Mentoring: progressing women’s careers in higher education
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- University of St Andrews
- Women in Universities Mentoring Scheme (Wales)

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Contact

Ellen Pugh
gender@ecu.ac.uk
Mentoring:

Progressing women’s careers in higher education

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Introduction

As part of a range of equality initiatives that shape institutional strategy, mentoring can help to address the gender imbalances that exist within the higher education sector.

According to the Sex and power report 2011 (EHRC, 2011), more than 5400 women are missing from Britain’s 26,000 most powerful posts and advancement to women’s equality in the workforce is ‘tortuously slow’. Higher education mirrors this pattern and women remain underrepresented in senior roles. For example only 19.1 per cent of professors are women (ECU, 2011).

There is little research on the impact of mentoring on women’s career progression in higher education in the UK. Most available literature on the use of mentoring schemes in higher education comes from the USA and Australia. There is growing interest in the UK in mentoring in higher and further education, however, this existing research focuses on academic staff, even though 61.7 per cent of women in the higher education workforce are in professional and support roles (2009/10 data from the Higher Education Statistics Agency).

Mentoring, which men have used informally for a number of years (Kanter, 1977), is a recognised strategy to support career advancement (Kram, 1985). However, there is significant evidence that women, especially minority ethnic women, experience greater difficulty in finding a suitable mentoring partnership. To address this imbalance, formal programmes are being used in the higher education sector.

‘It’s not about women not being able to do the senior roles it’s about not being able to access them.’

Co-ordinator of a mentoring scheme

‘Women are not reaching their full potential. If you put a job advert out a man says: “I can do two points – I can apply” , a woman says “I can only do eight out of ten – I’ll have to wait”.’

Co-ordinator of a mentoring scheme

This guidance focuses on key factors of successful mentoring initiatives, to support institutions to develop effective mentoring programmes for women and other staff groups, including early careers researchers.
The guidance draws on the experience of higher education institutions (HEIs). Successfully embedded and evaluated schemes were identified at Queen’s University Belfast, Kingston University, the Women in Universities Mentoring Scheme (WUMS) in Wales and the universities of St Andrews and Dundee following a survey.

These case studies involved analysis of internal documents and literature and in-depth telephone interviews with mentors and mentees from both academic and administrative staff, mentoring co-ordinators and human resources representatives (all participants have been anonymised).

This research also draws on the findings of ECU’s literature review (ECU, 2012) which provides a detailed analysis of research on mentoring and its use in higher education.
What is mentoring?

Mentoring is a voluntary learning relationship that offers personal development for the mentee.

There is a clear distinction between mentoring and the guidance of a line manager. The mentee must be the driver of a successful mentoring partnership; it is up to them to determine their priorities and to get impartial support and guidance.

‘Your mentor isn’t your friend – you’ve got friends – your mentor is someone who’s going to be a sounding board, someone who listens to your awful story and says: that was awful, what are you going to do about it, how are you going to make it better next time. We’re enabling women to deal with the situations life has given them, we’re not fairies with magic wands. We’re trying to make the environment supportive for them, helping them to think about themselves in a clearer manner.’

Co-ordinator of a mentoring scheme

‘The mentoring scheme is positive for people. It’s a skill you acquire, you get good training and that’s given me the confidence that I’m not just a person who can listen and say: “Oh my goodness you’ve got a problem”. I can suggest positive and practical things, obvious to you, not so obvious to a junior researcher.’

Mentor
Mentoring schemes in higher education tend to share common goals, including the socialisation of employees into the institutional culture and provision of support for career development. Mentoring may be informal, formal or peer.

- **Informal** – when a partnership forms between a senior member of staff and a junior member of staff without intervention, planning or management from the HEI. The partnership aims to assist the junior staff member in developing career-relevant skills through exposure to work opportunities and influential individuals.

- **Formal** – when the HEI recruits participants to a mentoring programme, with varying degrees of support from the institution throughout the partnership in terms of management and training. In some programmes the HEI assigns mentors while in others the mentees make the selection, some institutions also designate the location, duration and frequency of meetings.

  ‘Formal mentoring programmes work to “recreate” the informal partnerships that have always existed in the workplace, particularly for men, and to make them available to women and other groups who would not normally be included’ (de Vries and Webb, 2005).

  Formal mentoring programmes are particularly popular in the USA and Australia where they have been introduced to address the underrepresentation of women in academia.

- **Peer** – where the mentor works at the same level as the mentee to support new employees either in a formal or informal capacity.

  This lack of hierarchy in peer mentoring has been found to facilitate communication and collaboration for effective learning, information sharing, emotional support and friendship. It is commonly used in higher education.
Benefits of mentoring

Mentoring has a number of benefits for mentees, mentors and HEIs alike.

These were highlighted by the institutions participating in the study and from ECU’s literature review.

**For mentees:**
- career advancement, including a higher rate of promotion
- increased opportunities and likelihood of staying at the institution
- higher salaries
- increased productivity and better time management
- greater success in achieving external research grants
- personal and professional development, including increased job-related wellbeing, self-esteem and confidence, and better work-life balance
- preparation for the future and heightened career aspirations
- developed networking skills

**For mentors:**
- career rejuvenation
- increased confidence
- personal fulfilment, particularly satisfaction from seeing junior staff progress

**For HEIs:**
- increased employee productivity, motivation, retention and commitment
- increased knowledge of, and support for, other equality initiatives
- enhanced opportunities for networking, particularly from cross-institutional schemes that encourage greater collaboration with other HEIs

It is important for HEIs to be aware that international staff or staff who have worked abroad may expect HEIs to provide formal mentoring schemes and are likely to view them as an aspect of university life and an indicator of a good employer (de Vries and Webb, 2005).
Benefits of mentoring

HEIs use mentoring to:

= enable women to meet their potential and progress their careers
= address gender imbalances that are endemic in the sector
= maximise the contribution of female staff by ensuring a more fulfilled and productive workforce
= ensure greater staff retention through staff career development

Career support

Many women experience particular challenges ranging from discrimination in the workplace, to lack of confidence, to dealing with complexities of work and care. Some benefit from the support of a female mentor to feel able to voice these issues and address them.

‘Some stuff that goes through my head I wouldn’t be able to tell my male colleagues, like “I don’t think I’m good at my job”. I couldn’t tell a man in my department.’

Lecturer

Evidence of benefits

Although it is difficult to disaggregate the impacts of mentoring from other factors, there are indicators that career progression for women has improved in these HEIs and there was evidence that women’s mentoring schemes had acted as a catalyst for positive change.

Many women who were mentored at Queen’s University Belfast attribute their subsequent promotions to mentoring. Analysis of staff data at the University of St Andrews shows that the percentage of professors who are women has increased from 11 per cent to 16 per cent, senior lecturers from 15 per cent to 27 per cent and readers from 15 per cent to 20 per cent since the mentoring scheme started in 2005. Across the schemes qualitative feedback testified that mentoring acted to give women the confidence to make the key move needed to progress.
Positive outcomes were found for administrative and clerical staff as well as academics. For example, Queen’s University Belfast found that mentees had made positive career moves such as:

- applying for more senior posts
- going on training courses
- being involved in national and international networks

Mentors also made positive career moves such as applying for new and more senior positions.

A study to explore the outcomes of a mentoring scheme for female academics at the Institute of Psychiatry at King’s College, London found that:

- mentoring can contribute to both women’s personal and professional development
- it is a useful tool for HEIs to develop the careers of and retain their academic staff

After a year of mentoring, mentees reported an increase in job-related wellbeing, self-esteem and confidence. In addition, they developed their networking skills and time management and managed a better work-life balance. Mentors reported satisfaction from seeing people – particularly junior staff – progress.

(Dutta et al, 2011)
Benefits of mentoring

Flinders University in Australia undertook a mentoring scheme with the aim of reducing gender inequality in senior academic positions. Evaluation of the scheme, which ran from 1998 to 2004, revealed that, in comparison with staff who had not received formal mentoring, mentees:

= were more likely to stay at the university – 14 per cent of mentees left by 2004 compared with 33 per cent of staff who had not received mentoring

= had a higher rate of promotion – 68 per cent of mentees had been promoted at least once since the commencement of the scheme compared with 43 per cent of staff who had not received mentoring

= were more successful in receiving external research grants

= were more productive in terms of publications (Gardiner et al, 2007)

Between 1990 and 1995, Johns Hopkins University School of Medicine in the USA implemented a multi-faceted initiative to address the underrepresentation of women in senior academia, combining formal mentoring with:

= leadership development

= education of faculty on the nature of gender-based obstacles and the need for change

= a review of academic rewards

The initiative resulted in more junior women being retained and promoted with a 550 per cent increase in the number of women at the associate professor rank over five years (from four in 1990 to 26 in 1995). In addition, the majority of female faculty members reported improvements in:

= the timeliness of promotions

= manifestations of gender bias

= access to information needed for faculty development

= isolation

= salary equity (Fried et al, 1996)
**Benefits of mentoring**

**Extension to other staff**

The shift in focus for the mentoring scheme at the universities of St Andrews and Dundee from a women’s scheme to one for all early career academics was not seen as problematic, provided there was still the flexibility to choose a female mentor. The rationale for the shift was that all early career academics now experience the career uncertainty and anxiety that has traditionally characterised women’s experiences in the higher education sector.

‘For young academics things are uncertain, before women were unsure of their place in the workplace, now men face the same problems, especially in the sciences.’

*Mentor*

Kingston University runs a mentoring scheme for black and minority ethnic (BME) staff in parallel to its women’s mentoring programme, which was set up to address the underrepresentation of BME staff in senior positions.

**Unexpected benefits**

At Kingston University and Queen’s University Belfast the mentoring programmes provoked greater interest in other equality initiatives – following the programme, some mentees became involved with anti-harassment schemes and equality committees.

The WUMS and the early career academics scheme benefited from the cross-institutional collaboration through the new partnerships generated by the scheme.

‘That was an unexpected dividend.’

*Co-ordinator of a mentoring scheme*
Models of formal mentoring in UK higher education

The HEI case studies use formal models of mentoring that are proving successful.

<table>
<thead>
<tr>
<th>Name</th>
<th>Holistic mentoring for women</th>
<th>Equality mentoring for women</th>
<th>National women’s mentoring</th>
<th>Women/early career academics’ mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>Queen’s University Belfast</td>
<td>Kingston University</td>
<td>Women in Universities Mentoring Scheme (all Welsh HEIs)</td>
<td>University of St Andrews and University of Dundee</td>
</tr>
<tr>
<td>Purpose</td>
<td>to address poor representation of women in senior positions</td>
<td>to address poor representation of women in senior positions</td>
<td>to address unequal representation of women in Welsh universities</td>
<td>to address gender imbalance among senior staff</td>
</tr>
<tr>
<td>Scheme started</td>
<td>2001</td>
<td>2009</td>
<td>2008, funded for three years from 2009 by the Higher Education Funding Council for Wales with contributions from all Welsh HEIs</td>
<td>2005 as a women’s scheme, evolved into early academics’ scheme in 2008</td>
</tr>
<tr>
<td>Staff eligible</td>
<td>academic, administrative</td>
<td>academic, administrative</td>
<td>academic, administrative</td>
<td>academic</td>
</tr>
<tr>
<td>Mentee</td>
<td>female</td>
<td>female</td>
<td>female</td>
<td>female or male</td>
</tr>
<tr>
<td>Mentor</td>
<td>female</td>
<td>female or male</td>
<td>female, from another institution</td>
<td>female or male, mentees can state preferred gender</td>
</tr>
<tr>
<td>Mentoring period</td>
<td>one year</td>
<td>six months, an average of 12 hours’ commitment</td>
<td>one year, but four points of entry to the scheme</td>
<td>one year, a recommended one hour per month</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>a professor, with support from the gender initiative</td>
<td>the equality unit</td>
<td>a steering group with a representative from all participating universities</td>
<td>centre for academic professional and organisational development at the University of St Andrews</td>
</tr>
<tr>
<td>Evaluation</td>
<td>annual</td>
<td>regular</td>
<td>annual</td>
<td></td>
</tr>
</tbody>
</table>
Case studies

Mentor: senior administrator

**Keywords: clerical staff, confidence, self-reflection**

Jill had been mentoring clerical staff for two years. Jill and her mentees worked on the ability to be reflective and critical. This enabled them to demonstrate their skills in applications, approach the promotion process as if applying from outside the organisation and understand that interviewers may not already know of their capabilities. She did practical things like filling in a mock application as a way of getting to know each other.

‘My first mentee was probably slightly disillusioned: restructured, working at a lower grade, feeling that everything in the world was somebody else’s fault. By the end of the year I was amazed by how she’s come round, she was applying for posts, got a job; she was exceptionally happy all round.’

Jill felt that clerical staff can often think that if they don’t succeed it’s not worth their while trying again and that at a junior level women’s mentoring is essential because of their lack of confidence and reluctance to share problems.

‘I helped them to become more reflective. You’re not going to get that from a line manager; it would be seen as favouritism and they wouldn’t have the time. I couldn’t see how they would have said those things to a man.’

Mentee: lecturer

**Keywords: BME staff, clear objectives, similar experience**

‘In any organisation you may end up with an unofficial mentor. Some people have that and I have issues with that it’s not fair.’

For Lucy, being involved in the formal mentoring scheme was important to address this. As a black woman she knew she faced two hurdles in career advancement; in her institution there are few women or BME staff at the top.

‘They don’t understand the problems because they’re not living it. The mentoring scheme by motivating people like me to push and surge forward can help to change this.’
Through mentoring she identified two specific areas where she needed to improve – research and networking.

‘I had been considering my future here for a long time. I was quite specific about what I wanted; I wanted the challenge of full teaching and being research active.’

Following this, she:

= started sharing her research more widely
= sought out university-based resources
= put more effort into networking with others
= took up a continuing professional development course
= changed how she presents herself to colleagues:

‘I speak out more. I used to procrastinate a lot; we don’t have that bravado that men have. Now I think you have nothing to lose.’

Mentee: research fellow

Keywords: fixed-term contract, family, similar experience

Jo was unsure about how to develop a successful career in research and teaching and whether she could combine it with a family.

‘How do I deal with being a woman on a fixed-term contract and having a family, how will it affect my career, how will people in my department react if I rock up and say “I’m going off on maternity leave”?’

‘If I’m not driving something myself there isn’t anyone saying hey what are you doing. In my field if you can’t do it yourself there’s plenty who can.’

Jo only had one colleague in her department who was a woman and she did not have children, so having a woman mentor with children was important to her. Her mentor gave her examples of
others who had negotiated the balance of work and family life successfully and advised her to communicate with her colleagues while helping Jo to understand her potential career trajectory.

‘I was intrigued by the hierarchy. I didn’t know how research careers worked here. I’ve been reassured and helped by my mentor and now I can carry on whole-heartedly.’

**Mentee: research fellow**

**Keywords: networking, work-life balance**

Vera became a mentee because she wanted to get:

- a greater feel for the wider university
- advice in terms of pursuing an academic career
- more information to make decisions about work-life balance prior to and following having children

Her mentor was from another school, and had a strong understanding of the career of a research fellow and the steps to take to progress.

‘It was just great to get help for issues on career advancement, very, very useful. There are things I wouldn’t have discussed with a line manager, but it was much more open and you can discuss a wider range of issues that you relate to as a woman.

‘It really made me aware of family-life balance and brought me in front of women with children who have been successful in academia and inspired me to do the same.’

Training sessions with other mentees had also had ‘side-line benefits’ giving her support and helping her to meet new people. She had now become a mentor herself to ‘give back some advice that I’d had before.’
Key factors to consider for successful mentoring schemes

The main problem faced by mentors and mentees was finding time and space for mentoring.

Other issues, as identified in literature, include:

- unrecognised addition to workload
- a lack of mentor interest
- incompatibility in mentoring pairs
- lack of commitment from the institution

Key factors for determining success were found to be:

- institutional support
- matching and training participants
- monitoring and evaluation
- well-defined programme goals, expectations and roles

Good practice

Institutional support

Visible institutional support, particularly from senior management, is vital to ensure support for and success of a mentoring programme. In addition, mentoring needs to be a clearly explained strategic response to identified quantifiable problems, such as female underrepresentation in senior roles, to avoid it being seen as a lifestyle programme for women. Establishing mentoring as part of a strategic business plan, for example, sends a strong message of dedication to staff development. As a result of clear institutional commitment, our participating HEIs saw surprisingly little backlash to the programmes.

Pairing and matching

The participating programmes found that achieving the right match of mentor and mentee is possibly the most crucial aspect. Some mentoring relationships develop into longstanding friendships, whereas others may lose contact even before the end of the programme.
Key factors to consider for successful mentoring schemes

Queen’s University Belfast has an intensive system of matching mentor and mentee that involves a questionnaire and interviews. This approach is highly successful in setting up partnerships. A less intensive method that relies on paper matching from information provided on application forms rather than face-to-face interviews also works well, provided that co-ordinators have a good overview and understanding of those involved. One mentee expressed the opinion that even random matching would work, since all those who would volunteer as mentors are the ‘right’ kind of people. However, this was not a commonly-held view.

It may be beneficial to pair mentees with a mentor from a different school or department.

‘It never comes back to bite you in the future and keeps the politics out of it.’

Mentor

Mentoring across campuses or from different HEIs can also be useful as it gives both mentor and mentee access to new experiences and perspectives on their own and others’ institutions. This helps to escape what one co-ordinator called ‘silo mentalities’, where work is only understood and approached through the narrow parameters of a particular department or physical location.

Most commonly it is useful for the mentor and mentee to have some shared knowledge, from being in a broadly similar field such as science, but in some cases more interdisciplinary connections were valued.

Training and guidance

Rigorous training for mentors and mentees at the start of each mentoring programme to establish what mentoring can or cannot do and how it will function is also important for success. Some schemes may bring in outside speakers to add value and interest. Where external trainers are employed, training should be pitched carefully so as not to patronise the staff.
**Planning and piloting**

All programmes included in this project had planned carefully for their launch, including running pilot schemes. Starting with small numbers, they built up interest and commitment that enabled them to evaluate the strengths and weaknesses of different approaches.

**Clarity and boundaries**

Participation must be voluntary and it must be possible for both mentees and mentors to withdraw from the scheme without reprimand.

While guidelines about the numbers of meetings are important, in practice the approach taken by many mentees and mentors is far more flexible and responds to the dynamic of the relationship. Mentors and mentees from our case studies found flexible ways of fitting in meetings, having breakfast together or meeting in each other’s homes.

Unmet expectations, particularly in relation to career advancement, frequency of contact, and responsibilities of the mentor and mentee are a major factor in the failure of mentoring programmes. All the case-study programmes recognised that setting the parameters of what can be expected and achieved is essential.

**Setting objectives**

Personal objectives are a crucial part of the process. These should come from the mentee, not the mentor, and be agreed through a process of reflection and negotiation.

Objectives could be targeted – for example, achieving a promotion, success in research bidding or submitting work for publication – or they could be less measurable, such as gaining confidence to speak up or assert oneself.

Participants in the early career academics scheme felt that objectives should be set early in the programme in the form of a contract, as staff are often on short-term appointments. Participants in other schemes felt that it takes time to work out priorities and that objectives should form over time as part of the process of self-development.
Key factors to consider for successful mentoring schemes

Confidentiality

It is important that the mentoring relationship is kept confidential, particularly in the early stages of developing mentoring programmes.

‘People didn’t want to be identified as mentees, they felt they would be classed as needy or ambitious and both of them were bad.’
Co-ordinator of a mentoring scheme

Involvement of men

Although many female mentees state a preference for a female mentor, it can be beneficial to involve men in the programme as they can bring a different perspective to mentoring and career progression. Similarly, men may benefit from taking part in a mentoring scheme and by working with a female mentor or mentee, they may gain a better understanding of a female perspective of the workplace.

Networking and resources

It is common for mentoring programmes to incorporate networking opportunities for all participants; these are highly valued. Mentoring programmes usually run on the mentors’ good will and, therefore, engendering a sense of ownership and recognition – by peer networking events, celebrations and awarding of certificates – is important.

Resources produced as part of the scheme, such as the Early career academic mentoring handbook from the University of St Andrews were seen as useful by 100 per cent of questionnaire respondents, not just for the duration of the scheme, but beyond.
Measuring the impact

‘It’s hard to know what someone else would consider a success.’
Co-ordinator of a mentoring scheme

Understanding the impact of a mentoring initiative on both mentees and mentors will help HEIs justify the investment of time and resources in mentoring initiatives. It is also important in helping HEIs to understand how mentoring can interact with other initiatives aimed at the career progression of staff and to identify the particular groups of staff that may benefit from participation in mentoring.

Embedding evaluation into the design of the programme from the outset can help to identify the goals and possible outcomes of the mentoring, taking developments over time into account. Periodic assessments should be made through focus groups, interviews or surveys. In the case-study HEIs evaluations usually took place at the end of each year through questionnaires as well as more informal means.

Longitudinal evaluation

In the context of mentoring, where unique relationships develop through stages over time, the most effective approach is to track long-term impact through longitudinal evaluation. Maintaining contact with mentees for a number of years after their participation in the programme will help to chart progression, by measuring, for example, rates of promotion among those who had been mentored and those who had not. This approach was recommended by the four mentoring schemes researched.

What to evaluate

Evaluations may incorporate feedback from mentees, mentors and senior management on:

- perceptions of mentoring – effectiveness in terms of support, encouragement and personal satisfaction, taking into account the views of both mentees and mentors

- subjective outcomes – career satisfaction and stress at work

- objective outcomes – career advancement, salary progression, retention, work productivity and research grants

‘You could also have pseudometrics – people marking themselves, how they feel, whether they have been promoted.’
Mentor
How to evaluate

Evaluation methods used by the participating HEIs include:

= focus groups of mentors and mentees
= feedback sheets and questionnaires
= events where former mentees discuss their career progression

At Kingston University, circle discussions conducted with participants at the end of the programme identified benefits of the scheme for mentees and mentors.

The participating HEIs all stated that measuring the impact of mentoring schemes is not straightforward, and some suggested that it would be inappropriate to define success through quantitative targets.

The current evidence base for mentoring is primarily based on the subjective perceptions of mentoring, relying on testimonials and opinions of outcomes rather than objective measures of change. The case-study schemes usually used qualitative methods of analysis. Overwhelmingly the qualitative evaluations produced highly positive responses to the schemes' effectiveness in terms of personal support and satisfaction. They were also positive about subjective career outcomes, particularly career satisfaction and reduction in stress.

While qualitative evaluation is necessary, particularly when evaluating pilot schemes, evaluating objective outcomes is also important to fully understand the long-term impact of mentoring. In academia, this means looking at the impact of mentoring on mentees' and mentors' promotion success, productivity and retention. It can also involve looking at the psychological and social impact of mentoring on the mentee and mentor.
The limits of mentoring

On the basis of both the literature review and the case studies, there is a strong case for retaining existing women’s mentoring schemes and for establishing new ones across the sector. However, mentoring alone cannot address structural and cultural inequalities that prevent the progression of women and other underrepresented groups. Multiple factors such as the promotion process, the overrepresentation of men on decision-making bodies, old boys’ networks and the availability and cost of childcare have all been indicated as being beyond the control of mentoring. Institutional culture may be the primary barrier to women’s progression. While mentoring schemes cannot change these factors alone, they can help women adjust to institutional culture.

The most effective approach, as found by Queen’s University Belfast and Kingston University, is to embed mentoring within a range of equality initiatives and strategies.
Recommendations

‘What would I say to anyone thinking of setting up a women's mentoring scheme? Go for it! They are so hugely rewarding not only to work on but to see the changes in people. The mentors get as much out of it as the mentees, it is massively rewarding and every university should have one.’

The participants in our project all strongly endorse the value of mentoring in higher education, with a consensus on what needs to be done to run them well:

- undertake statistical analysis of the distribution of women in your institution to establish where women are most likely to benefit from mentoring
- consider forming a partnership with another HEI
- secure support for the programme from senior management
- run a pilot programme
- publicise the programme throughout the institution to recruit volunteers, perhaps with a charismatic lecture from an external speaker
- consider using male mentors – female mentors appear to work best in women-only mentoring initiatives, but male mentors can work if there is flexibility and choice in the allocation of mentors
- provide detailed training on what mentoring programmes can and cannot do
- provide resources (for example, a handbook) to set out objectives and support the mentoring process
- carefully map the requirements of mentees and what mentors can offer – ideally conduct interviews as part of this process
- match mentors and mentees outside their school/department but preferably in the same broad field
- ensure confidentiality
- provide continuous support and allow flexibility so pairings can change if necessary
- establish qualitative and quantitative measurements of the impact of the programme and conduct yearly and longitudinal evaluations

‘On its own, mentoring is not going to change the culture of an organisation; it’s a vehicle to help women progress.’

Mentor
Example schemes

Women in universities mentoring scheme (Wales)
wums.glam.ac.uk

Cross-institutional mentoring scheme for early career academics, University of St Andrews/University of Dundee
www.st-andrews.ac.uk/staff/ppd/developyourself/resources/researchstaffmentoring

Women’s mentoring scheme, Queen’s University Belfast
www.qub.ac.uk/sites/QueensGenderInitiative/Programmes/Mentoring
Contact qgi@qub.ac.uk for evaluation reports.

Women’s e-mentoring scheme
Cross-institutional online support co-ordinated by the Women in Lifelong Learning Network.
willnetwork.weebly.com/e-mentoring.html

Mentor SET: a UK mentoring scheme for women in science, technology, engineering and mathematics
A scheme to help women working in STEM co-ordinated by the UK Resource Centre.
www.mentorset.org.uk

Meeting of minds mentoring scheme
For early career researchers and senior academics co-ordinated by the British Educational Research Association across institutions.
www.bera.ac.uk

Mentoring scheme, Institute of Psychiatry, King’s College London
www.biomedcentral.com/1472-6920/11/13
References and further reading

www.ecu.ac.uk/publications/equality-in-he-stats-11

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www.ecu.ac.uk/publications/womens-mentoring


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EHRC (2011) *Sex and power report 2011*
www.equalityhumanrights.com/key-projects/sexandpower


Kram, KE (1985) *Mentoring at work: developmental relationships in organisation life.* Scott Foresman, Glenview, IL.

This refers to further education.
References and further reading

Women’s leadership and mentoring: the glass cliff
Information and publications on women’s leadership and mentoring.
http://psy.ex.ac.uk/seorg/glasscliff/academic.html
ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in further education in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation, or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.
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