

California State University, Chico

Women's Faculty Association  
Mentoring Program

August, 1999



*A widespread assumption, probably absorbed from American culture in general, is that "cream will rise to the top." .....What passes for cream rising to the top is actually cream being pulled or pushed to the top by an informal system of mentoring and sponsorship.*

R. Roosevelt Thomas, Jr.

HARVARD BUSINESS REVIEW, March-April 1990

### *University Mission*

The primary mission of CSU, Chico is to provide education of the highest quality by recruiting, developing, and retaining a faculty dedicated to academic excellence and building a community fully reflecting its cultural and ethnic diversity. In support of the university's mission and in conjunction with more formal, University-sponsored orientation programs for new faculty, the CSU, Chico Women's Faculty Association provides a mentoring program for women faculty.

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The WFA Mentoring Program is designed to ease the new faculty member's transition to effective participation in the CSU Chico community. WFA mentors can provide informal and interpersonal support, as well as assistance with a range of professional and career-related activities—classroom observation, RTP advice, general counsel or just a friendly ear. WFA mentors are seasoned and successful faculty women at CSU Chico who are eager to serve as resources to new women faculty.

#### ***WFA mentors***

- *Are available for questions, practical assistance or moral support.*
- *Serve as active listeners, providing a "reality check" for the new faculty member's expectations, goals and plans.*
- *Encourage activities that allow new faculty to meet their peers and more senior faculty.*
- *Recognize that mentor relationships are very individual things.*
- *If the relationship does not seem to be beneficial, either party may request a change.*

#### ***The WFA Mentoring Program***

- *Begins early in the fall semester with a get acquainted breakfast.*
- *After meeting senior and junior faculty women at the breakfast, new faculty decide whether or not to participate.*
- *Participants may choose a mentor or have one assigned.*
- *Sponsors a workshop on the retention-tenure-promotion process and how to prepare a successful dossier.*
- *Recognizes that family issues are also career issues. Some WFA mentors are also parents or spouses. As such, they are good sources of information about easing the transition of family members. New faculty may request these mentors or contact them with questions*

***The Roles of Mentors and New Women Faculty***

A mentoring relationship values discretion and confidentiality. Mentors and new women faculty members must be able to trust each other. Both should make every effort to be accessible to each other, although creative scheduling may at times be needed.

In particular, ***the mentor's role includes:***

- *Being an effective role model in the three major areas of faculty responsibility: scholarly research, teaching effectiveness and community service.*
- *Providing encouragement by being genuinely interested in the new woman faculty member's progress, by listening and responding carefully to her concerns and by meeting regularly to assess progress.*

In particular, ***the new faculty member's role includes:***

- *Formal and informal contacts with her mentor and others.*
- *Asking for information or help when needed.*
- *Being willing to revise expectations and goals as situations change.*

***Mentors*** are willing to work with each new woman faculty to develop a plan for professional growth and success at CSU, Chico. To this end, new faculty may want to identify areas of concern and share with their mentor their ideas for potential growth and professional development.

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**WFA Mentoring Program Coordinators:**

<b><i>Barbara Pease.....</i></b>	<b><i>Meriam Library.....</i></b>	<b><i>898-6168</i></b>
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