



Friedrich-Alexander-Universität  
Rechts- und Wirtschafts-  
wissenschaftliche Fakultät

FAUmentoring ARIADNE rewi

# Guideline for the Mentoring Programme

Career development for young female  
researchers at the Faculty of Business,  
Economics, and Law



FAUmentoring  
ARIADNE rewi

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**FAU mentoring  
ARIADNE rewi**

# FAUmentoring ARIADNErewi

## Aims

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Women continue to be under-represented in the higher levels of the academic hierarchy. Although women have at least as much academic potential and are just as driven as their male colleagues, only approximately one quarter of all professorships at German universities are held by women. At the Faculty of Business, Economics, and Law at FAU only 22 % of professorships were held by women in 2024.<sup>1</sup>

While 48% of graduates from the Faculty of Business, Economics, and Law in 2024 were female, and 52% of doctoral degrees were awarded to women, there is a decline in the number of female postdoctoral researchers. Within this group, the proportion of women was 41.7%. A further decline was observed among female habilitation candidates, with no women completing a habilitation in 2024. At the professorial level, the proportion of women was ultimately 22%. This finding indicates a decline in the proportion of women in law and economics from the postdoctoral phase onwards. Moreover, a significant disparity continues to exist between the proportion of female graduates and the proportion of women who ultimately remain in academia as professors.

For women, the period during and after completing a doctoral degree is a critical period for deciding whether or not they continue a career in academia. This “drop out” continues on the path towards a habilitation and during appointment procedures. The reasons behind this “leaky pipeline” are many and varied. Established structures in academia, characteristics particular to the various subject areas, and personal and sociocultural factors all play a role. Another factor is the fact that women are under-represented in formal and informal networks.

Since 2014, the FAU mentoring program ARIADNErewi has pursued the goal of supporting women who are at an early stage in their career and encouraging them to remain in academia, thereby securing major potential for academia. As a targeted measure to support female researchers, the mentoring program aims to encourage women to recognize their valuable status and responsibilities as female researchers and to consistently follow their career development goals. With the mentoring program, FAU is making a targeted effort to increase the percentage of women in all areas of research, to offer genuine equal opportunities and to promote research excellence.

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<sup>1</sup> Gender data monitoring: Qualification levels according to gender for 2024, Office of Equality and Diversity at FAU

## Target groups

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ARIADNErewi is aimed at:

- **Female doctoral candidates, postdoctoral candidates, habilitation candidates and assistant professors**
- **Female students at the School of Law** who are at the final stage of their degree and who plan to continue with a doctoral degree

at the Faculty of Business, Economics, and Law at FAU.

ARIADNErewi is also aimed at **professors and research associates** of all genders at both Schools who would like to act as a mentor to provide advice and support for a female early career researcher on the basis of their personal and academic experience.

## Program and financing

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ARIADNErewi offers female researchers at an early stage in their career **individual, interdisciplinary mentoring advice for academic career planning from a person who already has experience of an academic career (mentor)**. Advice may include, for example, strategic questions concerning academic qualification pathways and the practical implementation of career steps. In addition, the regular meetings may cover individual topics such as striking the balance between an academic career and personal life or questions on the current qualification phase.

Networking meetings offer mentees the opportunity to **expand their peer network**.

The mentoring program is framed with **accompanying workshops** at the beginning, halfway through and at the end.

ARIADNE is part of the target agreements for increasing the proportion of women in academia 2023-2027 agreed by the faculties and the Executive Board. In the long term, the target agreements are intended to increase the proportion of female professors. ARIADNE is financed by the Executive Board using the funding provided within the context of the target agreements and organized by the Office of Equality and Diversity.

# The Concept of Mentoring

The concept of mentoring originates from Greek mythology. When Odysseus went to war against Troy he entrusted his friend Mentor with the education of his son Telemachus. Mentor became a role model, friend, advisor and protector for Telemachus.

Mentoring was rediscovered and developed in the 1970s in the USA as a method for supporting the career development of young professionals. Nowadays, mentoring has become a tried and tested and effective instrument for the targeted support of early career researchers.

Mentees benefit from the empowerment provided by their mentors and peer group. The mentoring process supports the mentees' personal development and shapes their leadership and academic profiles. Mentees receive insights into the structures, processes and unwritten rules within academia.

**Mentoring is not professional consulting and is no substitute for that.**

## Nature of a mentoring relationship

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**A mentorship is a professional relationship.** It is a protected, open relationship based on personal contact, trust and mutual goodwill and respect.

A successful mentoring relationship is characterized by several features:

### Voluntariness

The mentee and the mentor enter the mentoring relationship voluntarily and of their own free will.

### Independence

The relationship between the mentee and the mentor is not based on dependency or the right to give instructions, in other words they are not involved in a direct or indirect working relationship, and the mentor is not involved in any way in supervising the mentee's Master's, doctoral or habilitation thesis.

### Confidentiality

The mentoring meetings are held in a confidential setting. A requirement for an open and confidential atmosphere during meetings is the absolute **confidentiality** of both partners. Specifically, this means that the mentor may only pass on information about the mentee with the mentee's expressed permission, and vice versa. The **obligation to retain confidentiality vis-à-vis third parties also applies after the program has come to an end.**

### Defined period

The mentoring relationship runs over a defined period. It can be continued after this period if so agreed on between the parties.

### Personal contact

Face to face meetings are recommended, especially at the beginning of the mentoring process. Online meetings are also an option.

### Reliability

Both parties keep reliably to appointments and arrangements.

### Expectations and agreements

Expectations and agreements concerning objectives, availability, feedback etc. should be discussed between the mentee and the mentor at the beginning of the mentoring relationship and set down in writing in a mentoring agreement. A template for this agreement is attached to this guide/available online at <https://www.mentoring.fau.de/ariadnerewi/downloads/>.

## ARIADNE mentoring program

### **Generic mentoring**

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ARIADNE offers **generic mentoring** as an additional service alongside subject-related supervision. It does **not** offer mentoring tailored to the mentee's specialization.

### **Quality assurance**

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As a member of the national association *Forum Mentoring e.V.* FAU's ARIADNE program has pledged to comply with the **quality standards for mentoring programs** at universities<sup>2</sup>.

### **Matching mentoring tandems**

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In order to avoid hierarchical relationships, role conflicts or other reasons for conflicts of interest between the mentee and the mentor, the ARIADNE mentoring deliberately takes a **generic or interdisciplinary** approach. This means that the mentor is not from the same subject area as the mentee. As a rule, however, mentors and mentees are usually from the

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<sup>2</sup> *Forum Mentoring e.V.: Mentoring mit Qualität. Qualitätsstandards für Mentoring in der Wissenschaft (2014): <https://forum-mentoring.de/mentoring/qualitaetsstandards/>*

same faculty, as similar subject interests or subject cultures and qualification pathways raise the value of the mentoring for the mentee.

**The most important criterion for finding a match is that the mentor has the relevant expertise to be able to advise the mentee in the majority of the topics she has named.**

## **Range of topics covered**

One of the benefits of the mentoring program is its informal nature. The program coordinators do not determine which topics should be covered. The mentee and the mentor decide what they would like to discuss. The topics covered should relate to the context of working at a university. Possible topics of relevance to academics across the board may be special challenges faced by female researchers in the context of expectations of stereotypical roles, self-confidence and self-assurance and taking a stance during negotiations.

Further topics that may be covered during mentoring are:

- Strategic career planning
- Clarifying professional goals
- Academic structures and processes
- Developing an academic profile
- Building academic networks
- Publication strategies
- Starting a career and applying for jobs
- The habilitation process and appointment procedures
- Planning stays abroad
- Research funding
- Forming academic working groups
- Balancing family and career
- Self-presentation and working techniques
- Leadership and conflict management

# Participation as a mentee

## Your role as a mentee

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As a mentee you should be open to new perspectives and prepared to accept constructive criticism. The mentoring relationship revolves around your learning process as a mentee.

**In the mentoring tandem, it is up to you to assume an active role and responsibility for the process.**

### The mentoring tandem: the mentee takes a front seat!



Perfect!



Not ideal!



Contact the program coordinator!

## The benefits for you

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The one-to-one mentoring allows you to benefit from **individual support**. Depending on your individual needs, as a mentee you can receive:

- Suggestions for targeted career development measures in academia and improved insights into university structures and unwritten rules.
- Information aimed at helping you take an informed decision about how to progress with your career.
- Information and tips on shaping a profile, requirements in academia, applying for positions and the appointments procedure.
- Individual feedback from the mentor allows you to identify your potential better, analyze the challenges facing you as a female early career researcher and come up with possible solutions.

The ARIADNE networking meetings allow you to expand your **peer network**.

Each mentee receives a certificate of participation after completing the program.

## Your expectations for mentoring

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Sharing ideas with a mentor can be extremely beneficial. However, you should also check your expectations: **mentoring cannot and should not provide you with cut and dried solutions. Instead, it is meant to help you discover your own solutions and put them into practice for yourself.** It is therefore important that you are also aware of the limits of mentoring. Mentors can provide you with various offers, assist you in coming to a decision,

and show you the options available to you, but at the end of the day, the decision lies with you.

## Participating as a mentor

### Your role as a mentor

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Mentors act as role models and are on hand to provide guidance along the way. They share their experience and give feedback, advice and constructive criticism.

Mentoring involves providing advice and helping mentees to help themselves. It does not involve taking decisions for mentees. Instead, mentors should help mentees come to a decision by asking careful questions (clarifying preferences, discussing easy or difficult ways to reach the goal, raising various options...). **The mentee should be given the skills she needs to help herself.**

### Your tasks

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As a mentor, you transfer your **informal knowledge** and experience to the mentees and provide them with guidance for their personal and career development.

Mentoring requires the ability to guide others, the understanding of learning and development processes, interaction and communication skills as well as knowledge of methods for conducting effective interviews. It is crucial to the success of the mentorship that the mentor avoids feeling responsible for the mentee's decisions, presenting finite solutions or believing that they must convince the mentee to take a certain course of action. The freedom to take decisions and responsibility in the mentoring process is down to the early career researcher who is seeking guidance.

The mentors **help their mentees formulate and develop realistic career goals**. They work with mentees to set milestones and define individual actions, and give early warning of potential conflicts or risks.

One of the most important effects of mentoring is raising participants' awareness of the correlation between career progression, networking and cooperation, resulting in effective involvement in **networks**. Mentors support mentees in establishing contacts of relevance to their careers, they help to establish connections by explaining their own networking strategies and they inform mentees of important events or funding opportunities.

The mentor may offer guidance and assistance on making decisions as follows:

- Passing on knowledge and contacts
- Reporting on their own experiences and passing on "insider knowledge"
- Tips for reaching career goals
- Support in looking for information
- Encouragement and empowerment, also in the context of gender-specific challenges
- Giving and receiving feedback

- Analyzing and/or developing options
- Offering various methods for making a decision (mentee decides)

## **Your opportunities**

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As a mentor, you can actively contribute to supporting young researchers. As a mentor, you

- Receive new impulses for your work
- Reflect upon your own career path
- Improve your own advisory skills
- Expand your own network
- Receive insights into the situation and challenges faced by female researchers at an early stage in their career.

At the beginning of the program, mentors have the opportunity to participate in an **online workshop for mentors** developed especially for ARIADNE to allow them to prepare for their role.

If so requested, the mentors receive a certificate certifying their participation in the program.

# Framework program

## Introductory event for mentees

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The **introductory event for mentees** is held shortly before or after the kick-off event. **Mentees are obliged to attend.**

During this event, participants are prepared for their role as a mentee. The event teaches the basics for a successful mentoring relationship, reveals possible limitations and invites participants to reflect on their personal expectations and aims for the mentoring.

**We recommend planning the first mentoring meeting after the introductory event.**

## The kick-off event

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The kick-off event marks the official start of the program and offers an opportunity for mentoring tandems and mentee peers to get to know each other better.

## The interim workshop

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An interim workshop is held halfway through the mentoring program. The aim of the workshop is to reflect on progress in the ARIADNErewi program so far and consider what the mentee would like to achieve in the remaining time.

## Networking events

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ARIADNE offers a platform for establishing an academic peer network. As well as organized networking events in the beginning of the program cycle, the mentees are encouraged to organize networking activities **on their own initiative** throughout the program cycle. In addition to the networking meetings with the mentees from their own program line, there are also formats that bring together mentees from the other ARIADNE program lines or ARIADNE alumni.

## Closing event

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At the end of the program, mentors and mentees are invited to attend an event marking the end of the mentorship. It is up to the mentoring tandems to decide whether or not to continue with the mentoring after the program ends.

# Recommendations for organizing and holding mentoring meetings

## Getting to know each other: the initial meeting

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The mentee and her potential mentor meet during the matching phase before the official launch of the program. The aim of this initial meeting is to share expectations and test the “chemistry” between the parties. It is crucial that the partners in a mentoring relationship get on well with each other. After the initial meeting, both sides decide whether they would like to establish a mentoring relationship and join the program as a tandem.

**The mentees are responsible for contacting their potential mentor and arranging an appointment for the initial meeting shortly after they are matched.** A mentorship only starts once both parties have granted their consent after the initial meeting.

## Frequency, length and organization of meetings

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**The frequency and length of mentoring meetings are determined individually by the mentee and the mentor.** Meetings may be held regularly (for example on a fixed date each month) or as necessary. Meetings lasting between **one and two hours and held approximately every six to eight weeks** have proven to be most effective.

As a rule, meetings should be held more frequently towards the beginning of the mentoring relationship. As mentoring thrives on personal learning processes, there should be sufficient time between two meetings for the learning experience to take effect. There should always be the option of meeting briefly between two longer meetings if the need arises.

**The mentee is responsible for initiating the meetings.** She should contact the mentor and ask to arrange a date. **To help the mentor prepare for the meetings, the mentee should mention the topics that she would like to discuss.**

It is also up to the tandems to decide themselves where they would like to arrange to meet. They may choose to meet in the mentor’s office, or in a café. As well as meeting in person, the mentor and the mentee may also be in touch via video conference, phone, email etc. We recommend that the mentor and mentee agree beforehand on preferred contact methods and times.

## First meeting and organizational criteria

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The first mentoring meeting after the initial meeting should be held after the introductory event for mentees. The aim of this meeting is to define the goals and some rules for the mentorship.

We would recommend using this meeting to draw up the **Mentoring agreement** (see Appendix I/ [download here](#)), or to come to a binding decision concerning its provisions. The agreement provides a suggestion for getting the most out of the mentoring relationship and

allows room to clarify each partner's expectations and goals. **The confidential document remains in the possession of the tandem** - please do not forward it to the program coordinator.

It is important to establish trust during the first mentoring meeting. Get to know the other person. Agree to maintain confidentiality and tell them about yourself. **It is important to plan sufficient time for this first meeting.**

We recommend definitely sharing at least the following information during the first meeting:

- Topics, concerns and wishes that are particularly important to you both. As a mentee, what are your goals and expectations for the duration of your mentoring relationship? As a mentor, what do you expect of the mentee?
- What does confidentiality mean to you? Agree on rules on how you are to deal with confidentiality.
- What is a no-go for you? What would you like to avoid at all costs during the mentoring relationship?
- What steps are taken to prepare and follow up on the meetings?
- Definition of success: when would you judge the cooperation in the tandem to be a success? What would the mentee like to achieve by the end of the program?

## **Subsequent meetings**

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The informal nature of mentoring is an important benefit of the process and there are no fixed rules on what the mentor and mentee should discuss. Discussion topics are dependent on the mentee's needs and requests, the mentor's experience and the rapport between the mentor and the mentee.

The following questions may be useful for the mentee to get the most from the mentoring meetings.

- Which topics did we discuss today?
- Which solutions and strategies did we develop?
- What is my task before the next meeting?
- What is the topic for the next meeting?

Suggestions for **preparing for and following up on meetings** are available in the Appendix and via the following link: <https://www.mentoring.fau.de/ariadnerewi/downloads/>

## The final meeting

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Your mentoring relationship formally ends with the closing event held once the program officially comes to an end. We would recommend holding a **final meeting** with your mentor to reflect on your collaboration and discuss possible prospects for the future. This meeting may result in you agreeing on further goals and deciding whether you wish to continue the mentorship informally after the program has officially ended.

The final meeting may cover the following points:

- Which goals were decided at the beginning of the mentorship? Which were reached? Which are still pending? What is still possible?
- What were the essential and valuable experiences and learning stages for both parties during the mentorship?
- What did the parties appreciate about each other?
- With the benefit of hindsight, what would the tandem have done differently? What was a pity/regrettable?
- Are both partners willing/able to stay in touch with each other after the end of the program?

## Factors for the success of the mentoring process

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### For the mentee

- ✓ Proactive approach to shaping the mentoring process
- ✓ Investing time and structured planning
- ✓ Preparing for and following up on meetings
- ✓ Reliability
- ✓ Confidentiality/discretion
- ✓ Ability to listen
- ✓ Accepting feedback
- ✓ Giving feedback
- ✓ Continual reflection
- ✓ Willingness for self-criticism
- ✓ Goal setting
- ✓ Ambitious approach to reaching goals
- ✓ Patience
- ✓ Appreciation
- ✓ **Assuming responsibility for the process**

### For the mentor

- ✓ Openness
- ✓ Taking enough time for meetings
- ✓ Avoiding disruptions during meetings
- ✓ Reliability
- ✓ Confidentiality/discretion
- ✓ Ability to listen
- ✓ Giving honest and constructive feedback
- ✓ Accepting feedback
- ✓ Taking problems seriously
- ✓ Asking questions
- ✓ Showing alternatives
- ✓ **Helping** mentees make decisions
- ✓ Patience
- ✓ Appreciation

## Barriers hindering the mentoring process

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<u>For the mentee</u>	<u>For the mentor</u>
<ul style="list-style-type: none"><li>× Sense of entitlement</li></ul>	<ul style="list-style-type: none"><li>× Comparing the mentee with previous mentees</li><li>× Too high expectations of the mentee</li><li>× Reproaches</li></ul>
<ul style="list-style-type: none"><li>× Expecting "cut and dried" solutions</li></ul>	<ul style="list-style-type: none"><li>× Taking decisions on the mentee's behalf</li></ul>
<ul style="list-style-type: none"><li>× Violating confidentiality</li></ul>	<ul style="list-style-type: none"><li>× Violating confidentiality</li></ul>
<ul style="list-style-type: none"><li>× Lack of distance, topics become too personal</li></ul>	<ul style="list-style-type: none"><li>× Lack of distance, topics become too personal</li></ul>
<ul style="list-style-type: none"><li>× Confusing the mentoring relationship with a friendship</li></ul>	<ul style="list-style-type: none"><li>× Conflicts of interest</li></ul>

**If any problems arise during the mentorship that you cannot resolve in your tandem, please contact the program coordinator in good time.** If your circumstances change and you are no longer willing or able to continue to offer or accept mentoring please discuss rescinding the mentoring agreement in the mentoring tandem and with the program coordinator.

## Childcare

If required, the FAU Family Service can offer childcare during ARIADNErewi events. This is usually offered at the mentee's home. If rooms are available, the childcare may also be offered at the venue for the event.

**If you require childcare, please contact the program coordinator in good time, ideally as soon as you receive the invitation to attend the event. For organizational reasons, you must let us know at least three weeks before the event if you require childcare.**

# References and links

## General information on research careers

Müller, Mirjam: Promotion – Postdoc – Professur. Karriereplanung in der Wissenschaft. Frankfurt am Main 2014.

Kahlert, Heike: Riskante Karrieren. Wissenschaftlicher Nachwuchs im Spiegel der Forschung. Opladen, Berlin, Toronto 2013.

Beaufays, Sandra / Engels, Anita / Kahlert, Heike (Hrsg.): Einfach Spitze? Neue Geschlechterperspektiven auf Karrieren in der Wissenschaft. Frankfurt am Main 2012.

Färber, Christine / Riedler, Ute: Black Box Berufung. Strategien auf dem Weg zur Professur. Frankfurt am Main 2011.

## Mentoring

Haghanipour, Bahar: Mentoring als gendergerechte Personalentwicklung. Wirksamkeit und Grenzen eines Programms in den Ingenieurwissenschaften. Wiesbaden 2013.

Stöger, Heidrun / Ziegler, Albert / Schimke, Diana (Hrsg.): Mentoring: Theoretische Hintergründe, empirische Befunde und praktische Anwendungen. Lengerich 2009.

## Links

**ARIADNE**rewi mentoring program at FAU <https://www.mentoring.fau.de/ariadnerewi/>

**Office of Equality and Diversity of FAU:** <https://www.equality-and-diversity.fau.eu/>

**Women's representatives of the Faculty of Business, Economics, and Law:** <https://www.womens-representative.rw.fau.eu/>

**Target agreement between the Faculty of Business, Economics, and Law and the university management to increase the proportion of women in science 2023–2027:**

[https://www.equality-and-diversity.fau.eu/files/2024/07/Target-Agreements\\_ReWi-2023-2027.pdf](https://www.equality-and-diversity.fau.eu/files/2024/07/Target-Agreements_ReWi-2023-2027.pdf)

**Forum Mentoring e.V.** – National association for mentoring programs at universities in Germany: [www.forum-mentoring.de](http://www.forum-mentoring.de)

**Center of Excellence Women and Science:** [www.gesis.org/cews](http://www.gesis.org/cews)

# Appendix

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How should we prepare our meetings?

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### Expectations and target agreements

What expectations do we have of working together?

For the mentee:

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For the mentor:

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What goals do I want to achieve as a mentee during the program?

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How will we both know that these goals have been achieved?

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### End of the mentorship

Our mentorship officially ends on the date of the closing ceremony. We may agree to continue the mentorship at the end of the program on an informal basis.

*We agree to be open-minded and respect the different perspectives and opinions that may arise during the mentorship. We intend to maintain a productive working relationship in which we give each other feedback after each mentoring meeting. This helps us to ensure that we have understood each other and avoid misunderstandings.*

**We agree that the contents of our meetings will be held in the strictest confidence and will not be shared with third parties.** *This is the only way to guarantee a confidential and successful working relationship. This agreement to confidentiality shall apply beyond official participation in the mentoring program.*

---

Place, date

---

Signature Mentee

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Signature Mentor



## Checklist for preparing mentoring meetings

**Date:**

**Time: from**                      **to**

**Location:**

Have the location and time been decided?  
\_\_\_\_\_

Which topics have remained open since the last meeting or should be pursued further?  
\_\_\_\_\_

Which topics do I want to discuss during the meeting?  
\_\_\_\_\_

Which aspects are important to me?  
\_\_\_\_\_

Which specific examples do I have for the topic?  
\_\_\_\_\_

What do I expect from my mentor?

Which of their experiences are particularly interesting for me?  
\_\_\_\_\_

Have I told my mentor about my issue?  
\_\_\_\_\_



## Checklist for following up on mentoring meetings

Which topics did we discuss today/during our last meeting?

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Which decisions were suggested? Which results can be recorded?

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What are the next steps, who is responsible, what is the deadline?

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When and where will the next mentoring meeting be held?

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What should we discuss during the next mentoring meeting?

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## Legal

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