

MENTOR PROGRAM

The mentoring program progresses through three phases:

- **Phase One: preparation.** During Phase One interested academics nominate to participate in the program and prepare information about their experience. Mentors will be required to attend a professional development activity. Mentors should be permanent members of staff to ensure continuity. Minimum hours of mentor participation: 5 hours.
- **Phase Two: establishment.** During Phase Two Indigenous applicants who make course enquiries are offered the assistance through the Indigenous Support Unit of an Indigenous Postgraduate Studies Advisor. If applicant *declines* offer, they apply through normal channels. If applicant *accepts* offer, an initial meeting is arranged with the Indigenous Postgraduate Studies Advisor. Subsequent meetings are held until the application process is completed. Minimum hours of participation: 5 hours.
- **Phase Three: ongoing and completion.** After the applicant has been accepted as an enrolled student, they are offered through the Indigenous Support Unit the assistance of a mentor. If student *accepts* offer, they are either assigned a mentor or nominate a mentor from the mentor database and make contact to arrange the first meeting at which roles and responsibilities are discussed and negotiated. Subsequent meetings are held as required until the mentor and mentee agree to complete the program. At the final meeting both the mentor and mentee complete an evaluation. Minimum hours of mentor/mentee participation for a full time student per academic year: 10 hours.

The total minimum participation hours for a mentor, including preparation time, is 15 hours. Subsequent participation would be 10 hours. Mentors, with Head of School approval, should either adjust their workloads to enable their participation in the program or be remunerated at an appropriate hourly rate.

MENTORING PROGRAM			
Activity			Responsibility
PHASE One	1.	Invitation to academics to participate.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
	2.	Mentor database established.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
	3.	Mentors participate in professional development activities.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
PHASE Two	4.	On enquiry, applicant is offered the assistance of an Indigenous Postgraduate Studies Advisor.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
	5.	If applicant <i>declines</i> offer, they apply through normal channels. If applicant <i>accepts</i> offer, meeting is arranged with the Indigenous Postgraduate Studies Advisor and then continue until the application process is completed.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
PHASE Three	6.	Student is offered the assistance of a mentor and if offer is accepted mentor is identified and contacted.	Indigenous Support Units – Indigenous Postgraduate Studies Advisor
	7.	Mentor contacts mentee to arrange 1 st meeting.	Mentor.
	8.	1 st Meeting: <i>Roles and Responsibilities</i> discussion and negotiation (Attachment One).	Mentor (provides report of <i>Roles & Responsibilities</i> to Indigenous Support Units – Indigenous Postgraduate Studies Advisor)
	9.	2 nd and subsequent meetings until agreed completion: <i>Session Records</i> (Attachment Two)	Mentor (provides copy of <i>Session Records</i> to Indigenous Support Units – Indigenous Postgraduate Studies Advisor)
	10.	Final meeting: <i>Evaluation</i> (Attachment Three)	Mentor (provides copy of <i>Evaluation</i> to Indigenous Support Units – Indigenous Postgraduate Studies Advisor).

ATTACHMENT ONE: Roles and Responsibilities

The role of the Mentor and the Mentee

Both the mentor and the mentee meet to discuss and negotiate their roles and responsibilities with the aim to identify expectations and to negotiate realities. Discussion questions could include:

- what should the mentor do?
- what should the mentee do?
- what attributes should the mentor possess?
- what attributes should the mentee possess?
- what skills are required for this partnership to be effective?
- when shall we meet?
- where shall we meet?
- how long will the meetings last?

ATTACHMENT TWO: Session Records

Mentoring Session Records

Mentor: _____ Mentee: _____

Session # _____ Date: _____

Record of meeting (activities/discussion/decisions)

Issues (time/financial/work/social/family)

Future directions (immediate/longer term)

Other linkages (person/reading/activity/agency)

Signatures: Mentor	Mentee
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ATTACHMENT THREE: Evaluation

The purpose of this evaluation is to obtain information about your views of the program so that the program can be improved in order to provide greater support.

Mentor

Mentee

1. What was especially helpful in this program?

2. How might the program be changed to enhance support?

<i>Signatures:</i> Mentor	Mentee	<i>Date:</i>
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