



COMMISSION_{ON}
DIVERSITY_{AND}
INCLUSION

Faculty Report

Submitted to:
Chancellor Mark S. Wrighton
Provost Holden Thorp

Recommendations for Faculty/ Faculty Pipeline Diversity



In 2015 the Chancellor and Provost charged Washington University’s Commission on Diversity & Inclusion with making recommendations to implement a 12-point action plan designed to make Washington University a more diverse and inclusive community. Action item 2 from the Steering Committee Report is “The university will commit increased resources to ensure that we recruit, hire, and support diverse faculty through a variety of initiatives, including pipeline work.” This report makes several recommendations that combine established best practices (e.g., cluster hires and a postdoctoral fellowship program); deepened commitment to existing institutional efforts (e.g., The Chancellor’s Graduate Fellows Alumni Initiative¹); and innovative initiatives that have the potential to yield real dividends and may establish Washington University as a national leader in faculty diversity.

The faculty are at the core of our academic mission. Faculty members produce the knowledge, inspire the learning and teaching, and, on the medical campus, lead the patient care that define Washington University’s mission as a global research university. Ensuring that our faculty is a diverse one is a foundational value and priority. As Chancellor Wrighton stated:

“Diversity strengthens our sense of community, and is vital to our knowledge creation, problem solving and productivity—all essential to our mission as a world-class university. Making the university more diverse and inclusive is not an option. It is an imperative.”²

It will be difficult for non-diverse institutions to remain competitive and produce the same quality of knowledge and learning as universities with diverse faculties who bring different ideas, experiences, and backgrounds to bear on the world’s problems, Washington University has made some noteworthy progress in faculty diversity in the last several years. On the Danforth campus, since 2011 the numbers of African-American tenured/tenure track faculty members have almost doubled (~95% increase) and are now almost 7% of the faculty. Our Hispanic faculty has grown by 60% in the same amount of time. Overall, underrepresented minority faculty has increased by 79% against an overall growth of the faculty of 8%. On the medical campus, women are now 36%

of the faculty and the percentage of women faculty members holding endowed chairs has increased significantly.

Yet, in other areas we have not made the progress we should. On the Danforth campus the percentage of women faculty has remained largely flat, and on the medical campus the percentage of underrepresented minority faculty has remained largely flat. We have made close to no progress in hiring Native American, Alaskan Native, Native Hawaiian, or Pacific Islander faculty members. (For details on faculty demographics, change over time, and search outcomes, see Appendix and <https://diversity.wustl.edu/framework/>).

In addition, these gains may overshadow the fact that the University has lost several talented underrepresented and women faculty in recent years. The numerical gains also can obscure the experiences of our faculty. Campus climate surveys reveal that faculty of color and women faculty are consistently less satisfied than white and men faculty across a range of domains— from feeling valued as members of the faculty to experiences with bias. We are learning that it is easier to hire underrepresented faculty than it is to change the culture to make them feel fully included in the research, teaching, and learning communities at Washington University.

Hence, the recommendations in this report are designed to not only support faculty hiring and retention but also

¹ <https://diversity.wustl.edu/initiatives/chancellors-graduate-fellows-alumni-initiative/>

² Chancellor Mark Wrighton, www.diversity.wustl.edu

to continue moving our academic culture to one that is fully inclusive of diverse perspectives and backgrounds. These recommendations for faculty/faculty pipeline diversity proceed in five parts:

Part One—Defining Faculty Diversity;

Part Two— A Proposal for a “Provost’s Postdoctoral Fellowship Program”;

Part Three— Other recommendations to diversify the academic and research pipeline;

Part Four— Recommendations to increase diverse hiring;

Part Five—Recommendations to support, promote, develop, and retain diverse faculty members.

We note that recommendations in the Gender Equity Report may also be useful in supporting faculty diversity.

PART ONE

Defining Faculty Diversity

The Faculty/Faculty Pipeline diversity working group spent significant time discussing what faculty diversity means at Washington University. Our community has embraced a capacious definition of diversity. “Washington University welcomes difference on our campus in the form of gender, race, ethnicity, disability, geography, socioeconomic status, age, politics, religion, philosophy, sexual orientation, gender identity or expression and veteran status.” Given this broad definition, we focused on the question of which groups are underrepresented on our campus, noting that this might differ from other universities and also from federal guidelines articulated by reporting agencies and the NIH and NSF. Because different disciplines and departments have different diversity needs, the working group reached out to academic units, inviting them to share their definition of, challenges with, and priorities for faculty diversity.

The departments’ thoughtful responses reinforced what the working group anticipated—that diversity priorities differ across disciplines and that departments have different needs, opportunities, and challenges. For instance, some disciplines have prioritized gender diversity in faculty hiring. In others, the emphasis is on growing the pipeline for racial diversity. Some units rightly remind us to keep “global diversity” in mind and to ensure its ongoing value at Washington University, which prides itself on our global footprint, especially in Asia. Some departments detail institutional obstacles confronted in their recent efforts to hire diverse faculty members. The working group appreciates very much the insight, care, and nuance with which our colleagues have reflected on the meaning of faculty diversity. Taken together,

their statements reflect deep commitment to diversity—they also reinforce that there is no universal “magic bullet.”

Instead, success in diversifying the faculty will look different within schools and disciplines. The working group recommends that the university focus on strategies that enable us to be nimble and that can be adapted across the varying needs, challenges, and priorities. In particular, how does the university help to embed nimble best practices outside the deans’ offices and in the academic departments which actually do the hiring, promotion, development, and retention?

Importantly, we discussed diversity of thought, which is one of the most pressing questions at universities right now. Should the university be doing more to encourage students to be open-minded without giving in on their values? Assistant Provost Rochelle Smith and Professor Jennifer Kapczynski, co-chairs of the Standing Committee on Facilitating Inclusive Classrooms (SCFIC), developed two best practice recommendations that attempt to balance these competing values. One best practice, in answer to calls for trigger warnings, adopts a medical model, which starts from the assumption that some students have diagnosed trauma, e.g., PTSD. If the student has a diagnosis, the guideline asks the faculty member to make reasonable accommodations, akin to other disabilities. For other students, who may be using “triggered” as a proxy for being upset or offended, we ask those students to talk to their professor. We also hope that our faculty members will listen to our students and engage with their concerns respectfully. One commentator

recently called for a “critical pause”—that faculty members and administrators consciously focus on understanding the effects academic freedom may have on underrepresented groups on our campus. Pausing to understand and affirm the very real sense of harm or injury students may experience is an important part of teaching and learning and need not impinge of academic freedom.

Our students should be safe from inappropriate behavior in the classroom. At the same time, universities must not only tolerate but actively encourage diversity of thought as an intrinsic part of academic dialogue and discussion. The best practice, which was endorsed by the Faculty Senate Council in 2016, can be found here: [https://diversity.wustl.edu/framework/advisory-best-practice-groups/rigor-respect-](https://diversity.wustl.edu/framework/advisory-best-practice-groups/rigor-respect-learning-environment/)

[learning-environment/](#)

We hope that Washington University will continue to embrace the definitions of diversity offered by federal guidelines, but not be limited by these. We encourage that academic units regularly do self-assessments to ensure they are being intentional and purposeful in their definition and prioritization of diversity. We encourage department chairs to share their goals, priorities, and their challenges, with their deans. In turn, we encourage the deans and the Provost to continue to work together to ensure that the university is continuing to design nimble resources and effective initiatives to support our departments in their diversity efforts.

PART TWO

Proposal for Provost’s Postdoctoral Fellowship Program (PPFP)

I. OVERVIEW

A primary mission of research universities is to produce the next generation of scholars and researchers. One of the biggest challenges in this charge is ensuring that this next generation will be diverse. Despite decades of effort, research universities continue to struggle to implement and sustain the meaningful racial and gender diversity that both produces better knowledge and learning and also meets the expectations of our increasingly diverse student body. A centralized postdoctoral fellowship offers an opportunity to disrupt and reshape the pipeline and the future of research universities.

Increasingly, the postdoctoral fellowship is a key part of matriculating into a full-time academic career. Postdoctoral appointments are a requirement for many academic faculty positions. In fields that do not require them, such fellowships still offer emerging researchers a competitive edge early in their careers, which can become determinative in their long-term persistence and success as researchers and faculty members. This report proposes creating a Provost’s Postdoctoral Fellowship Program to harness the power of postdoctoral fellowships in the service of diversifying the next generation of excellent scholars and researchers. It would centralize efforts to ensure a well-resourced,

universal experience that combines the outstanding research experience characteristic of Washington University with a supportive cohort experience and unique professional development and mentoring opportunities.

This report outlines a plan for a two-year, cohort-based postdoctoral fellowship program in all fields of research at Washington University, on both the Danforth and medical campuses. The initiative will be the Provost’s Postdoctoral Fellowship Program or PFP. The PFP takes a pipeline approach to increasing the number of underrepresented people of color and women in underrepresented fields within the ranks of postdoctoral scholars, faculty at Washington University, and the academy and research fields more broadly.³

The primary goals of the PFP are three-fold. First, to increase the diversity of outstanding scholars who have the potential for tenure track faculty appointments at Washington University. Second, to deepen the pipeline of diverse scholars in the academy more broadly. As noted above, cultivating the next generation of scholars and researchers is a crucial part of the research university mission. Third, to cultivate ambassadors for Washington University across disciplines and schools. As postdoctoral

³ The contributions to diversity may include public service towards increasing equitable access in fields where women and minorities are under-represented. In some fields, the contributions may include research focusing on underserved populations or understanding inequalities related to race, gender, disability or LGBT issues. The program seeks applicants with the potential to bring to their academic and research careers the perspective that comes from their non-traditional educational background or understanding of the experiences of members of groups historically underrepresented in higher education.

fellows pursue academic and research careers elsewhere, we anticipate their relationship with Washington University will bring significant institutional benefits, including expanding our base for future faculty recruitment. The program will offer research, professional development, faculty mentoring, and, where appropriate to the discipline, teaching experiences to postdoctoral scholars.

Though the culture of Washington University is collaborative, supportive, and inclusive, the organizational climate for minorities can often include isolation due to limited opportunities to connect with mentors and peers from similar backgrounds. The type of connections and support in the proposed PFP are critical if those from underrepresented backgrounds are to thrive in our institution. The recruitment and retention of a critical mass of postdoctoral appointees who move into faculty positions will enhance and diversify the University community and provide a sense of inclusiveness that will lead to a greater sense of belonging to the University community. This sense of belonging is a key element in the retention of faculty members, postdoctoral fellows, and staff from backgrounds historically underrepresented in institutions such as Washington University.

II. BENEFITS OF THE PROVOST'S POSTDOCTORAL FELLOWSHIP PROGRAM

A well-resourced, cohort-based, centralized postdoctoral fellowship will yield several institutional benefits. First, the Provost's Postdoctoral Fellowship Program supports Washington University's diversity and inclusion values and commitments. Recruitment and retention of underrepresented postdoctoral fellows in these positions will enhance the research, learning, and working experience for the entire campus community.

For the fellows themselves, a postdoctoral fellowship provides a bridge for new PhDs to develop as researchers without the pressures of the tenure track. The fellowship design provides participants with a unique cohort of fellow scholars who will meet to discuss their respective research, in a similar manner to the Chancellor's Fellowship Program <http://pages.wustl.edu/cgfp/about-program>. We believe that the bonding and mutual support that result from being part of a cohort of postdoctoral scholars will be an important ingredient in the program's success. We should expect that some of the scholars at this stage may not have a perfectly clear idea of the road forward to successfully secure a faculty position.

Learning together how to make these important career and academic decisions across distinct fields will provide an additional layer of understanding, dialogue, and support. Additional benefits include the ability to develop or refine their expertise in their area of research and prepare for the rigor and nuances of applying for their first faculty positions. We believe that Washington University has the human and material resources to create a strong and effective program of this kind.

Finally, if Washington University provides a new network of opportunities to talented underrepresented minority and women postdoctoral fellows they may consider Washington University for faculty positions, rather than seeking opportunities elsewhere.

III. STRUCTURE

A successful program of this kind must include a number of key components: academic development, professional development, and community-building, all done through the cohort experience. These include appropriate effective teaching skills and experience; assistance in learning how to clearly and succinctly communicate one's research in both oral and written form; how to identify and apply to faculty positions; interviewing skills; persistence techniques; and more. We will employ the resources of the Teaching Center on the Danforth campus and The Office of Faculty Affairs on the medical campus. We will utilize the services of the Assistant Director of Graduate and Post-Doc Scholars Career Development from the Career Center to convene power career coaching workshops for the postdoctoral scholars. Faculty, staff, and senior administrators will provide mentoring and play other roles in various capacities for the PFP scholars including: supporting them in adjusting to the academic culture of the department, assistance in the preparation of faculty position applications, etc.

- Postdoctoral Fellowship Program Participants. To have a meaningful impact across the University's many disciplines, six PFP scholars should matriculate every year; each will receive a generous stipend, moving expenses, and conference travel funding. Participants will be U.S. citizens or permanent residents who have earned their PhD within one year prior to the beginning the program. Participants must have an intention to pursue a tenure track faculty position.
- Selection Criteria. Academic excellence, prior record of accomplishments, potential to bring diverse ideas and experiences to Washington University and to interact successfully with a broad range of differences among

faculty members and students, and the identification and ability to match the candidate with a faculty mentor at Washington University will form the major selection criteria. Individuals who completed or will complete their doctorate at another institution other than Washington University will be given first priority.

- Appointments and Salary. Individuals will be appointed as Postdoctoral Research Scholars, and should be prepared to start the position between July 1 and August 31. We stress that, if the goal is to attract the top doctoral students, the salary/stipend must be competitive with other institutions that offer similar programs, \$60,000 at a minimum. Additional funding will be provided to enhance the research experience, such as travel, registration and expenses associated with attending professional meetings or workshops, membership dues for professional societies, and journal subscriptions.
- Fields of Discipline. Any discipline available at Washington University, but preference will be given to those where other options for postdoctoral funding are limited.
- Degree. We note that not all disciplines require doctorates for faculty positions. The requirement should be the terminal degree requisite for academic appointment in the field.
- Research. At the center of the two-year program is the research experience. PPFPP Scholars would be expected to work in an area appropriate department or lab mentored by a faculty member committed to understanding the unique needs of those from underrepresented research fields.
- Teaching. In most non-STEM fields, a core element of the PPFPP is teaching experience. Each scholar would be expected to teach for two of the four semesters in the program. Assignments would be based on the course needs in respective departments, most likely two courses related to their research that are not service courses.
- Showcase Speakers Series. PPFPP scholars will host outside and Washington University speakers which will

feature the speakers' research. PPFPP scholars will also give short talks on their own research and invite the campus community.

- Advising and Mentoring. Tenured faculty members will advise and mentor PPFPP scholars. Advising tasks will include: giving the scholar a clear idea of what a career in research is about and how best to prepare for it and grow within it; following-up on the scholar's progress in the lab/department and the classroom and making sure they are doing well and making appropriate adjustments when difficulties arise. We will also ensure that the scholar is well integrated in the program and in the department, academically, professionally, and personally. All the members of the department have a role to play; however, the faculty mentors will be the key to successfully helping the PPFPP scholars navigate the department and the University.
- Tailored academic success training. Although research success is the goal of the PPFPP, other skills factor into persistence and success in faculty positions. The PPFPP will offer tailored skills building, e.g., research management training, coaching on publishing a first book, negotiation workshop, and effective communication workshop.
- Community-building Activities. A big impediment to academic success and persistence for underrepresented scholars is lack of community and resulting feelings of isolation. To ensure postdoctoral fellows experience a welcoming and supportive community, the PPFPP will ensure social activities for cohort networking and community building. One example is a biweekly or weekly PPFPP coffee break in which different professors from the participating departments or other guest speakers would be invited to talk to the group informally and engage in question and answer discussions. It is important that the professors or other guests invited for this coffee hour be carefully selected to promote a stimulating and informal environment. As another example of community building activity, we envision casual PPFPP group dinners, ideally at the home of a faculty member and possibly an event with the Provost.

- Sample Program Timeline at a Glance:

2018

January 15-application open

March 15-application closed

March 25-applications sent to admissions committee

April 10-April 15-interviews for finalists

By April 30-Participants Notified of Selection

By May 30-Scholars matched with their faculty mentors

By June 1-Scholars appointed for July 1, 2018-June 30, 2019

July 1-Scholars arrive, meet faculty mentor and get acclimated to department or lab

July 6-8- Attend orientation and “Faculty Boot camp” which will include workshops regarding making a competitive application to faculty positions; navigating the postdoc experience and making the most of mentor/mentee relationships. Supplementing talks, workshops and panels will be workshops by the National Center for Faculty Development and Diversity (for example <https://ncfdd-production-file-uploads.s3.amazonaws.com/media/60f78437-d9af-4438-b341-d015012ea44b-Mentoring%20101%20Workshops%20Flyer.pdf>).

September 1, 2018-May 15, 2019-Intermittent workshops offered included those on grant writing; leadership, management of both people and time.

October-Attend the Institute on Teaching and Mentoring Conference

By June 1, 2019-Scholars appointed for second year to begin July 1, 2019

IV. POSTDOCTORAL PROGRAM FEATURES

- A robust two-year, cohort experience, including specialized, tailored lectures, seminars with key faculty, and informal salons
- Participation in independent research
- Where appropriate to the discipline, teaching experience
- Mentoring by faculty, near-peers, and other program advisors

- Preparation for the application and matriculation to a tenure track faculty position
- Other professional and career development activities
- Tailored academic success training (e.g., research management training, first book coaching, negotiation workshop, effective communication)
- A generous stipend for 24 months
- Travel funding to attend a conference
- Moving assistance and a housing visit
- Computer and appropriate software
- Community-building through social and collegial activities
- Comprehensive on-boarding resources, including housing orientation, schools orientation, introduction to St. Louis, partner introductions
- Non-Science Fellows:
 - \$10,000 research account to support research/ materials and equipment; plus funds to organize a one-time workshop with external scholars
 - Appropriate work space, including an office and, if appropriate, studio or lab space
 - Two courses over the course of their two year fellowship unless the discipline makes a case that no teaching is the norm for postdoctoral fellows in their field
- Science & Engineering Fellows:
 - In lieu of workshop funds, science and engineering postdoctoral fellows will receive an additional \$5,000 in annual research funding
 - Science and engineering postdoctoral fellows may be eligible for an additional, third year of postdoctoral funding
 - Science and engineering postdoctoral fellows will not teach during the course of their fellowships
 - There is flexibility regarding whether social science fellowships include teaching⁴

⁴To take only two examples, in Political Science, 0 or 1 course per year is the standard; in Economics 1 course per year is typical.

VII. RECRUITMENT AND APPLICATION PROCESS

Recruitment: Participants will be recruited through a variety of mechanisms, including outreach to the attendees at the Institute on Teaching and Mentoring Conference <http://www.instituteonteachingandmentoring.org/>; participants in the Meyerhoff PhD Program; professional societies; the Leadership Alliance; and other national platforms.

Application Process and Components. All application

materials will be submitted via email as a PDF to a designated administrative staff member with the applicant's name in the subject line.

Eligibility. Near or newly awarded (within two years of the doctorate or equivalent degree in disciplines that do not require a doctorate) students will be eligible to apply as PFPF scholars at Washington University. (Alternatively, academic units can develop their own criteria.)

The following will be required:

1. One-to-two-page statement of research interests that includes career goals and what the prospective participant would hope to accomplish through this program.
2. One-page statement of vision for diversity and inclusion, including what they will bring to the program in this area.
3. A one-to-two-page resume or curriculum vitae which lists contact information, education, awards, relevant research experience and accomplishments.
4. A copy of the transcript(s) for all schools attended as a graduate student.
5. Two letters of recommendation that will be sent separately from the referee to the designated email address. One letter from the faculty mentor and another from another person familiar with the research of the applicant.
6. Fellows agree to complete an exit interview.

Schools and departments will compete for PFPF fellows. In addition to the competitiveness of the candidates themselves, the following criteria will be taken into account:

- the ability to provide appropriate physical space;
- the ability to commit mentoring resources and to understand the distinct needs of the PFPF fellows;
- the proposed teaching package (preference will be given

where teaching is related to the fellows' research and does not include service courses);

- the potential for hiring (with the understanding that some disciplines do not hire their own postdoctoral fellows);
- how the fellowship would fit into the academic unit's diversity plan and contribute to the diversity of the unit/discipline.

PART THREE

Other Recommendations to Diversify the Academic and Research Pipeline

Programs and initiatives designed to move future researchers and scholars through experiences to reach their career goals are known as "pipeline programs." Washington University's academic departments and schools have invested significant resources in programs designed to enhance the academic pipeline. A list can be found at <https://diversity.wustl.edu/initiatives/academic-pipeline-programs/>. The following recommendations are conceived to deepen and continue these programs and enhance their efficacy.

I. ENHANCE FACULTY AND TRAINEE AWARENESS OF PIPELINE PROGRAMS

Hire a dedicated Director of Diversity and Inclusion Communications whose duties would be to:

- Manage the Diversity Opportunities "Kiosk" (see recommendation III), create a Diversity and Inclusion (D & I) newsletter, coordinate all D & I related websites, and handle social media and stories related to D & I.
- Collaborate with the Academy recommended earlier to

spearhead awards and recognition of D & I champions.

- Highlight D & I consistently in all University publications to increase participation in D & I opportunities.

II. DEVELOP A KIOSK TO HIGHLIGHT UNIVERSITY DIVERSITY AND INCLUSION PIPELINE PROGRAMS

- Use the University of Michigan model to develop a kiosk for programs at Washington University: <https://diversity.umich.edu/resources-programs/>
- The Director of Diversity and Inclusion Communications would manage this Kiosk.

III. STRATEGICALLY INVEST IN HIGH PERFORMING EXISTING DIVERSITY PIPELINE PROGRAMS

- Assess existing diversity pipeline programs and ensure that high performing ones have the resources they need for ongoing success
- Identify opportunities to replicate or scale successful pipeline programs.

PART FOUR

Recommendations to Increase Diversity in Faculty Hiring

Although Washington University has made noteworthy progress of which it should be rightfully proud (in Appendix, see increase in percentages of underrepresented minorities on the Danforth campus and women on the medical campus), faculty percentages have remained flat in other areas (women on the Danforth campus, underrepresented minorities on the medical campus, and no progress in percentages of indigenous faculty members on either campus). The following recommendations are designed to build on strategies that have yielded our recent success while identifying new best practices and initiatives that can take us to the next level and achieve our goal of being a national leader in faculty diversity.

I. INCREASED SUPPORT FOR FACULTY SEARCHES

Enhanced supports. On the Danforth campus, the Vice Provost for Faculty Advancement and Institutional Diversity

currently works with deans, department chairs, and hiring chairs on faculty searches. In addition to the existing annual faculty search workshop, ad hoc consulting, and recruitment, we recommend exploring ways to further institutionalize and deepen support for hiring chairs, search committees, and department chairs. We recommend beginning with surveys, tailored separately for department and hiring chairs, to assess their needs and how the Office of the Vice Provost and others can better meet these needs.

Deepening training. Several faculty members have called for hiring training of all faculty members participating in the hiring process. We encourage the deans and the Vice Provost for Faculty Advancement and Institutional Diversity to design innovative approaches to do so.

These need not be the "high touch" workshops offered to

hiring chairs and committees, but can be delivered through videos, toolkits, and other online interactive portals.

Pilot an Interactive Theater Workshop. Dean Sheri Notaro reported that Cornell University delivers search workshop training through a theater ensemble.⁵ The ensemble enacts scenarios to demonstrate best and “bad” practices. Several departments expressed interest in participating in a pilot at Washington University.

II. IDENTIFY AND CULTIVATE RELATIONSHIPS WITH POTENTIAL CANDIDATES

Partner with national pipeline programs. There are many national pipeline programs with proven outcomes in diversifying the academic pipeline. Washington University should systematically identify existing programs; assess which ones are the best fit for priorities and goals; and forge active partnerships, including working with and through the programs to identify talented candidates and invite them to campus for visits in advance of the job market.

Utilize internal pipeline programs. Washington University has developed many pipeline programs designed to produce a diverse group of excellent researchers. Participants in these pipeline programs often value their research experience, campus experience, and express a desire to stay at Washington University and in St. Louis. We should be coordinating ways to actively recruit from within these cohorts whenever possible.

Utilize the Chancellor’s Graduate Fellows Alumni Initiative. Two years ago The Graduate School and the Vice Provost for Faculty Advancement and Institutional Diversity created a Chancellor’s Graduate Fellows Alumni Initiative designed to connect academic departments with outstanding Chancellor’s Fellows alumni who are now outstanding academics at other institutions.⁶ Although still nascent, this program could serve as a model for forging institutionalized connections between Washington University and our most talented graduates. We recommend investing in this program, including publicizing it and encouraging departments to view it as a resource for identifying potential hires and/or ambassadors.

Replicate existing successful programs. Through its Early Career Professional Development Workshop, Olin Business School invites current doctoral students and recent PhDs,

both of color and women, to a professional development seminar.⁷ The goal is twofold: to help participants with professional development and also to identify potential candidates for faculty positions. Olin convenes its workshop every other year. The medical school had a similar, one-time program.⁸ Finally, the Brown School continues its Serenade Program, which is constantly identifying outstanding diverse candidates and inviting them to campus to establish collegial relationships.⁹ We note that each of these programs was initially supported with a Diversity & Inclusion Grant through the Office of the Provost. The university should assess these programs and explore developing a “turnkey” infrastructure that would enable other academic units to adapt and adopt these programs.

III. DESIGN GRANTS TO MENTOR TRAINEES INTO FACULTY

Washington University has achieved meaningful diversity in the ranks of our trainees. They represent an outstanding recruitment pool; yet they need mentoring and appropriate research experience to prepare for academic appointments. Current underrepresented faculty members may be uniquely suited to providing this mentoring. At the same time, we do not want to overly burden our existing underrepresented faculty without recognizing and supporting the institutional value of what they are contributing.

We propose that the university create grant mechanisms (\$5000 – \$10,000) for faculty members from groups historically underrepresented in the academy to help move trainees into the professoriate. Depending on their personal preferences, faculty members can propose small working groups, one-on-one mentoring, or large group formats.

IV. EMPOWER OUR FACULTY TO RECRUIT

Our faculty members are Washington University’s best ambassadors and recruiters. We should allocate resources and design incentives to encourage and support them in recruiting diverse faculty members. The School of Medicine does this through its Faculty Diversity Scholars program, which gives departments funds for some hires. (We note that there is variation in how departments use these funds.) On the Danforth campus, there is a set contribution to support all underrepresented minority hires. Although target of opportunity hiring has been successful in several schools and

⁵ <https://hr.cornell.edu/professional-development/training/cite>

⁶ <https://diversity.wustl.edu/initiatives/chancellors-graduate-fellows-alumni-initiative/>

⁷ <https://apps.olin.wustl.edu/conf/PDC/Home/Default.aspx>

⁸ Faculty Outreach Program <https://diversity.wustl.edu/initiatives/grants/diversity-inclusion-grants/past-recipients/>

⁹ <https://diversity.wustl.edu/initiatives/grants/diversity-inclusion-grants/past-recipients/>

departments, funding start-up packages remains a primary barrier to target of opportunity hiring in the sciences. What follows are recommendations to empower Washington University to nimbly and effectively recruit diverse faculty.

Pilot a Turnkey Travel Toolkit. Create turnkey recruitment toolkits to support faculty members who are interested in recruiting as they travel to conferences, to deliver workshops, and for research. The toolkit should include best practices for how to identify and interact with potential minority and women candidates while at other institutions as well as ways to follow up once back on our campus. Consideration should be given to creating a small “Travel Recruitment” fund, which Washington University faculty members can tap for partial reimbursement for recruitment meals or coffees.

Tap the Networks of Our Minority and Women Faculty. Over the last decade, Washington University has made exceptional progress in recruiting outstanding minority and women faculty members. We now have a statistically significant number of faculty who have deep and substantial networks of academic excellence. The university should develop a systematic approach to tapping these networks, e.g., by soliciting recommendations and/or identifying a single point on each campus that can collect recommendations and then connect them to the appropriate hiring departments. A centralized mechanism is optimal so that women and minority faculty get follow up on their recommendations and are included in recruitment processes, wherever appropriate.

Reduce Barriers to Target of Opportunity Hiring in STEM. Targets of opportunity have been transformative in other, non-STEM departments and schools. In fact, the majority of target of opportunity hiring on the Danforth campus is now of faculty members underrepresented in their fields. We encourage the Provost and deans to find ways to tap the power of the target of opportunity in STEM fields, where start-up funding has proven to be an obstacle.

IV. CLUSTER HIRES

Although cluster hiring has long been a best practice among our peers to achieve both excellence and diversity in faculty hiring, Washington University has not embraced it as an institutional strategy. Cluster hiring is not only a proven strategy for hiring outstanding, diverse faculty members,

but it also creates immediate academic and professional community, thus aiding in retention. Moreover, cluster hiring can enable universities to recruit faculty they would not be able to recruit individually. Some schools and academic departments have leveraged cluster hiring with the goal of achieving diversity and excellence, but only an ad hoc basis.

We recommend that Washington University explore cluster hiring as a proactive, institutional strategy for simultaneously diversifying the faculty and building academic excellence. Because some recent highly resourced, highly publicized cluster hires have not yielded the anticipated outcomes or impact, we recommend that the Provost work with the deans to determine the optimal structure for success (e.g., through a task force). Considerations include:

- Differentiating ad hoc cluster hires, that arise during the course of a search, from planned cluster hires, in which departments submit proposals and compete for funding
- Determine if faculty hired through clusters would have conventional departmental/school appointments versus multiple reporting lines, which has proven challenging.

V. PILOT A “BOOMERANG” PROGRAM

An emerging best practice in industry hiring is to “boomerang” rehiring. Boomerangs are “former top-performing employee[s] who you rehire after an absence of a few years.”¹⁰ Boomerangs have become attractive in industry because they are proven “performers” with known skill sets who know the institutional culture and can quickly “get up and running.” They can also often be easily recruited. Given that some diverse faculty members who have left have expressed interest in potentially returning to Washington University, we recommend piloting a boomerang program in which departments regularly review the ranks of former colleagues for potential academic boomerangs who would also assist in our diversity goals. Resources to support these rehires would need to be committed.

VI. RACE AND ETHNICITY CENTER

We note that the Commission has recommended a university-wide Race and Ethnicity Center. We reinforce that such an initiative would accelerate hiring minority faculty and also, of course, assist with retention.

¹⁰ <https://www.ere.net/why-boomerang-rehire-programs-rank-2-in-producing-high-quality-hires/>

PART FIVE

Recommendations to Support, Promote, Develop and Retain Diverse Faculty

To the extent that Washington University has made progress in diversifying our faculty, it is not only from hiring, but from retention. Hiring without retention will lead only to an expensive, frustrating revolving door. Retention is crucial to our “holding” our current gains and to make progress in other areas. Importantly, as our numbers do increase, retention becomes more and more challenging. On the one hand, larger numbers have yielded a deeper professional and personal community, which is a proven strategy in retention. On the other hand, our gains in numbers have raised our profile and other institutions are looking at us as a recruitment source. Finally, previous strategies based on personal relationships will not be as successful, as numbers grow. In sum, if Washington University is to hold its substantial gains and continue its progress, it must design and aggressively implement best practices for faculty recruitment.

Culture and climate will be a crucial component of retention. Washington University’s campus climate surveys have shown that faculty of color and women faculty are less satisfied than white and men faculty across a range of domains that predict institutional satisfaction— including feeling valued to experiencing bias. Transforming culture and climate will involve a commitment to not only diversity, but meaningful inclusion.

The following recommendations are designed to support, promote, develop, and ultimately retain our outstanding diverse faculty members.

I. MITIGATE BOTTLENECKS & ENSURE TRANSPARENT PROMOTION PROCESSES

In order to mitigate bottlenecks for promotion of junior and mid-level faculty:

- Develop a mentoring plan for all faculty lines.
- Encourage academic departments to adopt written tenure and promotion guidelines
- Ensure that promotion reviewers have relevant policies on how to take leaves, etc. into account in their evaluations

- Offer workshops for promotion committees
- Expand the Minority Mentoring Seminar currently administered through the Office of the Vice Provost for Institutional Diversity and Faculty Advancement to include Associate Professors. The goal would be to aid in their advancement to the level of full professor.
- Assess the institutional need for mentoring programs for women faculty members
- Conduct regular reviews of time in rank by gender and race/ethnicity
- Conduct regular reviews of start-up package equity¹¹

II. LEADERSHIP DEVELOPMENT

Culture and climate are most acutely felt at the departmental level. Yet most universities do not give our department chairs the tools and resources they need to lead change in culture and climate. And, because of their tenure chairs, for many, by the time they have amassed the skills and capital to lead change they are preparing to return to the faculty. Washington University should expand its suite of leadership development resources to better support department chairs, as well as other campus leaders. This includes not only faculty members who hold formal leadership roles, but also “organic” leaders who actively engage in faculty governance.

Importantly, ensuring that the ranks of university leadership are themselves diverse is also an important institutional goal. Washington University faculty members should have equal access to leadership opportunities.

- Attract faculty members to participate in existing leadership training opportunities such as the Faculty Leadership Workshop: <https://diversity.wustl.edu/initiatives/leadership-development/faculty-leadership-workshops/> or the Women’s Faculty Leadership Institute: <https://diversity.wustl.edu/initiatives/leadership-development/women-faculty-leadership-institute/>

¹¹ Several of these recommendations come from Harvard’s Faculty Policy & Benefits Survey.

- The Vice Provost for Faculty Advancement and Institutional Diversity has been developing a New Department Chair Orientation program. The program is conceived to give new department chairs the knowledge, skills, and resources they need to effectively lead their units without undue stress or sacrificing their own research careers. An emphasis will be on establishing climates that are inclusive and respectful in which the full range of faculty members can professionally thrive and flourish and also on learning best practices for recruiting and retaining diverse faculty members. We encourage the Vice Provost to launch the program, if only as a pilot.

III. STRATEGICALLY DESIGN DEPARTMENTAL DIVERSITY COMMITTEES

We believe that faculty diversity can be encouraged by departmental diversity committees. To avoid such committees becoming merely another obligation for faculty members that is perceived as a pointless burden, we recommend that they be strategically designed. To be effective, that is, to initiate and reward progress, these committees need to:

- exist at the right unit size, e.g. a department, where the committee can be well informed with local knowledge and personal connections to drive progress via implementing best practices; informal “lobbying,” consensus building, etc.;
- include broad representation from the unit, e.g. staff and students as well as faculty
- provide recognition and resources.

IV. FIND INNOVATIVE WAYS TO SUPPORT UNDERREPRESENTED FACULTY

Grow connections to institutional power. It is important for faculty members to have connections and good working relationships with decision-makers on campus, e.g. their department chair and/or dean. For faculty members who tend to be self-effacing (which may be particularly true with underrepresented minorities and women) this means that their unit leaders need to take the initiative in developing relationships with all faculty members. (This can be included the workshop for new department chairs.) Department chairs should also be encouraged to ensure that underrepresented faculty members have “ladders” to leadership roles, should they be interested.

Publicize our underrepresented faculty members. The Office of Diversity Programs at the School of Medicine publishes an internal directory of underrepresented faculty on the medical campus. This allows others to easily identify their minority colleagues for professional opportunities, e.g., collaborating on grants, speaking opportunities, etc. We recommend the Danforth campus implement a similar effort out of the Office of the Vice Provost for Faculty Advancement and Institutional Diversity.

Commit institutional resources to research in disparities, equity, and diversity and inclusion. Although not all of our underrepresented faculty members conduct their research in areas associated with diversity, almost all are committed in their professional and personal lives to the goals of diversity and inclusion and equity, including reducing disparities in education, health, and wealth and increasing numbers of diverse students and faculty members. When the university commits resources to these goals, underrepresented faculty experience this as a shared value with the university and as support for their professional goals. A recent case is the Ferguson Academic Seed Fund, which funded just over \$100,000 in faculty projects “to start new research initiatives, develop class content and modules, host discussion sessions, invite external scholars for residencies, and offer other intellectually engaging activities that helped tackle the complex set of issues underscored by events in Ferguson.”¹² Several faculty members noted the importance of the Seed Fund in their belief that their research and their presence are valued and matter at Washington University. We encourage the university to identify other, ad hoc opportunities to support research and teaching in this way.

Recognize their contributions. As is the case at most universities, our underrepresented faculty do extra work that is mission critical, e.g., serving as the “diversity token” on committees, mentoring underrepresented students. This is well documented in our institutional climate surveys. This disparity should not be ignored and merely lauded; it should be explicitly recognized when considering promotion, salary, etc. Also, attention should be given to whether and when these special roles warrant additional training opportunities in leadership, management, negotiation, etc.

V. EXPLORE A SERVICE SCHOLARS PROGRAM

As explained above, women and minorities are often over tapped to do university service. Washington University should consider designing a program in which faculty

¹² <https://diversity.wustl.edu/initiatives/grants/ferguson-academic-seed-fund/>

members apply to do additional university service for a specified term as named scholar, e.g., James E. McCleod Scholars. This could include serving on university committees, hiring committees, mentoring additional students, etc. In support of this additional service they could receive professional development, mentorship, contributions to their research accounts and possibly course release. It could also develop a cohort experience and perhaps some leadership training and meetings with the Provost and Chancellor. This would formalize and honor what many of our minority and women faculty already contribute to the university. They are both over tapped and many are often service oriented. Importantly, such a program should be open to all faculty members. To address concerns that people would be motivated primarily by the resources, applicants should have to make a case for their consideration.

VI. HIGHLIGHT DIVERSITY

Washington University should be making our existing efforts and accomplishments more visible, internally and externally. This includes:

- Publicize and recognize faculty who make an effort engage in diversity and inclusion programs that the University offers
- Publicize underrepresented visitors to campus
- Display pictures of members of our community with their diversity related quotes
- Encourage progress.

We note that a separate Commission Report recommends funding for an initiative to be led by Public Affairs—we endorse this and also recommend the above steps.

CONCLUSION

This report has compiled an ambitious, and we hope comprehensive, set of recommendations for continuing to move Washington University forward in faculty diversity. Our recommendations are wide-ranging, including calls to reinforce, deepen, and replicate existing commitments; adopt

new best practices; and pilot innovative strategies that may yield real upsides. While progress has been made, of which the university should be rightfully proud, we believe there are further gains to be made and that we can be a national leader in this academic imperative.

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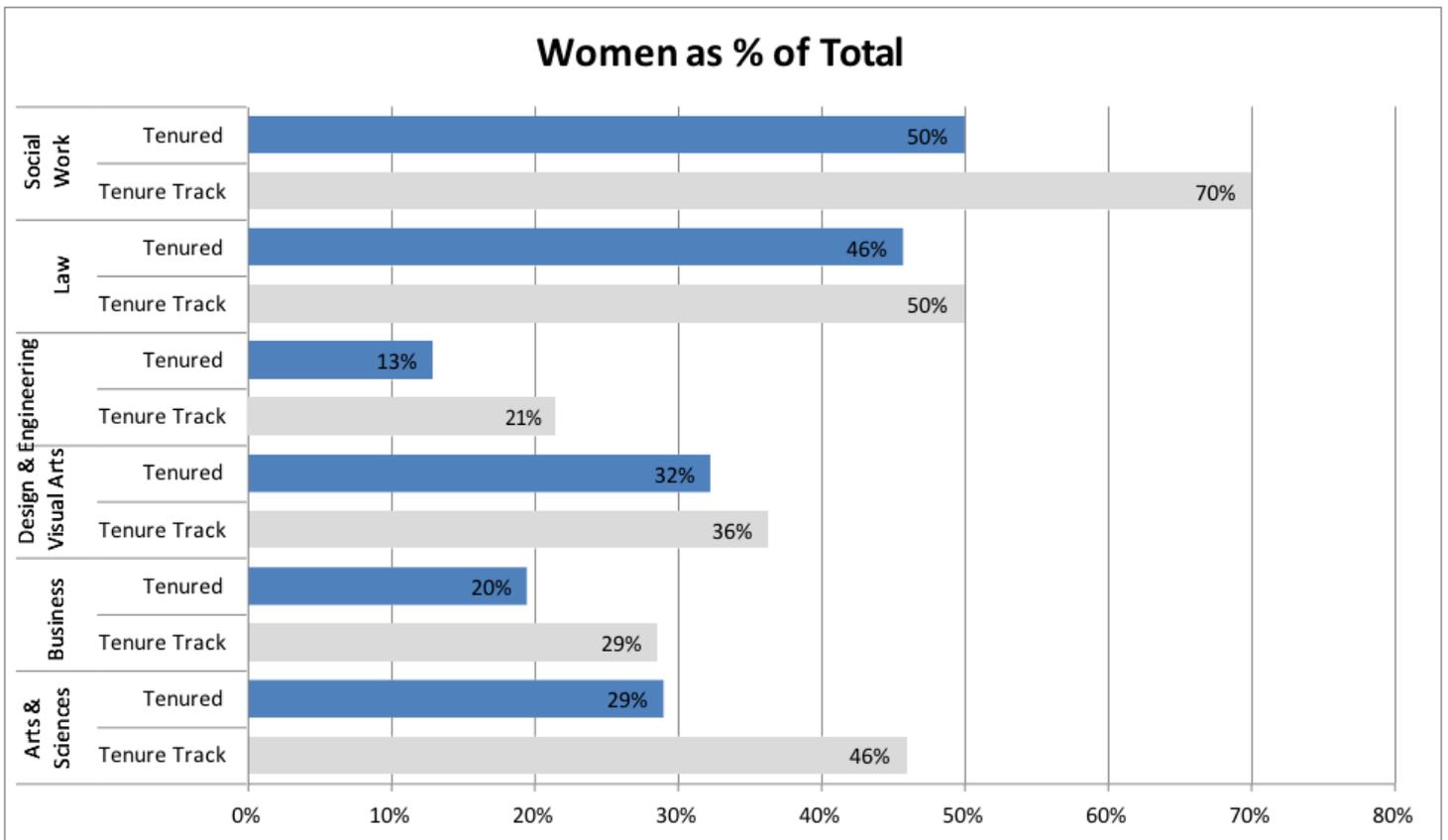
Assistant Provost, Diversity, Office of the Provost

Lilly Leyh-Pierce, staff

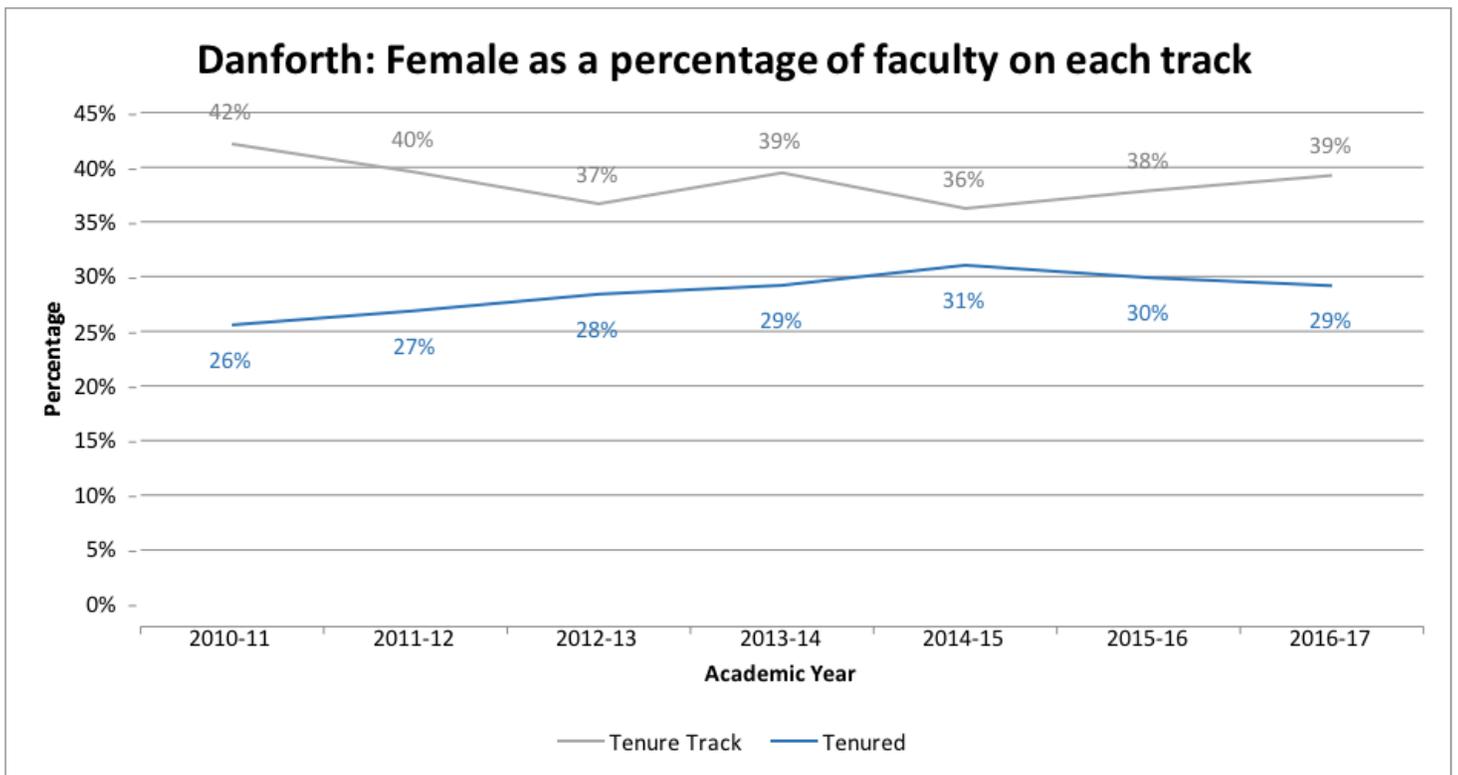
Working Group Coordinator

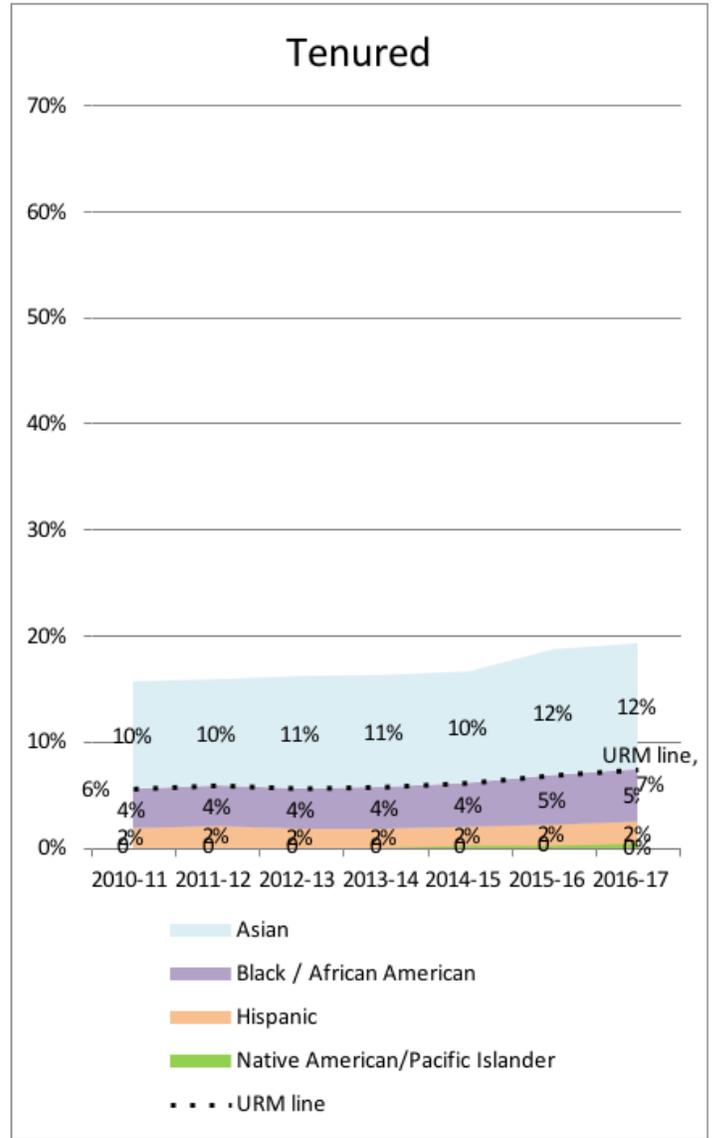
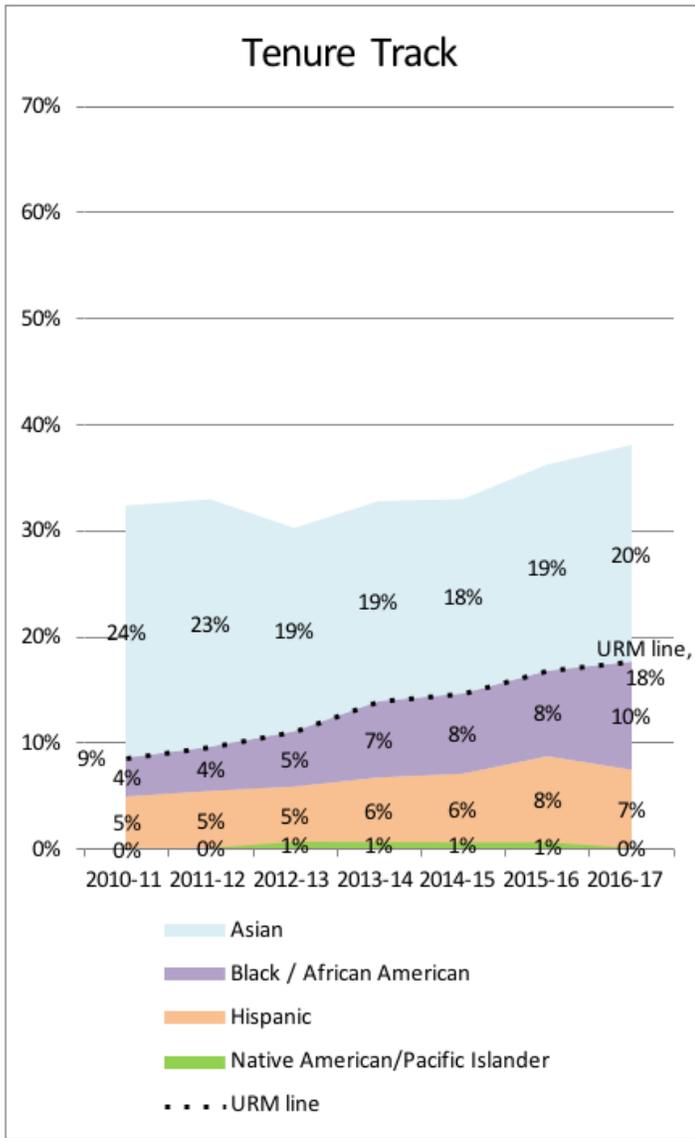
APPENDIX

Danforth Tenure Track/Tenured Women Faculty (Preliminary)

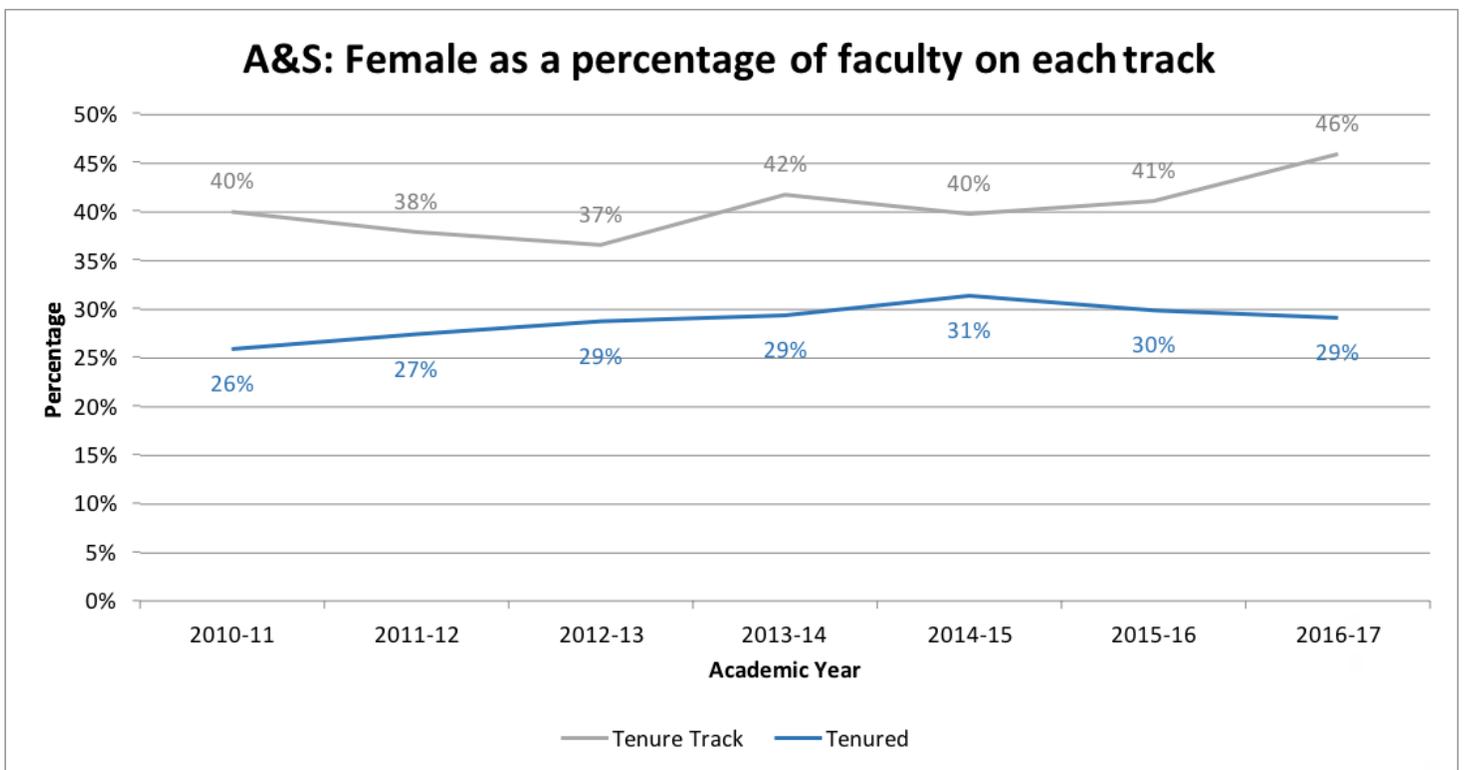


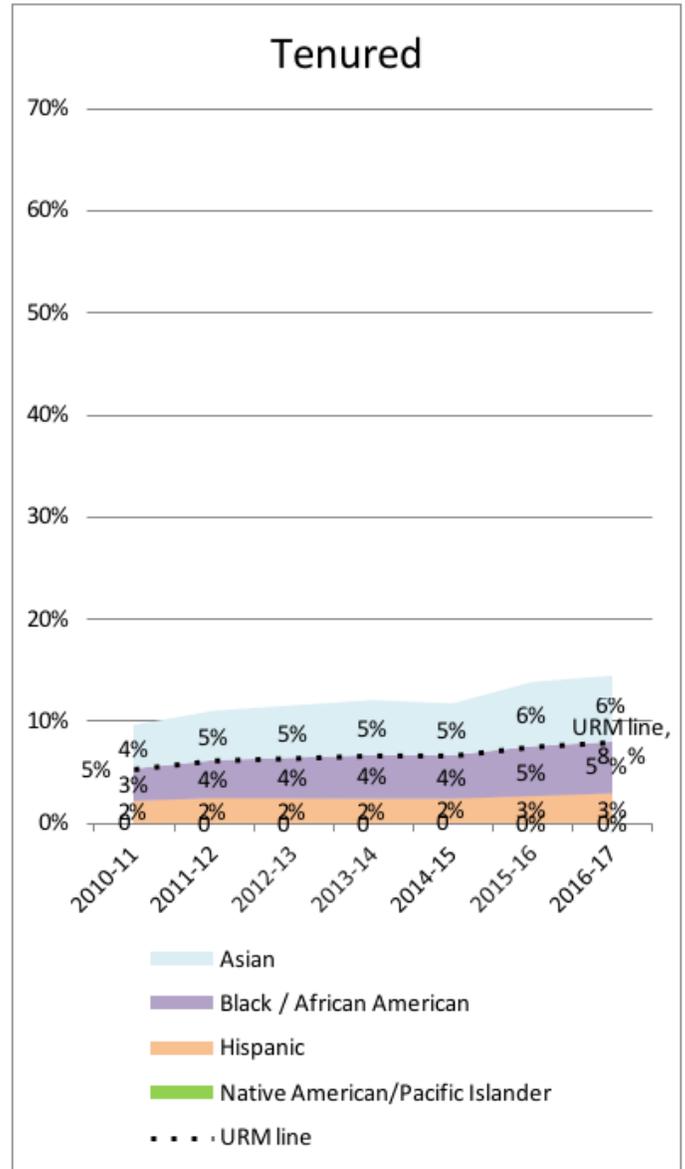
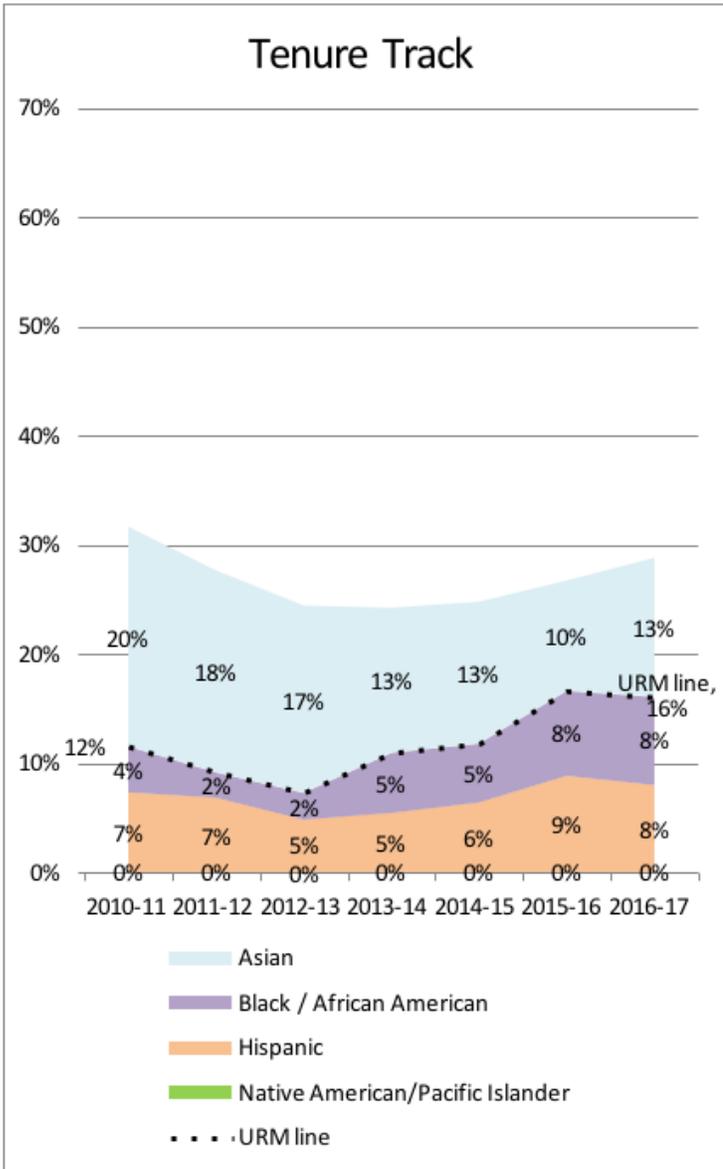
Danforth Tenure Track/Tenured Faculty - Overall (Preliminary)



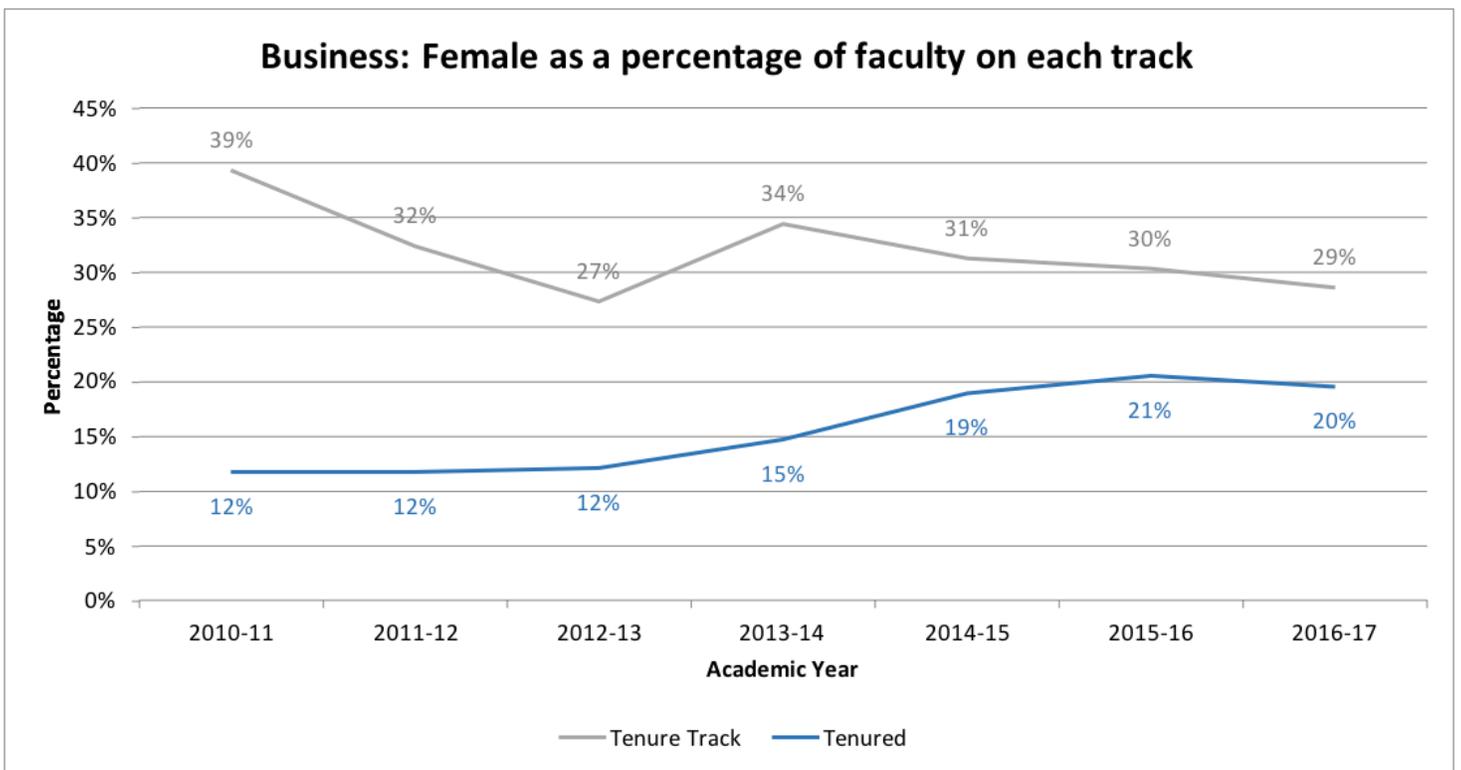


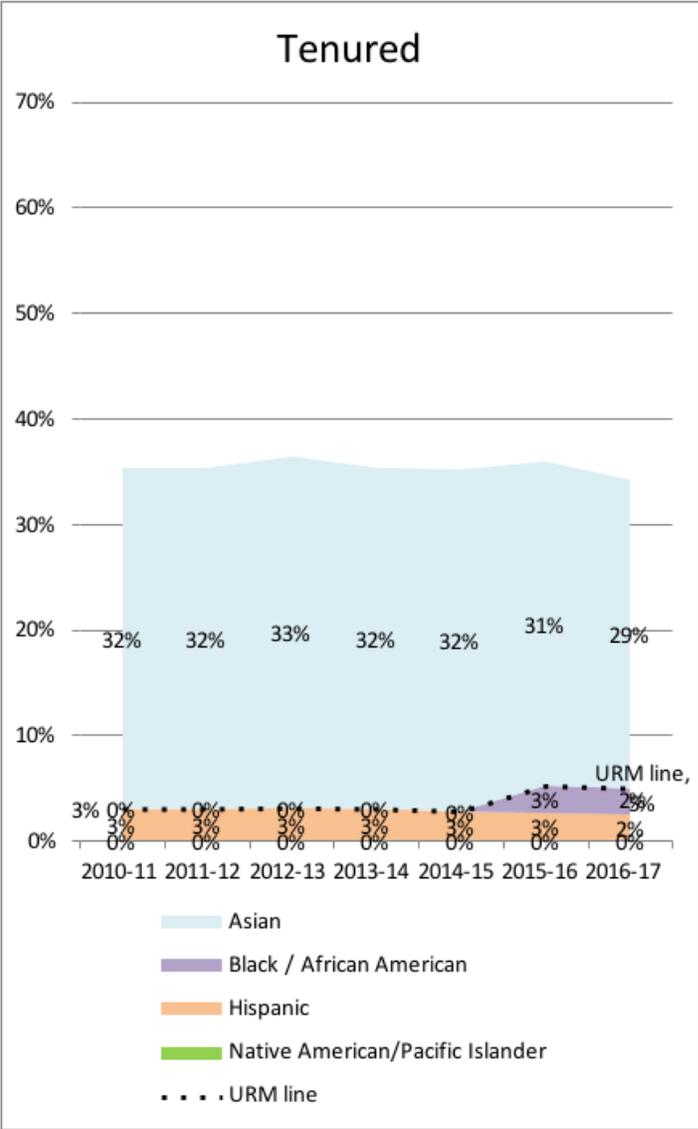
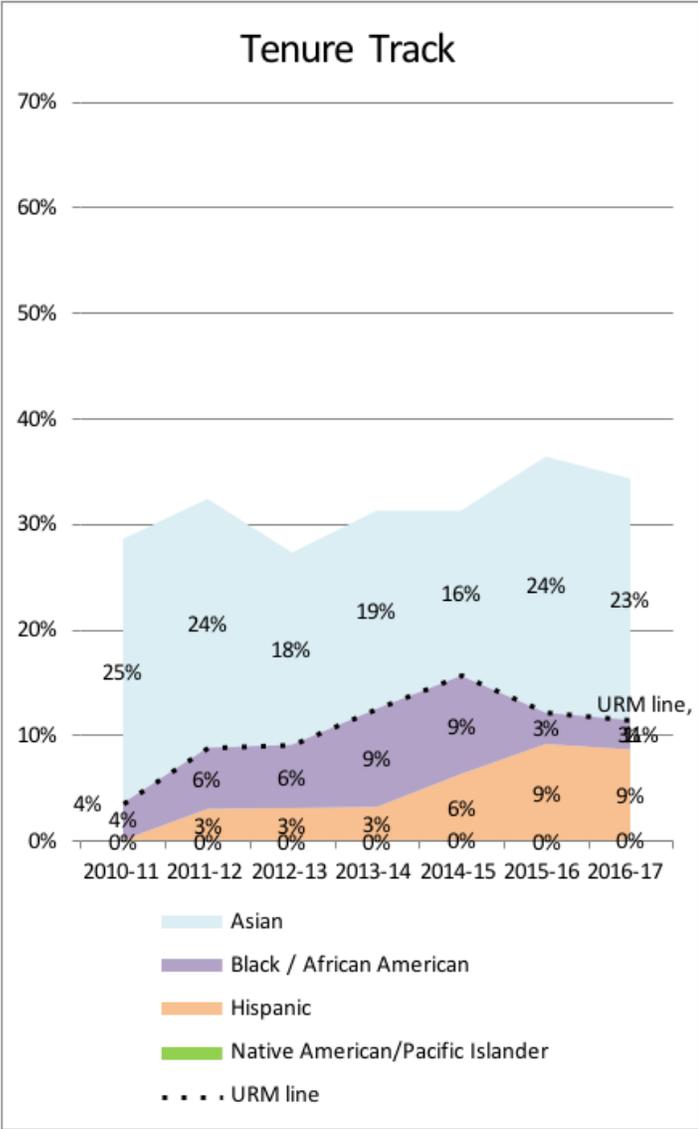
Arts & Sciences (Preliminary)



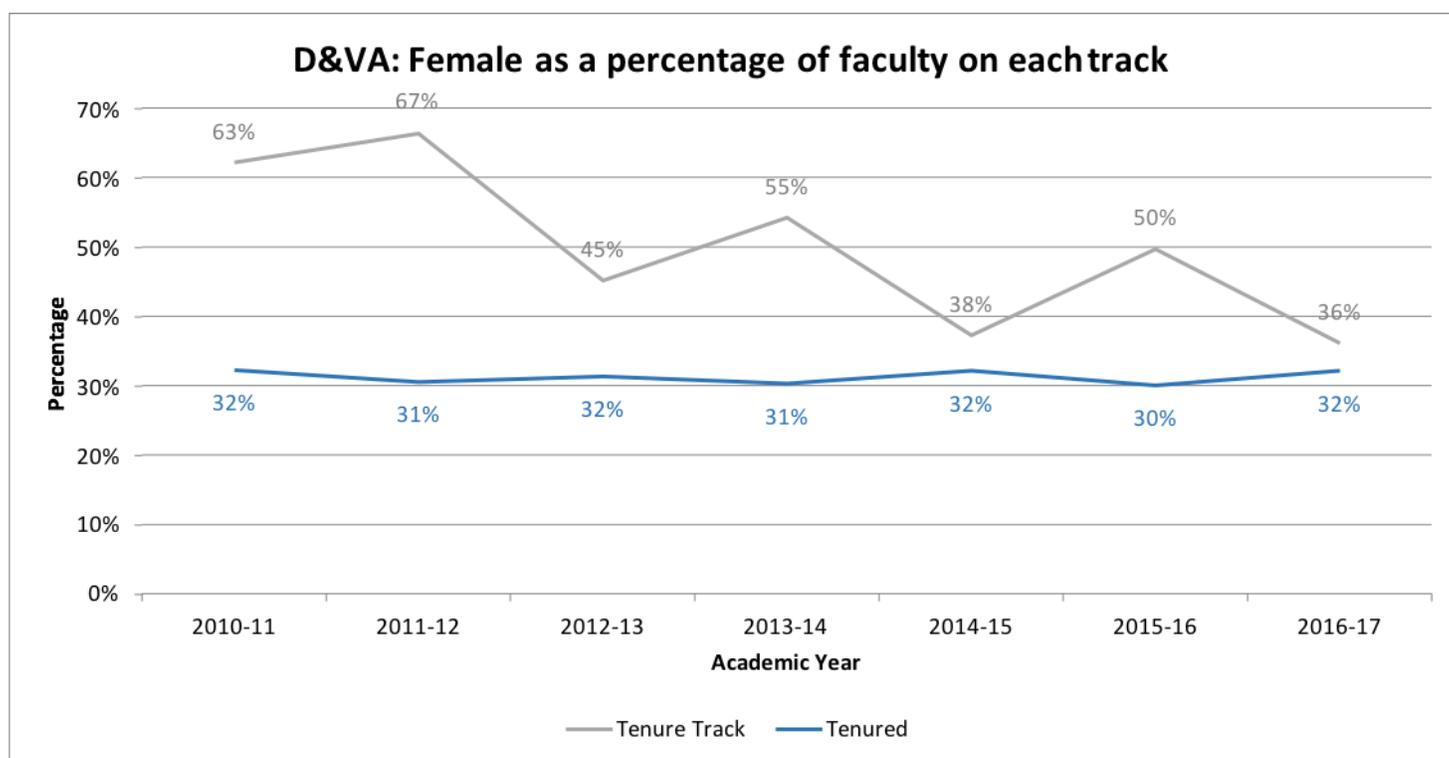


Business (Preliminary)

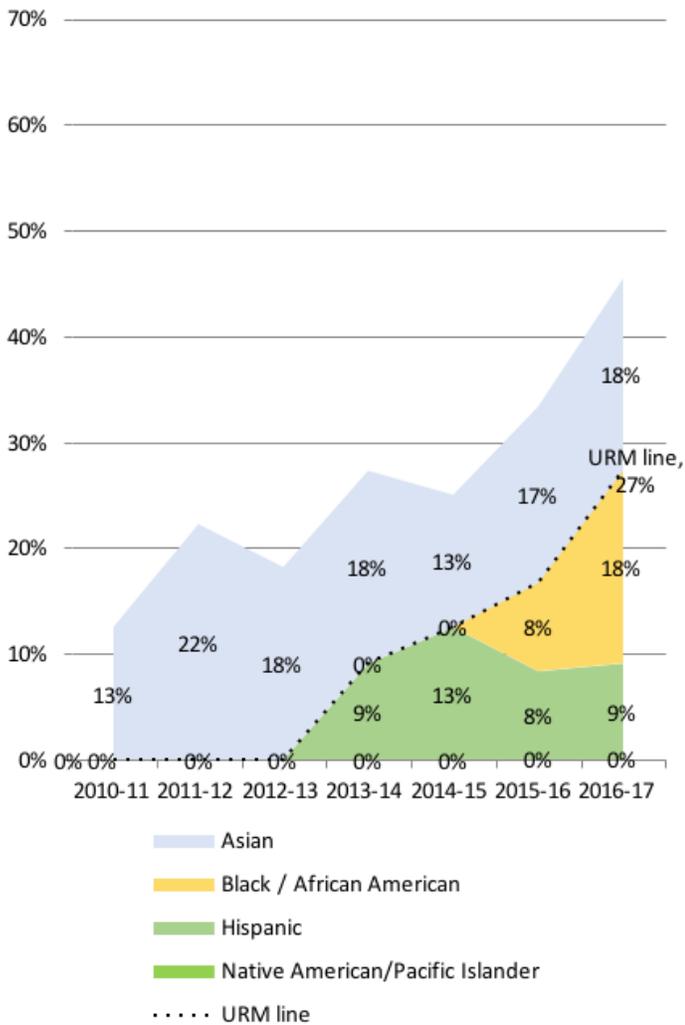




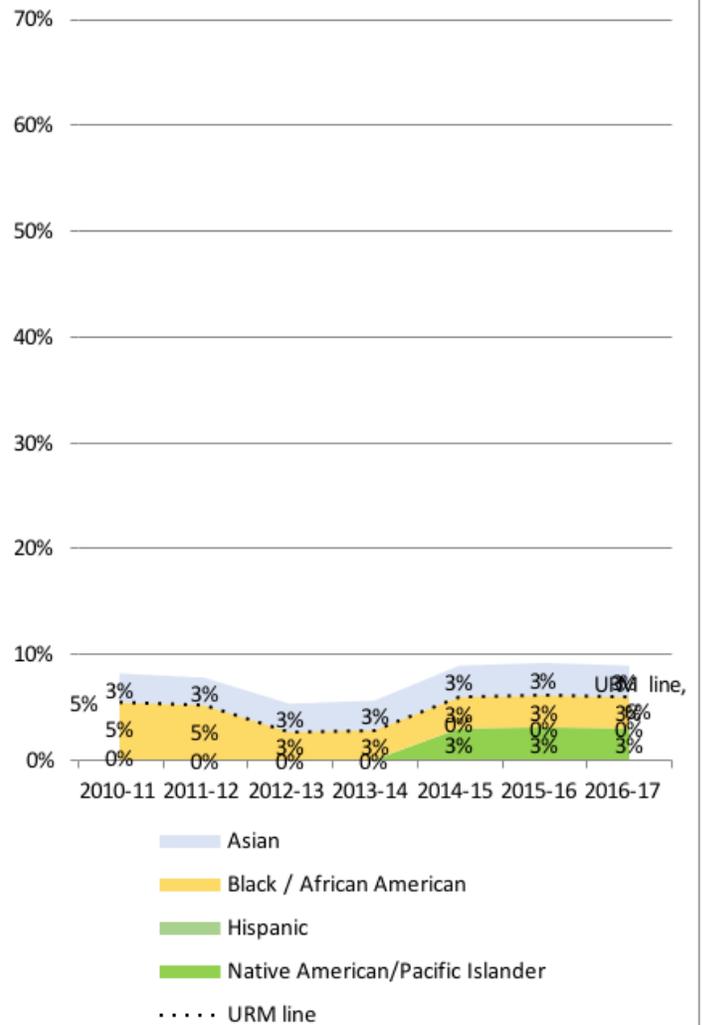
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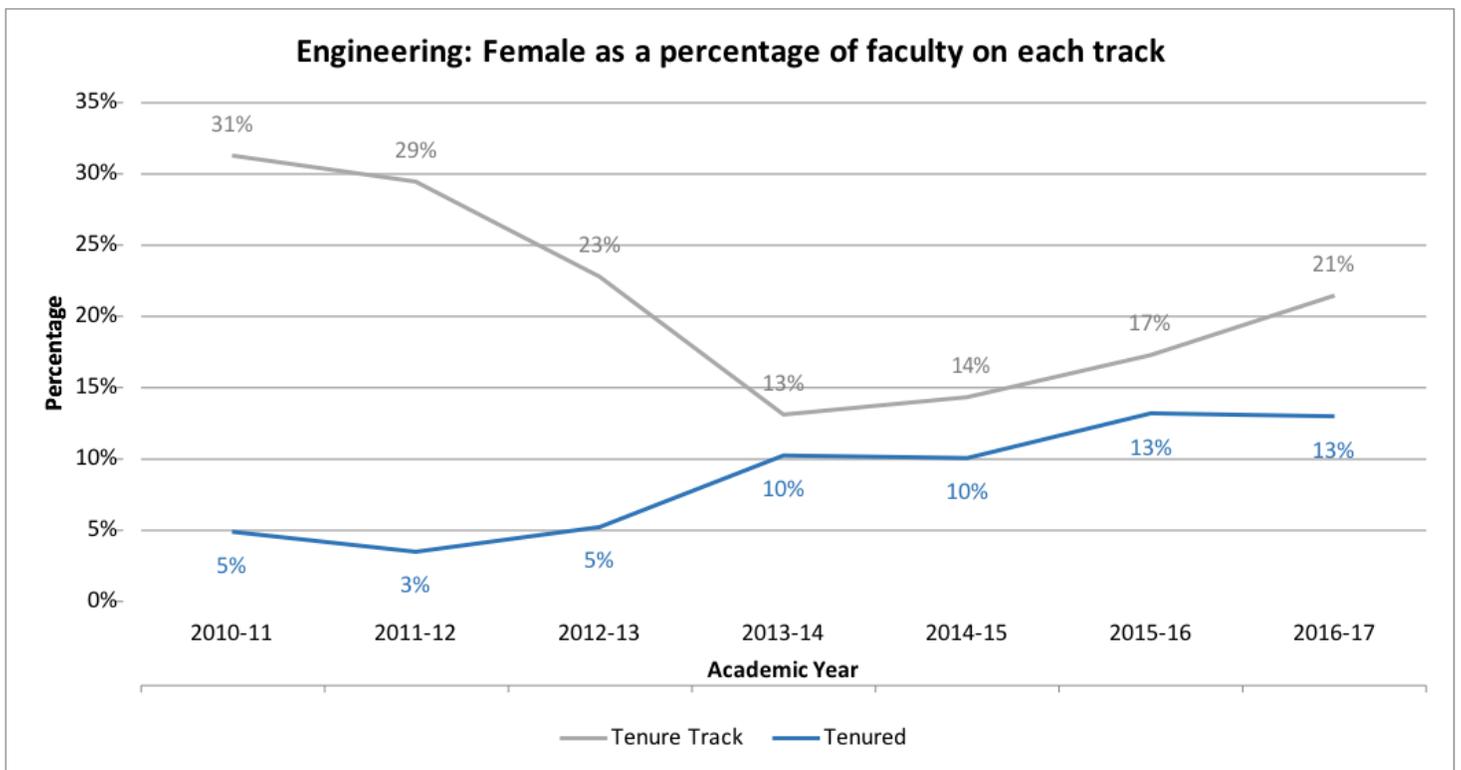
Tenure Track

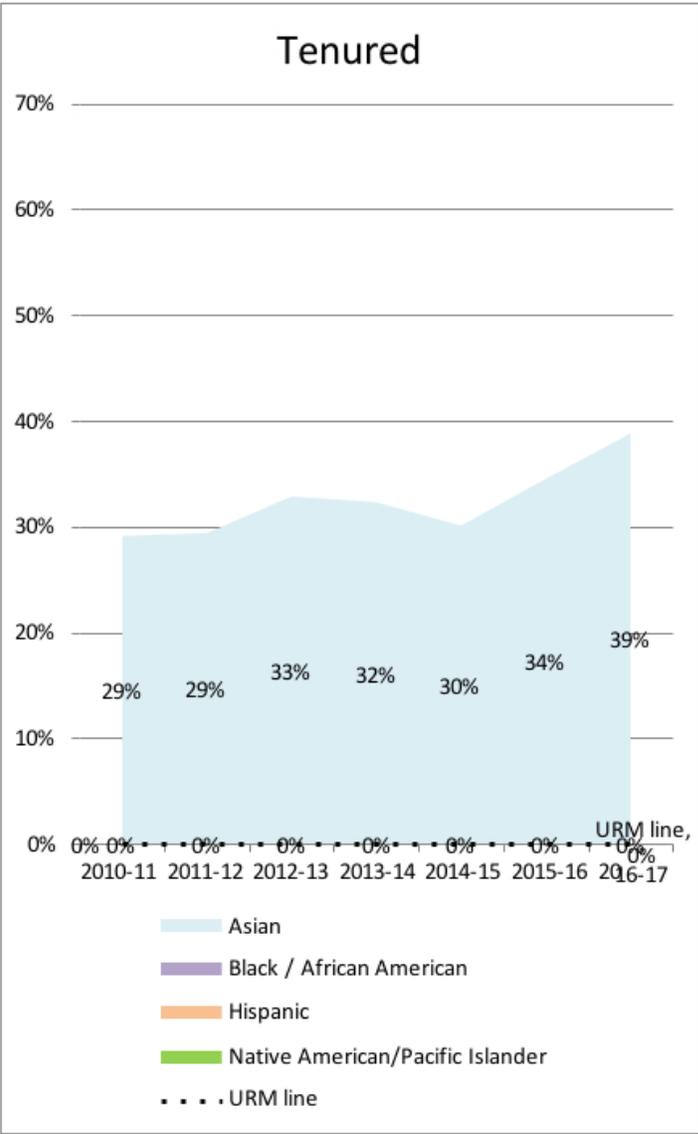
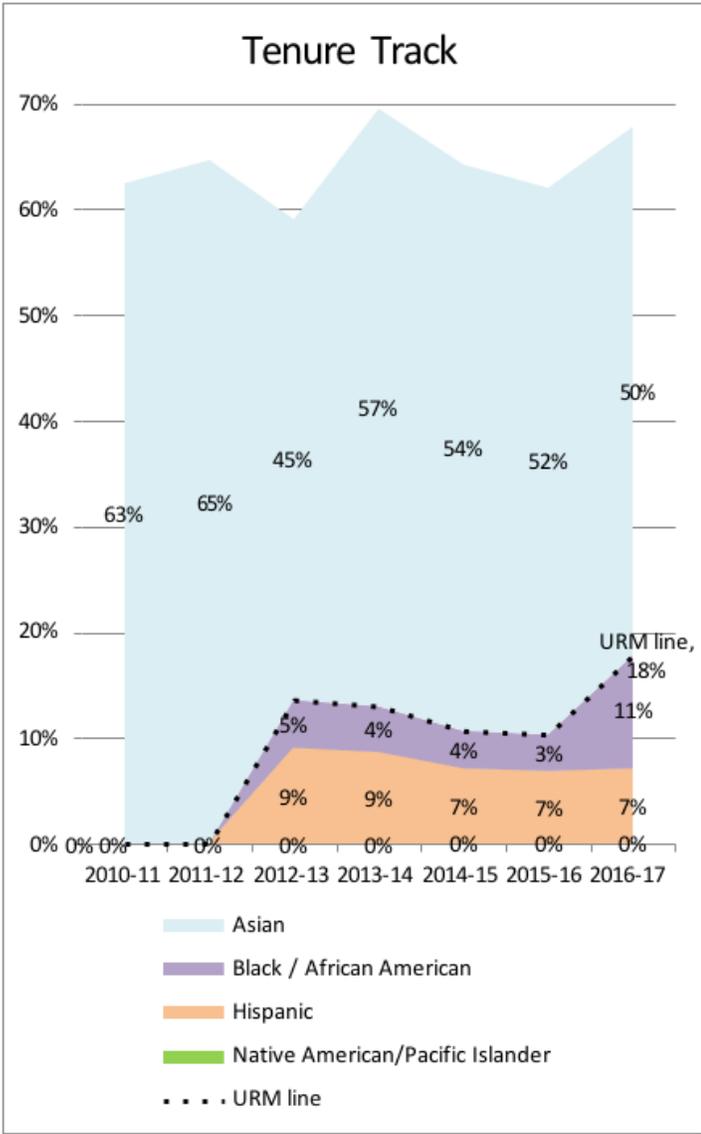


Tenured

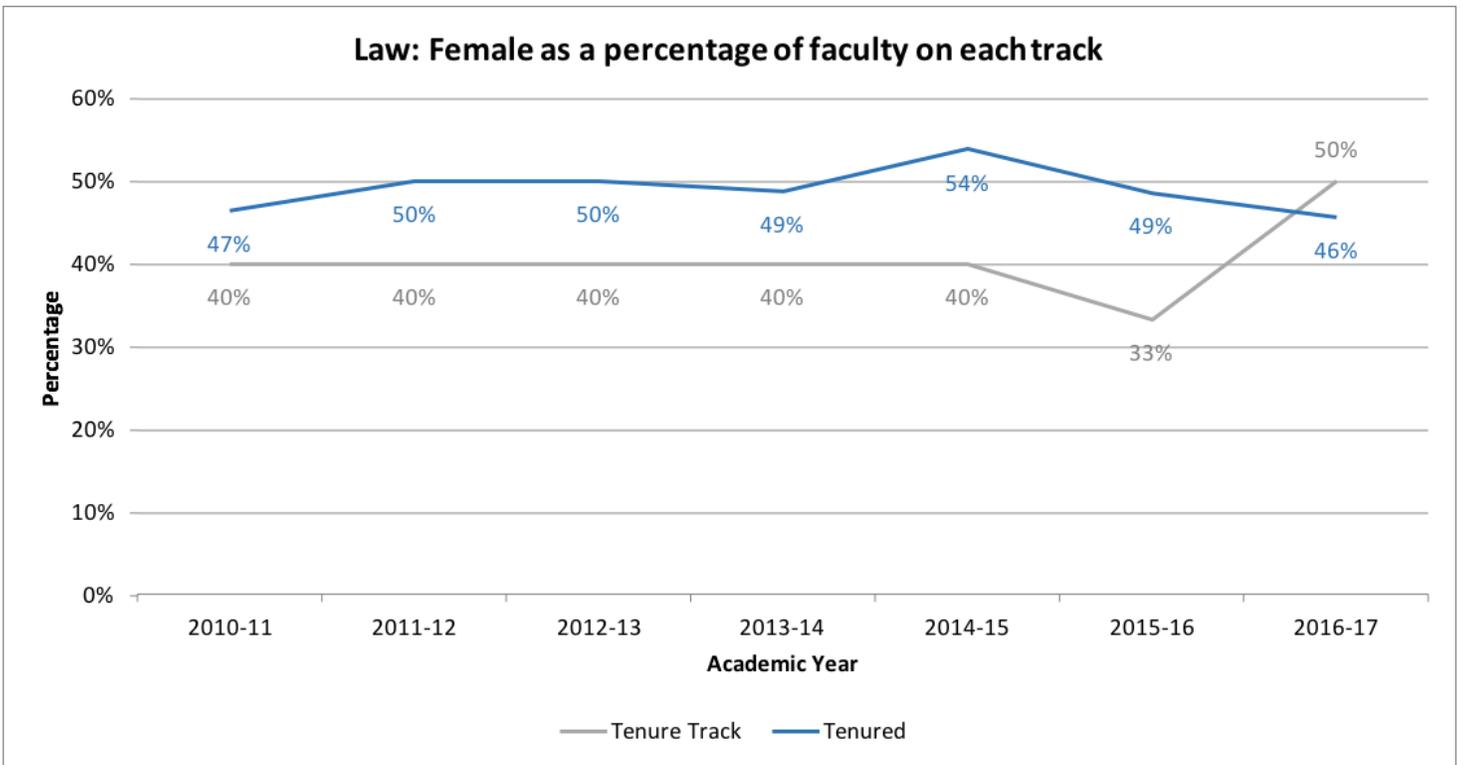


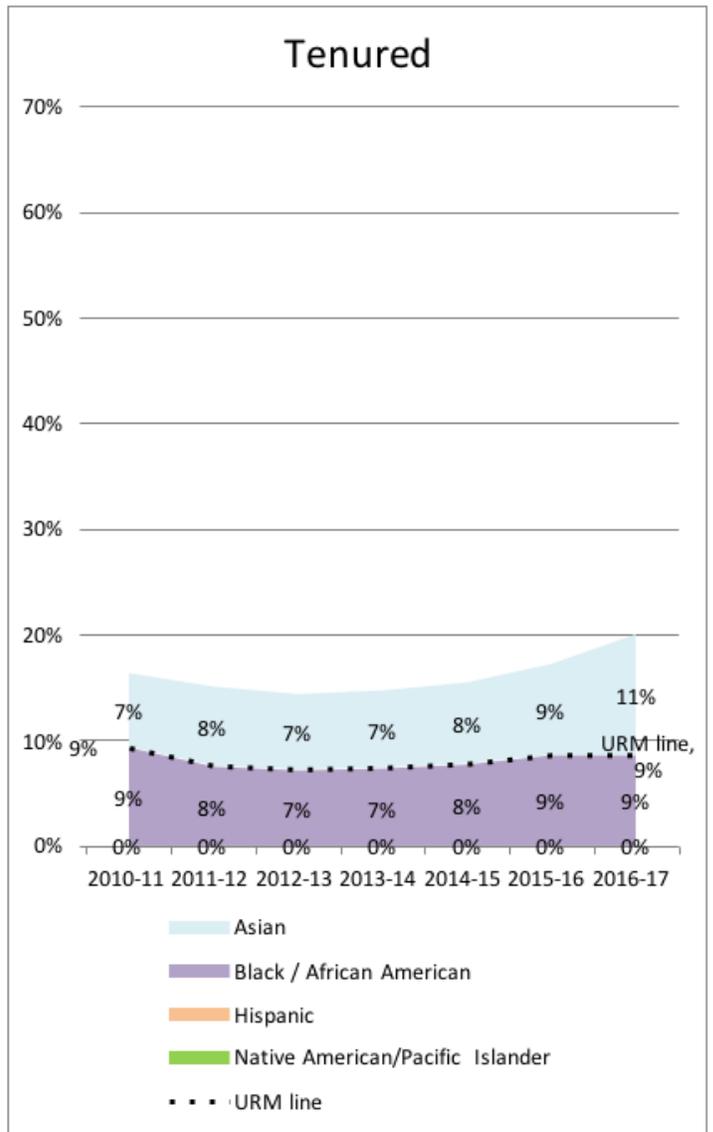
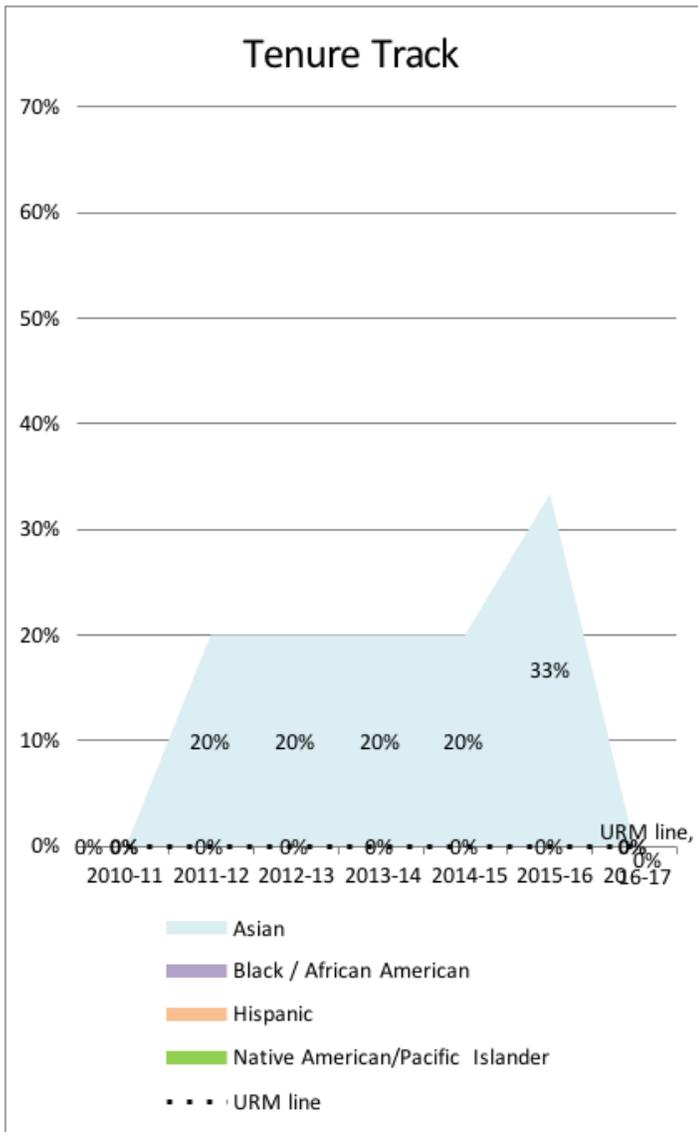
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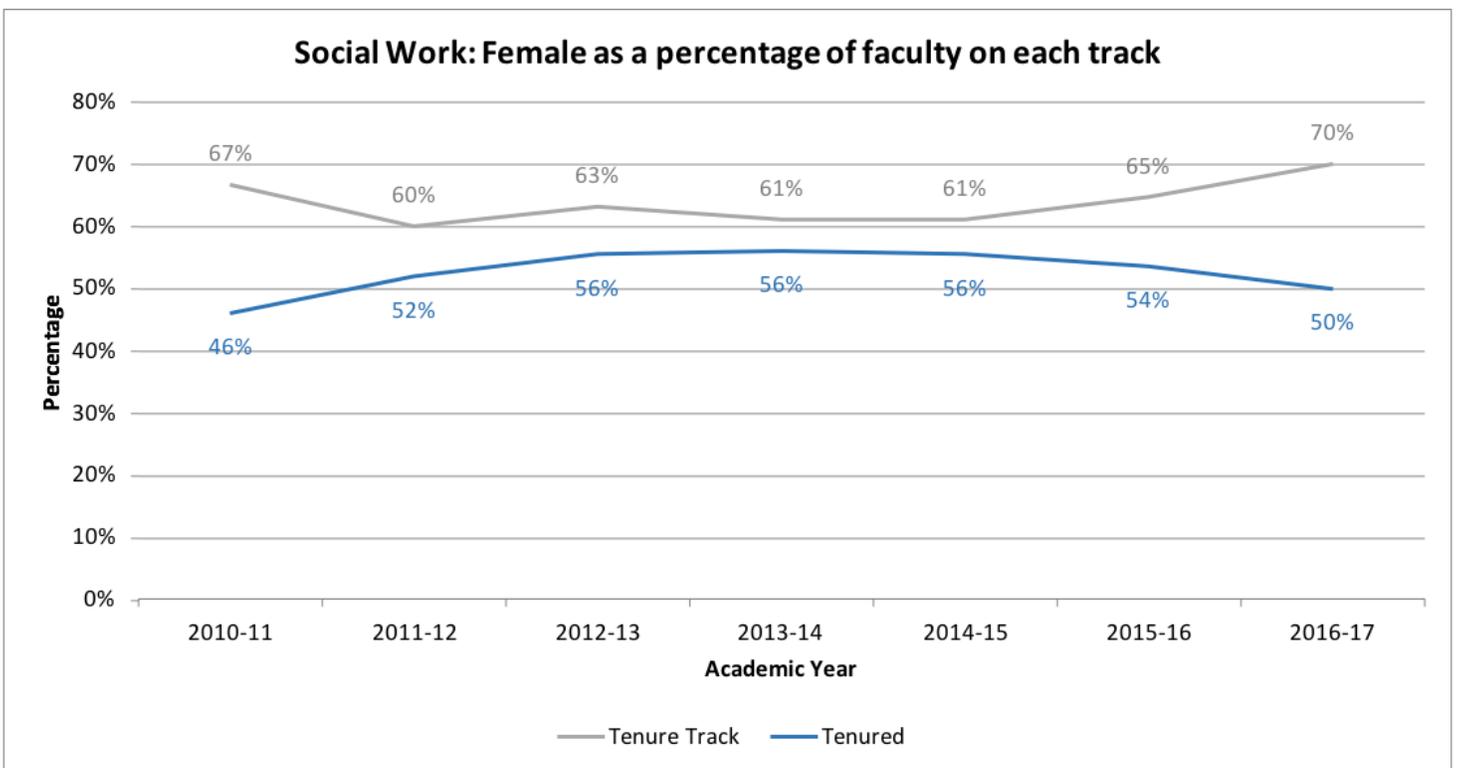


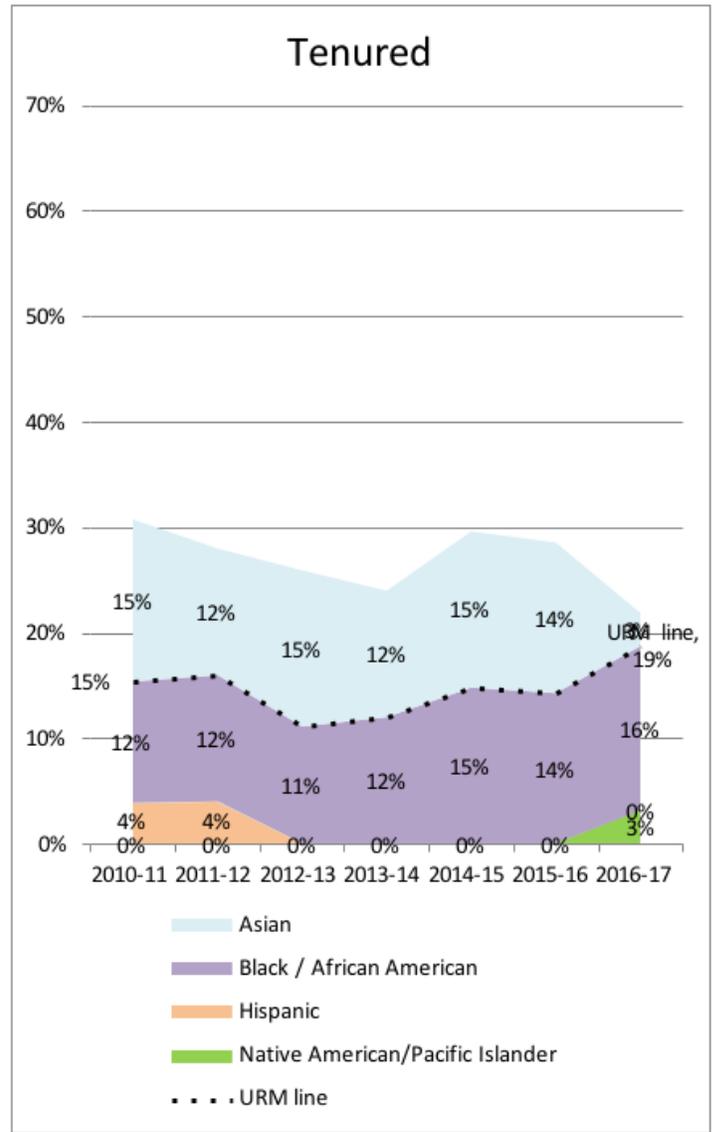
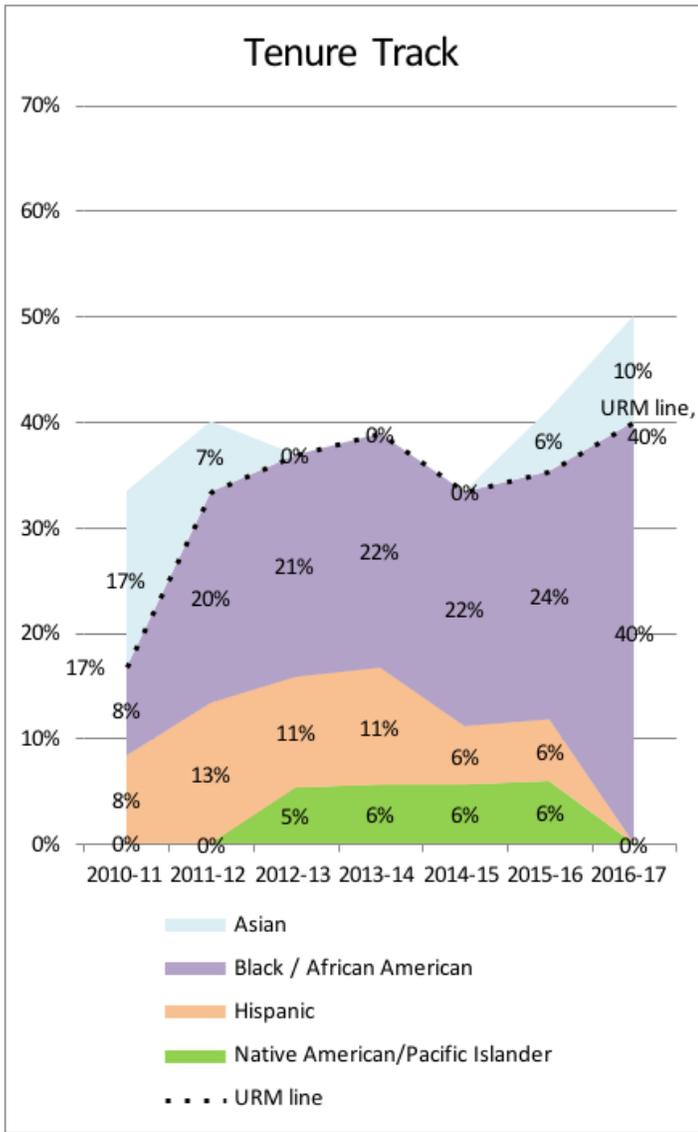
Law (Preliminary)



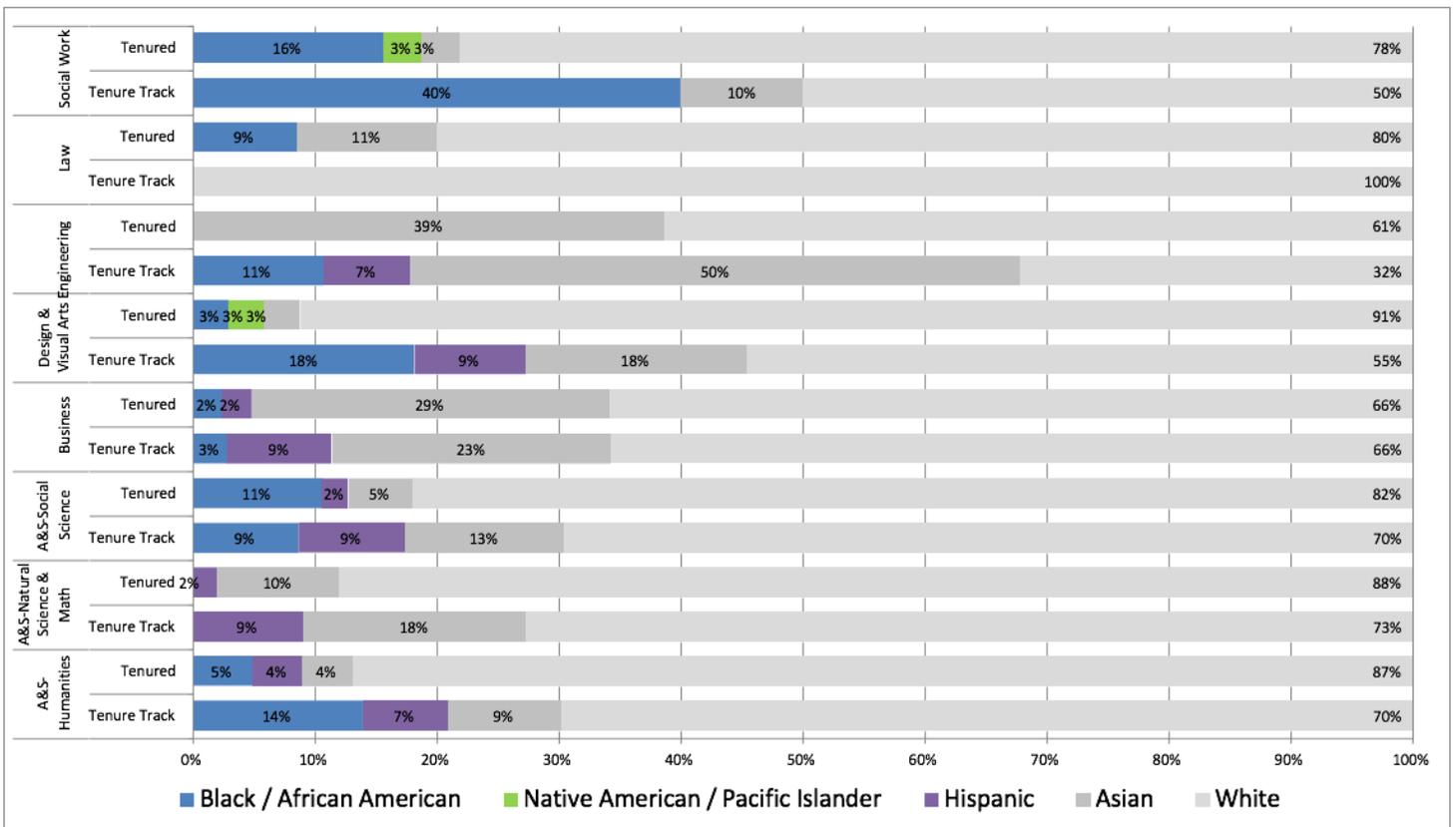


Social Work (Preliminary)





Underrepresented Minority Faculty by School (Preliminary)



Danforth Campus Hires

Tenured and Tenure Track Faculty		2010-2011	2016-2017	Change Over Time
African American	count	24	44	83%
	%	3.7%	6.3%	
Hispanic	count	15	24	60%
	%	2.3%	3.4%	
Total	count	648	699	8%

Tenured and Tenure Track Faculty		2010-2011	2016-2017	Change Over Time
Underrepresented Minority	count	39	70	79%
	%	6%	10%	

Danforth Campus Change (Preliminary*)

Tenured and Tenure Track Faculty		2010-2011	2017-2018	Change Over Time
African-American	count	24	47	~95%

*Final numbers will not be confirmed until November 1.

Faculty Searches Danforth Campus - 2010-11 through 2015-16 (Preliminary)

		6-Year Summary				
		Summary - Danforth Campus				
	Total	Men	Women	Unknown	URM	
Total Searches (inclu TOO)	264					
Target of Oppy Searches	37	20	17	0	16	
Applicants	27193	18427	7447	1319	NA	
% of total applicants		68%	27%	5%	NA	
Invitations to campus	1198	726	472		123	
% of total invited		61%	39%		10%	
Offers	401	249	152		62	
% of total offers		62%	38%		15%	
Hires	241	151	90		45	
% of total hires		63%	37%		19%	
Yield rate (hires as % offers)	60%	61%	59%		73%	

offers
hires
Yield

Faculty Searches By School - 2010-11 through 2015-16

		Arts & Sciences				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	148					
Target of Oppy Searches	16	6	10	0	4	
Applicants	17074	10793	5039	1242		
% of total applicants		63%	30%			
Invitations to campus	599	349	250	0	72	
% of total invited		58%	42%		12%	
Offers	210	128	82	0	32	
% of total offers		61%	39%		15%	
Hires	128	78	50	0	22	
% of total hires		61%	39%		17%	
Yield rate (hires as % offers)	61%	61%	61%		69%	

		Business				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	45					
Target of Oppy Searches	4	3	1	0	1	
Applicants	4490	3115	1324	51		
% of total applicants		69%	29%			
Invitations to campus	284	193	91	0	14	
% of total invited		68%	32%		5%	
Offers	71	47	24	0	7	
% of total offers		66%	34%		10%	
Hires	36	26	10	0	5	
% of total hires		72%	28%		14%	
Yield rate (hires as % offers)	51%	55%	42%		71%	

		Design & Vis Arts				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	16					
Target of Oppy Searches	3	2	1	0	2	
Applicants	448	270	176	2		
% of total applicants		60%	39%			
Invitations to campus	43	22	21	0	4	
% of total invited		51%	49%		9%	
Offers	17	10	7	0	3	
% of total offers		59%	41%		18%	
Hires	15	9	6	0	3	
% of total hires		60%	40%		20%	
Yield rate (hires as % offers)	88%	90%	86%		100%	

		Law				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	9					
Target of Oppy Searches	1	1	0	0	0	
Applicants	244	141	103	0		
% of total applicants		58%	42%			
Invitations to campus	34	18	16	0	5	
% of total invited		53%	47%		15%	
Offers	11	6	5	0	1	
% of total offers		55%	45%		9%	
Hires	6	3	3	0	0	
% of total hires		50%	50%		0%	
Yield rate (hires as % offers)	55%	50%	60%		0%	

		Engineering				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	27					
Target of Oppy Searches	4	2	2	0	2	
Applicants	4300	3854	444	2		
% of total applicants		90%	10%			
Invitations to campus	172	114	58	0	13	
% of total invited		66%	34%		8%	
Offers	58	41	17	0	7	
% of total offers		71%	29%		12%	
Hires	35	25	10	0	5	
% of total hires		71%	29%		14%	
Yield rate (hires as % offers)	60%	61%	59%		71%	

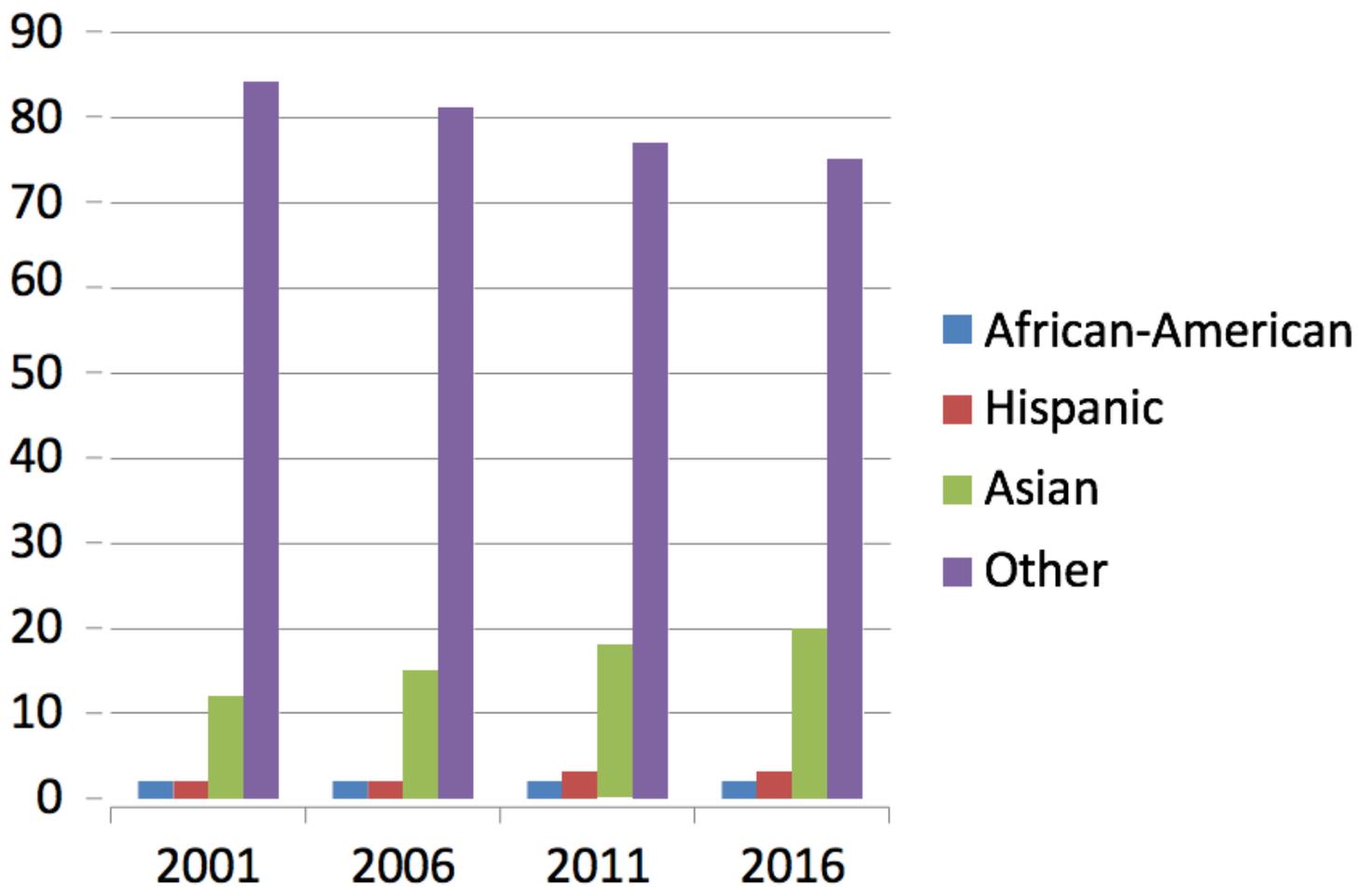
		Brown School				
	Total	Men	Women	Unknown	URM	
Searches (inclu TOO)	19					
Target of Oppy Searches	9	6	3	0	7	
Applicants	637	254	361	22		
% of total applicants		40%	57%			
Invitations to campus	66	30	36	0	15	
% of total invited		45%	55%		23%	
Offers	34	17	17	0	12	
% of total offers		50%	50%		35%	
Hires	21	10	11	0	10	
% of total hires		48%	52%		48%	
Yield rate (hires as % offers)	62%	59%	65%		83%	

6 Year Summary of searches through 2015-16 (AD handout).xlsx, 9/5/2017

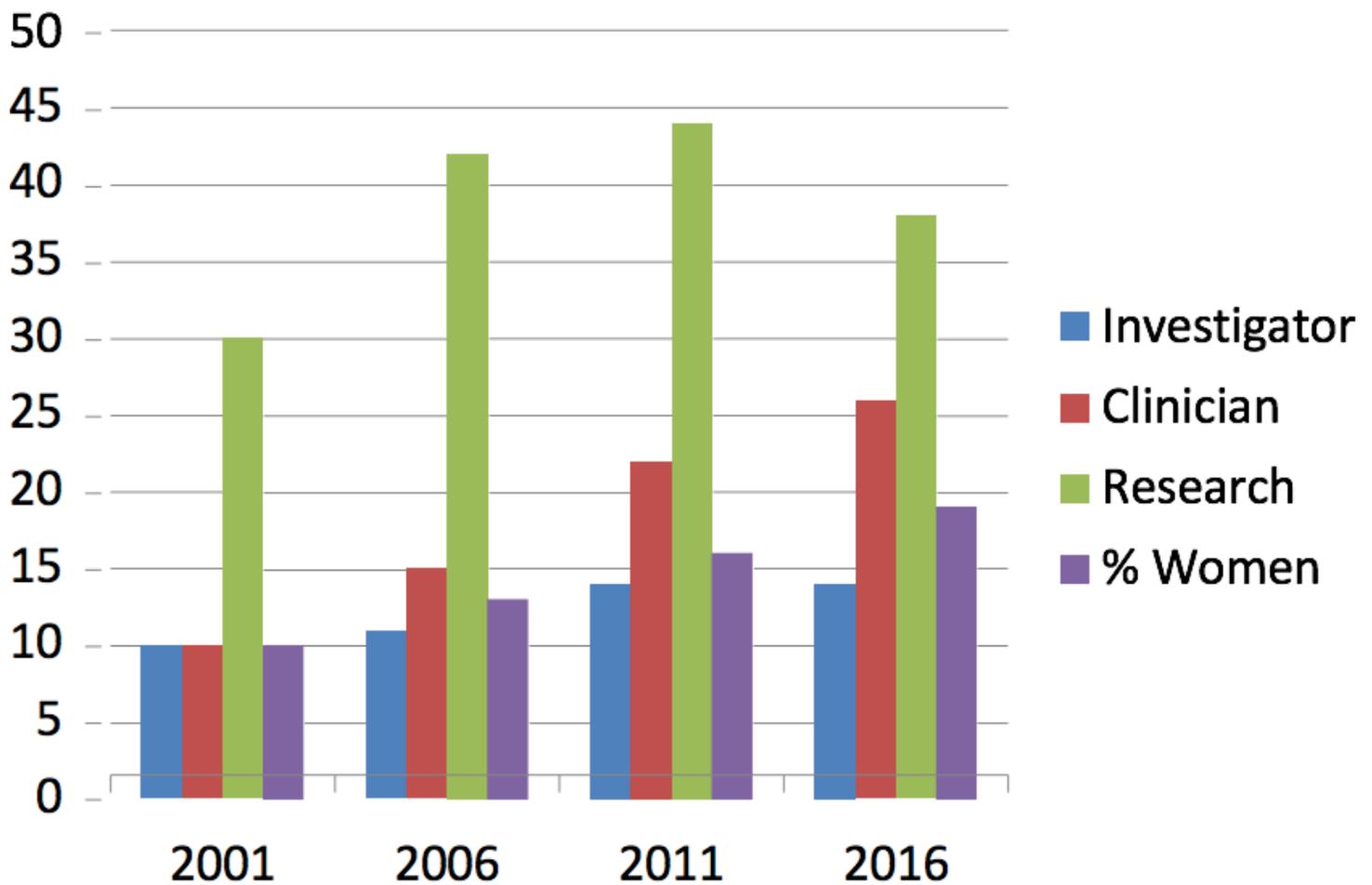
Washington University School of Medicine Trends

	2001	2006	2011	2016
Investigator Track	840	777	688	661
Clinician Track	348	566	884	1111
Research Track	198	274	295	318
Total Faculty	1386	1617	1867	2090
Women	381	480	638	777
Women as %	27%	30%	34%	37%
Men	1005	1137	1229	1313
Men as %	73%	70%	66%	63%
Underrepresented Minorities	53	58	89	119
URM as %	4%	4%	5%	6%

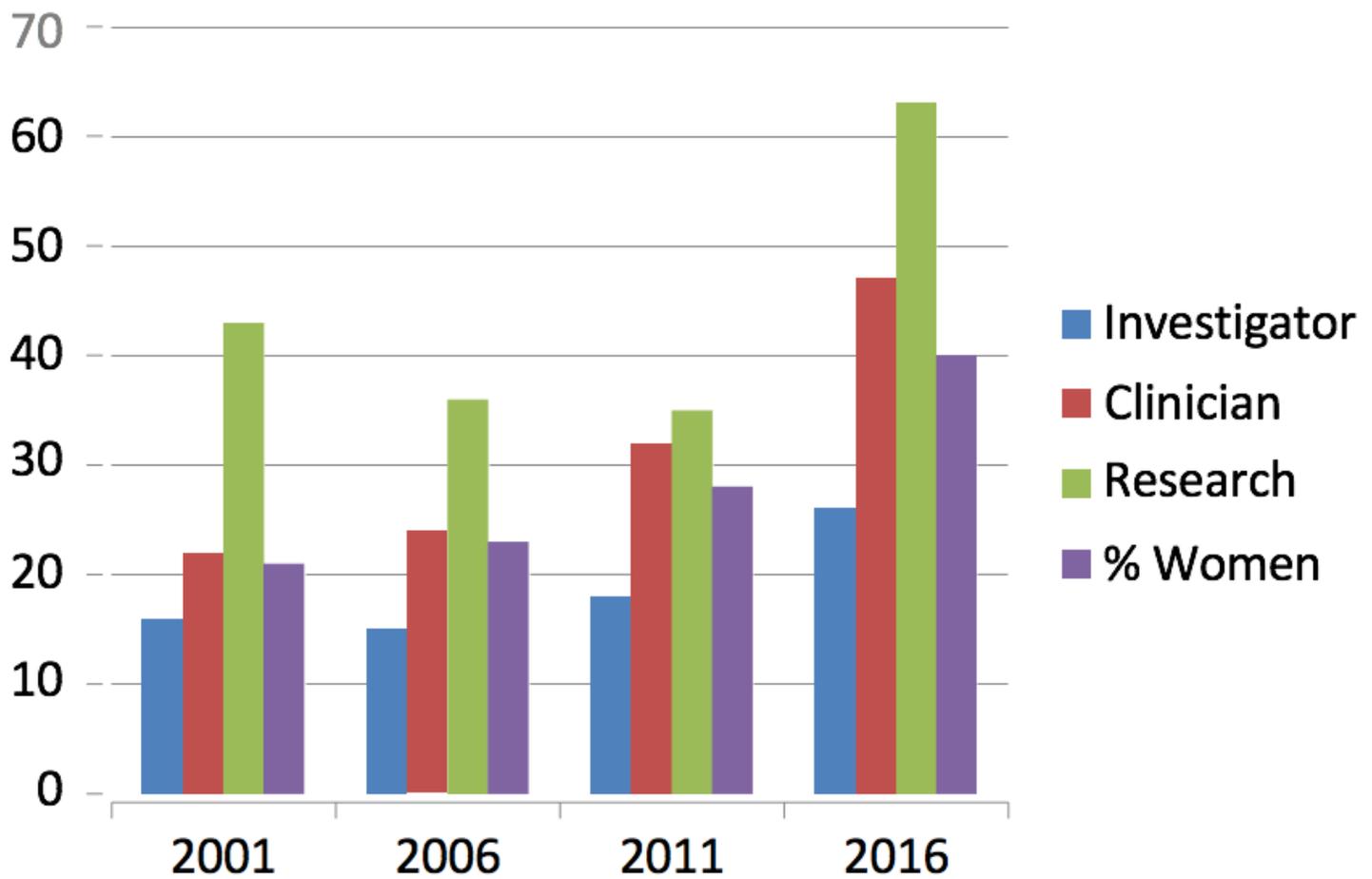
Percentage of Underrepresented Minorities at WUSM



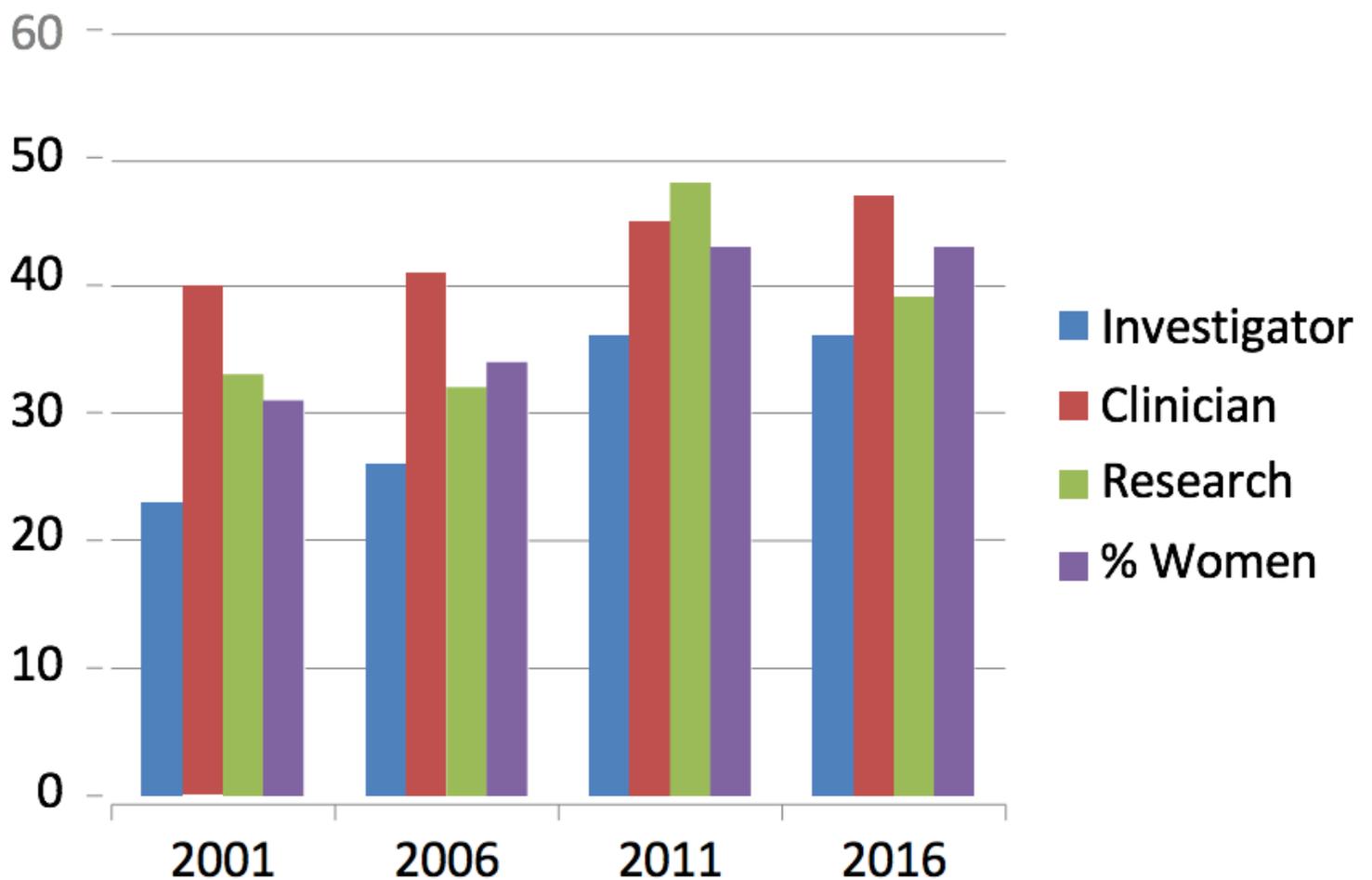
Percentage of Women Full Professors by Track at WUSM



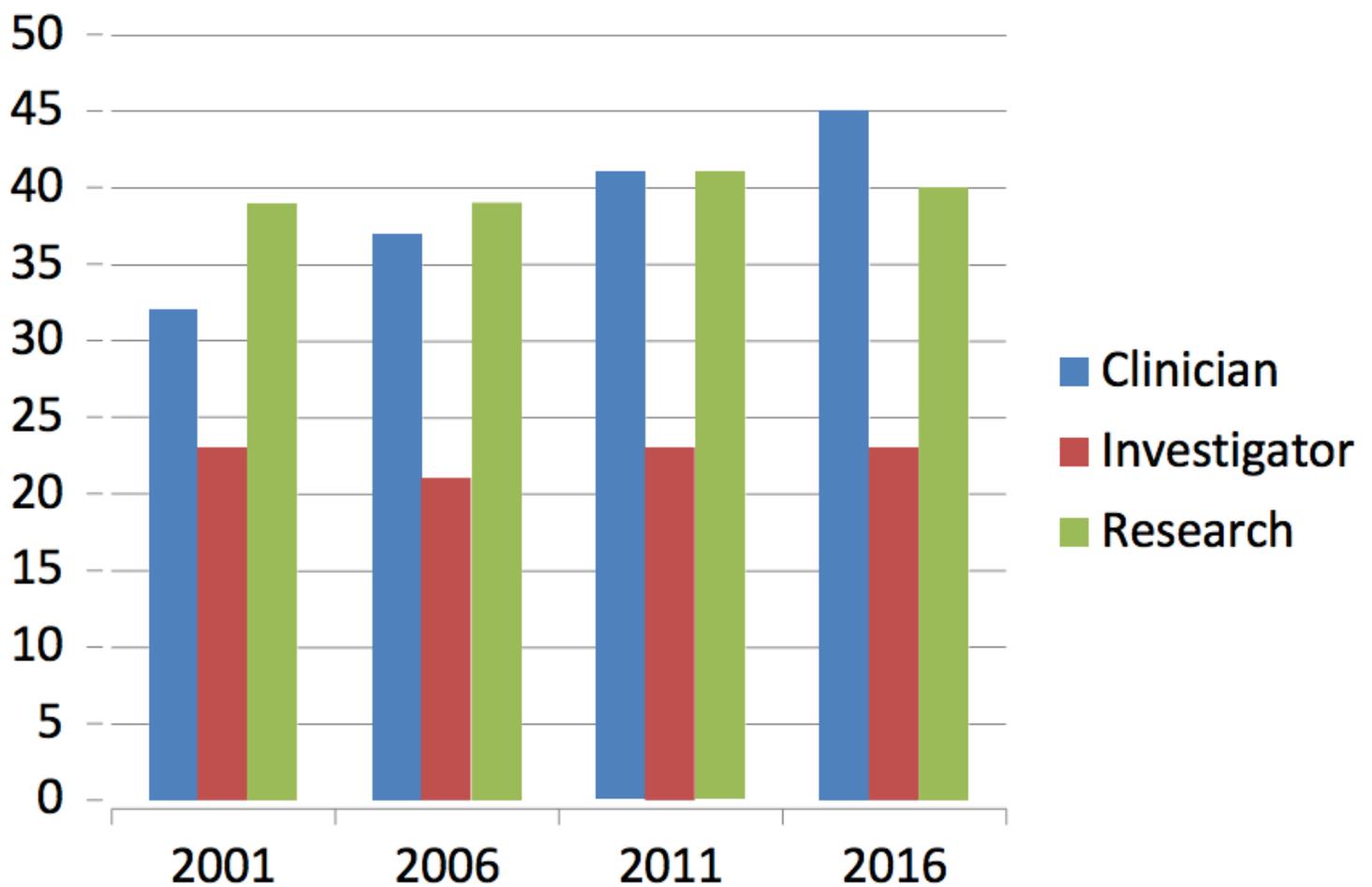
Percentage of Women Associate Professors by Track at WUSM



Percentage of Women Assistant Professors by Track at WUSM



Percentage of Women by Track at WUSM



To view the full report click [here](#);
to view the Executive Summary of the report, click [here](#).