Issues concerning mentoring for women in higher education are discussed. After identifying benefits of mentoring for the protege, the mentor, and the institution, barriers to traditional mentoring for women are considered. Attention is directed to why men may hesitate to mentor women students and faculty, why female mentors are hard to find on campus, and why some women may exclude themselves from mentoring relationships. In addition, new approaches to mentoring for women are considered, including multiple mentors, networks, and paper mentors. Information is also provided on the following questions: how to decide if mentoring is needed, how to be selected by mentors, and how to be a mentor. Consideration is also focused on the following groups of women with special needs: women in nontraditional fields, older women, minority women, and disabled women. Five model programs are described that cover the following: an informal institution-wide approach, research mentors for minority and women faculty, the career cooperative, a career development program for women students, and a peer advising program for women students. Additional recommendations are offered for colleges, as well as for associations, disciplinary groups, and other organizations. Reference notes, a bibliography, and a list of information sources are appended. (SW)
ACADEMIC MENTORING FOR WOMEN STUDENTS AND FACULTY: A NEW LOOK AT AN OLD WAY TO GET AHEAD

INTRODUCTION

Ten years ago, the major problem for women on campus was initial access. For women students, this meant admission to an undergraduate or graduate program for women faculty, it meant being hired at an entry-level teaching position. Now, however, with the majority of students and an increasing percentage of junior faculty, the major problem is advancement through academia and the professions. Indeed, one of the more striking differences between women and men on campus is that women students and faculty are less likely to advance.
as far as fast as their male peers. In fact, women students often suffer a decline in academic and career ambitions during their college years, they are less confident about their chances for success in and less likely to apply to graduate school than men of equal ability and achievement. Women faculty, meanwhile, remain clustered at lower ranks in non-tenure-track positions and in less prestigious institutions. In science, for example, although the chances for a first faculty appointment for a woman Ph.D. are only slightly worse than those of a comparably credentialed man's, her chances of attaining tenure are 50 percent better than his.

What accounts for these disparities? The reasons are numerous and complex, but much anecdotal evidence and recent research suggests that, at least in academe, as in the business world, success often depends not only on what you know but whom you know—not only on hard work, but also on encouragement, guidance, support, and advocacy from those who are already established in the system. These Parlor Role models—such as, for example, the various informal clubs, and provide an overview of departments, institutions, or disciplines. They can learn about substantive and political realities, and they can give information about, as well as entrée to, informal lines of communication and a variety of professional opportunities. Such career helpers—often termed mentors or sponsors—have increasingly been seen as crucial to professional development in general. The help they provide can be especially important to women's success in the postsecondary setting.

Academics, like other professionals, operate primarily through colleague systems. Standards for professional behavior and criteria for evaluating teaching, research, and publications are largely determined by unwritten, rules handed down from one generation of scholars to the next, and communicated informally from one colleague to another. Interrelated networks of senior persons—both within institutions and across the disciplines—not only determine in an informal way what issues are considered important, what journals deserve the highest esteem, and what research values, they also often control access to positions, publications, and promotions on the strength of their own reputations and their shared contacts. Those who are already established tend to act as gatekeepers, admission to and advancement through a colleague system is easier when newcomers have the support of an already established member of the system, and thus are presumed to fit the system's shared norms and standards. In order for newcomers to succeed, mentoring is rarely enough; they must also be socialized into the profession.

Women students and faculty, as well as other nontraditional students and professors, may be most in need of mentoring—but less likely either to seek it or to find it. In part because of their outsider status, women may lack knowledge of how the system works and where they are within it, especially in terms of its informal operations. As one professor explains:

"Mentorship is a critical factor in determining whether women will be successful in a particular field. It is essential for women to have mentors who can provide them with guidance and support, and who can help them navigate the often complex and socially constructed expectations of the academic world. By providing mentorship, academic women may be able to break down the barriers that have prevented them from advancing in their careers. It is important to note that mentorship is not a one-way street, and that women also have a role to play in mentoring their peers. By acting as mentors, women can help to create a more inclusive and supportive academic environment, and can help to ensure the success of both current and future female faculty."
MENTORING IN ACADEME: DEFINITIONS AND DILEMMAS

In general, the history of traditional mentoring has seemingly been a history of relationships between men. The term arose in Homer's Odyssey as the name of King Ulysses' trusted friend—Mentor—who, in Ulysses' absence, nurtures, protects, and educates Ulysses' son. Telémachus. Mentor also introduces Telémachus to other leaders and guides him in assuming his rightful place. Thus, Mentor's instruction goes far beyond the teaching of specific skills; it encompasses personal, professional, and civic development—development of the whole person to full capacity, and integration of that person into the existing hierarchy through socialization to its norms and expectations.

Daniel Levinson, in The Seasons of a Man's Life, provides an overview of what a mentor can do. A senior, experienced person chooses a younger person as his (her) protege and teaches specific skills, develops the protege's intellectual abilities, intervenes to facilitate the protege's entry and advancement, serves as a host and guide who welcomes the newcomer into his profession, shows him how it operates, and introduces him to its most important players, provides advice, encouragement, and constructive criticism, and serves as an exemplar who embodies values and an approach to professional endeavor and personal life that the protege can emulate.

Levinson sees the mentor as both parent and older peer, whose efforts and special concern push the protege toward realizing full potential. He describes the mentoring relationship as spontaneous, exclusive, long-lasting—and so intense that when the protege has "arrived" or "become his own man" a complete breach often follows. As many point out, Levinson's model of mentoring largely excludes women. Levinson notes that women have less mentoring than men in part because "[b]eing a woman's mentor is hardly imaginable to many men, and there are few women in senior positions who might serve as mentors.

In academe, the primary model for mentoring has been the sometimes tiring relationship that can develop between an undergraduate or graduate student and a "special" professor. Ideally, the professor takes the novice under his or her wing, helps the person set goals and standards and develop skills, protects the novice from others in a way that allows room for risk and failure, latches the novice's successful entry into academic and professional circles, and ultimately passes on his or her work to the protege.

BENEFITS OF MENTORING

BENEFITS FOR THE PROTEGE

Proteges can gain a host of benefits from a lasting relationship with a single mentor—and also from more limited relationships that address needs for particular skills or information. Many of these are especially important for women students and faculty (and for other nontraditional members of the academic community) and include elements such as:

- individual recognition and encouragement;
- honest criticism and informal feedback;
- advice on how to balance teaching, research and other responsibilities and set professional priorities;
- knowledge of the informal rules for advancement (as well as political and substantive pitfalls to be avoided);
- information on how to "behave" in a variety of professional settings, appropriate ways of making contact with authorities in a discipline.

- skills for showcasing one's own work,
- an understanding of how to build a circle of friends and contacts both within and outside one's institution, and
- a perspective on longterm career planning.

In addition to advice and information, the protege often benefits by the mentor's direct intervention or through the mentor's own connections and contacts. For example, the mentor may:

- involve the protege in joint projects or get support for a protege's research;
- introduce the protege to top authorities in the field;
- "talk up" the protege's research to senior colleagues;
- nominate the protege for awards or prizes, and
- support the protege for promotion or tenure.

A protege often benefits indirectly as well because the mentor is respected—established and powerful. A protege frequently enjoys the mentor's "reflected power" which confers special status and acceptance by others. Moreover, the protege may also gain a deeper sense of teaching and research as a "vocation" to which he or she will contribute in turn.

BENEFITS FOR THE MENTOR

- the satisfaction of helping in the development of another person who may carry on his or her own work;
- ideas for and feedback about his or her own projects from a junior person who is eager to learn and committed to the project's success;
- a network of former mentees at other institutions who can collaborate on projects and help place students—thus increasing the mentor's power and visibility;
- becoming part of an expanded network of colleagues, especially if the mentor takes part in a formal mentoring program (this can be particularly important for women faculty, who are often isolated from senior women in other departments on their own campus).

BENEFITS FOR THE INSTITUTION

Institutions as well as individuals have much to gain by fostering a climate or developing specific programs to aid in mentoring. Effective mentoring can:

- increase productivity and commitment, especially of students and junior faculty;
- help prevent attrition of graduate students and faculty—especially women, minorities, and persons from other special population groups;
- encourage cooperation and cohesionness for those involved in mentoring relationships, and
- increase the likelihood that students or faculty who do leave (especially when promotion or tenure is denied) will feel that they have been given the skills to aid them in becoming successful elsewhere. (Thus, they are more likely to be ambassadors for—rather than critics of—their initial institution, and to support it in recruitment and fundraising efforts.)

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BARRIERS TO "TRADITIONAL" MENTORING FOR WOMEN ON CAMPUS

Opportunities for developing specific kinds of mentoring relationships may vary considerably with institutional size and type—as may the "rules" of negotiating those systems. Currently a number of factors make this special kind of support both more necessary and more difficult. The large and impersonal nature of many research institutions, for example, may leave students and junior faculty alike "lost in the crowd." Moreover, current constraints on the number of tenured posts at large universities and small colleges have left some senior professors concerned about protecting their own positions and reluctant to build close relationships with junior colleagues. While these recent problems may make it more difficult for any junior persons to participate in mentoring relationships, women and minorities are long-standing barriers to being chosen as proteges and to serving as mentors.

WHY MEN MAY HESITATE TO MENTOR WOMEN STUDENT AND FACULTY

"I expected the graduate experience to be different; I expected that my major advisor would be my mentor. I have noticed that male students seem to develop different kinds of relationships with professors and get more help and support." (Female Student, Women's Studies, Ohio State University, May 1977)

"...[The tenure situation for women is more difficult than it is for men...]. The women faculty don't have quite the same opportunities for developing as men, in terms of assisting them to get research grants, assisting them to get research funds, assisting them to do a whole host of things which...you will not find out about unless you have someone in the college to talk to." (Faculty member, Psychology, Ohio State University, Division of Behavioral and Social Sciences, Feb. 1990)

Several studies and much anecdotal evidence indicate that men faculty have tended to affirm students of their own sex more than students of the other sex, and to see men—but not women—as capable of occasional work. One professor at a prestigious eastern university, for example, observed to his students that while female students studied hard, took excellent notes, and got good grades, the only outstanding work was done by male students. Whether expressed or not, lower expectations for women may account in part for their professional role. However, as others note, it may be more a matter of perceptions than actual treatment: men may "make it more difficult for women to mentor their juniors, but also often [mentors] themselves will actively choose mentees. The more women professors are affiliated with, either mutually or by the student, the more likely they are to mentor more women students and junior faculty as "key" mentees. Since men are more willing to seek out and "bond" with them, the more likely they are to mentor them more effectively in the mentoring process. Similar problems are faced by senior faculty from minority groups, and especially minority women, as discussed on pages 7 and 8.

The lack of senior women faculty, by contrast, makes the recruitment of women student faculty even more difficult. Whether expressing a higher standard for female students, or excluding women altogether, men may "maintain higher standards for female proteges than for male proteges," or exclude women altogether.

Additionally, many senior men may hesitate to mentor women because they fear rumors of sexual involvement (see page 13)—especially where mentoring of women is not supported by institutional policies that make the mentoring of all junior persons a part of senior professors' responsibilities.

FEMALE MENTORS: WHY THEY ARE HARD TO FIND ON CAMPUS

The lack of senior women on most campuses is especially disheartening, given findings which suggest that women who attend women's colleges (where senior women are more prevalent) generally achieve at a higher level following graduation,

and that women graduate students with dissertation advisors of the same sex publish more than other women.

Ironically, the problem of numbers is often exacerbated because women faculty frequently find themselves simultaneously sought out by increasing numbers of women students and junior faculty, appointed to numerous committees which need representation from women, and assigned heavier course loads than men. This "overload" not only makes it difficult for senior women to mentor their juniors, but also often impedes their own career development in research and publication. Similar problems are faced by senior faculty from minority groups, and especially minority women, as discussed on pages 7 and 8.

Additionally, some senior women (although their number is declining) may still identify more readily with their male peers than with women lower down on the academic and career ladder. Likely to have been mentored by men and to view the institution from a male perspective, they may see themselves as "better than most women," and as "proof that the academy is a meritocracy where differential treatment by sex does not exist." Thus they may be as likely as their male colleagues to overlook promising women students and junior faculty as potential mentees.

In addition to the problems noted above, many women's personal orientations toward influencing others may make it less likely that they themselves will actively choose mentees. Though women professors often spend more time with students, one recent study found that women faculty are much less likely than men to initiate "traditional" one-on-one mentoring relationships with them. Moreover, once such relationships are initiated—or mutually engaged by the student—women professors are often much less likely than men to be directive, instead, they tend to affirm and encourage mentees to pursue their own development. Some suggest that this hesitation indicates faculty women's own lack of awareness about the mentoring process, lack of confidence, or sense of conflict about their professional role. However, as others note, it may be more a difference of style and values that is, women may be more "nurturing" and less directive than men, and more willing to focus on the novice's—rather than their own—research interests.
WHY SOME WOMEN MAY EXCLUDE THEMSELVES FROM MENTORING RELATIONSHIPS

In addition to facing external barriers, some junior women may tend to exclude themselves from mentoring relationships with senior persons. Some women may be unaware of how the mentoring system works. They may be more hesitant than men about "exploiting" personal ties for professional gain and more concerned about the potential confusion of personal and professional relationships. Some women may feel hesitant about seeking help from an important person, and unaware of sites they can take to initiate a mentoring relationship. (See p. 6 for recommendations on how to do so.)

In other instances, however, women may be quite knowledgeable about how the mentoring system works on campus and also realize that it has often excluded women. Some women newcomers may view participating in the mentoring system as compromising themselves to a structure based on favoritism rather than on merit. However, a mentoring relationship can provide a newcomer with the perspective and skills to understand and navigate the system, make connections through it, and be in a position to bring about change.

MULTIPLE MENTORS AND MENTORING ALTERNATIVES: NEW APPROACHES TO MENTORING FOR WOMEN

"...[A] focus on mentoring... can generate awareness and appreciation of diverse mentoring relationships. Mentoring is but one way for women to acquire what they need and want. There are other linkage modes including the expansion of professional networks, the cultivation of local allies, the development of alliances domestically as well as outward... as well as the nurturing of "better sponsors.""


THE STRENGTH OF WEAK TIES

Multiple Mentors

Recent research on sponsorship in academe indicates that men, in contrast to women, have historically benefited not only from traditional mentoring but also from involvement in a variety of professional networks and short term collaborative and ad hoc networks that include elements of mentoring. Many suggest that instead of searching for a single "all purpose" mentor woman, i.e., one who can, in the broadest sense, guide her career, the newer woman might find it more efficient to divide her needs among a variety of persons and groups on and off campus. Having multiple mentors (each of whom performs one or several mentoring functions) can:

- keep the novice from setting out on the often futile search for the "perfect mentor";
- give the mentee the opportunity to evaluate advice from several sources and perspectives;
- increase the probability that senior women will aid their juniors because both will recognize that the senior person is not expected to meet the novice's every need; thus, junior women will be less likely to make excessive demands on one person's time and energy, and senior women less likely to feel they must choose between the junior's career development and mentoring others; and
- make it more likely that women will have access to both male and female mentors of the same and other races and in various positions within the established hierarchy.

Indeed, mentoring can be seen as a continuum of helping functions among seniors, peers, and subordinates. Mentors engage the protege in a most intimate and "naturalistic" relationship to help shape and protect the novice's career, and are in a position to intervene on the protege's behalf. Sponsors perform many of the same functions as mentors, but exert a less powerful personal shaping and promoting influence. Guides help explain the system, point out pitfalls and shortcuts, and provide general information. But are not in a position to be benefactors. Protectors or promoters. "Peer pals" share information and strategies, act as sounding boards, offer advice, etc., and so help each other as they help themselves.

Thus different persons can fulfill different functions of the traditional mentor's role. For example, one might serve as an advisor on departmental matters, another might offer information about and help with career opportunities outside the institution, yet another might serve as a role model for managing career and family responsibilities. While some argue that multiple mentors can never have the same influence as a single powerful senior person, others point out that the less hierarchical, more reciprocal nature of multiple helping relationships may be more comfortable for women, and may help create a healthier, more inclusive and supportive environment for all on campus.

The academic context offers numerous opportunities for multiple helping relationships. Such relationships, though by no means limited to the following, may occur between faculty and students, graduate students and undergraduates, senior faculty and junior faculty; administrators and students or faculty, alumni and students, peers, mentors or administrators, staff (such as secretaries and others who often have a good deal of inside information about--and sometimes unofficial control over--how departments and divisions operate), and persons at other institutions in parallel or senior positions.

Networks

In recent years, women have developed formal and informal networks through the business and academic communities. On campus, such a network might be a group of faculty who meet at regular intervals over breakfast or lunch to update each other on concerns of mutual interest. It might be a formal organization of faculty and graduate students in a particular discipline: it could be a group of administrators who attend workshops together and meet periodically to discuss college problems. Campus networks, especially when they contain senior as well as junior women, can be significant sources of information, support and influence, even on campuses with few senior women.

Networks can help senior women who participate recognize how much they do know about the system--what they have learned and what they can pass on. Participants can share professional experiences, sound out approaches for managing difficult departmental situations, and work out advancement strategies. Moreover, networks can help junior persons gain influence even on campuses with few senior women. In other instances, however, women may include information on how to apply to graduate school, how to handle interview questions, how and where to publish, what to seek--and what to avoid--in the job market, contacts, etc. Some examples of paper mentors are included in "Selected Resources," page 15.

Paper Mentors

Publications which give nitty-gritty "how-to" or "how not to" information can serve as "paper mentors." These can be developed by departments, institutions, associations, or by individuals and geared to a particular department, institution or discipline. Often designed specifically for women, they may include information on how to apply to graduate school, how to handle interview questions, how and where to publish, what to seek--and what to avoid--in the job market, contacts, etc. Some examples of paper mentors are included in "Selected Resources," page 15.

Other Alternatives

In addition to those described above, a host of other ways can be found to provide women study, and faculty with the kinds of inside information and assistance missing from--even when no mentor seems to be available. One of these is the recommendation section of this book.
HOW TO DECIDE IF YOU NEED MENTORING

Individuals can ask themselves questions such as the following to help decide whether or not they need mentoring. Some questions are more applicable to undergraduates, some to graduate students, some to faculty—and some to women at all levels.

- Who are the powerful and important people in the department, the institution, the discipline worldwide? Who has their ear?
- Which subfields are expanding or contracting?
- What graduate schools offer the best programs in a particular area of specialization? Which professors have contacts with faculty at that institution?
- How do people in the field find out about get nominated for and win postdoc positions, fellowships, grants, awards and prizes?
- What are the leading journals in the field? Have any colleagues published there? How should co-authorships be handled? Who can bring a submission to the attention of the editors?
- What organizations are the most important to join, what conferences are the ones to attend? Who can help a person get on the program?
- What is the best way of getting feedback on a paper—to circulate pre-publication drafts widely, or to show drafts to a few colleagues?
- How do people in the department find out about job openings in academia, private industry, and government? What information is most effective in a vita or a resume? What questions are most likely to be asked in an interview? What aspects of a contract are negotiable? Which professors or administrators have contacts at places with appropriate openings?
- What are the appropriate and accepted ways to raise different kinds of concerns, issues and problems (e.g., verbally or by memo) and with whom?
- What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? How does one build a tenure file? Who sits on the relevant committees? Who can effectively support a nomination?
- What departmental and institutional decisions are pending that might affect positions in the department? Who can influence these decisions?

WHAT TO LOOK FOR IN MENTORS

What a newcomer looks for in mentors depends on the novice's particular needs in a given field, as well as on departmental or institutional circumstances. Here are some questions to consider. Answers to some may be easier to find than answers to others. Newcomers might check with people slightly ahead of them, professors in other departments, members of women's networks, and departmental secretaries. In some instances, official records may be available, such as listings of grants received and articles published by senior faculty.

- What is the mentor's own achievement in key areas? For example, what grants or fellowships has the mentor received? Where and how frequently has the mentor published? What panels and committees has the mentor served on? What organizations does the mentor belong to, and in what capacities? What influence does the mentor have in developing the discipline?
- Does the mentor know what is excellent in a given area and set high standards for him or herself? Check on these by asking several people in different situations (e.g., someone new to the department, a senior person, someone outside the institution) a set of questions tailored to your discipline.
- Is the mentor someone who believes wholeheartedly in your abilities? This may be especially important for women, since a mentor's expectations can significantly enhance or undermine self-confidence. As the authors of Breakthrough: Women Into Management note, "A person who backs a woman but expects her to fail is part of her failure" 19.
- What has happened to this person's former mentees? In terms of positions, grants, publications, etc.? Are there significant differences between what has happened to male and female proteges? For instance, have men tended to go on to their own research and publishing and to have gotten fairly good positions, while women have "drifted, failed to publish, or [had] scotty employment records" 20.
- What is the mentor's relationship to the various groups and networks in the department, institution and discipline? Does the mentor act as a bridge between networks (for example, between an organization of women faculty and longer-established "mentor" networks on campus?)
- Is the mentor not only good at giving advice and direction, but also able to understand your own views about your needs and goals?
- If he or she is unable to provide you with the information, skills and knowledge you need, will the mentor help you find someone who can?

HOW TO GET MENTORS TO CHOOSE YOU

Women can do more than merely wait passively for a senior person to notice their achievements and to choose them. By actively seeking mentors, women can make themselves more visible as potential proteges. Several suggestions follow 21.

- Introduce yourself and make the first contact in relation to a professional subject. For example, speak to the person after a class, write a letter with a question that requires response, send your papers or articles in draft to senior persons whose work you respect and request comments.
- Begin to ask for help regarding the strengths and weaknesses in your work. Always express your appreciation for advice and criticism. Be pleasant but persistent.
- Take the initiative in building the relationship on a more collegial basis if it seems appropriate. For example, if you are a graduate student, ask a professor if he or she will accept you as his or her first name rather than "Professor X." (Men often call professors by last name: women rarely do so.)
- Try to become a research or teaching assistant, junior collaborator, proposal writer, intern or other type of "apprentice." This will establish a context in which teaching, evaluation, and general guidance should naturally occur, and will also give you a chance to demonstrate your abilities and commitment.
- Ask a colleague to mention you or your work to a potential mentor.
- If seeking mentors at other institutions, if it is appropriate to your discipline, send your papers with a letter asking for comments to persons who work in the same area, whose work you have cited (or vice versa), whom you have met at conferences, who have been recommended by mentors at your home institution, (Do not send book-length manuscripts or copies of your dissertation without some very specific encouragement from the person to whom you are writing.)
- Volunteer to serve on a task-force, committee, or project where your potential mentor is also a member. Offer to take on a major piece of work (e.g., coordinating a project or writing a report) which will require significant collaboration.
- Invite your potential mentor to be a guest lecturer in your class or before a campus group.
- Consider hiring a mentor to provide specific kinds of advice and information. One woman identified her mentoring needs but was unable to find an appropriate person among her colleagues or acquaintances. Concerned that her mentor be female, able to understand her goals, and willing to share time and expertise on an adult-to-adult basis, she identified an appropriate person in her city and arranged for a year of paid weekly contacts 22.

TIPS ON HOW TO BE A MENTOR

Men and women alike may find some of the following points useful in determining how they can be a mentor. Senior women, especially, may underestimate how much they do know about the academic system, what contacts they have in their departments or disciplines, what avenues they can use to help a junior person or a colleague advance.
groups of women who may have special mentoring needs—and special problems finding mentors

women in nontraditional fields

Women students and faculty in fields traditionally defined as male (such as mathematics, business, and the sciences)—frequently encounter the same problems faced by women generally and then some. Often treated as outsiders or excluded from informal interaction with their professors and colleagues. Indeed, they are not overlooked by women in nontraditional areas sometimes encounter outright hostility from department members, some of whom may be unused to and uncomfortable dealing with women. However, some women in nontraditional areas often have profound and specific needs for mental health to address a variety of personal and professional concerns, including the following.

- Since their choice of careers runs counter to traditional social norms, women may need more personal encouragement.
- Because of the vertical progression of courses in many nontraditional areas, women students need expert guidance to ensure they have fulfilling opportunities for advanced study.
- More than scholars in some other disciplines, those in nontraditional fields must have access to a variety of institutional and other resources—such as labs, equipment or funding for special research—simply to pursue basic work. A powerful mentor's recommendation or intervention can be crucial in helping a woman protect her interests.
- In the sciences especially, a small group of highly productive researchers often establish priorities in a given area of specialization. recruit and train students to work with them, and keep such others up-to-date about new developments. To the extent that women are excluded from these "invisible colleges," they are likely to fall behind.

older women

With large numbers of older women entering or returning to colleges and universities as undergraduate and graduate students—and in some instances as faculty or administrators—mentoring for older women on campus takes on increasing importance. Indeed, some women may have special needs for many of the benefits good mentoring provides, such as

- advice and assistance about how to parlay old skills in the academic setting, and entree into a context (such as an internship) in which this might best be accomplished.
- minorities may be discounted as potential mentees for a variety of reasons, including the following.
- minorities may have an especially acute need for mentors who are both professionally and personally supportive. Minority students tend to drop out of college or drop out of nonacademic reasons at a significantly higher rate than majority students. Some minority faculty may fail to pursue avenues of professional development—such as research and publishing—that would enhance their status within their institutions and disciplines.
- Many suggest that a major reason for these problems is that minorities are likely to have less informal interaction with senior persons and, specifically, less mentoring.

Minority women may be the first in their family or community to enroll in a college program or to pursue an academic career (and, like many white women, may come from an environment that neither recognizes nor supports women's academic or professional ambitions). Thus, minority women often have a crucial need for persons who will foster their sense of belonging in the profession. However, minority women may have a difficult time finding a mentor for a variety of reasons, such as the following.

- Senior persons may be mainly or exclusively white and/or male, and may simply be uncomfortable working closely with a person "unlike" themselves.
- Minorities may have less visibility in and of itself may deter would-be mentors (e.g., where there are very few minority women in a particular department).
- Minority women may have research interests that fall outside the "mainstream" of their discipline and are considered "risky" by senior persons.
- Minority faculty who do hold senior positions (and who would thus seem likely as prospective mentors) may be heavily burdened with committee and other responsibilities and therefore hesitant to "take on" a protege.

Moreover, because they may feel separated from other women by race, and from minority men by sex, minority women may have some mentoring needs unique to their situation in particular departments or institutional setting. One study, for example, suggests that in addition to career mentors, minority women may benefit greatly from relationships with other minority women—peers and members of other departments—who may more readily fulfill some mentoring roles such as those of confidant and counselor.

In the case of Black women, Black sororities often play a significant part in providing just such support. Because campus чер’ǝs are spon-
Disability and mentoring

Disability is one of the most visible and persistent sources of discrimination in educational settings. Disabled women often encounter all the barriers to mentoring faced by women from other special groups and additional barriers as well. On the one hand, disabled women and men are the most "invisible" newcomers on campus; they may be more likely to be inadvertently excluded from informal interactions than any other campus population—and thus to miss out on the kind of interchange that can lead to mentoring relationships. On the other hand, however, disabled women students and faculty are often treated like "special" or "different." Thus, would-be mentors may be particularly uncomfortable in dealing with disabled women, especially in a one-to-one relationship. Seeing the disabled person primarily in terms of limitations, they may not only doubt the disabled woman's ability to succeed, but also fear their own inadequacy to mentor someone who is likely to need special assistance or accommodations with which they are unfamiliar.

Disabled women may also face a number of other problems which can interfere with the development of a mentoring relationship. They may be physically isolated from professors and peers, for example, while particular classrooms may be accessible, professors' offices, corridors where colleagues generally teach, and less formal meeting places—such as the graduate or faculty lounge—may be inaccessible. Moreover, if disabilities include hearing or speech problems, the exchange of information and ideas may require special attention.

Problematical Aspects of Mentoring for Women

Problems of mentoring can often involve the development of a mentoring relationship. They may be physically isolated from professors and peers, for example, while particular classrooms may be accessible, professors' offices, corridors where colleagues generally teach, and less formal meeting places—such as the graduate or faculty lounge—may be inaccessible. Moreover, if disabilities include hearing or speech problems, the exchange of information and ideas may require special attention.

Women's "outdoor status" at the university sometimes makes it difficult or impossible for senior women to be effective mentors. Often, women students and junior faculty will naturally look first to other women on campus as potential mentors, presuming that senior women will have the knowledge and power to sponsor them effectively, and will also have the novice's best interests at heart. While this is to be hoped for, it may not always be the case. Women seeking only women mentors may sometimes encounter the following problems:

- Some senior women faculty members may not have the status on a particular campus to be effective mentors, especially in large research institutions where women may be assigned heavy teaching schedules, while men of the same rank have greater opportunities for research and publishing, and are judged to be more successful.
- In some few instances, senior women (or men) may not have come into any working relationship with the "powers that be" on campus. Sometimes angry and bitter, such persons may be able only to criticize but not to influence policies and practices. Being "mentored" by such a person can put the novice at risk of becoming an outcast as well as an outsider.

As Mary P. Rowe, Special Assistant to the President at the Massachusetts Institute of Technology, explains, "Women need mentors not only of their own race and sex, but of the race and sex that command the environment in which they are trying to become competent."

Thus, a variety of mentoring arrangements and strategies may be ideal.

Conclusion

The current myth is that everyone needs a mentor for success, that everyone who makes it has a mentor. Certainly, mentoring is not a panacea for every academic and career problem. However, few would deny that newcomers to academia can gain much from mentoring relationships. Although in the past mentoring in academe has often served to reinforce stereotypes of women, men, and minorities, it can be a powerful tool for women's professional development. Each combines within itself the use of diverse campus incentives, resources, and support systems.
MODEL PROGRAMS

Model Program #1

AN INFORMAL INSTITUTION-WIDE APPROACH

Based on the premise that women will benefit most from special mentoring programs designed only for women but rather from an explicit institution-wide program of both right to guidance and support within guidance programs for all junior faculty

Relevant skills and competencies needed to do this

- Legitimation from top administrators through an explicit policy that multiple mentoring resources should be provided to all junior women as a matter of course
- Fostering networks of women that can share information, provide support, mentor skills and serve as models and sponsors for their development
- Maintaining close relationships between women's networks and top administrators so that junior women will learn about opportunities and resources available to women and gain an overview of how the system works
- Training and encouraging junior women to find their own guides and mentors by making specific resources available and providing training for all junior faculty on the need for mentors and other career guidance. Thus, women in particular are not only made aware of such mentors, but others can help them but also know that the institution expects them to seek such help and supports their efforts to do so
- Expecting regular performance appraisals or mentorship discussions" between every junior person and his or her supervisor; e.g., faculty advisor, department head, at least twice a year to include at a minimum discussion of: what the junior person has been doing, how he or she could improve, how the supervisor thinks the person's job might change over the next year to meet departmental needs, and how the junior person hopes to develop in this job and in subsequent positions

Mary P. Russo, Special Assistant to the President, MIT notes that "Faculty members these discussions should include talk about possibilities for promotion and tenure and realistic identification of possible mentors, both within and outside the institution, while for administrators and men, such support and discussion should be specific and focused on strengths and weaknesses other possible mentors or help potential career ladders"

Model Program #2

RESEARCH MENTORS FOR MINORITY AND WOMEN FACULTY

Designed to help minority and women faculty build research skills and access to a network of researchers who improve their ability to obtain tenure, the Project of the City University of New York (CUNY) established a group of research mentors, each headed by a mentor. The project matched CUNY faculty mentors with untenured faculty members who formed in turn from assistant to full professor but had little research experience with a group of scholars of national reputation from the CUNY system. Smaller institutions might draw on contacts from other departments. Each research mentor had up to 4 mentees. Major features of the program—many were resulted in research, project submissions, presentations of professional conferences, and proposals for funding included the following

- Prestige for the project generated by support from top administrators, presentations, the project director at an institutional conference and publicity that focused on research opportunities
- Selection of mentors based on recommendations from campus presidents and graduate centers
- Seminars by mentors about research in their disciplines
- Matching of mentors and mentees based on mutual interests
- Support services for mentors in the form of seminars focused on proposal-writing, statistical methods, panel presentations
- Development of productivity criteria with payment of a small stipend to the mentor and the mentee based on the mentor's accomplishments and a meeting each year
- Visibility for the mentees on their own campuses through colloquia and other presentations

Model Program #3

THE CAREER COOPERATIVE: ONE MENTORING ALTERNATIVE

As developed by HERS New England Higher Education Resources Services, a career cooperative consists of a small group of people who meet regularly in order to develop advanced skills and share information and contacts related to the academic job market. It is both a mutual support group for persons building careers and an aid in developing a personal network of academic, women, and men—across institutional, professional, geographical, and generational lines. A career cooperative should include links to other faculty—members if possible—such as speakers if not—order to help junior women learn the political and social aspects of the profession and the competencies needed to deal successfully with them

Specific activities undertaken by career cooperatives will vary with discipline and organizational setting, but should include group discussions and skill-building group exercises to develop
- Skills in getting a first (or subsequent) academic position for example, via development with a group critique
- Interview practice based on the questions most commonly asked at interviews for academic positions; role-playing with a person assigned to play the role of the search committee and the rest of the group as a search committee, identification and discussion of what items in a job offer are likely to be negotiable
- Competencies necessary for moving up the academic ladder; for instance, establishing new contacts based on old ones, analyzing your departmental or institutional structure to define your current position and achieve potential for career growth at your university or college and also to identify possible career opportunities for them

Specific exercises along with strategies for moving into tenured, mentorship positions outside of academia are included in "A Woman's Guide to Academic Employment," "Moving Up, Moving Over," by Martha Tolpin (See "Selected Resources")
A MENTORING PROGRAM FOR WOMEN STUDENTS: A COMBINED APPROACH

In order to raise women's academic and career aspirations and to lessen the effects of sex-stereotyping on career choice the State University of New York, College at Cortland established a career development program for women students. Nine women faculty and administrators, who came to be known as the Home Staff, worked out a three-part model which brought together coursework, intensive advising mentoring by Home Staff members, and guest speakers by women professionals. These components were conceived throughout the program as follows:

- A two-credit strategy course exposed women students to nontraditional career options, encouraged them to take courses in nontraditional areas, and helped raise their awareness about careers and life styles. Courses included workshops, guest speakers, role-plays, and individual sessions. Home Staff members discussed personal and professional issues by discussing such matters as their own careers and life styles, modes of entry, into their current position and the course also re-educated students to interview three practitioners in a career of interest to them.
- A mentoring component using the faculty-student advising relationship as the basis for intensive consultation between women first-year students and Home Staff members. Meeting individually with most advisors at least 8-10 times a semester, Home Staff members discussed issues such as personal strengths and weaknesses in relation to career goals, and also served as sounding boards, information resources, and role models.

Student participants showed significant growth in self-confidence, increased expectations of having the same freedom as men to pursue a range of careers as well as leadership positions, and a more realistic view of the labor market. Moreover, women faculty participants found that they met women in other departments and expanded their own network of friends and allies. (See Selected Resources for program report.)

Model Program #5

PEER ADVISING PROGRAM

Designed to help women students learn to be and to seek mentors, and other resource persons, the Peer Advising Program at Adelphi University provided an opportunity which also included a professional advisor, faculty advisor. Major elements of the program include the following:

- Selecting peer advisors from a pool of students completing their second full-time semester who reflect characteristics of the student body population and who have shown appropriate skills in handling their own first semester.
- Training peer advisors through a summer workshop as well as series of meetings during the school year.
- Providing peer advisors with written guidelines, and training them in role-playing and other techniques, to aid them in helping mentors-and each other—through typical problems, and find resources on campus.
- Offering peer advisors and their mentees backup assistance from the counseling center and from academic advisors.

ADDITIONAL RECOMMENDATIONS FOR INSTITUTIONS

GENERAL RECOMMENDATIONS

- Issue a policy statement—reiterated formally and informally in by-laws, speeches, discussions with deans and department chairs—that senior persons are expected to provide helping resources to all junior persons, including women and minorities. Designate, if possible, one faculty member to be in charge of helping junior persons, providing counseling and other appropriate resources for students.
- Raise campus awareness about the importance of mentoring for women by such strategies as publishing articles in the campus newspaper and faculty bulletin, and discussing the issue in faculty meetings.
- Include development of junior faculty and mentor/advising of students as criteria in overall evaluation of faculty performance.
- Identify, by department, faculty and administrators who are willing to act as mentors for women students and junior faculty members. Distribute this list to all women junior faculty and graduate students, publish it in the faculty bulletin and elsewhere.
- Establish training programs through the faculty development center, placement office, counseling center or elsewhere to help faculty learn how to be effective mentors for women students and colleagues. Include sessions on issues, such as grant writing with preparation and article submission.

SPECIAL MENTORING PROGRAMS FOR WOMEN: LEGAL AND OTHER CONSIDERATIONS

Title IX of the Education Amendments of 1972 allows the development of formal mentoring programs at colleges or other alternatives designed especially for women. However, any such offerings must also be open to men. For a discussion of single-sex programs and Title IX see "Single Sex Organizations and Programs Under Title IX" in Project on the Status and Education of Women. Association of American Colleges. 1975.

Some favor the development of special programs designed at women, others maintain that women will benefit most fully from an institutional environment which expects and fosters the mentoring of all junior persons by all senior persons, and also attends to women's particular concerns—and the need for women's networks on campus. 17
PROMOTING "TRADITIONAL" MENTORING FOR WOMEN

While it may be the case that a true mentoring relationship grows spontaneously and cannot be "forced," institutions can develop programs and foster environments in which traditional mentoring is more likely to flourish—and more likely to include women. Selected approaches to mentoring for women faculty and students— as well as some more general programs for junior persons—are described below.

Faculty

- Encourage a "set" of academic mentors for each entering junior faculty person which includes persons within and outside the department. MIT has encouraged such a system of informal connections.
- Assist each new faculty member in identifying a senior faculty "buddy" in a department other than his or her own. This will help junior faculty gain a wider institutional perspective and will also provide access to a senior person who need not make a decision about whether to promote the newcomer, or compete with her or him for department rewards (Faculty at large research institutions can be helped to find buddies in their field outside the institution).
- Establish a two-stage mentoring program in which newcomers are initially paired with a senior person (host) of the same sex and race and then helped by that person to find mentors (mentees) with different strengths throughout the organization. Such a program can take account of women's and minorities' different strengths throughout the organization.
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Students

- Help students seek mentors in prospective career areas by making mentoring an explicit component of internships, externships, and volunteer work. Ensure that both students and their advisors know what is minimally required, and provide them with suggested questions, guidelines, or other materials.
- Set up a mentoring program specifically for students who have not yet declared majors. Realizing that students who did not have an advisor in an academic division might not see any advisor at all, the State University of New York at Oswego initiated a Mentoring Project for freshmen. Specifically trained faculty (who receive merit pay for their participation) and a group of administrators provide students with advice and guidance (following establishment of the program, the attrition rate of undeclared freshmen dropped from 11 percent to 4 percent).
- Use alumnae to mentor women students. Wheaton College's (Wellesley) Mentor Program pairs alumnae who can provide students with knowledge about specific fields or occupations, introduce others who can offer career guidance, and offer advice and support in work-related matters, as well as a sense of how professional and personal goals can be integrated.
- Train resident advisors to fulfill some mentoring roles for undergraduates.

Providing Alternatives to "Traditional" Mentoring

In addition to establishing traditional mentoring programs, institutions and campus groups can provide junior women (and men) with access to the kind of information mentors usually provide through a variety of alternatives. A number of these are described below. Some are clearly designed for faculty, some for undergraduates and some for graduate students, but many can be adapted to help women at all levels, including

Alternatives for Faculty and Staff

- Sponsor career counseling workshops for junior faculty and women (and men) about to complete Ph.D.'s. Include information on academic women's career paths and strategies to promote advancement. Teach skills such as interviewing, résumé preparation, and contract negotiation. Show participants how to expand their current contacts into networks of academic women in related disciplines. A suggested agenda for such a workshop is included in A Woman's Guide to Academic Moving in, Moving Up, Moving Out. (See "Selected Resources")
- Use a faculty "growth contract" developed by each faculty member in consultation with the department or unit head to help junior faculty clarify goals, strengths and weaknesses, and resources needed for development, in the context of departmental and institutional needs and goals.
- Designate responsibility for counseling faculty about career development to a specific person. Several colleges in the Great Lakes Colleges Association, for example, have designated a respected faculty member as a consultant to provide confidential help to colleagues about issues connected with teaching, research, and general career planning.
- Bring together small groups of faculty, including both senior and junior men and women, for informal discussion of a campus issue or problem, or to discuss their own careers and how to navigate the system. This will afford a context for one-on-one interchange, and give senior faculty a chance to get to know newcomers from other departments.
- Provide mentoring information to small groups of women, by, for example, having senior persons discuss the institution's promotion procedure with several junior faculty.
- Support the formation of a network of alumnae that can work with other networks and groups on campus to enhance women's advancement in their own fields and facilitate their transition from academia to employment. Graduates of Barnard College (NY) established a group called Barnard Business and Professional Women, Inc. (BBPW) Members meet to share information, build skills and exchange contacts. The group also works with the Office of Career Services and the Barnard Internship Program—as well as with individual faculty members.
- Encourage the development of broader networks of women, such as those within consortia or regional groupings. The Great Lakes Colleges Association's women's studies program, for example, frequently brings together women scholars from several campuses.
- Ensure that women classified employees have access to the kinds of information about advancement often provided by mentors. The University of Wisconsin (UW) at Whitewater, for example, offers a course called "Stepping Stones to Management" to assist women employees in developing the skills needed for career advancement in the UW system.

Alternatives for Students

- Where possible, use existing activities—such as academic and pre-professional advising, internships, independent study courses, and internships, etc.—to incorporate mentoring activities.
- Offer a course that will provide an overview of the institution, give the student a sense of how she can define and meet personal academic goals, and learn about resources she can use to negotiate the system. The University of South Carolina at Columbia (USC), for example, offers "University 101: The Student in the University." Faculty help students evaluate what they want to learn at USC, provide an overview of their own discipline, and introduce them to colleagues from the faculties and community resources.
- Offer seminars and other programs to help students explore academic and career options. The University of Denver (CO) for example, offers a freshman colloquium which includes lectures, small group meetings and individual goal setting interviews with faculty, as well as a four-year career development program in which each student is assigned a faculty and peer advisor.
- Sponsor a panel or guest lecture series in which successful women from a variety of fields focus on how they made academic and career choices, how being a woman affected their career choices, and what the places they worked were like.
development, and related issues. The Center for Research on Women at Stanford University (CA) for example, sponsors a series called "Women at the Top: The Issues They Face".

- Publish articles about successful women at your institution. The National Science Foundation's Women/Minorities Program at the University of California at Berkeley sponsors a series called "Women in Science Program that includes formal workshops, informal access to women professors, help in finding internships, etc.
- Include mentoring responsibilities as a criterion for special awards and fellowships. The National Science Foundation's Visiting Professional Program for Women in Science and Engineering, for example, cites mentoring as one of the fellow's responsibilities.

Older Women

- Set up a formal mentoring program especially for returning women students, either alone or in conjunction with other advisory services. (See Model Program #1)
- Establish a mentoring program for older women, who plan to enter or re-enter the workforce. The Center for Displaced Home-makers at Seattle Community College (WA) sets up informational interviews and matches volunteer mentors from the business community with displaced homemakers. Materials are provided to mentors and mentees with suggested topics for discussion related to the mentor's own career path. Skills the mentor will need, and similar matters.
- Encourage participation in networks for returning women students.

Minority Women

- Establish a peer counseling program for minority students to help minority group members learn the academic system by working with a person from their own background who has negotiated it well and shares their special concerns. Michigan State University's (MSU) Counseling Center matches clients with minority undergraduates.
- Designate a counselor to help guide minority women—and men—through the system and provide information on how to manage common problems, such as need for financial assistance, difficulty in juggling academic and family responsibilities. Michigan State University (MSU) offers such assistance through its Multicultural Counseling Center Alliance, a branch of its counseling center.
- Support the development of an alumni network for minority students. Douglass College (NJ), for example, has established a Black Alumni Network and Black Alumni Resource Bank which link students and alumni through projects and presentations. The Bank also offers the opportunity for one-on-one advice and information.
- Pair minority faculty who need to build research credentials with senior scholars. (For a more complete description of such a program, see Model Program #2)
- Support memberships of minority women faculty in newly-formed national networks for minority women in higher education, such as Hispanic Women in Higher Education, the Black Women's Educational Policy and Research Network, and similar organizations.

Disabled Women

- Help establish links between disabled women students and successful disabled women in the workplace. The Office for Disabled Students at Barnard College (NY) does so on an informal basis.
- Ensure that institutional activities which bring together junior and senior persons—such as open houses for majors, professor/student rep sessions over lunch, etc.—are held in places accessible to disabled persons.
- In programs where non-disabled students assist those who are disabled (for example, as "accommodative scribes"), include information on peer mentoring as part of the aids' training.
- Work with organizations that can link disabled students with disabled practitioners in their career areas through summer positions or internships. The Project on the Handicapped in Science at the American Association for the Advancement of Science, for example, acts as a clearinghouse for internships in the sciences, publishes a directory of disabled scientists, and, when possible, matches students and practitioners according to geographical area, discipline and disability.
- Help faculty overcome concerns about how to monitor disabled students by establishing contact with professors who are disabled or who have worked with disabled students. The Project on the Handicapped in Science (noted above) will put faculty in touch with other professors in their field who have done so.

Alternatives for Women Graduate Students

(Many of the recommendations listed for students and for faculty may also be appropriate for women graduate students.)

- Ensure that advisors are comfortable in working with women and committed to helping women achieve professional success. Encourage advisors to help with problems and switch to others in the department if their assigned relationship is unproductive.
- Establish networks and other activities that will bring together women graduate students and women faculty. The Michigan State University, for example, has a Graduate Women's Network that meets monthly and includes activities such as panel discussions by senior women faculty about how to achieve in the system.
- Develop and disseminate written materials that can serve as "paper mentors" for women graduate students, to include such information as what departmental/institutional resources are available for research and how to seek them, how to apply for a research or teaching assistantship, etc. Materials might be developed on both the departmental and the institutional level.
- Establish departmental guidelines for placing graduate students who are completing degrees in order to provide some of the kinds of information and assistance mentoring offers. For example:
  - Designate a senior person as Placement Advisor.
  - Hold a meeting to explain how to seek a job and the department's own methods for handling job inquiries.
  - Ensure that placement officers and others are prepared to help women candidates seek adjustments in any offers they receive which do not provide the necessary status. In other words, a woman in that position might reasonably expect, and inform students about how to make use of association opportunities and consider departmental actions to increase their usefulness for students.

Programs and Alternatives Especially for Women from Special Groups

Institutional policies and programs dealing with mentoring or alternative ways of providing information should specifically include components relating to special groups of women. Women in these groups should also be encouraged to participate in networks geared to their particular needs.

Women in Nontraditional Fields

- Adapt the principle of "paper mentors" to specific problems faced by women in nontraditional areas. The newsletter of the Caucus for Women in Statistics, for example, includes a column which briefly describes a professional advancement situation made difficult by being a "woman in a man's world" and publishes readers' suggestions for how best to deal with the problem.
- Initiate a special internship program to match women undergraduates or graduate students in the sciences with professionals working in specific areas. The Women's Network in Science and Technology based at the University of Minnesota, has done this.
- Support the development of panels and networks for women in nontraditional areas include women at several levels—e.g., graduate students, through senior faculty. The Center for Continuing Education at the University of Michigan, for instance, has a
RECOMMENDATIONS FOR ASSOCIATIONS, DISCIPLINARY GROUPS AND OTHER ORGANIZATIONS

- Issue a policy statement—reiterated formally and informally—that senior persons are expected to mentor junior persons, including women and minorities.
- Make mentoring and providing information an established part of annual meetings and other events where junior and senior people are likely to be brought together. The American Association for Higher Education’s (AAHE) “Anne Yates Society” provides a group of “old hands” who volunteer to help newcomers get the most out of the AAHE’s annual meeting. The American College Personnel Association (ACPA) and its Standing Committee for Women have featured a host of mentoring activities, such as:
  - Providing special “mentor” mailbag stickers to senior persons who are willing to share experience and other advice;
  - Offering formal panel sessions, some designed especially for women, that focus on mentoring and development issues for recent graduates and new professionals;
  - Scheduling brown-bag lunches and other informal get-togethers for mentors and junior persons;
  - Including sessions on specific skills for advancement, such as one on how to write for the Association’s journal, led by the journal’s editor and board. Such sessions also provide opportunities for asking questions, establishing personal contacts.
- Establish helping relationships across campus lines: The Great Lakes Colleges Association, for example, is currently setting up a program through which junior faculty on one campus will be mentored by senior persons from other colleges in the consortium. Designed in part to expand the senior experts available to junior faculty on small campuses, similar approaches might also help overcome the “shortage” of women mentors on a given campus.
- Hold workshops for institutional decisionmakers responsible for implementing mentoring programs on their own campuses and provide consulting services.
- Establish a clearinghouse to match potential mentors and mentees based on areas of specialization, research interests, geographical location or concern for special population groups.
- Publish materials that can serve as “paper mentors” by offering women “insider information” on how to advance in a given discipline. These may take the form of books, pamphlets, articles, workshop guides. (See “Selected Resources” for examples.)
- Include articles about women and mentoring in the journal, newsletter or other publications.
- Recognize persons who have been outstanding mentors at special awards ceremonies, in publications, and at plenary sessions.
- Support research about mentoring for women and other newcomers in your discipline.
- Organize formal programs and informal social events where women ready to move up the ladder can meet with people already at the top. The Office of Women in Higher Education at the American Council on Education does this for women administrators through its National Identification Program. (See “Selected Resources.”)
- Engage retired members in mentoring programs for women. The Office of Women in Higher Education of the American Council on Education (ACE) does this through Senior Associates of the National Identification Program.

HOW TO DEFUSE THE SEXUAL ISSUE IN A MENTORING RELATIONSHIP

The sexual issue in a mentoring relationship can be especially problematic in the post-conducry setting. Both women students and male faculty may sometimes misinterpret each other’s interest. Women faculty are less likely to expect a colleague’s intentions; however, should problems arise, faculty women are often in more difficult situations than women students because they cannot put forward their remarks may be misinterpreted. Women students and faculty need ways to make their own professional boundaries clear, and institutions need policies to clarify appropriate relationships. Several suggestions for individuals and institutions follow.

Mentors

- Avoid sexual joking or innuendo; comments about personal appearance; and personal confidences.
- Mention your spouse or significant other; refer people to your spouse or significant other; refer people to your husband.
- Do not take advantage of the mentee’s situation to advance your own personal interests.
- Be aware of your behavior and how it is perceived by the mentee.
- Leave the situation when relations with the mentee.
- bubbling up.
- If you have a question about boundaries, ask someone in the Office of Women in Higher Education or in the Office of the President of the institution.
- Identify other women who can provide backup and support for the mentor.
- Maintain confidentiality and respect boundaries at all times.

Mentees

- Meet with your mentor in places that discourage sexual intimacy, such as departmental offices, labs and other meeting rooms.
- Always ask your mentor in a professional manner; what is said is taken as personal.
- Establish rules for behavior and boundaries before commencing the relationship.
- Keep family and personal life separate from the mentoring relationship.
- Be aware of your behavior and how it is perceived by the mentor.
- Identify other sources of support and backup for the mentoring relationship.
- Maintain confidentiality and respect boundaries at all times.
- If you have a question about boundaries, ask someone in the Office of Women in Higher Education or in the Office of the President of the institution.
NOTES


"Elyse Goldstein, "Effect of Same Sex and Cross Sex Role Models on the Educational Attainment of Students. American Psychologist, Vol. 34, No. 6, May 1979, pp. 407-10. Like research on mentoring in general, that on the effects of mentors' socialization is inconsistent, with some studies indicating that mentoring relationships between women students and faculty may be more personality oriented and less linked to advancement than relationships in which the mentor is male and the mentor male.

A concise overview of these problems is provided by Menges and E. A., "Feminisms in Higher Education, 1979, p. 13.


"See, for example, Moore and Eileen S. Shapiro, Florence P. Haselten, and Mary P. Rowe, "Mentoring Up Role Models: Mentors and the 'Patron System.'" "A New Model for Mentoring," Spring 1978, pp. 51-56.

"These and similar items are discussed in "How to Get a Job" and "How to Keep a Job," in pamphlets written by Susan Goldhor, formerly Dean, Natural Science, Hampshire College. Amherst, MA (For ordering information, see "Selected Resources").


"These suggestions are largely based on Mary P. Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Policy." Appendix A, "Get Yourself a Mentor." pp. 103-4 (See note 7).


"For further discussion see Roberta M. Hall, "The Classroom Climate: A Chilly One for Women?" Project on the Status and Education of Women, Association of American Colleges, Washington, DC, 1982, p. 233-41.


"For a general discussion of the problems faced by returning women students, see series of papers on reentry women, Project on the Status of Education of Women, Association of American Colleges, Washington, DC, 1980-81.

"Conversation with Deanna Chwalibog, Dean, Division of Continuing Education, Hofstra University (NY), and Daneman, p. 233-41.

"Several of the following points are based on Deanna Chwalibog and Anne Bashford, "The Educational Research Opportunities Program—Final Report" submitted to the National Institute of Education, 1982, pp. 3-7.


"This term as applied to sponsorship was coined by Mark S. Granovetter in an article of the same title, American Journal of Sociology, Vol. 75, 1973, pp. 130-80.


"See, for example, Mary P. Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Policy," Appendix A, "Go Find Yourself a Mentor." pp. 103-4 (See note 7).

"J. H. Block, "Gender Differences and Implications for Educational Policy," Institute of Human Development, University of California, Berkeley, 1980, as cited in Spencer, p. 899.

"Conversation with Mary P. Rowe, Special Assistant to the President, Massachusetts Institute of Technology. For further discussion, see Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Policy," p. 27.

"Available as part of "The Title IX Packet, Project on the Status and Education of Women, Association of American Colleges, Washington, DC, 1982."
**SELECTED RESOURCES**

**PUBLICATIONS**

**Paper Mentors**

The following list provides a sample of paper mentors. Some geared to specific fields and some useful across the disciplines. In addition to those listed, numerous resources—as well as briefer articles on advancement strategies for women—are often available from the women’s committees and caucuses of disciplinary organizations and from education associations (unless otherwise noted, orders for all materials must be prepaid).


A Survival Manual for Women and Other Historians. Committee on Women Historians, American Historical Association (AHA), Washington, DC 1985, paperback, 70 pages. Available to members for $4.00 plus $1.50 for postage and handling and to non-members for $5.00 plus $1.00 for 1st class and handling from the Committee on Women Historians, AHA, 400 A St. N.W., Washington, DC 20003.


"How to Get a Job" and "How to Keep a Job," Susan Goldfinch, Pamphlets, 15 and 10 pages available for $1.00 each from Golkin, Center for Applied Regional Studies (CARS), 37 South Pleasant St., Amherst, MA 01002. (For further discussion, see footnote 35)

Productive Scholarship: Issues, Problems and Solutions. For further information, contact Mary Frank Fox, Department of Sociology, University of Michigan, Ann Arbor, MI 48106.

"Shaping Our Destiny: Techniques for Moving Up in Higher Education." Ernestine M. Cosas, Helen H. Meiss, Patricia L. Dwellen, M. Louise McBe and Betty J. Whittem, eds. 1983, paperback, 63 pages. Individual copies available for $8.00 each, orders of 10 or more for $4.00 each from Publication Services, Georgia Center for Continuing Education, University of Georgia. Athens, GA 30602.


Other Publications


"Moving Up: Role Models, Mentors and the "Patron System,"" Elaine C. Shibley, Florence P. Hatofine and Mary P. Rowe. Sloan Management Review, Spring 1978, pp. 55-68. Available for $7.00 for single issue, $6.00 for 15 reprints, $1.00 each for up to 100 reprints and $5.00 each for over 100 reprints plus 20% shipping and handling from Sloan Management Review, 50 Memorial Drive, Room E5 52 325, Massachusetts Institute of Technology, Cambridge, MA 02139.

"The Role of Mentors in Developing Leaders for Academe," Kathryn M. Moore, Educational Record Winter, 1982, American Council on Education, 1 Dupont Circle, N.W., Washington, DC 20036. Available for $7.50 for entire issue: "Women's Academic and Career Choices. Report of a Career Development Program at State University of New York (SUNY) College at Cortland, 1990, paperback, 28 pages. Limited number of copies are available for $1.00 to cover postage and handling from Dr. Alice Weber, Department of Psychology, P.O. Box 200, SUNY Cortland, Cortland, NY 13045. (For further discussion, see Model Program 4, p. 10.)
PROGRAMS, PROJECTS AND ORGANIZATIONS

American Council on Education
National Identification Program (ACE:NIP)
Donna Shavik, Director
Office of Women in Higher Education ACE
1 Dupont Circle, NW
Washington, DC 20036
(202) 533-6692
(This program designed to help advance women administrators in higher education through regional forums and regional and national networks, however, the principles might be adapted for women students and faculty.)

Association of Black Women in Higher Education
Patricia Carey, Assistant Dean for Students
New York University
Press Building, Rm. 42
Washington Square
New York, NY 10003
(212) 998-2878

Association for Women in Science
1346 Connecticut Ave., N.W., Suite 1122
Washington, DC 20036
(202) 843-1998

Educational Research Opportunities Program (CUNY)
Deanna Chitayid
Dean, Division of Continuing Education
Hofstra University
Hempstead, Long Island, NY 11550
(516) 560-5989

Hispanic Woman in Higher Education
Sylvia Castano and Cecília Preciado-Burcaga, Co-Chairs
Dean of Student Affairs Office
323 Old Union
Stanford University
Stanford, CA 94305
(415) 497-2733

Mentor Program
Office of Career Planning
Wheaton College
Norton, MA 02766
(617) 265-7722

Mentor Program
Nancy Truitt Prince, Director
Center for Displaced Homemakers
Seattle Community College Combined Women's Programs
8000 16th Ave., SW
Seattle, WA 98106
(206) 784-5802

National Academy of Education
Mentor/Fellow Program
C/o Edmund Gordon, Department of Education
Yale University
New Haven, CT 06520
(203) 432-4209

Peer Advising Program
Susan Trobaugh, Advising Coordinator
Alverno College
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Milwaukee, WI 53215
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Project on the Handicapped in Science
Martha Redden
Office of Opportunities in Science
American Association for the Advancement of Science
1776 Massachusetts Ave., NW
Washington, DC 20036
(202) 467-4497

SELECTED CENTERS FOR RESEARCH ON WOMEN
WITH A FOCUS ON MENTORING IN ACADEME

Higher Education Resource Services (HERS)-New England
Chester House
Wellesley College
Wellesley, MA 02181
(617) 235-7173

Higher Education Resource Services (HERS)-West
Women's Resource Center
University of Utah
293 Old Union
Salt Lake City, UT 84112
(801) 581-3745

Higher Education Resource Services (HERS)-Mid-Atlantic
Colorado Women's College Campus
University of Denver
Denver, CO 80220
(303) 394-6995

Wellesley College Center for Research on Women
628 Washington St
Wellesley, MA 02181
(617) 431-1453

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