



WILLIAM & MARY

CHARTERED 1693

GLOBAL STUDIES PROGRAM

The Global Studies: Diversity and Equity Mission Statement and Action Plan

Vision and Mission

The programs in Global Studies are dedicated to fostering cross-cultural, international understanding through interdisciplinary engagement. Our scholarship and teaching center on the cultural, linguistic and historical specificities of the world's regions as situated within a global context. In delivering an international and interdisciplinary undergraduate curriculum, and promoting and offering study abroad opportunities, we strive to produce the kinds of linguistically and culturally knowledgeable global citizens required to meet the challenges of international decision-making in the 21st century.

As such, diversity in its many forms is an essential component of our programs' mission. We see diversity of perspectives, cultures, and life experiences as central both to the pursuit of intellectual excellence and to building peace and international cooperation in the world. Global Studies thus aspires to be a diverse community of highly skilled scholars and teachers who educate and mentor students who come from a variety of social, national, economic, and cultural, and linguistic backgrounds. We seek to create an intellectual environment grounded in the core values of equity, inclusion, and cross-cultural awareness and sensitivity, so as to enable all faculty and students to engage fully in their intellectual pursuits and, in doing so, generate the creativity and dynamism that derives from diversity.

Diversity and Equity Action Plan

1) Faculty recruitment and retention

We seek to attract and retain faculty who enhance the diversity of our scholarly and teaching community. This includes targeting recruitment from groups that have been historically excluded or marginalized from full or meaningful participation in U.S. higher education as well as scholar-teachers from diverse countries and ethnic-national backgrounds. Thus, we work to sustain and enhance our diversity through a formal set of recruiting and hiring practices:

- The Global Studies Executive Committee and the Global Studies Diversity and Equity Committee will prioritize diversity in hiring, creating a diverse applicant pool, and avoiding unconscious bias in the selection process.
- The Area Studies programs select search committees that reflect diverse identities, perspectives and experiences, while also taking into account the tendency for scholars from underrepresented groups to be asked to serve on an unusually high number of committees.
- In addition, to attract a diverse pool of applicants to available positions, the Global Studies Executive Committee and the Diversity and Equity Committee partner with departments to proactively identify possible Target of Opportunity hires to meet our programs' curricular needs.

2) Major recruitment

Global Studies continues to make efforts to draw students to our major from diverse backgrounds. We currently draw a diverse group of students to our major, a number of whom are heritage students. However, African American as well as Native American students remain underrepresented. Therefore, the Diversity and Equity Committee continues to monitor and assess the diversity of our majors, minors, and those in our courses on an annual basis and continues to reach out to student organizations and other programs, particularly Africana Studies to jointly promote our courses and events.

Charting diversity within our program is complicated by the limitations of the demographic categories used by the university. The university does not have data on students of Middle Eastern descent, for instance, because they are categorized as “white” in university record keeping, although they often self-identify otherwise. Students of South Asian descent also may or may not identify as “Asian.” To assess the diversity of our students, the Diversity and Equity Committee is committed to supplementing university data with additional surveys.

3) Curriculum

The curricula offered in Global Studies center on topics that directly enhance internationalization, cross-cultural understanding and diversity at the College. In addition, the central place the study of language holds in our curricula is vital for promoting intercultural dialogue and understanding.

To build on these strengths, Global Studies seeks to further diversify our curricula in the following ways:

- Promoting instruction in languages not currently offered at the College. This includes Hindi/Urdu, and Korean.
- Advocating for and supporting study abroad programs in non-European and underrepresented contexts.
- Increasing representation of Global Studies in the COLL curriculum, including COLL 300 courses.
- Advertising among undergraduates our existing courses, as well as encouraging the development of new ones that address racial, ethnic, gender, sexual and ableist discrimination, and struggles for equity in international contexts.
- Encouraging the development of new courses, or the revision of existing courses, to meet the new COLL199 requirement, in preparation for the future implementation of this new part of the COLL curriculum.

4) **Climate**

Climate is central to achieving and maintaining an intellectual and learning community that fosters diversity and cross-cultural understanding because it affects whether students and faculty, given similar educational and professional opportunities, are able to achieve similar levels of success. We define an inclusive and welcoming climate as one that fosters intellectual curiosity, the respectful exchange of ideas, cross-cultural understanding, and collaborative problem-solving among all students and faculty. We seek to establish program-level practices that create such an inclusive climate among faculty and students in our programs. We promote students' and faculty's ability to express themselves in many different languages and to introduce and insert language diversity into public spaces in written and spoken form. In our research as well as teaching and service, we seek to build an intellectual community that fosters inclusion and cross-cultural understanding.

To ensure that students from all backgrounds feel welcome in all of our area studies classes, we have adopted the following strategies:

- We respect the decision of students, faculty and staff to worship as they see fit during religious holidays.
- We refrain from assuming that students have equal background knowledge about the topics and regions being covered in our courses and make sure that all

students have access to the knowledge and skills they need to succeed in our courses.

- We seek to offer courses that both attract and speak to the interests of students from different backgrounds and with different goals.

- We ensure that all of our students have access to opportunities outside of the traditional classroom, including study abroad and student-faculty research collaboration.