



University  
of Glasgow



Colleges of MVLS and Science & Engineering

# Athena SWAN Mentoring Pilot Scheme

[www.glasgow.ac.uk/colleges/scienceengineering/staff/generalinformation/](http://www.glasgow.ac.uk/colleges/scienceengineering/staff/generalinformation/)  
[www.glasgow.ac.uk/colleges/mvls/campus/hr/](http://www.glasgow.ac.uk/colleges/mvls/campus/hr/)



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# Welcome



## Colleges of MVLS and Science & Engineering Athena SWAN Mentoring Pilot Scheme

The Colleges of MVLS and Science & Engineering are pleased to announce that we have agreed to launch a joint pilot scheme for mentoring to achieve our common aim of supporting our STEMM academic staff in tackling the issues identified by the Athena SWAN Charter and principles. We are pleased to introduce and recommend this Athena SWAN Mentoring Pilot Scheme to you, knowing that it will provide you with a valuable support and development tool which can help you progress in your career in our Colleges whilst successfully managing your work-life balance.

The University joined the Charter in 2011 and was awarded a University level Bronze Award in April 2013. Through the Action Plan adopted in November 2012 as part of that Award, the University committed to introduce a mentoring framework for STEMM academic staff in April 2014.

Both Colleges are committed to using mentoring to provide additional support to our staff to enhance their development and progression as academics within and beyond the University.

This Pilot Scheme will enable our Colleges to support an initial cohort of mentees and mentors, and learn from their experience when we evaluate the Pilot Scheme, with a view to embedding an ongoing Athena SWAN Mentoring Scheme. These guidelines outline what mentoring entails for the mentee and mentor, highlight the support available to both, and identify the matching process for mentees and mentors who participate in this Pilot Scheme.

*We strongly encourage you to take advantage of this opportunity to benefit from mentoring support and help to shape the Mentoring Scheme itself.*

*We wish you well in successfully managing your career development, progression and work-life balance.*

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## Content

What is Athena SWAN?	4
Key Aims of Mentoring Pilot Scheme	5
What is Athena SWAN Mentoring?	6
Benefits of Mentoring	7
Roles & Responsibilities	8
Programme Structure	9
Matching	10
Training & Networking	11
Monitoring & Evaluation of Pilot Scheme	12
How to Get Involved	13
Timeline	14
Equality & Diversity	15
Application Form	16

## Colleges of MVLS and Science & Engineering Athena SWAN Mentoring Pilot Scheme

### MVLS

Institute of Biodiversity, Animal Health  
and Comparative Medicine

Institute of Cancer Sciences

Institute of Cardiovascular and  
Medical Sciences

Institute of Health and Wellbeing

Institute of Infection, Immunity and  
Inflammation

Institute of Molecular, Cell and Systems  
Biology

Institute of Neuroscience and Psychology

School of Life Sciences

School of Medicine

School of Veterinary Medicine

### Science & Engineering

School of Chemistry

School of Computing Science

School of Engineering

School of Geographical and  
Earth Sciences

School of Mathematics & Statistics

School of Physics & Astronomy

School of Psychology

Scottish Universities Environmental  
Research Centre

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# What is Athena SWAN?



## Colleges of MVLS and Science & Engineering Athena SWAN Mentoring Pilot Scheme

The Athena SWAN Charter is a scheme which recognises excellence in Science, Technology, Engineering, Mathematics and Medicine (STEMM) employment in higher education.

The beliefs underpinning the Charter are:

- The advancement of science, technology, engineering, maths and medicine is fundamental to quality of life across the globe
- It is vitally important that women are adequately represented in what has traditionally been, and is still, a largely male-dominated area
- Science cannot reach its full potential unless it can benefit from the talents of the whole population, and until women and men can benefit equally from the opportunities it affords.

The six principles which Charter members are asked to accept and to incorporate into their action plans are:

- To address gender inequalities requires commitment and action from everyone, at all levels of the organisation
- To tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation
- The absence of diversity at management and policy-making levels has broad implications which the organisation will examine
- The high loss rate of women in science is an urgent concern which the organisation will address

- The system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises
- There are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation.

*Whilst the focus of Athena SWAN is on supporting women specifically and facilitating them in advancing their careers and tackling obstacles, both Colleges have decided to open the Athena SWAN Mentoring Pilot Scheme to both women and men as mentees.*

This is intended to support equality of treatment and recognise that both women and men may wish to access mentoring support to tackle common challenges such as caring or family responsibilities and how to effectively juggle home and work life whilst seeking to progress their career.

*Consequently, women and men are encouraged to take advantage of this opportunity whilst recognising that the predominant focus of Athena SWAN is on addressing the inequalities and shortfall of women within STEMM and in senior academic positions.*

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# Key Aims of Mentoring Pilot Scheme

The main aim of this Mentoring Pilot Scheme is to provide a structured approach to supporting women **and** men in tackling the issues which the Athena SWAN Charter seeks to address.

The focus is to:

- Encourage and support women and men in setting and achieving ambitious career aims to accelerate development and progression;
- Provide women and men with opportunities that facilitate their career development and progression through the support, guidance and encouragement of experienced academic colleagues as mentors;
- Provide a supportive environment for women and men to explore with their mentors any obstacles faced and their potential resolution;
- Foster and promote a supportive academic community with a focus on sharing skills, knowledge and experience, and enhancing the understanding of the challenges faced by women and men at various stages of career progression within STEMM for both mentors and mentees; and
- Develop a body of experience in Athena SWAN Mentoring within both Colleges, and learn from the evaluation of the Pilot Scheme to shape and embed an ongoing Athena SWAN Mentoring Scheme thereafter.

*“When you change the way you look at things, the things you look at change.”*

*“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”*

*In practice, mentees may identify a range of key aims for their mentoring which may be subject-specific and linked to achieving career or performance objectives and/ or promotion, through to more cross-career or generic aspects such as managing working relationships and achieving a fulfilling work-life balance.*



*If you wish to explore the University's Bronze Award Application or Action Plan, or find out more information about how the University is taking forward this activity, you can access that at:*  
[www.gla.ac.uk/services/humanresources/equalitydiversity/athenaswan/bronzeaward/](http://www.gla.ac.uk/services/humanresources/equalitydiversity/athenaswan/bronzeaward/)

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# What is Athena SWAN Mentoring?



In developing this Pilot Scheme both Colleges consulted their College Management Groups and the University's Gender Equality Steering Group to benefit from their insights, as well as learning from the experiences of the Colleges of Social Sciences and Arts in developing and managing their joint Mentoring Scheme focussed solely upon women. Mentoring is often described as 'a conversation with a purpose' and can be encapsulated as follows:



*"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be" Eric Parsloe, The Oxford School of Coaching and Mentoring*

Within this Pilot Scheme, Athena SWAN mentoring is intended to be an informal and confidential relationship with a more experienced and trusted facilitator, to enable learning and development to occur which will advance career development and progression whilst supporting the successful management of work-life balance. Mentoring provides a partnership within which the **mentor** can share their skills, knowledge and experience on a transitional basis to support the **mentee** in managing their own development, enhancing their skills and performance to realise their potential, drawing upon reflection and a shared perspective of future possibilities.

*Mentoring will be available for one year within the Pilot Scheme to both female and male academic mentees and mentors. Mentoring is available to academic staff at all career stages and all career tracks.*

Mentees may choose to access such support from more than one scheme concurrently (eg. ECDP, Probation, Athena SWAN etc.).

*Mentoring will occur outwith the line management structure and will be driven by the ownership, needs and goals of the mentee.*

**Mentees** will be expected to maximise their potential, skills, knowledge and performance to galvanise their capacity and readiness to take the next step in their career. **Mentors** will be expected to utilise generously their skills, knowledge, experience and understanding of the University and HE, complemented by a willingness to provide mentoring support to fulfil the Athena SWAN principles and focus. Whilst the mentor will be expected to be a role model and an exemplar of academic achievement, they will also be able to direct the mentee to a range of other colleagues who may provide additional objective and alternative support and guidance in relation to specific issues or development objectives.



# Benefits of Mentoring

## For the Mentee:

- Support for proactive career development, planning and progression
- Support in achieving a satisfying work-life balance
- Opportunity to challenge your assumptions, broaden horizons, enhance your aspirations and achievements through reflection and access to a sounding board
- Opportunity to be inspired and encouraged, to tackle challenges and change, and to realise your potential with individualised personal support from an experienced role model

## For the Mentor:

- Opportunity to inspire and share skills, knowledge, experience and understanding to ensure the mentee can better navigate the challenges and the formal and informal structures of the University and HE through inspiration and encouragement
- Opportunity to practice and further enhance your leadership and management skills as well as your communication and interpersonal skills outwith a line management relationship
- Satisfaction of facilitating and watching mentee's development and progress
- Opportunity to reflect on own practice and behaviours and gain a broader and deeper understanding of our working environment

## For the Schools/Institutes/ Colleges/University:

- Enhanced capabilities, performance and progression of mentees and mentors
- Enhanced professional and personal networks supporting interdisciplinarity
- Enhanced representation and progression of women within STEM
- Fulfilment of Athena SWAN goals and action plans at School, College and University level

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# Roles & Responsibilities of mentee, mentor and manager



## Mentee

- Establish and agree format of mentoring arrangement with mentor eg. frequency of meetings, topics to be explored, action plan and timescales, resources required
- Take responsibility for driving the mentoring relationship, arranging meetings and agendas, and ensuring fulfilment of any action plan
- Identify your own goals, priorities and challenges for consideration within the mentoring partnership, and identify the best ways of managing these with facilitation from your mentor
- Reflect and identify measures to actively advance your career development and progression
- Liaise with your line manager if necessary in connection with PDP or promotion aspects
- Provide feedback to evaluate Mentoring Pilot Scheme upon completion, particularly regarding effectiveness, process, outcomes and suggested changes

## Mentor

- Encourage achievement of agreed schedule of meetings and activities to fulfil action plan, and oversee progress
- Build rapport, create an encouraging environment, facilitate ownership and reflection by the mentee, and encourage networking
- Provide open questioning, sense-checking, insight, advice, focus, and objective constructive feedback and challenging
- Facilitate identification of potential opportunities and connections, as well as alternate sources of support to complement the mentor's contribution
- Facilitate exploration of solutions to obstacles, challenges or difficulties that may arise
- Facilitate reflection on how best to actively advance the career development and progression of the mentee and support them in identifying measures to enable this
- Provide feedback to evaluate the Mentoring Pilot Scheme upon completion, particularly regarding effectiveness, process, outcomes and suggested changes
- Committed to equality and diversity of opportunity and sensitive to associated challenges particularly as they relate to the individual mentee and their circumstances

## Manager

- Awareness of the mentoring partnership to facilitate providing support if requested, and to ensure development and career/promotion planning within P&DR is informed by the mentoring activity if necessary and the mentoring partnership request it.
- Facilitate development opportunities and activities emerging from mentoring partnership as appropriate

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# Programme structure

## **Semi-structured programme:**

these guidelines provide an initial framework which is complemented by training and support before the partnership is finalised, but thereafter the partnership manages itself and intervention is only provided if requested.

## **Frequency of meetings:**

the frequency and nature of contact between the mentee and mentor will be agreed by them, ensuring that it is realistic and manageable for both parties. It is recommended that a minimum of 4 and maximum of 8 meetings be considered, with meetings lasting a maximum of 1-2 hours.

## **Low bureaucracy:**

no monitoring or reports other than an initial application form (for mentees and mentors) and a final evaluation questionnaire (for mentees and mentors). The meeting notes capturing identified goals and agreed actions will be recorded and owned by the mentee, and shared between the mentee and mentor only.

## **Confidentiality:**

the effectiveness of the mentoring relationship relies upon an environment of mutual respect, trust and openness built upon the confidentiality of private discussions between both parties.

It is open to the mentee and mentor to agree to share information with the mentee's line management as necessary, particularly as it relates to PDPs or potential development activities to support promotion prospects that may impact upon the School.

## **Interaction with line management:**

The mentor is not a replacement for a line manager and will not take on any line management responsibilities. Mentees will be expected to raise issues with their line manager that emerge from the mentoring process where appropriate eg. if the partnership identify issues or activities that the line manager should be made aware of in relation to workload, PDP or promotion, such as measures to support development for promotion and readiness to apply. Where such issues are identified the mentor and mentee will be expected to liaise and discuss any implications with the line manager to seek agreement and resources as necessary.



*The University joined the Charter in 2011 and was awarded a University level Bronze Award in April 2013. Through the Action Plan adopted in November 2012 as part of that Award, the University committed to introduce a mentoring framework for STEMM academic staff in spring 2014.*

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# Matching

As noted earlier, both mentees and mentors can be either female or male. The mentee has the choice to request either a female or male mentor, or leave it open for the mentor to be of either gender. Pairings of mentees/mentors can either be sourced within the mentee's 'home' School/College, or from outwith their 'home' School/College, as the mentee chooses. For example, mentees from CoSE can either indicate a preference for a mentor from within their own School or elsewhere within CoSE, or from within MVLS, or alternatively they can indicate that they have no preference. It may not always be possible to fulfil identified preferences depending upon the availability of mentors matching the desired criteria. Mentors may also choose to be mentees as well within this Mentoring Scheme.

It is recognised that mentees may wish to seek support for career development and progression purposes from within their own School/College to attain subject- or discipline-specific expertise. But equally it is recognised that such needs, and wider non-career oriented needs, may be sourced more appropriately from outwith their own School/College. Accessing a mentoring partnership from outwith your 'home' School/College can benefit both mentees and mentors by providing different perspectives and the opportunity to broaden professional networks, as well as foster interdisciplinarity.

*Mentees and Mentors will complete the Mentoring Application form to identify their preferences, interests and goals for mentoring to facilitate the matching process.*

Mentors will be senior academic colleagues, normally at least one grade above the mentee, and from outwith their line management structure. Mentors who have registered an interest in participating in the Pilot Scheme will be matched with mentees by a personalised matching process to ensure the best fit of mentor to mentee through the most appropriate available person.

The matching process will take into account the **preferences, interests and goals** expressed in the Mentoring Application form, and will be conducted by College HR teams in partnership with mentee's Heads of Schools or Directors of Research Institutes (or their Deputies).

*If you wish to discuss and explore whether being a mentee or mentor is for you before applying, please contact your Head of School/RI or College HR Team.*

The matching process will include an initial meeting between the mentee and mentor to explore the compatibility between them before both parties finalise and enter into a mentoring partnership.

It is recognised that in a small number of partnerships, either the mentee or mentor may consider at the start of the partnership that the pairing may not be optimal or that the necessary rapport is not developing effectively. Consequently, there is scope for either party to seek an alternate pairing if either party concludes this is merited. Equally during the partnership either party can terminate the relationship at any time for any reason.

If the mentee and mentor wish to continue the mentoring partnership beyond the end of the Pilot Scheme they can choose to do so.



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# Training & Networking

Prior to commencing mentoring, all mentees and mentors will be offered training provided through the Staff Development Service. The briefing sessions will be 60-90 minutes' duration and ensure an effective appreciation of Athena SWAN mentoring together with a focus on the key aspects to developing successful mentoring partnerships.

*Mentees will benefit from the opportunity to explore with their peers ways to manage the mentoring partnership to best facilitate the achievement of their goals from mentoring.*

*Mentors will benefit from the opportunity to explore with their peers ways to develop or enhance effective mentoring practices and approaches. Whilst undertaking this training is normally a prerequisite for involvement in the Pilot Scheme, experienced mentors familiar with the focus and goals of Athena SWAN may elect not to undertake some or all of this mentoring training with the agreement of SDS or College HR.*

Mentors wishing additional training or support during the Pilot Scheme will be provided with this as requested. The effectiveness of the training will be reviewed as an aspect of the overall evaluation of the Pilot Scheme.

Mentees may also wish to **network** with each other, as similarly mentors may choose to do so. Equally mentees and mentors may wish to access networking for either women-only or men-only too. Opportunities for such networking will be provided every 3-4 months within the Pilot Scheme dependent upon the level of demand. Such peer support would facilitate sharing of experiences and ideas as well as provide support for mentees' and mentors' continued development.



*“Dare to Soar: your attitude almost always determines your altitude in life”*



*“Athena SWAN Mentoring: equipping and connecting you for a brighter future”*

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# Monitoring & Evaluation of Pilot Scheme

Each College will locally manage the implementation of the Pilot Scheme, ensuring that records of the pairings of original (or altered) mentoring partnerships are maintained and known by the relevant line managers. As noted above, line managers will not be involved with the mentoring partnerships unless the mentor or mentee need or seek such contact.

Mentees and mentors will be expected to complete an anonymous questionnaire to evaluate the Pilot Scheme upon its completion. This will evaluate its overall effectiveness, the effectiveness of the process and the Scheme (and associated training), the outcomes from mentoring including key successes and challenges, and all suggested changes to the Scheme. The evaluation will assess a range of factors to gauge success, including mentees' and mentors' perceptions of the extent to which:

- obstacles were overcome or resolved,
- an enhanced work-life balance was achieved,
- reflection occurred and actions resulted,
- new insight or directions were identified,
- goals, priorities and challenges were identified, pursued and fulfilled
- the mentoring relationship itself was effective
- career development, progression or promotion were facilitated or achieved



The Evaluation Report will be considered by the CMGs of each College and published thereafter. This will enable the Colleges to consider how best to support Athena SWAN Mentoring going forward and reshape the offering as necessary in the light of feedback before positioning it for the next phase of rollout.

*“The greatest good you can do another is not just to share your riches, but to reveal to them their own.”*

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# How to get involved:



## Mentees

If you are keen to get involved both Colleges would be delighted to be advised of your interest in becoming a mentee. To capture your preferences, interests and goals please complete the Mentoring Application form to enable an appropriate mentor to be matched to you.

## Mentees Contact:

Please send your completed application form to:

**College of Science and Engineering:**  
[scieng-athenaswan@glasgow.ac.uk](mailto:scieng-athenaswan@glasgow.ac.uk)

**College of MVLS:**  
[mvls-athenaswan@glasgow.ac.uk](mailto:mvls-athenaswan@glasgow.ac.uk)

## Mentors

We are looking for volunteer mentors amongst academic, research-only or teaching only staff at grades 7-10. If you are keen to get involved and identify with most of the statements below both Colleges would be delighted to be advised of your interest in becoming a mentor:

- I have a desire to facilitate the development and career progression of mentees
- I have experience of developing others and/or mentoring
- I have the availability and commitment to fulfil a mentoring partnership
- I am a supportive, active listener, willing to share my story and facilitate mentees to explore their chosen topics and develop their own solutions
- I have a perspective focused on future possibilities, and will challenge and stretch mentees whilst providing encouragement and support
- I am committed to supporting mentees tackle and resolve the issues identified by Athena Swan as they impact their work and home lives

## Mentors Contact

Please send your completed application form to:

**College of Science and Engineering:**  
[scieng-athenaswan@glasgow.ac.uk](mailto:scieng-athenaswan@glasgow.ac.uk)

**College of MVLS:**  
[mvls-athenaswan@glasgow.ac.uk](mailto:mvls-athenaswan@glasgow.ac.uk)

A 'Word' version of the application form is available to download from:

**College of Science and Engineering:**  
[www.glasgow.ac.uk/colleges/scienceengineering/staff/generalinformation/](http://www.glasgow.ac.uk/colleges/scienceengineering/staff/generalinformation/)

**College of MVLS:**  
[www.glasgow.ac.uk/colleges/mvls/campus/hr/](http://www.glasgow.ac.uk/colleges/mvls/campus/hr/)

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# Timeline



## Timeline/Next Steps

- **w/c 12 May 2014**  
Seek applications from mentees and mentors
- **30 May 2014**  
Closing date for applications
- **w/c 2 June 2014**  
Matching process
- **w/c 9 June 2014**  
Training
- **w/c 16 June 2014**  
Initial compatibility assessment meetings
- **w/c 23 June 2014**  
Formalise partnerships
- **wef. 1 July 2014**  
Regular mentee/mentor meetings
- **Nov. 2014 & Feb. 2015**  
Networking events after 4 & 8 months for mentees and mentors separately
- **July 2015**  
Evaluation questionnaires from mentees and mentors
- **August 2015**  
CMG review and publication of Evaluation Report
- **September 2015**  
Rollout of finalised Athena Swan Mentoring Scheme

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# Equality & Diversity

The University of Glasgow is committed to promoting and implementing equality of opportunity in the learning, teaching, research and working environments. The University aims to create a learning and working environment based on fostering good relations between all people, with a shared commitment to promoting respect for all, and challenging and preventing stereotyping, prejudice, discrimination and harassment. The University is committed to inclusiveness, which “embraces diversity by valuing and respecting the perspectives and contributions of all our colleagues and students”, to the benefit of the University community in respect of its learning, teaching, research, management, administration and support service activities.

Procedures within this Mentoring Pilot Scheme are intended to be fair, transparent and consistent with the University’s Equality & Diversity Policy. To that end they have been subjected to a preliminary Equality Impact Assessment which can be accessed on the Equality & Diversity Unit’s website. As part of the evaluation of the Scheme a further Equality Impact Assessment will be conducted at the end of the pilot.



*Athena SWAN awards, and the application process involved, help Schools and Research Institutes improve the recruitment, retention and promotion of female academics. The awards therefore play a significant role in helping Schools and Research Institutes carry out research at the highest standards of international excellence and maintain a competitive advantage.*

# Mentoring Application

## Personal Information:

Please provide the following information to assist in the matching of mentees and mentors.

First & Last Name \_\_\_\_\_

Title & Gender \_\_\_\_\_

Post Title & Grade \_\_\_\_\_

School/Institute \_\_\_\_\_

College \_\_\_\_\_

Work email & phone no. \_\_\_\_\_

Personal Academic Profile weblink \_\_\_\_\_

## Preferences:

1. Please indicate by placing a ✓ in the appropriate box if you wish to participate as a mentee, mentor, or both.

Mentee                       Mentor                       Both

2. If you wish to participate as a mentor, would you be willing to take on more than one mentee if the numbers of mentees necessitate this?

Yes                       No                       Possibly

3. Please indicate your preferences (if any) regarding your mentee/mentor

Female                       Male                       No preference

4. Given my aims for mentoring, I would prefer that my mentee/mentor is currently working within:

MVLS                       CoSE                       No preference

My School/Institute                       Alternate School/Institute preference \_\_\_\_\_

No School/Institute preference

## Data sharing:

The information provided on this form will be used to inform the matching process and the intention is to provide a copy of the form to the respective mentor.

Mentees, are you agreeable to a copy of this form being provided to your mentor?

Yes                       No

**Please sign below:**

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Matching:**

Every effort will be made to match mentees and mentors to ensure that the experience is of benefit to both parties. Mentees, please provide the following information if you would like it to be taken into account to assist the matching process:

**1. Research Interests:**

eg. New information not available at your Personal Academic Profile weblink

**2. Mentoring Scheme Objectives and Goals:****3. Work Life balance Goals:**

eg. child or dependent care, maternity/paternity, time/workload management barriers to balance

**4. Career Development/Progression Goals:**

eg. career planning, development opportunities, promotion, barriers to achievement

**5. Networking interest:**

eg. seeking networking opportunities with mentees or mentors, women or men

Please return your completed form to your respective 'home' College HR team at the email below:

**College of Science and Engineering:** scieng-athenaswan@glasgow.ac.uk

**College of MVLS:** mvls-athenaswan@glasgow.ac.uk

