Promoting Diversity at Washington University
Diversity is essential for an excellent University. Competition among the best universities for the best faculty, staff, and students will only be possible with an unwavering commitment to a campus that values difference and is diverse. Improving the environment for all members of the University community, with a special focus on the climate for women and members of underrepresented groups, is critically important to Washington University. We welcome difference on this campus, in the form of gender, race, ethnicity, geography, socioeconomic status, age, politics, philosophy, and sexual orientation.

- Provost Edward S. Macias
  February 27, 2009
Plan created

Provost Diversity Work Group appointed

- John Baugh, Arts & Sciences
- Brian Carpenter, Arts & Sciences
- Marion Crain, Law
- Mary Ann Dzuback, Arts & Sciences
- Diana Gray, Medicine
- Debra Haire-Joshu, Social Work
- Jeff Lowell, Medicine
- Judi McLean Parks, Business
- Jim McLeod, Administration
- Leah Merrifield, Administration
- Shelley Milligan, Administration
- Helen Piwnica-Worms, Medicine
- Carolyn Sargent, Anthropology
- Larry Shapiro, Medicine
- Lisa Siddens, Administration
- Elzbieta Sklodowska, Arts & Sciences
- Denise Ward-Brown, Sam Fox School
- Gerhild Williams, Arts & Sciences
- Frank Yin, Engineering
- Luis Zayas, Social Work
Overview

- Plan created
- Provost Diversity Work Group appointed
- Subcommittees formed
  - Mentoring
  - Leadership
  - Accountability
  - Data
  - Target of Opportunity
  - Exit Interviews
  - Search Procedures
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<thead>
<tr>
<th>Mentoring</th>
<th>Leadership Development</th>
<th>Accountability</th>
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<tbody>
<tr>
<td>Mary Ann Dzuback</td>
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<td>Brian Crisp</td>
<td>Tonya Edmond</td>
<td>Shelley Milligan</td>
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<td>Pauline Kim</td>
<td>Hilary Elfenbein</td>
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<td>Will Ross</td>
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| Data                      |                                     |                             |
|---------------------------|                                     |                             |
| Helen Piwinca-Worms       |                                     |                             |
| Debra Haire-Joshu         |                                     |                             |
| Lynn McCloskey            |                                     |                             |
| Larry Shapiro             |                                     |                             |
| Frank Yin                 |                                     |                             |
Overview

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  - Target of Opportunity
  - Exit Interviews
  - Search Procedures
  - Ombuds
  - Gender Pay Equity (Senate Council)
Danforth Campus Report to Senate Council in April
  - Report will be given to Provost
  - Report posted through Provost website or Senate Council’s website

Medical School plans to finish this spring
Staff Mentoring

Coordinating Council for Diversity Initiatives (CCDI) transitioned to Staff Mentoring Work Group

Georgia L. Binnington  Denise A. McCartney
Justin X. Carroll       Leah A. Merrifield
Rudolph Clay           Shelley Milligan
Ida H. Early           Susan Plassmeyer
Steven J. Givens       Legail Poole Chandler
Lorraine Goffe-Rush    Joseph J. Sklansky
Alan S. Kuebler        Gerhild Williams
Ed Macias

Staff Leadership
<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Jean Allman</td>
<td>Interdisciplinary Workshop on Race &amp; Gender</td>
<td>$26,000</td>
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<tr>
<td>Brian Carpenter</td>
<td>Managing Multiple Identities Symposium</td>
<td>$15,000</td>
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<tr>
<td>Adrienne Davis</td>
<td>Black Atlantic Speaker Series</td>
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<td>TR Kidder</td>
<td>Interrogating Diversity Seminar Series</td>
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<tr>
<td>Ron King</td>
<td>Mentoring &amp; Career Success Initiative</td>
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<tr>
<td>Tamara King</td>
<td>Mentoring Relationships in the Careers of Underrepresented Women Symposium</td>
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<tr>
<td>Amanda Moore McBride</td>
<td>Support for Community-Based Research &amp; Teaching</td>
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<td>Lisa Moscoso</td>
<td>Peer Group Mentoring of Women Faculty</td>
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<td>Patricia Olynyk</td>
<td>Multiple Feminisms Lecture &amp; Workshop Series</td>
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<td>John Russell</td>
<td>Diversity Research Scholars Visit</td>
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<tr>
<td>Naomi Daradar Sigg</td>
<td>Train the Trainers: Diversity Awareness Workshops</td>
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<tr>
<td>William Tate</td>
<td>African American Males &amp; the Pipeline to the Professoriate Conference</td>
<td>$15,000</td>
</tr>
<tr>
<td>Luis Zayas</td>
<td>Targets of Opportunity Research &amp; Visits</td>
<td>$30,000</td>
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Mentoring
Mary Ann Dzuback
Accountability

- Regular biennial reporting to Provost
  - Departments to Deans
  - Deans to the Provost

- Provost biennial survey of schools & departments
  - Special attention to junior faculty mentoring
Recommendations of Mentoring Subcommittee

Outcomes Assessment

- Internal:
  - Keep records of the proportion of:
    - Junior faculty who receive tenure
    - Attrition among junior faculty in department

- Exit interviews:
  - 3rd party outside of department and/or school
  - Reports to Dean & Provost
Recommendations of Mentoring Subcommittee

Information & Training

- Departments develop explicit, written policies
  - Available to chair, senior faculty, & junior faculty

- Provide training for department chairs—together
  - Shared goals about mentoring
    - Part of a chair's oversight responsibilities should become institutionalized

- Provide mentoring for chairs
  - By proven institutional leaders to help model mentoring

- Share these recommendations with the Medical School
Recommendations of Mentoring Subcommittee

Other issues for consideration

- Make the recommendations a university-wide mandate
- Explore ways of including junior faculty in department business & university activities without exploiting them.

  - Components of institutionally-oriented mentoring could include:
    - Department committee assignments
    - University committee assignments
    - Involvement in interdisciplinary programs
    - Co-teaching across departments, disciplines, & schools

- Post-tenure mentoring is a major issue for further consideration
Leadership
Elzbieta Sklodowska
Defined charge as follows:

- Assess the presence of women & URMs in faculty leadership positions
- Identify barriers
- Recommend initiatives to promote faculty leadership (women & URMs)
Reviewed Documents and Reports

- 2009-10 Washington University Administration roster
- 2006-07 faculty survey findings
- 2008 AWF/AWN summary report

Informal conversations across WU schools & disciplines

Talked with Mentoring & Accountability subcommittees

Reviewed relevant literature & best practices at other institutions

Listed Danforth Campus existing leadership-related initiatives

- New Faculty Orientation
- Assistant Professor Forum
- Faculty Fellows in the Provost’s Office
- Diversity and Inclusion Grants
- Arts & Sciences Faculty Leadership Award
Key Findings – Faculty Leadership

- Little presence of women & minority faculty in senior leadership positions
- Organizational structure limits opportunities
- Men hold higher prestige positions
- Lack of opportunity or mentoring, not lack of interest among women
- Benefits associated with service are not governed by equitable policies
Key Obstacles & Disincentives

- Leadership advancement
  - No clear pathways
  - Insufficient opportunities
  - Lack of transparency regarding succession planning
  - Very little rotation
  - Lack of support for “home-grown” leaders
  - Fatigue & burnout (heavy service)

- Apathy & Distrust
Recommendations

Define expectations
  • What constitutes service/leadership

Remove barriers
  • Eliminate stereotyping & bias

Create pathways
  • Institute structural changes

Train, prepare, support, empower faculty leaders
  • Provost’s Leadership Development Program
Recommendations

Provost’s Leadership Development Program

Training & Networking
  - So you (Don’t) Want to be Chair
  - Associate Professor Forum: Mentoring Beyond Tenure, Mentoring for Leadership

Incentives
  - 3-4 Leadership Development Initiative Grants

Management
  - Appoint 3 faculty liaisons on rotating basis & charge them with faculty development activities
  - Designate staff to provide logistical support
  - Develop a more faculty-focused Provost website
Accountability
Debra Haire-Joshu
How do you establish accountability for diversity practices at WU?

- What gets measured gets done
- If you don’t measure results, you can’t tell success from failure
- If you can’t see success, you can’t learn from it
- If you can’t see success, you can’t reward it
- If you can’t see failure, you can’t correct it

Osborne and Gaebler, 1992
Guiding themes

- Transparency
- Best practices
- Consistency
- Evolving
- Capacity-building
Approach

1. Conduct a review of diversity best practices
2. Develop a measure for evaluating progress in meeting diversity goals
3. Secure input from key stakeholders
4. Revise and finalize draft measure of accountability
5. Recommend methods for collecting and reporting accountability data on diversity practices
1. Review diversity best practices

- Summary of university websites & literature
- Collection of best practice documents
- Identified model framework
- Penn State:
  - 7 diversity goals; 44 performance indicators
2. Develop a measure for evaluating core diversity elements

- Diversity Practices Draft
- Six diversity goals--30 items
- Qualitative response format
3. Secure input from key stakeholders

1. Carmon Colangelo (School of Design-Visual Arts)
2. Mahendra Gupta (Olin Business School)
3. Eddie Lawlor (School of Social Work)
4. Larry Shapiro (School of Medicine)
5. Sal Sutera (School of Engineering)
6. Kent Syverud (School of Law)
7. Gary Wihl (Arts and Sciences)
4. Revise and finalize draft measure

Feedback from Deans

- Clarify goals and performance indicators
- Reduce duplication
- Use objective response options

Revisions

- Five goals
- 15 performance indicators
- Yes or No responses
- Documentation for ‘yes’ responses
Goal I. Develop a shared and inclusive understanding of diversity

(1) The **School** has a written definition of diversity.

(2) The School has written goals for achieving diversity.

(3) The School has established measures to assess progress in meeting diversity goals.

*School name will be inserted*
Goal II. Create an inclusive campus climate

(4) The School has identified and implemented strategies designed to create a welcoming climate for diverse individuals.

(5) The School regularly monitors and reports progress in meeting these goals for achieving an inclusive climate.

*School name will be inserted*
Goal III. Recruit and retain a diverse student body

(6) The School implements initiatives designed to recruit, retain, and graduate students from underrepresented groups.

(7) The School implements initiatives designed to develop intercultural and international competencies of students.

(8) The School regularly monitors and reports progress in recruiting and retaining a diverse student body.

*School name will be inserted*
Goal IV. Recruit and retain a diverse workforce

(9) The School actively locates and recruits faculty and/or staff from underrepresented groups.

(10) The School implements strategies designed to retain and promote faculty and/or staff from underrepresented groups.

(11) The School regularly monitors and reports progress in recruiting and retaining a diverse workforce.

* School name will be inserted
Goal V. Diversify university leadership and management

(12) The School has a goal to increase diversity among senior leadership.

(13) The diversity profile of the School’s administrative & executive levels is regularly assessed.

(14) The School has a defined set of best practices in place to create both diverse applicant pools and search committees for administrative searches.

(15) The School regularly monitors and reports progress in meeting the stated diversity goals.
Next steps

1. Conduct a review of diversity best practices
2. Develop a measure for evaluating progress in meeting diversity goals
3. Secure input from key stakeholders
4. Revise and finalize draft measure of accountability
5. Recommend methods for collecting and reporting accountability data on diversity practices
Future Steps
Ed Macias
Questions