Mentoring Task Force
Meeting Notes
May 27, 2005

In attendance: Paul Adams, Sandra Carroll, Ed Foote, Mike Frantz, Maravene Loeschke, Mary Beth Mullen, Josephine Panganiban, Anne Pelak, Margaret Steele, Deb Tindell, Brian Whitman, Nicole Witek, Tim Gilmour, Ann Zanzig.

Team Meeting Operating Principles
Be open minded during discussions and about new ideas
Do not be distracted by your other responsibilities during meetings
Do not talk too much/dominate the conversations
Fully participate in conversations
Do not be defensive if ideas are criticized or about our current way of doing things
Actively listen to each other
Always be student-focused!

General Expectations About Designing the Process
✓ We will work as a team
✓ We will maintain a student focus
✓ We will have the necessary resources
✓ It will be an inclusive process, with campus-wide involvement
✓ There will be tangible results
✓ We will have good communication systems in place
✓ We will have agreed upon characteristics for a successful “mentor” and program
✓ There will be an attitude on campus that everyone is a mentor
✓ We will align this with other grants
✓ We will educate the campus community clearly
✓ We will have consensus around a definition of “mentoring” at Wilkes

Mentoring Team Core Values
✓ At the heart of a Wilkes education are unique advantages for students
✓ Academic pride
✓ We fill the “gaps” left by other previous educational experiences
✓ Historic preservation (we keep what is sacred to us)
✓ The student is always first
✓ We work as a team to succeed
✓ We maintain a caring feeling among our community
✓ Perseverance
✓ Individual attention to all
We have strong core undergraduate events that can be used to build the undergraduate/alumni connection
*Our Vision For The Developing of a Mentoring Program At Wilkes
“If this program were to be created and embraced exactly as we wish, it would …..”

1. Be initiated at the grass roots level but with strong leadership support
2. Be built on those programs that are already a success at Wilkes
3. Have strong internal and external committed resources
4. Ensure that all employees have mentoring as a core competency
5. Be infused into the hiring and evaluation processes
6. Have multiple points of entry and ways of expression
7. Not use the word “protégé”
8. Be spoken of in diverse language and contexts in order to personalize it
9. Have a clear process and be considered very important
10. Have two tracks: variations on current programs and new, more “structured” programs
11. Have an emphasis on an “attitude of opportunities”
12. Be organic and open to continuous improvement

Past Successes – Lessons Learned
“Looking back, when something new has been created and successfully incorporated at Wilkes, what happened to make it a success?”*

1. We tapped the expertise of people we had on campus
2. People took personal action and responsibility
3. There was compromise in dialogue
4. We took all the time that was needed
5. It became part of the teaching/academic process
6. It had leader support and action
7. We allowed people to do what they do best and got out of their way!
8. We trusted our “gut instincts”
9. There was a clear understanding of when to fold, when to continue etc.
10. A desire to do better!
11. We paid attention to peoples’ personal needs and comfort levels
12. We used a realistic approach about what is doable
13. We had fun!
14. We maintained the right level of expectations for success

*We need to always go back to these two lists as reminders as we proceed forward!
Our “TO DO List…. What? / Who?

Flowcharting/mapping our process
Develop a clear definition, but be appropriately inclusive of others
Write a clear description of our framework in order to facilitate future discussion
(SSC, Anne, Mar and Foote)

Community Involvement

Use faculty convocation in the fall to begin discussion and rollout
Mar, MF, BEW
Develop a community education plan to begin campus buy-in
JP

Data Gathering/Benchmarking

Connect immediate branding needs with the conceptual development above
JP
Gather input from all audiences, internally and externally, especially students
BEW

Begin Creating Incentives For Mentoring

Work on public and community recognition activities
MF, MAR, DRT

Secure Resources

Tim and Paul will work on this.

Alumni Work

Continue developing current programs
Develop networking panels for alumni - student mentors
SSC, DRT

5/30/05
AZ