The University Institute for Teaching and Learning (UITL) is supported by four pillars: (1) Instructional Support, (2) Inquiry and Scholarship, (3) Policy Development, and (4) Strategic Communications. Mentoring is part of the Instructional Support pillar.

**Designed to promote success of new faculty, the mentoring program:**
- matches a small cohort of new faculty with a faculty mentor who is an exceptional teacher,
- encourages regularly planned cohort discussions over the academic year,
- creates a community of new faculty and mentors to support teaching and learning,
- engages cohorts in multidisciplinary work to focus on teaching and learning,
- complements departmental or unit mentoring programs.

**The goals of the mentoring program are to assist new faculty in:**
- understanding the institutional context for their teaching, including The Ohio State University teaching and learning mission, policies, and culture,
- developing familiarity with Ohio State’s diverse student body,
- feeling connected to an active, cross-disciplinary teaching community at Ohio State and within their cohort,
- being reflective about teaching.

Research has demonstrated that “new faculty who are mentored feel more connected to their work environments than their non-mentored peers” (Savage, et al., 2014, p. 26). A mentor can help with questions, concerns, and issues that occur during the first year of teaching at a particular university. Understanding the policies, contexts, and goals of Ohio State are key to success. Mentors have experience in all these areas and are willing to share their expertise with mentees.

In the mentoring program, you are matched to a faculty member known for his or her excellence in teaching. These mentors have significant expertise in terms of teaching and learning at Ohio State; however, this mentor is not necessarily your only mentor. Your department or unit may have a mentoring program that will advise you in your scholarship and service. It is recommended that “early-career faculty build robust networks by engaging multiple ‘mentoring partners’ in nonhierarchical, collaborative, cross-cultural partnerships to address specific areas of faculty activity, such as research, teaching, working towards tenure, and striking a balance between work and life” (Sorcinelli & Yun, 2007, p. 58).

**REFERENCES**