



Faculty Mentoring
PROGRAM

Mentor Handbook

Mission Statement

The Faculty Mentoring Program (FMP) at California State University San Marcos serves to enhance the retention and graduation rates of first-generation and economically disadvantaged college students. Research suggests that the most effective way we can achieve these goals is by reducing the social estrangement that many students who come from these backgrounds experience in the university.

"Education is all a matter of building bridges."

~ Ralph Ellison

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About the Faculty Mentoring Program

MISSION

The Faculty Mentoring Program at Cal State San Marcos serves to enhance the retention and graduation rates of first-generation and economically disadvantaged college students. Research suggests that the most effective way we can achieve these goals is by reducing the social estrangement, or alienation, that many students who come from these backgrounds experience in the university.

PURPOSE

Participating faculty members volunteer to serve as mentors for students. Students are assigned to a faculty member to serve as their mentor through out their professional development at Cal State San Marcos. The purpose of matching students with a faculty mentor is to receive guidance, encouragement and support in their career decision-making. The Faculty Mentoring Program aims to match students with a faculty in their discipline of study, but not guaranteed due to the availability of faculty members.

RESPONSIBILITIES

In order for students and faculty in a mentor-protégé relationship to maintain an active status with the program, they are expected to fulfill their responsibilities required by the program, which are:

- To make and maintain contact throughout their membership in the Faculty Mentoring Program
- To make and maintain contact with the Faculty Mentoring Program Office

ACTIVITIES

The Faculty Mentoring Program offers workshop, scholarships and social events to increase students' awareness of career and professional development opportunities. Social events are offered in hopes of decreasing the alienation students may be experiencing in the university.

WORKSHOPS

In hopes of assisting students in their academic preparation, the Faculty Mentoring Program offers workshops to facilitate information that they can find useful in making decisions about their professional development.

- Career Planning Workshop: This workshop is a guide providing employment opportunities for students who wish to be employed in their field without pursuing a post-graduate degree. Questions about what kind of jobs you can do with your major are addressed at this workshop as well.

- Graduate School Panel: Faculty volunteers serve in a panel to answer students' questions about graduate school. The panel also shares their personal experiences when applying for graduate school and going through it.
- Graduate School Financial Aid Researching: A variety of scholarships are discussed and funding resources are offered to students seeking a post-graduate degree. A timeline is offered to students on when things should happen (related to applying for graduate school).
- California Pre-Doctoral Program: CSUSM California Pre-Doc Program advisor is available to answer questions about the application process for this scholarship. The CA Pre-Doc, program designed to increase the pool of potential faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages.
- The Forgivable Loan/Doctoral Incentive Program: The Forgivable Loan provides financial assistance to graduate students in doctoral programs. The purpose is to increase the pool of individuals with the qualifications, motivation and skills to teach the diverse student body in the CSU by providing financial assistance to doctoral students who show promise of becoming strong candidates for CSU instructional faculty positions.

SCHOLARSHIPS

At the Faculty Mentoring Program we also seek to increase the number of students who pursue a post-graduate degree. One way to expand post-graduate opportunities to FMP students is to alleviate, where and when possible, financial difficulties.

- FMP Post-Graduate Testing: This scholarship will pay for four tests registration fees per year for four different students. Scholarship open ONLY to FMP students.
- California Pre-Doctoral Program: The CA Pre-Doc is designed to increase the pool of potential faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages.
- The Forgivable Loan/Doctoral Incentive Program: The Forgivable Loan's purpose is to increase the pool of individuals with the qualifications, motivation and skills to teach the diverse student body in the CSU by providing financial assistance to doctoral students who show promise of becoming strong candidates for CSU instructional faculty positions.

EVENTS

Estrangement and alienation are two feelings very common in students who are either first-generation or economically disadvantaged. The Faculty Mentoring Program offers social events to encourage interaction with other protégés and faculty members volunteering their time with the program as mentors.

- FMP Orientation: This orientation is a mandatory meeting for all students and faculty in the program at the beginning of the academic year. Important information and materials about the program are distributed. Besides informing students and faculty what the program expects of each, the orientation also brings faculty mentors and their assigned students together, some times for the first time.
- Holiday Dialogue Gathering: This social gathering is another opportunity the Faculty Mentoring Program offers to both the students and faculty to come together in a “non-academic” setting to interact and network with each other. The Gathering is offered at the end of fall semesters.
- Year-End Awards: This event is designed ONLY for students graduating each academic year. Graduating students and their mentors are invited to celebrate the students’ accomplishment of graduation.

Faculty Mentors

WHAT IS A MENTOR?

Our word mentor comes from the Greek and means advisor or wise friend. In Greek mythology, Mentor was Odysseus’ trusted friend and counselor, and the person in whose care Odysseus left his household and his son Telemachus. In that capacity, Mentor became Telemachus’ teacher, advisor and surrogate father, providing the boy with guidance, support and love until his father returned.

Although the word mentor derives from the ancient Greek, the role of mentor is found in all cultures. Indeed, the concept of a teacher who not only informs, but who also nurtures someone into adulthood, or into the intricacies of an art, organization or society is a common theme in world literature and mythology. Unfortunately in our own society, teachers and especially professors have come to be understood primarily as dispensers of knowledge, rather than as mentors in the full sense of the word. In recent years, research in higher education has shown that bonding with a caring person inside an educational institution is one of the most important factors in student success. As a result of such research many colleges and universities have implemented Mentor programs as one way of encouraging mentoring relationships.



WHAT A MENTOR DOES

If you can help your protégé cope during that first semester, or through some other difficult period, you have already succeeded as a mentor.

Steps to a Successful Relationship

The first semester, especially the first few weeks, of college is extremely important, and for this reason it is vital that you:

- Make contact with your protégé, either by phone or in person, within two weeks of being notified who she or he will be;
- Notify the Faculty Mentoring Program if you are not able to contact your protégé within two weeks of notification;
- **Actively maintain contact (at least once per month) over the phone or in some informal setting with your Protégé.**
- Make it clear that you want to share in the “good times as well as the bad”;
- Show your protégé that you care about his or her success: help with time management, explain the ins and outs of the university, provide whatever advice you can on careers and academics, and direct her or him to other people on campus as needed;
- Set a time and date for your next meeting before the end of each meeting;
- Seek information, advice, or assistance from the Faculty Mentoring Program as needed.
- Re-establish contact with your Protégé whenever contact is interrupted; and
- Do things with your Protégé(s), such as attending the Faculty Mentoring Program activities.

WHAT A MENTOR DOES NOT DO

1. A mentor does not provide 24 hours service.

2. A mentor does not give Academic Advising.
3. A mentor doesn't become an automatic "pal." Once assigned to a Protégé, you must work toward making a unique friendship, one that is meaningful for both you and the student. Because you are not automatically a "pal," you share the responsibility of defining and helping the relationship develop.
4. A Mentor does not provide magic answers.

BEING A MENTOR DOESN'T MEAN THAT...

- You are expected to be there for your assigned student at all times. You may have to explain this to your Protégé. If your assigned student(s) is persistent, contact the Faculty Mentoring Program.
- You are an academic advisor. The role of a mentor is more that of friend than academic advisor.
- You must possess psychological counseling skills. If you suspect professional help or assistance is needed, refer to the appropriate resources. *Listing included at the end of this book.*
- You must continue to see the student during her or his entire education at CSUSM. Some mentors begin with a student early in their university experience and continue to see him or her; others see students for only the transitional stage into the university. The decision is up to you and your Protégé. Do take the time to talk about this with your Protégé.
- You continue to see a student if, for whatever reason, it is not working out for you. If you elect to stop seeing your assigned student, let him/her know that you are no longer available AND notify the Faculty Mentoring Program.
- You must see a maximum or minimum number of students. Usually mentors have one or two Protégés during the course of any semester.

GENERAL SUGGESTIONS

1. Don't betray confidential information.
2. Be available. Keep office hours and appointment. Consider providing your home number.
3. When in doubt, refer to the University Catalog or Faculty Mentoring Handbook.
4. Don't refer too hastily. However, don't attempt to handle situations for which you are not qualified.
5. Have students contact referral sources by phone in your presence.
6. Keep in frequent contact with Protégés. Take the initiative. Don't wait for the students to come.
7. Keep an anecdotal record of significant conversations for future reference.

8. Periodically critique the effectiveness of your own advising.
9. Find out about career opportunities and job outlooks for various majors.
10. Cooperate with other advisors your Protégé may have.
11. Ask your fellow mentors what worked for them.
12. Don't assume that you are a failure as a mentor if your Protégé does not respond to you or if s/he leaves CSUSM.
13. Identify students in your own classes who could use mentors. Approach them yourself, or notify the Faculty Mentoring Program.

CULTURAL AWARENESS

Thoughts on developing intercultural relationships

Mentors have an opportunity to make a difference and positively impact the retention rates of underrepresented and foreign-born students. Our challenge is to share the responsibility of making all students feel welcome and "at home." The following suggestions might be helpful to you in establishing your relationship with students.



Recent studies show that...

- ❖ Faculty involvement with students is an extremely important factor in their academic success, and
- ❖ Underrepresented students have lower retention rates than traditional students.

CULTURAL UNDERSTANDING

Attempt to understand the particular influences on your Protégé in light of her or his cultural background.

VERBAL INTERACTION

Be sensitive to word selection when communicating with the student. A variety of slang words and idioms may not be understood by the student and may add confusion to the conversation. You might want to follow up your meetings with written confirmation of decisions and discussion outcomes. Research shows that oral communication followed by written confirmation increases understanding. Be concerned with other differences. Some students may not ask questions because they feel it is impolite and implies that you did not explain some thing adequately. Encourage questions.

NON-VERBAL INTERACTION

Eye contact-

Some cultural customs encourage little or no eye contact. Be aware if you are comfortable with frequent eye contact that others may not be.

Touch-

Handshakes and other preferences of touch may vary from culture to culture. Some students may prefer to be touched while others may feel uncomfortable with any amount of touching.

Emotions-

Although there are similarities with emotional displays throughout the world, there are also variations of expressions. A smile or laugh in one country could suggest embarrassment. Again, be sensitive to the emotional differences in various cultures.

Chronemics-

There are various systems of organizing and using time. For example, in a university environment arriving at the arranged time is customary; however, in other contexts, promptness may not be significant.

Proxemics-

Adjust your use of space by the feedback of the student. The comfort zone of both you and your Protégé is crucial in creating openness.

Getting Started as a Mentor

MAKING CONTACT

You may find that making and keeping contact with your Protégé is the hardest part of being a mentor. Protégés are often afraid to initiate and maintain contact with a faculty mentor. They know that mentors are busy people and often they do not think of themselves as important enough to make demands on your time.

For these reasons, it is primarily the responsibility of the Mentor to initiate and maintain contact with her or his protégé.

- *You should attempt to contact your Protégé by phone. A letter, even a handwritten one, may seem too impersonal and easy to dismiss, and, in any case, leaves it up to the Protégé to initiate contact.*

- *If you have to leave a message, don't wait more than a few days before calling again. Answering machines, roommates, and family members are not always reliable. Furthermore, playing telephone tag with a mentor can be discouraging, especially to someone who is likely to be nervous about initiating contact.*
- *If you do not have any luck with the phone, you can try writing a note or EMAIL. Introduce yourself as a mentor and invite your Protégé to call or drop in. Be sure to indicate the best times to catch you in your office.*
- *If you touch with your Protégé for any reason and are unable to reestablish it, contact the Faculty Mentoring Program Office. Protégés sometimes are hard to contact because they are having problems and need help.*
- *To avoid losing touch, ask your protégé for the best way to get in contact with him/her. For instance, e-mail might be more convenient and reliable than telephone calls.*
- *Ask your Protégé for the name and number of any other on-campus counselor or instructor s/he sees on a regular basis. For example, if your Protégé is an EOP student, s/he will have an EOP counselor.*



STARTING THE RELATIONSHIP

Your first meeting with your Protégé is the most important one you are likely to have. At best it will serve as the foundation from which you and your Protégé will build a mutually rewarding and meaningful relationship. Building such a relationship depends on both parties, but as a mentor you are in the best position to influence a positive beginning.

As the mentor you can:

1. Schedule a time that is comfortable for both of you.



2. Arrange an informal environment free from distractions and interruptions.

3. Demonstrate enthusiasm and goodwill.
4. Initiate measured and appropriate leadership of the conversation.

Moving through the scheduled time (an hour is often optimal) you can include the following:

- Establish common interests and experiences by exchanging personal information such as appropriate family information, career interests, hobbies and affiliations at CSUSM, travel, etc.
- Exchange knowledge of and assumptions about a mentoring relationship.
- Pursue, in greater depth, discussion of some interest or concern that might emerge.
- Initiate closure to the meeting by rephrasing your understanding of the Protégé-Mentor relationship, expressing your feelings about your first meeting, and inviting your Protégé to share her or his view.
- Schedule a mutually agreeable time for your next meeting

WHEN TO REFER A STUDENT

Professional counseling may be appropriate if your Protégé does any of the following:

1. Requests information you do not have.
2. Displays behavior that may indicate tension, anxiety, or depression.
3. Appears to be experiencing motivational difficulties.
4. Displays general educational deficiencies.
5. Appears to have attitudes, which severely limit his or her ability to successfully complete an academic program.
6. Does not have good self-management skills.
7. Exhibits a marked change in his or her behavior pattern, for example, a good student suddenly performs poorly.
8. Indicates no clear academic goals or has a desire to change academic goals.
9. Is upset about making a decision in his or her life.
10. Experiences a crisis in his or her life -death, unemployment, etc.



Tips for Effective Listening

Non-verbal behavior:

- Look directly at your Protégé and give undivided attention.
- Smile and engage in friendly humor when appropriate.
- Keep your energy level high and avoid daydreaming with slow speakers.
- Sit close to your Protégé and move responsively.
- Show consideration for the physical comfort of your Protégé by taking the person's coat, offering a more comfortable chair, adjusting the window, etc.
- Do not react to emotional words.
- Check posture, tone, eye behavior and facial expressions.

Verbal Behavior:

- Make responsive sounds and encouraging, reassuring remarks.
- Respond directly and openly to requests for your opinions, values, attitudes and feelings.
- Paraphrase your Protégé's feelings and ideas. Ask for a paraphrase.
- Do not indicate approval or disapproval. Do not add or subtract meaning.
- Respond when appropriate with: "say more" or "keep talking."
- Respond with mirroring.
- Respond with a clarifying question.
- Respond with attentive silence. Avoid pseudo questions and questions that begin with "why?"

- Gently pursue verbal and non-verbal inconsistencies.
- Do a perception check for your Protégé's feelings.

Growing as a Mentor

SUCCESSFUL LONG-TERM & SHORT-TERM MENTORING

There are different kinds of successful mentoring relationships. Because protégés' needs vary, the kind of help mentors provide must also vary. In particular, even though we often think of an enduring mentor-protégé relationship as the ideal, some short-term mentoring relationships, lasting only a few meetings and up to one semester, may be very successful. For example, many students apply for a mentor because they are incoming students anxious about adjusting to CSUSM. By the end of a couple of months or the first semester, the Protégé may have made a comfortable transition to university life, and no longer feel the need for regular mentor support. A mentoring relationship that facilitates this kind of adjustment has clearly been a success.

Other kinds of short-term relationships can also be successful. For example, helping a protégé think through a choice of majors and careers may result in your protégé finding a suitable mentor in that discipline. Helping a protégé deal with a specific academic or personal problem may also result in a short, but successful mentor relationship.



One should not be disappointed if a Mentor-Protégé relationship does not continue semester after semester. The success of the relationship must be measured against the needs met and the quality of the interactions, and not simply on its duration.

What Mentoring Can Be

Mentoring acknowledges and honors the uniqueness that each individual brings to the relationship. It is a sharing relationship in which both Mentor and Protégé...

- ✓ Commit to a successful relationship.
- ✓ Share their particular expertise.

- ✓ Listen actively to each other's experiences.
- ✓ Encourage creative thinking.
- ✓ Respect each other's life goals.

By its very nature, mentoring goes beyond the traditional aspects of academic advising. Its main focus is not simply to help students work through the morass of graduating requirements, or devising a good class schedule, or even selecting a career. Although a mentor may help in such matters, these are more specifically responsibilities of an academic advisor.

Ideally, mentoring has at least three characteristics:

1. It involves the whole person, not simply the cognitive aspects most emphasized in higher education.
2. It is a mutual relationship in which both mentor and Protégé can learn and grow from each other's knowledge and experience.
3. It is developmental in that it addresses changing needs and concerns.

People who work in higher education do so because they have a conception of what higher education can and should be and what professionals in higher education can contribute to the development of college students. Mentoring is a way of fulfilling those ideals and contributing to the life of one student in ways we wish we could contribute to all our students.

On-Going Training

The Faculty mentoring Program continues to evolve and expand to include more opportunities for faculty and students to establish positive mentor-protégé relationships. As our diverse student population increases, it is inevitable that a variety of academic and personal issues will arise and call for creative solutions. To be effective mentors, we need on-going training to address facilitating the mentor-protégé relationship. This type of training can be provided in the fall and spring semesters and lead to a Faculty Mentoring Program Retreat in the near future. On the basis of your commitment and expertise, we expect to see the continued expansion of our students' horizons and the Faculty Mentoring Program.

The Faculty Center operates the Faculty Mentoring Program. The Faculty Center is located in the Kellogg Library, suite 2400.

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