



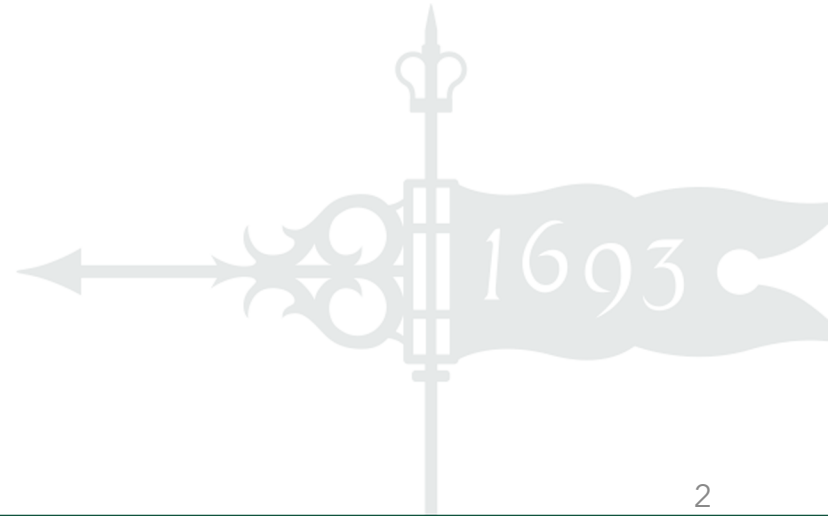
WILLIAM
& MARY

CHARTERED 1693

Ad Hoc Committee for Organizational Sustainability & Innovation

*Board of Visitors
September 26, 2019*

FACULTY CAREER PATHWAYS STUDY



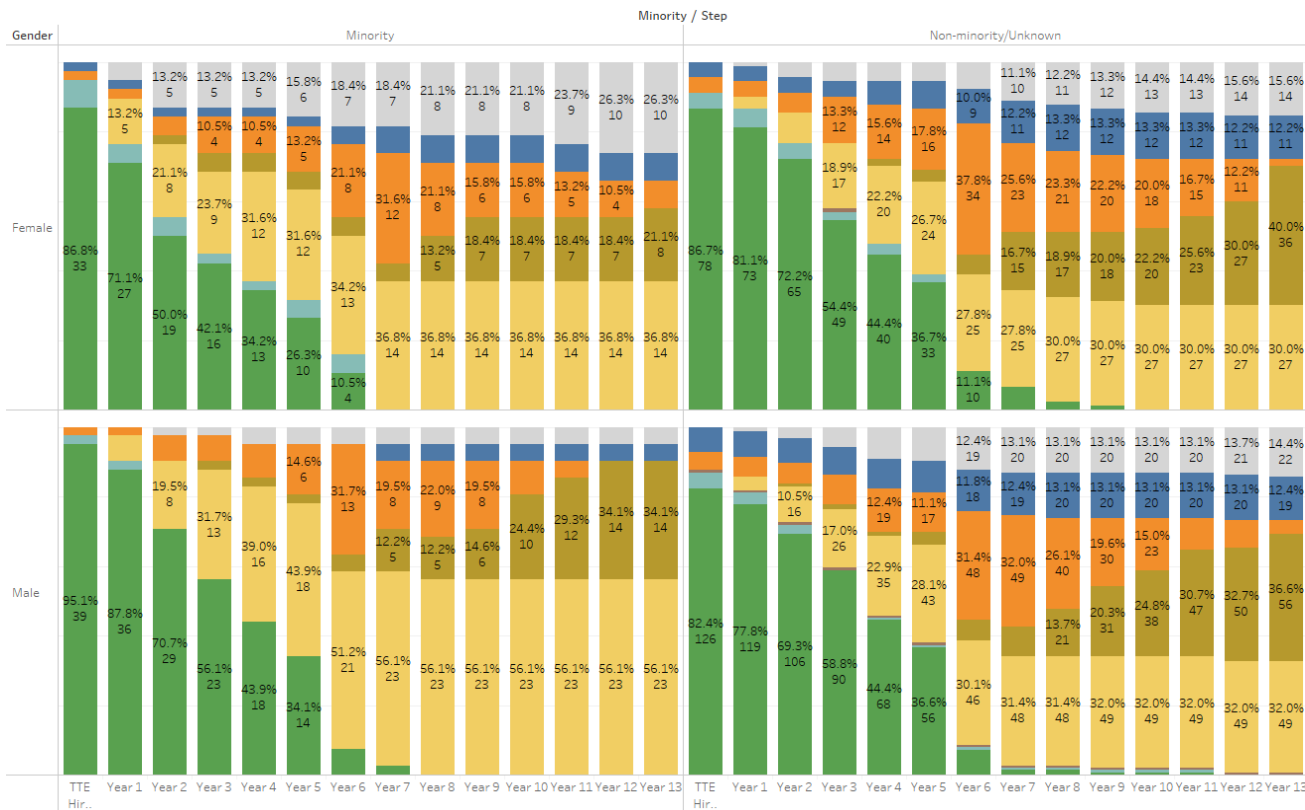
Faculty Career Paths

- Are there measurable differences in faculty career paths related to demographic group membership?
 - A partnership between the Offices of Institutional Research and Diversity & Inclusion through the IDEA Grant.
 - Yielded an annually updated methodology for comparing the career paths of demographic groups visually and statistically.

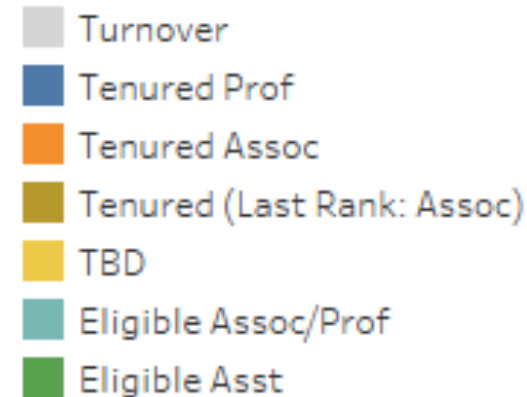
Study Population

- TTE hiring cohorts beginning with the 2005-06 academic year.
- Demographic groups (by size):
 - Male, Non-minority/Unknown (47%)
 - Female, Non-minority/Unknown (28%)
 - Male, Minority (13%)
 - Female, Minority (12%)
- Currently, sample sizes are too small to further divide the race/ethnicity into specific minority groups.

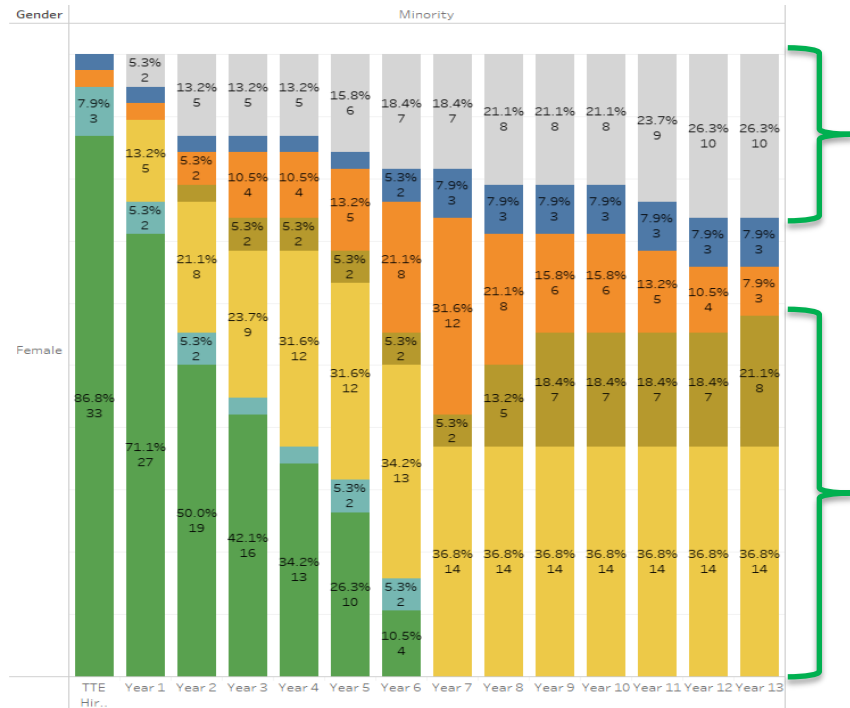
Faculty Career Progressions



Legend: Tenure/Rank Status

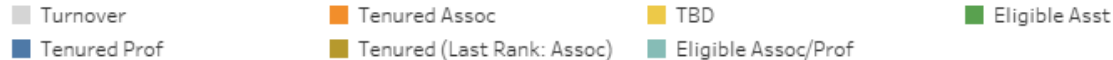


Faculty Career Progressions



- Assists in discovery of potential issues such as lower retention of female, minority TTE faculty.
- Includes extrapolated data for more recent hires.

Legend: Tenure/Rank Status



Tenure and Turnover Analyses

- Kaplan-Meier survival analyses comparing tenure and turnover rates between demographic groups currently yield inconclusive results due to small sample sizes.
 - Statistical power will increase as more cohort years are added, allowing us to detect effects of demographic groups on tenure and turnover if they exist.

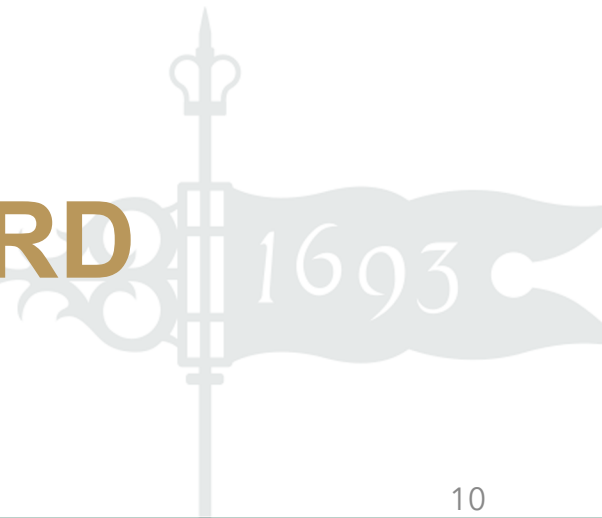
Limitations

- Number of 8-year cohorts.
 - Similar to the 6-year graduation rate cohort, we would ideally measure tenure attainment in 8-year cohorts. We currently have only 6 cohorts of that length (2005-06 through 2010-11), resulting in small sample sizes for minority groups.
- Covariates.
 - Current analyses do not factor in individual differences such as previous experience, performance measures, research output, academic discipline, etc.

Next Steps

- Seek additional data on reasons TTE faculty leave the university – exit interviews?
- Continue collecting new cohort data to improve the sample size.
- Implement additional planned analyses including regression models that incorporate measurable covariates such as discipline and experience (using age or time since degree) as additional predictors of tenure attainment and time to achieve tenure.

DIVERSITY DASHBOARD



UG: Increasingly Diverse

Fall Enrollment (%)	2010-11	2018-19	VA Public Universities Median	Top 100 Universities Median
Undergraduate Students				
Men	45%	42%	43%	49%
Women	55%	58%	57%	51%
Undergraduate Students of Color	25%	31%	27%	37%
Asian	7%	8%	4%	15%
Black or African American	7%	8%	11%	5%
Hispanic	8%	10%	7%	12%
Two or more races	2%	5%	5%	5%

Grad: Increasingly Diverse

Fall Enrollment (%)	2010-11	2018-19	VA Public Universities Median	Top 100 Universities Median
Graduate Students				
Men	48%	48%	38%	49%
Women	52%	52%	62%	51%
Graduate Students of Color	16%	23%	20%	29%
Asian	3%	4%	3%	10%
Black or African American	9%	10%	10%	6%
Hispanic	2%	6%	4%	9%
Two or more races	1%	3%	3%	4%

Continuing Room for Growth In Faculty Diversity

Full-Time Instructional Faculty (%)	2013-14*	2018-19	VA Public Universities Median	Top 100 Universities Median
Men	61%	58%	54%	59%
Women	39%	42%	46%	41%
Faculty of Color	12%	15%	18%	22%
Asian	6%	6%	10%	13%
Black or African American	3%	4%	5%	4%
Hispanic	3%	3%	3%	4%
Two or more races	1%	1%	1%	1%

Staff Diversity Varies By Occupation

Full-Time Non-instructional Staff (%)	2013-14*	2018-19	VA Public Universities Median	Top 100 Universities Median
Men	41%	39%	42%	43%
Women	59%	61%	58%	57%
Staff of Color	26%	25%	17%	22%
Asian	2%	2%	2%	6%
Black or African American	21%	18%	12%	9%
Hispanic	2%	3%	2%	6%
Two or more races	0%	2%	1%	1%

Management Diversity Requires Increased Focus

Leadership Positions (%)	2010-11	2018-19	VA Public Universities Median	Top 100 Universities Median
Men	58%	46%	43%	45%
Women	42%	54%	57%	55%
Persons of Color	7%	7%	12%	15%
Asian	0%	0%	2%	4%
Black or African American	7%	6%	8%	7%
Hispanic	0%	1%	2%	3%
Two or more races	0%	0%	0%	1%

Faculty Recruitment is Linked to the Doctoral Pipeline

Doctorates Awarded by Broad Disciplinary Category, 2017-18	Arts & Humanities	Social Sciences	Natural & Computational Sciences
Men	47%	44%	60%
Women	53%	56%	40%
Scholars of Color	19%	26%	24%
Asian	6%	8%	11%
Black or African American	4%	7%	4%
Hispanic	7%	8%	7%
Two or more races	2%	3%	3%

Newly Hired W&M Faculty Are increasingly Diverse

Newly Hired Full-Time T/TE Instructional Faculty within the fiscal year	2013-14	2018-19	VA Public Universities Median	Top 100 Universities Median
Men	77%	57%	54%	56%
Women	23%	43%	46%	44%
Persons of Color	18%	25%	21%	28%
Asian	0%	13%	13%	17%
Black or African American	9%	0%	8%	7%
Hispanic	9%	0%	0%	5%
Two or more races	0%	13%	0%	0%

In 2017-18, 15% and 20% respectively

UPDATE: STRATEGIC PLANNING



Goals for the Plan

- Advance William & Mary's distinctive excellence in a rapidly changing environment, thereby raising our profile nationally and globally
- Position W&M for long-term financial sustainability in a way that aligns our operational and financial models with academic mission

To achieve these goals for the plan, W&M will intentionally focus on our most significant opportunities – a select few primed for greatest impact

A Values-Driven Process

- “We change to advance what we value most”
- Vision, Mission and Values at the core
- Applying a continuous strategic management approach



Goals for the Process

- Advance a whole-institution mindset throughout W&M
 - Create greater shared understanding of the opportunities and challenges over the coming decade
 - Reinforce our shared responsibility for cultivating opportunities and crafting solutions
- Embolden our community to embrace our history of innovation
 - Encourage entrepreneurial, disciplined experimentation throughout the university
 - Take advantage of W&M's distinctive assets and excellence as we develop creative solutions

Phases of Planning

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	4 24-26	1	5 7 20-22	10		30 5-7 12	4	8 22-24	
Phase I: Vision, Mission, Values SPSC Responsibility									
	Phase II: Environmental Analysis SPSC Responsibility								
						Phase III: Strategy Development Cabinet and SPSC Collaboration			

Fall 2019 Community Forums:

- Sep. 4
- Oct. 1
- Nov. 5 and 7
- Dec. 10

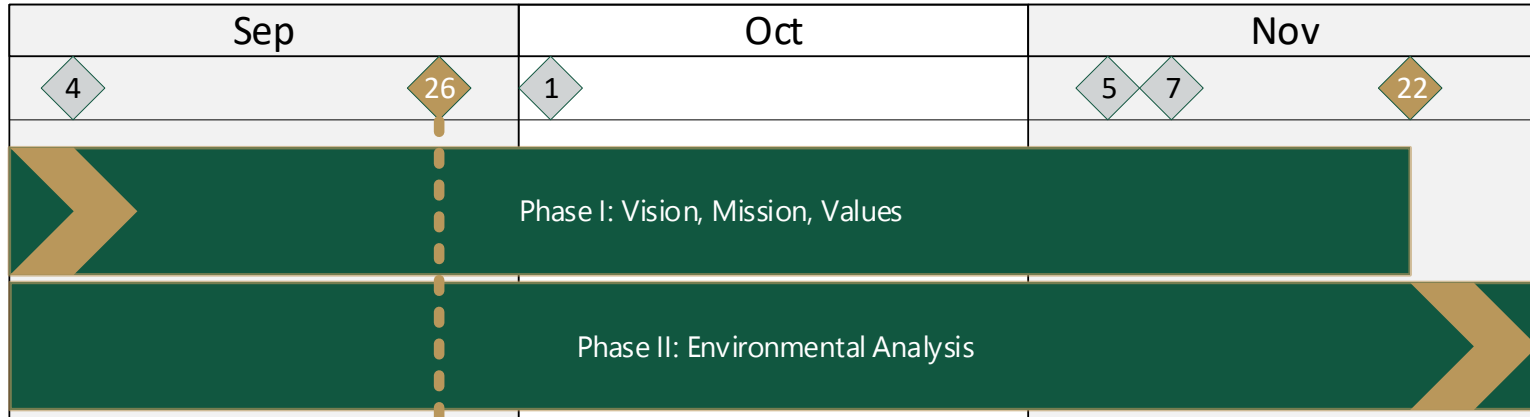
Spring 2020 Community Forums:

- Jan. 30
- Feb. 12
- Mar. 4
- Apr. 8

BOV Meetings/Community Progress Updates:

- Sep. 24-26
- Nov. 20-22
- Feb. 5-7
- Apr. 22-24

Process Update: Sept. to Nov.



Community Forums:

- Sep. 4 – SP Process, Areas of discovery for Phase II
- Oct. 1 – VMV Statement

SPSC Meetings:

- August 7
- September 3 and 20
- October 2 and 23
- November 13

Additional Work:

- Community feedback on draft VMV statement
- Meetings in the schools
- Subcommittee outreach

Engagement Opportunities

- Regular Campus Updates
 - Campus-wide messaging around BOV meetings
 - Frequent updates via website (www.wm.edu/strategicplanning), including monthly blogs, and W&M News
- Online Participation Forums
 - Submit feedback on process any time during the year
 - Provide comments during specific phases (e.g., review of vision, mission and values statements)
- 9 Community Forums
 - Five in fall 2019, four in spring 2020
- Strategic Planning Subcommittees
 - The Strategic Planning Steering Committee (SPSC) is forming three subcommittees, which will add community members with applicable expertise and experience in these areas:
 - Teaching & Learning
 - Research & Innovation
 - Flourishing & Engagement

Oct. 1: Vision, Mission, Values

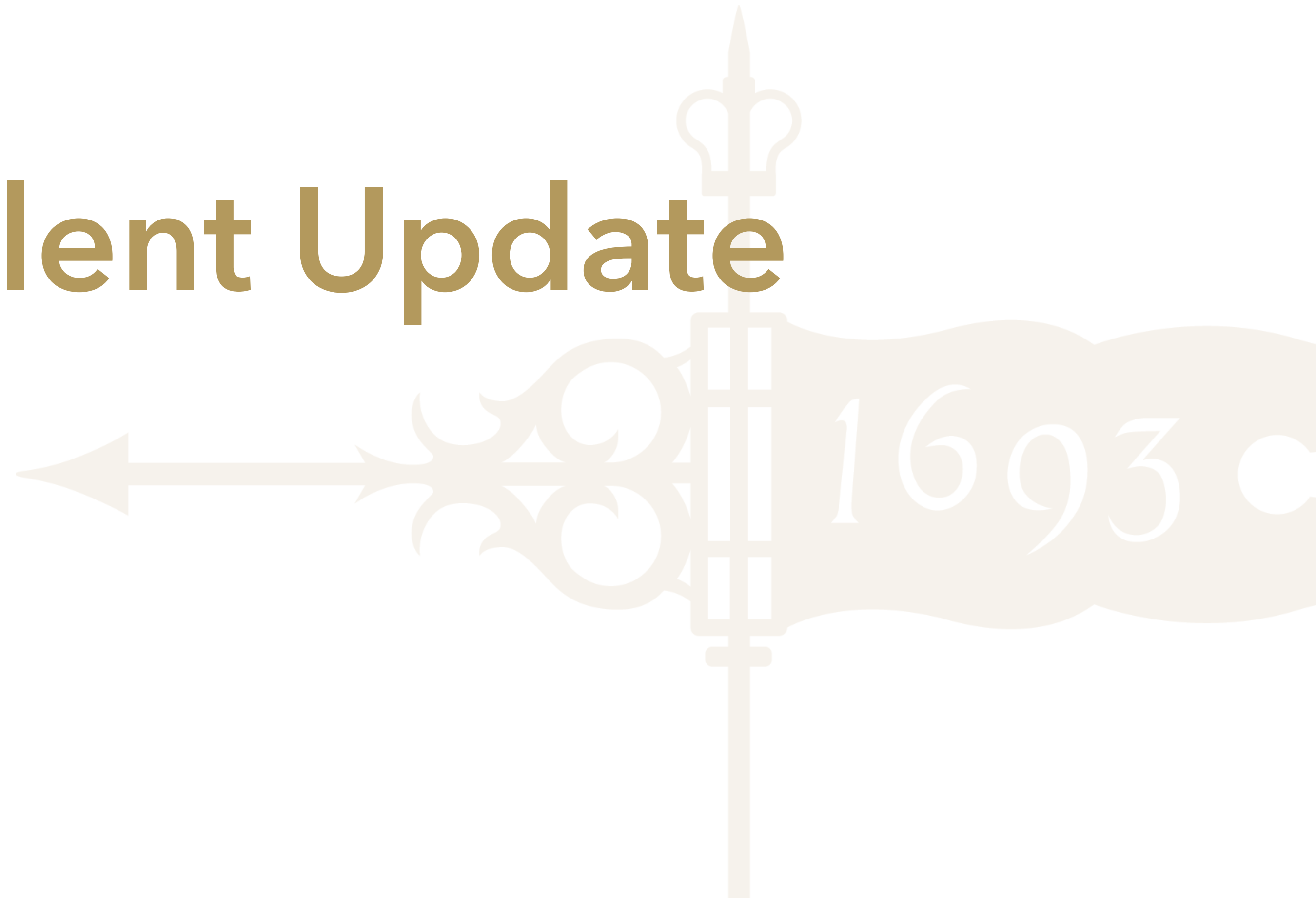
October 1, 2019

3:30 p.m.

Sadler Center, Chesapeake Room

Join President Rowe and other members of the W&M community to engage the drafted vision, mission, and values statements. Presentation to be livestreamed via www.wm.edu/strategicplanning.

Tech Talent Update



William & Mary's Tech Talent Proposal

- Increase UG Computer Science degrees from 70 to 160 per year
- New UG Data Science major (+40 degrees per year)
- New Professional MS in Computer Science (+35 MS degrees per year)
- Expand/reconfigure ISC 4 to accommodate program expansions
- 1,965 additional CS degrees (7.8% of state goal) over 20 years
- Adding Data Science, W&M provides a total of 2,728 additional CS and DS degrees (10.9% of state goal)