



LUND UNIVERSITY

Mentoring for Change

Evaluation of a gender-integrated mentoring programme

Lövkrona, Inger; Brage, Tomas; Möller, Ragnhild

2019

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Lövkrona, I., Brage, T., & Möller, R. (2019, Oct 10). Mentoring for Change: Evaluation of a gender-integrated mentoring programme. (2018/2019 ed.)

Total number of authors:

3

General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

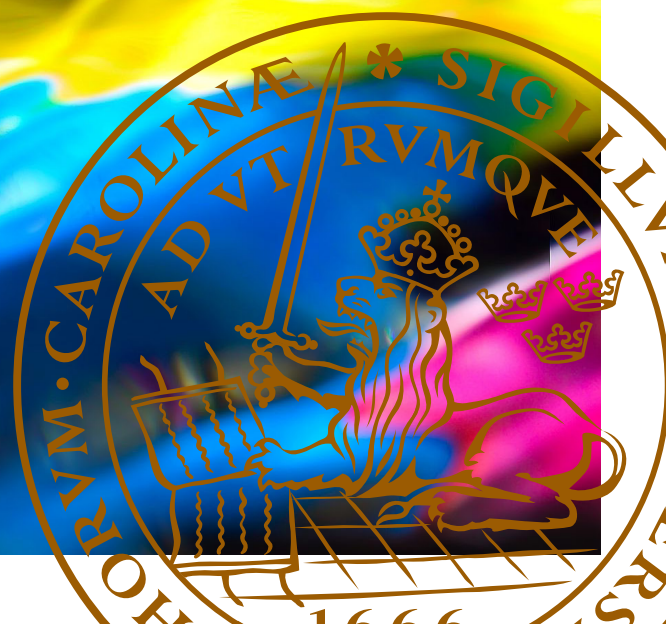
PO Box 117
221 00 Lund
+46 46-222 00 00

MENTORING

2018 | 2019

FOR CHANGE | FACULTY OF SCIENCE

Evaluation of a gender-integrated mentoring programme



Mentoring for Change –

EVALUATION OF A GENDER-INTEGRATED MENTORING PROGRAMME

Contents

Introduction	3
Background and process	4
Design of the programme	5
Recruitment of mentees and mentors	7
Mentor–mentee groups	9
Seminars	10
Expectations and general impressions	12
Lessons for next programme	13
Rekommendations to the management	15
References	17
Appendix 1 – Ground rules	18
Appendix 2 – Seminars	19
Appendix 3 – Agreements (the Faculty)	20
Appendix 4 – Agreements (mentor–mentee)	21
Appendix 5 – Survey	22
Appendix 6 – Diploma	23



Introduction

Mentoring for change is a gender-integrated mentoring programme conducted in 2018/2019 by the Faculty of Science at Lund University. It is part of the faculty's strategic work on gender equality and has been funded by grants from within the University. The programme was developed in late 2017–2018 by Professors Inger Lövkrona and Tomas Brage, and Work Environment Coordinator at the Faculty of Science, Ragnhild Möller. As far as we know, in Sweden, *Mentoring for change* has been an untested form of mentorship with a double (bifocal) approach, in which both the participants in the programme and the faculty organisation are developed. The idea is that mentors and mentees together learn to see and identify obstacles in academia that make gender equality more difficult. Mentors and mentees should act together as “partners for change” and propose organisational changes to increase diversity and equality within higher education.

The inspiration comes mainly from Dr. Jennifer de Vries, University of Melbourne, Australia. She has many years of experience in similar programmes and works with both mentorship and sponsorship. The design of group mentorship was taken from European mentoring programmes within academia, which have been described and analysed over the past ten years in a series of reports and articles. With regard to both design and implementation, we have tried to translate existing knowledge into a Swedish academic context. All parts of *Mentoring for Change* are in fact research-based, and with this report, we hope to contribute with additional knowledge about mentoring programmes that promote gender equality in academia.

This report describes the programme, how we have implemented it, and the reflections and recommendations from the participants and the steering group. The report is based on material produced before, during and after the programme, and on the survey that the participants responded to at the end of the programme.

This report is published both in Swedish and English. In the EU, there is a major interest in working methods to eliminate the lack of gender equality and to address discrimination in academia. Similar to the University's gender-integrated leadership programme AKKA, we hope that this mentoring programme will be viewed as a good example and disseminated to other universities – nationally and internationally. An important channel for international dissemination is LERU's (League of European Research Universities) thematic group for “Equality, Diversity and Inclusion”, of which Lund is part.

Lund 10 October 2019



Inger Lövkrona



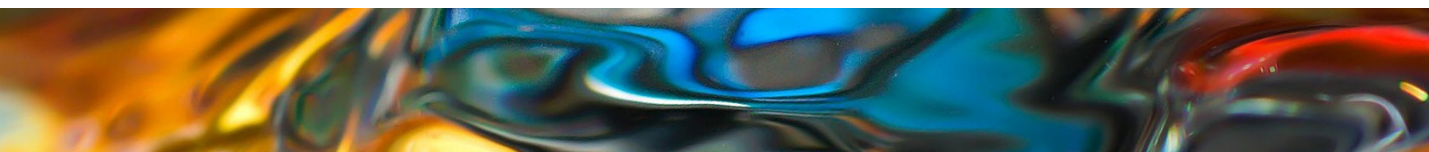
Tomas Brage



Ragnhild Möller

A digital version of this report can be downloaded from:
<https://www.science.lu.se/internal/support-and-tools/mentoring-programme>

To order printed copies, please send an email to one of the members of the steering group:
ragnhild.moller@science.lu.se
tomas.brage@fysik.lu.se
inger.lovkrona@kultur.lu.se



Background and process

INITIATIVE, SUPPORT AND FUNDING APPLICATION

The Faculty of Science’s committee on gender equality and equal opportunities took the initiative to formulate the idea of a one year mentoring programme. During the process of defining the purpose and objectives, as well as the target group and format, various ideas were discussed with the faculty management council, with reference persons at Lund University and with Dr. Jennifer de Vries, who has been our external expert throughout the programme.

In 2016, the faculty and the committee submitted an application for funding to develop the content of this unique mentoring programme; the application was granted and awarded SEK 240,000 in accordance with STYR 2016/1198. A subsequent change of dean and a supplementary application in 2017 to be able to carry out the programme according to the drawn up plan provided an additional SEK 650,000 in funding (STYR 2017/1245) from the University.

STEERING GROUP AND RESPONSIBILITY

The people responsible for the programme, from design to implementation, have been Professor Tomas Brage and Work Environment Coordinator Ragnhild Möller from the Faculty of Science and Professor Inger Lövkrona from the Department of Cultural Sciences. These three individuals formed the programme steering group. The task of the steering group has been to act as advisors, a sounding board, discussion leaders and coordinators and to supervise that all practical elements of the programme have worked according to plan and existing agreements. The steering group has been available to the mentors and mentees whenever a need has arisen.

GROUP MENTORSHIP, MENTORS AND MENTEEES

Prior to the start of the programme, three senior academics (professors) were recruited to lead one group of mentees each. The mentors were chosen following suggestions from the faculty management council and the steering group. An important aspect of the mentor’s role is to have an interest in

the issues raised in the programme. The mentees had to apply for the programme and justify why they wanted to participate. The defined target group of the programme consisted of young researchers at the beginning of their careers, and we welcomed applications from an additional two nearby faculties: the Faculty of Engineering and the Faculty of Medicine. Following interviews and selection, three mentoring groups were formed, with 13 mentees evenly distributed across the groups.

TRAINING FOR MENTORS AND MENTEEES

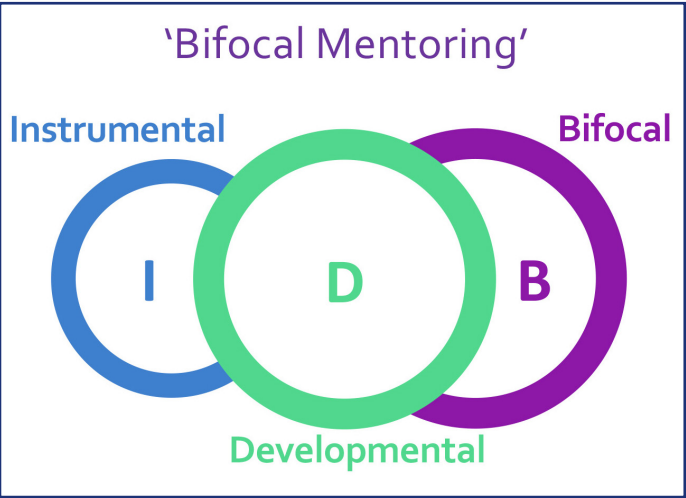
An important part of this programme has been to train both the mentors and the mentees on various, important issues. Therefore, an ambitious seminar programme was put together, where each seminar had a specific focus area. To each seminar, external experts with special expertise were invited. The participants were also given the opportunity to meet with the university management and discuss important issues. More about the seminar programme can be found further on in this report (page 10 and Appendix 2).

TECHNOLOGY AND DOCUMENTATION

To make documents and materials easily accessible to all participants, they were gathered on a digital platform. All lectures and discussions were filmed, and the invited experts generously shared their material in the form of Power Point slideshows and other presentations.

EXPERT SUPPORT

Dr. Jennifer de Vries has been our expert support throughout the programme and during the year we have had several Skype meetings to discuss issues and receive guidance. De Vries was also on site in Lund when we started the seminar programme and participated in the closing session with a video recording. Dr. de Vries is an organisational consultant and affiliated with the University of Melbourne, Australia. De Vries has generously shared her expertise and material, for which we are most grateful.



A bifocal mentoring programme has two different focuses. One is on the junior researcher’s individual development and career planning. The second is on the organisational changes that are necessary to implement to enable careers on equal opportunities. In practice, this means that individual development is linked to organisational change.

*From Jen de Vries’s presentation in Lund, 27 August 2018.
See also de Vries & van den Binns 2016.*

Design of the programme

PURPOSE AND OBJECTIVES OF THE PROGRAMME

This mentoring programme is part of the faculty's gender equality work. An overall goal is to recruit more women to higher positions in academia. This goal requires focus on individual careers and, at the same time, on organisational change. The obstacles for women to pursue academia are essentially structural, not individual. Short-term quantitative successes (an increasing number of women) do not lead to long-term equality.

It is well documented that mentoring programmes are successful methods of promoting an organisation's gender equality work, in cases where structural barriers are also addressed.

Mentoring programmes create quality in research and education and increase the organisation's competitiveness and maximise resources. This can be seen as part of a recruitment process where talented employees are made visible and given career opportunities. From the perspective of mentors and mentees, a mentoring programme provides individual knowledge development and new networks, outside and within the organisation, which also benefits the organisation. In addition to the gender equality objective, the programme contributes to recruiting and retaining employees as well as developing the organisation. Similar to a leadership programme, a mentoring programme is a strategic initiative and involves both short- and long-term initiatives.

This programme is gender-integrated, which means that gender issues are raised to a structural level in order to visualise the power schemes that generate different conditions for women and men in academia. The goal is to create gender awareness among all participants in the programme. Research and experience show that gender equality initiatives that focus solely on women are far from sufficient, and more women does not necessarily lead to a sustainable and long-term gender equality.

In summary, the purpose of this programme is to highlight still existing obstacles to gender equality in academia, and to provide all participants with tools to eliminate them.

BIFOCAL APPROACH

Traditional mentoring programmes have been criticised for being short-term, for legitimising the prevailing culture and for being instrumental and focusing solely on individual solutions to collective problems. In comparison to traditional programmes, this programme has a bifocal approach. It addresses both the individual development and career planning of junior researchers, as well as the organisational changes that

are necessary for sustainable gender equality. In practice, it means that individual development is linked to organisational change. In this programme, the seminars constitute an important knowledge base for mentors and mentees. Issues about gender equality, diversity and discrimination in academia are discussed in relation to academic roles, leadership and individual career paths.

GROUP MENTORSHIP

The kind of mentor relationship we found best corresponds to the overall philosophy behind this programme is group mentorship. Group mentorship can be designed in several ways: one mentor and a group of mentees, one mentee and a group of mentors, or something in between. *Mentoring for Change* uses the former approach: one mentor and a group of mentees (3–5). This model does not lead to additional work for the mentors; on the contrary, it is an efficient use of the mentor's time and provides a multitude of perspectives. The mentor and the mentees benefit from each other's knowledge and experience, and the mentorship is able to focus on overall issues. Group mentorship does not mean that the development and career of the individual mentee is ignored; rather, it helps the individual mentees to have their problems and issues illustrated from a structural perspective and reflected in other mentee's experiences. Individual psychosocial problems are linked to structural and collective issues, thus contributing to knowledge that can be transferred to the organisation as a whole.

Other important advantages that the mentees gain from *Mentoring for Change* are greater opportunities to discuss common experiences, to network, to gain perspective on their own situation, and to strengthen the self-confidence. The significance of the mentees' group experiences is well documented. Research also shows that mentors who listen to stories from several mentees can more easily see patterns and structures, resulting in a Eureka effect.

In a group mentorship, personal conflicts, private and sexual relationships can more easily be avoided, as the mentor-mentee relationship is not as close and thus less vulnerable and sensitive. However, it has been difficult to find research on how group mentorship works or does not work, as it is applied more rarely than traditional mentorships. One explanation for why group mentorships are rare is partly based on the established view of what mentorship is and how it should be designed (this view is shared by mentors and mentees). This view is identical to what we refer to as traditional "one-to-one" mentorship.

With group mentorship comes special requirements on confidentiality, which is an issue that the mentors and mentees must solve together through a mutual agreement. It also requires a firmer structure and organisation.

Design of the programme

A “NEW” MENTOR ROLE

In *Mentoring for Change*, the mentor has a somewhat different and more extensive role than in a traditional programme, where knowledge is mainly transferred in one direction: from mentor to mentee, and where the relationship is hierarchical and the purpose instrumental. In a traditional programme, the mentor is expected to “teach” the mentee about the existing academic world and culture, not to address or question discriminatory structures.

Mentoring for Change is designed as a two-way relationship and is thus stimulating for both parties. Mentors and mentees will jointly set realistic goals and reflect on the practices that may be obstacles to achieving those goals. Mentors and mentees should be “partners for change”. However, it is primarily the mentor’s task to identify issues and organisational practices that constitute an obstacle to an individual’s career. This means that the mentors must be willing and able to reflect critically on their daily practices from a gender perspective and realise their responsibility as leaders to change these practices (and cultures). This requires knowledge, but the new mentor role also requires a greater involvement in the organisation. There is less focus on psychosocial aspects and more on the structural and organisational. *Mentoring for Change* can be described as a working method to change traditional structures.

The literature on designing mentorship programmes emphasises the importance of the training of mentors. In a relational programme, such as *Mentoring for Change*, the expertise and role of a mentor are crucial to the success of the programme. Recruitment and training of mentors is as important as recruitment and training of mentees. Our programme has recognised this relationship and has therefore developed a joint seminar series for mentors and mentees, thereby providing all participants with the same knowledge, which can later be discussed in meetings between the mentee group and the mentor.

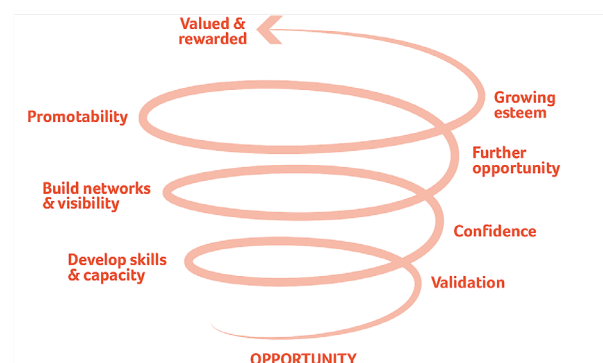
The literature emphasises the importance of a solid mentoring structure. The steering group has therefore produced guidelines for mentors, with instructions on their obligations to their mentees, as well as on boundaries, confidentiality, consultation, discussion forms and codes of conduct. However, the relationship between mentors-mentees and working methods (when, where, how to meet, etc.) should be based on the wishes and needs of those involved and discussed at their first meeting, and result in a mutual contract. Both roles of mentor and mentee obviously require adherence to Lund University’s core values.

A “NEW” MENTEE ROLE

The traditional role assumes that the mentee is the recipient, a “disciple”. The literature shows that the mentees expectations of mentorship usually concern personal development, self-esteem and self-confidence. However, mentees also state other goals such as access to networks, support for pursuing a research career, help in making decisions that are important to their research career, getting to know their role models and setting professional goals. These expectations and goals are not in conflict with a relational mentorship, but the means to achieve them are different. In *Mentoring for Change*, the mentee cannot expect the mentor to solve all problems or hold the key to their success. The mentee must be engaged in this development and understand where the problem lies and see structures and solutions.

An important part in preparing for becoming a mentee is to reflect on one’s expectations (on the programme and on the mentor) and formulate realistic goals. This reflection is already initiated by writing the application, in which the applicant describes their goals and expectations. At the first seminar, a great deal of time is devoted to formulate goals and reflect on what expectations are realistic. This is presented in a short report that will be used when the mentor and mentees meet for the first time.

Mentoring for Change provides a seminar programme that aims to educate the mentees about issues related to their future career planning, from a gender and organisational perspective. The seminars, with different focus areas, highlight and clarify existing obstacles in the academic structure, and the environment that makes it difficult to pursue a career on equal terms. Mentees are usually not aware of this, but believe that the problem lies with themselves and not with the structures.



Career opportunities visualized in an upward spiral.

From Jen de Vries's presentation in Lund, 27 August 2018.
See also de Vries & van den Binns 2016.

Recruitment of mentees and mentors

RECRUITMENT OF MENTEES

In *Mentoring for Change* the target group is junior researchers at the beginning of their academic careers. In the selection, the goal is to include as many subjects and departments as possible to ensure a diversity of perspectives. Other matters of importance, according to the literature, are that the mentees are open to learning, able to take constructive criticism and feedback and are interested in personal development.

Mentoring for Change is open to all regardless of gender. With regard to participation we strive to achieve a gender balance (40–60 % women). The overall objective of the programme – to increase the proportion of women in senior academic positions – cannot be met unless men are also trained in gender awareness. Organisational change is not only women's responsibility.

In spring 2018, information about the programme and the call for applications to become a mentee were widely disseminated across the Faculty of Science as well as the Faculty of Medicine and the Faculty of Engineering. Applicants were asked to submit their CVs, and explain why they applied for the programme and the expectations they had. All applicants were called to individual interviews with the steering group, where we made sure that they had read the information and were aware of the nature of the programme. Thirteen out of fourteen applicants were accepted and declared themselves willing to pursue the programme. The mentees held the positions of postdoc, researcher, project assistant and associate senior lecturer. The subjects were physics, biology, environmental science, physical geography, chemistry and geology. The mentees came from both the Faculty of Science and the Faculty of Engineering. In total, the accepted mentees consisted of eight women and five men.

A surprise and challenge for the steering group was that most of the mentees were postdocs from countries other than Sweden. For this reason, the programme was held in English. A contract was established between each mentee and the faculty with mutual obligations, see Appendix 3.

RECRUITMENT OF MENTORS

According to research, a continuous problem with mentoring programmes is the recruitment of mentors. A recurring reason is the lack of time, although mentors in evaluations are very pleased with their role as mentor and think they have done a good job. International evaluations show that the difficulty in recruiting mentors is somewhat greater in programmes with “framework” activities. Male mentors often express that they already have sufficient knowledge to become a mentor and that they do not need further training. Many consider gender issues to be women's issues, if they at all belong in academia. Female mentors have proven more willing to learn how to become successful mentors and are more open to gender issues.

Being a mentor in *Mentoring for Change* requires active involvement in issues of gender, diversity and organisation with focus on both the mentees' and the organisation's needs.

The importance of raising gender issues in academia, and the awareness that these are not women's issues, have clearly been stated through the #metoo movement and subsequent #akademiuppropet.

When recruiting, it is important to highlight the benefits to the mentor. Being a mentor generates personal development and satisfaction, is considered a qualification and provides increased career opportunities and new networks. In addition to administrative support, the organisation can help showcase the mentors' efforts and, in general, show appreciation for their work. It has also proved successful to offer mentors some form of compensation, which makes sense given the professionalisation of the role of mentor and that the mentoring programmes are given a strategic purpose. Another more long-term solution is to include the mentor role in the job description and the corresponding hours in the staff plan.

Does the gender of the mentor matter? Evaluations of mentoring programmes show that mentees who are women prefer female mentors. In programmes where both mentors and mentees are men, an “informal” mentorship is often formed. An important purpose of having formal mentoring programmes is to avoid this. And to create mentee groups composed of all genders, if possible.

In *Mentoring for Change*, the gender of the mentor is less important than their knowledge and interest in change management. The literature shows that mentors and mentees easily adapt to their respective roles regardless of the mentor's gender. However, it appears that female mentors experience more discrimination and are more interested in gender and diversity issues. Female mentors have therefore become more open to bifocal programmes. Whether they are mentors or mentees, their approach is being more open to achieving more knowledge and experience.

The requirements for becoming a mentor are personal aptitude, the ability to listen and provide feedback, encourage and communicate, as well as credibility and integrity. A mentor should also be motivated and have the ability, time and interest in the development of both the mentees and the organisation.

Recruitment of mentees and mentors

SELECTED MENTORS

In *Mentoring for change*, we picked three senior professors from the faculty. Two women and one man were recruited in this way, after consulting with the faculty management and the faculty's committee for gender equality and equal opportunities.

The mentors also had to sign a contract with the faculty where the forms of cooperation and mutual obligations were made clear (see Appendix 3 below).

The mentors were interviewed and informed by the steering group before the start of the programme. During the programme, two follow-ups were conducted with the mentors on how the mentorship was developing. As the mentors also participated in the seminar series, the steering group had the opportunity to follow up on a regular basis.

“The mentoring we recieved was excellent and will have a lasting impression on me and those I work with in the future.”

The mentors were offered financial compensation for their work, made out to their home department. The issue of financial compensation generated a discussion on the faculty management council, where it was stressed that mentoring assignments are always considered voluntary. However, the literature* on mentoring programmes where financial compensation is given is unambiguous on this point – compensation to the mentors for their work is desirable and in demand, and even necessary for a successful programme.

However, it is important to point out that financial compensation does not exclude symbolic recognition from the faculty; highlighting the mentors and generally showing appreciation. In the long term, a prize for best mentorship could be a good incentive, as well as considering mentoring a qualification for appointment and other assignments. This was clearly pointed out to the faculty management.

MATCHMAKING OF MENTOR AND MENTEES

The matchmaking process is described as one of the most important elements for a successful programme. Group mentorship may need other requirements for matching, which unfortunately are not clarified in the literature. However, there is much to be learned from the knowledge that exists regarding traditional mentorship. A first important observation is that a common share of interest is very important when it comes to matchmaking. Mentees (particularly junior mentees) emphasise the importance of being close to their mentor, both with regard to their subject and geographically, referring to mentors from the same university/faculty.

The question of the mentor's gender is extensively discussed in the research on women-only programmes. This issue may be less important in a group mentoring programme, as the mentee group will include all genders. Research shows that women as role models are important for female mentees, especially in male-dominated fields. Although the gender of the mentor does not affect programme satisfaction, it may affect which subjects are discussed in meetings. Male mentors prefer to discuss developmental strategies, whereas female mentors tend to prefer discussions about work-life balance. Both of these issues are of course important to address in the mentor–mentee group meetings, regardless of the composition of the group.

In *Mentoring for Change*, the groups were composed to represent as many different subjects as possible. As far as possible, the mentors were matched to groups consisting solely of mentees from another department. The result was three mentor–mentee groups, two groups with four mentees each and one group with five mentees.

“It worked very well, well organized from the mentor part and high engagement from the mentees.”

One of the difficulties with the matching in this programme was that the Faculty of Science has several subjects that span different organisational units. A greater number of mentees would have been desirable to be able to find a good match more easily.

*) For example:

Mentoring – an instrument to promote equality in science and reserarch: status quo, new developments and challenges. Wroblewski, Angela (ed., with support of Victoria Englmaier). 110 Reihe Soziologie, Sociological Series. Institut für höhere studien, Institute for advances studies. Vienna, December 2015.

Mentoring for change: A focus on mentors and their role in advancing gender equity. H. Föger & D. Höppel (eds.). Fribourg: eument-net. 2011.

Mentor–mentee groups

The steering group recommended the mentor-mentee groups to convene at least once after each seminar, and to allocate enough time, tentatively three hours.

Within each group, a mentor–mentee group contract was drawn, specifying the terms of the mentorship. The contract contains general rules on trust, respect, confidentiality, obligations, when and where the mentor–mentee meetings are to be held, the topics and forms of discussion, and which topics are acceptable and unacceptable. See Appendix 4.

Below are some of the answers from the survey (Appendix 5) concerning the mentoring groups. We do not distinguish between the answers from mentors and from mentees (they are all participants in the programme), as the mentors are so few that it would be difficult to maintain anonymity. However, we have access to the mentors’ opinions through the two steering group meetings held with them.

NUMBER OF MEETINGS AND TIME FOR EACH MEETING

The number of meetings in the mentoring groups were between 4 and 7; one of the groups met only on three occasions. Some groups also met on a couple of occasions without the mentor present. More than 60 % of the participants felt that the group convened sufficiently often (average 3.3). The times of the group meetings have been arranged so that they could have lunch together. On average, each meeting lasted just over 2 hours (including lunch).

GROUP DYNAMICS AND SIZE OF THE GROUP

More than half of the participants claim that the group dynamics worked very well, which was partially confirmed by the mentors. The steering group helped on two occasions to create better group dynamics. More than 60 % of the participants felt that it worked well in the group. Regarding the group size, the view varies slightly among the mentors, but they all agree that 3–5 mentees per group is optimal. The mentees have not been asked about group size, but when asked whether about group mentoring is a good form of mentoring, just over 70 % responded yes. The mentors have also expressed the same view in different contexts.

MEETING DISCUSSIONS

In the survey we asked if the group discussions focused on the general (not the individual), as intended. The answers here are more evenly distributed on the scale between 3 and 5. However, the mentors claim that they included many “private” and “personal” stories, and one of the mentors also arranged individual meetings to discuss matters of a more personal nature. Otherwise, the topics discussed during the meetings differed between mentors.

“In our group we discussed the topics brought up during the seminar, and prepared for the coming seminar. We also discussed CV and grant applications.”

“We had general discussions, but also were able to bring our own experience to the group to discuss and gain perspectives on a range of issues.”

At the first meeting, all the groups discussed the mentees’ CVs and expectations, which they had submitted in advance to their mentor. The topic of the seminar was obviously addressed, but in different ways and to different depths. Here, we received a proposal to send out discussion topics after each seminar, to be addressed by each group in their mentoring meetings and discussed in mixed groups at the next seminar. However, as the proposer adds: *“But honestly, we should have been able to come up with this ourselves and be more pro-active”.*

MEETING PROCESS

The question of the meeting structure also shows a division of opinion; just under 50 % of the participants thought the structure was very good, but almost as many disagreed. At the first meeting with the steering committee in December 2018, the mentors called for help to give the meetings a more solid structure; partly to be able to avoid personal stories and partly to make the meetings more efficient. In this respect, our introduction had not been sufficient or it got lost in all the other information. So then, we introduced Dr. Jen de Vries’ “Suggested meeting process” (see below), to help structure a meeting. This plan was received very positively, but was needed earlier in the programme.

A suggested meeting process

- Allocate roles – timekeeper, process keeper, journal keeper
- Check in with each other (10-15 minutes)
- Allocate group time (10-15 minutes each)
- Follow a disciplined process for each individual
- Record any action points and small wins
- Wrap up – reflect on emerging themes and make sure you are organized for the next meeting.

*From Jen de Vries’s presentation in Lund 27 August 2018.
See also de Vries & van den Binns 2016.*

Seminars

In *Mentoring for Change*, we prepared a seminar programme that included six full-day seminars, see Appendix 2. Each seminar had an overall theme and was organised as follows: in the morning, lecture and discussion with invited lecturers for mentors and mentees; the afternoon was devoted to workshops or panel discussions with invited guests for the mentees only. The purpose of this structure was that the mentees, in the afternoons, would have the opportunity to immerse themselves in certain issues, discuss and present to each other and thus be well prepared for the group meetings. The mentees also had certain tasks to perform between the seminars. Through the seminars, mentors and mentees gained the same knowledge, which they could then discuss at the group meetings.

1 – MENTORING FOR CHANGE (MENTORSHIP AND SPONSORSHIP)

To the inaugural seminar, we had invited Dr Jen de Vries from Australia. She has long experience in mentoring programmes like this. De Vries introduced *Mentoring for Change*, and gave us a solid introduction to what mentorship and sponsorship are.

In the afternoon, the mentees met with the university and faculty heads in a panel discussion, “Meeting with the powers that be”. Vice-Chancellor Torbjörn von Schantz participated together with Dean Sven Lidin and Pro-Dean Karin Hall from the Faculty of Science.

During the morning, the mentees had prepared questions about where the power “exists”, “does” and “is”, i.e. what do the faculty and university power structures look like and how do they affect “me”?

After the panel interview, Inger Lövkrona presented a task for the next seminar: “Get to know your workplace and your leaders”. The mentees were to familiarise themselves with the organisational structures, policy documents and other regulations of both Lund University and the Faculty of Science. In addition, the assignment included interviewing faculty leaders at various levels, members of the faculty board and other decision-making bodies.

The steering group provided important questions and themes, such as:

- how do leaders perceive their role?
- what power do they have?
- what responsibilities do they have?
- what formal and informal power structures exist?
- what networks exist?
- what challenges do the current work on gender equality face?

Dr. Jen de Vries attended the entire first day and concluded the seminar with a summary of the key points of the mentoring programme.

2 – DISCRIMINATION IN ACADEMIA

Tomas Brage started by giving a lecture on “Gender in science and technology”, which dealt with gender awareness and culture of the natural sciences. Inger Lövkrona then talked about theoretical aspects of and research on discrimination.

The afternoon workshop was devoted to the theme “Gender in knowledge” and the groups got to work with Professor Londa Schiebinger’s online course “Gendered Innovation”, a method for teaching gender per-

spectives on research. Londa Schiebinger is Professor at Stanford University, Los Angeles, USA, and Honorary Doctor of the Faculty of Science. She has visited Lund University several times and taught based on her method.

The mentees were allowed to test the method on their own research projects. Subsequently, the mentees presented the interviews with the leaders from the task “Get to know your workplace”.

3 – MERITOCRACY AND BIAS

Tomas Brage and Inger Lövkrona gave lectures in the morning. The afternoon included workshops on workplace culture and the hidden norms therein, “Norm-critical approach in the workplace”. The mentees worked in their mentoring groups with questions that were handed out (some examples below).

EXAMPLES OF NORM-CRITICAL QUESTIONS

Concerning the workplace

- What is encouraged in the workplace?
- What social qualities are considered to be of little/much value?
- What is considered normal/acceptable behaviour? Abnormal and deviant?
- What opportunities/problems are there in the workplace with few women/men and many men/women?
- Where in the organisation/research group is the current gender balance significant/insignificant? Why there? What does this mean for the organisation? Is it important to change this situation?
- What is it like being a man or a woman in a workplace with a lack of men/women? In what ways can this be seen?
- Is there a risk that male/female employees are excluded? Do men get more attention? Greater responsibility? Do women face more criticism?
- Is your workplace mono-cultural? Why? How can this be changed?

From *Core values work in academia – with experiences from Lund University* (Tomas Brage and Inger Lövkrona eds.) 2016

Seminars

4 – LEADERSHIP, GENDER AND GENDER EQUALITY

This seminar was about leadership. The invited lecturer was Professor Anna Wahl, Deputy Vice-Chancellor of the Royal Institute of Technology (KTH), Stockholm. The afternoon was devoted to a panel discussion on scientific leadership. The contributors were Professors Charlotta Turner (chemistry), Anders Tunlid, (biology), Carin Jarl-Sunesson (biology), and Carla Gutiérrez-Rodrigues, Evolutionary Biologist from Mexico and holder of a Hedda Andersson professorship at the faculty. After the panel discussion, the mentees were given the opportunity to speak individually with the panelists in their respective groups.

5 – RESEARCH FUNDING AND GRANT APPLICATIONS

The theme of this seminar was suggested by the mentees. The invited speakers were Deputy Vice-Chancellor at Lund University and Professor Sylvia Schwaag Serger (former Director of the Sweden's Innovation Agency, Vinnova), Associate Professor and expert in national research policy Ulf Sandström, KTH, and Maria Thuveson, Head of the Research Funding Department at the Swedish Research Council. The guests started by telling us about their work and the problems they face, "Experiences and reflections on research funding". The mentees had prepared themselves by studying e.g. how different research councils work with gender equality issues.

The afternoon workshop provided practical tips on how to apply for research funding, "Tips and tricks to write a grant application". Research supervisor Sophie Hydén Picasso from

LU Research Service contributed with her expertise, as did mentor and Professor Marie Dacke, who shared her experiences from applying for an ERC grant.

6 – REFLECTIONS, PROPOSALS AND GOOD PRACTICE

To this last seminar, the steering group had invited Professor Paul Walton, University of York, UK, who talked about the Athena Swan (Scientific Women's Academic Network) project. The Athena Swan Charter is an organisation that strives for increased gender equality and quality in higher education and research through statutes based on ten key principles. Paul Walton is a member of a review group for Athena Swan in Ireland. Walton is also an advisor to Chalmers' Gender Initiative for Excellence (Genie).

Dr. Jen de Vries participated through a video, in which she brilliantly summed up the most important lessons about mentorship and sponsorship, and shared practical advice and tips, "Bifocal mentorship and sponsorship". The mentees presented "Reflections and Proposals to the Faculty Board", which they had prepared in their respective groups. The seminar and programme ended with Dean Sven Lidin handing out diplomas to all mentees in festive forms.

The seminars raised many issues and the mentees engaged in lively discussions with both the invited lecturers and the mentors. The seminars were held in an inspiring environment that was much appreciated, not only for the food but also for the networking opportunities provided during the many coffee and fruit breaks.

In summary, the evaluation shows that both mentees and mentors were very satisfied with the seminar programme, as a whole as well as the individual seminars and subjects. Some votes:

"I liked the seminars very much and learned a lot from the lectures and peers."

"In general, the seminars were great! I think that you did a great job getting interesting people there for us to listen to. The panel discussions with senior staff from LU were great."

"In general the lectures held a very high standard. More room for discussions on the topics during the days, and 'take home' discussion points for the group would have helped."

"The programme was well set up and very successful for a pilot."

Expectations and general impressions

EXPECTATIONS OF THE PROGRAMME

The participants were asked in the survey what their expectations were when starting the programme and whether the programme had met their expectations. Almost 80 % of the participants responded that their expectations were met to either a high degree (5 individuals) or a very high degree (4 individuals). The comments show that their expectations were realistic and in line with the objectives of the programme. Here are some views expressed:

“ ... the idea was for me to develop my knowledge of the university as well as the Swedish world I was evolving in. I also wanted to share my experiences and participate in the many ideas Lund University was exploring for its growth.”

“I was hoping to learn about paths to navigate through academia and to learn things about the ‘game’ that would enhance my own chances of a successful academic career. I had also hoped that I would get to make my voice heard about some of the difficulties that I have encountered in academia and to have this to be kind of a first step on my own path in trying to make a change ...”

“ ... to know more about the university system, expanding my network and learn the tricks how to survive in this environment.”

“I was expecting to get training for my future career planning, tools to achieve my career goals and guidelines for personal development.”

THE GOAL OF THE PROGRAMME

When asked whether the goal of the programme was clear, more than half of the participants responded positively and almost as many that the programme goals were met.

60 % of the participants felt that they will benefit from the programme in their future careers:

“Yes, the goal is definitely clear. I’m much more aware of the discrimination and bias taking place in academia.”

“It already benefits my (non)academic career!”

“I feel that I will be able to make some change in my current workplace and hopefully I will be able to take this knowledge with me wherever I end up be it academia or industry.”

“It has made me more aware of problems in academia, and given me some tools on being a better mentor.”

“The things I have learned during the programme will help me both as a mentee and in the mentoring tasks I have as a junior faculty mentor.”

BENEFITS FOR THE FACULTY

Most participants also believe that the faculty benefits from a mentoring programme like this (just over 65 %).

“Absolutely. The more people will be involved in this programme, the more staff members the faculty will employ who are aware of the issues discussed during the programme and willing to make a change ... ”

“I do think that the university has a lot to benefit from young, motivated and intelligent researchers at the base of the social pyramid the university is.”

“This depends. I think it could if this was turned into something reoccurring and possibly also mandatory already in a PhD-education.”

“Yes, because we as junior professors/postdocs will bring bottom-up change from what we have learned.”

“ ... This kind of programme, hopefully, will help to develop future leaders that are courageous enough to change the wrong practices of faculty members. This should help the faculty in the long term.”

RECOMMEND OTHERS TO JOIN THE PROGRAMME

As many as 80 % of the participants would willingly recommend a colleague to join the programme.

“ ... the programme is an opportunity to discuss general matters and issues that exist across the faculty with other researchers. Finally, this programme allows a (somewhat) direct connection to the Faculty, and hopefully implement change in the long run.”

The participants’ general impression of the programme is also very positive; no negative comments at all.

They were also given the opportunity to make suggestions for improvements, as presented in the next section.

Lessons for next programme

THE PROGRAMME IDEA

The evaluation of *Mentoring for Change* shows that the programme as a whole has worked very well. It has met the participants' expectations, and the goals of the programme have been achieved. The programme idea itself passed with flying colours, and group mentoring has proven to work very well and has been appreciated by both mentors and mentees. However, during the programme, we in the steering group have discussed certain aspects that can be improved, we have received comments from the mentors, and the mentees have made suggestions for improvements in their evaluations.

In this pilot programme, two of the mentoring groups worked very well, while the third, in the spring, had problems with the mentor not reaching out or responding to the group. The steering group was informed of the problem by the mentees at the first seminar in the spring, during "Reflections on the mentoring meetings". We then contacted the mentor and certain improvements were made. For obvious reasons, this affected the participants' experience of the programme, and it has had a clear impact on the evaluation, especially on the issues related to group mentoring.

TRAINING FOR THE MENTORS

The mentors called for more mentorship training than what we initially provided. Already in the spring, we introduced a schedule for a meeting structure, which was then used successfully. In future programmes, both mentees and mentors will receive training in how the meetings can be organised. The schedule helps the mentor to be restrictive about personal stories that inevitably come up in meetings, which they should, but not dominate. The mentors' experience on this point differs from that of the mentees, who generally perceived the meetings as structured and that the discussions were held on a general level.

MATCH-MAKING AND CAREER LEVEL

The majority of the mentees were satisfied with how they were matched to their respective mentors. One thing to bear in mind for the next programme is that the mentees in a group should be at approximately the same career stage. There are several different proposals for the best career stage of the programme participants, ranging from doctoral students to associate senior lecturers. On behalf of the steering group, we argue that the programme would ideally be held for post-docs – the stage for which this programme was developed.

DURATION AND SCOPE

The duration of the programme has been one year, starting in August 2018 and ending in June 2019. During this period, six full-day seminars were held (half days for the mentors), three per semester. The majority (just over 90 %) thinks that one year is an appropriate programme length and that six seminar days is a good arrangement.

MEETING VENUES AND ENVIRONMENT

All seminars were held in the Old Bishop's House and everyone found it to be a stimulating environment with good food and quality service.



“Great environment at the Old Bishop's House! It adds a golden edge to life and allows us to raise our sights from our daily environment.”

The mentor-mentee groups also met several times outside of everyday workplaces. The arrangement that seems to have worked best is when groups have convened downtown for three hours including lunch.

GROUP SIZE

Both mentors and mentees were satisfied with the group size and emphasise that 4–6 mentees is ideal. We in the steering group stress that a future programme should have more participants. An optimal number of mentees is 20–25 divided into 5 groups. 13 mentees and 3 mentors, as in this pilot, is too vulnerable if someone becomes ill, is unable to attend or changes universities, or if the group does not work and must be dissolved.

THE SEMINARS

One note from the mentors is that the seminars have partly focused on problems, rather than solutions. According to the mentors, the steering group should remember not to reinforce victim playing, and to formulate questions to bring to each meeting. Of course, this is something we will take into account when planning the topics and organisation of the next programme. However, one problem in this regard, is that there is no quick fix to discrimination problems. The most important step is to teach how discrimination works, where in the organisation it exists, and thereby increase awareness (gender sensitivity) among academic staff. It is not only about changing attitudes but also about identifying the structures in e.g. a workplace where gender stereotypes and other stereotypes are implicit. The measures to solve the problems are local and contextual; the regulations are generally in place and it is important to ensure that rules are followed.

Lessons for next programme

INVITED EXPERTS

Inviting external experts with knowledge that is not available at Lund University is of great importance. It gives participants a broader perspective, both nationally and internationally. For several of the seminars, external experts were invited to speak and inspire. Most of them received good reviews. We also had internal experts in the seminar programme who also received good, or even excellent, marks!

RECOMMENDATIONS FOR NEXT PROGRAMME

- Group mentoring is an excellent concept
- One year is an appropriate length
- Maximum 5 mentees in each mentoring group
- Mix mentors and mentees from different subjects
- Mix women and men in the groups
- Mentees should be at the same career level
- Committed mentors is crucial
- Make sure that the mentor really has the time
- Clarify the goal on several occasions
- Send instructions with questions after each seminar to the group meeting
- Draw up a form for reflections and lessons learned to complete after each group meeting
- Let the mentees request a seminar theme
- Let the mentees visit each other's workplaces
- Hold seminars and meetings in a stimulating environment
- Train the mentors in meeting structure
- Train the mentees in meeting structure
- Watch out for victim playing
- Follow up more frequently with the mentors
- Include at least 10 % administrative support



MEETING STRUCTURE

All three mentors have called for stricter frameworks and a tougher approach from the steering group. Despite the information we initially gave them, they have had difficulties structuring the meetings, for a number of reasons. Firstly, the programme layout was completely new to them and those with prior mentoring experience could only partially apply their experience to the programme. Secondly, mentors are also professors with a packed schedule, and it can be difficult to find time for mentoring group meetings. In order to enable the mentors to meet with their group, they have received financial compensation, which they have appreciated but it has not fully achieved the intended effect. On behalf of the steering group, we must continue to make stricter demands on the mentors to free up time in accordance with the agreement ("contract") they sign (Appendix 3, below).

In some cases, the mentees have called for clearer instructions before each group meeting on what is to be discussed, something that should be possible to satisfy within the programme. Another suggestion from the mentees for the next programme is to include a form for reflections and lessons learned, to be completed after each group meeting.

ADMINISTRATION

Running such an ambitious programme requires a lot of resources in terms of time for performing administrative tasks. In this programme, the administrative support has been responsible for designing the application itself, writing information texts, preparing presentations for the purpose of gaining support, making travel arrangements for invited experts, registering through online forms, recording all seminars, making them available on a common digital platform, paying remuneration and compensation, booking venues and ordering food for seminars, organising individual meetings with mentors and mentees, organising group meetings with the mentors, participating in the seminars and much more. The work has also included writing this report (may not be required for all programmes). An realistic estimation of the time required for the work described above is at least 10 % during the programme, and the corresponding resource for the work before and after the programme.

In this programme we had trouble finding a digital platform that everyone could access. We started using Live @ Lund, but this requires student eligibility, which resulted in employees inadvertently being removed from Lucat when we tried to make them eligible. We ended up using LU Box and uploaded the material there, but even then not everyone was able to access the folder. We hope that before the next round there will be a well-functioning digital platform in place. Being able to access the material and to go back and listen to selected parts of the recording at a later date is highly appreciated by all participants.

Recommendations to the management

FROM THE PARTICIPANTS

- We are in dire need of mentoring programs like Mentoring for Change at this university. Focused mentoring is critical to developing and continuing our scientific career, without it we will fail.
- Make this type of program a requirement for PhD students, which is a part of improving the quality of their education and career and personal development
- Make it a requirement for the faculty/leadership to attend similar lecture that address these issues.
- Clarify the rules regarding indefinite employment.
- Increase transparency about what is available in terms of career development for postdocs and junior researchers
- Instead of quantity-based merits, consider quality-based.
- Perform blind evaluation of applications.
- The “researcher” position is in particular need of support; it’s role in the academic career ladder is unclear, and it is used differently by different faculties. We think there should be some official guidelines on outcomes and expectations for researchers at the faculty level.
- Announce clearly all workshops and activities for career planning.
- Announce the different grants and career paths that exist.
- Reward personal development from teaching etc.
- Training for the supervisors/PIs on how to run the group, and mentor the students and postdocs.
- The Faculty should encourage departments to create “groups” for postdocs and scientists not holding a permanent position, such as the ones that exist for PhD-students.
- For BUL positions, make this process more transparent and ensure that the positions are open to competition.

Overall impression of the programme?

- The programme was well set up and very successful for a pilot.
- The seminar topics were well chosen, and the speakers were excellent.
- We as the mentees were allowed to be part of designing the programme, which is a very good idea.
- Overall, this programme is an excellent setup to both educate young researchers, discuss general, important issues, and similarly functions as a “think tank” how the Faculty can improve those issues. I would be happy to see that this programme can continue.
- I think it was very nice to meet the other mentees and to talk with them and share stories.
- I think that the overall best impression came from the inspiring talk by Marie Dacke, and from the discussions with the whole mentee group.
- Excellent. I am very happy with the programme and think that it could be improved by providing a similar range of topics to a wider audience.
- The objective of the programme was initially very vague, I was not fully aware of what I signed up for. Once that became clear, and once our group decided to also include some personal development, I was pleased with the programme.
- I think, selecting loyal and energetic mentors for the programme is a key to help younger researchers to enjoy and learn from the workshops more and believe that the system is willing to change for better in future.
- I think that it was great! I would also maybe add more topics related to inclusion of non-binary people.
- I like the programme very much and learned a lot during the programme, especially being a fresh postdoc at LU.
- Although the programme was a bit different to my expectation, it was very important to me. Apart from discrimination in the work place, traditional academic institutions also face the problem of being irrelevant to societies that are undergoing rapid technological advancements.
- I found it very interesting to be made aware of inequality (e.g. gender biases).
- On my part, I will do what I can to share what I have learned and will keep raising awareness of inequality, though it would be useful to extend this programme by directly addressing the leaders of the university as they are in power to make actual changes.

Recommendations to the management

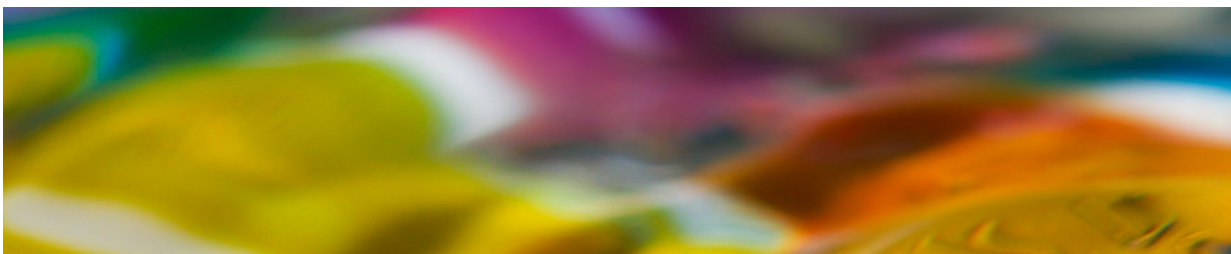
FROM THE PARTICIPANTS

Would you recommend this programme to your colleagues?

- Yes! I learned a lot during the program. In addition, the programme is an opportunity to discuss general matters and issues that exist across the Faculty with other researchers. Finally, this programme allows a (somewhat) direct connection to the Faculty, and hopefully implement change in the long run.
- At a 150%, yes!
- Yes, it has been quite helpful in many ways. I am very grateful for having been given the opportunity to join this programme, and I very much hope that it will be offered in the future to more researchers.
- I would suggest this program to all my colleagues, and if we could have a broader participation (e.g. run little programs department by department so more people can join) I would be happy to see it / help out.
- I recommend it to all female colleagues so that they don't just fester grudges individually (in isolation) as the problem is systemic. It is better to discuss these issues in a group. I also recommend it to males, so they become conscious of some of their practices, which are discriminatory. The clear message from this program (also shown by the research results presented by the speakers) was that diversity improves productivity. It is very important to embrace diversity and be vigilant against ones own discriminatory aptitude as well as that of others.
- I see a great potential in this program with better matching of groups (I would worry less on not having multiple people from same department and focus more on matching careers stages).

Are you interested in creating an Academic Career Network?

- Yes, it would be good to have such a network, with both those seeking advice (early stage researchers) and those giving advice (outside experts or late stage researchers). It would need to be well organized for all users to have access to the information easily.
- Yes! We think that the faculty would greatly benefit from it in the sense that we would not feel so isolated and we have so much to learn from each other. We would emphasize to build a similar organization for the Faculty of Science as Future Faculty is for the Faculty of Medicine.



References

Athena Swan: <https://www.advance-he.ac.uk/charters/athena-swan-charter>

Brage Tomas, See the human beyond – an anti-discrimination training programme. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp. 249-256).

Brage Tomas & Lövkrona Inger, Lund University towards a new set of core values – conclusions and advice. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp. 101-110).

Core values work in academia – with experiences from Lund University. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016.

de Vries, Jennifer, *Mentoring for change*. Melbourne, Victoria: Universities Australia Executive Women & the LH Martin Institute for Higher Education, Leadership and Management. 2011.

de Vries, Jennifer, "The bifocal approach: (Re)positioning women's programs". I: Strid, Sofia, Husu, L, Gunnarsson, L. (eds.), *GEXcel. Work in progress report, volume X: Proceedings from GEXcel Theme 11-12: Gender paradoxes in academic & scientific organisations*. Örebro University, Sweden. 2012.

de Vries, Jennifer & van den Binns, J., *Sponsorship: Creating Career Opportunities for Women in Higher Education*. Universitit Australia Executive Women (UAEW), Canberra, Australia: 2018
<https://www.universitiesaustralia.edu.au/wp-content/uploads/2019/06/UAEW-Sponsorship-Guide.pdf>

En jämställd process. Jämställdhetsobservationer i Vetenskapsrådet bedömningsgrupper 2016. Vetenskapsrådet 2017.

Establishing mentoring in Europé. Strategies for the promotion of women academics and researchers. A guideline manual. Nöbauer, H & Ganetti, E (eds.). Fribourg: eument-net. 2008.

Folke O, Persson T & Rickne J, Könskvotering, kompetens och karriär. *SNS Analys*, nr 41 maj 2017.

Ibarra H, Carter N M & Silva Ch., Why men still get more promotions than women. Your high-potential females need more than well-meaning mentors. *Harward Business Journal* 80, 2011.

Jennifer de Vries: <http://jendevries.com/>

Lövkrona Inger, AKKA – a gender integrated leadership program. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp. 209-225).

Lövkrona Inger, Core values and academic leadership. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp. 69-100).

Lövkrona Inger, Discrimination in academia – research overview. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp. 113-136).

Inger Lövkrona & Tomas Brage, Master suppression techniques, counter strategies and affirmation techniques – concepts to understand and combat discrimination within academia. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp.147-157).

Lövkrona Inger & Rejmer Annika, Norm criticism – a method for working on core values. In: *Core values work in academia – with experiences from Lund University*. (Tomas Brage & Inger Lövkrona eds.) Lund University 2016 (pp.137-146).

Mentoring – an instrument to promote equality in science and reserarch: status quo, new developments and challenges. Wroblewski, Angela (ed., with support of Victoria Englmaier). 110 Reihe Soziologie, Sociological Series. Institut für höhere studien, Institute for advances studies. Vienna, December 2015.

Mentoring for change: A focus on mentors and their role in advancing gender equity. H. Füger & D. Höppel (eds.). Fribourg: eument-net. 2011.

Practical Guide to Improving Gender Equality in Research Organisations. Science Europé. Science Europe 2017.

Recommendations for successful mentoring relationships. Manual. Aufwind mit Mentoring. Universität Stuttgart, August 2014.

Schmidt Kalpazidou, E. & Thidemann Faber, S., Benefits of Peer Mentoring to Mentors, Female Mentees and Higher Education Institutions. *Mentoring & Tutoring: Partnership in Learning*. (Print) 1469-9745 (Online) Journal homepage: <http://www.tandfonline.com/loi/cmet20>. Published online 15 April 2016. Routledge, Taylor and Frances Group.

The Handbook of Mentoring at Work: Theory, Research, and Practice. Mentoring and the Work-Famliy Interface. Thousand Oaks: Sage Publications. 2008.

Appendix 1 – Ground rules

GENERAL GROUND RULES – MENTORING FOR CHANGE

Timing and attendance

- ✓ Group members will arrive on time for the sessions and will switch off mobile phones prior to the start of the session. Sessions will start and end at the time according to the agreement.
- ✓ Participation from all members is important to the success of the programme.
- ✓ On the the rare occasions when it becomes necessary for a member to attend to an urgent institutional matter, he/she will make this known to the programme directors.

Behaviour and approach

- ✓ Group members will be sensitive to the dangers of dominating discussions and will focus and limit their contributions to ensure that every member of the group has an opportunity to speak.
- ✓ Group members will be sensitive to the need for frank and open discussions and attempt to minimise the impact of 'gloss' and 'spin' when presenting an institutional perspective.
- ✓ Group members will respect each other's views and be open to receiving constructive feedback.
- ✓ Group members will be sensitive to the range of knowledge and experience in the group and will recognise the need to create an environment where individuals can ask 'basic questions'
- ✓ Group members will make every effort to mix freely with all members of the group and avoid the formation of 'cliques'.
- ✓ The overall tone of discussions should aim to be open and supportive.

Confidentiality

- ✓ All members (including the facilitators) will consider discussions that take place within the groups as confidential. This will also extend to discussions involving any third parties mentioned during the meetings.
- ✓ No disclosure of the identity of individuals or institutions mentioned during the group meetings will be made to other groups or other parties (unless express permission has been given).

Structure of meeting

- ✓ Group members will normally be allocated the same time for their talk unless otherwise negotiated.
- ✓ Group members should aim to use one-third of the time to outline the issue from an individual perspective, and the remainder for interactions with group members with discussions from a structural perspective.

Logistics

- ✓ Each group will decide on an appropriate level of note taking to record specific actions arising from each session.
- ✓ All group members are responsible for coordinating the meetings according to the group's own agreement.

Appendix 2 – Seminars



Mentoring for Change

SEMINARS 2018–2019 | FACULTY OF SCIENCE



About our speakers



ORGANISATIONAL CONSULTANT AND DR. JENNIFER DE VRIES
University of Melbourne, Australien
Jen is a gender strategy and organisational development consultant and combines this with her work as a Senior Academic Fellow. Her research area is Organisational Development in the Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne. Her expertise in the area of gender equality and transformative organisational change is internationally acknowledged and Jen is 'the brain' behind this kind of mentoring programme that our faculty in Lund has initiated.



VICE PRESIDENT KTH AND PROFESSOR ANNA WAHL
Gender, Organization and Management, Royal Institute of Technology (KTH)
Anna holds a chair in Gender, Organization and Management. She is a pioneer in the field of gender research on management in Sweden.



HEAD OF DEPARTMENT MARIA THUVESON
Department of Research Funding, Swedish Research Council
Maria is part of Sweden's largest governmental research funding body, and supports research of the highest quality within all scientific fields.



PROFESSOR TOMAS BRAGE
Department of Physics, Lund University
Tomas is professor and director in studies in physics. For the last 15 years he has been strongly involved in work on Gender and Science, where he is active in several European networks.



RESEARCH FUNDING ADVISOR SOPHIE HYDÉN PICASSO
Research Services, University of Lund
Sophie is an expert in grants and supports researchers through providing information, discussing applications, interview training, workshops and coordination of collaborative proposals and projects.



PROFESSOR EMERITA INGER LÖVKRONA
Division of Ethnology, Lund University
Inger is a professor of ethnology and her research deals with gender-based violence. She has for many years trained senior researcher and teachers in gender integrated academic leadership – the AKKA programs.



PROFESSOR MARIE DACKE
Department of Biology, Lund University
Marie is a professor of functional zoology and her research is to develop behavioural methods for measuring the visual performance of organisms as diverse as insects, fish, spiders and humans.



DEPUTY VICE-CHANCELLOR SYLVIA SCHWAAG SERGER
Lund University
Sylvia is a professor in research politics and has extensive experience in innovation politics and has been an expert consultant for OECD, the EU-Commission and the World Bank.



PROFESSOR PAUL WALTON
Department of Chemistry, University of York
Paul is internationally known for his work on equality issues in science. He is a member of the Athena Swan review group and the University of Galway's equality advisory board.



RESEARCHER ULF SANDSTRÖM
Industrial engineering and management, KTH Royal Institute of Technology
Ulf is an expert in research policy. Currently he is mainly focusing on research politics and gender research, as well as gender equality politics.


3

2018	2019
<p>27 AUGUST - SEMINAR 1 Topic: Mentoring for Change (mentorship and sponsorship) 09:00-09:30 Mentees only Preparations for the afternoon discussions with 'the power' 09:30-12:00 Mentors and mentees Jennifer de Vries - Mentoring for Change: introduction + fika Topic: Meeting 'the power' 12:00-13:00 Mentors and mentees Lunch and mingle 13:00-14:00 Mentees only Panel discussion with Vice-Chancellor Torbjörn von Schantz, Dean Sven Lidin, Pro-Dean Karin Hall 14:00-15:00 Workshop: Get to know your workplace + fika 15:00-16:00 Jennifer de Vries - Concluding remarks and discussions</p> <p>10 OCTOBER - SEMINAR 2 Topic: Discrimination in academia 09:00-09:30 Mentees only Reflections on mentoring meetings 09:30-12:00 Mentors and mentees Inger Lövkrona - Discrimination in Academia, seminar and discussions + fika 12:00-13:00 Lunch 13:00-15:00 Mentees only Tomas Brage - Gender in Science and Technology, seminar and discussions + fika 15:00-16:00 Presentations and discussions: Get to know your workplace</p> <p>4 DECEMBER - SEMINAR 3 Topic: Meritocracy and bias, peer review and norm criticism 09:00-09:30 Mentees only Reflections on mentoring meetings 09:30-12:00 Mentors and mentees Inger Lövkrona, Tomas Brage - Norm-critical approach in the workplace, seminar and discussions + fika 12:00-13:00 Lunch 13:00-15:00 Mentees only Workshop: Norm-critical approach in my workplace + fika 15:00-16:00 Presentations</p>	<p>8 FEBRUARY - SEMINAR 4 Topic: Leadership, gender and gender equality 09:00-09:30 Mentees only Reflections on mentoring meetings 09:30-12:00 Mentors and mentees Anna Wahl - Gender sensitive academic leadership, seminar and discussions + fika 12:00-13:00 Lunch 13:00-15:00 Mentees only Workshop: Academic leadership roles 15:00-16:00 Presentations</p> <p>8 APRIL - SEMINAR 5 Topic: Research funding and grant applications (on proposal from mentees) 09:00-09:30 Mentees only Reflections on mentoring meetings 09:30-12:00 Mentors and mentees Seminar: Experiences and reflections on research funding Ulf Sandström, KTH Royal Institute of Technology Maria Thuvesson, The Swedish Research Council Sylvia Schwaag Serger, Deputy vice-chancellor LU 12:00-13:00 Lunch 13:00-16:00 Mentees only Workshop: Tips and tricks to write a grant application Sophie Hyden Picasso, Research Services LU Marie Dacke - a 'case-study'</p> <p>13 JUNE - SEMINAR 6 Topic: Reflections, proposals and good practice 09:00-09:30 Mentees only Reflections on mentoring meetings 09:30-12:00 Mentors and mentees Seminar and workshop: Good practice – Athena Swan Paul Walton, University of York 12:00-13:00 Lunch 13:00-13:45 Greetings and advice: Bifocal mentorship and sponsorship Jen de Vries, expert advisor, University of Melbourne 13:45-14:30 Reflections and proposals to the Faculty Board All mentees (Tomas moderator) 14:30-16:00 Bubbelfika, diplomas and blessings from the Dean</p>

2

3

Appendix 3 – Agreements



FACULTY
OF SCIENCE

AGREEMENT
2018-08-22

1

Faculty Office
Ragnhild Möller
Work environment coordinator

Agreement between mentee and the Faculty of Science regarding *Mentoring for Change*

The mentoring programme *Mentoring for Change* is part of the Faculty of Science's strategic initiative on recruitment, in which talented employees are highlighted and offered career opportunities. This programme links career development to organisational development and is based on research from the past ten years into mentoring programmes in academia. Among other things, the research shows that mentoring programmes are a successful method for fostering gender equality work in an organisation, on condition that the organisation's own structures are also examined, which is the case with this programme.

The first round of the programme starts formally in June 2018 and ends in June 2019. It takes the form of group mentorship and each mentor is assigned 3–5 mentees. During the year, the mentees are expected to take part in six knowledge-enhancing seminars and to meet with their mentor group at the frequency agreed upon within the group itself.

The mentees undertake to:

- Complete the programme and make plans to take part in the training
- Set aside time for training, meetings and assignments
- Provide feedback to the steering group on how the work is progressing
- Inform the steering group of any problems
- Comply with confidentiality agreements, etc.


The faculty/steering group undertakes to:

- Offer relevant training
- Offer training in English
- Provide support where necessary
- Issue diplomas to certify completed assignments

Mentee

For the steering group

**“CONTRACT”
MENTEE AND THE FACULTY**



FACULTY
OF SCIENCE

AGREEMENT
2018-08-22

1

Faculty Office
Ragnhild Möller
Work environment coordinator

Agreement between mentor and the Faculty of Science regarding *Mentoring for Change*

The mentoring programme *Mentoring for Change* is part of the Faculty of Science's strategic initiative on recruitment, in which talented employees are highlighted and offered career opportunities. This programme links career development to organisational development and is based on research from the past ten years into mentoring programmes in academia. Among other things, the research shows that mentoring programmes are a successful method for fostering gender equality work in an organisation, on condition that the organisation's own structures are also examined, which is the case with this programme.

The first round of the programme starts formally in June 2018 and ends in June 2019. It takes the form of group mentorship and each mentor is assigned 3–5 mentees. During the year, the mentees are expected to take part in six knowledge-enhancing seminars and to meet with their mentor group at the frequency agreed upon within the group itself.

The mentor undertake to:

- Be present at the seminars
- Set aside time for training, meetings and assignments
- Provide feedback to the steering group on how the work is progressing
- Inform the steering group of any problems
- Comply with confidentiality agreements, etc.

The faculty/steering group undertakes to:

- Offer relevant training
- Offer training in English
- Provide support where necessary
- Issue diplomas to certify completed assignments
- Highlighting the mentors


Mentor

For the Faculty management

**“CONTRACT”
MENTOR AND THE FACULTY**

Appendix 4 – Agreements

AGREEMENT
MENTOR AND MENTEES
PAGE 1 AND 2



FACULTY
OF SCIENCE

AGREEMENT
2018-08-22

1

Faculty Office
Ragnhild Möller
Work environment coordinator

Agreement between mentor and mentees
regarding *Mentoring for Change*

Ground rules	Agreed outcome
Logistics How frequently do we meet? What format? (formal/informal) What location and time? How long will a meeting last? Who will arrange booking? Which way of communication? What if you can't come? What reasons are acceptable? Be on time and who keeps track of time? Mobiles during meeting? Breaks?	
Responsibility What topics can be brought up/not brought up? Do we need to prepare anything prior to meetings? How do we all get the same chance to talk? How do we get an open and honest communication? How do we respect each other's views?	

2

Is it ok for the mentor to frequently meet mentees in private? Is it ok for a mentee to contact the mentor outside meetings? If yes – how?	
Confidentiality What is discussed in the group will stay in the group? (Manager/colleague/partner/friend) Do we take notes from meetings? What status should they have? Any special needs from anyone in the group?	
Other	

Date

Mentor

Mentee

Mentee

Mentee

Mentee

Mentee

Appendix 5 – Survey

SURVEY ON MENTORING FOR CHANGE 2018–2019

The survey is digital and anonymous. To each area we added the possibility to leave comments in addition to the questions.

1. MOTIVATION AND EXPERIENCES

Comment

What expectations did you have when starting this mentoring programme?

1-5 (1=disagree completely --> 3=partly agree --> agree completely)

- Has this programme fulfilled your expectations?
- Is the goal for the programme clear to you?
- Has the goal for the programme been achieved, according to your opinion?
- Is one year in total optimal for a mentoring programme like this?

2. SEMINARS

1-5 (1=very bad --> 3=neither good nor bad --> very good)

Your opinion of the topics

- Mentorship and sponsorship
- Get to know your workplace
- Discrimination in academia
- Meritocracy and bias
- Academic leadership
- Research funding
- Grant applications
- Good practice - what really works

Yes/No

Did you miss any theme?

3. THE GROUP MEETINGS

1-5 (1=disagree completely --> 3=partly agree --> agree completely)

- Did you meet often enough?
- Did you make an agreement within the group?
- Did you follow the agreement?
- Did your meetings have a good structure?
- Do you think that group mentoring is a good way of mentorship?
- Did the group dynamic work well?
- Were the discussions held at a general level (not individual)?
- Did it work out well with your mentor/mentee group?

Comment

- How many meetings in total did your mentoring group have?
- How long time did you spend on each meeting?
- Which questions or topics did you discuss in your group?
- Could you give any feedback on your mentor/mentee group?

4. ORGANISATION, ARRANGEMENT AND SUPPORT

1-5 (1=very bad --> 3=neither good nor bad --> very good)

Your opinion of the following

- The communication from the steering group
- The matching of mentors and mentees
- The venues at Biskopshuset
- The food at Biskopshuset
- The videos and material from speakers

5. BENEFITS AND EFFECTS

1-5 (1=disagree completely --> 3=partly agree --> agree completely)

- Will this programme benefit your future (academic) career?
- Will the Faculty benefit from this kind of mentorship programme?
- Would you recommend this programme to your colleagues?

OTHER

- Your overall impression of the programme?
- Any suggestions for improvements?

Appendix 6 – Diploma



FACULTY
OF SCIENCE

DIPLOMA

HAS SUCCESSFULLY PARTICIPATED 23 MAY 2018–13 JUNE 2019 IN

Mentoring for Change

Mentoring for change is a gender integrated programme for PhD-holders at the beginning of their academic career. In seminars running parallel with the mentoring meetings the academic organisation is critically examined in order to provide both mentors and mentees with tools to identify and change gender inequality in academia. Mentors and mentees should be 'partners for change'. The programme is part of the faculty's strategic work towards gender equality.

TOPICS FROM THE SIX SEMINARS:

Mentorship and sponsorship
Academic culture and power structures
Discrimination in academia
Meritocracy, bias and peer review
Gender conscious leadership
Research funding and grant applications
Best practices

SVEN LIDIN
Dean

INGER LÖVKRONA
Head of programme

RAGNHILD MÖLLER
Head of programme

TOMAS BRAGE
Head of programme

