Curtin University

Mentoring Programs and Equity Groups: The Australian Story

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Executive Summary

Universities have used various programs, including those involving mentoring, to support students from groups that are underrepresented in higher education, known as 'equity groups'. While mentoring has been shown to have benefits for all students including those from equity groups, research has typically examined programs in one university or for one particular equity group and little is known about the extent of such programs across Australian universities. The project *Mentoring Programs and Equity Groups: The Australian Story* therefore had three aims. The first aim was to create a map showing the extent to which mentoring programs are used in Australian universities to support students from the different equity groups during the different phases of university life: enabling, engagement and employment. The second aim was to examine the extent to which features of a cross-section of programs aligned with existing guidelines and benchmarks produced to indicate best practice in mentoring. The third aim was to point to areas that need further research or that could inform current practice.

The project had two stages. In Stage One, existing websites and publications were systematically surveyed to determine how many mentoring programs existed in 39 Australian universities. These could be general programs that would include students from disadvantaged groups, or programs that explicitly targeted equity groups. Stage Two focused on the second group of programs and university contacts were invited to complete a survey detailing features of the programs related to aspects such as program aims and structure, selection and support of mentees and mentors and program evaluation.

Stage One revealed 203 mentoring programs that either included students from equity groups (n=145) or that were equity-focused (n=58). Most general programs aimed at the engagement phase of university life, where students are working through their courses. Most equity-focused programs occurred in the enabling phase, where the aim is to raise aspirations and facilitate enrolment at university, and most of these programs targeted Aboriginal and Torres Strait Islander (ATSI) students. In Stage Two, surveys from 12 programs covering four states and all equity groups were analysed against the combined benchmarks, with programs overall achieving 85 per cent alignment. Each benchmark was then analysed separately and although there was some variation between programs, findings were positive. One program achieved 100 per cent for all benchmarks. Aspects of programs relating to mentors were aligned more comprehensively with relevant benchmarks than were aspects relating to mentees. Evaluation benchmarks were the least comprehensively addressed although again this varied across individual programs. Based on the project findings, seven recommendations are made for university practice in relation to mentoring and equity groups and for further research.

Recommendations:

Recommendation 1
Universities should examine the specific support required for students from disadvantaged groups during and nearing completion of their courses in specific institutions.

Recommendation 2
Research should be conducted to compare the effectiveness of general versus targeted mentoring programs for students from underrepresented groups.

Recommendation 3
Research should be conducted using in-depth case studies that explore the structure of mentoring programs using a range of participant and program data.

Recommendation 4
University programs should ensure that mentee selection processes are clearly outlined in the program information.

Recommendation 5
University equity-focused programs should ensure that, in addition to comprehensive mentor recruitment, training and support, mentees are provided with relevant preparation and support.

Recommendation 6
Research should be conducted to examine how universities evaluate and report on their program outcomes through a range of in-depth case studies that could include document analysis.

Recommendation 7
Examples of program details where benchmarks, particularly those relating to evaluation, are comprehensively addressed, be made available on websites of funding bodies or other central repositories.

Background to the Project

Equity in Australian Higher Education

In Australia, policies to redress inequalities in participation between social groups, or 'widening participation', have a long history in higher education. In 1988, the *Higher Education Policy White Paper* set out to promote greater equity by investigating the issues of, and developing national objectives to address, inequity. Successive initiatives identified the various equity groups requiring particular support and set up strategies to address the issues as well as targets to assess performance (DIISRTE, 2013, pp. 2-3). Current targets are related to the 2008 review of the higher education sector. The 2008 *Bradley Review* assigned to report on the future of Australian education, found that while some groups had made significant progress, others still remain underrepresented in higher education (Bradley, Noonan, Nugent, & Scales, 2008). Broadly, seven groups are identified by the Australian Government as not accessing higher education at the same rate as the rest of the Australian population (Australian Government, Department of Education and Training, 2015). The National Centre for Student Equity in Higher Education (NCSEHE) examines, presents and supports research relating to these six equity groups (Koshy, 2016):
- Indigenous Australians
- people from low socioeconomic post-code areas
- people from regional and remote areas
- people with disabilities
- people from a non-English speaking backgrounds (NESB) or from culturally and linguistically diverse backgrounds (CALD)
- women in non-traditional areas of study (WINTA).

According to the Universities Australia *Higher Education Participation and Partnerships* review submission (Universities Australia, 2016a), there has been significant growth of domestic undergraduate enrolment of students from low socioeconomic backgrounds (45.7 per cent) as well as of students with a disability (78.5 per cent) from 2008 to 2014. While the actual numbers of enrolments for Indigenous (4,248; 60.4 per cent) and regional and remote students (33,215; 30.2 per cent) show noteworthy improvements, the percentage point growth is low (0.3 per cent and -0.4 per cent respectively). Within the remit of 'widening participation', interventions have been developed to motivate students to aspire to attain higher education as well as to prepare them to for the transition into university. The objective is to encourage progression to higher education of those groups (commonly known as equity groups) that have traditionally not attained qualifications from universities due to various disadvantaging factors.

The research reported here provides a broad overview of how mentoring is used in Australian universities to support students from equity groups throughout their university life from building aspiration, through to, ultimately, graduation and employment. Importantly, the researchers decided to adopt a non-deficit model. This approach does not assume that students from the various equity groups have 'special needs' that must be addressed in programs that are additional to the universities' regular programs or curricula (Devlin et al., 2012, p. 6). Therefore the research began by including general mentoring support programs for all students, in which students from non-traditional backgrounds would be included. Only in the second phase were programs targeting equity groups the focus. In addition to raising aspirations of such groups, the Bradley report stated that there is a need to "provide academic mentoring and support" to maximise their retention and success Bradley et al., 2008, p. xiv). Attrition and non-completion rates for these groups are high and one of the ways to ensure continued engagement with higher education is through mentoring. Several studies highlight the positive impacts of mentoring programs on university students particularly in building resilience in overcoming the challenges of university study (e.g., Noonan, Bullen & Farruggia, 2012). The strength and success of mentoring programs is built upon various factors including the design and implementation of the programs.

The next sections of the report outline definitions and types of mentoring in general, as well as in university programs. Then, research relating to the use of mentoring with students from equity groups is briefly presented followed by an examination of the aspects of mentoring programs that are associated with successful outcomes. The background section includes the specific aims and research questions of the project.

Mentoring

Mentoring is a well-established, evidence-based strategy whereby a more experienced person (mentor) assists, supports or encourages a less experienced individual or group of people (mentees, protégés or recipients of the mentoring) (Elliott, Beltman, & Lynch, 2011). Mentoring programs have been effective in developing skills and competencies, including personal and social development in various settings (Ehrich, Hansford, & Tennent 2004; MacCallum & Beltman, 2003; Salinitri, 2005). Classical mentoring defines a mentor as "one who listens to, cares for, gives advice to, and shares information and life/career experiences with another, especially a young person requiring assistance" (Dondero, 1997, p. 882). In classical mentoring there is a one-on-one relationship between the mentor and mentee. Peer mentoring is often used in universities to assist students in their transition to university (Calder, 2004; Husband & Jacobs, 2009), and in such situations this may be group mentoring where one mentor supports several mentees and perhaps communicates with them or meets as a group. There are many other models of mentoring (MacCallum & Beltman, 1999) and even group mentoring can take several forms (Huizing, 2012).

Despite their different formats, all mentoring relationships typically contain various combinations of: emotional and social support; direct assistance such as with career and professional development; and role modelling (Jacobi, 1991), depending on the aims and focus of the program. Research has shown that in some classical mentoring relationships, mentors were primarily thought to be sources of emotional support (Bullough, 2005). The different foci and functions of mentoring may be considered to exist along a continuum based on the degree of interaction between the participants (MacCallum & Beltman, 2002). When there were many strategies to encourage women to enter non-traditional careers in the 1980s for example, Byrne (1989) argued that this continuum ranged from less effective, role-model types of programs to more effective explicit mentorship. MacCallum and Beltman (2002) built on this idea to categorise programs, without making assumptions about their effectiveness. Linked to different theoretical assumptions, role model programs typically involved little direct interaction with the role model demonstrating some skills or knowledge, and the mentee observing. Further along the continuum, there could be some degree of interaction such as in a series of workshops or at a camp, where scaffolding and opportunities for relationships would be provided. On the end of the continuum with the highest level of interaction would be classic mentoring, where there is a high level of support, ongoing interaction, and a focus on developing positive relationships between the mentor and mentee. Table 1, adapted from MacCallum and Beltman (2002), summarises this continuum.

Table 1

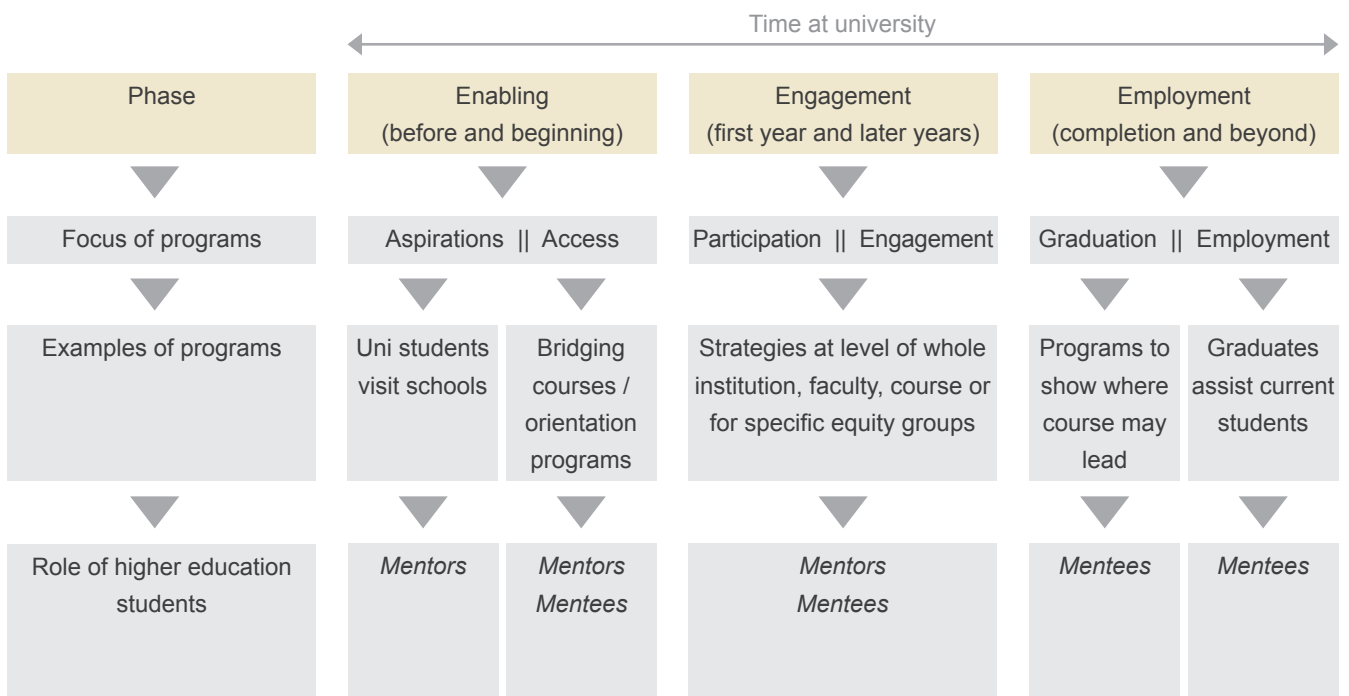*Continuum of interaction in university programs*

Degree of Interaction	None/Low	Some	High
Broad focus of program	Demonstration	Scaffolding	Support
Examples of types of university programs raising aspirations of equity groups	University students visit schools and speak to students	University students run holiday camps and activities for school students	University students act as mentors in small group mentoring programs for first year students
Examples of type of university programs supporting employment of equity groups	Successful professionals from the community visit lectures as a guest speaker	University students conduct a work-related group project with support from a community professional	Community professionals such as alumni work one-on-one with university students to enhance their work-readiness

In addition to different formats of mentoring, support programs for equity groups can occur with different purposes and at different phases of the university experience. For example, in Table 1, programs where university students visit or work with school students may be designed to raise aspirations to enrol in university, whereas university students acting as mentors for new students would be aiming to help with transition and increase retention. Using outside professionals to support a work-related project focuses on increasing the engagement of students during their course, and one-on-one alumni work would aim to link students to future employment. Figure 1 was developed to represent the scope of the current project and is a diagrammatic representation indicating where and how mentoring programs for equity groups are likely to be located in relation to the different phases of university life.

Figure 1 illustrates three distinct, broad phases of university life. The initial phase, *enabling*, is the pre-university entrance phase. The second phase identified is *engagement,* the period during which students study at university, and the final phase, *employment*, is the period in which students are looking beyond their university life. Figure 1 also indicates that there could be two kinds of mentoring programs at each phase: the enabling phase would have programs which focused on heightening student aspirations to university and others that would help students access and transition to university study; the engagement phase would have programs to enhance participation and foster engagement; and the employment phase would have programs that would help students to create a vision of where their study might lead after graduation and others that would assist students into employment in their chosen field. The focus of the research presented in this report is on programs across all phases of university life where prospective or current university students are the recipients of mentoring (mentees). In some cases, current students are also the providers of mentoring (mentors).

Figure 1

Mentoring programs for equity groups across phases of university life

	Time at university →		
Phase	**Enabling** (before and beginning)	**Engagement** (first year and later years)	**Employment** (completion and beyond)
Focus of programs	Aspirations || Access	Participation || Engagement	Graduation || Employment
Examples of programs	Uni students visit schools / Bridging courses / orientation programs	Strategies at level of whole institution, faculty, course or for specific equity groups	Programs to show where course may lead / Graduates assist current students
Role of higher education students	*Mentors* / *Mentors Mentees*	*Mentors Mentees*	*Mentees* / *Mentees*

Mentoring for Equity Groups in Higher Education

Programs have used mentoring in different ways over many years to support students from underrepresented or equity groups. For example, the USANET Scheme was an initiative implemented by the University of South Australia to assist university students from low socioeconomic backgrounds and regional/remote locations (Hill & Davenport, 1998). Providing mentoring was a key component of the scheme, with the aim of assisting students with their transition and engagement in their first year of university. The program was successful in connecting and maintaining mentorships. Similar outcomes continue to be found, for example, in outreach programs raising aspirations and facilitating pathways to university (Aitken, 2013). Programs that focus on academic support but may have a component of mentoring have produced positive academic and social outcomes for potential and current university students (Dearlove, Farrell, Handa, & Pastore, 2007; Fox & Stevenson, 2010; Glaser, Hall, & Halperin, 2006; Tolbert & Maxson, 2015). Other specific groups where mentoring has been a successful strategy in higher education include: students with disabilities (Boardman, 2003) and students with English not as their first language (Caferella, 1999; Colvin & Jaffar, 2007). In addition to this, amongst other strategies to assist students with Autism Spectrum Disorder (ASD), "Mentoring has assisted improved communication skills, and assisted with the retention of students with ASD" (Owen et al., 2016, p.41).

Students from remote locations have benefitted from online or e-mentoring (Wright & Simpson, 2010). For example, an online mentoring program was implemented at Central Queensland University targeting distance education students using telecommunication technology strategies. These strategies were used to develop mentoring relationships between an experienced distance education student and small groups of first-year students, with the aim of creating informal communication channels for first year students to receive non-academic support (Kennedy & Kennedy, 2002). This method of communication was an effective way of providing informal support to first year distance education students.

The format of peer mentoring is often used in universities to assist students in their transition to university (Calder, 2004; Husband & Jacobs, 2009). A peer mentoring project was implemented in the "Advanced English for Speakers of Other Languages" major at a Victorian university, involving third year students mentoring first years students in the first semester (Caferella, 1999). The project aimed to assist first year students' transition into university, as well as to facilitate English language skills. Following the project, first years reported an increased understanding of university life and subsequent reduced anxiety, as well as improved English skills. Third year students also found the mentoring experience rewarding. Later work has confirmed the many benefits to university students who act as mentors (e.g. Beltman & Schaeben, 2012). In their comprehensive work, Devlin et al. (2012, p. 45) highlighted the role of peer mentoring programs as "a key institutional strategy" in supporting students from low socioeconomic status backgrounds.

Colvin and Jaffar (2007) implemented a mentoring program for international student groups, with the aim of increasing international student retention. They believed the groups were successful, as they provided a non-threatening and inclusive environment for informal information sharing, and provision of support regarding different aspects of the university environment. Also targeting international students, a peer-mentoring model was implemented at the University of Canberra, whereby leadership student pairs (comprising one Australian student and one international student) mentored small groups of new international students (Devereux, 2004). Student leaders were trained to provide social support and practical information to new students. Leaders valued the friendships that were formed, and felt their ability and confidence to communicate with different cultures had greatly improved.

In the US mentoring has been used to support and provide resources for nursing students from ethnically diverse backgrounds (Crooks, 2013; Wilson, Sanner, & McAllister, 2010) and to increase the retention and graduation rates of students from minority groups in science, technology, engineering and mathematics (STEM) (Kendricks, Nedunuri, & Arment, 2013). Mentoring has also been used to support Indigenous students in Australian universities. Mills et al. (2014), for example, implemented a mentoring circle program to address the poor retention rate of Aboriginal and Torres Strait Islander students enrolled in a Bachelor of Nursing degree in far Northern Queensland. The aim of the mentoring program was to identify strategies to provide support and increase retention of these students in a culturally non-threatening and comfortable environment. Following the program, mentees developed self-awareness, confidence, social awareness, social management and an improved capacity to navigate different aspects of the university system. Another program targeting Indigenous students, the Australian Indigenous Mentoring Experience (AIME) program, was established in 2005, providing support to Indigenous students across schools in New South Wales, Queensland and Victoria, from years 7 to 12 (Harwood et al., 2013). Now operating in more locations, the program aims to improve retention rates of high school students, and support these students' transition to university. The AIME program has been found to be highly effective in strengthening and consolidating mentees' school and post school aspirations, engagement and sense of identity. The program rejects a deficit model and works with an understanding of Indigenous young people as rich in aspirations, and the program seeks to develop and strengthen existing aspirations (Harwood, McMahon, O'Shea, Andrews, & Priestly, 2015).

Although mentoring programs are widespread in higher education, descriptions and evaluations tend to focus on programs in a specific institution (e.g. Beltman, Elliott, Smith, & Lynch, 2013; Heirdsfield et al., 2008), for a particular equity group (e.g. Mills et al., 2014), or within a specific faculty or discipline (e.g. Heirdsfield, Walker, & Walsh, 2007). No research has been located that provides an overall picture of the use of mentoring as a strategy across universities and disciplines, specifically in Australia and in relation to students from underrepresented groups. The focus in this project is on undergraduate students from equity target groups as providers and recipients of mentoring, whether they are included in 'universal' programs or are part of 'tailored' programs for underrepresented groups.

The first aim of the project is to use largely existing data to provide an overview of how mentoring programs are used in Australian universities, across and within specific disciplines, to attract and support students from underrepresented groups, and to point to further research needed in this area. While various types of mentoring programs are widespread, descriptions and evaluations tend to focus on a specific institution, equity group or faculty/discipline. The proposed project will collect data across institutions and disciplines to create a broad overview or map that would indicates the breadth of mentoring programs that include or specifically target equity groups. The first research question of the project was therefore:

Research Question One:
What mentoring programs that include or target equity groups are used in Australian universities to attract and support such students?
> The outcome of this question is a detailed map that will be linked to the concepts and university phases in Figure 1.

Effective Mentoring Programs

In addition to mapping current programs, the project aims to provide some preliminary findings about their effectiveness. Evaluation of programs is important, for example, for improvement and for funding (Reed, King, & Whiteford, 2015). In 1999, a report indicated that guidelines for mentoring programs in Australia were urgently needed (MacCCallum & Beltman, 1999). Since that time, various standards have been developed that indicate the key factors needed in mentoring programs to maximise their success. Two sets of Australian standards were seen to be relevant to inform this aspect of the project. The first set of standards is a set of guidelines for *Good Practice in Peer Mentor Programs in Higher Education* that has been produced for university programs by the ANZSSA (Australian and New Zealand Student Services Association) network which supports higher education staff who are in turn supporting staff and students within their institutions (ANZSSA, 2015). ANZSSA is "the professional association for all people working to support students in post-secondary education in Australia and New Zealand" (http://www.anzssa2016.com/about-anzssa.html). The guidelines were developed under the leadership of the then president, Dr Jim Elliott who has also presented and published in the field of mentoring in higher education settings (Beltman et al., 2013; Elliott & Barratt-See, 2009; Elliott, & Lynch, 2010; Hunter et al., 2009).

The second set of standards selected for use in the current project is that developed for programs targeting 'at risk' youth: The Australian Youth Mentoring Benchmarks (AYMN, 2012) where "each benchmark indicator is an essential feature of a quality mentoring program" (http://aymn.org.au/benchmarks/how-to-use-the-benchmarks/). The current project focuses on 'equity' groups, and the prospective and current students within these groups who are seen as facing potential disadvantage in the higher education sector, who could be described as vulnerable or 'at risk' of not achieving their educational goals. The earlier report (MacCallum & Beltman, 1999), formed a basis for further work in relation to benchmarks for youth mentoring programs (see, for example, Mentoring Australia, 2000). The lead author, Dr Judith MacCallum has been a key figure in the AYMN and was acknowledged in another Australian report (Blaber & Glazebrook, 2006).

The online Oxford dictionary defines "benchmark" as "a standard or point of reference against which things may be compared" with words such as "criterion", "indicator" and "guideline offered as synonyms (https://en.oxforddictionaries.com/definition/benchmark). A "guideline" is defined as "a general rule, principle, or piece of advice" with synonyms such as "advice", suggestion" and "direction" (https://en.oxforddictionaries.com/definition/guideline). It is the view of the authors that while there may be subtle differences between the terms benchmark and guideline, the intent of both sets selected was to provide standards in areas of mentoring practice that could be used to develop programs, to enhance their quality, or to evaluate them. Therefore both sets of standards were

combined to structure data collection as well as used as a basis for evaluating how a selection of programs align with these. For consistency, the combined standards are referred to as 'benchmarks' in this report. Each set of standards used has a slightly different focus and target group leading to different emphases within them. There are, however, common elements. For example, both provide suggestions for training of mentors. The ANZSSA (2015, p. 20) guidelines provide details of suggested content and information regarding peer mentor training, including, for example:

Training for Mentors

> 2.8 Mentors should be provided with appropriate resources such as a handbook, resource pack or similar, and any equipment necessary to perform the role. This may include access to internet, phones, or any other equipment as needed.

> 2.9 Training should be appropriate to the delivery of the mentoring program such that online mentoring should have an online training component.

> 2.10 It is acceptable for delivery of the training or preparation program to occur in a variety of alternative ways such as, in groups, individually, or on-line so that students with different modes of study have access to the training and potentially across time appropriate to program design.

Likewise, the AYMN (2012, p. 20) Element Seven is "Orientation and Training: Comprehensive orientation and training for mentors and young people to assist them in building an effective mentoring relationship" and the benchmark states:

> ORIENTATION AND TRAINING OF MENTORS
> a) Mentors receive appropriate preparation for participation in mentoring, including training and resources to enable them to perform their role. Topics must include:
> - definitions/understanding of mentoring
> - roles, responsibilities, expectations and boundaries of the relationship
> - communication skills, including conflict management
> - confidentiality and risk management issues relevant to participants
> - developing and implementing culturally appropriate practices.

Further details are provided regarding the content of the training and there are additional resources provided. As already indicated, for the present project, both the AYMN and the ANZSSA resources were combined and grouped according to common aspects of mentoring programs. Table 2 indicates the broad categories that both sets of standards addressed, the category name that was used in the project survey and the features of programs that would align with these categories. The second aim of the project is to explore the effectiveness of mentoring programs used to support students from equity groups. Using published evaluations and gathered program data, analysis of how a sample of programs align with benchmarks on best practice in mentoring will enable an initial indication of the comparative effectiveness of such programs. Having developed these combined categories and characteristics, the next research question for the project was:

Research Question Two:
How do Australian mentoring programs for equity groups align with existing evidence-based benchmarks?
> > The outcome of this question is an analysis of a sample of programs against existing benchmarks.

The Path Forward

On completion of the map and benchmark alignment analysis, the third aim of the project is to provide recommendations for practice and for further research. Specifically the project will address the following research question:

Research Question Three:
What research is still needed to ensure the successful implementation and effectiveness of mentoring programs to enhance outcomes for students from equity groups?
> The outcomes of this question are specific recommendations and suggestions for practice and further research.

Table 2

Characteristics of effective mentoring programs

ANZSSA guidelines / AYMN benchmarks	Project survey categories	Characteristics of a program addressing these benchmarks:
Program design Program resources Program evaluation	Program design	A well designed program would: - be aligned with the vision, mission and values of the host university - have a clear set of aims, objectives, measurable KPIs or outcomes the program is expected to achieve - have a detailed plan ensuring sustainability (including financial) of the program for its intended life-cycle - have an action plan outlining how the strategic plan (aims, objectives and KPIs) will be implemented on a day to day basis - have a closure plan that celebrates achievements and provides options for current participants - have an evaluation strategy.
Program design Recruitment and promotion	About the mentees	Mentee preparation should include: - an induction program - written information regarding program expectations, roles and contact information - information about the boundaries of mentors and the role of the mentor/mentee relationship. The program should include recognition for mentee participation.
Program design Recruitment & promotion Orientation and training	About the mentors	Mentor selection should include: - a formal application process, or - selection by program staff, or - nomination/invitation by an organisation. The program should include some kind of recognition or incentive. e.g. payment, certificate of participation, official thank you ceremony, invitation to ongoing professional development. Mentor training (generally) should be greater than four hours duration, and include two or more of: - clear information about the program e.g. expectations, contact information of staff - information about individual differences - communication skills e.g. team work and group facilitation skills as appropriate - intercultural competence - personal and academic boundaries of the role - considerations of self-care - when to make referrals to other areas of the institution. Additionally, the mentors should: - be available to mentees during the program *(continued on next page)*

Table 2 continued

		- be provided with written materials about the program and their role in it - be provided with a role description and code of conduct. Risk should be managed through a combination of the following: - mentors are invited into the program - mentors apply in writing - mentors are interviewed - a character reference is sought - mentors provide a police clearance.
Program design	Program structure	**Matching** - There needs to be a rationale for the matching of mentors and mentees that includes at least three of the following: - self-selection - age - gender - discipline, faculty or course area - interests - culture / ethnic background - availability - location. **Contract** - An official agreement ought to exist between the mentor and the mentee on the terms and conditions of the mentoring relationship. **Focus** - Ideally, the program structure would be negotiated between the mentor and mentee with the mentee taking the lead. Set activities, general guidelines or the mentor being free to decide, while not ideal, were considered favourably. **Monitoring** - There ought to be some kind of monitoring of relationships/progress of the program such as through written reports, emails, or phone calls. **Support** - A program requires a dedicated support person, ideally a coordinator, while administrative staff, publicity officers and liaison officers can offer additional support.
Program design Program evaluation	Program evaluation	Evaluation ought to include: - a team/person to oversee the evaluation strategy, process and timeframe - data collected regarding program operations and outcomes at identified times - a clear process and procedure to effectively collate, analyse and interpret data - feedback which is used to improve the program processes, aims or objectives - results reported to program participants, stakeholders and the community so that they are aware of the program's achievements.

Methodology

Overall Project Design

A cross-sectional design was used to collect data from a number of programs at one point in time. The study comprised of two stages of data collection. Stage One was a survey of publicly available data on university websites regarding mentoring programs that could include or that targeted students from underrepresented equity groups. Based on analysis of Stage One data, coordinators of programs that specifically targeted equity groups were contacted in Stage Two. Following personal contact by phone and email, program coordinators were invited to complete a survey based on the combined benchmarks (Table 2). Data were collected using a survey research design which aims to describe trends rather than attempt to determine cause and effect (Creswell, 2005). Ethics approval was obtained from the researchers' institution. Any information obtained for the study would remain confidential with no participants, programs or universities identifiable in Stage Two. Details of each stage of data collection and analysis are outlined in the following sections.

Stage One Method

Stage One Program Search

The aim of Stage One was to use largely existing data to create a broad overview, or map, which would indicate the breadth of mentoring programs that include or specifically target equity groups. As an accessible repository for this existing data, a search of university websites was conducted to collect this information. Given the scope of the project, this was also an economical strategy. The process of exploration at each website included a search using the keywords: mentor, equity, and mentor equity. The same search was conducted outside the university webpage using the same terms and including the university name. Data were collected about each mentoring program (whether equity or general) using a set of questions (see Appendix I) in the following areas: aim of the program; general or faculty specific; the mentee target group; the phase at university that the program addressed; the focus of each program; whether the mentors came from an identified equity group; and who the mentors were (e.g. current students, staff, alumni). Contact information was also recorded, when available, for each program. The search yielded at least one program at each university. The research team presented on the project at a conference and during this collected further information about programs (Beltman, Ala'i, & Samani, 2016).

Stage One Sample

Universities Australia, the peak body representing Australia's universities, identifies 39 universities in Australia, all of which were used for the program search (Universities Australia, 2016b). As can be seen in Table 2, of the 39 universities, 26 are situated in the capital cities and are distributed as shown in Table 3.

Figure 2

Map of the 39 universities in Australia

Table 3

Distribution of 39 universities by state/territory and location of main campus

State/Territory	Metro	Non-Metro
Australian Capital Territory	2	0
New South Wales	6	5
Northern Territory	1	0
Queensland	3	5
South Australia	3	0
Tasmania	1	0
Victoria	7	1
Western Australia	5	0
Total	28	11

Stage One Data Analysis

The initial collection of data included all programs for students that had 'mentoring' in their name, as well as all other programs that appeared to use mentoring. Not included in the dataset were programs that only focused on academic support. While these programs also produce positive academic and social outcomes for students (e.g., Fox & Stevenson, 2010), only those programs that combined academic assistance with one or more other elements that fall within the mentoring parameters identified previously were included (see Table 1). Also excluded from the dataset were programs that did not fall into one of the three phases at university (i.e. enabling, engagement or employment). Information about each of the 203 programs found was entered into a spreadsheet using the Survey 1 questions as a framework (see Appendix I). Descriptive statistics were then calculated using SPSS. In addition, a summary paragraph was written about each program.

Stage Two Method

Stage Two Survey

The aim of Stage Two was to identify the features and outcomes of equity-focused mentoring programs by gathering further information about a selection of the programs from Stage One. Selected programs were then analysed to determine how they aligned with the benchmarks on best practice in mentoring. The survey was constructed with sets of questions developed to gain some information about the general nature of the program as well as specific questions in response to the ANZSSA guidelines and AYMN benchmarks. Through an iterative process, the AYMN and ANZSSA resources were combined into broad areas of: *program design, orientation and training, management, monitoring and support, recruitment and promotion, program resources, and program evaluation*. These broad areas were then categorised into a further five areas of inquiry for Survey 2: big picture (or program design), about the mentees, about the mentors, program resources, and program evaluation (see Table 2). For example, one general question asked: *What is the geographical location of the program and its area of coverage? (e.g. town, region, state etc.).* Questions about the mentors, for example, asked about where they were located and what training they had received before working with their mentees. The full set of questions is provided in Appendix II, and these formed the basis of a survey developed using Qualtrics.

Stage Two Sample

Using contact information obtained from Stage One as well as from the Students, Transitions, Achievement, Retention & Success (STARS) conference, program coordinators of the 58 programs that targeted equity groups were contacted personally by phone if possible, otherwise by email, to invite them to complete the survey online. If the coordinators were interested, information and consent forms were emailed to them with a link to the Qualtrics survey. Coordinators were also given the option to complete a PDF version of the survey. 19 surveys (33 per cent response rate) were received of which 12 were identified as meeting the criteria of mentoring programs that targeted equity groups. Some coordinators completed surveys for other programs they ran. Table 4 indicates the equity groups targeted by the 12 Stage Two programs and their location. In order to preserve program anonymity, the state where the program operates is not included. Programs in four states (WA, NSW, Vic and Qld) are represented in Stage Two. The programs have been deidentified, and coded to show the relevant specific equity group. A=ATSI; M=Most equity groups; C=CALD; D=Disability; W=WINTA. Where there is more than one program for an equity group, a number is added to the letter. Phase at university has been coded as P1=Enabling; P2=Engagement; and P3=Employment. An example is W2P3 which is a program for women in non-traditional areas in the employment phase of university.

Table 4

Stage Two program details

Program Name	Equity Group	University Phase	Location
A1P1	ATSI	Enabling	City
M1P1	Most	Enabling	City
A2P1	ATSI	Enabling	City
C1P1	CALD	Enabling	City
M2P1	Most	Enabling	City
A3P2	ATSI	Engagement	Regional
M3P2	Most	Engagement	City
M4P2	Most	Engagement	Regional
D1P2	Disability	Engagement	City
M5P3	Most	Employment	City
W1P3	WINTA	Employment	City
W2P3	WINTA	Employment	Regional

Stage Two Data Analysis

Survey responses for each program were entered into a spreadsheet. A number of the questions were included to provide a more complete picture of the program and data previously collected from Survey 1 were combined for this section of the results. The 12 survey responses were examined against the guidelines and benchmarks that were used to create the survey as outlined in Table 2. Responses to each item in each broad survey category were rated as a 1, 2 or 3:

1.   Benchmark not addressed
2.   Benchmark addressed to some extent
3.   Benchmark comprehensively addressed

Each program then received a percentage score for each category. For example, there were six qualitative questions in the Big Picture category. A program that comprehensively addressed the guidelines for half of the questions (or three questions) would receive a score of 50 per cent. In order to simplify the feedback, the categories of comprehensively addressed or addressed to some extent were combined. The proportion of responses was calculated as percentages in each category and, finally, the overall percentages for each rating were calculated.

Two researchers worked together on this rating and a third researcher checked a sample of programs. Any discrepancies were resolved through discussion and the location of further information about the program where appropriate. For each survey category, data were combined across programs to provide frequencies and percentages as an indication of the extent to which the sample of programs aligned with the relevant benchmark (as categorised in Table 2). A one page summary was also created for each program, indicating the features of that specific program that aligned with the benchmarks.

Credibility and Limitations of the Research

A key aspect of survey research design is to ensure rigorous sampling procedures (Creswell, 2005). The present study sampled the whole population in terms of Australian universities, but the sample size was limited by the degree to which information about mentoring programs was available on each web page or by the ease of which it could be located. While the search resulted in the discovery of 203 mentoring programs across the 39 universities, it is possible that there are more programs out there not clearly documented online. Of these, 58 equity-oriented mentoring programs were spread over 29 of the universities. Programs that indicated that they targeted an equity group were contacted by phone or email, however the response rate for this was only 33 per cent despite a personalised approach. It may be that contact details were out of date or that the best person to complete a survey did not receive it. Coordinators may have been reluctant to complete a survey given that it was not a compulsory requirement of a funding body or of their own university. Within the time frame and resource constraints of the project it was not possible to follow up the other programs, but those surveyed represented a cross section that included each equity group as well as each phase of university life.

Combining two sets of guidelines and providing multiple choice as well as open response options reduced the likelihood of response bias (Creswell, 2005) as did reference to published reports where available. Categories developed for Stage Two from the benchmarks were developed by one researcher then checked by the other two to ensure they were suitably comprehensive. The rating tool for the Stage Two program data was created collaboratively by two researchers and refined on discussions with the third. A research assistant with experience across a number of equity areas contacted program staff regarding Survey completion. Regular team meetings were held to make decisions on the parameters of the data analysis and on the format and nature of the reported findings and recommendations.

Results and Discussion

Stage One Results and Discussion

Map of Australian Mentoring Programs

One of the aims the project was to create a map of mentoring programs in Australian universities. Figure 3 shows the 203 programs mapped against the three distinct phases of university life which were outlined in Figure 1. They are: enabling (before and beginning university life) (n=43), engagement (first year and later years) (n=99), and employment (completion and beyond) (n=61). Of the 203 mentoring programs, 58 were identified as programs targeting students from equity groups. Other 'general' mentoring programs were offered to all students and students from equity groups would have been included, for example, if an equity student was a beginning student in a mentoring program for all first year students. In two cases, programs were run from outside universities and operated at multiple sites. Although they were organised from a central location to some extent, they were modified for the local context and used locally-based personnel so are counted as separate programs in the data. These are indicated with an asterisk where relevant.

From Figure 3 it may be seen that most (n=85) general mentoring programs occurred in the engagement phase of university life where students are already enrolled and studying their courses. Most mentoring programs located that were explicitly equity-focused occurred in the enabling phase (n=32). The next level on the map shows the focus of the mentoring programs for each equity group by phase, and this level will be explained more fully in the following sections. The final two levels are about the mentors. The first shows who the mentors are for each program at each phase and the second shows when mentors are, themselves, from an equity group. Further details about programs also appear in the following sections.

General and Equity-Focused Programs

A proportion of the 203 mentoring programs that are mapped in Figure 4 from across Australian universities were general. While these programs could include students from equity groups, they had no specific equity focus. Figure 5 graphically reproduces the information from the top row of the map (Figure 4) showing the relative proportions of general and equity-focused programs for each phase of university life. It may be seen that of the 43 mentoring programs focused on enabling students to enter university education, 74 per cent were oriented to one or more equity groups, whereas in the engagement phase only 14 per cent of the 99 programs were for one or more equity groups. The employment phase had 20 per cent of programs as equity-focused .

Figure 3

Map of located general and equity-focused Australian university mentoring programs, across university life
* number of individual programs when multiple sites removed

Time at university

Phase: n=203 Equity-focused: n=58	Enabling: n=43 Equity-focused: n=32 (16*) General: n=11	Engagement: n=99 Equity-focused: n=14 General: n=85	Employment: n=61 Equity-focused: n=12 (5*) General: n=49

Focus of programs: n=58 (37*)	Aspiration: n=29 (13*) Access: n=2 Both: n=1	Participation: n=4 Engagement: n=2 Both: n=8	Employment: n=10 (5*) Employment & Grad: n=2

Focus breakdown

Focus breakdown	Aspir.	Access	Both	Part.	Engage.	Both	Emp.	Emp. & Grad.
Most equity groups: 8	3	2		1		1		1
ATSI: 24 (8*)	21 (5*)			1		2		
Disability: 6					1	4		1
CALD: 3	1				1		1	
Low SES: 4	3		1					
R&R: 4	1			2		1		
WINTA: 9 (4*)							9 (4*)	

Who are the mentors?

Who are the mentors?	Aspir.	Access	Both	Part.	Engage.	Both	Emp.	Emp. & Grad.
Current students: 39 (23*)	25 (9*)	1	1	4	1	7		
Alumni: 1								1
Career professionals: 10 (5*)							10 (5*)	
Target mentee group/s: 2		2				1		
Students & alumni: 2	1					1		
Don't know: 4	3				1			

Mentors drawn from an equity group

Mentors drawn from an equity group	Aspir.	Access	Part.	Both.	Employment
Most equity groups: 2		2			
ATSI: 4	1		1	2	
Disability: 1				1	
WINTA: 8 (3*)					8 (3*)

Figure 4

Proportion of equity-focused mentoring programs at each phase of university life

Enabling: n=43 — Equity n=32 74%, General n=11 26%

Engagement: n=99 — Equity n=14 14%, General n=85 86%

Employment: n=61 — Equity n=12 20%, General n=49 80%
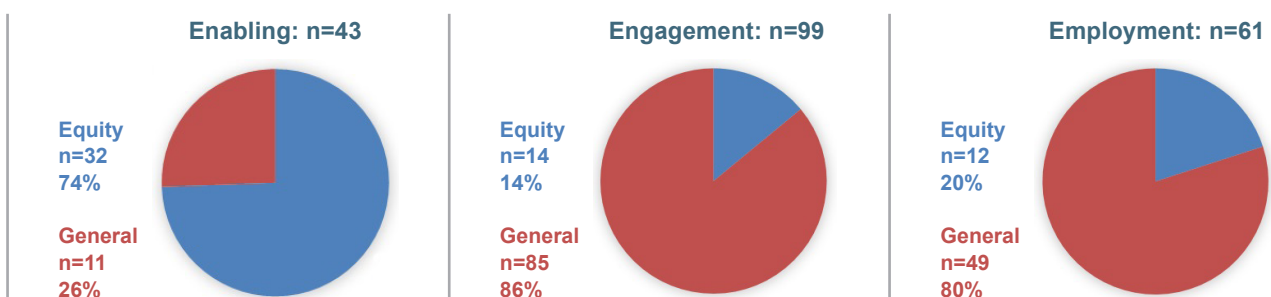
Some comments can be made about the above information regarding the distribution of mentoring programs supporting students from equity groups. Although universities are providing a greater number of programs during the engagement phase of university, the data indicate that universities are providing more support to potential students from disadvantaged groups to help them to enter university, with less targeted support being provided at later stages of a university career. One reason for more general programs could be that they are more cost-effective in times of reduced university funding. It could also be that a more inclusive approach is being taken (Devlin et al., 2012), with universal design principles and 'transition pedagogy' used to support all students (Nelson, Quinn, Marrington, & Clarke, 2012). It may be, however, that more targeted support would increase the retention and employment rates for these groups. As yet, there appears to be insufficient evidence to indicate whether general or targeted mentoring programs are more or less effective for students from specific equity groups.

Recommendations

Recommendation 1:
Universities should examine the specific support required for students from disadvantaged groups during and nearing completion of their courses in specific institutions.

Recommendation 2:
Research should be conducted to compare the effectiveness of general versus targeted mentoring programs for students from underrepresented groups.

Equity-Focused Programs

In the following presentation of results equity groups are identified as: Aboriginal or Torres Strait Islander (ATSI) students, low Socio-Economic Students (Low SES), students with Disability (Disability), students from regional and remote Australia (R&R), students from Culturally and Linguistically Diverse backgrounds (CALD), and women in non-traditional areas (WINTA). A further category of 'most equity groups' is used for programs that are oriented towards a number of potentially disadvantaged students. For example, one program was for disadvantaged students and included those with disabilities, Aboriginal and Torres Strait Islanders, students with English as an Additional Language (EAL) and those from rural and remote communities. So 'most' groups (WINTA excluded) were the focus. Figure 5 shows the spread of programs for specific equity groups across each university phase.

Figure 5

Proportion of equity-focused mentoring programs at each phase of university life

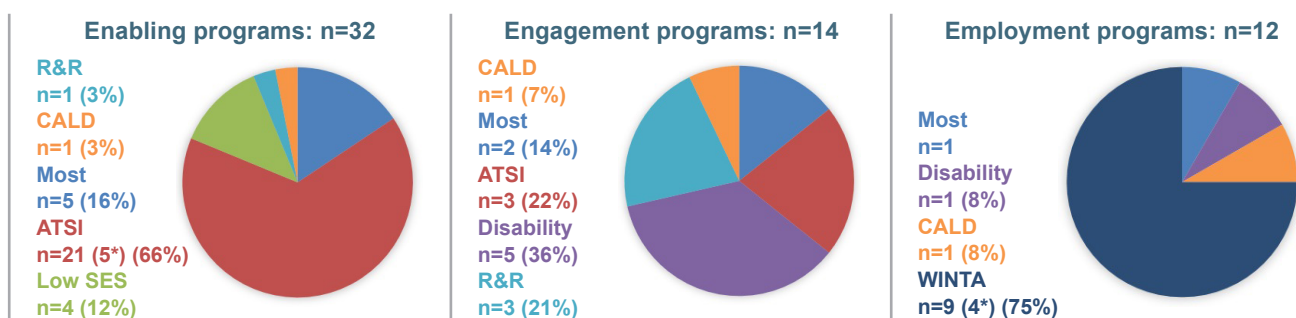** number of individual programs when multiple sites removed*

Enabling programs: n=32
R&R n=1 (3%)
CALD n=1 (3%)
Most n=5 (16%)
ATSI n=21 (5*) (66%)
Low SES n=4 (12%)

Engagement programs: n=14
CALD n=1 (7%)
Most n=2 (14%)
ATSI n=3 (22%)
Disability n=5 (36%)
R&R n=3 (21%)

Employment programs: n=12
Most n=1
Disability n=1 (8%)
CALD n=1 (8%)
WINTA n=9 (4*) (75%)

As previously explained, Figures 3 and 5 include two programs that were offered at multiple sites but originated outside of the university context rather than being specific to any one university. These programs were the Australian Indigenous Mentoring Experience (AIME) at 17 universities, and Lucy (a leadership program with a focus on female undergraduates studying law, business, finance, economics and accounting) at a total of six universities. It is important to note therefore that both the ATSI and WINTA categories include multiple instances of the same generic programs that are offered at different sites and adapted for that site. Table 5 provides a breakdown of the number of programs for each group in order of frequency of program sites.

Table 5
Number of programs located for specific equity groups

Equity Group	Number of Programs
Aboriginal and Torres Strait Islander students (ATSI)	24
Women in non-traditional areas (WINTA)	9
Programs targeting most equity groups (Most Equity Groups)	8
Students with disability (Disability)	6
Low socioeconomic students (low SES)	4
Students from regional and remote Australia (R&R)	4
Students from culturally and linguistically diverse backgrounds (CALD)	3
Total	**58**

Details of programs targeting each equity group are presented in the following sections. For each equity group an overview of the programs located will be given as well as indications of whether programs are across the university or specific to a particular faculty, the phase of university life and the types of mentors. Individual program names have been changed to Program A, B, C, etc. for anonymity.

MENTORING PROGRAMS THAT TARGET: ABORIGINAL AND TORRES STRAIT ISLANDERS
There are 24 instances of mentoring programs targeted at Aboriginal and Torres Strait Islander students running in 22 universities. Twenty-one (21) mentoring programs for Aboriginal and Torres Strait Islander students are enabling, with four supporting engagement. Four programs use mentors who are Aboriginal and Torres Strait Islander themselves. Of these 24 instances of Aboriginal and Torres Strait Islander mentoring programs , 17 are the Australian Indigenous Mentoring Experience (AIME).

AIME is an enabling program which supports students through their high school education and on into university, employment or other further education with the aim of achieving the same rates as all other Australian students. In 10 years of operation, the program has grown from 25 Indigenous high school students (mentees) working with 25 volunteer university student mentors in 2005, to 4,864 mentees working with 1923 mentors (AIME, 2016a, 2016b). AIME's goals are to increase progression rates for all Indigenous students involved in the program, to increase year 10 and year 12 progression rates, and to increase university admission rates. In 2015 the year 12 attainment rate for AIME students was 93.7 per cent compared with the national Indigenous average of 35.2 per cent. This rate exceeded the national non-Indigenous average of 86.5 per cent. 76 per cent of AIME graduates progressed into university, employment or post-school education in 2016 (AIME, 2016b). Primarily an outreach program, trained AIME mentor squads visit schools and conduct weekly mentoring on university campuses.

Program Q is an example of an engagement program for this equity group wherein graduates or current students mentor current university students. The mentors have a GPA of at least five and must be culturally competent and able to empower others while providing supplementary tuition and mentoring to ATSI students enrolled in a program of study.

MENTORING PROGRAMS THAT TARGET: WINTA

There are nine mentoring programs running in eight universities for women studying in non-traditional areas. This is the only equity group where most of the programs are faculty specific (Business, Law, Economics, Engineering, and IT). Six are the Lucy Mentoring Program. Of the remaining three programs, two are run in one university. These programs are for Women in Engineering and Women in Law. All nine programs are focused on employment and are all use mentors who are women who work in one of these areas. One program uses university alumni who are also women who are working in non-traditional areas.

The *Lucy Mentoring Program* is a NSW government initiative with the purpose of increasing numbers of women employed in the private and public sectors at middle and senior management levels. This goal is pursued by the NSW Department of Premier and Cabinet, Office for Women and is in partnership with individuals and organisations in both private and public sectors. It is primarily focused on women who are undergraduate university students studying business, economics and law (NSW Government, 2008).

MENTORING PROGRAMS THAT TARGET: MOST EQUITY GROUPS

While the majority of mentoring programs for equity groups targeted a specific equity group, there were eight programs that approached equity groups as a collective, with program aims using 'disadvantage' and 'underrepresented' as terms to indicate the focus of the program. This broader category reflects the possibility that students could belong to more than one of the equity categories. For example, an indigenous student could be from a regional area that is also economically disadvantaged and that student could, therefore, be targeted by three separate equity programs. None of the 'most equity groups' programs included WINTA in their explanation of disadvantage. Most of the programs are university wide. Five are enabling focused, two are engagement focused and one is employment focused. Two programs use mentors from disadvantaged backgrounds. The mentors are current students, alumni. One program uses mentors who are current students, graduates and academics.

An example of a program available for multiple equity groups is *Program A*, an engagement program which targets underrepresented groups. It is for first year students who are matched with alumni mentors. It runs twice a year with trained mentors meeting with mentees at least three times over the course of 12 weeks providing networking opportunities for participants.

MENTORING PROGRAMS THAT TARGET: DISABILITY EQUITY GROUPS

There are six mentoring programs running in five universities for students with a disability (or health issue). All of these programs are university-wide. Five are focused on engagement and one on employment. One program uses mentors who are students from this equity group. Four programs use current students as mentors.

Program Y focuses on employment and linking people with disabilities with mentors and their organisations. It matches job seekers with mentors in leading organisations in the mentees' field of interest for a series of six to eight one to two hour meetings, so that mentees can gather information about the work environment and expectations; experience the workplace culture; network with people in their area of career interest; refine their job search and interview skills; learn how to disclose their disability; and learn how to open up discussions.

MENTORING PROGRAMS THAT TARGET: LOW SES EQUITY GROUPS

There are four mentoring programs running in four universities for students from low SES backgrounds. Three programs are university-wide. All are enabling focused, and the mentors are current students who are not necessarily from the target group. *Program T* is an example of an aspiration-raising enabling program for this equity group wherein year 11 and 12 students from partner schools connect one-on-one with a university student mentor, with the purpose of recruiting and graduating more students from low SES communities.

MENTORING PROGRAMS THAT TARGET: REGIONAL AND REMOTE EQUITY GROUPS
There are four mentoring programs running in four universities for students from regional and remote areas. All are university wide. Three are focused on engagement, and one is focused on enabling. Mentors are current students who are not necessarily from this equity group.

An example of a program for this equity group is *Program DD*, an enabling program for non-city high school students. Mentees are matched with university student mentors who conduct mentoring sessions predominantly delivered online or over the phone, enabling student participation. Interests, career and study options are explored and goals set or refined through individual plans. A range of technologies including MOODLE and video conferencing are used.

MENTORING PROGRAMS THAT TARGET: CALD EQUITY GROUPS
There are three mentoring programs running in three universities for students from Culturally and Linguistically Diverse backgrounds. They are all university-wide. Two of these programs are for international students; one engagement, and one employment-focused. One enabling program is for refugee students. The mentors are current students who are not necessarily from this equity group.

Program HH iis an eight week long employment focused program that aims to develop cross-cultural communication to prepare international students for employment. A recent study shows that there were around a quarter of a million international students on a student visa in Australia in higher education in 2015. The top ten sources of countries for international enrolments in Australia are China, India, Vietnam, Korea, Thailand, Brazil, Malaysia, Nepal, Indonesia and Pakistan (Duncan, Kiely, Leong, Phillimore, & Seymour, 2016). Given such diversity of culture and language, cross-cultural communication programs can assist students in their everyday interactions for living and working in Australia. The HH program uses a series of interactive workshops where a local student will mentor an international student in a range of employment related activities such as learning about the Australian workplace culture and way of life; developing the confidence to network, speak to employers and attend job interviews; and establishing a local network. A final workshop includes a panel of past international students from this university who have achieved employment success.

In summary, the 58 programs that target students from equity groups are mostly university wide, but are structured differently for different purposes. Stage Two of the project examines a selection of these programs in greater depth.

Stage Two Results and Discussion

*Features of Equity Mentoring Programs Compared with the Benchmarks*

As illustrated in Table 4, the 12 programs selected for the second stage of the research were: 'most' equity groups (n=5), ATSI (n=3), WINTA (n=2), Disability (n=1) and CALD (n=1). The equity group of Regional and Remote was not explicitly targeted by any of the selected programs, however, two of the programs were located in regional universities. The remaining 10 programs were in city universities. Similarly the low SES equity group was not the focus of any individual program, but was included within the 'most' groups. The selected programs represented each of the three phases of university life.

Using the calculations of percentages as explained in the 'Methodology' section of this report, the findings will first be presented in terms of the general alignment of each program against all the benchmarks combined for each category, showing the total percentage of alignment for each program. showing the total for each category. Details of program elements will be provided as examples of how programs aligned with the benchmarks.

Figure 6 summarises the overall alignment of each program across all benchmarks. It may be seen that the average alignment for all programs against all the benchmarks is 85 per cent. One enabling program for refugee students gained a perfect score. The lowest score for a program was 55 per cent, with the lowest scoring individual benchmark for this program being 16 per cent for Big Picture. These findings indicate a high level of alignment with recognised benchmarks. Without surveying more programs in depth through detailed case studies, it is not possible to make generalised statements about the overall effectiveness of Australian mentoring programs that target students from equity groups, but the data does show that there are exemplary programs in operation.

Figure 6
Total alignment of each equity-focused program with the benchmarks
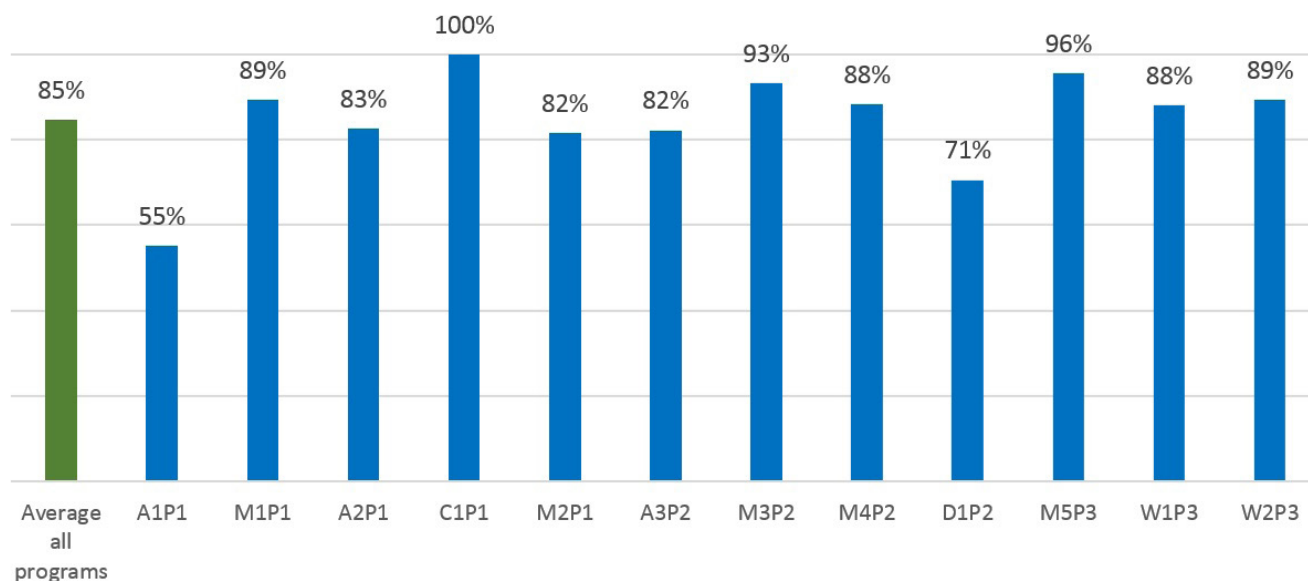
Recommendations

Recommendation 3:
Research should be conducted using in-depth case studies that explore the structure of mentoring programs using a range of participant and program data.

The Alignment of all Programs Against the Benchmarks in Each Category

This section presents the qualitative and quantitative data obtained from 12 selected programs. Each program is compared against the benchmarks within each survey category to explore the degree of alignment. In addition, relevant features of all programs related to each category are presented with one program used as an illustrative example.

BIG PICTURE BENCHMARKS
This benchmark combined elements of the ANZSSA guidelines and AYMN benchmarks from the areas of Program Design, Program Resources, and Program Evaluation. Based on the synthesis of these elements, a program that addressed these benchmarks would:
•   be aligned with the vision, mission and values of the host university
•   have a clear set of aims, objectives, measurable KPIs or outcomes the program is
         expected to achieve
•   have a detailed plan ensuring sustainability (including financial) of the program for
         its intended life-cycle

- have an action plan outlining how the strategic plan (aims, objectives and KPIs) will be implemented on a day to day basis
- have a closure plan that celebrates achievements and provides options for current participants
- have an evaluation strategy.

Figure 7

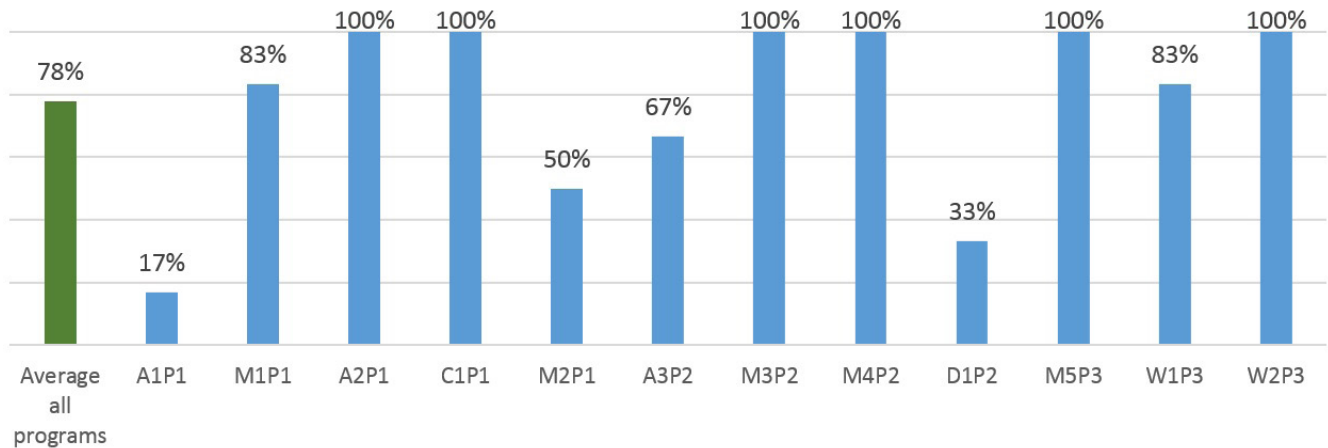*Each program's alignment with the Big Picture benchmarks*

Figure 7 shows that the average alignment for all programs with the Big Picture benchmarks was 78 per cent, and that 50 per cent of programs gained a perfect score. The lowest score for this benchmark was 17 per cent for an enabling program for ATSI students.

BIG PICTURE - QUALITATIVE CHARACTERISTICS IDENTIFIED IN THE 12 PROGRAMS
The enabling programs are all run in schools with some of the operations occurring at university campuses and other venues, such as sport clubs, while the engagement programs run on university campuses or a combination of online and on-campus. The operational sites for the employment programs are varied.

BIG PICTURE SNAPSHOT – PROGRAM W2P3
Target equity group: Women in Non-Traditional Areas
Phase: Employment
Mentors: Fifty-three mentors who are professionals from target equity group
Mentees: Seventy-nine mentees

This program matches women studying business and/or law with a senior professional working in the mentee's discipline area. In 2016, a pilot program was launched that matched female high school students with program-participants. The high school students are mentored, in turn, by the program-participants who are being mentored by the industry professionals. This instance of an employment-phase mentoring program has integrated, within itself, an enabling program.

Mentee benchmarks.

This benchmark combined elements of the ANZSSA guidelines and AYMN benchmarks from the areas of Program Design, and Recruitment & Promotion. Based on the synthesis of these elements, mentee preparation should include:
- an induction program
- written information regarding program expectations, roles and contact information

- information about the boundaries of mentors and the role of the mentor/mentee relationship
- recognition for mentee participation.

Figure 8

Each program's alignment to the Mentee benchmarks

As shown in Figure 8, the average alignment for all programs with the Mentee benchmarks was 86 per cent and seven of the programs attained a perfect score. The balance of the programs attained a score of 67 per cent.

MENTEE - QUALITATIVE CHARACTERISTICS FOUND IN THE 12 PROGRAMS

Mentees come to the equity mentoring program through a combination of self-selection and nomination. Some programs targeted school students who are already in a program, such as *Follow the Dream,* to participate in an equity mentoring program. Some engagement programs are only open to students who participated in the feeder enabling program when they were in high school.

MENTEE SNAPSHOT – PROGRAM C1P1

Target equity group: CALD
Phase: Enabling
Mentors: Fifty mentors who are students from target equity groups
Mentees: Fifty mentees

This program not only comprehensively aligns with Mentee benchmarks, it has a perfect 100 per cent score for all benchmarks. The program provides a relaxed and friendly atmosphere for high school students from refugee backgrounds to explore future educational and career pathways with a current university student volunteer. Coordinating teachers at partner schools talk to students about the program before they enrol. Mentees are given written information regarding the program expectations, roles and contact information, boundaries of mentors and the role of the mentor/ mentee relationship. There is a high level of interaction between mentees and mentors individually and in small groups during weekly one hour sessions over a 10 week period.

Based on general guidelines provided by the mentors, the focus of each session is negotiated between the mentor and the mentee, with the mentee taking the lead. The program evaluation showed that it has been successful in increasing students' interest in their school work; their confidence to go to university; their ability to study; their knowledge of pathways to university; knowledge about university; and awareness of the benefits that university offers.

Mentor Benchmarks

This benchmark combined elements of the ANZSSA guidelines and AYMN benchmarks from the areas of Program Design, Recruitment & Promotion, and Orientation & Training. Mentor selection should include:
• 	a formal application process, or
• 	selection by program staff, or
• 	nomination/invitation by an organisation.

The program should include some kind of recognition or incentive. e.g: payment, certificate of participation, official thank you ceremony, invitation to ongoing professional development.

Mentor training (generally) should be greater than four hours duration, and include two or more of the following:
• 	clear information about the program e.g. expectations, contact information of staff
• 	information about individual differences
• 	communication skills e.g. team work and group facilitation skills as appropriate
• 	intercultural competence
• 	personal and academic boundaries of the role
• 	considerations of self-care
• 	when to make referrals to other areas of the institution.

Additionally, the mentors should:
• 	be available to mentees during the program
• 	be provided with written materials about the program and their role in it
• 	be provided with a role description and code of conduct.

Risk should be managed through a combination of the following:
• 	mentors are invited into the program
• 	mentors apply in writing
• 	mentors are interviewed
• 	a character reference is sought
• 	mentors provide a police clearance.

Figure 9
Each program's alignment with the Mentor benchmarks
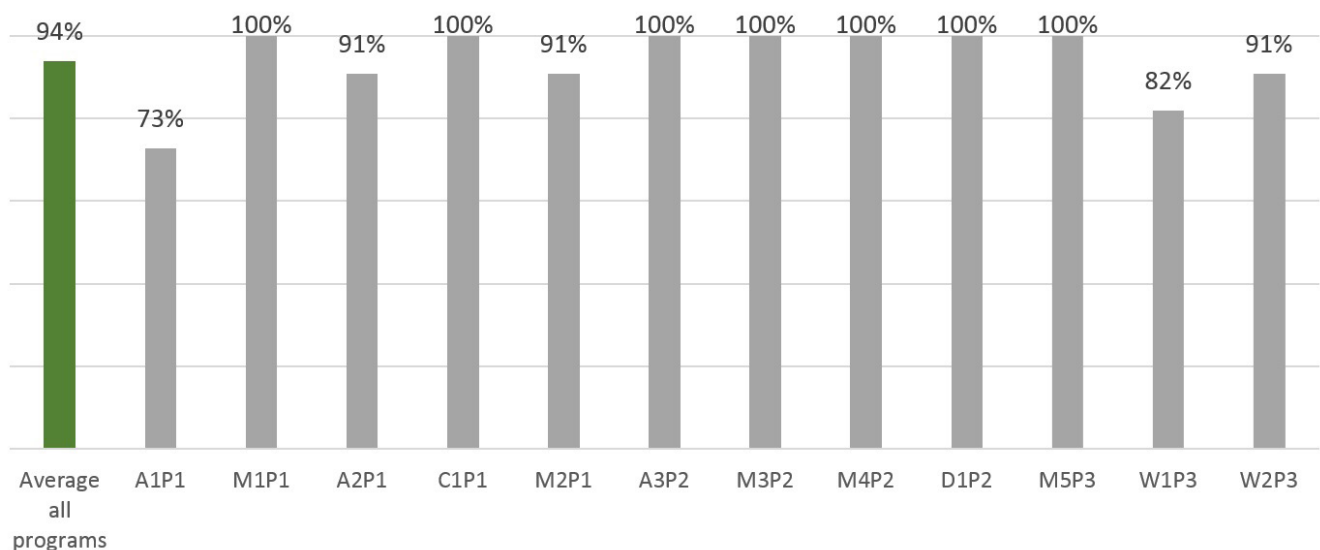
The average alignment for all programs with the Mentor benchmarks was 94 per cent, with 58 per cent of the programs achieving a perfect score (see Figure 9). The lowest score for this category was 73 per cent.

MENTOR - QUALITATIVE CHARACTERISTICS FOUND IN THE 12 PROGRAMS

Mentors for four of the programs are located through personal recommendations. Other programs access mentors through target email or are selected by program staff because of particular characteristics or because students are enrolled in a particular area. At least two programs pay mentors. Two programs, both engagement, had mentors from the target equity group. One program had alumni as the mentors, with students as mentors for the remaining nine programs. In all cases, training is conducted by the program coordinator, either one-on-one or with a larger group. In one case, more experienced mentors train other mentors and, in the disability mentor program, a disability services staff member supplements the program coordinator training. The training is supplemented in the CALD program for refugee high school students by representatives from the Department of Education. Little information was provided regarding the duration of the training for mentors. Two programs have six to eight hours of training; another program has two hours of training.

MENTOR PROGRAM SNAPSHOT – PROGRAM A3P2

Target equity group: Aboriginal and Torres Strait Islander
Phase: Engagement
Mentors: Ten to 15 mentors who are students from the target group
Mentees: The number of mentees varies each year

This program focuses on providing holistic support that specifically targets the academic and cultural needs of students to improve student participation and retention, and to strengthen the Aboriginal and Torres Strait Islander community on campus. Mentors receive one-to-one assistance, as well as a group preparation session in a formal training program which is conducted by the program coordinator. There is ongoing training and support available to the mentors by the program coordinator. Mentors receive clear information about the program with training designed to develop communication skills and intercultural competence. During the training, mentors learn about personal and academic boundaries of the role, considerations of personal self-care and when to make referrals to other areas of the university. The mentors are invited to participate in the program. Screening of the mentors includes character references, and their GPA is also considered before appointment.

Mentors and mentees are matched based on gender, area of study, cultural/ethnic background and availability. Mentoring is carried out one-on-one or with small groups in a setting with multiple mentors and mentees together. When necessary, mentors and mentees can arrange alternative communication methods, but records must be kept and the program coordinator must be made aware of the alternative communication arrangements, which include text messaging and social media contact. The time that a mentor engages with the mentee is flexible. There are, however, set activities and content prepared for the program, together with general guidelines. The mentor then decides how to conduct the program through negotiation with the mentee.

Program Structure Benchmarks

This benchmark combined elements of the ANZSSA guidelines and AYMN benchmarks from the area of Program Design. Based on the synthesis of these elements, the following structures were identified:

Matching - There needs to be a rationale for the matching of mentors and mentees that includes at least three of the following:
•   self-selection
•   age

- gender
- discipline, faculty or course area
- interests
- culture / ethnic background
- availability
- location.

Contract - An official agreement ought to exist between the mentor and the mentee on the terms and conditions of the mentoring relationship.

Focus - Ideally, the program structure would be negotiated between the mentor and mentee with the mentee taking the lead. Set activities, general guidelines or the mentor being free to decide, while not ideal, were considered favourably.

Monitoring - There ought to be some kind of monitoring of relationships/progress of the program such as through written reports, emails, or phone calls.

Support - A program requires a dedicated support person, ideally a coordinator, while administrative staff, publicity officers and liaison officers can offer additional support.

Figure 10

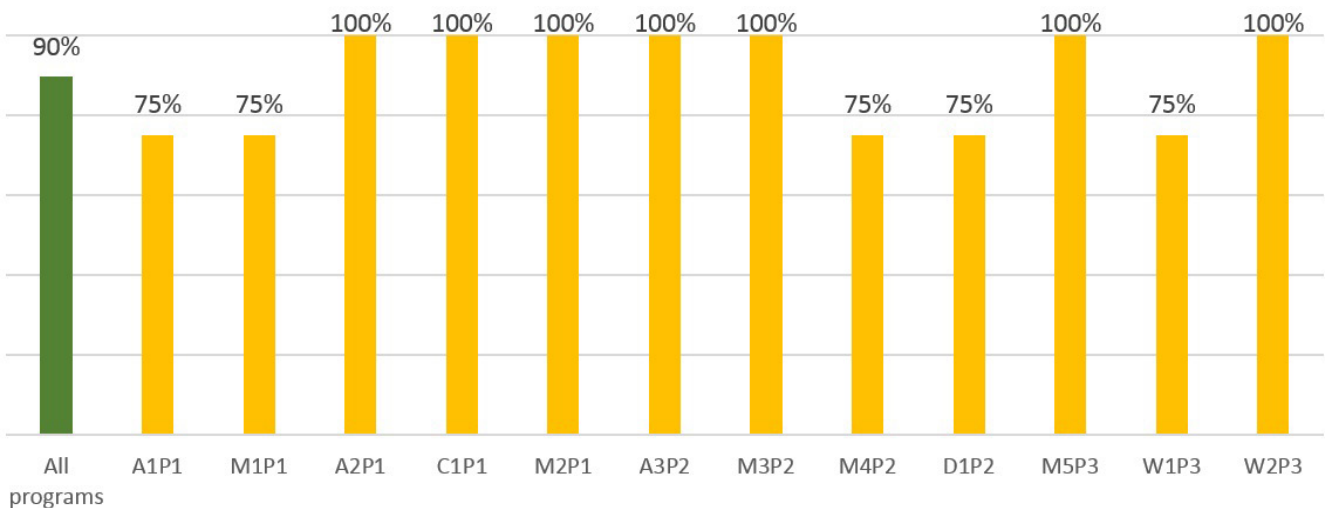*Each program's alignment with the Program Structure benchmarks*

Figure 10 illustrates that the average alignment for all programs with the Structure benchmarks was 90 per cent. 58 per cent of the programs gained a perfect score. All other programs scored 75 per cent for this category.

PROGRAM STRUCTURE - QUALITATIVE CHARACTERISTICS FOUND IN THE 12 PROGRAMS
Eight of the programs are structured as one mentor with one mentee; three as one mentor with a small group, or two mentors with a larger group. One program is one mentor with one school teacher and an entire class of students. The frequency of meetings varies considerably. One program meets once a month for three months. Other programs are structured with hourly meetings occurring weekly or at deliberate intervals (week one, three, six, nine and 12, for example). Most are fully face-to-face or a combination of face-to-face and online. One employment focused program has some mentors located interstate or overseas. Another employment program situates the mentee in the mentor's workplace for a period of 35 hours.

PROGRAM STRUCTURE SNAPSHOT – M5P3

Target equity group: Most equity groups (except WINTA)
Phase: Graduation and employment
Mentors: One hundred mentors who are alumni and are not necessarily from an equity group
Mentees: One hundred mentees

This program matches university students from underrepresented backgrounds with mentors from the university's alumni community. Mentoring is designed to provide students with opportunities to develop professionally while studying, as well as trying to break down barriers of disadvantage. Mentees need to be in the second or final year of an undergraduate degree to participate in the program. They are selected by program staff and go through an induction program before participation. The mentors are recruited through target email and invitation by university staff. They are selected through a formal application process and receive a certificate and a thank you card, as well as participate in an official thank you ceremony. They also receive invitations to ongoing professional development. The structure of the program is one-on-one mentoring in a fully face-to-face setting, with a minimum of one meeting per month for three months. The mentee takes the lead on deciding the focus of each session.

Program Evaluation

This benchmark combined elements of the ANZSSA guidelines and AYMN benchmarks from the areas of Program Design and Program Evaluation. Based on the synthesis of these elements, it was identified that evaluation ought to include:
•   a team/person to oversee the evaluation strategy, process and timeframe
•   data collected regarding program operations and outcomes at identified times
•   a clear process and procedure to effectively collate, analyse and interpret data
•   feedback which is used to improve the program processes, aims or objectives
•   results reported to program participants, stakeholders and the community so that they are aware of the program's achievements.

Figure 11

Each program's alignment with the Evaluation benchmarks

The average alignment for all programs with the Evaluation benchmarks was 76 per cent (see Figure 11). Evaluation was the lowest scoring benchmark against the guidelines with only 33 per cent of programs gaining a perfect score. The lowest scoring program for this category was 22 per cent.

PROGRAM EVALUATION - QUALITATIVE CHARACTERISTICS FOUND IN THE 12 PROGRAMS
Respondents' comments about their universities' mentoring programs indicate that five are extremely effective, four are very effective and two are somewhat effective. Two comments indicate lack of funds as being the reason that these programs were not more effective. Other challenges cited included difficulty in obtaining adequate numbers of mentors, the need for a more rigorous selection process for mentors, disengagement of mentees, timetabling issues, and finding time for mentees and mentors to meet. Reasons for program success included mentees gaining confidence, mentee exposure to networks, developing relationships between mentors and mentees, and the raising of aspiration for participants. A perceived strength of one program was that the program was designed based on stakeholder feedback, relationships with key stakeholders, and current research.

PROGRAM EVALUATION SNAPSHOT – M4P2

Target equity group: Most equity groups
Phase: Engagement
Mentors: Three hundred and ten mentees who are current students and are not necessarily from an equity group
Mentees: Three thousand mentees

This program aims to provide a welcoming and supportive environment for new students and to link them with successful role models. Mentees meet a team of mentors in their course, and select a mentor after the mentors individually introduce themselves through a 'me in a minute' speech. The program seeks to motivate new students, and assists them to improve academic performance while promoting a cohesive university culture and learning community. The program is also designed to encourage engagement with underrepresented students from specific equity groups. These groups include students with disabilities, ATSI and CALD students, and students from regional and remote communities. This program scored 100 per cent on all quantitative evaluation benchmarks. Excerpts from the respondent's personal qualitative evaluation of the program included:

> **Question:** What aspects of the program do you think have been, or are, particularly successful?
> **Answer:** The fact that mentees can chose their mentor within their discipline based on their demographic profile and interests, so there is a base line affiliation that facilitates the relationship from the outset - the coupling of the discipline and demographic alignment makes for a strong foundation.

> **Question:** What types of difficulties has the program encountered and how have they been or might they be resolved?
> **Answer:** Annual tensions about future of soft funding sources, which is out of our control unless the university decides to place the program on core funding. Our professional development program for mentors was closed in 2014 due to a reduction in higher education funding from government, so reward and recognition of our volunteers has been challenging and their professional development opportunities have contracted and become ad-hoc rather than robust and structured.

> **Question:** If you were able to make improvements to the program, what improvements would you make?
> **Answer:** Provide volunteers with some sort of annual gift to thank them for their contribution - we currently provide them with a certificate ceremony once a year, but a voucher of some sort would also be appreciated by mentors.

Other characteristics of this program include a robust training program for the mentors with ongoing assistance as required.

In summary, the Stage Two results indicate that overall the programs examined in detail align strongly with current guidelines and benchmarks, although there is variation across programs. Within each category of benchmarks, there is also variation between and within programs.

Figure 12

Comparing Mentee and Mentor benchmarks by phase at university
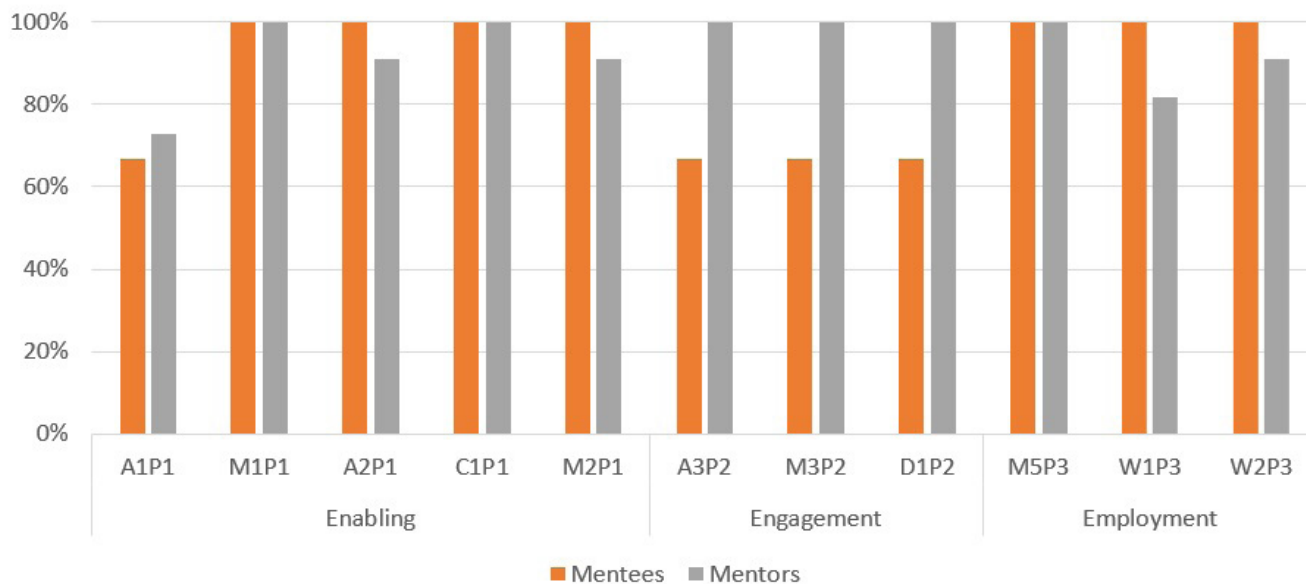
There was an interesting discrepancy between ratings on the benchmarks connected with mentors and those with mentees. Figure 12 shows the contrast between the alignment of the four engagement programs with the Mentee benchmarks, each scoring 67 per cent, and the alignment of these programs with the Mentor benchmarks, each scoring 100 per cent. Similarly, four of five enabling programs, and all of the employment programs scored 100 per cent for their alignment with the Mentee benchmarks and four of these programs did not score as well for their alignment with the Mentor benchmarks, perhaps indicating that this is a more difficult task. This discrepancy is perhaps understandable as, particularly in enabling programs, mentees are likely to be young people from disadvantaged backgrounds and more vulnerable to interactions with unsuitable mentors. Vulnerable youth are defined as young people aged 12 to 25 "who, through a combination of their circumstances, stage of development and barriers to participation, are at risk of not achieving positive life outcomes" (Office for Youth Department for Communities and Social Inclusion, n.d.). University students could fall currently or previously into this category. It has long been advocated that mentoring programs may not be enough for vulnerable youth and that other supports are needed (Dondero, 1997; MacCallum & Beltman, 1999). In addition, mentoring relationships are not always successful and care is needed especially with vulnerable young people (MacCallum, Beltman, Cooper, & Coffey, in press). Although overall, program areas connected with mentees and mentors were comprehensively addressed, programs would still need to ensure that mentees were provided with adequate support within and outside of the mentoring programs.

Recommendations:

Recommendation 4: University programs should ensure that mentee selection processes are clearly outlined in the program information.

Recommendation 5: University equity-focused programs should ensure that, in addition to comprehensive mentor recruitment, training and support, mentees are provided with relevant preparation and support.

Aspects of Evaluation were less comprehensively addressed across many programs, although again there was considerable individual variation. Eight of the twelve projects in stage two formally evaluated their mentoring programs. An examination of what these universities used as measures of success was beyond the scope of this research. More detailed examination of programs through in-depth case studies would shed more light on the extent to which benchmarks associated with program evaluation are being addressed in Australian mentoring programs.

Recommendations:

Recommendation 6: Research should be conducted to examine how universities evaluate and report on their program outcomes through a range of in-depth case studies that could include document analysis.

It is possible that only programs that see themselves or are seen by others as successful would make their evaluation reports publicly available or available to researchers. It may be useful to program developers and coordinators to have more support in relation to program evaluation.

Recommendations:

Recommendation 7: Examples of program details where benchmarks, particularly those relating to Evaluation, are comprehensively addressed, be made available on websites of funding bodies or other central repositories.

Conclusion and Recommendations

Stage One of the project located 203 mentoring programs that either included students from equity groups (n=145) or were equity-focused (n=58). As a proportion of university mentoring programs, equity mentoring programs were more prevalent at the enabling phase, comprising 74 per cent of all programs (most of which targeted ATSI students) compared with 15 per cent of programs during the engagement phase and 20 per cent at the employment phase. Given that students from equity groups are proportionately more likely not to complete university compared with other students, an increase in support for students from these groups through the engagement phase is recommended.

It is important to acknowledge the large number of general mentoring programs that have built into them mechanisms which provide mentoring for equity groups in an inclusive way. Examination of these programs and the benefits and drawbacks of general mentoring programs for students from equity groups was beyond the scope of this research. It would be a useful research project for individual universities or across equity groups to determine whether the general programs and the equity-focused ones have similar participation rates and lead to similar achievement and employment outcomes for students from underrepresented groups.

The 12 Stage Two programs, ranging in size from 50 to 3000 mentees, that were compared against the ANZSSA Guidelines and the AYMN Benchmarks indicated that programs aligned well overall with the benchmarks and so demonstrated good or exemplary practice. The guidelines are very comprehensive with many features for each area of program design and operation, so it was reasonable that there would be variation between programs. Some areas could have been improved for individual programs and others, such as evaluation, more generally. Further research is needed to explore the reasons for program differences and to link the benchmark alignment with outcomes for the participating students from equity groups. In addition, exemplars of programs aligning with the benchmarks could be made available so that individual universities and individual program staff can benefit from these. Given that the majority of programs were site-specific and appeared to be tailored for their individual community needs, it may be useful for designers and coordinators to see how universities with similar students and similar needs have organised their programs.

There were several limitations to the project methodology. For example, despite a comprehensive search, not all mentoring programs that include or target students from equity groups may have been located. Detailed program data were only available for a relatively small sample of programs and these may have been ones that were better resourced or where coordinators were proud to provide information about a successful program. Further research such as in-depth case studies would be needed to examine the reasons for and support required by programs that did not align strongly with the benchmarks.

Despite such limitations it could be seen from the project that mentoring is used extensively to attract and support students from equity groups and to assist them towards successful completion and future employment. Such programs are mostly inclusive in that students from equity groups are included in programs available for all students. Programs that do target students from specific equity groups align well with established guidelines for effective mentoring. Based on the project findings, seven recommendations are made for university practice in relation to mentoring and equity groups, and for further research.

Recommendations

Recommendation 1:
Universities should examine the specific support required for students from disadvantaged groups during and nearing completion of their courses in specific institutions.

Recommendation 2:
Research should be conducted to compare the effectiveness of general versus targeted mentoring programs for students from underrepresented groups.

Recommendation 3:
Research should be conducted using in-depth case studies that explore the structure of mentoring programs using a range of participant and program data.

Recommendation 4:
University programs should ensure that mentee selection processes are clearly outlined in the program information.

Recommendation 5:
University equity-focused programs should ensure that, in addition to comprehensive mentor recruitment, training and support, mentees are provided with relevant preparation and support.

Recommendation 6:
Research should be conducted to examine how universities evaluate and report on their program outcomes through a range of in-depth case studies that could include document analysis.

Recommendation 7:
Examples of program details where benchmarks, particularly those relating to Evaluation, are comprehensively addressed, be made available on websites of funding bodies or other central repositories.

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Appendices

Appendix I. Stage One: Program Search

NCSEHE | National Centre for Student Equity in Higher Education

Curtin University

Mentoring Programs and Equity Groups: The Australian Story

Stage One
MENTORING PROGRAMS INCLUDING OR TARGETTING STUDENTS FROM EQUITY GROUPS

Name of university: _____

Program design and planning

Program URL: _____

What is the aim of this program?

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

Groups targeted by or included within this program

- ☐ General mentoring program available to any student
- ☐ All equity groups
- ☐ Aboriginal and Torres Strait Islander students
- ☐ Low SES students
- ☐ Students with disability
- ☐ Students from regional and remote Australia
- ☐ Students from non-English speaking backgrounds
- ☐ Women in non-traditional areas
- ☐ Other _____
- ☐ Don't know

What is the specific focus of this program?

- ☐ Aspirations e.g. raising possibility of or motivation for studying at university
- ☐ Access e.g. enabling or preparing potential university students for their studies
- ☐ Participation e.g. assisting with transition at the start of a course
- ☐ Engagement e.g. providing support or opportunities to enhance retention
- ☐ Academic support e.g. tutoring
- ☐ Graduation e.g. raising possibility of or motivation / information regarding careers
- ☐ Employment e.g. networking or resources from the workplace
- ☐ Other _____
- ☐ Don't know

The Mentees and the Mentors

Do some or all of the **MENTEES** come from the following equity groups? (Indicate all that apply)

- ☐ Aboriginal and Torres Strait Islander students
- ☐ Low SES students
- ☐ Students with disability
- ☐ Students from regional and remote Australia
- ☐ Students from non-English speaking backgrounds
- ☐ Women in non-traditional areas

Do some or all of the **MENTORS** come from the following equity groups? (Indicate all that apply)

☐ Aboriginal and Torres Strait Islander students
☐ Low SES students
☐ Students with disability
☐ Students from regional and remote Australia
☐ Students from non-English speaking backgrounds
☐ Women in non-traditional areas
☐ All of the above
☐ None of the above
☐ Other / comments_____

Who are the **MENTORS?** (Indicate all that apply)

☐ Current university students
☐ Graduates
☐ Academic staff
☐ Community members in general
☐ University alumni
☐ Employees in particular careers
☐ Members of the target mentee group(s)
☐ Don't know
☐ Other / comments_____

Further Information / Comment

Program Contact Information

Name: _____

Email address: _____

Phone: _____

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Appendix II. Stage Two: Survey

Mentoring Programs and Equity Groups: The Australian Story

Mentoring Programs at your University – More information

There are many areas where recommendations have been made for successful mentoring programs (refer to the ANZSSA and AYMN websites). For the purpose of this study, we have selected some key aspects of mentoring and have grouped them into broad areas. This survey is for the purpose of gathering information related to these key aspects from a range mentoring programs offered at a selection of universities across Australia.

Before you commence this survey, please read the information and consent form. When you have done so, please check the box, below.

☐   I have received information regarding this research and had an opportunity to ask questions. I believe I understand the purpose, extent and possible risks of my involvement in this project and I voluntarily consent to take part.

About your university and your selected program.

Please choose **one** program from the mentoring programs offered at your university **which targets one or more equity groups** and answer the questions in each section. Space has been provided for you to add additional comments at the end of each section.

Name of your university: _____

Name of selected Program:

_____

What is the geographical location of the program and its area of coverage?
(eg town, region, State etc)

_____

Where does the program operate?

☐   University campus

☐   Own dedicated facility/site

☐   School(s)

☐   'Neutral' community facility/site

☐   Any site – depends on the activity

☐   Don't know

☐   Other _____

The vision, mission and values of the mentoring program are aligned with the host university's mission and vision

☐   Yes   ☐   No   ☐   Don't know

The program has a clear set of aims, objectives and measurable Key Performance Indicators (KPIs) or outcomes and outputs which the program is expected to achieve

☐   Yes   ☐   No   ☐   Don't know

There is detailed plan that ensures the sustainability (including financial) of the program for its intended life cycle

☐   Yes   ☐   No   ☐   Don't know

There is an action plan that outlines how the strategic plan (aims, objectives and KPIs) will be implemented on a day to day basis

☐   Yes   ☐   No   ☐   Don't know

There is a program closure plan that celebrates achievements and provides options for current participants e.g. participation in alternative programs

☐   Yes   ☐   No   ☐   Don't know

There is a pre-planned evaluation strategy for the program.

☐   Yes   ☐   No   ☐   Don't know

Comments:

_____

The mentees

How do mentees find out about the program?
Check all that apply

☐   Target email

☐   University website

☐   Invitation from university staff

☐   Employer

- ☐ School teacher
- ☐ Principal
- ☐ Other _____

Do mentees volunteer to participate in this program?

☐ Yes   ☐ No   ☐ Don't know

How are mentees selected for the program?
- ☐ All university students participate but can opt out
- ☐ Self-selected
- ☐ Application process
- ☐ Selected from a data base
- ☐ Selected by program staff
- ☐ Nominated by an organisation
- ☐ Don't know
- ☐ Other _____

How are mentees prepared?
Check all that apply
- ☐ Induction program
- ☐ Written information regarding program expectations, roles and contact
information.
- ☐ Information about the boundaries of mentors and the role of the mentor/mentee
relationship
- ☐ Don't know
- ☐ Other _____

Is there recognition for the mentees? E.g. certificate of participation

☐ Yes   ☐ No   ☐ Don't know

How many mentees are involved in the program at any one time?
_____ / don't know

Further Comments:

The mentees

How do mentees find out about the program?
Check all that apply

- ☐ Target email
- ☐ University website
- ☐ Invitation from university staff
- ☐ Employer
- ☐ School teacher
- ☐ Principal
- ☐ Other _____

How are mentors selected for the program?

- ☐ Anyone can participate
- ☐ Self-selected
- ☐ Formal application process e.g. selection criteria, interview referee
- ☐ Selected by program staff
- ☐ Nominated / invited by an organisation
- ☐ Don't know
- ☐ Other _____

Are the mentors volunteers?

☐ Yes   ☐ No   ☐ Don't know

Do mentors receive remuneration / recognition / incentives?

- ☐ Payment
- ☐ Class credit
- ☐ Recognition on the student record
- ☐ Certificates of participation

☐ Official thank you ceremony

☐ Invitations of ongoing professional development or similar

☐ Opportunities for further leadership development

☐ Paid opportunities in other areas of the university

☐ Don't know

☐ Other_____

How are mentors located?

☐ Via a particular organisation

☐ Through newspaper publicity

☐ Personal recommendation

☐ Because of particular characteristics

☐ Don't know

☐ Other_____

How many hours of training do mentors receive before working in the program?

_____ hours

What type of preparation or training do mentors receive <u>before</u> working in the program?

☐ None

☐ One-to-one assistance

☐ Group preparation session

☐ Set formal training program

☐ Don't know

☐ Other _____

What is the content of this training?

☐ Clear information about program e.g. Expectations, contact information of staff

☐ Information about individual differences

☐ Communication skills e.g. team work and group facilitation skills as appropriate

☐ Intercultural competence

☐ Personal and academic boundaries of the role

☐ Consideration of self-care

☐ When to make referrals to other areas of the institution

☐ Don't know

☐ Other_____

Who provides this training?

☐ Program coordinator

☐ Other mentors

☐ Paid training providers

☐ Don't know

☐ Other_____

What assistance or training is provided to mentors <u>during</u> the program?

☐ None

☐ One-to-one assistance as required

☐ Informal group sessions as required

☐ Regular meetings/training program

☐ Don't know

☐ Other_____

Are the mentors provided with any written materials about the program and their role in it?

☐ Yes   ☐ No   ☐ Don't know

Is there a mentor role description?

☐ Yes   ☐ No   ☐ Don't know

Is there a written Code of Conduct?

☐ Yes   ☐ No   ☐ Don't know

How many mentors are involved in the program at any one time?

_____ / don't know

Risk Management: What methods are used to screen the mentors?

- ☐ By invitation
- ☐ Written application
- ☐ Personal interview
- ☐ Character references
- ☐ Police clearance
- ☐ Don't know
- ☐ Other _____

Comments:

Program Structure

How are mentors and mentees matched?

- ☐ Self-select
- ☐ Age
- ☐ Gender
- ☐ Discipline, faculty or course area
- ☐ Interests
- ☐ Culture / ethnic background
- ☐ Availability
- ☐ Location
- ☐ Don't know
- ☐ Other_____

Is there an official agreement between the mentor and mentee on the terms and conditions of the mentoring relationship?

☐ Yes   ☐ No   ☐ Don't know

What is the structure of the mentoring?

- ☐ One mentor with one mentee
- ☐ One mentor with a small group of mentees
- ☐ One mentor across larger group
- ☐ Don't know
- ☐ Other _____

What is the form of communication?

- ☐ Fully face-to-face
- ☐ Fully online
- ☐ Combination of face-to-face and online
- ☐ Don't know
- ☐ Other _____

What are their periods of contact with the program?

(eg 1 x 2 hour presentation, week long camp, 1 hr per week x 10 weeks, etc)

Who decides on the focus of each session / activities?

- ☐ Set activities / content prepared for program
- ☐ General guidelines then mentors decide
- ☐ Negotiated between mentor and mentee
- ☐ Mentor free to decide
- ☐ Mentee takes the lead
- ☐ Don't know
- ☐ Other _____

Is there any monitoring of relationships / progress of program such as through written reports, emails, phone calls?

☐ Yes   ☐ No   ☐ Don't know

Comments:

Program Resources

What resources does the program use?

- ☐ Admin / coordination staff costs
- ☐ Mentor payment
- ☐ Mentee payment
- ☐ Site costs
- ☐ Travel
- ☐ Publicity
- ☐ Photocopying / materials
- ☐ Evaluations
- ☐ Accommodation
- ☐ Specific insurance
- ☐ Other_____

What organisational structures and staff support the program?

- ☐ Main coordinator
- ☐ Site or other coordinators
- ☐ Administrative staff
- ☐ Publicity officers
- ☐ Liaison officer
- ☐ Other _____

Please comment on funding for this project in 2017 and beyond.

Other comments:

Program Evaluation

There is a team/person to oversee the evaluation strategy, process and timeframe.

☐ Yes   ☐ No   ☐ Don't know

Feedback is used to improve the program processes, aims or objectives

☐ Yes   ☐ No   ☐ Don't know

Evaluation results are reported to program participants so that they are aware of program achievements

☐ Yes   ☐ No   ☐ Don't know

Evaluation results are reported to program stakeholders so that they are aware of program achievements

☐ Yes   ☐ No   ☐ Don't know

Evaluation results are reported to the community so that they are aware of program achievements

☐ Yes   ☐ No   ☐ Don't know

How effective do you think the program is in terms of meeting its aims?

☐ Ineffective

☐ Somewhat effective

☐ Very effective

☐ Extremely effective

How do you know this?

☐ Own observations

☐ Formal evaluations

☐ Informal feedback from participants

☐ Other _____

What aspects of the program do you think have been/are particularly successful?

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What types of difficulties has the program encountered and how have they been or might they be resolved?

If you were able to make improvements to the program what improvements would you make?

Please comment on anything else that is important to the operation of this program.

Are there any further comments you would like to make?

XXXXXXXX

Name of person completing this survey:

_____

Contact email for further information:

_____

Position in Program:

_____

Date: ....

Thank you for taking the time to complete this survey!