

Arts & Sciences Action Plan for Diversity and Inclusion

11 May 2018

Diversity and Inclusion Mission Statement and Objectives

The Faculty of Arts & Sciences values inclusiveness most highly and believes that diversity is critical to equity and the pursuit of academic excellence. Our goal is to create and sustain **an environment in which diversity can thrive**. A diverse faculty, student body, administration, and curriculum together foster learning and enhance excellence. We seek to promote an environment of inclusion and to maintain a safe, nurturing community that is respectful of our differences and what we share in common.

Arts & Sciences defines diversity as encompassing differences in age, cultural identity, ethnicity, gender, faith, neurological make up (neurodiversity), geographic background, military experience (veterans), political and ideological perspectives, race, sexual orientation, and social and economic status. We seek to **support diversity in four domains: climate and campus resources; curriculum; faculty recruitment, hiring and retention; student recruitment, retention and support**. We embrace open inquiry and welcome individuals, perspectives, and ideas that reflect the heterogeneity of the United States and the world.

Diversity and Inclusion Action Plan

Climate and Campus Resources:

- In Arts & Sciences we aspire to create and maintain an environment in which diversity can thrive.
- The Dean's Office will:
 - Review Department and Program Action Plans in coordination with the Office of Diversity & Inclusion and with Arts & Sciences Diversity Council.
 - Review the results of the next Human Resources climate survey to be administered in the fall of 2018 and provide individualized reports to departments and programs as soon as they are available for review.
 - Work with the A& S Diversity Council on strategies for making the climate in Arts & Sciences more inclusive.
 - Seek greater diversity in the membership of committees by working with the FAC and the CCPD to identify untapped candidates for Nominations and Elections and for appointment by the FAC to committees to ensure that these committees reflect the diversity on campus while seeking to avoid a service burden for faculty members who themselves represent diversity.
 - Support professional development opportunities for faculty and staff geared toward increasing cultural awareness.
 - Support programming for students that increases the visibility of different cultural perspectives.
- The Dean seeks to make sure that harassing or other counterproductive conduct is addressed and that *all* members of the Arts & Sciences community are aware of reporting/complaint avenues and obligations.

Curriculum:

- General education in Arts & Sciences has traditionally emphasized breadth and depth with a focus on engaged learning through critical thinking, analytical tools, active learning, and opportunities for faculty-student research.
- With the new COLL Curriculum general education, Arts & Sciences is enhancing breadth and depth along with a signature capstone experience and a global component involving credit for domestic and international study away and study abroad. We thus aspire to recognize greater cultural and global diversity within the curriculum.
- COLL 199 as an attribute approved by FAS in April 2018 will expand possibilities for faculty to recognize inclusion and diversity in their courses.
- The Office of the Dean of Arts & Sciences will:
 - Bring experts to campus in 2018-19 to offer workshops and training for faculty who seek to prepare for teaching courses with the new COLL 199 attribute by addressing inclusion and diversity in their courses.
 - As a complement to that effort, in 2018-19, and continuing in 2019-20, the Dean of Arts & Sciences will offer \$2000 grants, up to a maximum of \$10,000 each year, for departments and programs to bring disciplinary experts to campus to work with faculty on best practices for adding inclusion and diversity to the curriculum. Each program or department that receives a \$2000 grant will be expected to offer two new COLL 100, 150, or 300 courses with the COLL 199 attribute.
- The Dean of Arts & Sciences—working with the Dean for Honors and Interdisciplinary Studies, the Dean for Graduate Studies and Research, the Dean for Undergraduate Studies, and the Dean for Educational Policy—will be responsible for annual assessment of the inclusive breadth of the curriculum, including supporting the development of new content for courses with the COLL 199 attribute.

Faculty Recruitment, Hiring, and Retention:

- The total full-time continuing instructional faculty in Arts & Sciences was 42% female and 13% faculty of color in the fall of 2017. The percentage of female faculty increased by 0.9 percentage points from fall 2016 and 2.4 points in the past five years. The percentage of faculty of color increased by 0.8 percentage points from fall 2016 and 1.6 points in the past five years. The fall 2016 national averages (the most recently available year) in our category of “research university” are about the same for female faculty (41%) and below average for faculty of color (22%). Our goal is to increase the number of female faculty and faculty of color by 2020.
- Our goal is to develop more diverse pools according to the definition proposed for existing searches, to review carefully the membership of search committees, and to promulgate broadly each position opening. Since 2015-16, the Dean’s office has expanded resources for search chairs to disseminate open positions more broadly.
- Our goal is to see diverse candidates as the top choice in a pool of candidates for approved searches, not as additional hires.
- The Dean’s Office will take the following actions, particularly for positions for which a placement goal exists:
 - Support search chairs and department chairs/program directors who apply to attend additional meetings or conferences such as the SREB (Southern

- Regional Educational Board) for recruitment purposes.
- Support requests for bringing additional candidates to campus for any one search.
- Respond to requests for funding from departments for invited talks for doctoral candidates who might diversify the faculty in the future.
- Work with the Provost when specific opportunities arise while maintaining an appropriate balance of faculty across Arts & Sciences.
- Work with Advancement to secure funds that allow us to pursue unique opportunities to diversify the faculty.
- Department Chairs and Program Directors will be responsible for familiarizing themselves with the written affirmative action programs. In order to attract a diverse pool of applicants we recommend that departments and programs craft position requests that reflect a broad perspective on the field, keeping in mind the Arts & Sciences definition of diversity. Chairs and Directors are invited to review how “excellence” as a benchmark should be considered within the broader context of Arts & Sciences as a community of scholar-teachers. The Dean will assess hiring outcomes annually; and will work with Advancement on raising funds for diversifying the faculty.

Student Recruitment, Retention, and Support:

- William & Mary continues to attract first-generation students as well as students from underrepresented groups. In the fall of 2017, 29.5% of A&S undergraduates (up from 29% in 2016) and 12% of A&S graduate students were students of color (American Indian/Alaska Native; Asian; African American/Black; Hispanic; multi-race). Arts & Sciences will continue to support students through the WM Scholars, WMSURE, Wren Scholars, Monroe Scholars, 1693 Scholars, Sharpe Scholars, and PLUS (Prepared for Life as a University Student), PLUS-S (Prepared for Life as a University Student in the Sciences) programs and the Office of Academic Advising.
- Arts & Sciences aspires to provide the best support possible for all of our students and to partner with Student Affairs in these efforts. Together with the Roy R. Charles Center for Academic Excellence Arts & Sciences also aspires to provide sustained support for these programs and for the faculty chairs of Community Studies and the Sharpe program. As of 2017-18, the Dean’s office has increased base funding for WMSURE and a major five-year grant with which to expand the program.
- To make learning and academic success more inclusive, Arts & Sciences will:
 - Over the next five years, implement the Quality Enhancement Plan for “making excellence inclusive,” which focuses on high-impact projects for all students, as well as enhanced programs for first-generation students.
 - Work with Advancement to solicit expanded funding for Diversity Recruitment Graduate Fellowships.
- The Dean for Educational Policy will be responsible for overseeing the progress, implementation, and assessment of the Arts & Sciences QEP on an annual basis.

2018 Appendix

1. Goals and priorities met in 2017-18:
 - Climate & Campus Resources:
 - The Dean reminded FAC and CCPD of the importance of identifying untapped colleagues for appointed and elected committee service to ensure committees are as diverse as possible while, simultaneously, remaining mindful not to put too much of a service burden on faculty members who themselves represent diversity.
 - The Dean invited members of the Race & Race Relations Task Force Subcommittee on the Curriculum, the CLA, and the co-signers of the dissenting letter against COLL 199 (prior to FAS approval) to an AAC&U webinar on “A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence” on 19 April 2018.
 - The Dean’s office sent two faculty colleagues to the annual meeting in New Orleans, November 17-18, of the NYU Faculty Resource Network and received an oral report upon their return. A take-away from the FRN meeting in New Orleans was the importance of asking students for feedback and to think about a syllabus as “always a draft.”
 - The Dean’s office invited Deputy Chief Diversity Officer Dania Matos to facilitate a training in inclusive thinking for the Dean Team retreat, 27-28 July 2017.
 - Curriculum:
 - The visit of AAC&U Vice President Tia Brown McNair to conduct a workshop on “Why Inclusion Matters: Finding Common Ground” was planned for 6 February 2018 then rescheduled for 19 September 2018.
 - The Dean’s office worked with the Race & Race Relations Task Force Subcommittee on the curriculum and with the FAC on planning the motion for the proposed new course on social equity, COLL 199, which was approved by FAS on 3 April 2018.
 - Faculty Recruitment, Hiring, and Retention:
 - The Dean’s office continues to encourage searching for diverse candidates.
 - Two new faculty were hired this year with the support of the Provost’s Diversity Initiative. Other faculty of diverse backgrounds were hired through the regular search process.
 - The Dean’s office provided funding for bringing an additional candidate to campus for one search that resulted in a hire using the Provost’s Diversity Initiative.
 - The Dean reminded CCPD and FAC of Dean’s office support for additional recruitment opportunities such as attendance at the SREB conference by search chairs.
 - Student Recruitment, Retention, and Support:
 - The Dean’s office secured a five-year grant for \$800,000 from the Mellon

Foundation to expand the WMSURE program dedicated to supporting academically distinguished students who have overcome unusual adversity and/or are members of underrepresented groups who contribute to campus diversity by adding five faculty Fellows a year, each of whom works with three students.

- The Dean's office provided first-time base-funding for WMSURE.
 - The Dean's office supported progress with the Quality Enhancement Plan (QEP) for "making excellence inclusive" by expanding inventory of "High Impact Practices" (HIP)-eligible courses from across the A&S curriculum, that involve examining the effectiveness of these courses through the COLL 400 capstone experience.
2. Process of engagement: The Dean's consults with the Office of Diversity & Inclusion, the Compliance & Equity Office, the A&S Diversity Council, the FAC, CCPD, and the Dean Team.
 3. Best practices: Feedback from as many sources as possible.
 4. Challenges: Determining how best to support faculty who want to teach courses that address equity and social justice. Also determining when actions become routine and may be removed from the plan.
 5. Examples of positive outcomes: Increased faculty engagement in inclusion through the development of actions plans across all A&S academic majors and minors.