1. WHAT QUESTIONS COME TO MIND WHEN YOU HEAR OUR BASIC MESSAGE?
2. HOW DO YOU FEEL ABOUT YOUR ROLE IN MENTORING RELATIONSHIPS?
3. WHAT CHANGES WOULD YOU ANTICIPATE IN YOUR RELATIONSHIPS WITH STUDENTS?
4. WHERE SHOULD WE GO FROM HERE? WHAT IS YOUR ADVICE FOR NEXT STEPS?

Responses related to initial reactions to the “mentor message”
- Discomfort with accountability
- Frustration
- Apprehension
- Excitement
- Uncertainty
- Change
- Vulnerability
- Rewarded
- Uncomfortable
- Very comfortable
- Privileged
- Anxious
- Excited, especially for implications for getting alumni more easily involved
- Satisfied
- Frustration to exhilaration
- Responsibility
- Good feeling
- Terror
- Great feeling
- Feels “natural”
- Worry about administrative record
- Confusion about “when” and “how”
- Feelings of inadequacy/concern (about having the skillset or personality to be a mentor)
- Question whether this is something students really want
- Upset because what should be “natural” is now going to be measured
- That this is important
- That mentoring is the most important teaching I do

Responses related to general suggestions for getting initiative off to a good start
- Need clear guidelines, especially related to branding
- Be honest
- Build in expectations and parameters
- Build better communication and support networks
- Be vigilant in closing gaps that could prevent some students from participating
- Increase student understanding of the value of mentoring
CONSOLIDATION OF RESPONSES ACROSS 4 QUESTIONS
Charette exercise at faculty retreat, 8/24/05

• Mentor mentors
• Be realistic
• Be aware that the vulnerable and introverted will need special attention and put greater responsibility on their mentors
• Don’t forget that there need to be informal points of entry to mentoring relationships
• Document and communicate as the initiative is developed
• Look at things from student perspective
• Don’t rush
• Don’t institutionalize
• Treat mentoring differently than advising
• Manage Expectations
• Put less emphasis on wording of the initiative and more on resource
• Take better advantage of resources
• Recognize that mentoring can’t meet all emotional needs
• Work on supporting a culture of mentoring

Responses related to specific suggestions for getting initiative off to a good start
• Establish priorities
• Create a timeline and make it known
• Provide appropriate coaching to faculty who need it
• Establish and support more opportunity for students to mentor students
• Develop appropriate opportunity for part-time students
• Figure out a way to involve adjuncts
• Clarify how and if mentoring fits into FRF and Capstone courses
• Set up brown bag lunches for interaction
• Review Carnegie specifics
• Consider ways to serve students in departments where they are not a good fit
• Determine how and if mentorship is going to be assessed and evaluated
• Tap into what we have learned about mentoring in the learning communities
• Provide routine reminders about the initiative through the WWW, Wilkes Today
• Clarify relationship between mentoring and tenure process
• Strengthen alumni participation in mentoring
• Do a good job of tracking students

Responses related to Inclusion and Participation in Planning
• Use on-campus experts
• Make sure we have student input
• Make sure we have alumni input
• Include all of the campus community
• Acknowledge what already exists
CONSOLIDATION OF RESPONSES ACROSS 4 QUESTIONS
Charette exercise at faculty retreat, 8/24/05

Semantics-related Responses:
- What do we mean by mentoring?
- Is mentoring relational advising?
- What is the Webster definition of mentoring?
- Differentiate between mentoring and advising
- Clarify difference between advising, mentoring, and counseling
- Is teaching mentoring?
- Are we talking about craftsman/apprentice relationship?
- Is the emphasis on relationships outside the classroom?

Resource-related Responses:
- Need resources allocated to time
- Need designated spaces for mentoring activity
- Need to consider how or if this affects faculty (and student) loading
- Need additional money to support get-togethers and travel with students
- Need more support to maintain contact with alumni
- Need increased resources to support faculty/student research

Increased support for improved communications

Responses related to perceived negative outcomes that could result from the initiative
- Jealousy between faculty members (advisor/mentor conflict)
- Feel mentoring process will become bureaucratic when institutionalized
- Assessment and reporting will take time away from mentoring
- Too much measuring could destroy the mentoring experience
- Every mentoring circumstance will be different, possibly making mentoring feel like a burden
- Too much attention on “brand” may take attention from what we are here to do
- Faculty will be expected to engage in fundraising
- We could be seen as “overpromising”
- We could be seen as unrealistic
- We might break down what are appropriate boundaries
- Could be overwhelming challenge to match students with appropriate mentors
- Could lead to information overload
- If mentoring is mandatory it could lose spontaneity
- The process could become a burden
- We could create expectations we can’t or shouldn’t meet
- Demands on faculty time could be unreasonable
- Faculty could become surrogate parents: do we want this?
- Students could become more dependent instead of more independent
- Mentorship will be less personal and more consumer oriented
Responses related to perceived positive outcomes that could result from the initiative

- There will be more participation in mentoring
- Alumni will be more involved
- Mentorship opportunity will be more accessible and open
- Could be a good recruiting tool
- Classes might become less structured to accommodate a mentoring culture (more seminar type classes)
- Students will be more involved since they will have to seek mentors
- Faculty will interact out of class with students other than their advisees
- Students will develop mentoring skills that will serve them after graduation
- Could open opportunity for students who are too shy to seek mentors on their own
- Staff will contribute to mentoring of students
- We may be able to track students better
- We could better cultivate positive life-long relationship between students and the University
- We could have deeper, more meaningful relationships with students
- We won’t simply be providing “speed-advising”

Responses related to perceived neutral effects of the initiative

- We do this well already, so no greater benefit will derive
- Faculty are already mentors, so there will be little to no change

Responses related to unanswered questions

- How do we become good mentors if we ourselves never had a good mentor?
- How do we handle failed mentoring relationships?
- Can mentoring fail?
- Will there be repercussions?
- Is environment “safe” to address dysfunctional relationships?
- How do we overcome interacting only with the star students?
- What needs to be changed to make mentoring better?
- How do “bad” mentors fit in?
- How will students know they are being mentored?
- How does it show we are mentoring if we are relying on the expectations of 17-18 year olds and their parents?