MENTORING RESPONSIBILITIES:

To promote the success of the South Dakota State University faculty member in his/her research and teaching career, the suggested responsibilities of each role are outlined below. Specific responsibilities will be determined by departments/colleges.

The South Dakota State University protégé faculty member will:
• Establish regular communication with the mentor(s);
• Be open to and actively seek advice from the mentor(s);
• Keep the mentor informed on progress in all areas of assignments; and
• Understand that interactions and communication with the mentors may be confidential.

The South Dakota State University mentor(s) will:
• Establish regular communication with the protégé;
• Be open to providing and actively seek opportunities to assist protégé;
• Keep the protégé informed of mentor’s perspective on their progress in all areas of assignments;
• Meet with protégé, individually or as a group, at least bimonthly and visit about his/her progress; and
• Assist the protégé in preparing for third-year review and in developing a Professional Development Plan.

The South Dakota State University college/department leadership will:
• Facilitate the mentor/protégé pairing;
• Foster a climate of mentoring among the faculty to perpetuate the process for faculty success;
• Meet with protégé at least annually to constructively assess the faculty member’s progress on meeting benchmarks set forth in the PDP and promotion process; and
• Manage conflicts of interest, confidentiality and provide an environment in which mentor/protégé can address concerns without fear of retribution.

South Dakota State University will:
• Sponsor mentor/protégé training, activities and professional development for each; and
• Manage conflicts of interest, confidentiality and provide an environment in which mentor/protégé can address concerns without fear of retribution.

ASSESSMENT:
It is highly encouraged that South Dakota State University colleges/departments develop assessment procedures to gauge the effectiveness of their specific mentoring plan. Specific assessment procedures should be based on the model used and occur at the department or college level. Specific metrics may include, but are not limited to: faculty retention data, research outputs, teaching effectiveness data, and tracking faculty professional progress. Mentoring assessment data may be requested by the university as needed.
MENTORING

Mentoring can have a positive impact on one's career. A mentor is a “go to” person who can address all aspects of academic life, from minor questions about how things work, to balancing professional and family obligations, to advising about how to successfully achieve professional milestones so as to advance through the ranks. Faculty mentoring can take many forms and might include invitations to attend campus workshops, a professional conference, teaching and research collaborations, or developing individual career plans. We recommend that pre-tenure faculty be assigned at least one mentor to develop a network of peers and more senior colleagues who can provide a complete overview of the requirements for academic success. Many of us have benefited from an influential mentor during our careers, and we wish to offer this same insight to others.

INTRODUCTION AND BACKGROUND

The process of mentoring in its broadest sense involves the development of relationships between persons with experience and persons with less experience. In the foreword to "Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education," Remen and Arrien (2013) state “It is through learning from those both older and younger than ourselves and reflecting our deepest values back to one another that we begin to live up to our full human potential” (p. xxv). In academe, mentoring programs have been initiated at all organizational levels. These programs may be formal or informal, may involve multiple mentors for a single junior faculty, or may be specifically designed to address cultural issues like gender and race. In short, there is no universally accepted model of mentoring that works effectively for every type of academic institution. In "Empowering the Faculty: Mentoring Redirected and Renewed,” Luna, Gaye and Cullen (1996) conclude “Mentoring is useful and powerful in understanding and advancing organizational culture, providing access to informal and formal networks of communication, and offering professional stimulation to both junior and senior faculty” (p. iii).

At the root of the more successful mentoring programs are the following beliefs:

- Mentoring must benefit not only the protégé but also the mentor(s) and, consequently, the university community;
- Mentoring must be faculty driven and administratively supported; and
- Mentoring must be a permanent policy to effect desired changes.

Based on best practices reported in the literature, and in consideration of the diversity of South Dakota State University, the following guidelines outline the design, implementation and evaluation of a faculty mentoring plan at SDSU.

GOALS OF MENTORING PROGRAM

The long-term goal of the South Dakota State University faculty mentoring program is the development of a university community in which all faculty members are integrated and informed, engaged and productive, collegial and cohesive. To achieve this outcome, South Dakota State University programs must:

- Establish purposeful, positive, constructive relationships to facilitate learning, enhanced productivity and promote faculty retention;
- Familiarize and assist with navigation of institutional and departmental procedures and protocol for junior and new faculty;
- Provide an opportunity for protégés and mentors to secure collaborative professional relationships to strengthen professional standings and promote productivity;
- Assist junior faculty in identifying institutional resources that develop and build their skills in teaching, scholarship and service;
- Retain and facilitate the promotion of talented new faculty by explaining and assisting them through the university’s tenure and promotion process;
- Familiarize new faculty with community and cultural practices and assist with social networking; and
- Heighten the overall outcomes of an academic unit.

Table 1: Reported benefits of successful mentoring activities per stakeholder.

<table>
<thead>
<tr>
<th>Benefits to Protégé</th>
<th>Benefits to Mentor</th>
<th>Benefits to Organizational Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved integration into university and community culture</td>
<td>Increased motivation to serve as a mentor</td>
<td>Increased productivity of faculty</td>
</tr>
<tr>
<td>Greater degree of self-reported career satisfaction</td>
<td>Elevated awareness of teaching and scholarly output</td>
<td>Enhanced university and community culture</td>
</tr>
<tr>
<td>Increased effectiveness in teaching, scholarship and service</td>
<td>Increased collaboration</td>
<td>Enhanced socialization of faculty as a whole</td>
</tr>
<tr>
<td>Increased success at the time of tenure and promotion</td>
<td>Heightened sense of accomplishment</td>
<td>Increased leadership capacity of faculty at all ranks</td>
</tr>
<tr>
<td>Improved integration into university and community culture</td>
<td>Increased level of job satisfaction</td>
<td>Preservation of intellectual capital</td>
</tr>
</tbody>
</table>

At South Dakota State University the following guidelines outline the design, implementation and evaluation of a faculty mentoring plan at SDSU.

- Increased motivation to serve as a mentor.
- Elevated awareness of teaching and scholarly output.
- Increased collaboration.
- Heightened sense of accomplishment.
- Increased level of job satisfaction.
- Preservation of intellectual capital.

At South Dakota State University includes a reciprocal interest in the interaction, a commitment to continued interaction, sharing of information and knowledge, a sense of empathy for each member of the mentoring team, and an understanding of one’s position based on past experiences/future needs. Nakamura, Shernoff and Hooker, in “Good Mentoring Fostering Excellent Practice in Higher Education,” summarize “By influencing the next generation of practitioners, mentors can also shape the future of their professions” (p. 1). Furthermore, the benefits of a university mentoring program are stated by Luna and Cullen (1996), “Not only do protégés become empowered through the assistance of a mentor, but mentors themselves also feel renewed through the sharing of power and the advocacy of collegiality” (p. iv).

An expanded list of benefits has been reported in the literature for all parties involved in successful mentoring activities and are summarized in Table 1.

Laurie Stenberg Nichols, Provost and Vice President of Academic Affairs

[Image]