How do I see this mentoring relationship fitting in with my academic career journey?

How will the mentoring relationship assist me?

What specific need(s) do I want to work on within the mentoring relationship?

Feeding Forward:

How do I see myself acting upon the outcomes from my mentoring relationship?

What will enable me to make the most of the mentoring relationship?

What are the potential blockers/ obstacles to me making the most of this mentoring opportunity?

How do I intend on manage this so I can fully benefit from this experience?

Mentoring Request Form:

Once you have fulfilled your Pre-reflection (or relevant aspects) you will need to fill out the Mentoring Request Form (via 365 Forms – see link page pg.12). This form once submitted will be shared with the Mentoring Panel, in confidence and in line with needs identified. Administrative support will be provided by the Offices of Human Resources – HR Strategy & OD. Based on the mentee’s articulated need, a proposed mentor or panel of mentors will be identified. In this regard there are a number of options ranging from informal to more formal approaches. Timing and level of formality of the mentee-mentor matching process are factors which may determine the option which works best for all stakeholders in the Academic Mentoring Panel.

As Mentee you are asked to select up to six mentors, in your ‘Mentoring Request Form’, that you feel have an expertise and mentoring approach which would meet your mentoring need.

A briefing on each Mentor and the areas of mentorship they offer can be found via [Academic Mentoring | University College Cork \(ucc.ie\)](https://ucc.ie/academic-mentoring)



Commencing Mentoring – The First Meeting

Once the mentor(s) have been identified and agreed with you, a date is set for the first meeting. At this first meeting the Mentoring Agreement is discussed, which provides a structure for the first meeting and a basis of mutual understanding about the mentoring relationship and the roles of mentee and mentor within that.

Aspects covered during the first meeting:

- Identify the goals of the mentoring relationship
- Discuss a timeframe in which the task can be achieved
- Establish the mentor's roles and responsibilities
- Establish the mentee's roles and responsibilities
- Agree on frequency of meetings
- Discuss confidentiality agreement
- Discuss if things do not go to plan – approach

On-going Mentoring Meetings *(where applicable)*

Aspects covered:

- Establish a timeframe for the meeting
- Establish a goal for this meeting
- Make notes during the meeting – *Meeting Notes Template*
- Discuss and decide on the action items for the following meeting
- Make arrangements for the next meeting

Concluding the Mentoring Relationship – The Final Meeting

The final meeting between the mentor(s) and you provides an opportunity to reflect on progress, key learnings and outcomes from the mentoring relationship. To assist in this discussion a 'Final Reflection' template form is available to capture this. It is intended that this final reflection is completed during the final meeting by both mentee and mentor(s) and marks the end of the mentoring relationship.

Attributes and skills for a Positive Mentoring Experience

Mentor Attributes/ Skills:

Hubball, Clarke & Pole (2010) conducted a ten year review of mentoring in SoTL research identifying mentor attributes which positively impact the mentoring relationship. The attributes identified related to:

- Acts as an exemplary role model
- Develops mutual trust
- Has an openness to alternative perspectives and views
- Collaborates
- Effective two way communication (active listening and questioning skills)
- Provides a supportive atmosphere for the mentoring relationship
- Encourages the mentee's growth
- Imparts constructive feedback

Mentee Attributes/ Skills:

- Is proactive in the relationship
- Is an openness to alternative perspectives and views
- Has clarity on mentoring relationship goal(s)
- Develops mutual trust
- Collaborates
- Effective two way communication (active listening and questioning skills)

Mentorship Support for Addressing Needs Going Forward

The mentoring relationship, although centered around the needs of the mentee, provides a valuable mentorship experience for the mentor. In acknowledgement of this, the mentoring panel will be brought together to reflect on its experience as a panel at appropriate intervals. This will fully respect the confidential nature of the individual mentoring relationships, and the principles upon which the panel is formed, but provide avenue to highlight overarching and emerging trends to enable the panel to equip itself to address mentoring needs going forward. It is also good practice for each mentor to reflect by oneself or with another panel member for growth as a mentor.

Scan the QR Code or Access online via 365 Forms



Here's the link to the "Academic Mentoring Panel
Mentoring Request Form":

<https://forms.office.com/r/bKemawDn1a>

The following paperwork templates are confidential between the Mentor(s) and Mentee



Deputy President & Registrar Office Academic Mentoring Agreement

<p>We are voluntarily entering into a mutually beneficial mentoring relationship. It is intended that this relationship will be a both a positive and purposeful experience. Our time together will be defined by a specific goals articulated by the mentee in their 'Academic Mentoring Request Form' upon which this mentoring relationship has been based . The mentor will advise and/or assist with the process of progressing this goal. Features of our mentoring relationship will include:</p>	
<p>Duration of the mentoring relationship: <i>(number of intended meetings over what time period?)</i></p>	
<p>Frequency of meetings: <i>(if more than one meeting)</i></p>	
<p>Maximum length of each meeting:</p>	
<p>Mentoring activities:</p>	
<p>Mentee's responsibilities:</p>	
<p>Mentor's responsibilities:</p>	
<p>Confidentiality agreement:</p>	
<p>We have discussed these principles to establish the boundaries of our mentoring relationship and the no-fault, no-blame procedure should this relationship need to end.</p>	
<p>Mentor:</p>	<p>Mentee:</p>
<p>Date:</p>	<p>Date:</p>
<p>All information exchanged during the meeting(s) between mentors and mentees, both online and face-to-face, remains between them, unless either the mentor or the mentee has given permission for that information to be discussed with others.</p>	

This form was adapted with permission from Cahir, Harvey and Ambler (2016). *Spectrum Academic Mentoring: A guide for mentors and mentees & UNSW Sydney.*

Academic Mentoring Panel Mentoring Notes *

Mentee:	Mentor(s):
Number of Mentoring Meetings:	This is Meeting #:
Document dated:	Prepared by:

Progress from the last meeting:

Actions from this meeting:

<u>Mentee:</u>	<u>Mentor:</u>
-----------------------	-----------------------

Further discussion topic for the next meeting:

*Mentoring notes are informal notes with the sole purpose of supporting the mentoring relationship. These are confidential between the mentee and the mentor(s). Where the mentee wishes to share these notes, for example with another party of benefit to the mentee's mentoring outcome, this can be mutually agreed with the mentor(s).

Academic Mentoring Panel Final Reflection

Mentee:	Mentor(s):
Number of Mentoring Meetings:	This is Meeting #:
Document dated:	Prepared by:

Progress since the last meeting:

Key Learnings from the mentoring relationship

-
-
-
-

Key Outcomes from the mentoring relationship

-
-
-
-

Mentor:	Mentee:
Date:	Date:

*Thank you for being part of this mentoring collaboration at UCC.
We hope you will continue to see benefit from this relationship.*

Useful Resources

Recommended Reading on Academic Mentoring:

Barkham, J. (2005). Reflections and interpretations on life in academia: a mentee speaks. *Mentoring and Tutoring*. Vol. 13, No. 3, December 2005, pp. 331–344.

Ewing, R., Freeman, M., Barrie, S., Bell, A., O'Connor, D., Waugh, F., & Sykes, C. (2008). Building community in academic settings: The importance of flexibility in a structured mentoring program. *Mentoring & Tutoring: Partnership in Learning*, 16(3), 294-310.

Harvey, M., Ambler, T., & Cahir, J. (2017). Spectrum Approach to Mentoring: An evidence-based approach to mentoring for academics working in higher education. *Teacher Development*, 21(1), 160-174.

Hubball, H., Clarke, A., & Pole, G. (2010). Ten-year reflections on mentoring SoTL research in a research-intensive university. *International Journal for Academic Development*, 15(2), 117–129.

Lee, A., Dennis, C., & Campbell, P. (2007, July 14). Nature's guide for mentors. *Nature*, 447, 791–797.

General Academic Mentoring Reading:

Chesler, N. C., & Chesler, M. A. (2002). Gender-informed mentoring strategies for women engineering scholars: On establishing a caring community. *Journal of Engineering Education*, 91(1), 49–55.

Darwin, A & Palmer, E. (2009). Mentoring circles in higher education. *Higher Education Research and Development*. 28(2): 125-136.

Foote, K. E., & Solem, M. N. (2009). Toward better mentoring for early career faculty: Results of a study of US geographers. *International Journal for Academic Development*, 14(1), 47–58.

Lopez-Real, F & Kwan, T. (2005). Mentors' perceptions of their own professional development during mentoring. *Journal of Education for Teaching* Vol. 31, No. 1, pp. 15–24.

Muschallik, J & Pull, K (2016) Mentoring in higher education: does it enhance mentees' research productivity?, *Education Economics*, 24:2, 210-223.

Schrodt, P., Cawyer, C. S., & Sanders, R. (2003). An examination of academic mentoring behaviors and new faculty members' satisfaction with socialization and tenure and promotion processes. *Communication Education*, 52(1), 17–29.

Meet Our Mentors

Academic Mentoring Panel



Prof. Aideen Sullivan



Prof. Alan Dobson



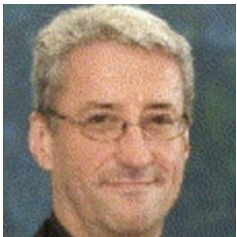
Prof. Anthony McDonnell



Prof. Astrid Wingler



Prof. Barry O'Sullivan



Prof. Bernard Hanzon



Prof. Edward Shinnick



Prof. Eileen Savage



Prof. Joe Feller



Prof. Jonathan Stock



Prof. Kathy Hall



Prof. Liam O'Mahony



Prof. Liam Marnane



Prof. Luigina Ciolfi



Prof. Marcel Jansen



Prof. Mark Poustie



Prof. Patricia Kearney



Prof. Paul McSweeney



Prof. Peter James Parbrook

Keep up to date and Learn more about our Academic Mentors and the areas of mentorship they provide via: [Academic Mentoring | University College Cork \(ucc.ie\)](https://www.ucc.ie/academic-mentoring)