



Yorkshire Consortium for Equity in Doctoral Education

Mentorship and Advocacy Training Development

This document outlines proposals to the YCEDE Management Board for the establishment of an in-house training programme for mentors and advocates who are signed up to our mentorship and advocacy programmes. The proposal includes recommendations and things to consider as part of setting up such a programme.

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Suggested Audience: Staff

Suggested Sub-Audience: Academic Staff, Project Management

This resource is intended for use in improving equity and outcomes for ethnically minoritised individuals interested in doctoral study or careers in research.

This resource was produced by the staff named above on behalf of the YCEDE project. Please ensure appropriate credits are clearly included in any external use of this resource.

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Context

Currently as part of YCEDE WS3: Enhancing the on-course PGR experience, under the mentorship programme, we offer training to mentors and mentees who enrol into the programme. The training includes two packages: a standard mentorship training delivered by Dr Esther Allen from University of Sheffield and an EDI focused training that cover areas such as cultural awareness, inequities, inequalities as well as allyship. The first training courses took place in December 2022 with the standard training delivered by Esther and the specialised training provided by Leyla Okhai of Diverse Minds.

Recommendations

It has been suggested by Professor Udy Archibong to develop a tailor-made, in-house programme for both the mentorship and advocacy training under the YCEDE programme. This will allow us to offer a unique training package to staff members and students. The current EDI focused training is often offered as part of the staff development portfolio that already exists as part of the CPD. A bespoke training programme should be developed with mentors and advocates in mind and will address issues that would directly relate to mentorship and advocacy. The programmes could be developed by university staff members that have experience of developing similar training on numerous occasions. So ultimately, we will be offering training that has been designed specifically for YCEDE and is unique to the programme. Which in turn will add value to the programme and might encourage others to take part.

University of Bradford has volunteered to develop tailor-made training programmes. This training will then be used to train trainers from across institutions to deliver the training.

In the meantime, the University of Bradford does have a member inside the Centre for Inclusion and that can deliver EDI focused training for the next cohort in June.

Factors to take into consideration:

Potential extra workload on trainees

It has been recommended and discussed that it would be most effective to have two training packages developed; one for advocacy and one for mentoring. These bespoke and tailored

training would ensure we make best use of the available time and will avoid generic skills or topics that do not need to be covered. However, a concern was raised around potentially having a staff member who is both an advocate and a YCEDE mentor and would be required to attend both training sessions. This runs the risk of overburdening the staff member with non-academic hours.

Lack of diversity amongst staff

We must consider whether mentees would prefer a trainer with a diverse background or not. We also need to acknowledge that most staff units do not have enough diversity and staff from minority backgrounds for us to guarantee a collective team of trainers with racially and ethnically diverse backgrounds.

Lack of confidence

Some staff members might not feel confident to deliver such training due to a number of reasons, one being the lack of lived experience of inequalities and inequities. A suggestion might be to pair staff with another member of staff to deliver the training together. However, we would like to stress that we do not wish to put staff members under pressure to deliver such training, this should be done purely on a voluntary basis and perhaps we could encourage staff members to step forward to deliver, even if not all institutions are contributing to the initial training delivery.