The Special Committee on Faculty Women met on November 8, 2004, in 36 Gerberding Hall. Chair Dina Mandoli called the meeting to order at 10:35 p.m.

**Synopsis:**

1. Approve agenda and minutes, Chair's remarks, introductions, voting rights, norms
2. Mentoring Initiatives
   a) Collating resources
   b) Defining mentoring
   c) Setting benchmarks
   d) Deliverables:
      i) Booklet of undergraduate research experiences in partnership with Gates, Hughes, & perhaps ADVANCE.
      ii) Other
3. Action Items - Dividing up the work

**Agenda, minutes, Chair's remarks, introductions, voting rights, attendance norms**

The agenda was approved, the minutes were approved. Mandoli invited everyone to introduce themselves. She told the group there is lots going on, and she wants to structure the Committee so that there is input from all, without an undue burden on anyone.

Mandoli asked everyone to identify their personal links to campus women's and diversity groups, so that everyone will know what SCFW's resources and connections are. Helen Remick improvised a chart that showed various campus organizations that have a bearing on these issues, and members identified their own links with the various organizations. This information will be kept as a reference for everyone.

Mandoli announced that former chair Barbara Krieger-Brockett will continue to monitor the SCFW listserv. Please email the listserv to share comments, concerns, and announcements of interest to SCFW members.

It was moved, seconded and unanimously passed to grant voting rights to all eligible ex officio members (Susanne Redalje, Suzanne St. Peter, Maureen Henderson, Kate Quinn).

Mandoli spoke about the importance and courtesy of good attendance at SCFW meetings, and cited the Faculty Senate rule for Senators of dropping any Senator who has three unexcused absences. After general discussion, it was moved, seconded, and unanimously passed to adopt the same norm for SCFW. Any member who cannot attend a meeting must advise the SCFW Recorder in order to be excused. Any member who does not attend three meetings without being excused will be dropped from the Committee.

**Mentoring Initiatives**

A discussion of mentoring focused on defining mentoring, identifying resources, and thinking about possible deliverables for a mentoring initiative. The importance of mentoring was cited in promotion and tenure, as well as throughout an entire career during which one might be a mentor or mentee many different times. Obstacles to effective mentoring include lack of knowledge, lack of mentoring skills, competition between mentor and mentee, confusion about the difference in roles between formal and informal mentors, and many other issues.
Mentoring is an important issue for women because those who don’t have it don't learn about career pitfalls until it is too late. There is generally assumed to be a 95% correlation between successful mentoring and career success.

Formal mentoring is mandated by the institution, which requires that a department chair meet with the mentee at least on an annual basis to discuss promotion and tenure issues. This may or may not include a committee.

Informal mentoring is different for different disciplines. In the Art School, for example, it can include helping the mentee with the exhibition record, becoming well-known in galleries, and giving information on increasing commercial sales of the mentee's artwork. In other disciplines, it might include advice, assistance, or introductions and networking in a certain sphere of influence, awareness of seminars or journals, reviewing for journals, symposia, etc. Some disciplines require a book, some do not. It would be important to the mentee that the mentor communicate this, and communicate it in a timely manner, so a book can be completed if needed for P&T.

Mentees should ideally put together a mentoring team, but usually do not know this and do not know what they need and where to begin. An SCFW mentoring initiative that explains this, possibly combined with Website material and links, could be a valuable resource.

To do this, SCFW should define mentoring in a phrase or two that makes clear the distinction between formal and informal mentoring, set up events and lists of people who are willing to be mentors in different disciplines, and acquaint mentors and mentees with the array of available mentoring resources.

A preliminary statement was proposed and discussed:

"Whereas mentoring and career success have a 95% correlation, mentoring is a suite of formal and informal activities that empower and facilitate one's chosen career path during all phases of that career. SCFW would like to positively impact the importance and use of all phases of mentoring at the University of Washington."

Activities might include finding ways to bring people together, such as a reception for new women faculty. This might be patterned on the Faculty Fellows model from the Provost's office, where groups can be formed for ongoing contact.

It would be important to define methods such as "Assembling Your Own Mentoring Team" and finding ways to disseminate this information, either on a Website or at symposia or workshops. Also of great importance would be the development of mentors, possibly a workshop or symposium on "Becoming a Good Mentor." Peer mentoring, power mentoring, and cohort writing groups for reading each other's writings might all be part of the mix.

Other topics might include how mentoring differs from leadership, how to deal with difficult colleagues or students, and how to make the transition from mentee to mentor. Possible resources include Chris Loving, who is an expert on mentoring, and the Leadership Institute for Tomorrow (LIFT).

These agenda topics will be continued, and tasks identified and divided, at the December 13 meeting. The meeting was adjourned at 12:02. Minutes by Linda Fullerton, Recorder.

Present: Garvens, Mandoli, Salas, Schivell, Basu, Remick, St. Peter, Quinn
Absent: Frenkel, Gardner, Lindhorst, Lewis, Redalje, Henderson