Chapter 7
Strategies to Mentor Female Faculty: A Global Issue

Cassandra Sligh Conway
South Carolina State University, USA

Yvonne Sims
Independent Researcher, USA

Audrey McCrary-Quarles
South Carolina State University, USA

Cynthia Salley Nicholson
Chowan University, USA

Glacia Ethridge
North Carolina Agricultural and Technical State University, USA

Michelle Maultsby
South Carolina State University, USA

Tammara Thomas
Winston-Salem State University, USA

Susan Smith
South Carolina State University, USA

ABSTRACT

Historically, the percentage of women in higher education has been small. It is important for women to receive mentoring in order to stay in higher education. Mentoring is one of the key determining and empowering factors for measuring whether women faculty stay in higher education positions or decide to leave. This chapter will include the following objectives: 1) provide a review of research on mentoring women in general; 2) provide a review of conceptual and empirical research available on the mentoring experiences of women; 3) discuss the global implications of mentoring women in these careers; 4) provide suggestions and recommendations related to future opportunities that may assist women in becoming empowered to obtain more career and professional development opportunities globally; and 5) provide solutions and recommendations as positive strategies for women to consider at any academic institution, e.g. HBCU, PWI, private, or public universities. Mentoring can assist women in becoming successful both personally and professionally.

DOI: 10.4018/978-1-5225-4071-7.ch007
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INTRODUCTION

Historically, the percentage of women in higher education has been small. However, in the last thirty years, the number of women professors has increased significantly along with the challenges that women face in occupations that have traditionally been male dominated. The challenges that women in higher education positions face are different in many instances than their male counterparts. Women in higher education positions (e.g., faculty) are traditionally paid lower than their male counterparts with the same degree, same scholarly achievements and with similar pedagogical backgrounds. As such, it is important for women to receive mentoring in order to stay in higher education. Mentoring is one of the key determining and empowering factors for measuring whether women faculty stay in higher education positions or decide to leave. Surprisingly with the available literature that suggests how mentoring is successful to retaining women in higher education positions, there seems to be a dearth of helpful resources outlining strategic ways that organizations can provide women with meaningful mentoring and professional development opportunities in certain careers from a global perspective. In addition, there seems to be a lack of resources that women in higher education can call upon to receive advice on how to effectively matriculate in positions in higher education. Women may experience more opportunities of being belittled, disenfranchised, or being placed in mediocre positions. This effort will include the following objectives: 1) provide a review of research on mentoring women in general; 2) provide a review of conceptual and empirical research available on the mentoring experiences of women in specific careers; 3) discuss the global implications of mentoring women in these careers; 4) provide suggestions and recommendations related to future opportunities that may assist women in becoming empowered to obtain more career and professional development opportunities globally; and 5) provide solutions and recommendations as positive strategies for women to consider at any academic institution, e.g. HBCU, PWI, private, or public universities.

BACKGROUND

Mentorship can be an effective tool to gain empowerment for many individuals, especially women, in higher education and the workforce. The process of mentoring can be defined as engaging in a working relationship where a “mentor can provide
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