



PRIFYSGOL
BANGOR
UNIVERSITY

**ACADEMIC
MENTORING POLICY**

Rev	Date	Purpose of Issue/Description of Change	Review Date
			September 2020
Policy Officer	Senior Responsible Officer	Approved By	Date
Director of HR	Deputy Director HR Development	HR Task Group	Policy effective from the 1 st of March 2019

1 INTRODUCTION

The purpose of the University's Academic Mentoring Schemes is to provide a process whereby a member of staff can gain advice, guidance and encouragement regarding their work and career development. Mentoring is a very useful intervention to support professional and career development by helping staff to reflect on their work and progress and plan professional and career development in a way that is timely and specific to their needs.

Many Schools in the University have formal and informal mentoring processes but the University-wide schemes aim to provide broader options for mentoring within the Colleges and the University.

The objectives of the Schemes are to:

- Enable staff to share knowledge and expertise.
- Develop mentoring relationships and networking across the University.
- Support mentees with their work and career development.

2 SCOPE

This scheme is relevant to all academic and research staff.

3 PRINCIPLES

- Participation in the Academic Mentoring Scheme and the Senior Academic Mentoring scheme is voluntary.
- Participation in the Early Career Mentoring Scheme is strongly recommended for staff within their first three years of their academic career.
- Mentoring is about sharing knowledge and learning and therefore mentoring partnerships may not necessarily be from someone on a higher grade but from a member of staff who has more expertise in a certain area. However, for the Senior Academic Mentoring Scheme, support will be provided from a more senior academic.
- Mentoring is about career development and therefore should be available to all staff, not just permanent members of academic staff.
- Mentoring is not the same as, or a substitute for, Performance Development Review.
- Adequate time should be made available for the mentoring sessions during the working day.
- Trust is a key element of the mentoring process and should be a safe, non-judgmental relationship. Therefore, discussions during the mentoring will be confidential. However, the mentor can share a general outline of the mentoring discussions (following a request from the mentee) in the mentees Performance Development Review.
- A degree of formality is essential; i.e. a minimum number of meetings recorded in a year, but formal written records are not a requirement.

3 THE MENTORING SCHEME

The Academic Mentoring includes three schemes:

a. Early Career Mentoring Scheme

This is provided for new staff (both permanent and fixed term contract staff) within the first three years of their academic careers. It is organised at School level. The objective of early career mentoring is to provide an opportunity for staff to consider longer-term objectives of developing research and teaching profiles and to provide (as well as their line-manager) an

additional source of support and feedback. Normally, staff within the first three years of their academic careers will not apply to the University scheme as their mentoring is addressed at School-level.

b. Academic Mentoring Scheme

This is a University-wide Scheme in which all academic members of staff, regardless of seniority, can apply. The aim of the Scheme is to provide; guidance, support, encouragement and informed feedback to support the work and career development of staff and gain a broader perspective regarding their teaching/research and continued professional development.

Mentors are also beneficiaries from the process as they have the opportunity to meet new colleagues and reflect on their own skills in relation to research, teaching and leadership.

c. Senior Academic Mentoring Scheme

This Scheme aims to provide senior academics (Lecturer 2/Research Fellow and above) the opportunity of University-wide mentoring to support promotion applications.

4 RESPONSIBILITIES WITHIN THE SCHEMES

a) Mentor

The mentor's main focus is the professional and career development of their mentee and the mentor should:

- Act as a sounding board and provide alternative perspectives.
- Share expertise and individual learning.
- Interpret and discuss any feedback given to the mentee.
- Critique and comment on grant proposals.
- Supporting and providing advice regarding teaching and assessment, pedagogical research and student engagement.
- Support progress towards promotion and career development.

Mentors can help inform the developmental aspects, however they should not normally be involved in contributing feedback on performance or formally addressing performance issues.

b) Mentee

The mentee must be committed to the process and be clear about the purpose and aims of the relationship. The role of the mentee can vary depending on the context and purpose of the mentoring but will, in principle, include:

- Taking responsibility for identifying and achieving their own goals.
- Managing meetings and discussing the objectives for discussions within the relationship.
- Share feedback with the mentor about how the relationship is progressing in order to improve the outcomes they are achieving from mentoring meetings.

c) Line Manager

The mentor/mentee discussions take place outside the line management relationship and they should be confidential to ensure the appropriate level of trust and support.

The line manager is responsible for managing the mentee on a daily basis and is responsible for; setting objectives; monitoring performance and providing feedback. The line manager is also

responsible for reviewing progress to achieve any agreed objectives and their professional development plan.

The line manager should remain open to any ideas from the mentor that will assist in the continued development of the mentee.

d) Scheme Co-ordinator

The Academic Mentoring Scheme and the Senior Academic Mentoring Scheme is managed by the Scheme Co-ordinator in Staff Development. The Scheme Co-ordinator is responsible for the day to day management of the Scheme and is specifically:

- Responsible for managing the matching process.
- Providing support to participants.
- In circumstances in which the partnership is not working, work with staff to reach the best outcome which may be arranging a new mentor / mentee for the relevant individual.
- Maintaining the database of staff involved with the scheme.
- Organising training and on-going development for Scheme participants.

5 MENTORING AND OTHER PROCESSES AT BANGOR

Mentoring and Coaching - The University also has a Coaching Scheme for staff. The aim this Scheme is to provide staff with the opportunity to address specific work-related challenges and/or consider broader development opportunities.

Coaching is undertaken by someone who is not necessarily an expert in the coachee's field and the discussions are likely to be non-directive. Coaching is also a short term intervention of about four sessions and aims to provide support to enhance performance and is usually based around a particular task or objective.

Academic staff can also access this Scheme but this Scheme does not specifically address academic career development.

Mentoring and PDR – the objectives of the PDR system are to; reflect on progress, agree on new goals and identify what development will help to support the achievement of those goals. These are very similar to the objectives of the mentoring discussions. However, mentoring potentially provides staff with access to a different knowledge-base and perspectives than the line manager which may be useful in terms of professional and career development.

In the PDR, the mentoring discussions can be shared by the mentor (following a request by the mentee) in the Performance Development Review.

Mentoring and Promotion - mentoring plays a key part in developing academics and therefore the Senior Academic Mentoring Scheme provides the opportunity for staff to receive mentoring to assist them to work towards promotion.

Mentoring and the Research Concordat – the Research Concordat emphasises the need for institutions to support career development for research staff and mentoring should be a key component of the University's commitment to the Principles of the Concordat.