

MENTORING SCHEME

1) The Purpose of the Scheme

The purpose of the mentoring program includes building a support network between researchers with different academic experiences and backgrounds, empowering early-stage researchers and supporting stable and creative relationships between scholars involved in LGBTI+ studies.

The mentoring programme of the COST Action *LGBTI+ Social and Economic (in)Equalities* is a tool for mentees as well as for mentors. It allows both parties to critically reflect on their academic and non-academic goals and paths. The mentoring program activities could include, but are not limited to, developing a research plan, writing academic papers, learning (new) research skills, understanding recruitment processes, preparing a grant application, handling queer hostile environments in research.

2) Who Is It For

The mentoring scheme can involve both more and less experienced scholars and PhD students and non-academic researchers (e.g. from NGOs) who deal with LGBTI+ topics. It's open for researchers from outside of the COST Action with the possibility of joining it.

Mentoring could be understood in a **traditional way** (an older, more experienced mentor and a younger, less experienced mentee), **reversed** (younger mentor, more experienced in other spheres) as well as **peer mentoring** (cooperation between mentors and mentees at similar stages of their careers).

In the mentoring programme priorities will be given to early stage researchers (ESR*), Inclusiveness Target Countries (ITC) and people from the LGBTI+ community.

**COST defines early career investigators (or early stage researchers, ESR) as those who are either reading for a doctorate or who had their doctorate for less than 8 years before joining the Action.*

3) How the Scheme Works

Depending on the interest and needs of mentors and mentees, both individual and/or group sessions could be organized as a part of the mentoring programme. The sessions could be arranged online, albeit there is also a possibility of arranging/delivering an individual or group mentoring session at scheduled events (e.g. summer school or Working Group meetings).

4) Joining as a Mentor/Mentee

To express their interest in the mentoring programme, interested parties should fill out the form covering their personal information and academic interests, the link for which is below:

[Mentoring Scheme - Expression of Interest Form](#)

The mentor and the mentee are expected to meet at a minimum of two times a year (in person or online).

5) General Expectations of Mentoring Relationships:

- Always maintain confidentiality between one another.
- Keep any commitments that are made.
- Evaluate the progress of agreed cooperation at various points within an agreed-upon time frame.
- Determine a regularly scheduled meeting time and make other arrangements if plans need to change.
- Accept and value one another's differences.
- When you meet, give each other your full and undivided attention (turn the cell phone to silent or mention your reasoning for leaving it on if necessary).
- Be responsible for your own learning and actions.
- Be open to trying new things.
- Build trust with one another by being open and honest.
- Set plans that are specific and achievable.
- Pay special attention to the minority-majority dynamic and adapt your mentoring cooperation accordingly, especially if the mentee is from the LGBTI+ minority group, e.g., imposter syndrome.
- If, for any reason (private, business-related, or related to the quality of the cooperation with the mentor/mentee), you think you cannot continue the mentoring relationship, be explicit to the other side (mentor/mentee) and the COST action.

References on Mentoring

Castellanos, J. et al. (2016) Mentoring Matters: Racial Ethnic Minority Undergraduates' Cultural Fit, Mentorship, and College and Life Satisfaction, *Journal of College Reading and Learning*, 46:2, 81-98, DOI: 10.1080/10790195.2015.1121792

Goerisch, D. et al. (2019) Mentoring with: reimagining mentoring across the university, *Gender, Place & Culture*, 26:12, 1740-1758, DOI: 10.1080/0966369X.2019.1668752

Hinton Jr, Antentor O. et al. (2020) Mentoring minority trainee, *EMBO Reports*, DOI: <https://www.embopress.org/doi/pdf/10.15252/embr.202051269>

McAllister, CA. et al. (2009) Targeted Mentoring: Evaluation of a Program, *Journal of Social Work Education*, 45:1, 89-104. DOI: 10.5175/jswe.2009.200700107

Mulcahy, M. et al. (2016) Informal mentoring for lesbian, gay, bisexual, and transgender students, *The Journal of Educational Research*, 109:4, 405-412, DOI: 10.1080/00220671.2014.979907