*Faculty Mentoring Resource Booklet*
*2002-03 Edition*

# Mentoring as the "Giving and Receiving of Wisdom" among Faculty and Students

- *Learning How to "Mentor on the Run"*

- *Creating a Community of Mentors at CSUN*

- *Promoting a Culture of Mentoring at CSUN*

Compiled by

Participants of Faculty Mentor Training Project, Fall Semester 2002

Faculty Retreat
January 19 – 21, 2003

Faculty Mentor Program
c/o Educational Opportunity Program (EOP)
205 University Hall
(818) 677-4151

http://www.csun.edu/eop/htdocs/fmp.html

# Mentoring as the "Giving and Receiving of Wisdom"

- *Learning How to "Mentor on the Run" at CSUN*

- *Building a Community of Mentors at CSUN*

- *Promoting a Culture of Mentoring at CSUN*

When we hear the word mentoring, most of us create the following image in our minds: that of an old sage (almost always male and white with long hair and often a flowing beard) sitting for hours in a secluded space and providing advice to a young person. Of course, in the real world, mentors come from all races of people, are both young and old, female as well as male, and have hair or no hair. However, the popular and dominant image of a mentor helps us to become more aware of an even deeper stereotype we have of mentoring. We tend to define mentoring around "big moments." Specifically, we conceptualize mentoring as one-to-one, long-term relationships involving a wizened sage transferring wisdom to a single discipline in magical moments created over long periods of interaction. In reality, mentors in our lives can be sages, but they are more likely "ordinary" people all around us. In the real world, mentoring is reciprocal and not one-way — i.e., mentoring involves an interactive process in which both the mentor and mentee benefit. Also, in the real world, mentoring is more than an isolated relationship of two individuals; most mentoring occurs in a web of relationships with others (i.e., within a community). And, perhaps most important, mentoring in the real world occurs not only in "big moments" but mainly in "little moments"— i.e., as part of our daily interactions with others. Nevertheless, our understanding of mentoring is often limited by the stereotype of what we believe it to be.

In their small book, *Mentoring: The Tao of Giving and Receiving Wisdom*, Chungliang Al Huang and Jerry Lynch remind us about the mentoring opportunities that are always all around us. They define mentoring as "the giving and receiving of wisdom" within a web of relationships. Through the interactions that mentors have with others, they share the "gift of wisdom and [have] it graciously appreciated and received by others who then carry the gift to all those

within their sphere of influence." Mentoring, Huang and Lynch further emphasize, occurs within a community, and mentoring activities help to promote a culture of wisdom throughout this community.

According to Huang and Lynch's expanded understanding of mentoring, each of us daily has many opportunities to serve as both a mentor and mentee with those around us. Yes, mentoring does occur in special "big moments" — those built up through relationships with a few individuals that we have worked with intensely for years — but we need to more fully recognize that most of the most powerful acts of mentoring happen during "little moments." The "little moments" occur in our day-to-day interactions with others all around us; for faculty, these "little moments" of mentoring are infused in our work as teachers in the classroom and as academic advisors to our students. But to capture the potential contained in these "little moments," we need to expand our consciousness and overcome our stereotype that mentoring consists of "big moments."

How can this new understanding of mentoring help us at this time at CSUN? Currently, most of us feel besieged by many impersonal forces: massive budget cutbacks, increasing student enrollment, and increasing faculty workloads. Politicians and CSU officials want faculty and students to accomplish more with fewer resources. In the midst of this turbulence, we frequently hear students and our faculty colleagues talk about the need for a greater sense of community on our campus, better communication, and more opportunities for interactions. Students want faculty who not only can help them advance academically but who can understand them as people. This sentiment is keenly felt by students from immigrant backgrounds and by other students who are the first generation in their families attending college. Meanwhile, faculty, while realizing the importance of mentoring their students, feel they have no time to do so. And faculty, like their student counterparts, hunger for opportunities to interact with and learn from colleagues from other departments and colleges across the campus.

If there were ever a time to emphasize mentoring at CSUN, now is the time. Of course, the concept of mentoring by itself cannot solve all the major challenges facing our campus, whether these be responding to budget shortfalls, accelerating student graduation rates, or promoting educational equity and diversity. However, an emphasis on mentoring — or more specifically, the creation of a "culture of mentoring" at CSUN — could help to create the conditions necessary to unleash the creativity and energy of students, staff, faculty, and administrators across our campus.

Still, the persistent stereotype that mentoring consists only of "big moments" holds us back from advancing and seeing all the potential "little moments" of mentoring surrounding us.

Five years ago, following a series of campus townhall meetings, Dr. Gordon Nakagawa coined the concept of "mentoring on the run" to capture the "little moments" of mentoring already happening on our campus. These "little moments" are embedded in the work of some faculty, staff, and student peer mentors who consciously use each interaction with others on our campus as a mentoring opportunity. Countering the widespread belief that mentoring at a large, commuter campus can only impact a handful of students, Dr. Nakagawa found faculty who had embedded "little moments" of mentoring in their classroom instruction and their informal interactions with students outside the classroom. He found professional staff who had infused mentoring into their work as helpers of students. He found student peer mentors who adeptly helped fellow students access campus resources and maneuver through the bureaucratic maze of the university.

During the past four years, the Faculty Mentor Program has strategically focused on increasing awareness about the power of these "little moments" of mentoring and training faculty, staff, and student peer mentors in this approach. We believe that "mentoring on the run" — rather than representing a stunted or limited form of mentoring — is an advanced form of mentoring that is ideally suited to our large, commuter campus. Moreover, because so much of the existing research on the importance of mentoring focuses on the "big moments," we at CSUN can greatly contribute to the mentoring literature by developing insight into the power of the "little moments." Thus, our current efforts to advance understanding of "mentoring on the run" here at CSUN may have implications far beyond our campus.

As we develop our capacity to "mentor on the run," we will be able to change the deeply ingrained image of mentoring within our minds. Gradually, a new image will take shape — one that is rooted in the reality of the little mentoring moments and the "giving and receiving wisdom" in our daily interactions with others. This new image will not only center on the power of "little moments" of mentoring but the importance of building a "community of mentors" here at CSUN and promoting a "culture of mentoring" on our campus. We can all be part of this change.

# As a Faculty Member, You're Mentoring When . . .

## By Linda de Vries

In your classes, you encourage student participation.

In your classes, you create opportunities for collaborative interaction.

As a teacher, you develop your students' abilities to work with peers.

You encourage a sense of joy in the classroom and around class work.

You emphasize professional discipline, work habits, and personal integrity.

You develop students' capabilities to seek out new uses for traditional ideas.

You write comments on all student papers you receive.

You develop sensitivity, vulnerability, and responsibility.

You take students' suggestions for testing techniques.

You miss no class, except for clear necessity.

You arrive ten minutes early for class, so students have an opportunity to talk to you.

You recognize that education involves teaching oneself to be surprised.

You demonstrate respect and courtesy with all individuals.

You teach your students to write thank you notes for special acts others perform for them.

You care about the whole student and not just achievement in your course.

As an academic advisor, you listen to what students really want and not what they *should* want.

You know a student's GPA and previous academic performance and watch trends.

You help a student to understand the course catalog.

You encourage students to take advantage of aspects of other departments and programs of which they may not be familiar.

You share the successes and failures you have taken in the path to where you are today.

You demonstrate through your behavior that teaching is a calling and not a job.

# *"Mentoring on the Run"*

## How Faculty Are Responding to the Challenge of Mentoring at CSUN

"Mentoring on the Run" is a concept coined by Dr. Gordon Nakagawa, Faculty Mentor Coordinator from 1997-2000, to respond to the special challenge facing faculty at our ever-growing commuter campus. At a series of townhall meetings in 1997 and 1998, Dr. Nakagawa asked several critical questions: How can we "mentor on the run," given the realities of a mostly commuter campus and concerns about faculty workload? How can we use existing mentoring resources effectively? How can we increase our institutional commitment to mentoring? Here are gleanings from the meetings:

• At a large commuter institution such as CSUN, mentoring works best when it is infused in everyday faculty-student interactions (i.e., teaching and advising) rather than through formal programs.

• Mentoring can and does occur everyday, in many forms and many ways. Mentoring can take place in brief, not only extended, encounters. Brief contacts may have a powerful impact on students (not only first meetings, but incidental contacts).

• Mentoring often works most effectively when it is done with a purpose: developing a portfolio, collaborating on a research project, pursuing a common interest (ranging from the political to the recreational). Just as often, mentoring without a specific "purpose" can and does work (e.g., being available as a "sounding board").

• Mentoring can be encouraged by building "learning communities" within disciplines.

• Issues related to diversity and equity are central for mentoring on our campus. Sometimes diversity is seen as a problem rather than an opportunity for enriching teaching and mentoring.

• In the face of a range of competing demands — workload, budget cuts, RTP process — mentoring (and students) may come to be seen as a burden rather than as central to the mission of education.

• The timing of mentoring opportunities is often crucial: mentoring may follow a developmental arc (e.g., mentoring first-time freshmen may be different from mentoring upper-division majors).

• Students most in need of mentoring are precisely those who "fall between the cracks" (e.g., under-prepared students). In fact, research shows that teachers spend the most time with high-achievers.

• Effective mentoring can be characterized as:
    • a sincere desire to be open to the diverse needs of students;
    • belonging to a village where wise elders teach their children, such as to swim in a river inhabited by crocodiles;
    • requiring the efforts of only one person;
    • student-centered;
    • relationship-building;
    • related to, but not synonymous with teaching, advising, tutoring, counseling;
    • continually growing and open to ongoing learning (both the mentor and mentee);
    • collaborative, not hierarchical;
    • a passionate involvement with the well-being of students;
    • invitational rather than adversarial.

# The Impact of Mentoring on Increasing Students' Academic Achievement

**By Glenn Omatsu**

What impact does mentoring have on student academic achievement? Why do universities that emphasize mentoring demonstrate higher student retention rates than those that do not?

One of the leading researchers on why students leave college is Vincent Tinto (see Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd ed. (Chicago: University of Chicago Press, 1987 and 1993). Tinto's research also helps to identify critical factors underlying student persistence in college and academic success. In his analysis, Tinto moves beyond past research that has tended to over-emphasize individual student attributes; he examines instead factors relating to what we might be called "institutional culture" — i.e., the academic and social environment of each college, such as faculty-student interactions, student-student interactions, academic interactions in the classroom, the intellectual and social ethos outside the classroom, student support services, etc. Of course, all of these factors deal with mentoring relationships, both formal and informal relationships. In the following summary taken from Tinto's book, I focus on ideas relating to two concepts important for CSUN at this time: the relationship between mentoring and student academic success and the significance of learning communities (or "communities of mentors") for student persistence and achievement.

In his analysis of why students either leave college or persist to graduation, Tinto identifies the key role of faculty interactions and peer interactions and their impact on students. According to Tinto, "the faculty, more than any other group, represents the primary intellectual orientation of the institution. Their actions, within and without the classroom, provide the standards by which individuals come to judge the intellectual ethos of the institution. . . . The classrooms, the hallways, and the offices of the institution become testing grounds for student judgement as to the intellectual character and worth of the college experience" (p. 53). In addition, for students, interactions with their peers are particularly important in the decision to leave or stay in college. For students, "social identity is sometimes as important as intellectual identity, especially in the first year of college" (p. 53). For large, commuter campuses in urban areas, the impact of student contact with others is important for persistence for those students who are regarded as having "marginal" status on campus, such as "high-risk" students (p. 79). Overall, "the degree and quality of personal interaction with other members of the institution (whether with faculty or with peers) are critical elements" in students' decisions to either stay in or leave college (p. 56)

Tinto emphasizes that frequent contact with the faculty appears to be a particularly important element for high student persistence rates in colleges (p. 56). "This is especially true when that contact extends beyond the formal boundaries of the classroom to the various informal settings which characterize social life. Those encounters which go beyond the mere formalities of academic work to broader intellectual and social issues and which are seen by students as warm and rewarding appear to be strongly associated with the continued persistence" (p. 57). Moreover, faculty behavior within the classroom often serves as the "important precursors to

subsequent contact," according to students. "Classroom behaviors influence student perceptions as to the receptivity of faculty to further student contacts outside the classroom" (p. 57). Thus, according to Tinto, "it is of little surprise to discover that institutions with low rates of student retention are those in which students generally report low rates of student-faculty contact" (p. 58).

Overall, Tinto concludes that student academic success and their intellectual and social development are greatest in those universities "where students interact with both faculty and student peers," whether through formal or informal mentoring relationships (p. 70).

Tinto's summary of educational research also highlights the importance of what we can call "communities of mentors" on student persistence and academic success. He emphasizes the role that "supportive relationships" play in "preventing and reducing the harmful effects of stress and enhancing individuals' ability to cope effectively with stress in specific social settings" (p. 122). According to Tinto, "the establishment of supportive personal relationships — with faculty, peers, and other significant persons — enables students to better cope with the demands of the college environment," and this, in turn, has positive impacts upon students' academic success (p. 122). These research findings point to the importance of "collaborative effect of a variety of actors, faculty and staff alike, across the campus" (p. 122).

Tinto's focus on the importance of collaborative efforts by faculty and staff to promote student success leads to his emphasis on conceptualizing colleges as "learning communities." He identifies student involvement and integration in college life, especially through contact with faculty, as "a key determinant for a variety of educational outcomes" (pp. 130-131). This involvement and integration is related to the quality of students' investment in their learning, which, in turn, is related to the amount that they learn. Thus, Tinto argues that faculty need to understand the importance of promoting student involvement in their classrooms through the creation of classroom learning communities (p. 131). Tinto further contends that the first several weeks of college for students are a very critical period. In this period, student social attachments (i.e., their capacity to involve themselves in learning communities) "may be a necessary precondition" for subsequent involvements at their institutions, including academic involvement (p. 134). In this initial period of adjustment to college life, Tinto emphasizes the importance of student contact with faculty, "specifically accessibility and contact with faculty outside classrooms, helpfulness of faculty, and the concern they show for students" (p. 135). According to Tinto, "once social membership has been achieved or at least once concerns over it have been addressed, student attention appears to increasingly center on academic involvements" (p. 134). In short, Tinto advocates for designing students' first-year college experience around learning communities and mentoring relationships, especially with faculty.

**Works cited by Tinto:**

Astin, A. W., *Preventing Students from Dropping Out* (San Francisco: Jossey-Bass, 1975).

Astin, A. W., *What Matters in College: Four Critical Years Revisited* (San Francisco: Jossey-Bass, 1993).

Attinasi, L. C., Jr., "Getting In: Mexican Americans' Perceptions of University Attendance and the Implications for Freshman Year Persistence," *Journal of Higher Education* 60 (1989): 247-277.

Boyer, E. L., *College: The Undergraduate Experience in America* (New York: Harper and Row, 1987).

Cosgrove, T. J., "The Effects of Participation in a Mentoring-Transcript Program on Freshmen," *Journal of College Student Personnel* 27 (1986):119-124.

Endo, J. J. and R. L. Harpel, "The Effect of Student-Faculty Interaction on Students' Educational Outcomes," *Research in Higher Education* 16 (1982): 115-135.

Friedlander, J., The Importance of Quality of Effort in Predicting College Student Attainment," Ph.D. dissertation, University of California, Los Angeles, 1980.

Goodsell, A., M. Maher, and V. Tinto, *Collaborative Learning: A Sourcebook for Higher Education* (University Park: National Center on Postsecondary Teaching, learning, and Assessment, 1992).

House, J. S., *Work Stress and Social Support* (Reading: Addison-Wesley, 1981).

Jacobi, M., "Mentoring and Undergraduate Academic Success: A Literature Review," *Review of Educational Research* 6 (1991):505-532.

Kaufman, M. A. and D. G. Creamer, "Influences of Student Goals for College on Freshman Year Quality of Effect and Growth," *Journal of College Student Development* 32 (1991): 197-206.

McCarthy, M. E., G. M. Pretty, and V. Catano, "Psychological Sense of Community and Student Burnout," *Journal of College Student Development* 31 (1990): 211-216.

Merriam, S. B., T. K. Thomas, and C. P. Zeph, "Mentoring in Higher Education: What We Know Now," *The Review of Higher Education* 11 (1987):199-210.

Moffatt, M., *Coming of Age in New Jersey: College and American Culture* (New Brunswick, NJ: Rutgers University Press, 1989).

Neumann, W., "Persistence in the Community College: The Student Perspective," Ph.D. dissertation, Syracuse University, 1985.

Neumann, Y. and E. F. Neumann, "Predicting Juniors' and Seniors' Persistence and Attrition: A Quality of Learning Experience Approach," *The Journal of Experimental Education* 57 (1989): 129-140.

Ory, J. C. and L. A. Braskamp, "Involvement and Growth of Students in Three Academic Programs," *Research in Higher Education* 28 (1988):116-129.

Osttrow, E., S. Paul, V. Dark, and J. Berhman, "Adjustment of Women on Campus: Effects of Stressful Life Events, Social Support, and Personal Competencies," in S. E. Hobfoll, ed., *Stress, Social Support, and Women* (Washington, D.C.: Hemisphere, 1986).

Pace, C. R., *Measuring the Quality of College Student Experience* (Los Angeles: Univesity of California, Higher Education Research Institute, 1984).

Parker, J. and J. Schmidt, "Effects of College Experience," in H. Mitzel, ed., *Encyclopedia of Educational Research*, 5th ed. (New York: Free Press, 1982).

Pascarella, E. T., "Student-Faculty Informal Contact and College Outcomes," *Review of Educational Research* 50 (1980):545-595.

Pascarella, E. T., "College Environmental Influences on Learning and Cognitive Development: Critical Review and Synthesis," in *Higher Education: Handbook of Theory and Research*, vol. 1, edited by J. Smart (New York: Agathon Press, 1985).

Pascarella, E. T. and P. T. Terenzini, "Patterns of Student-Faculty Informal Interaction beyond the Classroom and Voluntary Freshman Attrition," *Journal of Higher Education* 5 (1977):540-552.

Pascarella, E. t., and P. T. Terenzini, *How College Affects Students* (San Francisco: Jossey-Bass, 1991).

Pascarella, E. T., P. T. Terenzini, and J. Hibel, "Student Faculty Interactional Settings and Their Relationship to Predicted Academic Performance," *Journal of Higher Education* 49 (1985):450-463.

Pearson, R. E., *Counselling and Social Support: Perspectives and Practices* (Newbury Park, CA: Sage, 1990).

Stage, F., "Reciprocal Effects between the Academic and Social Integration of College Students," *Research in Higher Education* 30 (1989):517-530.

Stoecker, J., E. T. Pascarella, and L. Wolfle, "Persistence in Higher Education: A Nine-Year Test of a Theoretical Model," *Journal of College Student Development* 29 (1988):196-209.

Terenzini, P. T. and T. Wright, "Influence on Students' Academic Growth during Four Years of College," *Research in Higher Education* 26 (1987):161-179.

Terenzini, P. T. and T. Wright, "Students' Personal Growth during the First Two years of College," *Review of Higher Education* 10 (1987):259-271.

Tinto, V., A. Goodsell, and P. Russo, "Gaining a Voice: The Impact of Collaborative Learning on Student Experience in the First Year of College," unpublished manuscript, Syracuse University, Syracuse, New York, 1993.

Valadez, J. R. and R. P. Duran, "Mentoring in Higher Education," paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.

Wilson, R., J. Gaff, R. Dienst, L. Wood, and J. Bavry, *College Professors and Their Impact on Students* (New York: Wiley-Interscience, 1975).

Wilson, R., L. Wood, and J. Gaff, "Social-Psychological Accessibility and Faculty-Student Interactions beyond the Classroom," *Sociology of Education* 1 (1974):74-92.

# Developing a Mentoring Perspective

## *Mentor Roles and Responsibilities*
## *What a Mentor Is . . .*

### *By Dr. Gordon Nakagawa*

Mentor roles and responsibilities are varied and complex. Serving as a guide, facilitator, role model, and/or ally to the mentee, a mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over time, as the needs and goals of the mentee shift, and as specific contexts and situations require different strategies. Although it's not possible to pigeonhold any mentor, mentee, or mentoring relationship, a mentor will generally enact a number of common roles and responsibilities. It's worth emphasizing that whatever role the mentor may take, the mentor's principal goal, as Paulo Freire reminds us, is to invite and nurture the "total autonomy, freedom, and development of those he or she mentors."

## A mentor is . . .

- **A knowledgeable and experienced guide who teaches (and** learns) through a commitment to the mutual growth of both mentee and mentor.

- **A caring, thoughtful, and humane facilitator** who provides access to people, places, experiences, and resources outside the mentee's routine environment.

- **A role model** who exemplifies in word and deed what it means to be an ethical, responsible, and compassionate human being.

- **A trusted ally, or advocate**, who works with (not for) the mentee and on behalf of the mentee's best interests and goals.

# *Web Resources on Mentoring*

Mentoring peer resources
http://www.mentors.ca/mentor.html

Mentoring Guides from the University of Michigan
http://www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/Fmentor.pdf
http://www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/mentoring.pdf

Formal mentor programs
http://www.ed.gov/pubs/OR/ConsumerGuides/mentor.html

Teacher mentoring resources
http://www.middleweb.com/mentoring.html

Mentoring categories
http://www.teachermentors.com/MCenter%20Site/MCategoryList.html

Mentoring resources and links
http://www.mentors.net/Links.html

100 mentoring tips for teachers in science
http://www.brown.edu/Administration/Science_Education/100Tips/mentor.html

Mentoring in Faculty Development
http://www.mcw.edu/edserv/facdev/mentor.html

The Brain Lab:  Teaching resources based on brain-based learning
http://www.newhorizons.org/blab.html#resources

Who Mentored You?
http://www.whomentoredyou.org/

# Join Our Community of Mentors at CSUN

**COLLEGE OF ARTS, MEDIA, AND COMMUNICATION**

| | |
|---|---|
| Jerry Abbitt | Theatre |
| Lili Berko | Radio-Television-Film |
| Ann Chisholm | Communication Studies |
| Linda De Vries | Theatre |
| Anamarie Garcia | Theatre |
| Julia Heinen | Music |
| Alexis Krasilovsky | Radio-Television-Film |
| Garry Lennon | Theatre |
| Christie Logan | Communication Studies |
| Gordon Nakagawa | Communication Studies |
| Gary Pratt | Music |
| Bridget Sampson | Communication Studies |
| Paul Smith | Music |
| Michelle Stanton | Radio-Television-Film |
| Juliann Wolfgram | Art |
| Mary Ann Danin (Emeritus) | Art |
| William Davis (Emeritus) | Art |

**COLLEGE OF BUSINESS ADMINISTRATION & ECONOMICS**

| | |
|---|---|
| David Ackerman | Marketing |
| Robert Barker | Accounting |
| Jay Berger | Finance |
| Daniel Blake | Economics |
| Deborah Cours | Marketing |
| Carol Docan | Business Law |
| Keith Evans | Economics |
| Steven Freeman | Business Law |
| Barbara Gross | Marketing |
| Robert Hanna | Management |
| Deborah Heisley | Marketing |
| Arundhati (Rita) Kumar | Management Science |
| Bruce Lammers | Marketing |
| Paul Lazarony | Office Systems/Business Education |
| James Manos | Office Systems/Business Education |
| Susan Plutsky | Office Systems/Business Education |
| Gerald Rossy | Management |
| Leonard Rymsza | Business Law |

| | |
|---|---|
| Richard Tontz | Economics |
| Barbara Wilson | Office Systems/Business Education |
| James Bartsch | Business |
| Susan Leslie | Business |
| Agia Meleka | Management |
| Kevin Mulcahy | Economics |
| Joe Prinzinger | Economics |

**COLLEGE OF EDUCATION**

| | |
|---|---|
| Hooshang Bagheri | Elementary Education |
| Deborah Chen | Special Education |
| Sandra Chong | Elementary Education |
| Irene Cota | Elementary Education |
| James Cunningham | Secondary Education |
| William De La Torre | Educational Leadership and Policy Studies |
| Don Dorsey | Educational Psychology and Counseling |
| Rosa Margarita Gonzalez | Special Education |
| Charles Hanson | Educational Psychology and Counseling |
| Beth Lasky | Special Education |
| Rie Rogers Mitchell | Educational Psychology and Counseling |
| Sabrina Peck | Elementary Education |
| Thomas Potter | Elementary Education |
| Luis Rubalcava | Educational Psychology and Counseling |
| Sue Sears | Special Education |
| Dolores Escobar (@CSU San Jose) | Education |
| Kayte Fearn (Emeritus) | Special Education |
| Juan Flores | Elementary Education |
| Elizabeth C. Ringsmuth | Educational Psychology and Counseling |
| Natalie White | Education |

**COLLEGE OF ENGINEERING AND COMPUTER SCIENCE**

| | |
|---|---|
| Shan Barkataki | Computer Science |
| Michael Barnes | Computer Science |
| Behzad Bavarian | Civil and Manufacturing Engineering |
| Laurence Caretto | Engineering and Computer Science |
| Ileana Costea | Civil and Manufacturing Engineering |
| Steve Dan | Computer Science |
| Gerald Davis | Civil and Manufacturing Engineering |
| Roger Di Julio | Civil and Manufacturing Engineering |
| Greg Dixon | Mechanical Engineering |
| Richard Dominguez | Civil and Manufacturing Engineering |
| Sharlene Katz | Electrical and Computer Engineering |
| Dorothy Landis | Computer Science |
| Ray Landis | Engineering |
| Miguel Macias | Mechanical Engineering |
| Gloria Melara | Computer Science |

| | |
|---|---|
| Dorothy Miller | Computer Science |
| Thomas Mincer | Mechanical Engineering |
| Nirmal Mishra | Electrical and Computer Engineering |
| Ray Pettit | Electrical and Computer Engineering |
| Jagdish Prabhakar | Electrical and Computer Engineering |
| Matthew Radmanesh | Electrical and Computer Engineering |
| James Roberts | Civil and Manufacturing Engineering |
| Ramin Roosta | Electrical and Computer Engineering |
| Robert Ryan | Mechanical Engineering |
| Tarek Shraibati | Manu. Sys. Eng. & Management |
| Jon Shively | Civil and Manufacturing Engineering |

## COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

| | |
|---|---|
| Carolyn Barbian | Kinesiology |
| Alyce Blackmon | Family Environmental Sciences |
| Vicki Ebin | Health Sciences |
| Jack Foley | Leisure Studies and Recreation |
| Victoria Brinn Feinberg | FES & Urban Planning |
| Lillie Grossman | Family Environmental Sciences |
| Carol Kelly | Child Development |
| Carol Koprowski | Family Environmental Sciences |
| Goteti Krishnamurty (deceased) | Health Sciences |
| Deirdre Larkin | Family Environmental Sciences |
| Gerry Luethy | Family Environmental Sciences |
| Allen Martin | Family Environmental Sciences |
| Roberta Mauksch | Family Environmental Sciences |
| Mary Painter | Kinesiology |
| Dianne Philibosian | Leisure Studies and Recreation |
| Jennifer Romack | Kinesiology |
| Ann Stutts | HHD (Dean) |
| Jan Tolan | Leisure Studies and Recreation |
| David Wakefield | Child Development |
| Veda Ward | Leisure Studies and Recreation |
| Letha Zook | Health Sciences |

## COLLEGE OF HUMANITIES

| | |
|---|---|
| Pam Bourgeios | English |
| David Diaz | Chicana/o Studies & Urban Studies & Policy |
| Edith Dimo | Modern and Classical Languages and Literatures |
| Jorge Garcia | Humanities (Dean) |
| James Goss | Religious Studies |
| Akiko Hirota | Modern and Classical Languages and Literatures |
| Amir Hussain | Religious Studies |
| Marta Lopez-Garza | Women's Studies & Chicana/o Studies |
| Gina Masequesmay | Asian American Studies |
| Patricia Miller | Modern and Classical Languages and Literatures |

| | |
|---|---|
| Glenn Omatsu | Asian American Studies & EOP |
| Cheryl Spector | English |
| Edda Spielmann | Modern and Classical Languages and Literatures |
| Nayereh Tohidi | Women's Studies |
| Patricia Watkins | English |
| Teresa Williams | Asian American Studies |

## COLLEGE OF SCIENCE AND MATHEMATICS

| | |
|---|---|
| Larry Allen | Biology |
| Suzanne Ankerstrom | Science and Mathematics |
| Nancy Bishop | Biology |
| Julio Blanco | Physics & Astronomy |
| Randy Cohen | Biology |
| Catherine Coyle-Thompson | Biology |
| Lorence Collins | Geology |
| Duane Doty | Physics |
| John Dye | Mathematics |
| Al Gustadt | Geology |
| Margaret Holzer | Chemistry |
| Daisy Kuhn | Biology |
| David Ostroff | Mathematics |
| Vicki Pedone | Geology |
| Jacek Polewczak | Mathematics |
| Richard Potter | Biology |
| Ed Rosenberg | Chemistry |
| Ralph Sabella | Mathematics |
| Harbnajan Sandhu | Physics |
| Lydia Savedoff | Chemistry |
| Gerry Simila | Geology |
| Paul Wilson | Biology |
| Omar Zahir | Chemistry |
| Ali Zakeri | Mathematics |

## COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

| | |
|---|---|
| Karren Baird-Olson | American Indian Studies & Sociology |
| Cathy Costin | Anthropology |
| Herman DeBose | Sociology |
| Bruce Gelvin | Anthropology |
| Sheila Grant-Thompson | Psychology |
| Donna Hardy | Psychology |
| Antonia Hussey | Geography |
| Vickie Jensen | Sociology |
| Brennis Lucero-Wagoner | Psychology |
| Sabina Magliocco | Anthropology |
| Dorothy Meier | Sociology |
| James Mitchell | Political Science |

Nancy Nishikawa            Urban Studies and Planning, Geography
Patricia O'Donnell-Brummett            Sociology
Barbara Rhodes            Pan-African Studies
Tiyo Soga            Pan-African Studies
Wen (Wendy) Wang            Sociology
Loretta Winters            Sociology

# Guiding Principles
**CSUN Faculty Mentor Program**

1. The process of both formal and informal mentoring at Cal State Northridge is understood to be an integral part of the university's overall efforts in support of educational equity and diversity, student achievement, retention, and graduation.

2. Mentoring is predicated upon a holistic concern about students as complex, multi-faceted individuals, whose needs, goals, interests, and aspirations include but are not limited to the academic setting. Career, social, and personal considerations warrant equal consideration and care.

3. Mentoring, mentor training, and mentoring services can and should take multiple forms. There is no single prescription or formula that mentoring follows or provides in meeting the needs of students. Equally, all members of the campus community are potential mentors: faculty, staff, administrators, and students.

4. Mentoring pervades the overall repertoire of academic practices (teaching and conducting scholarly work) and student support services (advisement, tutoring, and counseling). Mentoring is a liberatory *process* by which teaching, advising, tutoring, and counseling can be practiced.

5. Mentoring and mentoring services are best delivered in "local" (college-and/or department-specific) venues and through "naturally occurring" (informal) practices. Local, naturally occurring mentoring is most responsive to situational demands, practical constraints and most importantly, to students' developmental needs and long-term goals.

# *Faculty Mentor Training Program*
## *Fall 2002*

**Co-Facilitators**

Rie Rogers Mitchell, Educational Psychology and Counseling
Glenn Omatsu, FMP Coordinator for EOP & Asian American Studies


**Participants**

Julio Blanco, Physics & Astronomy

Sandra Chong, Elementary Education

Linda de Vries, Theatre

Victoria Brinn Feinberg, Family Environmental Sciences & Urban Studies

Deborah Heisley, Marketing

Gina Masequesmay, Asian American Studies

Tarek Shraibati, Manufacturing Systems Engineering & Management


Please contact any of us to conduct trainings in your department or program around the concept
of "mentoring on the run"


Faculty Mentor Program
Glenn Omatsu, Coordinator
c/o Educational Opportunity Program (EOP)
205 University Hall
(818) 677-4151

http://www.csun.edu/eop/htdocs/fmp.html