

## **A Semester in My Shoes: A Reciprocal Mentoring Project**

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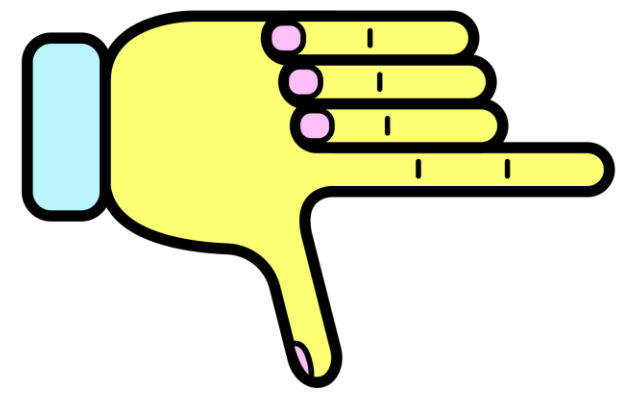
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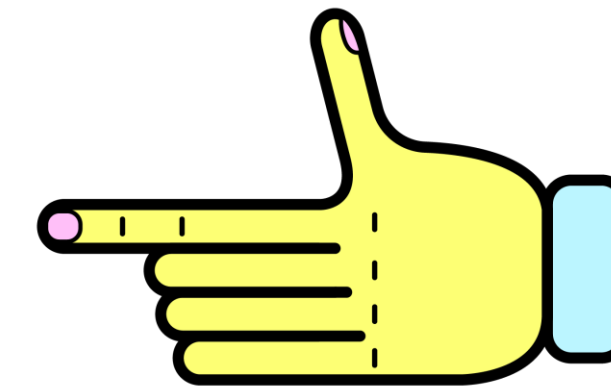
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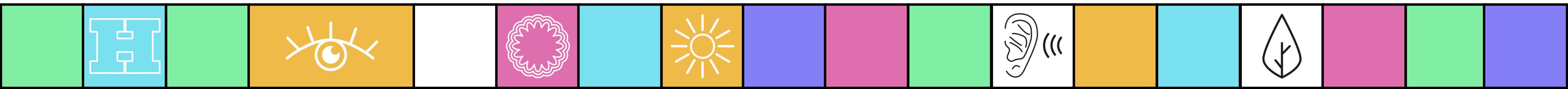
# A Semester In My Shoes

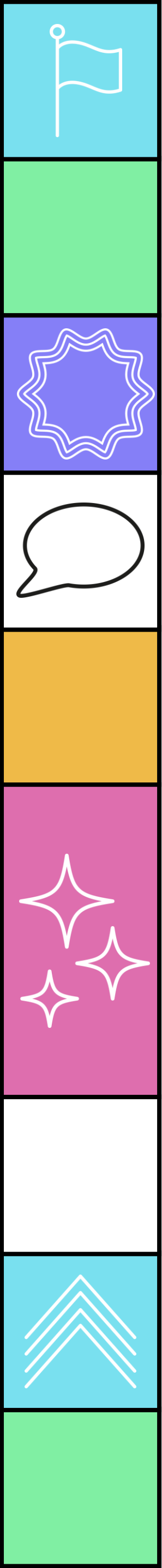
**A reciprocal mentoring project**



David Rogerson, Sarah Churchill, Melissa  
Jacobi & Swetha Tripathi

**Framing the Future 2030**  
**Learning, Teaching & Assessment 2022 Conference**



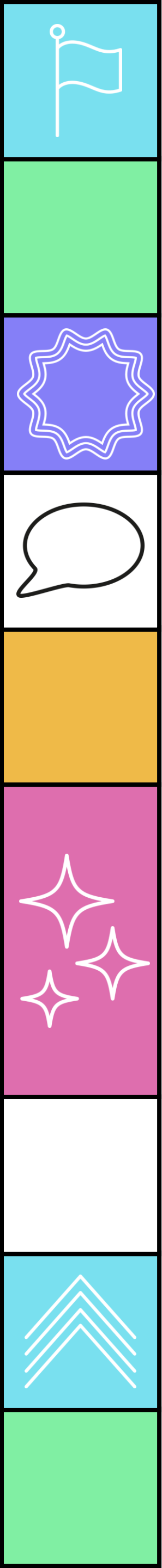


“It can be a really, really stressful adventure and if the students don’t have someone they can talk to, someone they can seek advice from...

...someone that has a higher base knowledge that can explain things to them and support them it would be really, really hard on students, but with the role of an academic advisor for students,

**I think that students do not need to walk this journey by themselves, you know. ”**





# A Semester in My Shoes: The Team

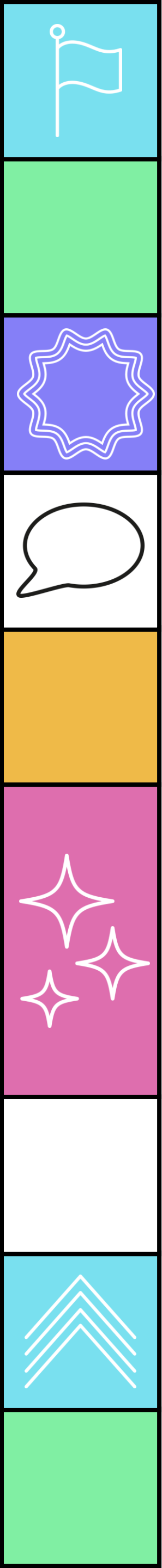
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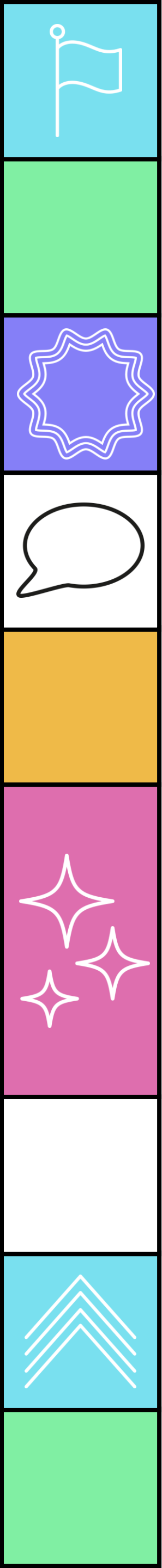


# A Semester in My Shoes

## Background and Context

- Minoritized students face **barriers** to **entry** and **participation** and have not always felt included in the HE environment (Bunce et al. 2019)
- Good academic advising practice can foster students' **academic development** and success (Campbell & Nutt 2008)
- Good academic advising can also facilitate a **sense of belonging** and **relatedness** through staff-student relationships.
- Effective **relationships** and **interpersonal understanding** around minoritized issues could help to identify and address barriers to participation and begin to address attainment issues.





# A Semester in My Shoes

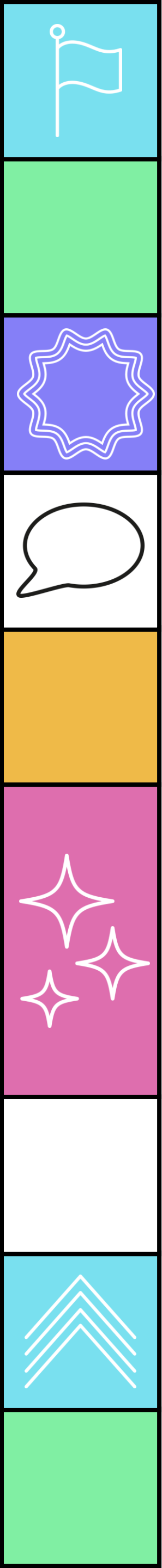
## Aims and Objectives

### Aim:

Explore the experiences of minoritized students and evaluate the role of academic advising through a reciprocal mentoring project.

### Objectives:

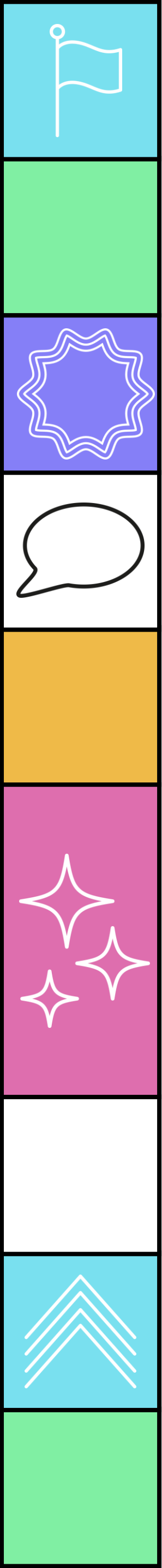
1. Identify, in order to improve understanding of, issues faced by minoritized students
2. Identify minoritized students' barriers to participating in Hallam's Academic Advising
3. Identify minoritized students' facilitators of effective Academic Advising
4. Inform the development of an inclusive Academic Advising experience for Hallam's students.



# A Semester in My Shoes

## What we did

- **Co-created** a reciprocal mentoring scheme with a team of student researchers who identified as being from a minoritized group.
- Recruited **staff** and **student** volunteers to mentor each other around a series of topics throughout semester 2 of 2022/23.
- Completed a series of **interviews** and **focus groups** to address the aims and objectives of the project.
- Analysed results **qualitatively**.



# A Semester in My Shoes

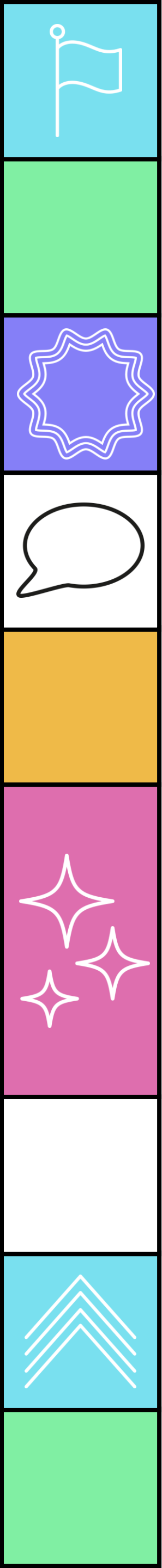
## Participants

Five Academic Staff members, teaching across UG and PG programmes from departments in SSA and BTE

Five Student Participants, on UG and PG courses from HWLS, SSA and BTE, belonging to at least one of the following minoritized groups:

1. Mature students
2. International students
3. Racially minoritized students
4. Students with caring responsibilities
5. LGBTQ+ students





# A Semester in My Shoes

## What we found

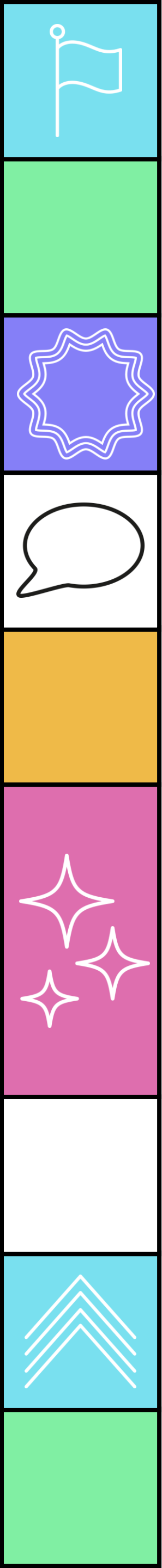
- Minoritized students experience complex factors that facilitate or frustrate their experiences at a human / personal level

1. Being an **outsider**
2. **Study-life** balance
3. Understanding the students' **journeys**
4. Building **relationships**
5. Lived **experiences** of academic advising

"I never had the opportunity of getting close to any lecturer, because in my own country lecturers are idolised, they see themselves as a mini god, there is so much power imbalance"

"For international students, this might not apply to all students, but the culture shock is also there"

"The black students, most times they feel subjected, they face discrimination, they face a lot of things"

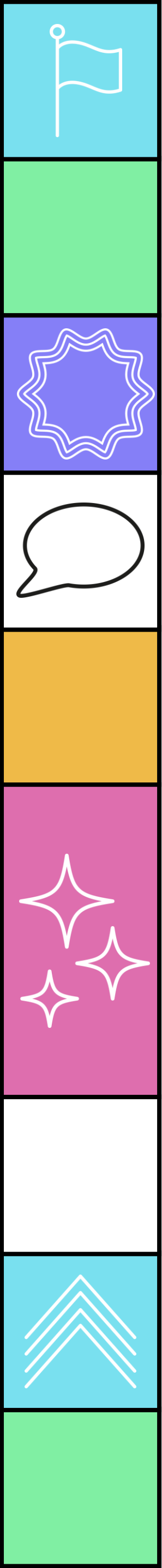


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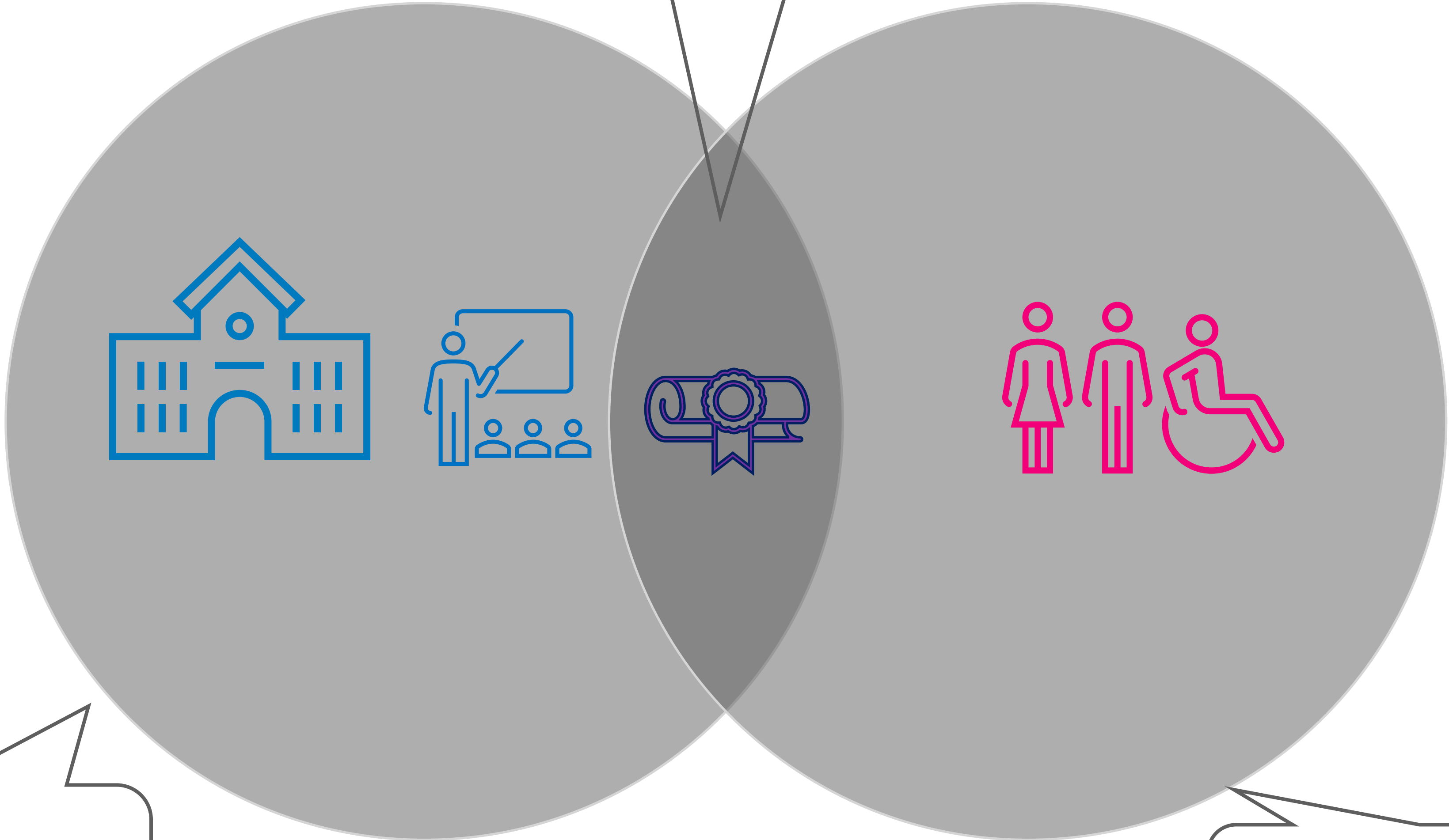
## What we found

- Staff and students experience **extrinsic** factors that can enhance or obstruct a good academic advising experience:
  1. **AA model**: it's operation, implementation and delivery
  2. **Clarity** and understanding about the **AA role**
  3. Staff **constraints** to do the job effectively
  4. Student **engagement**
  5. Institutional **support** services

“...and this is one of the toughies really between, how can I put it, erm, between being the person that you want to be in your work role and being the person that you have enough hours to be that you're being paid for and expected to do the job, and there is always that tension between those two things”.

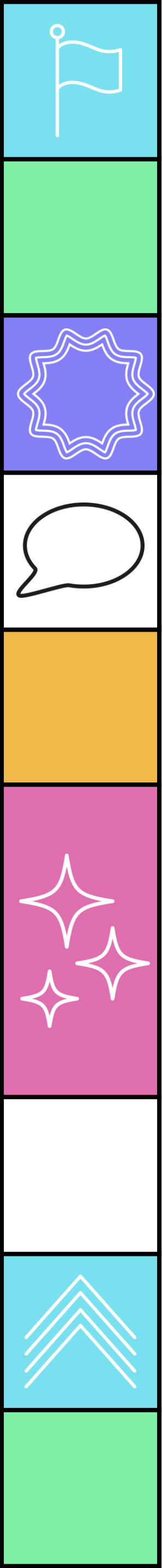


“We must give support to people in the circumstances that they’ve got, not the circumstances that we would like them to have”



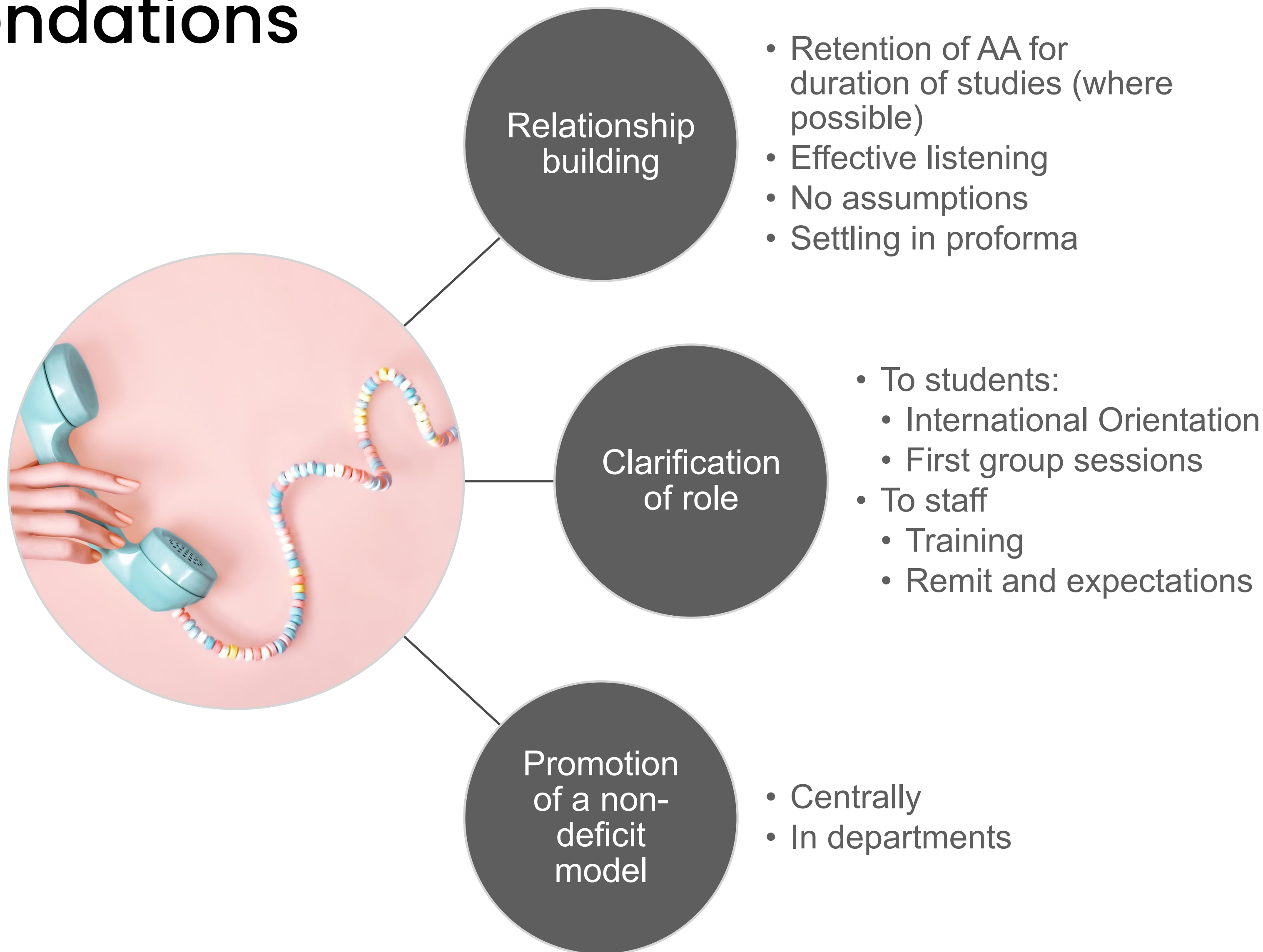
I think as a suggestion...that it would be helpful to have structured sessions.

I am a young mum of one, so childcare

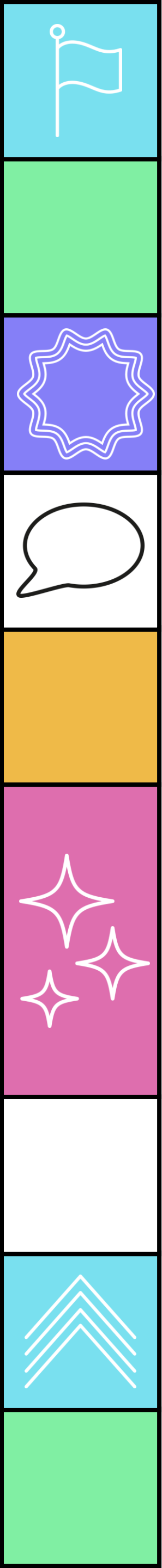


# A Semester in My Shoes

## Recommendations







# A Semester in My Shoes

## What Next?

- HE Innovate Awards
- SIMS project evaluation
- Academic advising development
- Publication
- Scale upwards