



# Promoting Diversity at Washington University

Association of Women Faculty Presentation  
Ed Macias  
March 1, 2010

# Promoting Diversity

*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*

# Overview

- 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

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- Plan created
- Provost Diversity Work Group appointed
- Subcommittees formed
  - Mentoring
  - Leadership
  - Accountability
  - Data
  - Target of Opportunity
  - Exit Interviews
  - Search Procedures

# Provost's Diversity Work Group

## Subcommittees

### Mentoring

Mary Ann Dzuback  
Brian Carpenter  
Brian Crisp  
Pauline Kim  
Tava Olsen  
Elzbieta Sklodowska  
Shelly Sakiyama-Elbert  
Gerhild Williams



### Leadership Development

Elzbieta Sklodowska  
Tili Boone-Cuille  
Tonya Edmond  
Hilary Elfenbein  
Jim McLeod  
Leah Merrifield  
Shelley Milligan  
Karen O'Malley  
Shelly Sakiyama-Elbert



### Accountability

Debra Haire-Joshu  
Diana Grey  
Shelley Milligan  
Lynn McCloskey  
Elzbieta Sklodowska  
Denise Ward-Brown



### Search Procedures

Mary Ann Dzuback  
Luis Zayas



### Exit interviews

Brian Carpenter  
Stuart Bunderson  
Lee Konczak  
Ann Prenatt  
Corinna Treitel



### Data

Helen Piwinca-Worms  
Debra Haire-Joshu  
Lynn McCloskey  
Larry Shapiro  
Frank Yin



### Target of Opportunity

John Baugh  
Jean Allman  
Jim McLeod  
Will Ross  
Lisa Siddens  
Luis Zayas



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  - Ombuds
  - Gender Pay Equity (Senate Council)

# Gender Pay Equity

- 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

## Staff Mentoring

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

Georgia L. Binnington

Justin X. Carroll

Rudolph Clay

Ida H. Early

Steven J. Givens

Lorraine Goffe-Rush

Alan S. Kuebler

Ed Macias

Denise A. McCartney

Leah A. Merrifield

Shelley Milligan

Susan Plassmeyer

Legail Poole Chandler

Joseph J. Sklansky

Gerhild Williams

## Staff Leadership



# Diversity Grants

Jean Allman	Interdisciplinary Workshop on Race & Gender	\$26,000
Brian Carpenter	Managing Multiple Identities Symposium	\$15,000
Adrienne Davis	Black Atlantic Speaker Series	\$10,000
TR Kidder	Interrogating Diversity Seminar Series	\$20,000
Ron King	Mentoring & Career Success Initiative	\$15,000
Tamara King	Mentoring Relationships in the Careers of Underrepresented Women Symposium	\$10,000
Amanda Moore McBride	Support for Community-Based Research & Teaching	\$15,000
Lisa Moscoso	Peer Group Mentoring of Women Faculty	\$26,000
Patricia Olynk	Multiple Feminisms Lecture & Workshop Series	\$12,000
John Russell	Diversity Research Scholars Visit	\$30,000
Naomi Daradar Sigg	Train the Trainers: Diversity Awareness Workshops	\$15,000
William Tate	African American Males & the Pipeline to the Professoriate Conference	\$15,000
Luis Zayas	Targets of Opportunity Research & Visits	\$30,000

# Mentoring

Mary Ann Dzuback

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# Recommendations of Mentoring Subcommittee

## 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:
  - 3<sup>rd</sup> 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

# Provost's Faculty Leadership Work Group

Defined charge as follows:

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



# Process

- 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

# Guiding themes

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



# Approach

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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

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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.

## 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

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- (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

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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

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