

Evaluation report 2014

Project No: NR11603

Project Title: VET Mentoring Program

The Project

This report evaluates the second contract 2011-2013 in the VET Mentoring Program between AVETRA and NCVER. This was also the last contract in this program, and AVETRA wishes to thank both NCVER and Victoria University for the opportunity to work with them in this valuable support for new researchers in the VET sector. We also express our willingness to be part of a future program and to undertake further work this year as to how that might be structured and funded.

The purpose of this current program was to build researcher capacity in the VET sector through mentoring VET practitioners engaged in research. The program, according to the contract, established and publicised a mentoring network that was used to support new VET researchers. The mentoring network also matched mentors with participants of NCVER's building researcher capacity communities of practice.

Attached to this report is the financial acquittal for this program.

The 2011-2013 program

Below are tables identifying the mentees and mentors involved in the three years of this contract:

2011 Mentees and Mentors

Name	State	Topics	Mentors
CoP02 – Kathy Piccardi	Qld	To gain a better understanding of the roles of enterprise learning consultants	Sarojni Choy
CoP03 – David Gutteridge	Tas	Understanding and improving the integrations of adult international students into their local community	Leesa Wheelahan
CoP09 – Natalie Jaques	WA	To examine the assumption that casual practitioners do not contribute equally to the academic culture of VET institutions, or to the same extent as tenured VET practitioners do.	Sue Bahn

CoP12 – Penelope Johnston	SA	Investigate the value of developing voluntary greenhouse gas emissions inventories (carbon inventories) and effective carbon management strategies within the TAFE SA Regional Institute	Michele Simons
CoP18 – Ibrahim Diab	Vic	Investigate the benefit of developing courses for low-literacy students (i.e. refugee men and women) through consultation with employers which have a work placement component and that genuinely lead to possible employment with the host employer	Kerry Renwick
CoP22 – Tracey Singh	Qld	To examine enterprise RTOs current functions and methods of delivery	Bobby Harreveld
CoP23 – Anne Bowden	NSW	The effect of trainer/assessor attitudes on Indigenous students' completion rates in VET	Barrie Brennan
CoP34 – Rodney Glenn Towney	NSW	To examine rates of, and reasons for non completion of Aboriginal students at TAFE Western	Jim Woolford
CoP35 – Kelly Bramhill	SA	To investigate the preparedness of South Australian businesses to operate in a carbon constrained economy and the relationship or perceived value that VET, specifically Business Services training, has on addressing these issues	Jenni Carter
CoP37 – Emmaline Lamond	Qld	To investigate to what extent do employers in industry make use of formal learning approaches (completion of entire qualifications) in meeting their skill needs compared to non formal approaches (skill sets)?	Stephen Billett

2012 Mentees and Mentors

Tracey Tredinnick	NSW	Enablers to study via distance education: student experience	Lesley Farrell
Stephen Ward (withdrawn)	Qld	To look at designing a mentoring process and mentor training framework for VET practitioners	Victor Callan
Carmen Goodridge	WA	Supporting English as a second language students – case studies in health care and social assistance	Llandis Barratt-Pugh
Kerrie Bowtell	NSW	Inspired vocational learning: can integrated learning opportunities make a difference	Ruth Wallace
Ivano Buoro	NSW	The value of including languages other than English in vocational courses in TAFE NSW	Keiko Yasukawa
Sue Bass	WA	Mobilising organisational knowledge to support VET lecturers	Jane Figgis
Tracey Collins	NSW	Supporting teachers to embed flexible learning technologies in their teaching practice	John Mitchell

2013 Mentees and Mentors

Paul King	NSW	Investigating how student interaction with social media increases engagement with study and contributes to course completion	Ian Robertson
Helen Gray	Qld	Identifying the enablers and barriers to establishing an effective innovation program in the VET workplace.	Sarojni Choy
Mark Brantingham	NSW	New blended learning strategies that incorporate the ideal mix of face to face and online delivery for disengaged learners.	Francesca Beddie

Justine Lee	NSW	Investigating and evaluating to what extent transfer of training takes place for trainees after attending the CCWT's Training Calendar workshops.	Keiko Yasukawa
Katrina Kavanagh	Vic	Investigating the challenges of using video conferencing to deliver the combined VET/higher education qualification and to explore how to create an inclusive and supportive learning environment	Kira Clarke
Peter Bender	Qld	Identifying how to measure the effectiveness of transfer of formal learning in the workplace for large scale organisations.	Bobby Harreveld
Juliette Demaine (withdrew)	SA	Investigating an innovative program which aims to assist regional and remote students overcome the disadvantages such students face in their career development.	Steven Hodge
Milton Owen	NSW	Discovering if there is a case for more formal examination of the way in which apprentices undertake the off-the-job training component of their apprenticeships.	John Mitchell

1. Role of AVETRA in providing and supporting the mentors for this program

The role of AVETRA in this program has been to work closely with the other two partners, NCVET and Victoria University, and to provide and support a network of mentors. The work included:

- * organising an appropriate mentor to support each new researcher. Mentors were generally chosen in collaboration with the partners, and on the basis of interest and expertise in the relevant disciplinary area, and close location with the new researcher, if possible, to enable face-to-face meetings
- * participating in the selection of new researchers each year
- * providing mentors with a specific program of support that matches the requirements of the CoP managed by Victoria University (VU), and providing mentors with the resources and information required
- * organising and facilitating regular teleconferences for mentors, NCVET and Victoria University staff. The aim was to hold four teleconferences a year at relevant times needed by the researchers – at the start of the program, following each workshop and the NCVET Conference, and towards the end of the program

- * working closely with VU to facilitate discussion between VU and mentors to ensure clarity of expectations and processes. This in particular related to those associated with providing feedback to VU with regard to participants' progress. It included participating in the wiki for new researchers
- * supporting mentors to ensure that participants worked toward producing a paper which addresses NCVER and practitioner audiences
- * advising mentors of the relevant workshops and conferences, and suggesting that they might like to attend to support the process and talk about their role
- * providing a report to NCVER and VU from the mentors as to issues or general observations with the program
- * organising payment for the mentors when their mentee's paper was published

1.1 Role of the mentors

The mentors were asked to provide the following support to the new researchers:

- * to give guidance if the new researcher had questions or issues
- * to help the new researcher keep to the suggested timetable and to check they had undertaken the various tasks
- * to provide follow-up to new researcher workshops
- * to provide advice about sorting out issues such as compliance with the code of ethics
- * to participate in teleconferences around four times a year with the other mentors, AVETRA coordinator, NCVER and VU
- * to provide immediate advice if the new researcher was experiencing difficulties that required further discussion

AVETRA provided mentors with suggestions as to how they could manage the mentor/mentee relationship, and the expectations that AVETRA had of them as mentors. This was developed by former AVETRA President Llandis Barratt-Pugh, was provided to mentors and is on the AVETRA website with other details of the project and various resources. The following was taken from this report, and there is an accompanying checklist.

The mentoring relationship

In May of each year, the new researchers are paired with a mentor for the year ahead. Their mentors will be a source of advice and support for each stage of their research projects.

We ask the mentors to have four face-to-face formal sessions with the researchers and use telephone calls and e-mails. For the new researchers their project is the vehicle for their learning throughout the year. Each stage will be part of the learning process.

Mentors help the new researchers think decisions through and guide them to sources of knowledge they may need. Practically, mentors review and critique the project specifications, the literature reviews, the data collection proposal, draft analysis and draft write-ups. We hope that the new researchers learn as the project progresses, and that they will be able to present and publish the results of the studies to the VET community.

This is not higher degree supervision. It is about supporting the first steps in a modest locally focused project that is supported by the researcher's employer. The most important issue is that the project is simply a vehicle for the new researchers to learn about the research process. It is vital that we guide them through each phase to complete the process of learning.

We will use teleconferences between mentors to bring the mentors together and share dilemmas and practices.

Managing the mentoring relationship

Some key learning issues about the mentoring process are worth reviewing from our experiences so far:

Early contact – *Successful relationships begin with a formal early meeting where the researcher is able to put the draft specification of their project before the mentor for discussion. I would urge all mentors to initiate an early first meeting and to get their new researcher to table the most up to date project specification as the basis for that meeting. The formal contact should be completed at that meeting.*

Regular meeting dates – *At the first meeting, it is a good idea to pencil in the next three dates for meetings, and to review the timeline for the project.*

Early intervention – *If at any time the researcher is falling well behind the draft timeline for the project it is important to alert the relevant person to the situation. It is important to get to the data collection phase before potential subjects of the research disappear over the Christmas/holiday season.*

Responsiveness – *Experience has shown that a brief early response to the researchers is the most effective supporting action. Mentors have often focused on quick and focused responses to the researchers rather than more detailed responses weeks later.*

Knowing what the outcome looks like

Knowing what the mentoring role is about. Suggestions include:

Critiquing and developing the project specification

Focusing effort on a 'doable' project

Planning the timeline for the year ahead

Responding to research and personal dilemmas

Suggesting relevant and basic literature sources

Recommending network contact for field research

Suggesting the formats of instruments and target numbers for the limited data collection

Helping to structure an interim project report for the new researcher's employer

Suggesting possible analysis phases

Discussing and suggesting the structure of the project write-up

Reviewing draft material

Advising on the use of the NCVET template

Advising on the structure and goals of conference papers for AVETRA (April) and NCVET No-frills (July)

Acting as a first editor for these papers

Managing the balance between the completion of the project report and the desire to present at a conference

Ensuring the new researcher's institute or employer is happy with the draft text

2. Evaluation of the program

In the NCVER's Building Researcher Capacity Program, Community of Practice Scholarship Newsletter, published in 2012, Linda Simon from AVETRA and John Mitchell as an experienced mentor had this to say about the mentoring aspect of the program:

The value of your mentor

An integral part of the Community of Practice experience for participants is the mentoring program.

Each Community of Practice participant is matched with an experienced VET researcher, who acts as a mentor and provides guidance to the participant as they learn the process of undertaking research and writing a research paper.

The mentors are members of AVETRA, and are selected based on their areas of expertise, and where possible, are located in the same state as the participants.

We spoke to Linda Simon who currently coordinates the mentor program on behalf of AVETRA, and John Mitchell, who has mentored a number of participants.

Linda sees the mentoring aspect of the CoP scholarship as being valuable to the participants because it gives them access to the wealth of information and advice offered by the mentors. As the participants are novice researchers, it is important for them to have an experienced researcher give them guidance, encouragement, help them avoid going off on tangents, and keep them on track.

Based on his experience as a mentor, John Mitchell agrees. He has found the Community of Practice program and the expert guidance from mentors gives the participants the opportunity to learn the formal steps of the research process and research techniques.

However, the guidance and support from the mentors is only valuable if the participants make the most of the relationship. This means being motivated and enthusiastic about their project, being proactive in engaging with their mentor, and valuing their mentor's advice and suggestions. And as daunting as it can be, participants need to share their work with their mentors, who can offer advice on how to present their findings.

Past Community of Practice participants have found the support and assistance provided by the mentors invaluable to their research experience. And it is the participants who have drawn on the expertise of their mentors, who find the Community of Practice scholarship to be a challenging but rewarding experience.

2.1 The value of the program

As one mentor said: *“What stands out for me in her project is the great value of having someone in her position doing research to improve things at her institute. She has had a considerable impact already simply by talking about the issues she sees – starting (and sustaining) a conversation amongst colleagues. I haven’t looked at the other C of P research projects, but focusing research at a question/issue where the researcher can maintain a presence after the completion of the final report is a real plus... what I’m trying to say is that, ideally, institutionally-focused new researchers are being launched on a research program (in their own minds), not lurching from project to project. At least, that is my ideal.”*

One new researcher said of her mentor: *“My mentor has been really supportive throughout this project. I especially found that her wise head was an added bonus when my own head had turned into a washing machine full of tumbling words and half-baked ideas”.*

Another said: *“It’s been a great process and I have learnt a huge amount along the way, both about the process of researching and writing up research as well as a far more in-depth perspective on my field of research. Working with my mentor has been really helpful – both in terms of the presenting my content as well as in motivating me along the way!”*

3. Issues raised over the period of the contract

3.1 Inclusion of new researchers in NCVER’s funding rounds

AVETRA has expressed interest in the continued involvement of new researchers in research, following the completion and publishing of their reports. One of the mentors reflected: *“Thinking back to a major project that a bunch of us old researchers proposed to NCVER, they suggested we add some new people to the project, which we did by selecting a research associate in each of the six TAFEs we were studying. That worked extremely well.*

So it occurred to me that perhaps when NCVER announces a funding round, they also point out that there is this group of new researchers who might make a good addition to some of the proposals being designed ... contact details and research interests of the past crop of CoP researchers (with their permission) could be posted with details of the funding round or made available on request.”

NCVER responded at the time stating that they needed to be impartial in the awarding of research contracts. However they would welcome AVETRA putting a list together of new researchers who had participated in the program and their areas of interest.

This issue is still worthy of further consideration, as new researchers also expressed interest in further support to participate in research projects.

3.2 marketing of the program to build the pool of applicants and the quality of applications

At various stages of the program, issues were raised about the number of applicants. It was noted that NCVER is dependent upon other organisations and employers to disseminate information, and that given the issues of change, funding and employment uncertainty in the VET sector, the number of applicants were relatively small in the latter years of the project.

NCVER noted the following in relation to marketing, that they advertised in NCVER News, the CoP newsletter and Insight, and disseminated information to the AVETRA, ACPET, TDA, ALA, GTA, VISTA and VETnetwork newsletters. They also used a mailing list which includes ERTOA members, TAFE campus heads and Industry Skills Councils.

3.3 the impact of change in the workplace during the period of the research

Given the enormous change occurring in the VET sector, some new researchers found their employment situation changed during the period of their research, or that it was difficult to complete due to changing circumstances in the workplace. A number of mentors found they had to be very flexible and support their mentees to rethink projects and how they might be finalised.

3.4 reduced number of experienced researchers available

During the period of the contract it became apparent that AVETRA needed to seek new experienced researchers to take on mentoring roles, given the cutbacks to adult education faculties in universities, and increased workloads for academics. Finding the right mentor in the right location has remained a challenge.

3.5 the level of academic report expected

Whilst this program was not set at either a Masters or PhD level, some participants felt that the end product was at a higher qualification level. There was also mixed responses from some mentors in this area, and participants started at different educational levels. One respondent said “...*the main problem was the pressure it put on the award recipients. We asked too much of them and gave too little. That they survived and got something out of the exercise is testament to their own drive and enthusiasm, as well as to some mentors.*”

3.6 the support from the employer/workplace

This support was variable, both in the initial submissions and during the project. Some new researchers found that changing personnel could lead to significant loss of support for their research

4. Comments from mentors and mentees

As part of this evaluation AVETRA sent participating mentors and mentees a brief questionnaire to ascertain their responses to what worked well with this program and what could be improved. We were also interested in their perceptions of the value of research in the VET sector.

The following represent the responses we received. No respondent was negative about the program. Everyone felt it worked well if for slightly different reasons.

4.1 What worked well?

* overall, the program has demonstrated the value of a community of practice approach, and shown that mentoring is a good way of supporting new researchers

* the value of the mentors came through strongly, both as a learning tool and as a support mechanism. One respondent said: *“the mentor was the most useful and effective component of the program as he was able to meet my specific needs and offer encouragement, support, guidance, advice and a wealth of experience.”* Another said: *“his input made the difference between my work being a high school project and a paper for NCVER. I also learnt a lot about managing a research project from him.”*

* the relationship with the mentor also enabled the new researcher to gain new insights and perspectives into the training industry at a policy and philosophical level. One respondent said: *“If I felt confused about any aspect of the research I could immediately speak to my mentor and have issues cleared up.”*

* it was often noted that this project has inspired the participant to undertake more research

* most respondents found the workshops critical to the success of the project, and praised those from Victoria University – Berwyn Clayton, Hugh Guthrie and Gerri Pancini, who conducted them. One respondent said that it was great to meet experienced and novice researchers and to share experience, ideas and develop research skills together. Another that they provided the opportunity to network, to work with experienced researchers, to hear from former CoP participants, and to seek advice from AVETRA and NCVER representatives.

* one respondent noted that working on a relevant workplace project was a great way to learn about conducting research

* being welcomed into the VET research community, was seen as an important outcome, as it means that those in the research community now value the contribution and knowledge of these new researchers

4.2 What could be improved?

* the mentors needed to be more integrated into the operations of the program, including the workshops. Some participants expressed a desire for an outline of the role of the mentor and suggestions as to how to make the best use of this expert support. Another wanted the opportunity to select a mentor that would be a good fit for their personality and working style.

* a follow-up of impact is needed to find out what if there are any changes as a result of the project, on both the researcher and the workplace

* some participants noted the need for more support especially at crucial times, including between the October workshop and the final paper being due. This could be online. Another said that ensuring regular and timely contact with their mentor was a challenge, especially at the start.

* some respondents felt that there was a need for more coaching/advice on presenting at a conference such as ‘No Frills’ and on how to handle the Question segment of the presentation

* the three pillars – NCVER, VU and AVETRA, could have developed better ways of co-operating, said a couple of mentors

- * the application of the research in the workplace is an equally important issue to getting the research published, and needed to be explored more
- * whilst the online community was praised as a terrific way of expanding the face-to-face component of the program, such communities need skilled management to make them vibrant
- * support is also needed in finding opportunities to further research opportunities and to maintain skills following the program. One respondent suggested a structured pathway to pursue further opportunities and career development. Another the need for an alumni of new researchers
- * clearer selection criteria were needed for the program, said one respondent. What are the indicators that most predict who will become a VET researcher? How does the program relate to the development of researchers through Masters/PhD channels?
- * whilst additional workshops and support would have been useful, the funding constraints were noted
- * one respondent noted that it could be a challenge when researching and writing on workplace issues, to avoid sensitivities and any political concerns. It was suggested that a mentor or coach within the organization could be useful in this way, in providing both support and signing off the research. The respondent said: *“Some areas can be difficult for new researchers to navigate: maintaining the integrity of the research whilst avoiding leaping into the political shredder. This could be an area for development either through coaching or providing a facilitated session or both, in a very low key way. It is important for researchers to understand the potential impact of their research from a range of perspectives.”*
- * the addition of a few video conferences to help new researchers address any roadblocks encountered, could be useful
- * clearer, targeted and better organized feedback from reviewers was suggested, and it was suggested that reviewers need to avoid unhelpful negative comments
- * the project needs to be kept clear, simple and structured with a well organized overview and more detailed written information about all aspects of the program. An e-community and forum could be set up for the sharing of any worthwhile information or documents
- * Previous CoP members should be asked to participate in the consequent programs as a part of their contract, to share experiences by video link, and perhaps to be a contact when needed. The network of new researchers should be made available to all further participants
- * Given the problems that could arise with changing personnel in a workplace, one respondent suggested that a binding contract should be signed at the start of the program

4.3 Impact and Value

These comments reflect how respondents saw the value and the impact of the project overall:

- * the program positioned senior researchers with a responsibility to their community, and generated significant experience and resources in understanding what individuals required on pathways to becoming VET researchers.
- * having the program sponsored by NCVET gave it national status
- * VET practitioners as educators will perform more effectively if they have a research framework, enabling them to not only seek out new insights into all aspects of their practice, but also to improve their practice on the basis of their findings
- * the VET system as a result of marketisation and focus on funding and products, is at an ongoing risk of being discussed in public debate in simplistic terms. Practitioners who adopt a research mindset will continually see the complexities and nuances in the VET system, which hopefully will moderate the simplistic generalizations about VET made by people who are either ignorant or who have a vested interest
- * this helps enable the availability of practical research that can be applied in 'real life'
- * research helps enhance the professionalism of the whole system
- * its biggest value is that it is research that is conducted by people who work in the VET sector and have a really strong commitment to improving the sector
- * in noting that scholarly practice and applied research have a growing importance to VET practitioners, one respondent hoped that a new program would be more modest, introducing people to research method or to the use of evidence/data. It could aim at helping VET institutions prepare their teachers to deliver HE programs and to better connect into the innovation system through applied research
- * practitioner research is of value to the entire sector. Given it is practice driven it is more likely to be of relevance and user friendly to teachers and educators. Evidence based work practice is critical to ensuring we are not making the same mistakes as others and to build on what is already known. It provides critical reflection on the VET system so that it can stay current and reflect the changing needs of society
- * if the research findings are applied at a local level there is the potential for improvement to the quality of training that learners receive. If the research findings are noticed by others and possibly applied by them then the benefits for learners will extend further
- * the program has the potential to build and support a research culture and the practice of scholarship
- * the creation of opportunities to step up to the research line with support and encouragement is a wonderful blend of theory meeting practice in real and authentic ways. This research contributes to capacity building, confidence and a removal of the artificial barriers that sometimes exist between those involved in research and those involved in teaching and training

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- * improved teaching methods and increased levels of professional satisfaction can result from practitioner research
 - * such a program can inspire educators to get involved in research or at least to have balanced and considered thinking about their own practice
 - * the project encouraged one respondent to research a very important topic for their workplace to a far deeper level than they would have. As a result the business has developed greater expertise in this issue, formed new and improved stakeholder relationships, and will now hopefully lead the way with best practice in the delivery of services
 - * one respondent said: *“In my view, practitioner research assists the practitioner herself to gain a strategic view in a particular area of research. A view developed to greater depth and breadth of knowledge and understanding; confidence in underpinning and enabling skills; skills in deductive and inductive reasoning and enhanced skills of the analysis and synthesis of data. This can offer research participants, at the very least, increased credibility in the eyes of their students and colleagues and models the fact that learning is a lifelong process. I have always told students and teachers that continuing to learning is a necessary component of doing a job well.*

Added to this, the confidence participants gain in their own abilities increases their own capacity to reflect on their own practice and be supportive of others, that is: support students and colleagues in their own growth and development. Coaching, mentoring and group facilitation can provide ways in which this can happen especially with the support of newer teachers. This utilisation of the practitioner skills can impact to a great extent on quality learning outcomes for all students.

The value for educators is that data from the research and insights gained in the broader research context can provide educators with compelling evidence and arguments for change and more future focused approaches. It can prompt and encourage the taking of worthwhile risks in the development of new approaches to doing business rather than maintaining an attitude that is risk averse.”

- * a couple of respondents indicated the importance of industry being involved and aware of the research that has taken place

Linda Simon
on behalf of AVETRA Executive
June 2014

Appendix 1

Community of Practice program: suggested timeline

	Timeline	Tips for the researchers
May 2013	<p>CoP workshop Check out the wiki Register for No Frills Initial mentor contact</p>	<p>Start reading literature. Revisit, refine, reduce and focus the purpose, research questions and data collection brief with your mentor.</p> <p>Your mentor may have knowledge of your research topic and they may be able to suggest useful literature.</p> <p>If you do not have access to journal databases, your mentor may be able to help you access articles if they have access to journal databases through their university.</p>
June 2013	<p>Finalise project purpose and questions, statement of intent.</p> <p>Plan literature review, ethics approval, start thinking about methodology and data collection.</p> <p>Start writing literature review.</p>	<p>Meet with mentor to discuss finalising project purpose and questions, literature review plan, ethics approval, and have initial conversations about methodology and data collection.</p>
July 2013	<p>Finish collecting and sifting through the literature.</p> <p>Complete literature review (including references)</p> <p>Provide literature review to your mentor for feedback.</p>	<p>Refer to mentor any literature dilemmas, and get their feedback on the literature review.</p>
August 2013	<p>Develop study method. Draft conceptual frame. Discuss finalised plan after literature input.</p> <p>Plan collection and develop instruments for data collection with your mentor.</p> <p>Begin data collection</p>	<p>Continue discussions with your mentor about the data collection process. Undertake your pilot and establish contacts.</p>
September 2013	<p>Data collection</p> <p>Plan approach to data analysis.</p>	
October 2013	<p>Complete data collection.</p>	<p>Read all data.</p>

	Continue to plan analysis. 2nd workshop in Melbourne to discuss data analysis and writing a paper.	Write up findings in summary Draw out key issues and explore, model and make qualified statements. Your mentor can provide you with guidance on data analysis and how to write up findings.
November 2013	Complete analysis. Write up notes	Draft abstract and subheadings. Set page/word limit for sections
December 2013	Begin writing first draft – it is best to start writing in the template, but you can copy the text across into the template.	You may want to prepare an abstract for AVETRA conference. Getting ongoing feedback from your mentor as you progress is really helpful.
January 2014	Continue to write first draft with input from mentor.	You may want to prepare an abstract for NCVET conference.
February 2014	Write second draft. Finalise the draft paper and provide to your mentor for feedback.	
March 2014	Incorporate feedback on draft paper from mentor.	
April 2014	Allow 2-4 weeks for employer approval Submit paper: 30 April	Have a critical friend read the paper to ensure there are no typos or obvious errors.
May 2014	Paper is peer-reviewed (takes 2-4 weeks)	
June 2014	Incorporate review comments (4 weeks). Resubmit final paper by end of June	You may want to discuss the reviewer feedback with your mentor.

