OREDIGGER NETWORK
mines.edu/mentoring

2020-2021 Mentoring Program Snapshot

The Oredigger Network, a Mines-wide mentoring program, was introduced to campus in Fall 2020 thanks to a generous donation from Phillips 66. The program connects business professionals with Mines students, employees and alumni in a 180-day mentoring experience or one-time “flash” mentoring. At the start of each academic semester, mentee and mentor pairs enter a connection curriculum specifically designed for the STEM audience, and are supported by over 30 conversation guides to help mentors assist their mentees as they make progress on their professional or personal goals. The 2020-2021 program outcomes report highlights year one’s data and establishes baseline data for future years.

- Mentoring Demographics -

1060
Applications received since August 2020

926
Published profiles

394
Connected users

Gender

Prefer not to respond
2%

Woman
45%

Man
53%

First-Generation Community

Prefer not to respond
4%

First-Gen
15%

Not First-Gen
81%

LGBTQ+ Community

Prefer not to respond
7%

LGBTQ+
4%

Ally of LGBTQ+
44%

Not LGBTQ+
45%

International Community

Prefer not to respond
5%

International
11%

Not International
84%

Race & Ethnicity*

Prefer not to respond
3%

Asian
7%

URGs
15%

White
75%

Underrepresented groups (URGs) = American Indian/Alaskan Native, Black/African American, Hispanic, Multiple Races and Native Hawaiian/Pacific Islander

*These data only include internal Mines participants

Program Objectives

- Increase access to mentoring to all Mines community members
- Increase recruitment and retention of URG employees and students
- Increase graduation rates of URG students
- Increase affinity for Mines
- Increase feelings of belonging and connection
- Increase feelings of job preparedness and career progression
- Program Outcomes -

The Oredigger Network has impacted my sense of belonging at Mines

Impact on graduation, employment & engagement

- On-going and plans for year 2 -

Close gaps between the skills mentors are providing assistance compared to what the mentees are wanting to develop for their careers:

- Career Planning
- Setting vision and strategy
- Taking risks and innovating
- Networking
- Job search strategies
- Exhibiting leadership stature
- Career advancement strategies

* gap >100 mentors based on completed profiles

Participants' Primary Role

<table>
<thead>
<tr>
<th>Primary Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni/Industry</td>
<td>169</td>
</tr>
<tr>
<td>Faculty</td>
<td>21</td>
</tr>
<tr>
<td>Staff</td>
<td>19</td>
</tr>
<tr>
<td>PhD</td>
<td>17</td>
</tr>
<tr>
<td>Masters</td>
<td>40</td>
</tr>
<tr>
<td>Senior</td>
<td>82</td>
</tr>
<tr>
<td>Junior</td>
<td>28</td>
</tr>
<tr>
<td>Sophomore</td>
<td>17</td>
</tr>
<tr>
<td>First year</td>
<td>1</td>
</tr>
</tbody>
</table>

Increase participation of first-year students, URGs and classified staff employees

- Improve recommended mentor pairings based on role and experiences at Mines or in industry
- Identify where additional support and encouragement is needed during the mentor-selection process
- Formal recognition of mentors for their time and talent

Alignment with MINES@150 and DI&A Strategic Plan

The exemplar for alumni affinity, visibility and involvement

Attract, retain and promote a thriving and diverse faculty and staff

Attract, retain and graduate a thriving and diverse student body