
HANDBOOK
THE PENNSYLVANIA STATE UNIVERSITY
ARCHITECTURAL ENGINEERING MENTORING PROGRAM
FEBRUARY 5TH, 2021



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BENEFITS OF AE ALUMNI MENTORING PROGRAM

A successful mentor program provides opportunities for students to:

- Explore professional practice through interaction with professionals in their field of study and/or career choice
- Gain an experienced perspective on applying textbook concepts to real-life situations
- Identify and develop long-term professional goals with mentor guidance
- Realize the value of professional networking
- Develop a meaningful, professional relationship with experienced industry representative
- Understand the behaviors and attitudes needed to succeed in the workplace
- Increase student understanding of the skills and experience, including leadership and communication, needed for a future career
- Network for internships, job opportunities or prepare for graduate school
- Learn about real world work experiences
- Gain better understanding of alignment between options areas within the AE major and career options/paths
- Develop a professional network
- Develop a strong resume
- Refine interview skills
- Obtain mentoring assistance with technical aspects of coursework
- A mentor program benefits the professionals (who may be retired) by: Contributing to the professional development of the future talent pool
- Assisting students in beginning successful careers
- Giving something back to the profession
- Stay informed about and assess the current curriculum being taught to the students
- Learning positive methods and techniques of communicating with the upcoming generations
- Gain cutting-edge knowledge on technology and industry trends being taught in the classroom
- Exposure to potential interns and graduates, however, this should not be a driving force in the mentor's outlook as a focused benefit for the working professional

PROGRAM DESCRIPTION

MISSION

- To facilitate the [professional development](#) of PSU AE students by providing students with guidance, counsel, and networking opportunities
- Provide an Industry Resource Network that enables all PSU AE students to connect with working professionals in group and one-on-one settings to receive advice, feedback and recommendations related to academic and professional development
- To give students the professional and personal development resources and background knowledge to hit the ground running when they enter the AEC industry

GOALS AND OBJECTIVES

For 1st & 2nd year students:

- Help students to better understand the option areas of the AE major
- Raise awareness of traditional and non-traditional career paths
- Provide group guidance/support related to getting an internship or summer employment (i.e., prospecting, interviewing, resume/portfolio preparation)
- Model real world examples and insights about work in the AEC professions, the job market and industry trends

For 3rd, 4th & 5th year students:

- Provide one-on-one guidance/support as student mentee considers their own career path
- Provide advice and recommendations related to academic and professional development of the student mentee
- Provide group and one-on-one guidance/support related to getting an internship/summer employment or full-time job (i.e., prospecting, interviewing, resume/portfolio preparation)
- Facilitate access for student mentee to mentor's network of industry contacts
- Provide technical mentoring to student in capstone (senior thesis) to aid in their building system or construction process designs.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of the participants in the AE Mentoring Program are noted in the below Organizational Chart (Table 1) and the Responsibility Matrix (Table 3) at the back of this Handbook. A summary of the roles and responsibilities is as follows:

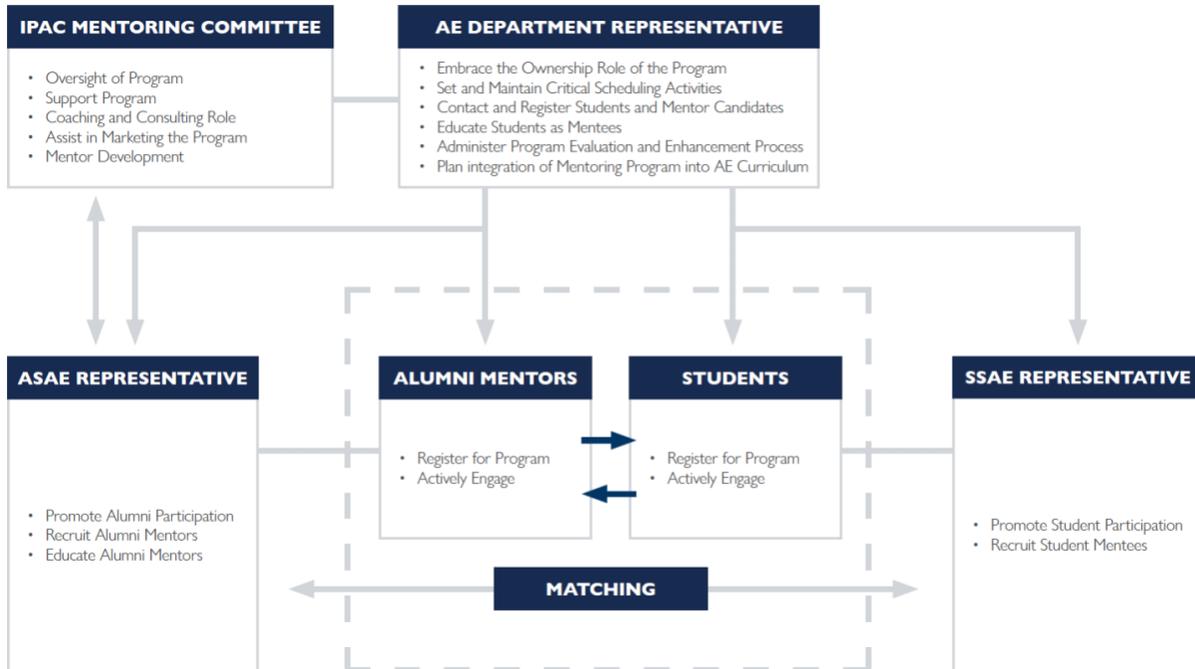


TABLE 1: ORGANIZATIONAL CHART

*An AE Mentoring Board has been established for the Spring 2021 Pilot Program to handle the roles identified for the IPAC Mentoring Committee and AE Department Representative.

IPAC SUB-COMMITTEE ON ALUMNI MENTORING

Members of the IPAC Committee will take ownership of and be responsible for the administration of the mentoring process. IPAC committee will engage the AE Department Representative or Department Head as needs arise. The IPAC subcommittee will explain the benefits of mentoring with the students, oversee student registration, schedule mentee training, match students and alumni mentors, identify AE course assignments that will require mentor participation, review evaluation forms, and develop action plans to maximize the benefits of the mentoring process. The IPAC subcommittee shall develop and maintain an annual

continuous improvement program partnering with representatives of the IPAC Mentoring Committee, ASAE, and SSAE.

AE DEPARTMENT STUDENT INTERN

The AE department will ensure that the IPAC subcommittee has a student intern to help with the logistical items of the initiative. In particular, the student intern will support the IPAC subcommittee in explaining the benefits of mentoring with the students, overseeing student registration, scheduling mentee training, matching students and alumni mentors, identifying AE course assignments that will require mentor participation, reviewing evaluation forms, and developing action plans to maximize the benefits of the mentoring process. The student intern will coordinate with the AE Department Representative to receive support as needs arise.

AE DEPARTMENT REPRESENTATIVE(S)

The AE Department Representative will support the IPAC subcommittee on alumni mentoring in the administration of the Alumni mentoring program year after year. This may include reviewing the effectiveness of the program, making recommendations for improvements and generate a mentor development program applying industry best practices.

ALUMNI SOCIETY OF ARCHITECTURAL ENGINEERING (ASAE)

ASAE's mentoring representative will help recruit AE alumni to register for the mentoring program. This representative will schedule mentor training (with the support of the IPAC Mentoring Committee), assist with matching students and alumni mentors, and provide feedback to the AE Department Representative on enhancing the mentoring process.

STUDENT SOCIETY OF ARCHITECTURAL ENGINEERING (SSAE)

SSAE's mentoring representative will proactively promote mentoring to all AE students, assist with matching students and alumni mentors, and provide feedback to the AE Department Representative on enhancing the mentoring process.

STUDENTS

All architectural engineering undergraduate students are eligible and encouraged to participate in the mentoring program on a voluntary basis. All students are required to complete the online application form to be accepted into the program. Student mentees are required to complete a Mentoring Work Plan with input from

their mentors. Student mentees will have specific class assignments that will require interfacing with their mentors. At the end of each year, student mentees will complete evaluation forms for the program and for their mentors.

MENTORS

All AE Alumni are encouraged to join ASAE and to serve as mentors on a voluntary basis. Alumni who are interested in being a mentor should complete the online application form. Mentors will assist their student mentees in completing their Mentoring Work Plan and interact with the mentee(s) on specific class assignments. At the end of each year, mentors will complete evaluation forms for the program and for their student mentees.

MENTORING PROCESS

REGISTERING

Both students and mentors must register as follows to participate in the AE Mentoring Program:

STUDENTS

A student begins the process of obtaining a mentor by registering online and inputting both contact and background information such as name, address, telephone number, option (or intended option), industry interests, technical background, and personal interests. Information provided by the student is used to identify a mentor with a background and interests compatible with those of the student.

ALUMNI

Alumni can volunteer to become mentors by registering online and inputting both contact and background information such as name, address, telephone number, career, industry, technical, and personal interests. Information provided by the mentor is used to identify a student with a background and interests compatible with those of the mentor.

MATCHING

The AE Department Representative reviews registration information that was submitted by students and alumni to determine the best student-mentor matches. Afterwards, the Board notifies both the student and mentor of their match and provides them with each other's name, contact, and background information. It is the responsibility of the student to make the initial contact and arrange an initial meeting with the mentor either by phone, video call, or in person. The student should contact the mentor within one week of receiving their mentors contact information and arrange for an initial meeting within two weeks following.

MENTORING

The mentoring phase of the AE Mentoring Program is continuous throughout the school year. However, it may continue to last as long as the mentor and student want to maintain the relationship. In any event, at the end of the first year of the mentoring relationship, the student and mentor are asked to submit a satisfaction survey to the AE Mentoring Board. The Board will review the student-mentor relationship and consider re-matching if that relationship has not met expectations.

The success of the mentoring phase is highly dependent on the relationship between the student and the mentor. Face-to-face mentoring meetings and joint participation of the student and mentor in appropriate social or professional events strengthen this relationship. Additionally, it is critical to the success of the mentoring process that the student ask questions and share professional interest and goals.

CHANGING ALUMNI MENTORS

During the initial meeting and at any time throughout the mentoring process, the student and mentor should assess their satisfaction with their matches. If the student and/or mentor do not feel that the match is appropriate, the AE Department Representative should be notified, and a new mentor will be matched with the student.

UNDERGRADUATE CURRICULAR ACTIVITIES

Each semester, the AE Department will identify specific educational assignments in specific AE courses that will require interaction between the student mentees and alumni mentors. As soon as these assignments have been identified, the student mentees will let their alumni mentors know, so that an action plan could be created to identify the steps to be taken to work collaboratively on the assignments in the given timeframe. The student mentees will share the grades and comments received on these assignments with their alumni mentors, so that improvements could be implemented on future assignments together.

SCHEDULE OF KEY ACTIVITIES

A summary of the key activities and milestones for the Architectural Engineering Mentoring Program is included in Table 2 below.

ACTIVITIES	DATES	COMMENTS
Discuss benefits of mentoring to 2 nd year students in AE 222 class	01/22/21	
2 nd year students complete Mentee Profile forms online	01/22/21 – 01/27/21	
Finalize number of 2 nd year students in Pilot Program	01/28/21	
Finalize list of Alumni Mentors and notify them to complete Mentor Profile forms online	01/29/21	
Alumni complete Mentor Profile forms online	01/29/21 – 02/02/21	
Get printout of Profile forms from IS Dept.	02/03/21	Syed Karimushan
Preliminary Matching of Mentees & Mentors	02/04/21 – 02/05/21	Using Profile forms only
Zoom Breakout Rooms for Mentees to talk with potential Mentors	Week of 02/08/21	
Finalize Matching of Mentees & Mentors	02/12/21	AE Mentoring Board
Conduct Mentee Training Program	Week of 02/15/21	
Conduct Mentor Training Program	Week of 02/15/21	
Finalize AE 222 Course Assignments that will require Mentor participation	Completed	Ryan Solnosky
Mentees contact Mentors to establish Mentoring Relationship	Week of 02/15/21	
Complete Mentoring Work Plan	02/26/21	Mentees and Mentors
Complete 1 st AE 222 course assignment	Mid-March	
Complete 2 nd AE 222 course assignment	Mid-April	
Complete goals identified in Mentoring Work Plan	04/23/21	
Submit Mentee Evaluation forms	04/30/21	Mentors
Submit Mentor Evaluation forms	04/30/21	Mentees
Submit Mentoring Program Evaluation forms	04/30/21	Mentees and Mentors
Review Evaluation forms, establish Metrics, and develop Action Plans	Week of 05/10/21	AE Mentoring Board
Implement Action Plans	Month of June 2021	AE Mentoring Board
Refine Mentoring Program and Handbook as required	Month of July 2021	AE Mentoring Board
Establish Schedule to roll out the AE Alumni Mentoring Program to all U/G AE students	End of July 2021	AE Mentoring Board

TABLE 2: KEY PROGRAM MILESTONES

REFERENCE DOCUMENTS

GUIDELINES FOR THE MENTEES

The Penn State Architectural Engineering Mentoring Program facilitates a one-to-one relationship between a current student and an alumnus for guidance, information, and networking.

Open communication is the foundation of a productive student-mentor relationship. It should be fun but professional. Students should be enthusiastic and assertive in communicating their individual interests and needs. One of the greatest ways in which a mentor may be an asset to a student is by sharing real world work experiences. Students should take advantage of this asset by asking questions about the workplace and how best to prepare for specific work environments.

Students may discuss a range of topics with mentors, from schoolwork and career goals to extra-curricular activities and relationships with other students, faculty, and staff. Remember that while mentors play many different roles throughout the relationship, the mentor is not a parent, counselor, or therapist. Most importantly, students must keep their commitments and remember that their mentors have volunteered this time to be of service to them.

Tips to Remember

- Discuss guidelines with your mentor, such as appropriate times for both of you to meet, call, and how to handle appointments that must be broken, etc.
- Mentors are generally busy professionals, please be consideration about scheduling matters in advance. Provide options.
- Be prepared for every meeting and work to have meetings start on time
- Do not break appointments unless it is absolutely necessary and provide notification in advance when possible.
- Have fun with the relationship, but keep it professional
- Be yourself
- Share your student experiences
- Ask if your mentor would mind critiquing your work, such as résumé, papers, projects, or presentations.
- Be grateful; If your mentor takes the time to critique your work, thank them
- Keep in mind that confidential information about you will not be discussed with anyone
- Be patient

- Be flexible
- Do not set unrealistic expectations

Action Planning

Working with your mentor on an action plan for the mentoring relationship is a great way to get started. It will help you get acquainted while developing your goals and the basic steps you and your mentor can take together to achieve them. A Mentoring Work Plan is included in your mentoring handbook to help guide you through the process.

Interacting with your Mentor

Do not worry if you feel nervous about contacting or talking to your mentor. Remember that your mentor volunteered to help answer your questions, give you advice, and to help you reach a greater understanding of your field of interest and your educational and career goals. The best way they can help you is if you are proactive and enthusiastic and not afraid to ask plenty of questions. Be assertive.

Your shared objective should be you achieve a successful start to a good career. Within that overall objective, what you do with your mentor, and how you do it, is up to the two of you to agree on. You should set the direction (it is your career!). If you want input, ask, but do not ask the mentor to make decisions for you.

Respect your mentor's commitment by making good use of their time. It is always your choice whether to accept or act on any advice or help that your mentor offers. But if you ask your mentor to do something specific, then you should make every effort to make use of what they have done for you.

The focus of your relationship with your mentor should be career and professional development. Most will probably relate to your course work and your relationships with other students, faculty, advisors, extra-curricular activities, and other school related subjects.

Here are some suggested questions to ask your mentor about the workplace for which you are preparing:

- What do you like most/find most interesting about your work?
- What kinds of problems do you face? Find most difficult?
- What skills/abilities do you find are most important in your work?
- What trade journal or magazine should I review to learn more my future career?
- What is the typical work environment like for a person in this career area?

- What are the basic prerequisites for jobs in this field?
- Are there any specific courses a student might take that would be particularly beneficial?
- What entry-level jobs are available in your chosen field?
- What special advice would you give to a person entering this field?
- Is there a demand for people in this field?
- Do you view this field as a growing one?
- What is the best way to obtain a position that will start me on a career in this field?
- How much flexibility does one typically have regarding innovation, lifestyle, self-expression, working with colleagues (co-workers), hours of work, and decision-making (authority)?

Mentors will not do your career development work for you. They may provide contacts or review your resume. You must call the contacts and write the resume.

What your mentor can be for you

- Advocate
- Coach
- Developer of talent
- Friend
- Positive role model
- Sponsor
- Trainer
- Facilitator of self-esteem and self-confidence
- Career skills adviser
- Job reference

What your mentor cannot be for you

- A parent
- A professional counselor
- An employment counselor
- A reviewer of your assignment and also someone who does assignments for you.
- A social worker

You may find that you develop a rewarding relationship with your mentor in the course of your work together, which continues beyond graduation. If so, great! But even if this does not develop, your mentor can still help you to get off to a great start in your career and give you invaluable insights from an industry perspective.

GUIDELINES FOR THE MENTORS

The Role of a Mentor

Mentors serve many purposes. During the course of most mentor relationships, mentor roles are likely to include:

- Good listener
- Advocate
- Coach
- Friend
- Guide
- Positive role model
- Sponsor
- Facilitator of self-esteem and self-confidence
- Job Reference

Benchmarking information from other Penn State mentoring programs strongly suggests that personal contact between the mentor and the student is highly recommended to establish trust and enable open communication. Consequently, regular personal contact is desirable but if that is not possible, we recommend a face-to-face meeting early in the student/mentor relationship. If in-person meetings are not possible, we recommend video calls (Zoom, Teams, etc.). However, if your relationship consists mostly of e-mails, regular contact will go a long way toward establishing the kind of relationship in which the student's potential is fostered.

Action Planning

Working together with your student on an action plan for the mentoring relationship is a great way to get started. It will help you to start getting acquainted while developing your goals and the basic steps you and your student can take together to achieve them. A Mentoring Work Plan is included in your Mentoring Handbook to help guide you through the process.

A Successful Mentor

- Listens intently to the student, and offers comment only when the student is receptive
- Is consistent
- Is a supporter but not a crutch
- Respects confidentiality (except in cases of potential harm to the student or other people)

- Has high, but realistic expectations
- Respects the student's commitment by making good use of their time and by being prepared and on time for every meeting.
- Does not expect or ask students to 'return the favor', for professional or non-professional matters such as: lining up football tickets or a place to stay in Happy Valley.
- Understands that he/she is not obligated to make commitments, but keeps all commitments made because the student is depending on it.
- Keeps the focus on career and professional development. If the student needs other kinds of assistance, direct them to the best place to get it.

The Five Tasks of a Mentor

1. Establish a Positive Personal Relationship

- Most important task in mentoring
- Requires building trust
- Might take a while to cultivate, be patient
- Is unique to each mentoring relationship (could be different student to student)
- Encourage regular interaction and specific support
- Should be enjoyable and fun
- Should enhance the student's self-esteem
- As in a professional sense, should be a good working relationship

2. Help Develop Career Skills as Needed

- Goal setting
- Time management
- Communications
- Teamwork
- Critical thinking
- Decision making
- Perseverance, dedication, accountability
- The importance of continuing education

3. Assist the Student in Obtaining Additional Resources

- Discuss what resources and courses are needed to pursue and achieve goals and ambitions
- Act as an advisor, guide, and advocate
- Be a resource and a network to help identify openings, as appropriate.

4. Increase the Student's Abilities to Interact with Other Social and Cultural Groups

- Broaden the student's outlook on different kinds of social and business situations
- Respect differences; do not promote your values as superior
- Help the student understand the behaviors and attitudes needed to interact in the workplace and the larger society
- Challenge the student to think about the importance of respecting and functioning in a diverse world.

5. Develop Competencies. Help the Student Develop by:

- Providing positive feedback on his or her work
- Share accomplishments and roadblocks you had to overcome to be successful
- Encourage him or her to seek new opportunities and experiences.

Remember

This is about the student

You are agreeing to help your student with their career and professional development. Your shared objective should be to have the student achieve a successful start to a good career. Within that overall objective, what you do with your student, and how you do it, is up to the two of you to agree on. You should get the student to set the direction (it is their career!). If they ask for input, offer options, rather than a single direction.

A Mentor Listens

Mentors should encourage students to talk about their goals and concerns. Even when much of the relationship might be via email or phone, it is very important to clearly understand the student's point of view before commenting. However, as in conversation, the mentor should put aside impulses to direct the student in favor of encouraging a process of self-direction.

A Mentor Advocates

A mentor can help link students to resources they might not know exist or be able to otherwise access and utilize. Please take advantage of connections and associations you have on behalf of your student.

A Mentor Builds on the Positive

Whenever possible, approach the goals, issues and/or problems of your student in a positive light, building on related strengths that he or she has demonstrated. You

can be the one to help your student see the connection between actions of today and dreams and goals of tomorrow. Be as concrete and relevant as possible.

A Mentor Encourages

Mentors can help build self-confidence and self-esteem to last a lifetime by focusing on the talents, assets, and strengths of the student.

A Mentor Turns Opportunities into a Learning Experience

Keep an eye out for learning opportunities and teachable moments. If your student expresses an interest in something, take advantage of the situation to help him or her develop the interest further. You may find that you develop a rewarding relationship with your student in the course of your work together, which continues beyond graduation. If so, great! But even if this does not develop, you can still get the satisfaction of helping a Penn State architectural engineer get off to a great start in their career.

MENTORING WORK PLAN

1. Contact Information

Mentee: _____
(Name) (E-mail) (Phone)

Mentor: _____
(Name) (E-mail) (Phone)

2. Contact Schedule

For at least the early part of the mentoring relationship, a regular contact schedule will be helpful. Please establish your next contact date, time, and method; as well as, your regular contact schedule.

Our next contact will be by phone/video call/in-person on _____ at _____
(Choose One) (Date) (Time)

Our regular contact schedule will be _____

3. Action Planning

Please list at least three goals for your mentoring relationship. Include action steps to reach your goals, who will own the steps, and a time frame for each to be completed. For example:

GOAL	ACTION STEP	BY	DATE
Update Resume	Email first draft to mentor	Mentee	11/16/20
	Review/provide suggestions	Mentor	11/20/20
	Phone conference to finalize	Mentee/Mentor	11/30/20
Create industry mailing list for resume	Create list of target companies	Mentee	12/7/20
	Review list for contacts	Mentor	12/18/20
	Phone conference to finalize	Mentee/Mentor	12/21/20

Use the template on the next page to build your personal action plan.

GOAL	ACTION STEP	BY	DATE

RESOURCES FOR MENTORS AND STUDENTS

Penn State offers resources on campus and within the surrounding areas for its students. These resources include academic and career advising, academic support advising, identity-based resources, health resources, and student in crisis resources. These can all be found at the University Park Division of Undergraduate Studies site listed below. In addition, the student affairs site below provides both physical and mental health resources such as appointments with either University Health Services (UHS) or Counseling and Psychological Services (CAPS).

<https://sites.psu.edu/updus/>

<https://studentaffaris.psu.edu/health-wellness>

EVALUATION FORMS

Mentoring Program Evaluation Form

Mentor's Name: _____ Date: _____

Mentee's Name: _____ Option: _____

1. How would you rate the Penn State AE Mentoring Program?
(___) Exceeds expectations (___) Meets expectations (___) Needs improvement
2. How would you rate the quality of your experience as a participant in the program?
(___) Exceeds expectations (___) Meets expectations (___) Needs improvement
3. Would additional training for alumni mentors be beneficial?
(___) Yes (___) Possibly (___) No
4. Would additional training for student mentees be beneficial?
(___) Yes (___) Possibly (___) No
5. How clearly defined were the alumni mentor responsibilities?
(___) Very clear (___) Moderately clear (___) Unclear
6. How clearly defined were the student mentee responsibilities?
(___) Very clear (___) Moderately clear (___) Unclear
7. How effective was the student-mentor matching process?
(___) Exceeds expectations (___) Meets expectations (___) Needs improvement
8. How would you describe the student-mentor collaboration on the AE class assignments?
(___) Exceeds expectations (___) Meets expectations (___) Needs improvement
9. What did you like best about the Penn State AE Mentoring Program?
10. What did you like least about the Penn State AE Mentoring Program?
11. What would you suggest to improve the Penn State AE Mentoring Program?

Mentor Evaluation Form (Completed by the Mentee)

Mentee's Name: _____ Option: _____

Mentor's Name: _____

Semester: _____

QUESTIONS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
My mentor was accessible and available and communicated regularly with me				
My mentor identified the necessary resources and courses to achieve my goals				
My mentor assisted me with improving my course work performance				
My mentor helped me achieve the goals outlined in my Mentoring Work Plan				
My mentor provided guidance, counsel, and networking opportunities				
My mentor helped establish a positive relationship built on trust				
My mentor helped develop my leadership and communication skills				
My mentor helped me set my career goals				
My mentor helped me balance my work with my personal life				
My mentor helped prepare me to enter the AEC industry (internship or full-time)				
Overall, my mentor was an asset and a benefit to me				
I would like to continue my mentoring relationship with my mentor				

Mentee Signature: _____ Date: _____

Mentee Evaluation Form (Completed by the Mentor)

Mentor's Name: _____

Mentee's Name: _____ Option: _____

Semester: _____

QUESTIONS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
My mentee was accessible and available and communicated regularly with me				
My mentee contacted me regularly if there was a need to improve course work performance				
My mentee focused on achieving the goals outlined in his/her Mentoring Work Plan				
My mentee-built self-confidence and self-esteem throughout the year				
My mentee welcomed and accepted my advice and constructive feedback				
My mentee improved his/her leadership and communication skills				
My mentee demonstrated a professional behavior and attitude				
My mentee helped establish a positive relationship built on trust				
My mentee is prepared to enter the AEC industry (intern or graduate)				
My mentee took advantage of most networking opportunities				
I would like to continue my mentoring relationship with my mentee				

Mentor Signature: _____ Date: _____

Responsibility Matrix

PROCESS	RESPONSIBLE PARTY													
	IPAC Committee			AE Department		ASAE	SSAE			Students		Mentors		
	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Benefits of an Alumni Mentoring Program														
Benefits for Students				P				S						
Benefits for Mentors	P					S								
Program Description														
Mission	P													
Overview - Goals and Objectives	P													
Roles and Responsibilities (this document)														
- IPAC	P													
- AE Department Representative	P													
- ASAE	P													
- SSAE	P													
- Students	P													
- Mentors	P													
Mentoring Process														
Registering - Students				P						Yes				
Registering - Alumni Mentors	S			P								Yes		
Matching	A			P		A		A						
Mentoring - Touch Points										Yes		Yes		
Undergraduate Curricular Activities				P						Yes		Yes		
Changing Alumni Mentors				S						P				
Assign IPAC Mentor to SSAE Leadership Team	P					P		S						
Schedule of Key Activities														

Base Line Schedule	P			S									
Regular updates to the Schedule	P			P									
Reference Documents													
Guidelines for Students	P									Yes		Yes	
Guidelines for Mentors	P									Yes		Yes	
Mentoring Work Plan	P									Yes		Yes	
Resources for Students and Mentors	P			P									
Evaluation Forms	P									Yes		Yes	
Regular reviews of the Program Evaluation Forms	P			P									
Matrix of Measurable results from Evaluations	A			P		A						A	
Develop Action Plans for Program Enhancement identified in Evaluations	A			P		A						A	
Training Programs													
Students	A			P									
Alumni Mentors	A					P							
Miscellaneous													
Long Term Program Management	A			P		S		A					
Mentoring Program Integration into the Academic Class Requirements				P									
IPAC Committee to define and encourage involvement by ASAE	P			P		S		A					
Program Marketing and Advertisement	A			P		S		A					

KEY

P= Primary Responsibility / Point of Contact

S= Support Role / Secondary Responsibility

A= Assist with Process / Provide Input

One-time effort

Ongoing Function of Program

TABLE 3: RESPONSIBILITY MATRIX