Meeting Synopsis:

1. Approval of 11/29 minutes
2. Non-ladder Faculty survey discussion
3. Discussion of Mentoring programs with Ruth Johnston
4. Adjournment

Call to Order
The meeting was called to order at 12:35 p.m.

Approval of Minutes
The minutes from the November 29, 2010 meeting were approved as written.

Non-ladder Faculty (NLF) survey
Jeanne Small said she’d gone through the comments on the NLF survey and extracted word patterns. Among the most common words were salary, respect, and extension.

The council discussed quantitative survey results, including responses by gender, age, and number of courses taught. Olmstead was to add written explanations of quantitative results, and Small was to make a word map based on the survey comments.

Discussion of Mentoring programs
Ruth Johnston (Associate Vice President, Finance & Facilities Administration/Strategy Management, and Environmental Stewardship and Sustainability Office U.W. Finance & Facilities, Special Assistant to the Provost, Organizational Effectiveness Initiative) joined the council for a discussion on elements of an effective formalized mentoring program. She spoke of her history with mentoring programs and the issues that these programs were designed to address.

The council went through a handout [Attached – Appendix A] and discussed models that would make most sense and questions that needed to be resolved to start a program at UW. Among the topics brought up were where a program would be housed and what resources would go into it, what characteristics a program leader should possess, and what next steps should be taken.

The council generated a list of questions to ask other faculty mentoring programs:

- How has the program grown over time? How many mentor-protégé pairs did you start with, and how many are there now?
• What central resources are put into the program? Where does money come from, if at all?
• Where is the program “housed”, and how did you determine where to put it?
• How is the program advertised? How do you recruit mentors and protégés?
• Do faculty members run the program? Is there any staff involvement? Does faculty time spent on the program count as service?
• Does the program extend to both ladder and non-ladder faculty? Are there any differences in the way it is run for non-ladder faculty (e.g., lecturers)?
• Who organizes and runs training?
• What sort of faculty development tips and workshops are provided?
• How do you judge success?

Adjournment

The meeting was adjourned at 2:00 p.m.

Minutes by Craig Bosman
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Present:  Faculty:  Silberstein, Olmstead, Iarocci
Ex-Officio Reps:  Small, Barriga
President’s Designee:  Shapiro
Guests:  Basu, Ruth Johnston

Absent:  Faculty:  Habell-Pallan, Ott, Mescher, Baltan
Ex-Officio Reps:  Raftus, Lealofi
Elements of an Effective Formalized Mentoring Program

Common Elements:

- Has strong sponsorship
- Open to all (not just high potential)
- Has an organizer/organizing team
- Establishes a large pool of available mentors
- Has a diverse pool of mentors to select from
- Mentors and mentees receive training (separate and/or together)
- Relationship managers to assist and be there for the pairs
- Regular contact by the relationship manager
- Organized events for the pairs help (creates structured ways to get together) Mentors make time for the mentees
- Mentors help mentees negotiate complexity of the University
- The content of the relationships is between the pair
- The mentee has specific goals to achieve but shouldn’t only be professional in nature
- The conversations are wide reaching (work, home, etc)
- The relationships are assessed: baseline, midterm, exit
- There is a beginning and a formal end (although the relationship may continue)
- There is recognition for participating
- No fault if the relationship doesn’t work, and mentee can get another mentor

Questions to answer:

- How does matching occur? Mentee interviews and requests a specific person, Mentee sees pool of mentors and requests up to three+ from the pool, Mentor selects from mentee pool (Financial Management has a step by step guide to share if you want it)
- How will you organize, keep track of what’s going on?
- Who will develop and do your training?
- How will you judge success of the program?
- What if problems arise – how will they be addressed?

Resources:

- Triple Creek | 303-707-0800|866-470-1603 (toll-free)| info@3creek.com | www.3creek.com
- The Mentor’s Guide, Lois Zachary

Compiled by Ruth Johnston, ruthj@uw.edu, 5-9838, 1/9, 2011