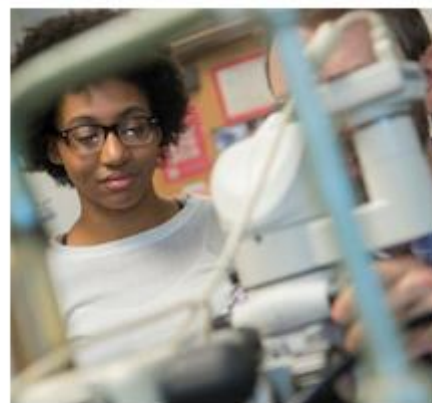


# University of Dayton

## *Mentoring Toolkit*



# THE MENTORING TOOLKIT

This Mentoring Toolkit provides resources, best practices, and a basic structure for which individuals or departments may use and adapt to meet their unique program needs and mentorship goals. The toolkit is organized into three sections. The first section focuses on understanding the purpose and intentional outcomes of the mentoring relationship, the roles of mentors and mentees, and setting expectations and goals for the relationship. The second section focuses on the mentoring relationship itself: the establishment of the mentoring relationship, tips and insight into effective relationships, and ending the mentorship on a positive note. The final section is a review of the existing resources and programs around mentorship at UD and external to the university.

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# INTRODUCTION AND PURPOSE

The Mentoring Toolkit provides a wealth of resources to allow individuals and departments and units to utilize and adapt according to their varying needs. Cultivated from a variety of institution-based resources and other sources, this toolkit represents best practices and foundational resources in support of mentoring faculty and staff across the life of the university.

## Purpose and Value of Mentoring

Extensive research has been done on the positive impact mentoring can have on women and historically underrepresented racial and ethnic groups who are involved in such relationships. For example, mentoring relationships have been identified as one of the most important factors in career success. Good mentoring relationships provide support to future leaders in many ways and can enhance the career success for both people involved. Mentees can gain access to greater networks, develop skills, and increase self-confidence. Mentors can benefit by practicing and developing their counseling and listening skills, leading to greater self-development. Additionally, both mentors and mentees can achieve recognition and often express higher levels of job satisfaction.

Mentoring relationships have been identified as one of the most important factors in career success. Good mentoring relationships provide support to future leaders in many ways and can enhance the career success for both people involved. The mentee can gain access to greater networks, develop skills, and increase self-confidence. The mentor benefits by practicing and developing his or her counseling and listening skills, leading to greater self-development. Additionally both the mentor and mentee achieve recognition and higher levels of job satisfaction.

### Value of mentoring for the institution:

- Strengthens corporate culture
- Positively impacts retention
- Leverages talent across organization
- Increases “workplace satisfaction” of individuals involved in mentoring
- Uncovers latent talent
- Increases communication within the organization, particularly non-hierarchical pathways

### Value of mentoring for mentors:

- Transference of expertise
- Opportunities to translate values and strategies into actions
- Gain further insights/alternative perspectives about the institution as a whole
- Gain insights into other areas of the institution
- Additional investment of time/expertise for the future benefit of the institution
- Increased influence on the institution’s mission and goals

### Value of mentoring for mentees:

- Expansion of personal network
- Sounding board for ideas/plans
- Increased self-awareness and discipline
- Potential to accelerate development and growth
- Positive and constructive feedback on personal and professional development issues

## Women and Underrepresented Racial and Ethnic Groups

*Adapted from the Association of American Medical Colleges' Mentoring Toolkit*

Many individuals encounter challenges in their paths to a successful career, but there are added challenges when we consider gender and underrepresented racial and ethnic groups. Mentors should become sensitive to discrimination and conscious or unconscious biases against women and underrepresented racial or ethnic groups that exist within their institution and themselves. They should support and validate their mentees concerns and complaints about experiencing any of these issues.

### *Challenges specifically related to women and underrepresented racial and ethnic groups:*

1. Cultural taxation: an obligation to serve on committees needing a woman or an individual from an underrepresented racial or ethnic group.
2. Feelings of isolation, particularly if there are relatively few other women and underrepresented racial or ethnic groups in their department or in their network.
3. Success as a barrier: related to violating stereotypes and assumptions of how women and underrepresented racial or ethnic groups should act.

Mentors should be aware of the power differential (social, positional, etc.) between their mentee and themselves that needs to be managed carefully in these relationships. Additionally, women and members of underrepresented racial and ethnic groups are less likely to be networked, sponsored/nominated, or proclaim their accomplishments, so mentors can look for opportunities to publicly support their mentee (e.g., advocacy through nominations for awards, projects, or committees to raise mentee visibility and recognition) and teach their mentees the art of graceful self-promotion.

## Formal vs. Informal Mentoring

Formal mentoring is structured, based on specific objectives, is often measured, and brings people together on the basis of compatibility and/or shared objectives, interests and backgrounds. A formal relationship typically lasts for a specified amount of time with a formal ending. They are distinguished by the fact that they are assigned, maintained, and monitored by the organization, usually through an established program.

Informal mentoring is unstructured or is loosely structured based on the chemistry between individuals. They are distinct from formal mentors in that the duties and personnel are not assigned, maintained, or monitored by the organization.

### **Characteristics of formal mentoring:**

- Connection to a strategic objective;
- Established goals with measurable outcomes;
- Strategic pairing of mentors and mentees;
- Expert training and support;
- Direct organizational benefits.

### **Characteristics of informal mentoring:**

- Unspecified goals;
- Unknown outcomes;
- Self-selection of mentors and mentees;
- Mentoring may take place without the mentor knowing;
- No expert training or support;
- Indirect organizational benefits

## Mentoring vs. Coaching and Sponsorship

Mentors serve as professional advisors, helping mentees shape their ambitions and plans. Mentors generally have expertise relevant to the professional experience that they share with mentees. Sponsors, on the other hand, take a direct role in the advancement of their protégés. Sponsors work at the same organizations as their protégés and use their connections and positional influence to advocate for their protégés, facilitating career-expanding opportunities, and helping them earn raises and promotions.

While mentorship is usually long-term, coaching is short-term, performance-based and focused on specific outcomes, such as improving communication skills. Individuals usually work with an expert coach who teaches them how to develop specific skills.

### Types of Mentoring

#### *From UCLA's Faculty Mentoring and Advancement*

There is no one-size-all fits approach to mentoring; instead individual and departments/units should consider what format best meets their needs.

1. **Traditional mentoring** is often done in a one-on-one fashion, and is often hierarchical in nature such that the mentor is generally within the same department or unit and in a higher level position than their mentee. The quality of the mentoring relationship is dependent on commitment and personal connection between the mentor and mentee.
2. **Group mentoring** can involve multiple mentees and/or multiple mentors who meet regularly on specific issues. For example, a group of tenured faculty may meet with a group of pre-tenured faculty to give advice on their tenure packages.
3. **Peer mentoring** can involve individuals at the same level providing support to one another.
4. **E-mentoring** is available through some professional networks and professional associations which allow members to connect to a mentoring network outside of their home institution.

## Expectations

Mentors and mentees typically enter their relationships with assumed expectations of each other. Expectations that aren't met or even discussed can lead to irritation and disappointment. In many cases, these expectations are similar or the same. A mentoring relationship is a partnership, with both people showing respect and support for each other.

### Expectations for both mentees and mentors:

1. Accept the relationship on a temporary basis, for approximately 12 months or until one or both of you decides to end it.
2. Meet as often as your schedules permit (at least two hours per month recommended).
3. Keep any commitments made.
4. Keep confidences with mentee/mentor.



# MENTORS

## Understanding the Role

Being a mentor is a volunteer opportunity. Whether you are faculty or staff, you'll find that mentoring can be one of the most satisfying and rewarding experiences you can have. Mentors should be able to assist mentees in mastering additional skills and/or gaining knowledge or abilities in specific areas, thereby enhancing the mentees' prospects for success. Remember, mentoring not only helps the mentee, but it gives the mentor valuable experience too. Volunteering as a mentor requires a commitment of time and energy, but it is often a new and interesting experience with the added benefit of helping others.

## Expectations

1. Provide help, serve as a learning broker, and be a sounding board for issues relating to the mentee's career goals and development.
2. Provide suggestions and advice on goals activities, and progress.
3. Provide the mentee with personal introductions to other people unless they're comfortable doing so.
4. Take the lead in the relationship, setting up all meetings and driving the mentee's career development.
5. Evaluate the relationship at various points (at least mid-point and ending) within the agreed-upon time period.

# MENTEES

## Understanding the Role

Being a mentee is a valuable opportunity. A sense of direction, confidence and knowledge can be obtained through a person who serves as a role model, coach, guide, sponsor, friend, and advisor. Whether faculty or staff, if you'd like to gain access to a greater network, develop skills, build self-confidence, enhance your professional career or have an opportunity to grow with guidance, mentoring can help achieve it. Volunteering as a mentee requires a significant commitment of time and energy, and it involves a mentor's time too. But it is often a new and enriching experience for both, with the added benefit of gaining something difficult to achieve in other ways.

## Expectations

1. Take initiative to drive the relationship and be responsible for your own career development and planning.
2. Remember that you own your development, your mentor doesn't. It's up to you to identify objectives as well as keep the relationship focused and moving forward.
3. Use active listening skills in discussions with your mentor.
4. Be prepared to ask for specific advice on your skill set, ideas, plans, and goals. The more specific you are, the easier it will be for your mentor to respond.
5. Be complete yet succinct in your comments and explanations.
6. Make it easy for your mentor to give you honest, specific feedback. Ask for it early in your relationship.

# ESTABLISHING THE RELATIONSHIP

## Planning for and Defining a Mentoring Relationship

*Adapted from the State University of New York at Albany's [Mentoring Best Practices](#)*

A mentoring relationship is about a flow of knowledge between people, and not necessarily a one-way sharing of information. It is important to spend some time thinking about what you want out of your mentoring relationship. Since mentoring may occur among individuals you already know and those you have never met, the most successful relationships happen when individuals have thought through their definition of mentoring, and their own preferences and parameters before embarking on such relationships.

Once you have defined for yourself what mentoring means, confer with your mentoring peers and partners to see whether they share your view of mentoring. Having this initial discussion with your mentoring partners will help to avoid potential problems.

### Common problems in mentoring relationships:

1. Lack of communication or miscommunication. Mentees can be hesitant to “bother” their mentors with questions or concerns as they see them as busy people without time to spare. Conversely, mentors who were not asked for help did not want to interfere in their mentees’ lives and did not contact their mentees without invitation. This concern for the mentoring partner’s freedom, time and independence can lessen the impact and usefulness of the mentoring relationship. It is important for both parties to be proactive in the relationship that you both get what you need. Mentors cannot begin to help if they do not know what their mentees’ questions and concerns are.
2. Expectations. Mentees’ expectations for their partners can be unrealistic. Mentors should be able to admit that they do not have expertise in a particular area, but should then look for other people who might be appropriate resources on that topic.
3. Remember, if you have been paired with a stranger or strangers, this is a somewhat artificial way of establishing a relationship and means that, through no fault of the mentee or the mentors, some relationships may not work as well as others. This possibility is less likely if you begin your mentoring relationships with an honest discussion about what you want and need, and have the mentors speak frankly about how they see the role of mentor.

## Partnership Agreements

*From Ohio State University's [Mentor Toolkit](#)*

By creating a Partnership Agreement, you can find out more about each other and the focus for your relationship. Below are a few examples of Partnership Agreements.

- State University of New York at Albany, Mentoring Best Practices - [Partnership Agreement](#)
- Arizona State University, Graduate College Mentoring Program - [Development Plan and Agreement](#)
- Michigan State University - [Faculty Mentoring Toolkit](#) (3.10)

### *Step 1: Get to know each other*

To launch a successful mentoring partnership, it is important to get to know each other. Below are some items you may want to know about each other.

1. Personal Background: Life history, career history, experiences, core values, personal motto.
2. Goals: Personal, career, progress toward achieving, obstacles in achieving.
3. Perspectives: Keys to success, development needed, about work, about organizations, your commitments.
4. Thinking Process: How you like to learn, solve problems, or make decisions.
5. Skills and Abilities: What you do best, what you want to do more of, what you want to learn.

**Step 2: Setting expectations and goals**

One of the most important things both partners can do is agree to set expectations, goals, ground rules, and a time frame for your mentoring partnership. Periodically come back to these and evaluate “how we are doing”.

**Step 3: Action items**

Work together to define at least one action item that will help reach the mentee’s goal(s). Mentors are there to facilitate the discussion and move it toward a definable action chosen by the mentee – it is the mentee who takes action and make something that is easily incorporated into daily activities and is short term.

1. Incorporate practice: Consider simulating the actual situation, asking “what if” questions and role playing or rehearsing what the action will look like in real time.
2. Reflect on outcomes: Did things go as planned? If not, what actions are needed? What was learned that has broader application?

## TIPS AND TOPICS

### Tips for a Successful Mentoring Relationship

*Adapted from Ohio State University’s Mentor Toolkit*

1. **Develop the Relationship.** Every mentoring relationship needs two elements. First, what are the mentee’s goals for the relationship and what are the mentor’s– what do you each want to learn or achieve? Second, what role does the mentee want the mentor to play and are they comfortable with that role? Explore these questions early on to set the foundation for the relationship.
2. **Recognize the Power of Feedback.** By sharing unbiased perceptions honestly, mentors can have tremendous impact in providing feedback. Mentors should also offer coaching points as well as recognize growth and change. Feedback given in the spirit of helpfulness and progress is appreciated and acted on, as long as it is specific and direct, solicits the mentee’s input, and points the way to change.
3. **Be Yourself.** Mentors should be straightforward about their strengths and weaknesses, modeling how a successful person deals with reality. Being a mentor does not mean being perfect. Many mentees report their mentors helped them by disclosing how they handled difficult aspects of their own personalities. Mentors have the luxury of being distant from their mentee’s work problems and challenges so they are able to share their own experience to provide the “big picture” as a context for daily ups and downs.
4. **Be a Question Coach.** Mentors do not have all the answers – they help their mentees self-discover. They use questions to help the mentee reflect on experiences and draw out key learning points and promote reflection and insight by asking questions such as: What did you learn from this situation? How might you approach it next time? What patterns are you noticing about yourself?
5. **Let actions speak louder than words.** Many people learn by doing. If possible, mentors should involve mentees in one of their work experiences that could be a learning opportunity. Afterward, the events should be debriefed and related to the mentee’s development.

### Additional Resources for a Successful Mentoring Relationship

- State University of New York at Albany, Mentoring Best Practices - [Best Practices at the College Level/Department Level](#)
- Michigan State University - [Faculty Mentoring Toolkit](#) (3.1)
- Arizona State University, Graduate College - [Mentoring 101](#)
- Arizona State University, Graduate College - [SHADES & HUES Mentoring Checklist](#)



## Mentoring Meeting Agendas

From Ohio State University's *Mentor Toolkit*

### Tips for setting meeting agendas:

- Have a focus for each discussion: compelling question, case study, new experience, article, etc.
- Consider sharing resumes or LinkedIn profiles.
- Be open and honest. Ask for what you need, solicit feedback, and share what you are learning.
- Keep confidences. It is important that you can count on each other to treat confidential information with integrity.
- Honor the commitments you make to each other (meetings, follow up, etc.).
- Ask powerful questions and continue to be curious about each other as individuals.
- Enjoy the experience! It's a gift to have someone who is interested in the same work you are and wants to learn and share knowledge.

### Sample Meeting Agendas

- UC Davis Mentoring Resources – [Sample Meeting Agenda](#)
- State University of New York at Albany, Mentoring Best Practices - [Mentoring Activities and Topics](#)
- Ohio State University - [Protégé Toolkit](#)

## Tips for department chairs and directors

From UCLA's *Faculty Mentoring and Advancement*

Department chairs and program directors set the tone for how many faculty in the unit—senior and junior— will view the issue of career advising. If the chair or director does not appear to truly value the practice, or merely gives it lip service, it will be clear to all concerned that it is not a valued activity in the unit. By taking career advising seriously, and consistently communicating that it is part of the responsibility of all faculty, chairs and directors can help create a climate in which better career advising takes place.

1. Build into the evaluations of senior faculty a share of responsibility for mentoring new colleagues. For example, during reviews for merit increases, chairs and directors can take into account the quality and quantity of career advising by asking explicitly for this information on the annual review forms. Have senior faculty document in their annual report their efforts to assist junior faculty in getting research grants, establishing themselves as independent researchers, and having their work published in peer-reviewed outlets. Collaborative research—especially when the junior scholar is the lead author—may also be a sign of a productive career advising relationship. You may also want to ask junior faculty to indicate which senior faculty have been helpful to them, as a sort of check on these self-reports.
2. Take multiple opportunities to communicate to senior colleagues the importance of providing career advice to junior faculty.
3. Ensure that the procedures and standards involved in the tenure and promotion processes are clear to junior faculty.
4. Ensure that all junior faculty know about University policies intended to ease the work-family conflict, such as stopping the “tenure clock” and modified duties.
5. Create opportunities that encourage informal interaction between junior and senior faculty. You might create a fund for ordering pizza, a lunch budget, a gift card for a local coffee shop for them to share, etc.
6. Provide a “tip sheet” for new arrivals. A tip sheet would include items such as contact people for key services around the Department or unit. More broadly, check to ensure that the newly-arrived faculty have access to the information, services, and materials (e.g., computing or lab equipment) needed to function effectively in the environment.
7. Recognize that senior faculty may not be completely certain how best to engage in career advising. Help them! For example, sponsor a lunch for senior faculty in which the topic of discussion is career advising and faculty can exchange information and ideas on the subject.

8. Provide the junior faculty member with a yearly review—in addition to a formal interim (4th year) review—of her/his accomplishments and discuss goals for the future. Recognize that junior faculty may find it difficult to assess the significance of criticism; be careful to frame criticism in a constructive way, but also be as clear as possible. Be sure to provide some written follow-up, summarizing the discussion (or to ask your junior colleague to do that, so you can review it).
9. Use email as a mechanism to ensure the entire faculty has equal access to key decisions, information, and career opportunities.

### **Role of the Chair**

#### ***From UCLA's Faculty Mentoring and Advancement***

1. Take responsibility for overseeing mentoring at the department level.
2. Communicate the importance of mentoring to senior faculty members and include recognition of their mentoring in their evaluations.
3. Provide opportunities for senior faculty members to enhance their mentoring skills through professional development workshops, conferences or mentoring by the chair.
4. Establish a formal mentor or multiple mentors for each new faculty member. (Even new faculty members who join the department with tenure may be paired with an “advisor.” The culture of the department may be different than what the faculty member is familiar with.)
5. Ensure regular follow-up with departmental mentor/mentee pairs to make sure mentoring is occurring. (This can include individual, separate meetings with the mentor and the mentee, as well as short written mentoring evaluation forms.)
6. Take an active role in addressing any issues discovered and make changes to mentor/ mentee pairs as needed.
7. Work with the dean and fellow chairs to establish interdepartmental or division level group mentoring programs.

### **Considerations for Mentoring Women Faculty**

#### ***Adapted from the Association of American Medical Colleges' Mentoring Toolkit***

Mentors need to understand their institutional policies on timing of promotion, changing career tracks, and tenure clock possibilities to assist their mentee in making the best choices for their situation. Women faculty in particular may not be able to give as much effort as may be needed in their scholarly pursuits for promotion due to family issues. Helping mentees identify alternative ways to evidence productivity is particularly critical for primarily clinical faculty.

## **EVALUATION AND TRANSITION**

### **Evaluating the Relationship**

#### ***Adapted from the National Association for Women in Catholic Higher Education***

It is very important that the relationship remains focused. A great way to do this is to give the mentee a questionnaire that they can use to evaluate the relationship. Evaluations are important because they open the flow of communication between mentor and mentee. Questionnaires should be conducted one or two times each semester. This evaluation should then be used by the mentor as a conversation piece at their following meeting. The responses will allow the mentor to outline the direction of the conversation. Listed on the next page are some evaluation questions that can be used as conversations starters.

1. ***How well do you feel your mentor listens to you?*** What does your mentor do that makes you feel this way? Do they interrupt you? Are there messages in their nonverbal communication? What can be done to diminish this feeling?
2. ***How well do you feel your needs are being addressed?*** Your needs should be the most important part of this relationship. What is being addressed if not your needs? Outline an agenda for each meeting to keep both your mentor and yourself on target.
3. ***How oriented do you feel the relationship is toward the goal(s) that you originally outlined?*** Are your goals still the same as when the relationship started, or do you have different ones in mind? Is the mentor aware of any shifted focus in goals? A change of goals throughout the relationships is NOT a negative thing. It is maturation and growth. This change of goals should add direction to the relationship.
4. ***How much progress and development do you think that you have made?*** What have you learned up to this point? In what ways do you feel that you have developed? What do you think could be blocking the relationship from making further progress?
5. ***Do you feel that the relationship is purposeful?*** Evaluate both what your mentor and yourself can change to add purpose to the relationship. No matter what the problem may be, in any aspect of the relationship, remember that you are in it together and should work together to assess, discuss, and overcome any problems. Remember the essence of a mentoring relationship is the notion that you do not need to go through life's processes alone and without a guide.
6. ***Are the meetings regular?*** Does a more specific schedule need to be defined? Is one of the parties canceling often? If one of the parties is having trouble committing to a meeting time or is constantly breaking plans. Let them redefine meeting times and places according to what is more convenient for them.
7. ***Have you experienced a positive change?*** List what you have achieved and what you wish to achieve in the future. Have some of your original goals been addressed? If the direction of the relationship is not going as you would like it to, how would you change it?
8. ***Should the relationship continue?*** This should be a cumulative response to the questionnaire as a whole. Is there more that you can learn from your mentor? Have your needs and goals been achieved? Do you feel ready to move on? Are there irreconcilable differences that make this relationship impossible to continue?

## Giving and Receiving Feedback

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

### Effective feedback:

- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions or strategies

### Effective Feedback from Mentee:

- Whether the advice or guidance you offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

### Effective Feedback to Mentee:

- Mentee strengths and assets
- Areas for growth, development and enhancement
- Harmful behaviors or attitudes
- Observations on how your mentee may be perceived by others

### **Additional Resources for Giving and Receiving Feedback**

- Michigan State University - [Faculty Mentoring Toolkit](#) (3.11)
- Arizona State University, Graduate College - [Mentoring 101](#)
- Arizona State University, Graduate College - [SHADES & HUES Mentoring Checklist](#)

### **Ending the Mentoring Relationship**

*From the University of Washington's [Mentoring Toolkit](#)*

Participating in a mentoring relationship brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring partnership or to more of a peer relationship. It is recommended to instill some structure to even an informal partnership so as to yield the most benefit from the time you spend together.

#### **For Mentors**

There will come a time when you or your mentee feel it is time to wrap up the relationship. Ending well is important – first impressions and last impressions are what we remember most about others. Remember that a mentoring relationship is not a permanent commitment. The goal is to help the mentee move forward in career and life goals. Perhaps these goals have been met, or if this is not occurring and you do not see adjustments that can be made to meet those goals, end the relationship respectfully and honestly.

Your “formal” mentoring relationship may shift to a more informal, infrequent interaction. You never know when your paths may cross again, under what circumstances, and when you may need help or advice from each other in the future.

#### **Tips to End the Mentoring Relationship on a Positive Note**

- Be clear about why the relationship is ending. If the mentee has achieved his or her goals – celebrate!
- If either of you has chosen to end the relationship for other reasons, share them. Perhaps the relationship is not moving the mentee forward and other professional development activities would make more sense.
- Regardless of the reason, give clear feedback about what went well, what growth you have seen, what strengths you see in them, what they might do differently in future mentoring relationships, and what you gained from the relationship.

# EXISTING RESOURCES AT UD

There are a number of resources available to the campus community related to mentoring, both formal and informal, and cohort-based opportunities for professional and personal growth.

## Formal Programs

**Mentoring** (available through Center for Leadership)

- Emerging Leader program (includes mentoring component)
- Supervisory Leadership Certificate program (includes mentoring component)

## Leadership Development

- Leadership UD: An annual program offered through the Ryan C. Harris Learning Teaching Center that fosters community, connection, collaboration and ownership among faculty and staff.
- UD Connections: An annual program for nonexempt staff offered through Human Resources that provides opportunity for institutional knowledge growth, commitment, skill development, and networking.

## Faith Formation

- Marianist Educational Associates: A formation program offered through the Office for Mission and Rector that allows faculty, staff and administrators to deepen their understanding of and their commitment to the traditions and beliefs that make the University of Dayton a Catholic and Marianist community.

**Faculty Programs** (available through Ryan C. Harris Learning Teaching Center)

- AsPIRE (Associate Professor Inquiry, Reflection, and Exploration): A year-long, ten session seminar that provides a cohort of tenured associate professors from across the curriculum an opportunity to critically examine and more clearly define their professional aspirations at the University and to develop the skills, confidence, and understanding necessary to make productive, more fulfilling choices in their career paths.
- e-Learning Fellows: A cohort of 12 faculty members learn to create and deliver high-quality online courses.
- Research Fellows: Supports the research efforts of tenure-track faculty through a series of workshops and presentations, mentorship, and peer support.
- LTC Studio Fellows For Teaching Innovation: Centers on an experimental classroom in the LTC Studio for inquiry-based teaching. It is a place where faculty try new pedagogies and technologies, and share their experiences with other faculty in a collaborative and supportive setting.
- Teaching Fellows: Program aims to provide professional development for faculty seeking ways to maximize learning (of both students and faculty) for academic excellence.

## Informal/Affinity Groups

Name of Group	Population Served:
Asian American Pacific Islander Affinity Group	Staff and Faculty
Black Employee Association	Staff and Faculty
Black Faculty Association	Faculty
Brotherly Ties	Male students of color (with support from staff and faculty)
Dayton Athletics Women Leaders	Women Staff (and some students)
F3USE	Women STEM Faculty
Latino/Latina/Latinx Affinity Group	Staff and Faculty
LGBTQ+ Affinity Group	Staff and Faculty
Makidada Sisters	Women of Color Staff and Faculty
Women in Technology	Women Staff, Faculty, and Students



# EXTERNAL RESOURCES AND CONFERENCES ON MENTORING

## Annual Conferences

1. [2019 Institute for Teaching and Mentoring](#)
2. [The Teaching Professor Annual Conference](#) (June 7-9, 2019)
3. [12th Annual Mentoring Conference: Towards the Science of Mentoring](#), University of New Mexico (Oct. 21-25, 2019)
4. [Faculty Mentoring Partner Project](#)
5. [National Conference on Race & Ethnicity in Higher Education](#) (select workshops and pre-conference institutes)
6. [International Mentoring Association Annual Conference](#) at the University of Florida
7. [National Mentoring Summit](#) (January 29-31, 2020)
8. [Annual Mentoring Conference](#), Everett Community College

## Examples of Internally-Developed Conferences

1. [Faculty Mentoring Conference: Research, Scholarship, and Creative Practice, The New School](#)
2. [Faculty Mentoring Excellence Summit](#): Wright State University
3. [Faculty Development Conference](#): Columbia College, Chicago

## Literary, Online, and Toolkit Resources

1. [National Mentoring Resource Center](#)
2. [National Center for Faculty Development & Diversity](#)
3. [Mentoring Programs: The Lilly Fellows Program](#)
4. [Academic Staff Mentoring Resources: University of Wisconsin - Madison](#)
5. ["How to Be a Mentee"](#) - Chronicle of Higher Education
6. ["How to Become a Great Mentor"](#) - LinkedIn
7. [eMentorConnect](#) - Software, Promotes Staff Retention
8. [How to Be an Amazing Mentor: 12 Ways to Make a Positive Impact on Others](#)
9. [The AWNY Mentoring Community](#)
10. [Mentoring Best Practices: A Handbook](#) - State University of New York at Albany
11. [Mentoring Program Guide for Mentors - ASEEEES](#)
12. [Mentoring Program Guide for Mentees - ASEEEES](#)
13. [Mentorloop](#) - Free Professional Mentoring Resources  
Includes:
  1. The Complete Mentoring Program Toolkit
  2. The Ultimate Guide to Promoting Your Program
  3. The Mentoring Program Tip-Sheet
14. [COMPASS Coaching and Mentoring Resources - Harvard Longwood Campus](#)

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