



# Vice Provost for Faculty Affairs and Diversity

**Biennial Report  
2019–20 and 2020–21**



# Goals of the Vice Provost for Faculty Affairs and Diversity



I am excited to share this biennial report from the final two years of my decade-long service in the Office of the Provost. We strengthened the university's faculty support infrastructure, entering two strategic partnerships: with Interfolio to support academic searches and with the National Center for Faculty Development and Diversity to support scholars at all ranks in achieving their research goals. Our office started Write on Sites, which empowered faculty in finding some of their most productive research hours of the year. We took seriously the toll from remote learning and working and generated a robust set of recommendations to the provost regarding how to ameliorate the pandemic's worst effects, especially on tenure-track faculty and faculty with caregiving responsibilities. For new faculty who joined our community while we were remote, we piloted virtual Lightning Talks in which all new faculty were invited to give a one-minute overview of their research to our existing faculty. We also continued our progress in key areas of gender equity, including a set of recommended best practices for Danforth Campus lactation rooms and helping to develop important steps toward gender inclusive facilities and menstrual equity at the university.

— Adrienne Davis  
Vice Provost for Faculty Affairs and Diversity (2011–21)

The vice provost for faculty affairs and diversity (VPFAD) team works to build an inclusive, dynamic faculty community by supporting the professional development, thriving, and success of all Danforth Campus faculty. The VPFAD fosters the development of policies, practices, and programs that enhance faculty excellence, equity, and success. The vice provost also collaborates with Danforth Campus schools on their faculty-focused inclusive excellence goals. The VPFAD works closely with other stakeholders at the university, including the Center for Teaching and Learning; the Center for Diversity and Inclusion; the Academy for Diversity, Equity, and Inclusion; and the School of Medicine. Recent efforts include an emphasis on building infrastructure to diversify the academic STEM pipeline, the Distinguished Visiting Scholar Program, and faculty recruitment and retention. This report highlights many of these initiatives and successes.

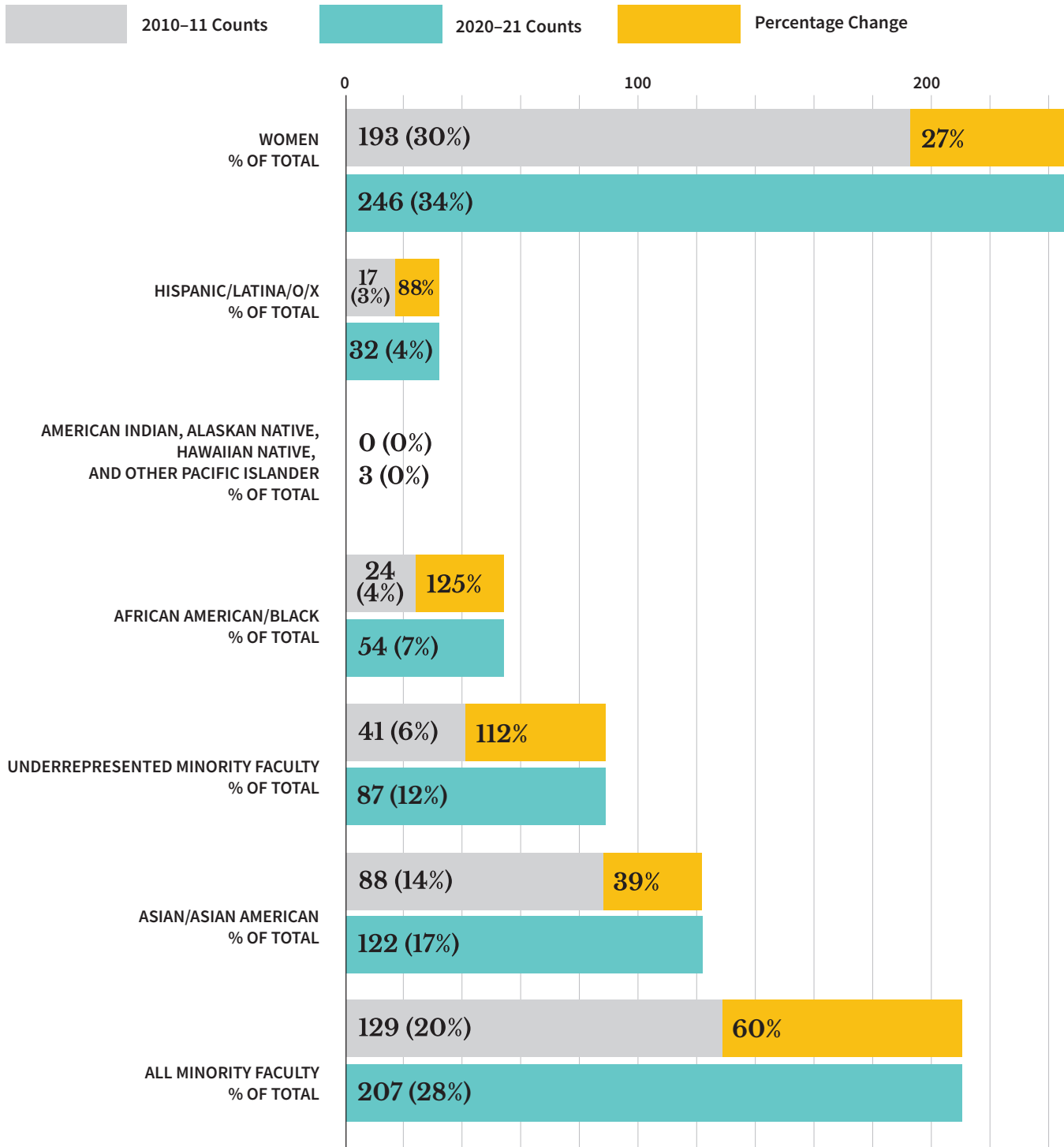
One of the biggest challenges we faced during this time frame, like the rest of the world, was fulfilling our mission during a pandemic. Historically, our programs and initiatives were centered around community building, collaboration, and physically bringing our faculty together. The VPFAD team had to pivot and seek out new ways and resources to deliver programs and results, many of which are outlined in this report.



As we continue existing programs and develop new ones to support Danforth Campus faculty, I look forward to furthering the excellent and exemplary work that Professor Adrienne Davis and the VPFAD Faculty Fellows have done. Serving in this role offers a unique opportunity to combine my expertise and passions related to faculty affairs and equity and inclusion. WashU is well positioned to become a leading university in these areas and a model for transformative and inclusive faculty development. By highlighting the importance of centering equity in our faculty policies and practices, our VPFAD team will continue the important work of supporting WashU faculty excellence and success in the years to come.

— Kia Caldwell  
Vice Provost for Faculty Affairs and Diversity (current)

# Danforth Campus Faculty Tenured and Tenure-Track Counts Change from 2010–11 to 2020–21



Headcounts of faculty. Data are from the November 1 census each year. Faculty with joint appointments are counted once, in the school of their primary appointment. Postdocs are excluded. Underrepresented (URM) faculty include African American/Black, Hispanic, American Indian, Alaskan or Hawaiian native, and other Pacific Islander.

# Progress in Our Faculty Composition and New Hire Trends

34%

of Tenured and Tenure-Track Faculty Members on the Danforth Campus Were Born Overseas

+112%

Overall Increase in Underrepresented Minority Tenured and Tenure-Track Faculty from 2010–11 to 2020–21

+88%

Overall Increase in Hispanic/Latina/o/x Tenured and Tenure-Track Faculty from 2010–11 to 2020–21

28%

of the 29 New Tenured and Tenure-Track Faculty Members on the Danforth Campus are URMs (2020–21 academic year)

+125%

Overall Increase in African American/Black Tenured and Tenure-Track Faculty from 2010–11 to 2020–21

+39%

Overall Increase in Asian/Asian American Tenured and Tenure-Track Faculty from 2010–21 to 2020–21

+27%

Overall Increase in Female Tenured and Tenure-Track Faculty from 2010–11 to 2020–21

Headcounts of faculty. Data are from the November 1 census each year. Faculty with joint appointments are counted once, in the school of their primary appointment. Postdocs are excluded. Underrepresented (URM) faculty include African American/Black, Hispanic, American Indian, Alaskan or Hawaiian native, and other Pacific Islander.

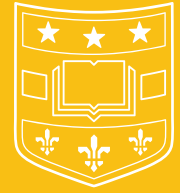
## ADVANCE Grant Proposal

In spring 2021, the vice provost for faculty affairs and diversity team submitted a preliminary proposal for a National Science Foundation (NSF) ADVANCE-Institutional Transformation (IT) grant focused on gender equity in the STEM professoriate, under the leadership of Vice Provost Adrienne D. Davis and Aurora Kamimura, fellow in the Office of the Provost and lecturer in education. This \$3 million grant would span a five-year period and galvanize efforts to achieve gender equity for STEM faculty on both the Danforth and Medical campuses. Universities

that have previously received ADVANCE IT grants have been at the forefront of creating innovative and equitable faculty policies. In August 2021, the NSF invited Washington University to submit a full proposal to the ADVANCE program. With the end of Adrienne Davis's tenure as vice provost in June 2021, Kia Caldwell led the new PI team, in collaboration with Aurora Kamimura. This team submitted a full proposal to the NSF in January 2022. As of this writing, the PI team is awaiting a decision from the NSF, expected in summer 2022.



# National Center for Faculty Development & Diversity (NCFDD) Institutional Membership



On July 1, 2020, Washington University became an institutional member of the National Center for Faculty Development & Diversity (NCFDD), an independent organization that is nationally recognized for its provision of online research productivity, academic mentoring, and career development resources. Through our institutional membership, all Washington University faculty, staff, graduate students, postdocs, and trainees can enroll in a free, individual membership, helping them thrive in academia. The NCFDD focuses on four key areas to help achieve extraordinary writing and research productivity while maintaining a full and healthy life off campus.

## 1. Strategic Planning

## 2. Explosive Productivity

## 3. Work-Life Balance

## 4. Healthy Relationships

# 646



**new individual accounts were created under the WashU institutional membership within the first year (7/1/20–6/30/21).**

We are thrilled to provide this on-demand access to mentoring tools and support needed to be successful in the Academy. As we faced the pandemic, having access to guest-expert webinars, online faculty writing programs, and virtual workshops was invaluable to our faculty, graduate students, and staff.

## Lightning Talks for New Faculty

The Lightning Talk was born with the intention of interrupting the isolation caused by COVID-19 and fostering community and networking between our recently arrived faculty and Danforth tenured and tenure-track faculty.

The purpose was to invite the new tenure-track faculty members to present their research to the entire academic community in one minute and with a single slide.

These virtual Lightning Talks took place in December 2020 and April 2021. In total, 15 new faculty members presented their research to more than 60 tenured and tenure-track Danforth Campus faculty members.

# Gender Equity



“As we read in the news about gender inequities as a result of the COVID-19 pandemic, we heard firsthand from our own women faculty about their struggles. Women reported the strain of balancing work and caregiving as well as barriers to conducting their research. We used this insight to create actionable recommendations supported by the Faculty Senate Council and presented to the provost. These recommendations include requiring transparency of pandemic-related barriers to career advancement (especially for early-career faculty), flexibility in teaching when possible, and halting nonessential service.”

— Amy Eyler

Associate Professor in the Brown School,  
and Office of the Provost Gender Equity  
Faculty Fellow



# Gender Equity



The vice provost for faculty affairs and diversity and the team of gender equity faculty fellows deepened their efforts by building on the immediate and long-term goals for faculty gender equity on the Danforth Campus, including:

- Ensuring gender equity in professional advancement and development
- Improving the culture and climate for women faculty and identifying ways to interrupt bias
- Securing transparency and better communications, policies, resources, and opportunities
- Engaging the campus in issues of gender equity in higher education more broadly
- Continuing to cultivate leadership opportunities for women faculty
- Community building among faculty identifying as women
- Skill and capacity building

## Work/Life Balance Report Recommendations

The Danforth Campus' Standing Committee on Work/Life Balance was convened in January 2018 and charged with making recommendations to the provost on how to foster an institutional culture and promote policies that are supportive of our faculty's lives beyond the university. The committee was composed of a group of faculty members from across ranks and schools on the Danforth Campus, under the leadership of committee chair Stephanie Kirk, gender equity faculty fellow and professor of Spanish, of comparative literature, and of women, gender, and sexuality studies, Arts & Sciences.

Committee members used focus groups, historical WashU work/life surveys, benchmark data on policies and resources from peer institutions, and research/studies to gather data and examine key questions about the following six areas.

1. Child care
2. Elder care
3. Equitable service
4. Sabbatical policies on the Danforth Campus
5. Adoption and surrogacy
6. Infrastructure and institutional support

The committee found that best practices in work/life balance policies stand to benefit not only the faculty members and their families, but also WashU and the greater St. Louis community. In addition, a set of robust policies that demonstrate Washington University's commitment to achieving faculty work/life balance will allow us to retain and attract the best faculty.

**OUTCOMES:** A final report with specific recommendations was assembled and presented to the provost in February 2021. Key recommendations already implemented include:

- The hiring of a child and family care facilitator to help families find and access child and adult care
- Improving website access to information regarding family care resources and benefits
- The creation of the Faculty Service Equity Task Force that is charged with evaluating how faculty service functions on the Danforth Campus—the goal is to recommend best practices for ensuring clarity, transparency, consistency, and equity both between and within schools and departments

## Washington University Working Group on Gender Inclusive Facilities and Menstrual Products

This working group was charged with writing policy on university bathrooms on two fronts—gender-inclusive restrooms and menstrual products. The group met monthly during spring 2018 and divided into four subcommittees to address menstrual products, gender-inclusive facilities/policies, benchmarking, and communications.

**OUTCOMES:** Members presented key findings in a thorough report along with recommendations on new construction/renovation guidelines, signage, website wayfinding, and education. As of September 2021, menstrual products are available for emergency and occasional use at no charge in restrooms in over 30 buildings on the Danforth Campus.

## Lactation Room Task Force

A Lactation Room Task Force—under the direction of co-chairs Stephanie Kirk, gender equity faculty fellow in the Office of the Provost and professor of Spanish, of comparative literature, and of women, gender, and sexuality studies, Arts & Sciences, and James Kolker, university architect and associate vice chancellor—assessed all lactation rooms on the Danforth Campus, participated in the design of a model lactation room in McKelvey Hall, and carefully benchmarked and studied best practices in academia and beyond.

**OUTCOMES:** A set of recommendations was made by the committee following this project.



## Gender Equity

### Gender Equity Annual Town Hall Meetings on Danforth Campus

We have continued to host annual Gender Equity Town Hall meetings to provide a forum for giving updates on progress and challenges in faculty gender equity on the Danforth Campus. The presentations focused on sharing trends and changes in demographics and climate as well as highlighting new and revised university policies, efforts underway, challenges, programming, and community-building resources. We pivoted to a virtual format for 2021 to keep this important annual event occurring, expanding the guest list to include all deans and department/division chairs, bringing together almost 100 attendees, including the provost.



### NCFDD Mentoring 101 Workshop with the Association of Women Faculty

Dr. Ndidiamaka Amutah-Onukagha, from the National Center for Faculty Development & Diversity, facilitated a half-day workshop titled “Mentoring 101: Tailor Your Mentoring Network for Success” for Danforth Campus junior tenure-track faculty. This workshop was co-hosted in partnership with the Association of Women Faculty. Participants mapped their current mentoring networks, identified the pressing areas of need that are not being met, and created plans to expand their existing networks.





### Biweekly Danforth Campus Women Faculty Luncheons

Prompted by requests for more opportunities to build community across ranks, schools, and disciplines, the vice provost for faculty affairs and diversity and gender equity faculty fellows continued to host biweekly lunches with spotlight programming for tenure-stream faculty members across Danforth Campus. These luncheons were held virtually during the pandemic.

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Especially amidst the pandemic, when any informal personal interactions were so suddenly put on hold, the biweekly luncheons provided a much-needed and greatly appreciated forum for conversations, discussions, mentoring, and support. I was always looking forward to these meetings, as I could learn from my colleagues on best practices and sometimes just vent about my own challenges; they provided excellent emotional support during these challenging times.

— Patricia Weisensee  
Assistant Professor, Mechanical Engineering & Materials Science

### Write-On Sites

Numerous publications have documented the disparate impact that the COVID-19 pandemic has had on women faculty, particularly those who are caregivers. To support the need for scholarly and creative productivity, we held three Write-On Sites for women assistant professors. Beginning in fall 2019, these sessions provided a way to build in a dedicated and scheduled writing time, allowing faculty members to come together to talk through their work, receive support, and make progress on their various academic writing projects. The fact that all of these sessions were booked to capacity indicated that this is a valuable program to be offered on an ongoing basis.

### Women Faculty Leadership Institute (WFLI) cohort III

The vice provost for faculty affairs and diversity launched the Women Faculty Leadership Institute (WFLI) in spring 2015 with a cohort of senior women faculty across faculty tracks (tenured and non-tenure tracks) from both the Danforth and Medical campuses. The short-term goal of the WFLI is to formalize and expand leadership skill development opportunities for these faculty members. The long-term goal is to increase the number of women in leadership roles at WashU and in higher education more broadly across disciplines.

Using a cohort model, the five-day training is scheduled across five months, biannually. The training is designed to provide participants with access to local and national experts who address skill development in critical areas of leadership. Upon completion of the program, the participants join the WFLI Alumni Program, which provides continuous professional development and community-building opportunities throughout the academic year.

50%

of all WFLI participants have received significant promotions.

## Faculty Development: Danforth Campus Underrepresented Minority Faculty Mentoring Seminar

In 2011, the Minority Faculty Mentoring Seminar (MMS) was launched to increase the likelihood that new, tenure-track, underrepresented minority faculty persist toward tenure and thrive within their respective academic units at Washington University and beyond. This program has hosted seminars designed to:

- Increase new faculty's knowledge of how a private, mid-sized, research-intensive institution works
- Encourage interaction with senior faculty members who have achieved academic and professional success
- Help provide a full understanding of the tenure process and how to successfully navigate and achieve promotion and tenure
- Assist in helping gain an understanding of themselves and the sense of a cohort across the disciplines

This program continues to be a powerful retention tool, designed to serve both key aspects of a faculty development program: creating the conditions for academic and professional success, and fostering a sense of community and institutional support.

## Realizing Your Full Potential

MMS alumni continue to desire the MMS cohort offering at their new career stage as recently promoted associate professors. The "Realizing Your Full Potential" program builds on the success of the MMS program. It's a peer-led and peer-coached experience designed to support the cohort in setting and pursuing goals for promotion to full professor. It's an opportunity to collaborate and learn from academic peers who are on a similar professional path. Events during the 2019–21 time frame included:

- Community-building sessions
- Lunch meeting with guest speaker Chancellor Andrew D. Martin
- A conversation with senior administrators: Vice Provost Adrienne Davis, Dean Mary McKay, and Dean William Tate

94%

of MMS Alumni Seeking Tenure Were Granted Tenure (MMS Alumni Tenure and Retention Outcomes FY2012–FY2021)

88%

of MMS Alumni Who Were Granted Tenure Stayed After Tenure (MMS Alumni Tenure and Retention Outcomes FY2012–FY2021)



# plan

PROFESSIONAL LEADERSHIP  
ACADEMY & NETWORK



The Professional Leadership Academy & Network (PLAN) is a yearlong professional development program for Medical School and Danforth Campus staff. This program is stewarded by the Office of the Provost to enhance the growth and productivity of staff and to provide the university with a cadre of leaders who can contribute to university-wide initiatives and projects.

PLAN seeks contributors who are currently in a leadership role within their department.

PLAN offers individuals a curriculum strategically designed to strengthen institutional knowledge, core leadership skills, and an appreciation for the importance of inclusion, reinforcing the university's commitment to diversity and dedication to challenge its people to seek new knowledge and a greater understanding of our ever-changing, multicultural world.

In 2019, three three-day retreats were held for PLAN participants, each with a robust lineup of workshops on team building, leadership training and development, diversity and inclusion training, executive professional presence, leadership and project management, navigating power and politics, effective communication, negotiation and emotional intelligence, introduction to systemic racism, and change management. Lunch & Learns were held to glean learnings from vice chancellors, deans, and other administrators. The training culminated with a group project where PLAN participants developed strategic solutions for key university issues, ultimately presenting them to university leaders in December 2019.



# 124

WashU staff members from both campuses have participated in PLAN since its inception in 2011.



# Our Team

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## Adrienne Davis

Vice Provost for Faculty Affairs and Diversity (2011–21)

Adrienne held appointments as the vice provost for faculty affairs and diversity, and she was the founding director of the Washington University Center for the Study of Race, Ethnicity & Equity. She led the Faculty Advancement and Institutional Diversity unit within the Office of the Provost, which was charged with supporting the Danforth Campus schools in developing and executing their strategies for faculty excellence and diversity. In addition, Adrienne focused her efforts on enhancing the faculty recruitment and retention processes; assisted strategic recruitments of faculty and senior administrators; designed and led faculty diversity and development programs across all ranks of faculty; and collaborated and consulted with a diverse range of stakeholders at the university. Her team excelled at developing initiatives that have helped to drive the university's culture of innovation, diversity and inclusion, and academic excellence. She is currently the William M. Van Cleve Professor of Law and a professor of organizational behavior and leadership at Olin Business School.

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## Cecilia Hanan Reyes

Program Coordinator

Cecilia serves as the program coordinator in the Office of the Provost, working closely with the vice provost for faculty affairs and diversity. She oversees a variety of faculty development programs, including the Underrepresented Minority Faculty Development Seminar and the Women Faculty Leadership Institute. Cecilia also leads other initiatives, such as the Distinguished Visiting Scholar Program and professional development workshops and seminars. She supports hiring and recruitment efforts as coordinator of the Search Workshops for Hiring Committees and is the institutional liaison with Interfolio and the National Center for Faculty Development and Diversity. Cecilia provides primary leadership of the team's operations infrastructure.





In July 2021, we welcomed Kia Caldwell, our new vice provost for faculty affairs and diversity



### Kia Caldwell

Vice Provost for Faculty Affairs and Diversity (2021–present)

Kia is the vice provost for faculty affairs and diversity, a professor in the Department of African and African-American Studies, and the Dean’s Distinguished Professorial Scholar in Arts & Sciences. Kia’s administrative duties include consulting and collaborating with the school deans and other WashU school leaders to strengthen policies, procedures, and processes that enable faculty success throughout their careers across the university. She advises the provost and other WashU leaders on faculty matters regarding diversity, equity, and inclusion. As a faculty member, Kia’s research focuses on race, gender, Black feminism, health policy, and HIV/AIDS in Brazil and the United States. Her current research focuses on Black women and politics.

### Diana José-Edwards (2020)

Interim Director, STEM Diversity Initiatives

As interim director for STEM Diversity Initiatives, Diana managed several activities, partnerships, and programs dedicated to increasing the participation of students from diverse backgrounds in STEM doctoral programs and careers. These included the joint post-baccalaureate program (JPP) in mathematics, physics, and Earth and planetary sciences, a program that prepares individuals with bachelor’s degrees in these fields to make the transition to graduate school. She is also the university’s liaison to the national STEM diversity organizations —The Math Alliance and the Black National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, and she also sits on the university’s Standing Committee for Facilitating Inclusive Classrooms. Diana brings her knowledge of designing, executing, and assessing comprehensive research education programs to her position as co-principal investigator of WUSTL ENDURE, a program that encourages and trains undergraduates from diverse backgrounds to enter neuroscience PhD programs. A biologist by training, she earned a PhD in developmental biology from Cornell University’s Weill Cornell Graduate School of Medical Sciences. Through her various roles at WashU, Diana has also worked to foster a more inclusive STEM community and develop evidence-based best practices for supporting and mentoring underrepresented students in these fields.





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**Aurora Kamimura (2020–21)**  
Fellow

Aurora contributes professional expertise and leadership recommendations to the provost and the provost’s leadership team on efforts regarding inclusive policies and practices. As a mixed methodologist, she conducts evaluations and assessments to provide evidence-based recommendations for programs housed in the Office of the Provost. Aurora also provides expert consultation on program assessment and related areas of inclusive excellence as needed. Recommendations are consistently provided through an inclusive excellence lens to ensure the success of our faculty and students. In her role, Aurora serves as a senior author and investigator on grants originating out of the Office of the Provost. To highlight excellent work conducted at WashU, she works to disseminate advancements made in the Office of the Provost through the appropriate national higher education outlets and publications.

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**Sarah LeCave**  
Administrative Assistant

Sarah provided high-level administrative and calendaring support for Vice Provost Adrienne Davis. She also supported several faculty initiatives, including the New Faculty Orientation program. Sarah managed a wide range of office tasks to ensure that the office’s core mission was met, and she was the face of the office, greeting faculty, staff, students, and other university and external stakeholders.



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**Rochelle Smith (2014–2019)**  
Assistant Provost, Diversity Initiatives

As assistant provost, Rochelle supported diversity and recruitment in STEM, including students and faculty, and enhanced the coordination of and support for the university’s growing pipeline diversity initiatives. Rochelle directed several of the university’s national pipeline partnerships, including Leadership Alliance, a consortium of higher education institutions that encourage and mentor underrepresented students to pursue graduate school and research careers, and Math Alliance, which seeks to ensure that “every underrepresented or underserved American student with the talent and the ambition has the opportunity to earn a doctoral degree in a mathematical or statistical science.” In her capacity as a principal architect of university pipeline initiatives, Rochelle developed a proposal to create a university-wide Chancellor’s Postdoctoral Fellowship Program, designed to meet the university’s vision and goal of diversifying the research and academic pipeline across higher education. She also led the Professional Leadership Academy & Network (PLAN), the leadership development program for professional administrators at Washington University.







**Tonya Edmond**  
Associate Dean for  
Social Work and  
Professor, Brown  
School



**Ignacio Sánchez Prado**  
(2020–21)  
Jarvis Thurston and Mona  
Van Duyn Professor in  
the Humanities, Arts &  
Sciences



**Amy Eyler**  
Associate Professor,  
Brown School



**Rebecca Wanzo**  
(January 2020–  
present)  
Chair and Professor of  
Women, Gender, and  
Sexuality Studies, and  
Affiliate Professor of  
American Culture Studies,  
Arts & Sciences



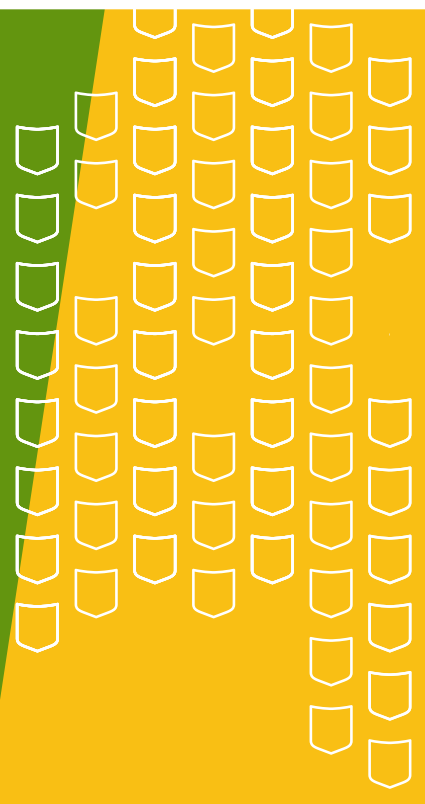
**Stephanie Kirk**  
Professor of Spanish,  
of Comparative  
Literature, and of  
Women, Gender, and  
Sexuality Studies,  
Arts & Sciences



**David Patterson Silver Wolf**  
We are saddened to share that our colleague David Patterson Silver Wolf passed away in 2021. We will miss him and his important contributions to our mission. David helped conceive, design, and lead the Danforth Campus “Realizing Your Full Potential” seminar, which is a peer-led and peer-coached cohort program designed to support newly minted underrepresented associate professors in setting and pursuing goals for promotion to full professor. He also consulted with the vice provost on special projects and developed a proposal for a sober living and wellness student living and learning community.



**Milli Boker**  
Lead Intern—Web  
and Special Projects



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