University of Washington  
Special Committee on Faculty Women 
January 21, 2004 

Present: Gardner, Garvens, Krieger-Brockett, Mandoli, Schivell, Spielberg, Redalje, Gray, Frenkel, Lindhorst, Lewis, Redd, Basu, Remick, Henderson 

Synopsis:  
1. Suzanne Brainerd, and Sheila Renee Edwards, Ctr. for Workforce Development:  
   Overview of Mentor Training and other programs.  
2. Report from Barbara Krieger-Brockett on partnering with PACW 

Chair Barbara Krieger-Brockett called the meeting to order at 10.35 a.m. 

Overview of Mentor Training and other programs 
Krieger-Brockett introduced Dr. Suzanne Brainerd, of the Center for Workforce Development, who spoke on her experiences with mentor training. Brainerd was awarded a three-year National Science Foundation grant to develop a curriculum for developing mentors and mentees in science and engineering careers. The grant was jointly funded by U.S Department of Education's Funds for the Improvement of Post-secondary Education program. 

The resulting curriculum was developed in 1995, and has been used by more than 250 institutions nationwide. The curriculum was expanded to include several different kinds of mentoring: peer mentoring (senior undergraduate students mentoring freshmen), professional mentoring, and faculty graduate mentoring that trains both mentors and mentees. 

At the UW, Undergraduate Education has talked about using this program but it has been put on hold because of a lawsuit involving faulty mentoring. Brainerd's program might have precluded such a lawsuit, because one of its principles is that a mentor must not be a person who is in an authority position over the mentee and/or evaluates the mentee for tenure. 

Another overarching principle of the program is extensive evaluation, including evaluation of the matching process for one-on-one mentoring. This includes a no-fault, no-blame termination of the mentoring relationship, on request, if there is a personality clash or any other impediment to the relationship. The program was developed with close attention to the value of diversity, including cross-gender, cross-racial and cross-generational mentoring. 

Brainerd pointed out that advising and mentoring are very different. An advisor can feel too close to the individual students to work with them as mentors. Advisors are also overburdened with their own work. 

Krieger-Brockett, who has participated in Brainerd's program, commented that it is well-researched and rigorous. Dina Mandoli asked how many faculty know about this program and use it – she is in Arts and Sciences and did not know about it. 

The program Brainerd developed is only for faculty/graduate student relationships; there is no faculty/faculty mentoring at this time due to funding constraints. They have forty-two faculty
Mandoli would like to see this program spread campus-wide. However, faculty are overworked and mentoring does not bring the recognition or rewards it should—consequently, there is no time and little incentive for faculty to participate in mentoring. Marsha Landolt wanted to get this approved as mandatory training in the Graduate School, but her untimely death has left a huge hole in the administration of the Graduate School. Perhaps Class A legislation should be passed on this issue in honor of Marsha Landolt.

The mentoring issue in general, and Brainerd’s program in particular, should be mentioned prominently on the listservs, in University Week, and on the SCFW Website. It might also be possible to do a Class C resolution that would be filled with information supporting mentoring and telling where to find it. A resolution of this kind should be easy to pass the Faculty Senate and would get the word out to all faculty.

Mandoli wants SCFW to put together legislation to mandate mentoring training for all incoming faculty, graduate students and professional staff. There is a proposal in the Graduate School on this subject. Krieger-Brockett will get information on it for next meeting, before any steps are taken toward SCFW legislation.

In general discussion, other mentoring resources were mentioned. The Advance program for junior faculty holds a luncheon every other week with senior faculty role models and other guests for a question and answer period. This is not a personal relationship but it's good for networking and general information.

**Partnering with PACW**
Mandoli asked whether SCFW is being folded into a Diversity Committee with PACW. It's doubtful that will happen this year, and there's a chance it won't happen at all. SCFW will have more clout if it remains a faculty committee devoted to faculty concerns and brings these to the Faculty Senate. PACW has a different function, reports differently, and should serve all constituencies.

The meeting was adjourned at 12:07 pm. *Minutes by Linda Fullerton, Recorder.*