DRAFT PURPOSE STATEMENT: (AZ)
“Mentoring” at Wilkes University, means students can expect a culture where there is a commitment beyond the conventional obligation, to develop partnerships among all individuals. These connections and networks will be manifested in a variety of ways. The entire Wilkes community will actively engage in the process of developing and sustaining relationships that provide personal as well as professional guidance to enrich the life of each individual student.

REVISED PURPOSE STATEMENT: (PA, AP, DT, SC)
Wilkes University embraces a culture that is committed to developing mentoring relationships. These connections and networks will be manifested in a variety of ways, giving students not only the opportunity to be mentors, but to mentor others. Developing and sustaining relationships that provide personal and professional guidance will be the hallmark of a Wilkes education.

Some ways students will experience this “Wilkes Way” of mentoring are in:

- Engaged learning
- Academic advising
- Accessible faculty, administration and staff
- Alumni relationships
- Residence halls community/culture
- Peer access/advice
- Formal programs

The “Wilkes Way” of mentoring its students is unique because...

- We are deliberate and purposeful in incorporating mentoring in all of these experiences for you.
- It is an expectation of all our Wilkes community (faculty, students, staff, alumni, and administration) to ensure you encounter this relationship throughout your career here.
- We will hold ourselves accountable to you for these relationships.
- We guarantee you a way to record these experiences, and academic successes in an electronic portfolio designed by you with input from the entire Wilkes community during the course of your say here.

Descriptors of How Faculty & Staff Can Achieve This:

- By commitment beyond conventional obligation
- Through multiple pathways/venues
- When there are mutual benefits for mentor and mentee
- Through two-way partnerships
• Identifying of purpose and values that help students think and choose well
• When there is a guiding relationship
• Through personal guidance leading to success
• By providing a culture that nurtures the personal, professional, and social needs of the student
• Through purposeful, individual, personal, and professional guidance

ORID QUESTIONS:*

Objective - What Are We Saying?
Is the basic idea of “Mentorship” at Wilkes clear in these messages?
Is the role that faculty will play in mentoring presented clearly?
Do you think this message accurately reflects the Wilkes’ environment?
Do you think we are missing a critical component of “Mentorship?”
Does this message convey the multiple avenues that mentoring will take (i.e., staff development, alumni relations, student/faculty retention)?
What questions come to mind when you hear our basic message?

Reflective (How You Feel)
At first blink, does this feel like a match for Wilkes?
What do your instincts tell you about mentoring as a brand for Wilkes??
What is making you uncomfortable?
What is making you uneasy?
What excites you?
What are your strongest concerns?
How do you feel about your role in this?

Interpretive
How will/ could this change the student experience?
How could/ will this change the faculty experience?
Where could mentoring have the greatest impact?
What changes does this require for the academic advising process?

Decisional
Where should we go from here? - Advice for next steps
How would you foster mentoring relationships in different ways than you currently do?
What are some unique, formalized mentoring processes we should develop?

What resources, rewards and/or recognition do you need to engage in unique mentoring relationships?

How much of your annual review should be tied to your mentoring activities?