

Provost's Report

Board of Visitors

September 2014

Michael R. Halleran



WILLIAM & MARY

CHARTERED 1693

Faculty Diversity



Faculty Diversity

Strategic Plan, Grand Challenge #2

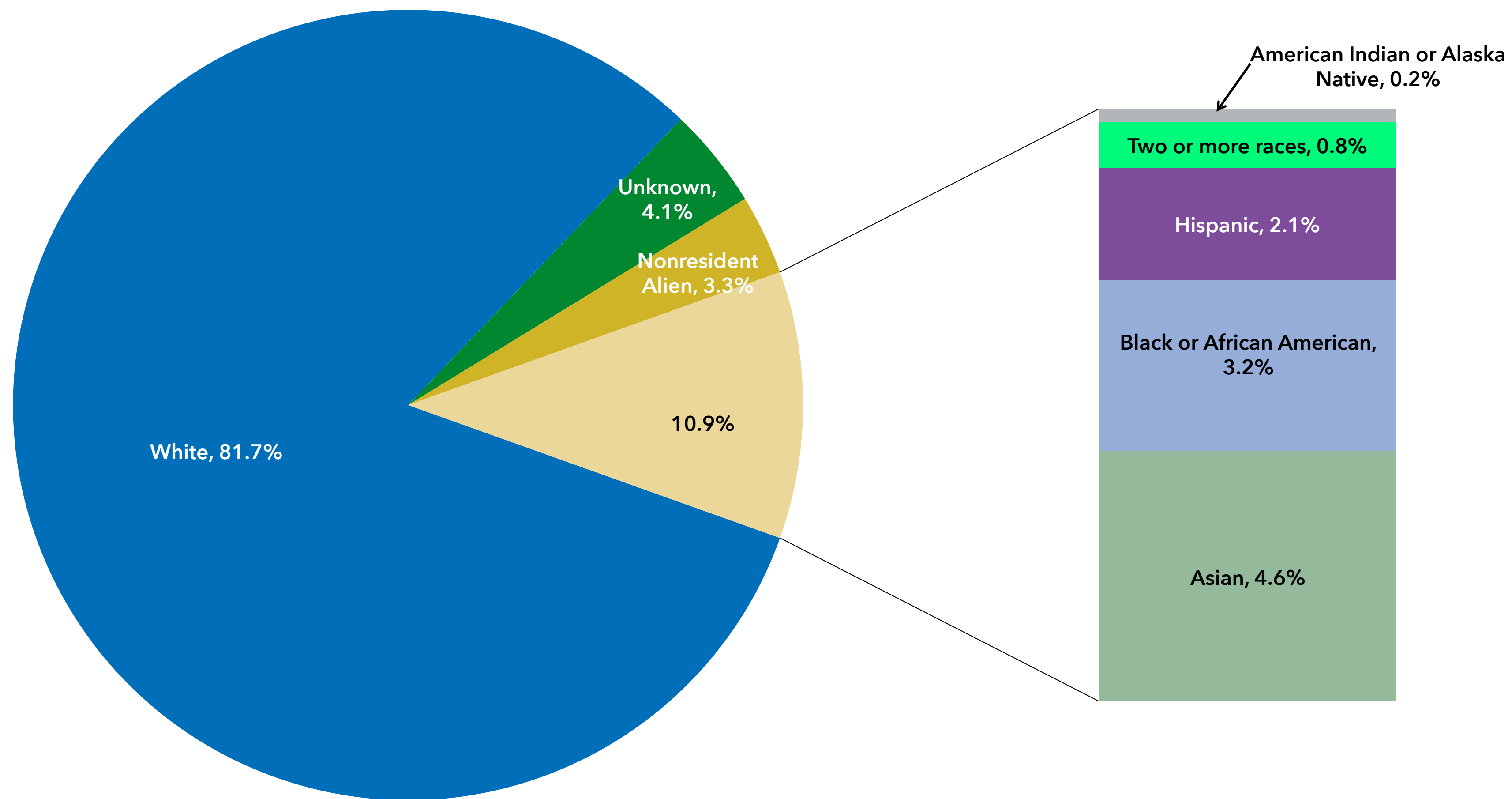
- ❑ Why?
 - ❑ Fundamental educational value
 - ❑ Competitiveness
 - ❑ Legal requirements

Many dimensions

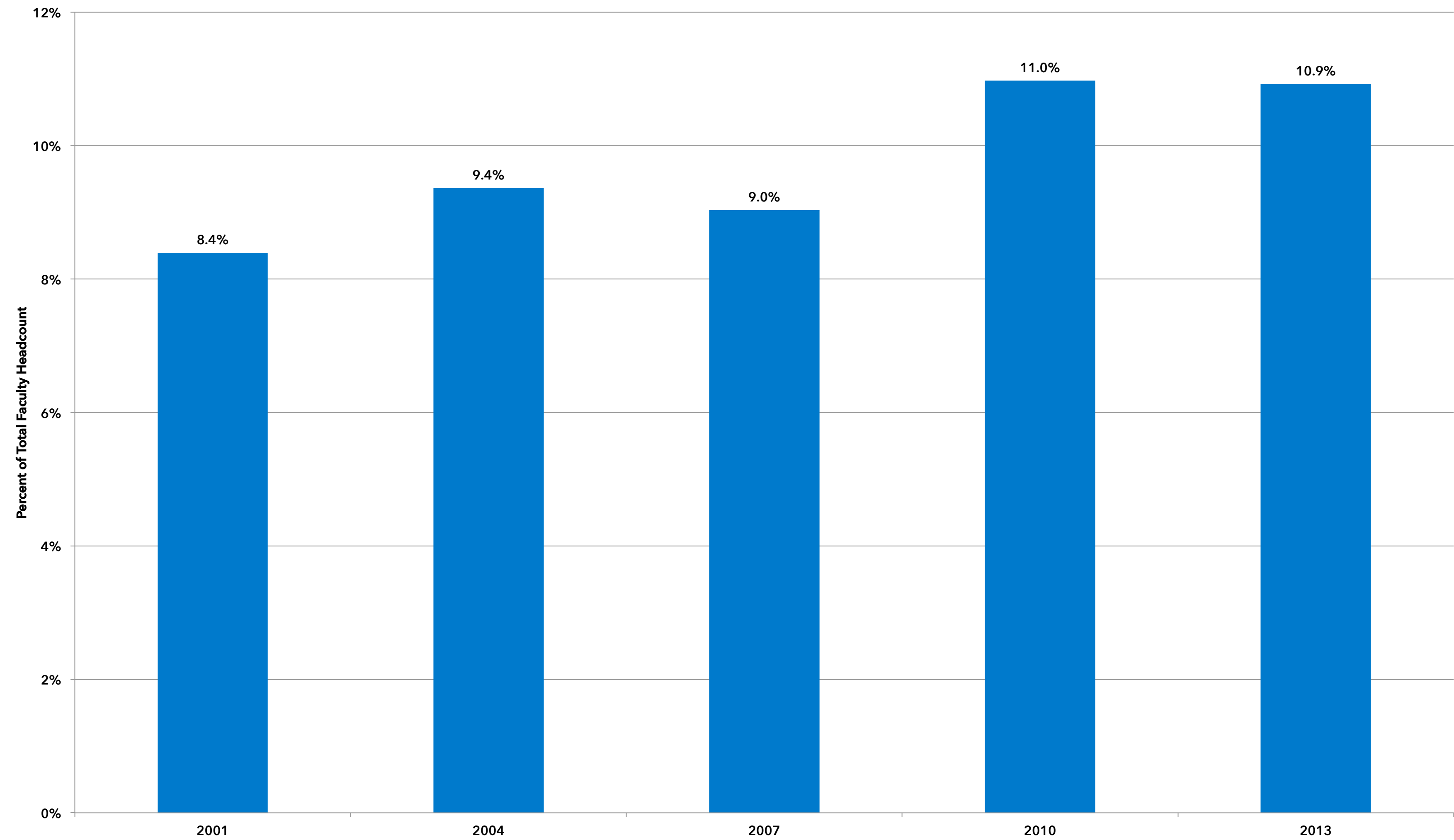
Focus today on racial/ethnic diversity

- ❑ Combined effort
 - Provost
 - Faculty Assembly
 - Chon Glover, Chief Diversity Officer

W&M Faculty by Race/Ethnicity, Fall 2013
(Pct. of Total Headcount)

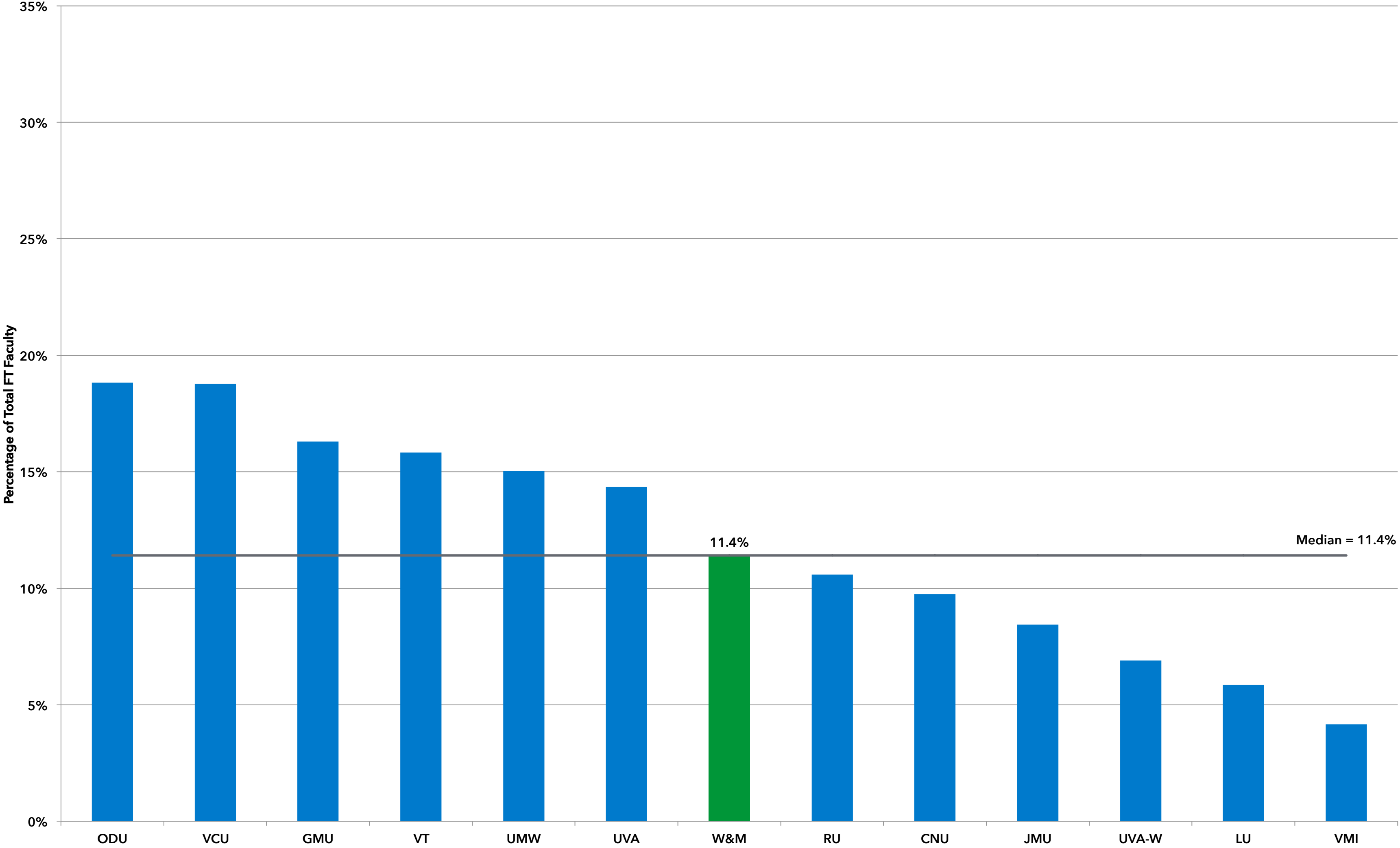


W&M Faculty from Historically Underrepresented Groups



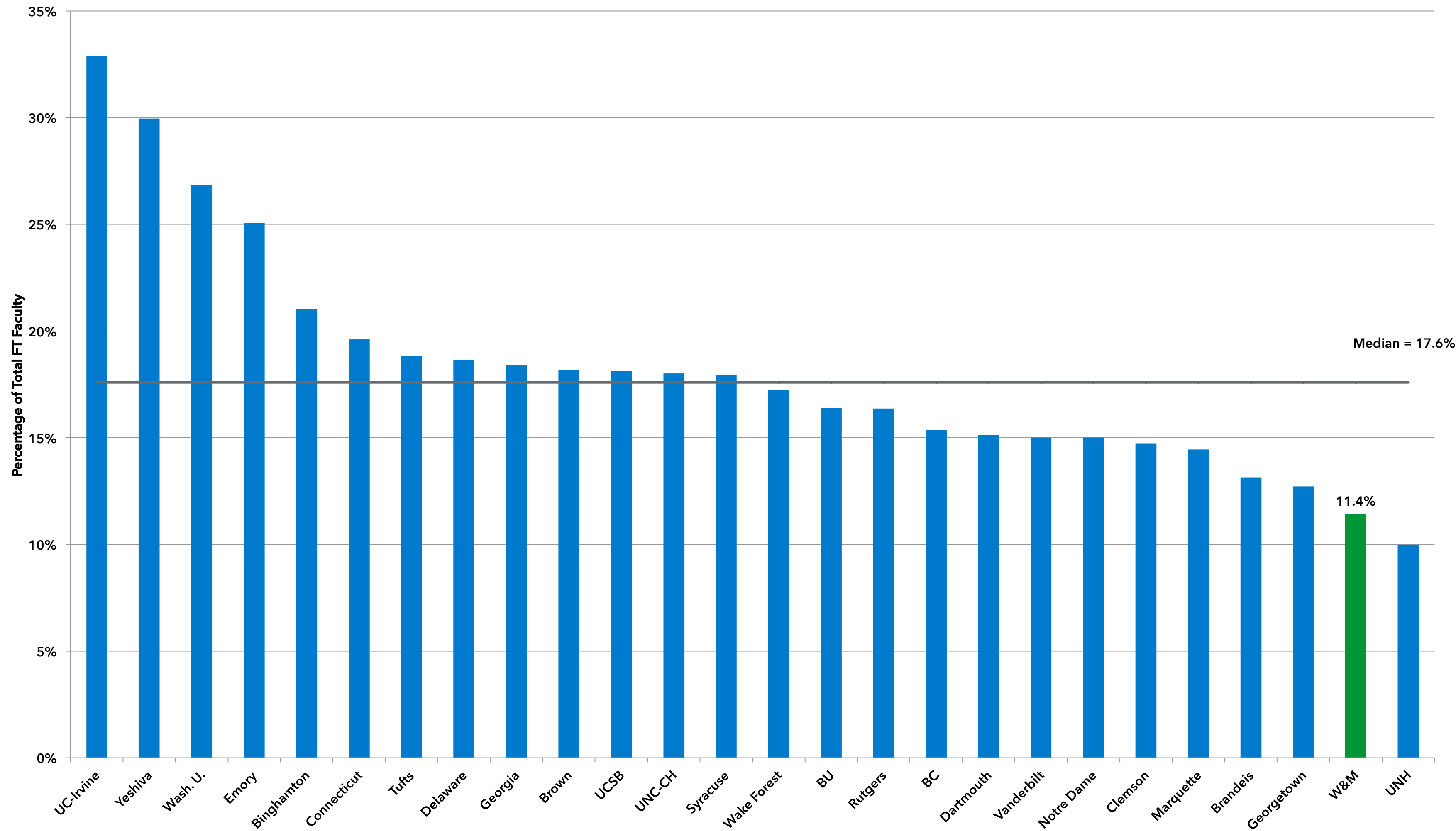
Source: Office of Institutional Analysis and Effectiveness
Note: Historically underrepresented groups include American Indian/Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, and two or more races.

Full-Time Faculty from Historically Underrepresented Groups, VA Public Universities (excl. HBCUs), Fall 2011



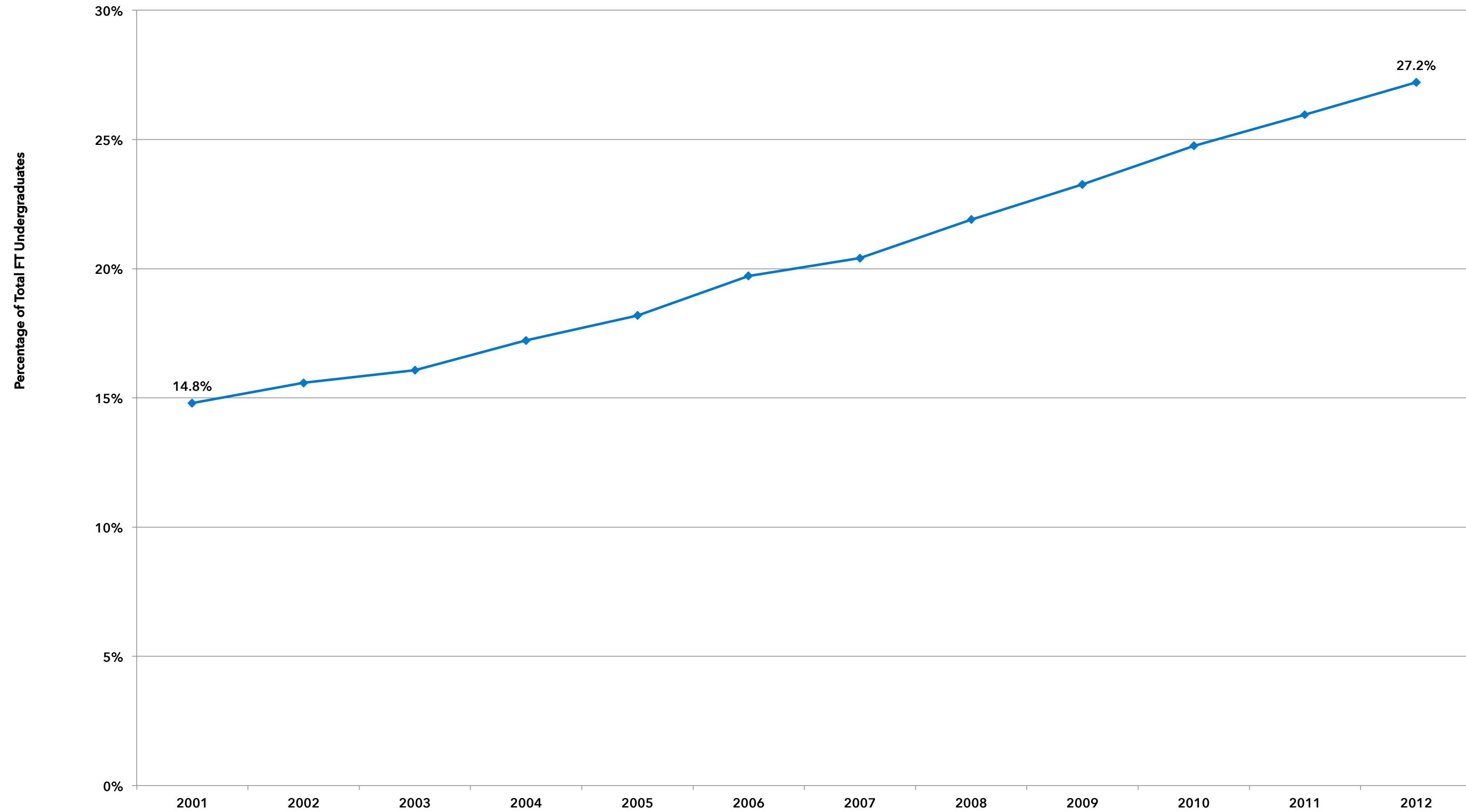
Source: IPEDS, 2011
Note: Historically underrepresented groups include American Indian/Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, and two or more races. Faculty defined as the IPEDS variable "total full-time instruction/research/public service."

Full-Time Faculty from Historically Underrepresented Groups, SCHEV Peers, Fall 2011



Source: IPEDS, 2011
Note: Historically underrepresented groups include American Indian/Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, and two or more races. Faculty defined as the IPEDS variable "total full-time instruction/research/public service."

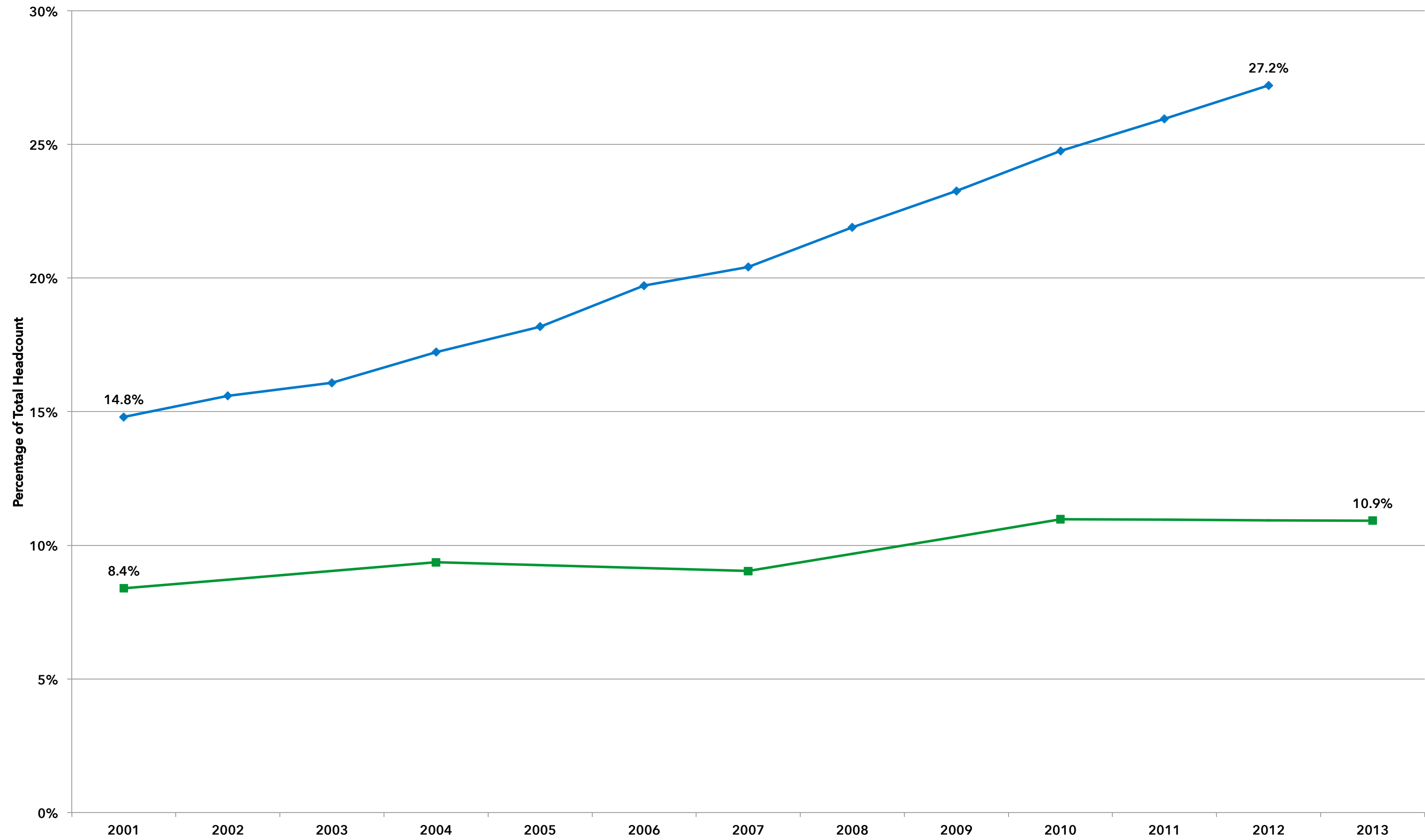
W&M Full-Time Undergraduates from Historically Underrepresented Groups



Source: IPEDS, 2012

Note: Historically underrepresented groups include American Indian/Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, and two or more races.

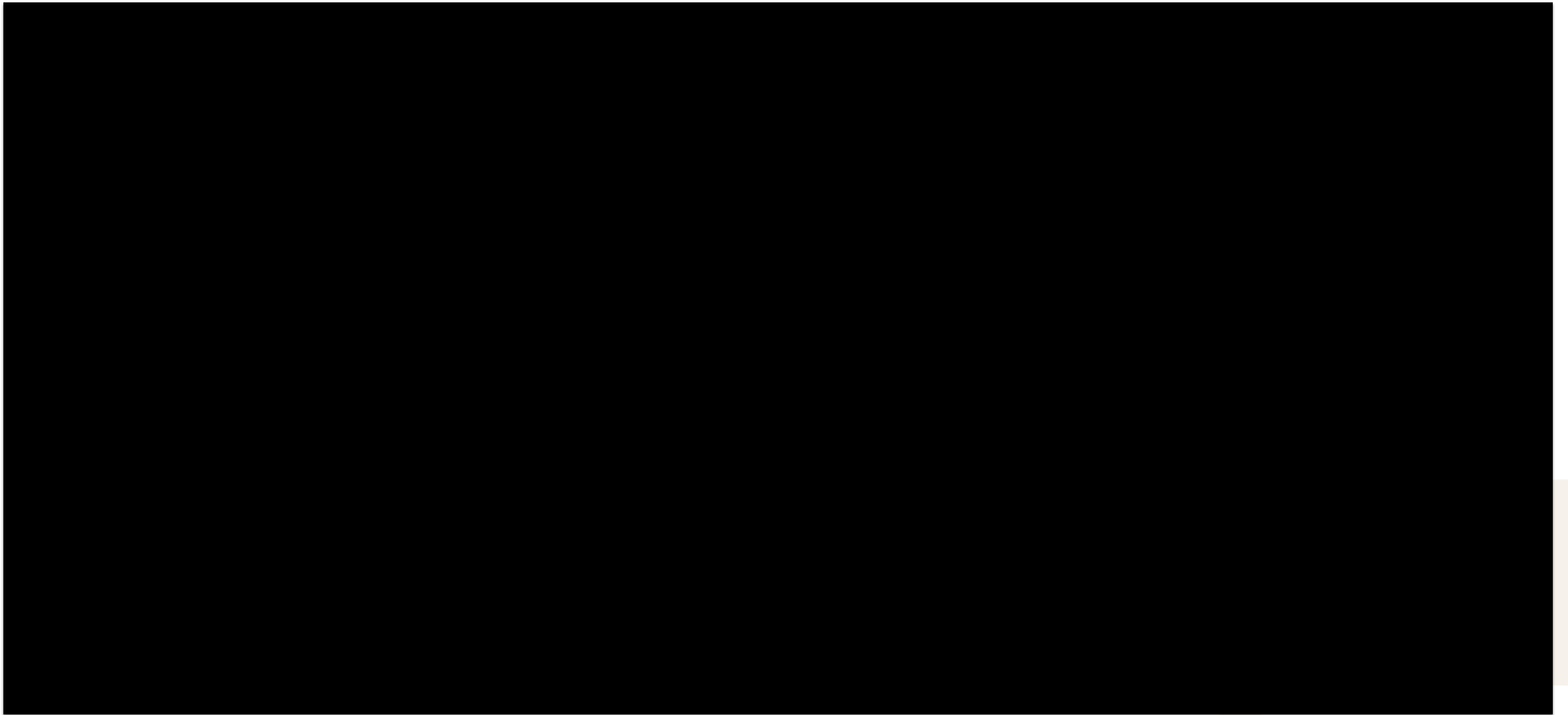
Historically Underrepresented Groups among W&M Faculty and Full-Time Undergraduates



Source: IPEDS, 2012; Office of Institutional Analysis and Effectiveness
Note: Historically underrepresented groups include American Indian/Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, and two or more races.

Diversity~ Student Perspectives





Faculty Assembly Report

Board of Visitors

September 2014



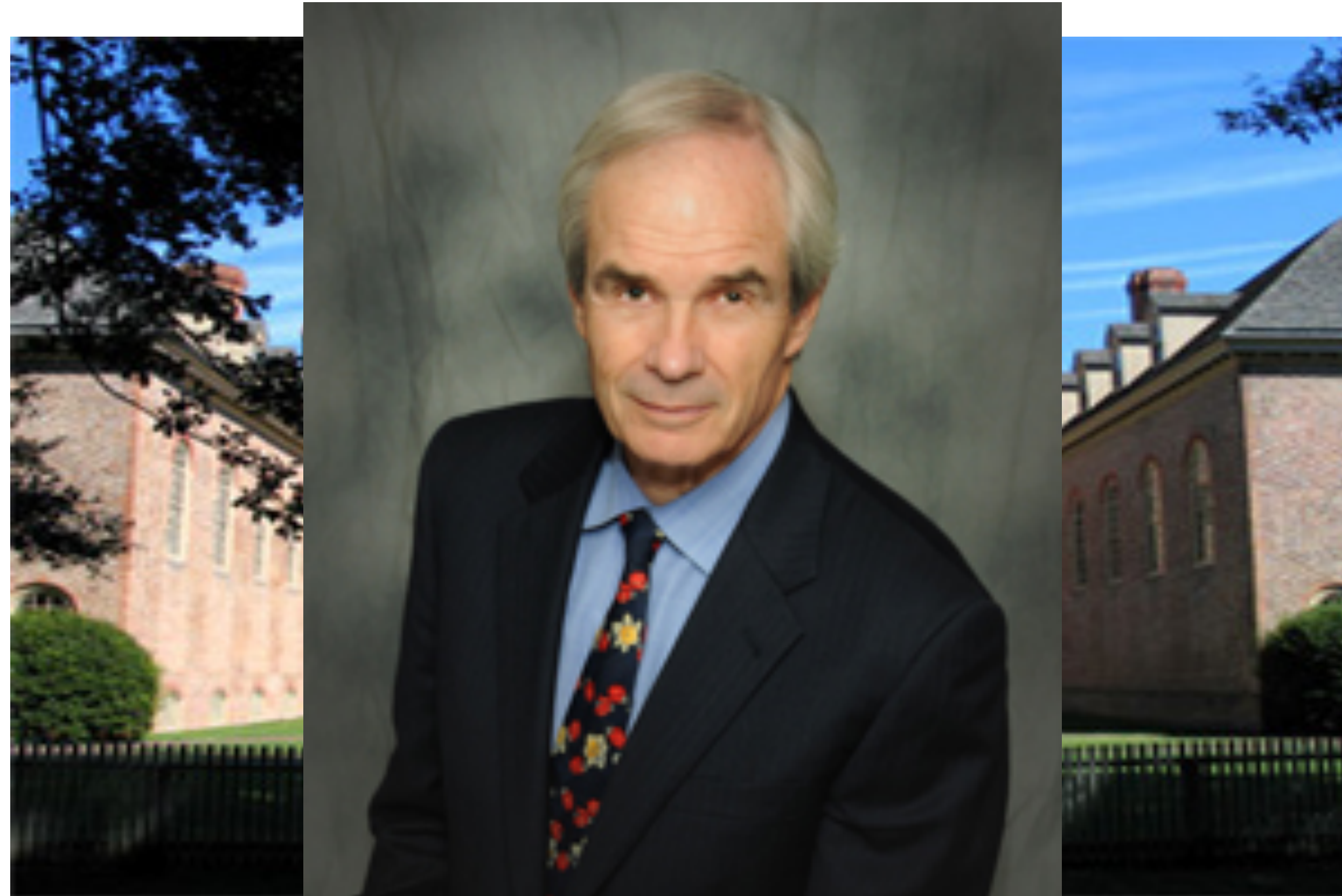
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Diverse Faculty at William & Mary

in their own words

I. History of Racial Diversity on William & Mary Faculty



Black Faculty & Staff Forum



II

Faculty Diversity is Essential to the Education of Students

February 2014: African-American Law Alumni Celebration

60th anniversary of the graduation of Edward Augustus Travis, B.C.L.
'54, the first African-American to graduate from William & Mary



Dinner Speaker -

The Honorable John Charles Thomas

Former Justice of the Supreme Court of Virginia



Vivian Hamilton

Law Professor

"Diversity at the front of the classroom does more than supply role models for students of color. It demonstrates for all

students the reality that institutional excellence is served by diversity in leadership. Faculty diversity can help students embrace that vision and inspire them to seek to emulate it as they go into the world."

Berhanu Abegaz

Professor of Economics



"We are doing our students a disservice when the education they receive here and the people they work with do not reflect the diversity of the world they will enter after they graduate."

III

How Minority Faculty Experience the Climate at William & Mary



Joanne Braxton

Frances L. & Edwin L. Cummings Professor of English & Humanities

“‘Presumed incompetence’ is a challenge faced by many women-of-color professionals here on this campus, as well as others around the country.”

Referring to the book:

Presumed Incompetent: the Intersections of Race and Class for Women in Academia, by Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González and Angela P. Harris (Oct 31, 2012)



John Riofrio
Assistant Professor of
Hispanic Studies

"In an academic environment, challenging the status quo is an essential element of serious discourse. The role of posing such challenges often falls to the sole person of color within a department. This can result in intellectual isolation that is taxing in different ways during different stages over the course of a career."

Anne Charity Hudley
Associate Professor of
Education, English,
Linguistics, and
Africana Studies



"We need an infrastructure beyond the individual department or program, to prevent faculty from feeling isolated within their units."

Interdisciplinary Programs are Important to the Climate for Minority Faculty

"The interdisciplinary programs - such as Africana Studies - often become de facto homes for minority students and faculty. They can provide an intellectually and socially welcoming community, a shared culture, a safe space, and a place to organize around shared issues and problems."

Berhanu Abegaz
Professor of Economics



Hermine Pinson

Associate Professor of English and Africana Studies

“Africana Studies has evolved into a well-consolidated program, thanks to the development of policies for joint appointments. In order to continue to grow, the program needs more joint appointments—with Religion, Psychology, and Art. The program needs additional outside funding and a campus space allocation that demonstrates a healthy respect for the program.”

Francis Tanglao-Aguas
Class of 2015 Distinguished
Associate Professor of
Theatre & Africana Studies



"Current Africana Studies leadership and faculty have achieved major strides in stabilizing curricular offerings and strengthening the core curriculum. Africana faculty are also deeply engaged in the new COLL curriculum."

"The next phase of development is the acquisition of space for faculty offices, gathering or fellowship space, and visiting scholar offices or accommodations as the program gains in international reputation."

IV

Hiring and Retention



"As we attain a critical mass, it is important that both the administration and committed academic activists~

- formulate creative plans for recruitment and retention, and**
- remind deans and chairs that diversity is still a priority."**

Berhanu Abegaz
Professor of Economics



Anne Charity Hudley
Associate Professor of
Education, English, Linguistics,
and
Africana Studies

“Mid-career minority faculty get very competitive outside offers.”

Williamsburg, Virginia



V

Minority Faculty Workload



John Riofrio

**Assistant Professor of Hispanic
Studies**

**"A major issue for minority
faculty is the hidden workload."**

"I receive invitations to many student events as a result of my Latino status. Because it is important for minority student groups to feel supported by the College, I attend many of these events.

The college asks me to attend events for students of color and their parents, transfer and admissions panels, and Monroe Scholars recruitment events, and to sit on search committees and college-wide committees where diverse faculty presence is important."

Robert Trent Vinson

University Associate Professor
for Teaching Excellence, History



"Faculty of color (or in any underrepresented group) are sought out by students, particularly a large number of students of color, for mentoring and advice."

How to Nurture, Retain and Expand the Numbers of Minority Faculty at William & Mary



Going Forward

- School/Department Diversity Action Plans
- Campus-wide Training (climate issues)
- Expand faculty applicant pool
- Training for Search Committees
- Continued partnership with Provost/Faculty Assembly
- Affirmative Action Plan
- Creating Community & Retention