

Advancing Mentoring through a Network for Women in Higher Education across Continents and Contexts

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Context

In the final decades of the twentieth century, higher education in Australia experienced substantial and rapid change. Mackinnon and Brooks (1999), in their important collection of essays on the restructuring of universities, cite the research of Slaughter and Leslie as identifying 4 critical areas influencing change in higher education in advanced capitalist countries. These are financial constraints, the growing importance of technoscience and international markets, collaboration with industry in product development and the influence of multinationals on intellectual property. Coaldrake and Stedman(1998) argue that the need to respond to the rapidly changing context has made it imperative for universities to become more professionally managed. They discuss in particular (p. 150) the influence within Australia of the public sector reform agenda in introducing techniques to improve performance and accountability, with emphasis on quality, benchmarking, strategic planning and performance management. During the late 1990s the Federal Government affirmed the importance of improving university management by providing funding for executive and leadership development, lifting the professional skills of existing staff.

The emphasis on leadership development was questioned by advocates of equity concerned by the position of women, who are not equally represented in the senior levels of higher education organisations, and who are therefore less likely to have access to networks and significant spheres of influence. Dr Jasbir Singh (1997) notes that 'women are grossly under-represented in higher education management' and quotes a UNESCO report that globally 'men outnumber women about five to one at middle management level and at about twenty to one at senior management level'. A resolution of the 1998 UNESCO World Conference on Higher Education was that women's active involvement at policy and decision-making levels within higher education and society should be increased (UNESCO 1998).

In Australian higher education also, women 'remain absent or significantly under-represented wherever status, influence and power reside at both institutional and national levels' (Ramsay 1995). Although for more than sixteen years, strong equal opportunity legislation at state and federal level has applied to universities, this situation has improved very slowly. In 2001 the percentage of women in positions below lecturer was 46% and women represented only 17.1% in positions **above** senior lecturer level, that is professors and associate professors. In April 2002, 8 (21%) of the 38 Vice-Chancellors in Australia and 36 (24%) of the 153 Deputy and Pro-Vice-Chancellors were women. Women did, however, represent 37% of senior staff in the administrative stream (AVCC, 2002).

The provision of funding for executive development enabled a number of universities to establish leadership development programs for women (ATN WEXDEV 1999 b). A number of these included in mentoring programs associated with women and leadership programs. A later summary of women and leadership programs (AVCC 2001) shows that 17 of Australia's 38 universities have mentoring programs for

women, either available for the female staff as a whole, or targeted to a specific group, such as a research mentoring program for early career female researchers.

These programs, usually organized on a formal basis with a coordinator charged with ensuring the smooth running of the program, through matching pairs, providing training and assisting when problems arise, differ markedly from what could be deemed a traditional academic mentoring relationship. In this model, a professor with noted achievements in a discipline seeks out younger colleagues or students to nurture their development, encouraging them to undertake particular research, to write part of an article or book with joint attribution or to become research assistants or associates on a large project. As part of this process, skills in research and writing are extended, opportunities to attend conferences or meetings are shared, information about resources and access to finance is given. At the same time the junior partners learn about politics and power relationships in the discipline, the institution and the wider academic community. In many of these contacts between academics, the mentoring relationship may be initiated by the more junior partner, who is seeking assistance in emulating a senior colleague. This form of informal mentoring has been criticized for excluding marginalized groups such as women; hence formal models to assist women have been developed (NAWE 1999).

Program Background

Among the programs for women that began operation in 1996, with combined government and universities' funding was the Australian Technology Universities' Women's Executive Development Program (ATN WEXDEV). The five universities of the ATN (Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia and University of Technology Sydney) are based in the five mainland capitals. They have established a memorandum of understanding based on their shared backgrounds as Institutes of Technology and their continuing interests in links with industry and entrepreneurialism. The five universities in 1996 also demonstrated a shared commitment to valuing diversity, ensuring gender equity and encouraging leadership development and performed above the national average in women's employment at all levels. They saw an opportunity to link together to encourage the operation of effective institutional programs to advance women and to forge stronger links between the universities in developing these programs. When the government funding ceased in 1998, the five universities provided funding to allow the national ATN WEXDEV program to continue. The ATN WEXDEV program is run by a national committee with a senior representative from each institution; it is operated by a national director and an executive assistant, both of whom work part-time. Information about the program is provided on its web-site www.uts.edu.au/oth/wexdev

The objectives of WEXDEV move from the individual, through the institution, the network and the wider society and highlight the importance of working collaboratively with other organisations. The objectives are:

- To enhance personal professional development opportunities for senior women to gain appropriate skills and experience for emerging management opportunities.

- To support the growth of organisational cultures that value diversity and encourage improved representation of women in senior executive positions.
- To build on the tangible benefits of the collaborative network between ATN universities by providing significant cross-institutional activities for senior women.
- To strengthen strategic alliances with other organisations, nationally and internationally

Description

Each of the institutions involved in ATN WEXDEV runs its own programs for women at all levels. Through the national committee and office information on successful practice is shared and where suitable is adapted by the other institutions. In addition the National Office will organize conferences, workshops and programs where appropriate. The National Director also runs an e-mail network for 450 women who have nominated to be part of this discussion form.

The information exchange and discussion about successful programs for women focused early on mentoring programs for women. A 1998 booklet, *Mentoring in the ATN*, revised in 1999, provided a brief background and overview of the mentoring programs run by the five institutions, identified shared values and commented on lessons learnt. The programs it described varied considerably, as each institution had developed a form relevant and appropriate to that institution, its strategic priorities and professional development models.

UTS for example favoured informal mentoring within the context of performance planning and performance enhancement strategies or in relation to personal professional development. This was particularly directed to new academics who were encouraged to develop an informal mentoring relationship with a colleague. At QUT mentoring was developed formally or informally within the faculty structure. The reports on these informal mentoring relationships indicate that participants evaluate them as successful in establishing access to networks and in providing guidance and support to enhance performance and career development.

Such endorsement of informal mentoring relationships has been supported by the detailed research of Ragins and Cotton (1999), who have shown that self-selected informal mentoring can have better results and be more satisfactory to the mentee than formal schemes. They argue that the critical factor in success in mentoring is the establishment of trust between mentor and mentee.

The informal mentoring schemes at ATN universities had not been evaluated, hence the ATN WEXDEV booklet concentrated on the formal mentoring programs for women which had run at the other 3 institutions and which had been evaluated.

At Curtin University of Technology, a number of programs had operated and evolved from earlier programs, often run in collaboration with other Western Australian universities. These included *Mentoring junior academic women* (1995), *Peer mentoring writing groups program* (1996/7), *Mentoring for senior academic women* (1996) and *Enhancing participation on committees program* (1996). These programs are fully described in the booklet (ATN WEXDEV 1999) and were evaluated as successful. Curtin's programs have since become incorporated with management

development programs eg on financial management and research development, which are run as part of the ATN WEXDEV and Curtin Leadership programs.

At RMIT University a Staff Mentoring Program began in 1993 as an initiative of the Equal Employment Opportunity Branch. Initially it was aimed at women staff both academic and general. All women staff were invited to apply, an introductory brochure was prepared and an information session was held, as there seemed little understanding of mentoring. Fourteen pairs of mentoring colleagues were established.

Although the program was slow to take off, it built gradually, with a marked increase in 1995 and has considerable senior level support. In 1998 50 pairs were inducted and numbers moved around this level for the following five years. In 1997, men, including the then Vice-Chancellor, came into the program as mentors. In 2000, in response to an increase in demand, a new style of group mentoring was trialled. This involved 22 people in 4 mentoring groups, with one mentor interacting with 4 to 7 mentees grouped according to their interests and goals. This scheme proved very successful.

By 2002 the growing mentoring program had evolved as an alternative career planning and professional development tool for RMIT staff, and became available for both men and women. The RMIT Staff Mentoring Program aims to cultivate learning exchanges whilst supporting cultural change and the ongoing career development of individuals involved. Participants self nominate and are matched in an ongoing, collaborative partnership. This is organised and supported by the program coordinator. The mentee identifies key skills and knowledge required to perform their job and thrive as a member of the RMIT community. A skilled volunteer mentor guides them through a process of reflective learning, towards the realisation of their goals and aspirations. This facilitative approach is focused on critical incidents, problem solving, action planning and reflective practices with direct benefits for the mentee, mentor and RMIT. Induction, training, support and networking opportunities are provided. The mentoring program is underpinned by and values the notions of shared knowledge, cohesive community, effective leadership. Mentoring activities can be integrated into an individual's professional development plan and can be useful for work planning discussions between program participants and line managers. This program values collaboration between line managers, mentees and mentors whilst remaining respectful of the confidential nature of the mentoring partnership.

In 2003 the program was re-launched, giving new support to the development of local level mentoring programs. A mentor training workshop included in the Staff Development Open Program will encourage others to use their mentoring skills or join in as a mentee as well as to develop programs at a local level.

At the University of South Australia in 1996, all participants in the UNISA Women and Leadership Program who had indicated they were interested in a mentoring component were sent a brochure, which included an outline of mentoring and a tear-off form on which to indicate their preferences. Participants were asked whether they preferred a female or male mentor, would accept either or preferred to choose their own mentor. Almost all participants requested that a mentor be found for them. A number of participants were matched with male mentors. Some participants were

mentors to other participants while being mentees themselves and a few mentors agreed to be matched with more than one mentee. 76 pairs were established that year.

Participants indicated the broad areas in which they wished to be mentored or in which they were willing to mentor another participant. While in some cases it was essential to the goals of the particular mentee that her mentor should be a senior person, in general the matchings were made on the basis of the goal to be achieved rather than on a hierarchical basis. Initial workshops were held to introduce both the mentors and mentees to the concept of mentoring and to ensure both were clear about what was expected from the relationship.

While there were a few problems (for example, mentors who left the University) the vast majority of the relationships provided a fruitful outcome. From a 1996 summative evaluation 84 percent of respondents were moderately to very satisfied. The program has made some changes since then, so that mentors and mentees were given guidance on an individual basis as each relationship was negotiated and there was an initial workshop for new mentors. Relationships were focused on specific projects or career challenges, and at the outset it was suggested that the mentoring relationship would have a limited time span. When the relationship had achieved its specific purpose, it was envisaged that the mentee should move on to the next mentoring relationship.

The UNISA program has been very successful and in 2002 had 130 pairs operating. The detailed program description in the booklet (ATN WEXDEV 1999) still applies.

ATN WEXDEV pilot *Mentoring at a Distance* program

To build on the links between the ATN universities, and to provide opportunities for mentoring at those universities in which there were no formal mentoring programs, ATN WEXDEV National Office decided to explore cross-campus mentoring, or mentoring at a distance, using electronic media. In December 1998, through the e-mail discussion list operated by ATN WEXDEV for 450 women around Australia, interested women were invited to join a pilot Mentoring at a Distance Network. Sixteen women self-selected from the five universities and eight pairs were established by the ATN WEXDEV National Director, linking where possible people in similar disciplines and functional areas, but from different universities. Women who nominated were equally from academic and administrative streams. All were sent a letter giving them the name and contact details (both phone and e-mail) of their partners and were also provided with the ATN publication on Mentoring with detailed information on mentoring and on the operation of programs in their own university. No further training took place. In fact a small number had had considerable experience as mentors or mentees in their own universities and had undertaken training there.

The women were identified as mentee or mentor, although it was suggested that they might find it appropriate to enter a peer relationship. At the beginning of the program a separate e-mail went to each woman with advice on making contact. It was suggested that mentees should send e-mail messages to their mentors within the next week, providing some information about themselves:

- Why they had joined the mentoring program;
- Position and/or faculty;

- How long they have been at the university;
- Their employment background; and
- Their needs and expectations of employment in the immediate future or longer term and how they anticipate mentoring will help with this.

It was suggested that the mentor should reply within the week. The major role for the mentor was to enable the mentee to establish clear goals. It was further suggested that each group should try to establish contact on a weekly or fortnightly basis, but with a clear agreement on how regularly they would be in touch. This was described as a potential problem with a casual medium such as e-mail. It was suggested that the mentee needed to know 'when she will get feedback.'

Each woman was also provided with a mentoring agreement form for each to sign, with the mentor being asked to return it to National Office. They were assured that they could always withdraw, on a no-fault basis, if the process proved unsatisfactory. It soon became apparent that making initial contact was proving difficult. One mentee e-mailed National Director after receipt of the introductory letter and e-mail, saying 'I am not sure what I am expected to do though.' She was contacted and given further encouragement. The National Director endeavoured to keep in regular contact, e-mailing in late December. In response to this, more e-mails were received. One woman e-mailed to say 'I have made contact with my mentor...it has only been an introductory hello as yet. Regretfully the perennial problems of staff absences and the Christmas rush have not yet allowed a more thoughtful interaction. But it will come!' Another mentor indicated that her pair had 'made contact. We're unclear about our respective roles but have agreed to proceed as equals and might even meet in the flesh over the break.' These women were in cities two hours flight apart. Another couple had also made contact. This pair had met previously and the mentor hoped to meet her mentee when she visited her city after Christmas. Her partner was also in touch saying that she was 'absolutely thrilled' with having this mentor, and that she believed it would be 'a productive relationship. What I am grappling with is actually getting started. What to focus on as the preliminary link to relationship building. I will try to keep a reflection on how we manage this process as it is certainly a new way of expanding our networks and relationships. I am really looking forward to getting started and finding a focus.' The National Director wrote back encouraging those having problems and making suggestions as to ways they could begin. 'Make a preliminary list of the things that most concern you professionally at the moment...'

The National Director did not contact the pairs for two months, e-mailing in March 1999, with follow-up phone calls. She found it impossible to contact all participants. One mentor replied indicating that she had met her mentee at a conference in New Zealand. Others were in touch to describe the difficulties they were facing. 'This is no reflection on my partner at all but I suspect we are not well matched and so the material that I've sent seems to have gone into a hole. There might also be some impact from the restructuring of my partner's university as she is a senior administrator. We've not formally abandoned the mentoring but I'm not hopeful of it leading anywhere.'

It seemed that despite initial enthusiasm, the women involved found e-mail mentoring difficult to maintain.

Evaluation/Impact Data

In August 1999 after the program had been running for eight months the National Director sent out by e-mail an evaluation form with five simple questions to each participant so that the effectiveness of e-mail as a mechanism for mentoring could be assessed.

The evaluation of the e-mail mentoring pilot cast serious doubts on the viability of the model, albeit with very small numbers involved. To start with 16 women had been involved, in 8 pairs. Only 6 replies were received. 4 of them had been defined as mentors. Participants were followed up by further e-mails and by phone calls. Two women had left their universities during the course of the pilot, another was on study leave overseas. Two women later contacted the National Director. They were quick to apologise – they acknowledged that they had not initiated the mentoring relationship nor responded to an approach from the mentee. They indicated that they felt guilty, but had not had time to follow up their initial interest

Responses to the questionnaire came to the ATNWEXDEV National Director, who then analysed the responses.

In general women had indicated their interest in mentoring with enthusiasm. When faced with the opportunity to start the mentoring relationship, most were not prepared or able to allocate time. Only two of the eight pairs could be said to have had a successful mentoring relationship. Relationships were more easily established when the partners already knew each other, perhaps if they were in similar fields, but even then difficulties of defining the relationship occurred.

‘I have only met my mentee once at an annual conference as we are in the same field. I was able to do something for her and will progress that next year by getting her onto a professional committee. Two other attempts, one where I was actually at her institution and vice versa, failed because neither of us was free at the relevant times. ... But basically she was very well organised herself in terms of what was needed to progress her career and what was possible in her current organisation (things are much tougher there in terms of women getting on.)’

It seemed that contact was more easily established when the two women had met and were involved in a broadly similar area:

‘It was difficult to sustain a focus unless we were exploring particular issues. It was difficult to know what the boundaries were and how much we were exploring ideas and how much I was simply seeking information on what she was doing and how it linked to my work. This was all valuable and I will certainly keep in contact when I have particular things to talk to her about.’

Some respondents pointed to other issues that make e-mail a difficult medium for mentoring relationships.

‘It (e-mail) does not have the same momentum, dynamism and reciprocity that face-to-face contact has.’

‘I think personal contact is probably necessary. E-mail is not the sort of place to discuss the kinds of things which should be discussed (and nor is it secure).’

The last comment was made by a Professor in Information Technology who went on to express concerns about the security of e-mail contact. She was of the view that for her and others involved in information technology, such concerns would hamper a frank and honest exchange needed in a mentoring relationship.

8 women out of the original 16 were in contact over the evaluation, although 2 were very late in response and did this only when meeting the National Director on other issues. Two of these were in regular contact with the National Director on other committees, indicated that the mentoring had not progressed but did not make the time to fill in evaluation forms. It has been indicated that a further two were no longer in a position to be involved as they had left employment. The other 4 did not respond either to moves in relation to mentoring and for evaluation.

The National Director of WEXDEV sent an e-mail to all the participants, summarizing the responses to the evaluation and including responses from earlier e-mails. It later went to the wider WEXDEV e-mail list. The Director summarized from the responses that e-mail mentoring was likely to be more successful if it had:

- Direct face-to-face contact to start with,
- Very careful matching of pairs,
- Training for both mentors and mentees,
- A strong support network during the period for both mentors and mentees and
- Reserving time to be allocated to mentoring.

One participant sent an e-mail to National Office agreeing with this.

‘I agree with your assessment of what's needed to help make mentoring work both at a distance and face-to-face. Your list is consistent with my experience. I guess any training would focus on the need for mentor/mentee both to clarify their goals to each other as an essential part of the process.’

Another respondent suggested that e-mail ‘is an effective way to keep in touch.’ She also argued that ‘mentoring at a distance should be given time allocated to the activity.’ However she suggested that communication could be more successful if it focused on strategic discussions involving more than two people. In this a topic would be nominated for discussion and the mentor would function as the facilitator of discussion among a group of people in an area in which the mentor had expertise.

The pilot distance mentoring project was not continued after it became apparent that the mentoring relationships did not work effectively without some face-to-face meetings. Resources were not available for this to occur.

Unique characteristics and features

The ATN WEXDEV National Office has continued to provide an effective exchange point for information about executive development for women in Australian higher education and about mentoring.

The information exchange functions not only for the 5 ATN Universities, but also for the wider higher education community in Australia. Since 1999, a network for those working in staff development for women (sdfw) has been organised by the University of Western Australia Leadership for Women Program. ATN WEXDEV contacts are active in this network and information about the successes or problems of mentoring programs is provided as needed or requested by network participants.

Many Australian universities are committed to exchanging information on successes. In 1999 ATN WEXDEV produced another booklet outlining the leadership programs for women run by 15 Australian universities (ATN WEXDEV 1999 b).

In 2000 and 2001 this information was also sought by the Australian Vice Chancellors Committee, which circulated a questionnaire to Australian Universities on leadership programs for women, including mentoring programs. The ATN WEXDEV National Director summarised responses for the AVCC, and the results are now available on the AVCC home-page www.avcc.edu.au. This survey showed that interest and commitment to mentoring for women has been growing in Australian universities, 17 out of the 38 universities reporting the existence of some form of mentoring program in 2001.

Collaboration, partnerships, linkages with other initiatives.

In 2000, the WEXDEV Director Dr Colleen Chesterman developed a module on Mentoring for Women in Higher Education, for the Association of Commonwealth Universities' Women and Management Training Program. The module consists of training materials for six workshops designed for use in departments, faculties, divisions, institutions and regions.

The introductory workshop looks at definitions of mentoring and at what makes the mentoring relationship different from other helping relationships. It looks at the main functions of mentoring, at the principles and values underlying mentoring and the relative benefits of formal or informal systems of mentoring. It considers the benefits for the mentor and mentee of being part of a mentoring relationship and also the benefits that flow to organisations with mentoring schemes, with particular reference to higher education.

The second workshop looks at higher education organisations and enables participants to form arguments about why mentoring would be useful for women in those organisations. It considers whether women, through their relatively limited access to higher management, are particularly well suited to mentoring relationships.

The next two sessions are based on training that is needed for both mentor and mentee. They outline mentoring skills needed by both and at the best ways to develop these - and these are skills that are useful for generic management. Exercises are also provided to discuss important and contentious issues such as cross-gender and cross-race mentoring, as well as mentoring by a direct boss. Materials are also provided for use in support and evaluation workshops.

The module has been designed to be relevant both to organisations where managers wish to consider introducing mentoring and also to people who are formally designated mentors or mentees. It is useful for people who are simply interested in the topic of mentoring or women who may wish to find themselves mentors on an individual and informal basis.

The modules have been trialled throughout Australia at ATN and other universities, have been modified for use in South Africa and have been in late 2002 introduced in Pakistan.

The most extensive use has been in South Africa, where from 2000-2002 ATN WEXDEV was involved in an Australia / South Africa Links Project to establish a Support and Professional Development Network for Senior Women in South African Higher Education, funded by the Australian Government through its Agency for International Development (AusAID), managed by IDP Education Australia. The program was based in South Africa at Peninsula Technikon (Pentech) in Capetown, and operated in partnership with the Forum for African Women Educationalists South Africa (FAWESA).

One of the key activities was the establishment of an infrastructure for ongoing support, mentoring and skills training. In February 2001, a train the trainer program for 10 women from 4 provinces wishing to be provincial coordinators for mentoring programs for women, was held at Pentech. In October 2001, workshops to encourage the establishment of mentoring programs and to train mentors and mentees were held in 5 provinces, using an adaptation of the ACU materials; over 175 women - and some men - attended, from 29 higher education institutions. From this two institutions in Western Cape Province, Pentech and University of Western Cape, proceeded to work on the introduction of mentoring in their institutions.

In meetings in 2001 and 2002, staff at Pentech, the project partner and an historically disadvantaged institution, worked with Dr Colleen Chesterman on developing mentoring materials. During the period mentoring policy workshops had also been undertaken through other funding sources, such as USAid. Limani Consultants, a private firm, had also been involved throughout the process. The Pentech staff involved in the various workshops had identified the need for mentoring and had brainstormed new approaches to get mentoring for all staff and senior students.

In South Africa there is a favourable national environment provided by the Ministry for Education for developing skills of existing staff and for improving equity. The intended outcomes of empowerment, leadership and management skills and productivity are important spurs for mentoring. Yet most higher education institutions in South Africa, particularly the historically disadvantaged institutions, have not had resources to focus on areas of staff and professional development. For this reason there is not a wide understanding of techniques such as mentoring in career development (Geber 2002). At Pentech therefore it was decided to hold a series of policy workshops to establish shared understandings on mentoring.

Limani Consultants have worked with Pentech and in association with WEXDEV to develop this mentoring policy.

The steps taken were:

- Situate policy in a broader context (national, institutional).
- Carry out a situational and stakeholder analysis.
- Identify and agree on key mentoring needs:
- Why should we?
- What are needs?
- How would program affect needs?
- Establish clear objectives, outcomes and timescales in relation to each need
- Establish transparent and equitable criteria for access by designated groups to mentoring opportunities:
- Who determines access?
- Who should access and how?
- What process is used?
- Identify appropriate mentors and provide appropriate training for them.
- Ensure that mentors have sufficient resources to carry out their responsibilities effectively.
- Ensure that information about mentoring policy is effectively disseminated to all staff and that support is mobilised for the effective implementation of the policy.
- Establish effective monitoring and evaluation mechanisms to review implementation of mentoring policy.

The Pentech working party established a plan that identified their strengths, in particular a small staff group who are committed to getting a mentoring program. Barriers were a lack of direction to facilitate policy development, restrictive structures that hampered flexibility and an environment that was at times non-supportive and patronising.

The small task team in 2002 formally approached management to participate in the development of a mentoring policy, with a realistic time frame. They sought a champion to present a case to management and to assist in implementation. They identified the most effective potential champion as being the Deputy Vice-Chancellor Academic because of the contributions that mentoring could make to improve the quality of academic staff.

The issues that needed to be dealt with in South Africa are much more complex than those in Australia because of the historical disadvantage and exclusion faced by black and coloured students. Geber's path-breaking work found that a traditional model for academic mentoring developed from Kram was not sufficient for cross cultural mentoring as it does not reflect the particular roles and functions required by black academics in an atmosphere still racially charged. Mentors must make special efforts to integrate new black academics into their departments and must be careful in managing the transition between student and colleague. The situation was particularly difficult when mentees had been working in administration in the departments in order to support themselves. As well additional work had to be devoted to preventing exploitation. This was important in areas such as workload but also in black academics being given less prestigious work. Mentors also had to manage diversity and prejudice. Mentees needed to have their status affirmed. Employment equity initiatives could also lead to backlash from junior white colleagues.

Conclusion

This paper has described the operation of networks in Australian higher education that have operated to share information and experience about mentoring for women. It discusses how the information has focused on what has led to the success of the formal mentoring programs within Australian institutions. It also describes the unsuccessful operation of a mentoring at a distance pilot program, which has also led to suggestions as to the steps that need to be taken to make such an innovation succeed.

It has also looked at how the model of sharing information has been extended to South Africa, and at the important changes that have had to be made to the models to deal with the history of institutionalised racism in that country.

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