

# Building a Diverse Faculty @ WES

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 WesInclusion

# Why?

- Educational: Robust exchange of ideas
- Policy: Institutional Core Values
- Legal: 14<sup>th</sup> Amendment EPC, 1964 CRA Title VII, VI

# Definitions:

## Diversity

**Individual differences** (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be **engaged in the service of learning.**

# Equity

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

# Inclusion

The active, intentional, and ongoing engagement with diversity - in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect - in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

# Privilege

Describes the **unearned advantages that people benefit from based solely on their social status**. Privilege, like disadvantage, exists through systems that individuals are **born into and is not something that they request**. Because social status is conferred by society on certain groups, members of “privileged” groups can see those advantages as normative. Since social status is conferred in many different ways, all people are both privileged and non-privileged in certain aspects of their lives. Furthermore, since dynamics of social status are highly dependent on situation, a **person can benefit from privilege in one situation while not benefiting from it in another**. It is also possible to have a situation in which a person simultaneously is the beneficiary of privilege and the recipient of discrimination. Access to privilege does not determine life outcomes, but it is **an asset that makes it more likely that talent, ability, and aspirations will have positive results**. (based on the work of Peggy McIntosh, Ph.D., Associate Director of the Wellesley Centers for Women and founder of the National SEED Project on Inclusive Curriculum)

# How?

- Compelling Interest
- Narrowly Tailored

# Diversification Broad Strokes

- Use **Broad Definition**
- Focus on **Individual Merit**
- Always Consider **Race Neutral Alternatives**
- Time is running out...



# National Faculty Snapshot

## U.S. Citizen Doctorate Recipients, 2006 Source: NSF/NIH/USED/NEH/USDA/NASA, 2006 Survey of Earned Doctorates

Field of study	Total U.S. citizen doctorate recipients	Number with known race / ethnicity	American Indian (incl. Alaska Natives)	Asian	Black	Hispanic	White	Other*
All fields	26,917	26,491	118 0.44%	1,560 5.80%	1,659 6.16%	1,370 5.09%	21,280 79.06%	504 1.87%
Life sciences	6,014	5,936	15 0.25%	483 8.03%	274 4.56%	261 4.34%	4,788 79.61%	115 1.91%
Physical sciences	3,315	3,254	7 0.21%	228 6.88%	73 2.20%	116 3.50%	2,778 83.80%	52 1.57%
Social sciences	4,872	4,791	26 0.53%	242 4.97%	319 6.55%	327 6.71%	3,763 77.24%	114 2.34%
Engineering	2,185	2,138	3 0.14%	266 12.17%	89 4.07%	101 4.62%	1,633 74.74%	46 2.11%
Education	4,974	4,907	35 0.70%	125 2.51%	606 12.18%	279 5.61%	3,797 76.34%	65 1.31%
Humanities	4,063	4,000	23 0.57%	157 3.86%	164 4.04%	210 5.17%	3,358 82.65%	88 2.17%
Business and Management	593	579	5 0.84%	24 4.05%	47 7.93%	21 3.54%	478 80.61%	4 0.67%

\* Includes Native Hawaiian/other Pacific Islanders and multiple race, except those selecting Hispanic.

# Wesleyan Faculty Snapshot

		Fall of fiscal year									
Area	Measure	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Faculty											
	All faculty										
	Female (%)	40	39	37	41	41	42	43	46	45	48
	Race/ethnicity (%)										
	International	1	0	0	1	1	1	1	4	5	7
	Faculty of Color	14	17	17	14	17	19	21	19	17	17
	White	67	76	76	74	76	74	76	73	72	69
	Unknown	18	7	7	12	5	6	3	4	6	6
	Grid faculty										
	Female (%)	37	37	37	39	39	41	42	43	43	44
	Race/ethnicity (%)										
	International	0	0	0	0	1	0	1	5	7	8
	Faculty of Color	15	17	17	17	17	18	21	19	17	17
	White	76	81	80	79	79	78	78	77	75	73
	Unknown	9	2	2	4	4	4	1	0	1	2
	Ladder faculty										
	Female (%)	35	34	34	36	36	39	41	43	41	43
	Race/ethnicity (%)										
	International	0.4	0.4	0.4	0.4	0.8	0.4	0.8	4.3	7.2	7.5
	Faculty of Color	12	13	14	14	14	16	18	17	15	15
	White	80	85	84	81	82	81	81	79	77	75
	Unknown	8	2	3	4	4	4	0	0	1	2

# Concrete Steps

- Advertise & Publicize Widely
- Well-Crafted Job Descriptions
  - *Wesleyan actively promotes a dynamic learning environment in which individuals of differing perspectives, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry.*
  - *Works with and be sensitive to the educational needs of a diverse student body.*
  - *We welcome applicants who have pursued research in diverse cultures or whose critical approaches include issues of race, ethnicity, or gender.*
- Search Committee Education (know you bias- IAT)
- Search Committee Support
  - Target of Opportunity Hires
  - Cluster Hires
  - Dept level workshops

# Success! Now What?

- Retention is Intentional
- Formal Mentoring Matters
- How do women and faculty of color experience:
  - Research Expectations
  - Student Evaluations
  - Collegiality

Thank you for continuing to be engaged!