

## Mentoring

Women and faculty of color are underrepresented in academia. They have higher rates of attrition and are less likely to achieve the rank of full professor. The literature says that mentoring relationships have been shown to result in increased job satisfaction, commitment to the institution, rate of promotion, salary, retention and reduced work and family conflict. Good mentoring practices will benefit *all* faculty.

Bilimoria, D., Perry, S., Liang, X., Stoller, E. P., Higgins, P., & Taylor, C. (2006). How Do Female and Male faculty Members Construct Job Satisfaction? The Roles of Perceived Institutional Leadership and Mentoring and their Mediating Processes. *Journal of Technology Transfer, Vol. 31*, pp. 355-365.

Chesler, N. C., & Chesler, M. A. (2002). Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community. *Journal of Engineering Education, Vol. 91*(No. 1), pp. 49-55.

De Janasz, S. C., & Sullivan, S. E. (2004). Multiple Mentoring in Academe: Developing the Professorial Network. *Journal of Vocational Behavior, 64*(2), 263-283.

Fox Frank, M., & Ferri, V. C. (1992). Women, Men and Their Attributions for Success in Academe. *Psychology Quarterly, Vol 55*(No 3), 257-271.

Girves, J. E., Zepeda, Y., & Gwathmey, J. K. (2005). Mentoring in a Post-Affirmative Action World. *The Society for the Psychological Study of Social Issues, Vol. 61, No. 3*, pp. 449-479.

Hackney, C. E., & Bock, M. (Producer). (2000) Beyond Mentoring: Toward an Invitational Academe. *Advancing Women*. retrieved from <http://www.advancingwomen.com/awl/winter2000/hackney-bock.html>

Haring, M. J. (1999). The Case For a Conceptual Base for Minority Mentoring Programs. *Peabody Journal of Education, Vol 74*(2), 5-14.

Moody, J. (2004). *Faculty Diversity: Problems and Solutions*. New York, NY: RoutledgeFalmer.

Ragins, B. R., & Cotton, J. L. (1991). Easier Said Than Done: Gender Differences in Perceived Barriers to Gaining a Mentor. *The Academy of Management Journal, Vol. 34*(No. 4), pp. 939-951.

Settles, I., Cortina, L., Malley, Janet, & Stewart, A. (2006). The Climate for Women in Academic Science: The Good, The Bad and The Changeable. *Psychology of Women Quarterly, Vol 30*, pp. 47-58.

Smith, J. W., Smith, W. J. P. D., & Markham, S. E. P. D. (2000). Diversity Issues in Mentoring Academic Faculty. *Journal of Career development, Vol. 26*(No. 4), pp. 251-261.

Stanley, C. A., & Lincoln, Y. S. (2005). Cross-Race Faculty Mentoring. *Change, 37*(2), 44-50.

Wright, A. L., Schwindt, L., Bassford, T., Reyna, V., Shisslak, C., St. Germain, P. A., et al. (2003). Gender Differences in Academic Advancement: Patterns, Causes and Potential Solutions in One U.S. College of Medicine. *Academic Medicine, Vol. 78*(No. 5), 500-508.

Wunsch, M. (1994). Mentoring can serve as a powerful tool to identify and change personal and institutional practices and attitudes that may be barriers to women's success. *Initiatives, 56*(1), 1-9.

Wunsch, M. A. (1993). Mentoring Probationary Women Academics: A Pilot Programme for Career Development. *Studies in Higher Education, Vol. 18*(Issue. 3), 1-12.