

Faculty Mentor Training Project

The FMTP is CSUN's only diversity-based training project for faculty. The project is designed to enhance a faculty member's ability to develop and sustain mentoring relationships with students from CSUN's increasingly diverse enrollment, focusing especially on those students who are underprepared or at risk of dropout or academic disqualification. Each fall semester, the project selects approximately eight to ten faculty members representing colleges and departments across campus. To enable their full participation in weekly training sessions over the course of a semester, each participant is awarded three units of reassigned time. Following the completion of the training project, faculty are urged to provide service in mentoring projects sponsored by the Faculty Mentor Program, especially in EOP Satellites. Over the past two decades, approximately 200 faculty have participated in FMTP and its earlier formations (see link on FMP website on "Contact a CSUN Faculty Mentor" for a list of faculty participants from 1980 through 2002).

Today's FMTP has its roots in FAMES (Faculty Advisors for Minority Engineering Students), which was established in 1979 and was CSUN's first systematic attempt to provide diversity and cultural sensitivity training for faculty. FAMES adopted an approach involving intensive human relations training, which has come to be recognized as an essential element in the development of effective and humane mentoring relationships between faculty and students. Over the past two decades, this original program evolved into the FMTP and underwent a series of changes in content and format. However, until recently the overall approach was grounded almost exclusively in human relations training.

From 1997 to 2000, under the leadership of Dr. Nakagawa, the training project underwent comprehensive revision in both content and format. While continuing to emphasize the theme of diversity training as pivotal for improving faculty-student relationships, Dr. Nakagawa expanded the curriculum to address several additional areas as part of his emphasis on infusing the concept of mentoring in daily interactions between faculty and students. Thus, currently, the curriculum addresses five areas: 1) the relationship between mentoring and pedagogy and other educational practices, including advisement, tutoring and career counseling; 2) the influence of young adult developmental processes on teaching and learning and on mentoring relationships; 3) the role of mentoring in addressing academic and other forms of underpreparedness in our student population; 4) the development and assessment of formal mentoring services; and 5) the inclusion of a module of "hands-on" communication-based skills training, designed to enhance one's capacity to build constructive mentoring relationships with students. Thus, while the current training project has continued to facilitate the development of interpersonal mentoring skills, it also provides faculty with an understanding of structural issues in the development and delivery of mentoring services (e.g., the impact of mentoring programs on student retention/persistence; strategies for assessment, etc.).

For the 2002 FMTP training, the curriculum was further revised by FMTP co-facilitators Glenn Omatsu and Rie Rogers Mitchell to emphasize a "training of trainers" approach. This revision was made as a result of impending budget cutbacks facing the entire CSU

system in the wake of the 9-11 terrorist attacks and resulting economic recession. In addition, the revised training curriculum enhances the ability of CSUN faculty to “mentor on the run.”

Below is a description of goals of the revised FMTP curriculum and a list of readings used.

Goals for Faculty Mentor Training Project

- 1) Emphasize a “training of trainers” approach to enable participants to use this training in mentoring to, in turn, train others on campus — e.g., faculty colleagues, departmental staff, students, and administrators — in the practice of mentoring;
- 2) Embed the mission of mentoring in CSUN’s strategic objectives for this period, especially increasing graduation rates, helping first-time freshmen succeed academically, promoting diversity and educational equity, and improving the campus climate;
- 3) Help build a “community of mentors” on our campus, enabling individual mentors to function within a campus network of support and resources;
- 4) Foster the development of a “culture of mentoring” at CSUN by promoting consciousness about the infusion of mentoring into all aspects of faculty-student-staff interactions;
- 5) Emphasize the concept of “mentoring on the run” by training participants in the numerous ways they can carry out mentoring through their day-to-day encounters with students, such as through teaching, advising, and other interactions; potentially, “mentoring on the run” can be CSUN’s greatest contribution to the storehouse of mentoring literature due to the relative absence of research relating to the importance of mentoring at large, commuter campuses;
- 6) Provide participants with human relations training, including listening skills and conflict resolution skills;
- 7) Link the mission of mentoring at CSUN with other programs focusing on educational equity and institutional change, such as EOP (Educational Opportunity Program), CELT (Center for Excellence in Learning and Teaching), Freshman Seminar Committee, Center for Community Service-Learning, Positive Space Committee, Center for Academic Preparedness, and Office of Equity and Diversity.

Readings and Other Resource Materials

- bell hooks, *Teaching to Transgress: Education and the Practice of Freedom* (New York: Routledge, 1994)

- Beverly Daniel Tatum, *“Why Are the Black Kids Sitting Together in the Cafeteria” and Other Conversations about Race* (New York: Basic Books, 1997)
- Renate Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain* (Menlo Park, California: Addison-Wesley, 1994)
- David Sousa, *How the Brain Learns*, 2nd ed. (Thousand Oaks, California: Corwin Press, 2001)
- Chungliang Al Huang and Jerry Lynch, *Mentoring: The Tao of Giving and Receiving Wisdom* (San Francisco: Harper Collins, 1995)
- Margaret Wheatley, *Leadership and the New Science: Discovering Order in a Chaotic World*, rev. ed. (San Francisco: Berrett-Koehler, 2001)
- David Werner and Bill Bowers, *Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors* (Berkeley: Hesperian Foundation, 1982)
- Marc Freedman, *The Kindness of Strangers: Adult Mentors, Urban Youth, and the New Voluntarism* (Cambridge: Cambridge University Press, 1999)
- Human Relations Training Materials — prepared by Rie Rogers Mitchell
- *Faculty Mentoring Resource Booklet* — prepared by 2001 FMTP participants
- *The Power of Peer Mentoring* — compiled by Glenn Omatsu
- *EOP Staff Mentoring Booklet* — compiled by Glenn Omatsu
- *Student Activism Resource Handbook* — compiled by Glenn Omatsu
- *Faculty Mentor Program Report 2001-02* — written by José Luis Vargas and Glenn Omatsu
- Susan Henry, *The First-Generation College Student*