International Online Expert Exchange

Plenary session:
The frame of mentoring programmes – from defining the goals to evaluation and monitoring

Michaela Gindl – University for
Continuing Education, Krems, A

1

Content

❑ Embedment of mentoring in academia

❑ Steps and criteria that should be kept in mind

❑ Discussion

Michaela Gindl – University for
Continuing Education, Krems, A

Embedment: what is it all about?

Its about gender equality!

1. Equal access for women and men to all areas and hierarchical levels (fix the numbers)

2. Removal of structural barriers to the careers of women and increase in the percentage of women in decision making (fix the institution)

3. Integration of the gender dimension in research content and teaching (fix the knowledge)

Michaela Gindl – University for
Continuing Education, Krems, A

What should be kept in mind right from the beginning

To ensure that quality and sustainability of mentoring programmes is considered properly whenever they are developed or revised

- ✓ Mentoring mit Qualität - **Qualitätsstandards** für Mentoring in der Wissenschaft: https://www.forum-mentoring.de/files/8014/1104/2070/BroschuereForumMentoringeV_2014-09-162.pdf

- ✓ GENDERACTION Briefing Paper n.12, 30 August 2019: Guidelines on **Criteria of Good Practice** for Strengthening the Implementation of ERA Priority 4: https://genderaction.eu/wp-content/uploads/2019/09/GenderAction_PolicyBriefs_12_GoodPractice4ERA_Priority4.pdf

Michaela Gindl – University for Continuing Education, Krems, A

4

Criteria for guidance (1)

The following criteria refer to GENDERACTION Project (as cited before, https://genderaction.eu/)

■ **Gender analysis**

  ∧ What is the problem? E.g. low percentage of women in category professors, lack of access to informal networks, etc.

  ∧ Where is the evidence? E.g. monitoring report, gendersepcific data, survey among female scientists, interviews, literature, etc.

■ **Address at least one of the three equality objectives explicitly**

  ∧ For mentoring mostly objective one

  ∧ Keep structural dimension in mind and address it

  ∧ E.g. fostering gender dimension in mentees/mentors research

Michaela Gindl – University for
Continuing Education, Krems, A

Criteria for guidance (2)

- **Formulate precise targets and target groups**
  - ∧ Targets: realistic and measurable/verifiable, quantitative and qualitative, targets must be formulated realistic and revisable
  - ∧ Target groups must be available and responsive to the targets
- **"Program theory"**
  - ∧ What are the basic assumptions?
  - ∧ Which definition of mentoring is applied?
- **Involve relevant groups of participants**
  - ∧ Make sure that you know about target groups needs
  - ∧ Check how potential participants' opinions can be collected and integrated

Michaela Gindl – University for Continuing Education, Krems, A

6

Criteria for guidance (3)

- **Sufficient personnel and financial resources**
  - ∧ Program should suit to resources, avoid unrealistic expectations
  - ∧ Allocate budget monitoring and evaluation
- **Dissemination and communication strategy**
  - ∧ Feedback on activities and events within and outside the organisation
- **Monitoring**
  - ∧ Feedback at regular intervals, from all parts and participants of program
  - ∧ Project report with chronological quantitative and qualitative information

Michaela Gindl – University for Continuing Education, Krems, A

Criteria for guidance (4)

■ **Evaluation**

  ∧ Programs should lead to significant and sustainable results

  ∧ Evaluation must explicitly refer to program targets

  ∧ Self-evaluation or external

  ∧ Structured and comparable feed-back from all program parts (workshops, training, events, mentoring)

  ∧ Minutes

  ∧ Focus on organisationals aspects and on the program itself with all parts, especially mentoring relation and its effects and learnings

  ∧ Report

Michaela Gindl – University for
Continuing Education, Krems, A

Overview

- Empirical problem analysis (gender analysis)

- Addressing gender equality explicitly

- Precise targets and target groups

- Explicit program theory

- Involvement of relevant groups

- Sufficient personnel and financial resources

- Dissemination and communication strategy

- Monitoring and evaluation

Michaela Gindl – University for
Continuing Education, Krems, A

Thank you very much for your attention – the discussion is open!

Michaela.gindl@donau-uni.ac.at

Michaela Gindl – University for Continuing Education, Krems, A