



William & Mary School of Education

From Acknowledgement to Action in the School of Education

Reflecting the commitment of our entire community (faculty, staff, and students) to antiracism, the dismantling of racial and social injustice, and an increased sense of inclusion and belonging for all, we in the School of Education have engaged in the following activities resulting in specific outcomes.

Activities

Courageous Conversations: Faculty, staff, and students engaged in a series of courageous conversations over the summer following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery and other Black Americans to address racism in the School of Education community and discuss our roles and responsibilities in making changes. The immediate result of these conversations was the creation of our calls to action.

Call to Action: All departments, centers, and work units in the school responded to a call to action, identifying at least three specific action items designed to foster, promote, and validate anti-racist, anti-white supremacist, inclusive pedagogy and behavior in the W&M SOE. For each action, we specified the intended outcome of each action to support faculty and staff of color, the person(s) responsible for leading the action, the specific time frame for the action, and ways in which we would know that the action achieved the intended outcome.

Anti-racist statement: Members of our community drafted an anti-racist statement to reflect our shared values. Our entire SoE community of faculty and staff engaged in feedback and revision of that statement during our annual SoE day on Aug. 17, 2020. The final version of the statement will be posted on the SoE website.

Actions

From the courageous conversations, calls to action, and anti-racist statement, our community commits to implementing the following actions over the course of the 2020-21 academic year, evaluating our progress at key points during the year and providing direction for 2021-22.

Faculty mentoring committee program: In order to improve the quality of mentoring for tenure track and non-tenure track faculty, particularly faculty of color, departments will provide feedback on a proposed faculty mentoring committee program, drawn from the literature (Moody, 2012) and from successful mentoring committee programs launched at other research institutions. The success of the faculty mentoring committee program will be measured by mentee and mentor feedback at the end of each academic year, along with faculty productivity data collected annually.

Anti-racist center: The Dean has established an anti-racist center to be a source of research, teaching, and professional development in anti-racist pedagogy and the promotion of social justice and inclusion in education, from pre-kindergarten to higher education.

Promotion & tenure review: The Dean will appoint an ad-hoc committee to review the SoE promotion and tenure and faculty evaluation processes to ensure a commitment to faculty productivity that values research embedded communities of color and committed to anti-racism and anti-racist pedagogy.

Program review: The Dean has charged department chairs with leading reviews of their programs for evidence of anti-racist and culturally responsive pedagogy, identifying areas for improvement, professional development, and immediate change.

Director of inclusion: The Dean will appoint a director of diversity, equity, and inclusion who will serve as a member of the SoE leadership team. This person will also serve as a member of the leadership team at the university level, along with fellow directors and the Chief Diversity Officer.

Holmes scholars: The SoE is proud to be a part of the American Association of Colleges of Teacher Education (AACTE) Holmes Scholar Program. Holmes scholars are high-achieving students who are from traditionally under-represented backgrounds pursuing doctoral degrees in education. Professor Stephanie Blackmon leads the Holmes scholars in the SoE.

Social Justice Diversity Fellows: The Social Justice and Diversity Graduate Research Fellows program brings together graduate students from across the disciplines in a community to support and promote research in the areas of social justice and diversity.

References

Moody, J. (2012). *Faculty diversity: Removing the barriers* (2nd ed.). Routledge.