



WILLIAM & MARY

CHARTERED 1693



FINAL REPORT:

Task Force on Race and Race Relations

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Executive Summary

President Taylor Reveley appointed the Task Force on Race and Race Relations in March 2015. The 21-member task force is comprised of faculty, administrators, staff, students, and a member of the Board of Visitors. The Task Force met once a month since March 2015, focusing primarily on four principal activities: 1) meeting to discuss current programs and practices at William & Mary, 2) hosting six on-campus open forums to discuss perceptions of William & Mary's racial climate, 3) reading and discussing the various communications from the community that were received via the Task Force's website (<http://www.wm.edu/sites/racerelations>), and 4) examining closely events related to race and race relations across the country, events taking place not only on university campuses but also in the world beyond academic institutions.

We took these responsibilities seriously. As teachers, administrators, staff, students and alumni, and as members of the larger community, the Task Force understood the importance of listening carefully to internal and external constituents of our community.

We have sought out, and heard from, faculty, staff, alumni, administrators, students, and community members. We have analyzed, debated, and discussed our findings. We have reached out beyond the W&M walls, looking across the country to see what other universities are doing and have done. We have also critically reflected upon the actions of institutions whose failures have made national headlines. We have found ourselves, at times, saddened by what we have learned but we have also found ourselves inspired to purposefully commit to the task at hand.

Some of our recommendations are easily achievable; many, however, are not. Nevertheless, we believe that this current historic moment- one in which issues of race and inclusion appear almost daily on the front page of newspapers everywhere represents an enormous opportunity. The Task Force report includes recommendations that urge William & Mary to seize the moment, to be proactive rather than reactive, and to become a national leader on issues of race and race relations, here our campus and beyond.

Success in achieving any of these goals depends both on realigning current resources and on identifying new resources through private support. With this in mind, the Task Force has set forth its highest priority recommendations (in no particular order) with the hope that the university will undertake those recommendations immediately under the auspices of an appointed Implementation Team.

-President's Task Force on Race and Race Relations
March 28, 2016

Task Force Membership

W. Fanchon Glover '99 '06, Chief Diversity Officer, Task Force Chair
Jody L. Allen '07, Managing Director, Lemon Project; Visiting Assistant Professor,
Department of History
Kendrick Ashton, Jr., '98, Board of Visitors; Co-Founder & Managing Partner, St. James
Group, Arlington, VA
Deborah Cheesebro, Chief of Police
Jodi Fisler '10, Assistant to the Vice President for Student Affairs & Director of Student Affairs
Planning and Assessment (*no longer with the College*)
Mark H. Forsyth, Associate Professor, Biology
Matthew Freeman '98, President, TMI Consulting, Richmond, VA
Earl T. Granger III '92, Associate Vice President for Advancement
Artisia Green '00, Associate Professor, Theater & Africana Studies
Diana Hernández, Graduate Student, School of Education
Laura A. Heymann, Vice Dean and Professor of Law
Vernon J. Hurte, Senior Associate Dean of Students and Director, Center for Student Diversity
Ebony Lambert '16
Pamela H. Mason, Deputy Compliance Officer
Seth Opoku-Yeboah, '16
James Padilioni, Jr., MA '14, Doctoral Student, American Studies
John Riofrio, Associate Professor, Hispanic Studies
Pallavi Rudraraju '17
Francis Tanglao-Aguas, Class of 2015 Associate Professor, Theatre & Africana Studies
Robert Trent Vinson, Frances L. and Edwin L. Cummings Associate Professor of History
and Africana Studies
Lydia Whitaker, Administrative Manager, Applied Science

Task Force Organization

The Task Force was composed of four subcommittees:

Recruitment of Diverse Faculty and Senior Administration – Artisia Green (Chair)

The charge of this subcommittee was to explore best practices for recruiting and retaining a more diverse instructional faculty and senior administrators.

Campus Climate – Jody Allen (Chair)

The charge of this subcommittee was to review campus-wide survey data to assess the scope of the problem of race and race relations on our campus, to understand the level of awareness of campus reporting and resources for responding, and to engage any related issues that can guide institutional decision-making.

Prevention and Education – James Padilioni, Jr. (Chair)

The charge of this subcommittee was to assess the effectiveness of our current programs and

outreach to educate the campus community (undergraduate and graduate students, faculty, staff and parents) about race and race relations and to make recommendations for more effective preventive and education.

Bias Reporting and Incident Protocol – Vernon Hurte (Chair)

Within the context of compliance obligations and the university's goals of prompt and equitable response to complaints, the charge of this subcommittee was to examine our current practices and procedures for reporting and responding to incidents of bias.

Task Force Activities /Accomplishments

- Presentation by Margie Cook, Associate Director, Center for Student Diversity, on current diversity training for undergraduate students.
- Presentation by Vernon Hurte, Associate Dean of Students, on current practices by the Dean of Students Office in responding to reports of bias by students.
- Established a website to keep community informed of the work of the Task Force and as a medium for the solicitation of comments and suggestions.
- Presentation by a member of the operational staff on climate issues in the Housekeeping/Facilities Management area.
- Presentation by Sharron Gatling, Assistant Director of Equal Opportunity, on the Affirmative Action Plan and the faculty/executive search process.
- Campus Forum for Graduate Students.
- Campus Forum for Faculty.
- Campus Forum, Undergraduate Students.
- Campus Forum, Undergraduate Students.
- Campus Forum, VIMS.
- Campus Forum, Staff.
- Presentation by Earl Granger, Assistant Vice President for Advancement, on the For The Bold Campaign.
- Presentation by John Poma and Jeremy Martin, Chief Human Resource Officer and Assistant to the Provost/President, on the results of the employee survey.
- Participated in webinar series on Responding to Race on College and University campuses hosted by the Student Affairs Diversity Committee.
- Presentation by Tatia Granger, University Ombudsperson.

Prioritized Recommendations

- Create a new position of Vice-President of Diversity and Inclusion, as currently exists at many schools. *
- Increase the diversity of the faculty and senior administrators, and demonstrate commitment to this goal with a \$35 million dollar investment of resources.
- Retain an outside vendor to provide, through focus groups and other methods, a thorough understanding of the concerns of Facilities Management staff and develop a plan to improve wages, working conditions, and the management practices that have led to dissatisfaction.
- Name important and prominent campus buildings to more fully reflect the diversity and achievement of the entire William & Mary community.
- Require on-going, mandatory educational training on issues of diversity and inclusion for faculty, staff, and students on topics of race and other intersecting identities.
- Institutionalize a periodic campus climate survey of the entire community, to be conducted by an outside vendor.
- Create a formal Diversity and Inclusion Committee that will use best practices to develop a university-wide plan that will inform, drive, and influence plans at the unit level. Require that each unit provide a diversity and equity plan that is aligned with the university plan and clearly outlines measurable goals and a timeline.
- Commit to implementing an Incident Information System at the College that unites the College's various reporting channels under one gateway, engages in appropriate review and referral of all reports with due consideration for freedom of expression, and provides annual reports of its activity to the community.
- Realign current university resources and identify private support to fund the implementation of the recommendations as listed in the Task Force Report.
- Appoint an Implementation Team to pursue the recommendations in this report.

**The Chair did not participate in the discussion to include this recommendation in the prioritized list.*

All Recommendations

Recruitment of Diverse Faculty and Senior Administration

1. The adoption of “leadership practices for diversity” (Aguire & Martinez 2007). Leadership practices for diversity seek to transform the university through diversity and inclusion efforts that include restructuring, infusion of new resources, re-allocating existing resources, and identifying measureable goals. Institutional leadership should regularly communicate that diversity and inclusion are central to the university’s academic mission, goals and strategic priorities by establishing tangible goals and objectives, and measurable criteria to assess progress toward those goals.
2. The determination of the following:
 - a. The extent to which the current Diversity Action Plans for each school were approved and acted upon.
 - b. The number of minority faculty participating in the research mission of the university.
 - c. The number of minority faculty involved in governance at the university and department levels. Are they on committees that impact priorities, strategic visioning, structure and policy?
 - d. The number of faculty who teach classes that focus on diversity issues in the curriculum. What are the classes? Are they electives? Are they built into curriculum requirements?
3. The review of all official documentation (print and electronic materials) related to diversity to ensure that the documents read diversity and inclusion.
4. Mandatory diversity training for administration, faculty, and staff.
5. Be proactive in creating an inclusive community by developing a curricular and research platform by which to mandate a race, ethnicity, sexuality, and inclusivity COLL requirement for sophomore students.
 - a. Establish a university center for race, ethnicity, sexuality, and inclusivity, which would be composed of faculty fellows, appointed from existing faculty as well as 10 newly hired TE faculty, who will share the responsibility of teaching the proposed COLL requirement.
 - b. The creation of this center could also serve to further strengthen existing relevant programs such as Africana Studies, Asian & Middle Eastern Studies, Hispanic Studies, Latin American Studies, Gender, Sexuality, and Women's Studies as well as those in nascent stages such as Native Studies and Asian & Pacific Islander American Studies.
 - c. Further, the programs should be granted the capacity to hire and grant tenure to their own faculty to support efforts in faculty recruitment and retention.

6. The creation of internal professional development opportunities through the Charles Center or Dean's Office.
7. The implementation of annual interviews of diverse faculty by relevant administrative leadership and the leadership of the individual units to learn about needs, challenges, and feasible/implementable solutions to identified barriers to success.
8. The provision of external professional development opportunities that advance faculty careers such as the availability of professional development funds to network specifically at conferences with large numbers of diverse populations (e.g., National Council of Black Studies or other similar organizations) or to pay for leadership/administrative seminars, workshops, etc. that help facilitate pathways to senior administrative positions.
9. The creation of an addendum to the hiring process that requires applicants for faculty positions to submit a statement on diversity as part of their application packet, much in the same manner as their statement on teaching pedagogy.
10. Institutional leadership should prioritize the proactive search for diverse faculty and senior administrators in an ongoing manner, not just when opportunities for individual searches arise.
11. To identify potential hires of faculty and senior administrators, campus units should routinely invite women and persons of color to campus to give scholarly presentations.
12. Create a Target of Opportunity and Excellence Hiring Program to increase faculty diversity.
13. The goal of the university should be to have a proportionate rate of diversity between student and faculty populations (and/or a demographic comparable to the state demographic).
14. The university should establish a post-doctoral/visiting scholar program to create opportunities for people within these underrepresented groups. The university should strengthen diversity graduate student recruitment fellowships such as the one instituted in Arts & Sciences by increasing both the amount and number of fellowships available. The fellowships should cover all tuition and fees. Optimally, the entire cost of attendance through the completion of the degree should be covered.
15. Search Committees
 - a. Search Committees should consider, before writing job ads, areas within a discipline that feature a higher proportion of women and persons of color, and include those areas in language for the job description. (i.e. in Economics, more persons of color work on labor issues, more women work on gender issues in disciplines in the social sciences/humanities).
 - b. There should be required diversity and inclusion training on unconscious bias for all Search Committee members.

- c. Institutional leadership should intervene in diversifying search committees when necessary and terminating searches that fail to produce diverse pools of candidates (especially in departments with a history of hiring non-diverse candidates).
16. Conduct a faculty climate survey every two years.
 17. Craft a campaign specifically designed to finance the diversity initiatives detailed in this report.

Campus Climate

18. Pay the Facilities Management staff a living wage.
19. Set up a mechanism by which Facilities Management staff can take advantage of professional development opportunities without fear of reprisal.
20. Actively encourage all employees to take advantage of campus events/programs.
21. Set up a formal mechanism through which Facilities Management staff can lodge complaints without fear of retribution.
22. Set annual training for supervisors and workers in the following areas: supervision, leadership, and communication skills.
23. Communicate clear expectations regarding the responsibilities of essential personnel, e.g., under what circumstances they are expected to report to work, and what types of tasks they are expected to perform once on the job.
24. Create a new position of Vice-President of Diversity and Inclusion, as currently exists at many schools.
25. Based on the information obtained from all of the resources used in this report (surveys, fora, email submissions) members of the campus community identify the need for intensive annual mandatory training on race and race relations at all levels of the university (Board of Visitors, Senior Administration, faculty, staff, and students).
26. Institutionalize a periodic campus climate survey of the entire community.
27. Conduct a campus climate survey of undergraduates and graduate/professional students in fall 2016.

28. An outside vendor must be hired to conduct focus groups with Facilities Management staff.
29. Contract with an outside vendor to conduct focus groups with all levels of employees and students on the VIMS campus.
30. Create a formal Diversity and Inclusion Committee that will use best practices to develop a university-wide plan that will inform, drive, and influence plans at the unit level.
31. Require each unit to provide a diversity plan that is aligned with the university plan and clearly outlines measurable goals and a timeline.
32. Clearly outline a proactive recruitment strategy to identify and recruit members from underrepresented populations for faculty and senior administrative staff roles.
33. Name important and prominent campus buildings to more fully reflect the diversity and achievement of the entire William & Mary community.
34. Formally identify opportunities when diversity-related topics can be infused in the COLL curriculum (freshman seminar, COLL 300, etc.).
35. Establish a formal cross-cultural mentorship program for faculty development around diversity-related issues.

Prevention and Education

36. Adjust the new COLL curriculum to include a mandatory class on race and other intersecting identities.
37. Integrate race and diversity awareness courses into the required COLL curriculum through the creation of a first-year COLL course focusing on race in American history and society for all undergraduate students.
38. Regularly offer, seminar-style, one- or two-credit COLL 200 electives course(s) on current topics in race and identity in American society.
39. We recommend that additional racial diversity and bias awareness education be required for all students in leadership roles, as well as for significant student communities such as fraternity and sorority chapters and athletes. This would also include all students in paraprofessional roles, such as peer educators, peer mentors, peer advisors, Residence Life staff, orientation aides, student employees, Honor and Conduct Council members, Student Assembly members, tutors, Writing Center assistants, tour guides, and other similar roles. This recommendation recognizes that these campus leaders among the student body population are often looked to as role models.
40. Establish two graduate assistantships and/or fellowships in the Center for Student Diversity. These additions would enable and empower the CSD to offer more resources and oversight

in student leadership training, establish and provide safe spaces on campus for students from racial and ethnic minority backgrounds, and help further engage social justice initiatives. A dedicated graduate assistantship/fellowship will ensure that the current offerings remain robust while allowing the development of new programs and additional resources to be made available to the student body.

41. The College should create and fund a faculty development institute similar to Virginia Commonwealth University's Institute on Inclusive Teaching (<http://www.community.vcu.edu/resources--toolkit/training--development/institute-on-inclusive-teaching/>). Such an institute would develop training programs and promote best practices/informational documents focusing specifically on topics of teaching diverse student populations and maintaining respectful classroom environments for anyone providing instruction, including tenure-track faculty, non-tenure-eligible faculty, teaching fellows and assistants.
42. Specific expectations for managers, directors, and department chairs should be established that relate to supervision, mentoring, communication, harassment and discrimination, and other inclusive workplace practices. The College must integrate diversity competencies into position descriptions and performance evaluations to ensure accountability and uniformity in expectations and process across all sectors of on-campus staffing.
43. Expand the staff in the Center for Student Diversity.

Bias Reporting and Incident Protocol

44. Commit to implementing an Incident Information System at the College by the spring of 2018 that unites the university's various reporting channels under one overall reporting gateway.
45. An Incident Assessment Team should be appointed to conduct initial reviews of all reports and determine what, if any, referrals should be made.
46. Reporting to the Incident Assessment Team should not be anonymous. In order for the system to inspire mutual trust, the College must be able to follow up appropriately on reports received, which may require obtaining further information from the reporting party, referring more serious reports for formal investigation, facilitating restorative justice efforts, or providing support and care services to the reporting party. Such efforts are not possible with anonymous reports.
47. The College should affirm its commitment to the principles of respect and free speech.
48. The College should promote awareness of the Incident Information System by all members of the community.
49. The Incident Information Assessment Team should provide annual reports of its activity to the community.
50. The College should evaluate and reassess the Incident Information System and implement

revisions annually.

51. The College should devote appropriate resources to support implementation and ongoing maintenance of any new Incident Information system.

Report of the Subcommittee on Recruitment of a Diverse Faculty and Senior Administration

President's Task Force on Race and Race Relations

Committee Charge

The charge to the Subcommittee reads as follows:

... [T]o explore best practices for recruiting and retaining a more diverse instructional faculty and senior [administration]. The task force's report should include recommendations for institutional direction, proven practices in recruitment and retention, and a skeleton plan of how this might be accomplished. Work with the Climate, and Prevention/Education subcommittees will be important to gather data.

Members of the Subcommittee

The members of the Subcommittee, in alphabetical order, are:

Artisia Green '00, Associate Professor, Theater & Africana Studies (Chair)
Diana Hernández '17, Graduate Student, School of Education
John Riofrio, Associate Professor, Hispanic Studies
Francis Tanglao-Aguas, Class of 2015 Associate Professor, Theatre & Africana Studies
Robert Trent Vinson, Frances L. and Edwin L. Cummings Associate Professor of History & Africana Studies

Introduction

“Every search should be conducted not just with the legal parameters of affirmative action but in the spirit of inclusion and diversity . . . [We should] increase our efforts in this area, which will require more concentrated attention and effort by all of us.” –Provost Halleran

The Subcommittee wishes to reiterate Provost Halleran's sentiment that without *inclusion* as a guiding principle of the College's “concentrated . . . effort[s], diversity goals are non-integrative, non-pervasive, unsustainable, isolated initiatives.” Inclusion is a multilayered integrative approach and moves beyond acts of desegregation (i.e. placement goals, compliance, and sentiments of morality). A model of inclusive excellence is an approach that seeks to embed diversity within the infrastructure of the institution. Thus, in the spirit of inclusion and diversity, the College should ask how our current policies and practices support our changing demographics and our goals in further diversifying our faculty and senior administrative staff (Parham 2015). Along this same line of reasoning, the College should also ask itself whether we are preparing our faculty and senior administrators with intercultural skills that will enable them to handle challenging issues on our campus relating to national and global issues of diversity. If yes, how? If not, why?

In “Making a Business Case for Diversity” (Nahal 2015), the author posits that “it is critical to connect the mission of the university with diverse recruitment of faculty [and] staff.” In this vein, the Subcommittee raises an additional two questions:

- How does the College express its commitment to assisting students in understanding national and international “diverse perspectives essential to excel in the 21st century” through its current recruitment and retention practices of diverse faculty and senior administrative staff?
- How does the College express its commitment to “[developing] a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research” through its current recruitment and retention practices?

Current Recruitment and Hiring Process for Diverse Faculty and Senior Administrators

The College’s efforts in recruiting a diverse faculty pool are largely centralized in the Office of Diversity and Equal Opportunity. The Office of Diversity and Equal Opportunity, in collaboration with the Office of Human Resources, oversees the following steps to encourage and increase the percentage of qualified diverse applicants. The steps have been summarized for the purposes of brevity and limited to those that speak to best practices in the recruitment of diverse faculty and senior administrators. The Office:

1. Informs the hiring unit of placement goals (if any exist in the hiring unit’s area);
2. Provides guidance and support on conducting an inclusive search and selection processes and on identifying and avoiding implicit bias;
3. Reviews the position description for accuracy and relevance;
4. Places job advertisements in minority or women’s interest news media, related organization listservs, and recruiting sources; and
5. Ensures that an AA/EO statement of diversity is included on job advertisements.

There are no centralized or concerted efforts to retain diverse faculty and senior administrators of which the subcommittee is aware.

Challenges to Recruitment and Retention of Diverse Faculty and Senior Administrators

The Subcommittee lists the following challenges to efforts to recruit and retain diverse faculty and senior administrators here at William & Mary. The findings were discovered and discussed in formal settings such as the fora organized by the Climate Subcommittee (a forum for faculty specifically was held on November 9), brought to the attention of individual members of the Task Force, are challenges observed by members of the Task Force due to their involvement in other areas of campus governance, and supported by the findings reported in the Human Resources Survey on Climate:

1. Unwillingness of institutional leadership with faculty oversight to intervene on adverse departmental practices in hiring and retention;

2. Assumptions made by institutional leadership (to include Chairs and Program Directors) on lack of qualified diverse applicants or a limited pipeline that prevents hiring diverse faculty in critical mass;
3. Failure of institutional leadership to respond appropriately to climate issues (isolation/alienation, lack of collegiality, and student complaints that originate from perceptions of perceived incompetence);
4. Devaluation of diverse research interests and failure to centralize diverse education interests into the curriculum (e.g., relegating diversity issues to elective courses);
5. Additional service and mentoring commitments of diverse faculty that fails to translate into merit-based salary increases and/or policy. Thus, the work of diversity (in teaching and service) is placed on the shoulders of a small cadre of overworked and underpaid faculty who are not appropriately recognized and rewarded for this service;
6. The positioning of diverse administrators into university support service roles (e.g., Student Affairs, counseling services) rather than management roles that impact university priorities, strategic visioning, structure and policy;
7. The persistence of pay inequities (wage gaps, faculty salaries under the reported average compensation) and non-competitive salary offers despite the “greater financial and administrative autonomy” provided to the College under the Higher Education Restructuring Act;
8. Adverse and/or demoralizing hiring practices:
 - a. Lack of diverse search committees
 - b. Pre-selection for faculty and senior administrative positions
 - c. Use of search waivers (that do not benefit women or minorities)
 - d. Promotions of individuals with non-terminal degrees to senior administrative positions (and higher rates of compensation for said individuals than faculty)
 - e. Hiring of part-time staff at higher rates of compensation than faculty; and
9. The failure of the university to investigate the rationale behind faculty contracts that are terminated voluntarily or involuntarily.

Data

Please see the charts provided at the end of the report (Addendum 1). Sharron Gatling, Assistant Director of Equal Opportunity Office, provided the charts, current as of June 3, 2015.

Recommendations

The subcommittee recommends the following proactive measures to create a diverse and inclusive campus:

1. The adoption of “leadership practices for diversity” (Aguire & Martinez 2007). Leadership practices for diversity seek to transform the university through diversity and inclusion efforts that include restructuring, infusion of new resources, re-allocating existing resources, and identifying measureable goals. Institutional leadership should regularly communicate that diversity and inclusion are central to the university’s academic mission, goals, and strategic priorities by establishing tangible goals and objectives and measurable criteria to assess progress toward those goals. Institutional leadership should hold campus units and search committees accountable for not meeting established goals and objectives. In support of this recommendation, the subcommittee also recommends:
 - a. The creation of a Diversity Committee at each of the Schools (such as the ones that exist in the School of Education and School of Business) who should help execute Diversity Action Plans, working in conjunction with the relevant administrative leadership, the Office of Diversity and Equal Opportunity, and the leadership of the individual unit. Senior leadership should support these Diversity Committees, particularly when there is pushback on diversity goals from others within these units.
 - b. The development of Diversity Action Plans for each department/program that include specific strategies for diverse hiring and that connect with the broader goals of the Diversity Action Plans for each school. These plans should be sent to the Provost for review and schools, departments and programs should be held accountable for the degree to which the plans are unfulfilled.
2. The determination of the following:
 - a. The extent to which the current Diversity Action Plans for each school were approved and acted upon.
 - b. The number of minority faculty participating in the research mission of the university.
 - c. The number of minority faculty involved in governance at the university and department levels. Are they on committees that impact priorities, strategic visioning, structure and policy?
 - d. The number of faculty who teach classes that focus on diversity issues in the curriculum. What are the classes? Are they electives? Are they built into curriculum requirements?
3. The review of all official documentation (print and electronic materials) related to diversity to ensure that the documents read: *diversity and inclusion*.
4. The implementation of diversity training, either mandatory or as a qualifier of significant for merit increases and/or as a professional development opportunity through the Charles Center or Dean’s Office.
5. The creation and ambitious funding of an inclusive community by developing a curricular and research platform by which to mandate a race, ethnicity, sexuality, and inclusivity COLL requirement for sophomore students.

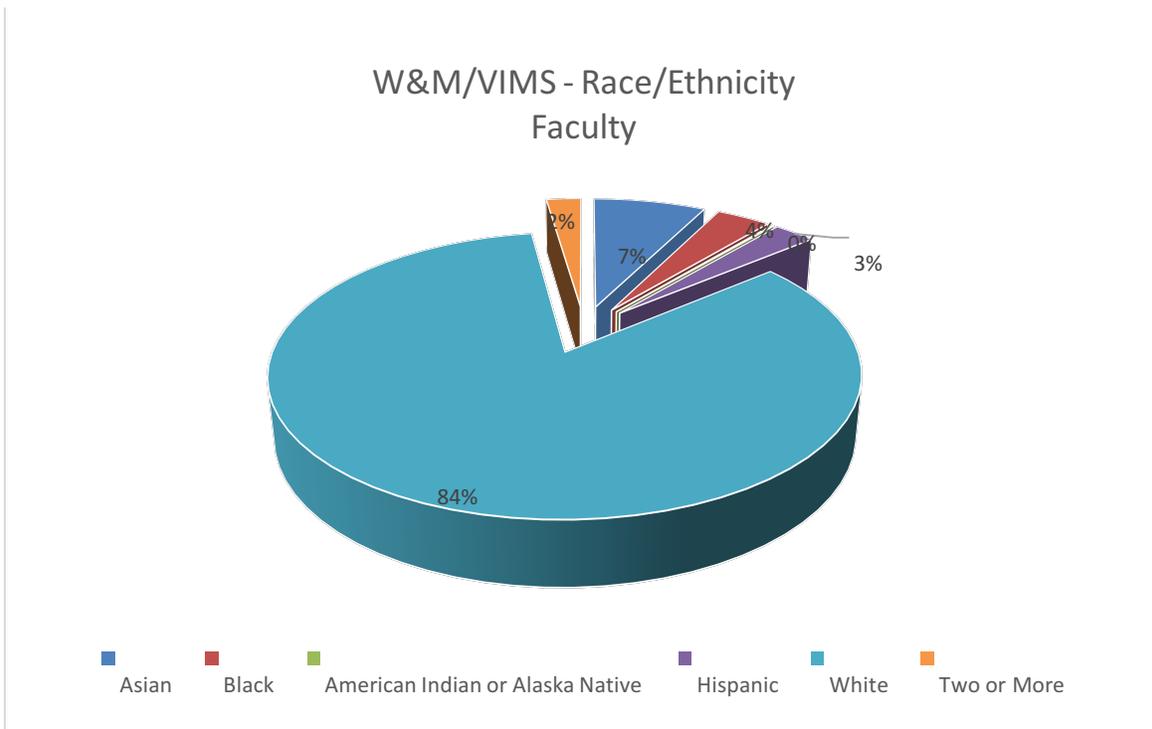
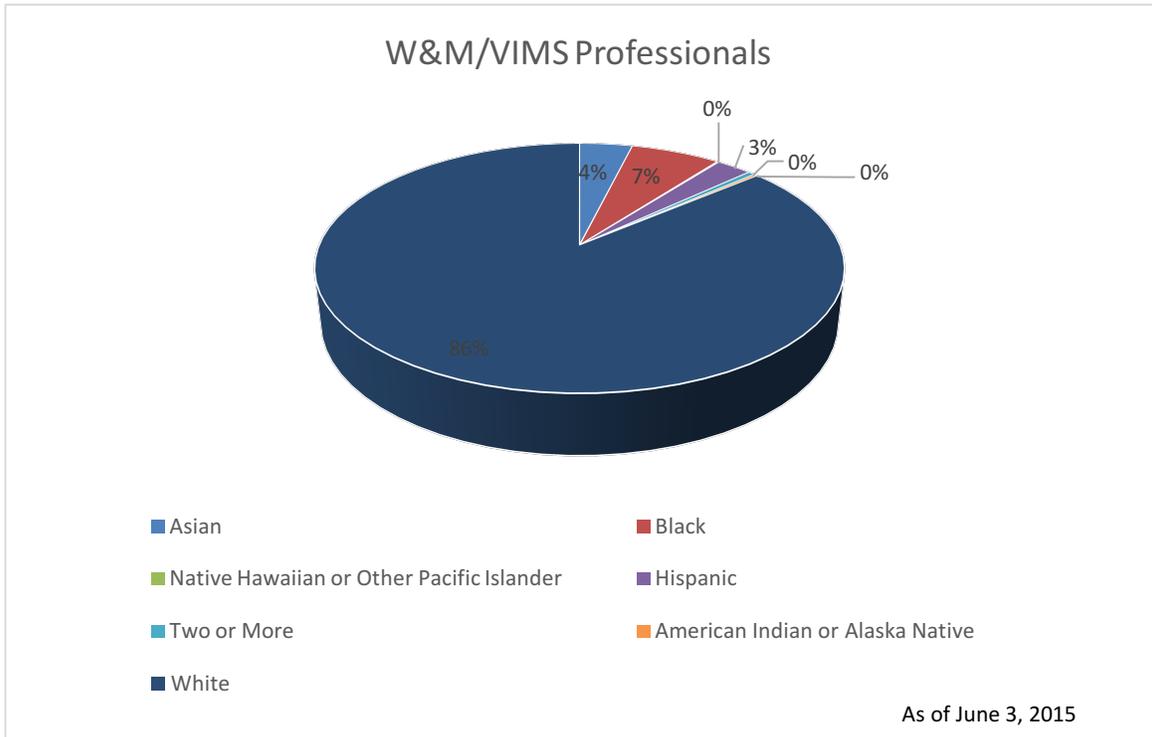
- a. As part of this platform, the creation of a university center for race, ethnicity, sexuality, and inclusivity to be composed of faculty fellows appointed from existing faculty as well as ten newly hired tenure-eligible faculty members who will share the responsibility of teaching the proposed COLL requirement.
 - b. The creation of this center could also serve to further strengthen existing relevant programs such as Africana Studies, Asian & Middle Eastern Studies, Gender, Sexuality, and Women’s Studies, Hispanic Studies, Latin American Studies as well as those in nascent stages such as Native Studies and Asian & Pacific Islander American Studies.
 - c. Further, we recommend that said programs be granted the capacity to hire and grant tenure to their own faculty to support efforts in faculty recruitment and retention.
Budget: \$35 million.
6. The creation of internal professional development opportunities through the Charles Center or Dean’s Office to include:
- a. Funding for leadership seminars/training, and
 - b. Teaching resources that address diversity and inclusiveness in the academy (akin to the University Teaching Project and the proposed university center for race, ethnicity, sexuality, and inclusivity).
7. The implementation of periodic interviews of diverse faculty by relevant administrative leadership and the leadership of the individual unit to learn about needs, challenges, and feasible/implementable solutions to identified barriers to success.
8. The provision of external professional development opportunities that advance faculty careers, such as the availability of professional development funds to network specifically at conferences with large numbers of diverse populations (e.g., National Council of Black Studies or other similar organizations) or to pay for leadership/administrative seminars, workshops, etc. that help facilitate pathways to senior administrative positions. The Provost’s current Leadership Training Program can be such a pathway for diverse faculty to be trained and appointed to senior administrative positions (beyond departmental chairs, program directors or the earlier mentioned student services-focused positions).
9. The creation of an addendum to the hiring process that requires applicants for faculty positions to submit a statement on diversity as part of their application packet, much in the same manner as their statement on teaching pedagogy. As an example, the statement could read: “The College of William & Mary prioritizes diversity as part of its long-term strategic plan. How have you worked with diversity in your teaching, scholarship, and service? How do you envision yourself contributing toward diversity initiatives at the College of William & Mary?”
10. The prioritization of searches for diverse faculty and senior administrators in an ongoing manner, not just when openings exist. This should occur by tapping into individual and collective existing professional and personal networks and partnering with the Office of Diversity and Equal Opportunity.

11. The issuance of routine invitations to persons of color to give scholarly presentations so as to identify potential hires of faculty and senior administrators.
12. Create a Target of Opportunity and Excellence Hiring Program to increase faculty diversity. **Budget: \$15 million.**
13. The establishment of diversity goals, in particular, to have a proportionate rate of diversity between student and faculty populations (and/or a demographic comparable to the state demographic).
 - a. In 2015, the student diversity rate was 30% while the faculty diversity rate was 16% (or 100/624 faculty).
 - b. The university's teaching faculty should reflect the diversity of the Commonwealth of Virginia.
14. To identify potential hires of diverse faculty and senior administrators, the College should help establish a post-doctoral/visiting scholar program to create opportunities for people within these underrepresented groups. The University should strengthen diversity graduate student recruitment fellowships such as the one instituted in Arts & Sciences by increasing both the amount and number of fellowships available. We propose that these fellowships cover all tuition and fees. Optimally, the entire cost of attendance through the completion of the degree should be covered.
Budget: \$250,000.00 annually.
15. The improvement of the composition and function of search committees:
 - a. Search committees should consider, before writing job ads, areas within a discipline that feature a higher proportion of women and persons of color, and include those areas in language for the job description. (For instance, in Economics, more persons of color work on labor issues while more women work on gender issues in disciplines in the social sciences/humanities).
 - b. There should be required diversity and inclusion training on unconscious bias for all search committee members.
 - c. Institutional leadership should intervene in diversifying search committees when necessary and terminating searches that fail to produce diverse pools of candidates (especially in departments with a history of hiring non-diverse candidates).
16. Conduct a faculty climate survey every two years.
17. Craft a campaign specifically designed to finance the diversity initiatives detailed in this report.

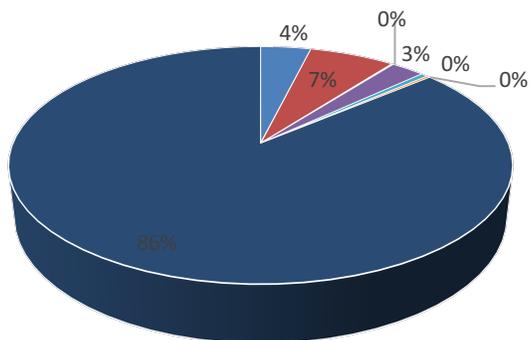
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Addendum 1 – Demographics (As of June 3, 2015)



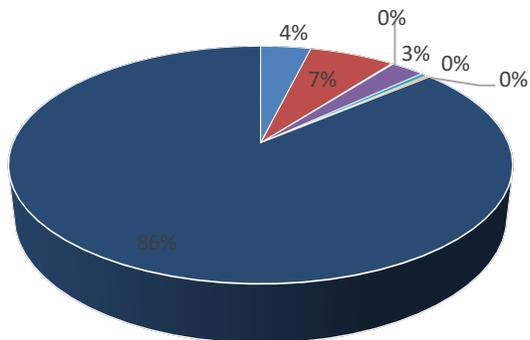
W&M/VIMS Professionals



- Asian
- Black
- Native Hawaiian or Other Pacific Islander
- Hispanic
- Two or More
- American Indian or Alaska Native
- White

As of June 3, 2015

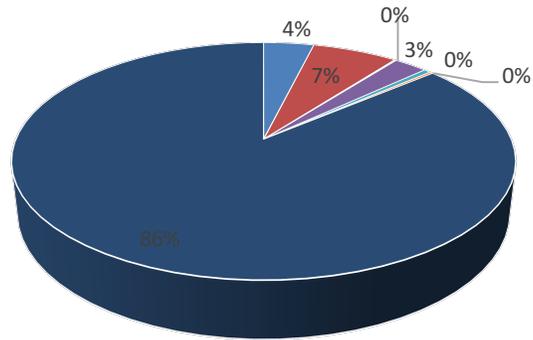
W&M/VIMS Professionals



- Asian
- Black
- Native Hawaiian or Other Pacific Islander
- Hispanic
- Two or More
- American Indian or Alaska Native
- White

As of June 3, 2015

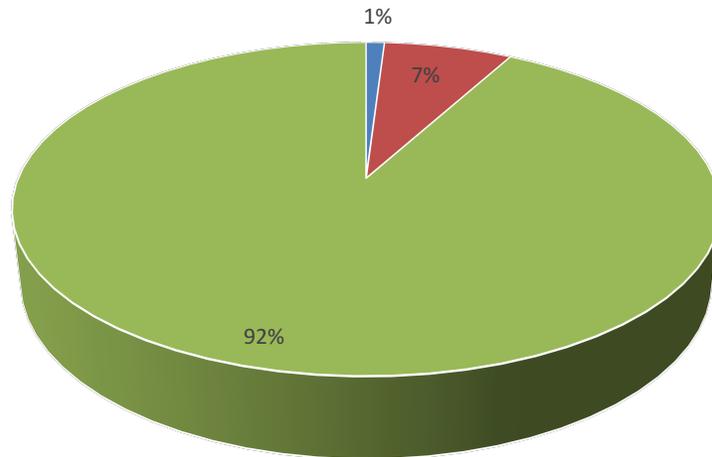
W&M/VIMS Professionals



- Asian
- Black
- Native Hawaiian or Other Pacific Islander
- Hispanic
- Two or More
- American Indian or Alaska Native
- White

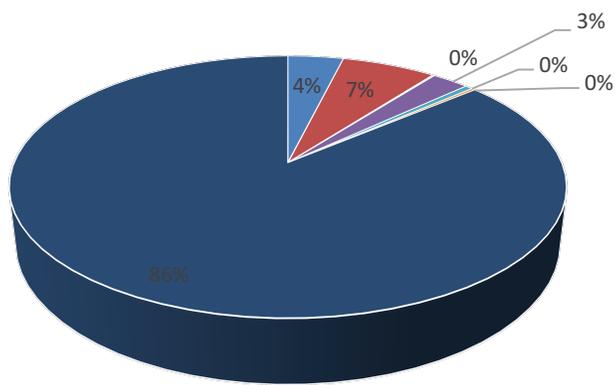
As of June 3, 2015

W&M/VIMS - Race/Ethnicity Executive, Admin & Managerial



- Asian
- Black or African American
- White

W&M/VIMS Professionals



- Asian
- Black
- Native Hawaiian or Other Pacific Islander
- Hispanic
- Two or More
- American Indian or Alaska Native
- White

As of June 3, 2015

Addendum 2 – Testimonies

The following statements are from faculty conversations with Task Force Subcommittee Members and permission was granted to share in this report.

“...The main issue was that my department said that they were told that they could put diversity in the ad to encourage diverse applications, but then when it came to selection of the top pool we were told by the college diversity officer that we weren't allowed to keep diversity as a criteria of selection.”

The hiring process in another department this year highlighted clearly for me that departments who want to use diversity as a criteria for selection (not only in the job ad), do so. *The other department* put diversity as one of the major criteria for picking the shortlist and the final candidate. That kind of focus on diversity is simply not the case in our department.

Our department has convened a diversity committee, but well over a year after it was constituted, it has nothing to show. It is clear that this is not a priority for the department chair or for the department.

I looked up the details of the recruitment fellowship for “diversity students” at the graduate level. Here’s a table from last year. It includes a column entitled “Board’s Diversity Fellowships.” It provides \$3,500 per year for two years. The fellowship has not been offered this year (for students entering in 16-17). The Dean’s explanation: the funds ran out.

I think one can make a very legitimate case that we are doing a poor job in creating a diverse and multicultural graduate student community. By experience, I can say that it’s very challenging to recruit people of color to our program. We need to devote greater effort to make this happen. Recruitment fellowships for diversity candidates are vital tools to make this happen.

I'm not sure the administration values diversity, either among themselves or among department chairs. Last time the administration was asking for feedback on selecting a new department chair and again this time I gave feedback that it was high time we had a chair of more diverse background. And who gets picked? Another white male who is part of the "boys club" in our department. Sorry if I'm sounding really frustrated, but that's our department.

I have had numerous minority students (esp. females) in my office over the past few years complaining about the lack of diversity among faculty and administration, and I think they are right. It is not only an issue of faculty needing to be more diverse, but the administration as well. We have people who are deans who have not published an article in over 25 years, let alone published a book and who are *significantly less* qualified than the one female dean. And yet these people continue as deans or heads of centers/research institutes. One can't shake off the feeling that their position is due to their connections rather than their experience and qualifications.

Report of the Subcommittee on Campus Climate

President's Task Force on Race and Race Relations

Committee Charge

The charge of this subcommittee is to review campus-wide survey data to assess the scope of the problem of race and race relations on our campus, to understand the level of awareness of campus reporting and resources for responding, and to engage any related issues that can guide institutional decision-making. Several focus groups and a town hall meeting on the topic will be offered to the campus in the fall. The task force's report should include significant findings as well as related recommendations.

Members of the Subcommittee

The members of the Subcommittee, in alphabetical order, are:

Jody L. Allen '07, Lemon Project Managing Director (Chair)

Jodi Fisler '10, Assistant to the Vice President for Student Affairs & Director of Student Affairs Planning and Assessment (*no longer with the College*)

Earl T. Granger '92, Associate Vice President for Development

Ebony Lambert, '16

*Ashley Napier, Junior Program Manager and Research Associate at AidData (no longer with the College)**

*Joseph Wheelless, Coordinator for Fraternity/Sorority Life **

Lydia Whitaker, Administrative Manager-Applied Science

** Indicates a member of a sub-committee but not of the Task Force*

Introduction

In recent years, the term “climate,” when used in connection with college campuses, has come to refer to the beliefs, attitudes, and actions that persist at a given institution and how those beliefs, attitudes, and actions impact community feeling. Of late, the climate on campuses across this country has left students, faculty, and staff discontented. Susan Rankin and Robert Reason, professors of education at The Pennsylvania State University, suggest that such climates may be a reflection of society in general. They argue:

If one accepts the premise that social interactions, the social climate, in America has become harder and more aggressive (despite undeniably positive advances in civil rights, in equality, and yes in our general understanding of and appreciation for diversity), it is reasonable to ask if our colleges and universities,

which in many ways function as microcosms of society, are experiencing a similar trend in terms of social climate (Rankin, Susan & Reason, Robert (2008).)

Indeed, at the time that this Task Force was established, the climate in this country, at least where some groups were concerned, left individuals feeling unsafe and angry. The killing of unarmed black men by the police led citizens to speak up and step up to the challenge in ways not seen since the civil rights movement of the 1950s and 1960s. “Black Lives Matter” became a chant and then a movement, and the response was mixed across the country and here at William & Mary. President Reveley responded that

Although there has been enormous racial progress in the United States since I was growing up in the 1950s and going to college in the early 1960s, our deep racial wounds have not wholly healed. As a society we confront “what happens to a dream deferred,” and we need to work harder for a future in which no parents fear unequal treatment by police, unequal protection under the law or unequal standing in our society for their children. (President Reveley’s Letter to the Community, December 19, 2014)

William & Mary students marched and organized a die-in, and the social media response revealed some strong reactions to those efforts. While some students supported the efforts, others shared vile and cruel responses on sites such as Yik Yak and Facebook. Approximately two months later, Taylor Mack and Brittney Harrington, then students at the College, wrote “A Call to Community Action: A Request for Administrative Response to Racial Bias Instances.” (Appendix F) While this document specifically spoke to how instances of racial bias are reported, it also referred to how the lack of clear reporting mechanisms led to a negative climate on campus. In this case, the climate was negatively affected by “[a]dministrative inaction [that]... [forced] some already-marginalized students to fend for themselves when facing bias, leaving affected students feeling psychologically, emotionally, and physically vulnerable and unable to focus purely on academics.”

For the last few months, the Campus Climate Subcommittee has explored documents and talked with individuals and groups about the campus climate. In general, what has become quite clear is that the current campus climate is not one that embraces diversity, but is one that is closed to open, honest discussion and one that leaves members of the community, as described by Mack and Harrington, “feeling psychologically, emotionally, and physically vulnerable.” Something must be done about this situation. William & Mary is too valuable an asset to this community, the state, the nation, and the world to allow a mission of ignorance on the part of some to overshadow the institution’s desire to provide “a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body.” (University Mission Statement)

Information Considered by the Subcommittee

The Subcommittee considered a variety of sources in order to try to better understand the experience of the different constituencies as related to the campus climate.

The Multi-Institutional Study of Leadership (MSL) (Spring 2015)

The Multi-Institutional Study of Leadership (MSL) was administered at W&M in Spring 2015 and measured the experience of 4,000 undergraduates who were selected randomly and invited to complete the survey. The response rate was 48% (n=1,927). The survey responses were assessed against three separate measures: belonging; non-discriminatory climate: direct; and non-discriminatory climate: indirect. The data indicate that white students, on average, have the greatest sense of belonging and the lowest perception of direct and indirect forms of discrimination. Black students, on average, have the lowest sense of belonging and the greatest perception of discrimination.

Student Assembly Racial Climate Survey (Spring 2015)

This survey asked three questions of respondents: (1) How would you describe the climate on campus? (2) What action steps do you feel would be necessary and effective in helping to improve this climate and create a safer, more inclusive environment? (3) Is there anything else you would like us to know regarding the racial climate on campus? Approximately 148 students responded. Fifty-four indicated that they felt the campus climate is negative. Forty-eight indicated that while they had not experienced direct negative experiences, they understood the perception of the campus climate to be negative. (It is not clear if they were referring to other students or making a statement about all members of the community.)

2015 Employee Climate Survey (Link) (November 2015)

Human Resources administered this instrument, which surveyed all levels of employees at the College. Over 70% of those surveyed responded. This was a significant increase over the 2007 (55.5%) and 2010 (45.6%) survey return rates. Overall, the survey suggests that most people feel positive about the College and their positions here. However, when the results are broken down by race, there is a clear difference in attitude. African Americans are less happy with their experiences at the College. This is especially true of non-exempt hourly employees:

<http://www.wm.edu/sites/racerelations/documents/EmployeeSurveyData-18Feb2016-2.pdf>

Task Force Website Submissions

Throughout this process, members of the College community were able to share their thoughts with the Task Force via its [website](#). The Campus Climate Subcommittee received five such comments. While the comments are confidential, the suggestions made are reflected in our recommendations.

Community Forums (Appendix D)

The Subcommittee planned and conducted six community forums, one each for faculty, staff (all levels), graduates and professional students, and VIMS personnel, and two for undergraduate students. At most of the forums, the same three questions were asked of small groups: (1) How do you perceive the campus climate in regards to race and race relations? (2) What changes would you like to see in the campus climate? (3) How would you go about making these changes a reality? There was a facilitator and note taker in each group. Participants also had the opportunity to share comments privately via index cards.

General concerns were surprisingly similar across all sources of information:

- Consideration of who and what the College memorializes through statuary, buildings, and other areas on campus.
- Need for diversity training at all levels, to encompass training about microaggressions
- Need for a safe space for dialogue about race and race relations
- Lack of trust of superiors
- Frustration with lack of any real change despite multiple surveys
- Need for bystander training
- Need for a committed and consistent stance regarding race and race relations on the part of the senior administration
- William & Mary is acknowledging its past as a slaveholder, but ignoring the descendants of those early workers.
- Concern that the severe racial imbalance that exists at all levels of employees perpetuates racial stereotypes.

Specific concerns of Facilities Management

- In general, there is an alarming level of distrust of supervisors and the senior administration.
- These workers do not make a living wage, and many are forced to take on additional part time jobs.
- Opportunities for upward mobility are limited.
- These workers are considered essential personnel, which means that they have to come to work in inclement weather. Many of these workers depend on public transportation to get to and from the campus, and sometimes these modes or transport are not available during inclement weather, or if they are, the schedules may be different. If workers are not able to get to campus, they are penalized for their absence.
- Facilities Management staff report an atmosphere where gossiping is a significant problem. For example, personal information shared with a supervisor becomes public knowledge. This has led to an atmosphere where staff feels unable to trust that confidentiality will be maintained.
- Access to technology, especially computers, is limited. This is particularly problematic because important information is typically shared via email.

- Workers are sometimes negatively affected by policy changes that introduce technological innovations. For example, timekeeping is now completed via computer. Previously paper forms were used and workers were able to get assistance with timekeeping from a trusted family member or friend. Now they are forced to go to a supervisor whom they may not trust, for assistance.

In 2008, when President Barack Obama was elected, some people declared the United States to be a post-racial society. As typically defined, this is a society without concerns about race and racism, a society where everyone is equal and decisions are based on ability. Based on the past eight years, it is clear to those paying attention that issues of race and racism remain at the forefront of the American consciousness at a level not seen since the days of de jure segregation. In this regard, William & Mary is a microcosm of the rest of society, but there is also a hopeful atmosphere because this is a place where individuals come to learn. This is a place where discussions can and should take place, but the atmosphere or climate must be conducive to this type of activity, and the climate right now needs work. How can we fix it?

Recommendations

Facilities Management Staff

- Pay the Facilities Management staff a living wage. Many of the people in this group are stuck in a cycle of poverty that is difficult to escape. They work, often more than one job, just to survive. This does not leave the time, money, or energy to pursue opportunities—classes, workshops, etc.—to improve their situation. If our workers are not able to improve their situations, their children and grandchildren are less likely to be able to improve theirs.
- Set up a mechanism by which Facilities Management staff can take advantage of professional development opportunities without fear of reprisal. Allow the staff to meet with professional advisors who can help them plan and prepare for future employment. Encourage and support hourly staff's efforts to take advantage of the opportunity to take course work at William & Mary, a local community college, tech school, etc.
- Actively encourage all employees to take advantage of campus events/programs. Offer an incentive for attending events—lectures, demonstrations, CPR certification—that might open doors to better opportunities.
- Set up a formal mechanism by which Facilities Management staff can lodge complaints without fear of retribution. Workers must be notified and trained on the use of the procedures.
- Set annual training for supervisors and workers in the following areas: supervision, leadership, and communication skills.

- Communicate clear expectations regarding the responsibilities of essential personnel, e.g., under what circumstances they are expected to report to work, and what types of tasks they are expected to perform once on the job.

Staffing/Resources

- Create a new position of Vice President of Diversity and Inclusion, as currently exists at many schools. Appropriately staff (at minimum the addition of a full-time professional faculty position and a full-time administrative assistant) and adequately fund the office to lead and support institutional diversity and inclusion efforts. **Budget: \$175,000.00.**
- Based on the information obtained from all of the resources used in this report (surveys, fora, email submissions) members of the campus community identify the need for intensive annual mandatory training on race and race relations at all levels of the university (Board of Visitors, Senior Administration, faculty, staff, and students). Mandatory training does not occur within the current structure. An outside company or individual specializing in training around the topic of diversity and inclusivity must be engaged.
- Based on the information gathered, the Campus Climate Subcommittee determined that the Facilities Management employees are the most emblematic of the inequality evident on this campus. Their issues are significant and need to be addressed separately. We encourage the Administration to establish a task force that will look into the concerns of this group with a commitment to hearing and addressing their needs. The perception among this group reflects a discomfort with the supervisors and upper-level administrators in Facilities Management. As a result, we suggest that non-Facilities Management personnel lead the task force.

Infrastructure

- Institutionalize a periodic campus climate survey of the entire community. College campuses are very transitional communities and as such the climate will evolve as students, faculty, and staff come and go. Outside forces, such as incidents on other campuses, in communities, and in the media will also impact the climate. W&M needs to be thoughtful in its response to these types of issues. Contract with an assessment company to develop, administer and provide reports and surveys.
- Contract with an outside vendor to conduct focus groups with Facilities Management staff. **Budget: \$15,000.**
- Contract with an outside vendor to conduct focus groups with all levels of employees and students on the VIMS campus. **Budget: \$15,000.**
- Create a formal Diversity and Inclusion Committee that will use best practices to develop a university-wide plan that will inform, drive, and influence plans at the unit level.

- Require that each unit provide a diversity plan that is aligned with the university plan and clearly outlines measurable goals and the timing associated with each.
- Clearly outline a proactive recruitment strategy to identify and recruit members from under-represented populations for faculty and senior administrative staff roles.
- Create a more inclusive campus with the naming of campus structures.

Education

- Identify opportunities in which diversity-related topics are infused throughout the COLL curriculum (freshman seminar, COLL 300).
- Identify ways in which leadership training can be provided around these vital issues.
- Establish a formal mentorship program for faculty development around these issues.
- Adjust the new COLL curriculum to include a mandatory class for all first year students.

Special Initiatives

- In 1967, the first African American students were allowed to live on the campus of William & Mary. A lot has happened in the five decades since Lynn Briley, Janet Brown, and Karen Ely pushed open the doors that would no longer be closed to black students. This period of change in the school's history should be acknowledged and commemorated. To do this, appoint a faculty member to lead a year-long 50th anniversary commemoration of African American residential students at William & Mary. **Programming Budget: \$30,000; Personnel: Course Reduction and \$10,000.**
- One of the most consistent comments at the community fora was the need to remember the broad spectrum of individuals and events that have led to the success of this institution. One way to remember is through the process of memorialization. The Lemon Project Committee on Memorialization plans to propose a nationwide competition to secure a design for a memorial to the enslaved that labored at the College. **Support this endeavor by funding a competition advisor at approximately \$50,000 and cost of the competition at approximately \$50,000.** This budget does not reflect the cost of erecting the monument. The cost of the final piece will be based on the selected work.

Report of the Subcommittee on Prevention and Education

President's Task Force on Race and Race Relations

Committee Charge

The charge to the Subcommittee read as follows:

Assess the effectiveness of our current programs and outreach to educate the campus community (undergraduate and graduate students, faculty, staff and parents) about race and race relations. The Task Force's report should include recommendations for more effective prevention and education.

Members of the Subcommittee

The members of the Subcommittee, in alphabetical order, are:

*Margie Cook, Associate Director for Diversity Education, Center for Student Diversity **

Mark H. Forsyth, Associate Professor, Biology

Matthew Freeman, '98, President, TMI Consulting, Richmond, VA

Seth Opoku-Yeboah, '16

James Padilioni, Jr., MA '14, Doctoral Student, American Studies (Chair)

Pallavi Rudraraju, '17

*Ari Weinberg, MA/PhD Student, American Studies**

** Indicates a member of a sub-committee but not of the Task Force*

Introduction

The Education and Prevention Subcommittee inventoried the existing opportunities and mechanisms in place that seek to spread information regarding racial diversity and inclusion. Our work was carried out against a backdrop of events on campus, locally in Williamsburg and Virginia and nationally on, other campuses that highlighted the pressing need for increased awareness and knowledge of bias in society broadly and within the academy specifically. As universities are privileged locations for the generation and diffusion of knowledge in society, we feel that it is incumbent upon William & Mary to consider seriously the collective responsibility we have in developing our students' awareness of issues of inclusivity and racial diversity. Furthermore, as the self-proclaimed "alma mater of a nation" whose racial history reflects deep moral failures with respect to race and race relations, the task falls to William & Mary to not only keep in pace with other institutions on these issues but to lead among our peer institutions, establishing a model for the 21st-century university.

To this end, the Education and Prevention Subcommittee reviewed the course of matriculation for undergraduate and graduate students, as well as new hire orientations and training for faculty and staff, in order to identify all of the moments in the academic calendar and the locations/infrastructure on campus in which any type of information or training is offered that centers on racial inclusion, bias awareness, and/or diversity. Once we identified the structures

already in place, we then evaluated the effectiveness of each. Additionally, the Education and Prevention Subcommittee received feedback from members of the student body, faculty, administration, and staff in small settings, through the Task Force website, as well as at the public campus forums. After gathering the feedback and comparing it with the findings of our inventory work, the Education and Prevention Subcommittee was then able to identify key areas in which the College can both further develop what currently exists as well as areas where new material resources must be dedicated in order to widen and deepen the educational opportunities available to all members of our campus community.

Recommendations

In light of the above, we recommend that the President commit to implementing the following institutional developments in each sector of the William & Mary campus community:

Students, Curricular.

The Education and Prevention Subcommittee recommends that race and diversity awareness courses be integrated into the required COLL curriculum through the creation of a first-year COLL course focusing on race in American history and society for all undergraduate students. There currently exists an absence of any course or expectation. We call upon the Implementation team to address this gap in the COLL curriculum in order that racial diversity and awareness education become institutionalized for all incoming students as a proactive, semester-long engagement.

Additionally, there should be regularly offered, seminar-style, one- or two-credit COLL 200 electives course(s) developed on current topics in race and identity in American society. Such a course would satisfy the requirements of the Arts, Letters, and Values (ALV) knowledge domain of the COLL curriculum that aims to address “examine the expression and evaluation of values and attitudes.” It is incumbent upon the university that we produce leaders of society who have clear and deep understanding of the racial landscape of the United States and its development, as well as equipping every undergraduate student with a skill set for modeling behaviors that foster a diverse and inclusive campus.

Students, Co-curricular.

We recommend that additional racial diversity and bias awareness education is required for all students in leadership roles, as well as for significant student communities such as fraternity and sorority chapters and athletes. This would also include all students in paraprofessional roles, such as peer educators, peer mentors, peer advisors, Residence Life staff, orientation aides, student employees, Honor and Conduct Council members, Student Assembly members, tutors, Writing Center assistants, tour guides, and other similar roles. This recommendation recognizes that these campus leaders among the student body population are often looked to as role models.

Establish two graduate assistantships and/or fellowships in the Center for Student Diversity. These additions would enable and empower the CSD to offer more resources and oversight in student leadership training, establish and provide safe spaces on campus for students from racial and ethnic minority backgrounds, and help further engage social justice initiatives. A dedicated graduate assistantship/fellowship will ensure that the current offerings remain robust while allowing the

development of new programs and additional resources to be made available to the student body.

Currently, the CSD offers Diversity Orientation for all incoming undergraduates including performances from the Inside Out Theater, as well as ongoing opportunities for education, exchange, and dialogue through the Essential First-Year Initiatives (EFYI) Diversity Workshop facilitated by Diversity Peer Educators; Student Engagement and Empowerment through Dialogue (SEED) Program; and special events and speakers, as well as the already-planned expansion of the Safe Zone ally program to include other marginalized identities beyond sexual/gender identities. The OCE currently offers a variety of programs that promote and develop tutoring and mentoring relationships between W&M students and students from the local community, community-based service projects and hunger-relief programs, Branch Out Alternative Breaks that enable small groups of students to travel and partner with host organizations to participate in social justice projects, and Aim 4, an active citizenship program in which students take classes together, engage in direct service, and participate in co-curricular experiences.

The addition of two graduate assistantships and/or fellowships in the Center for Student Diversity to ensure that the current offerings remain robust while allowing the development of new programs and additional resources to be made available to the student body.

Faculty

The Education and Prevention Subcommittee recommends the university create and fund a faculty development institute similar to Virginia Commonwealth University's Institute on Inclusive Teaching (<http://www.community.vcu.edu/resources--toolkit/training--development/institute-on-inclusive-teaching/>). Such an institute would develop training programs and promote best practices/informational documents focusing specifically on topics of teaching diverse student populations and maintaining respectful classroom environments for anyone providing instruction, including tenure-track faculty, non-tenure-eligible faculty, teaching fellows, and assistants. As a further incentive, we recommend that the faculty development institute offer service credit and/or research stipends to faculty to participate in these program offerings and expand them within their respective departments and programs. To streamline the adoption of this recommendation, the institute of faculty development could emerge as part of the existing services provided by the Charles Center. President Reveley's implementation team can decide upon the feasibility of the Charles Center's readiness for this recommendation.

Staff

While it is clear based upon our investigation that the entire workforce of the university could benefit from expanded training in diversity and racial bias awareness, the Education and Prevention Subcommittee recommends that specific expectations for managers, directors, and department chairs be established that relate to supervision, mentoring, communication, harassment and discrimination, and other inclusive workplace practices. The College must integrate diversity competencies into position descriptions and performance evaluations to ensure accountability and uniformity in expectations and process across all sectors of on-campus staffing. Additionally, it is incumbent upon the College as both an institution of higher learning and an employer within the community to first and foremost ensure that all staff be made aware of and empowered to avail

themselves and their families of the rich educational and cultural opportunities of this institution, from taking for-credit courses, feeling welcome to participate in campus life, and to experience professional development and be given opportunities to advance. William & Mary must be a leader among our peer institutions in providing a just wage to all our employees, as this can do much to mitigate past racial labor injustices upheld by the university and its participation in slavery and Jim Crow.

In closing, the Education and Prevention Subcommittee stresses that without the commitment of material resources and institutional perseverance, the above recommendations will not be realized. We strongly call upon the Office of the President and the implementation team to fund the expansion and offering of more diversity-focused classes within the COLL curriculum. This recommendation dovetails with that of the Recruitment of Diverse Faculty and Senior Administration Subcommittee in its call for increased diverse faculty across all units but especially within the area and ethnic studies programs mentioned above, as the educational context produced by these programs should factor directly into the university's efforts to increase racial diversity awareness and educational opportunities. We recommend that additional racial diversity and bias awareness education is required. the expansion of staff in the Center for Student Diversity and a faculty development institute so that more student leadership training programs are offered and supported, and so that all faculty and those in teaching positions on campus have access to best practices for inclusive classroom pedagogy. Resources must be dedicated to increasing managerial awareness and competency in racial diversity and bias to further support the university workforce, the engine of our campus's daily life.

Budget

2 Graduate Assistants/Fellowships for the Center for Student Diversity - \$30,000 *(based upon an avg. 15k/package)*

Teacher Development Institute - \$20,000 *(based upon budget for similar institutes at Virginia Commonwealth University and Northern Illinois University)*

Miscellaneous - \$5,000

Total: \$55,000

Report of the Subcommittee on Bias Reporting and Incident Protocol

President's Task Force on Race and Race Relations

Committee Charge

The charge to the Subcommittee read as follows:

Within the context of compliance obligations and the university's goal of prompt and equitable response to complaints, the charge of this subcommittee is to examine our current practices and procedures for reporting and responding incidents of bias. The Task Force should make recommendations regarding how to educate the campus on the current process and /or make suggestions for how the reporting system could be enhanced. Additionally, the committee should recommend appropriate campus responses to reported incidents and anonymous incidents.

Members of the Subcommittee

The members of the Subcommittee, in alphabetical order, are:

Kendrick F. Ashton, Jr., '98, Board of Visitors
Deborah Cheesebro, Chief of Police
Laura A. Heymann, Vice Dean and Professor of Law
Vernon J. Hurte, Senior Associate Dean of Students (Chair)
Pamela Mason, Deputy Compliance Officer and Deputy Title IX Coordinator

Introduction

In August 2007, the College of William & Mary launched an online bias reporting system. While some members of the community supported its goals and approach, others were concerned that the system permitted anonymous reporting, gave too broad an investigative role to the Diversity Committee, included unclear definitions of certain terms, and gave rise to questions about recordkeeping. The system was later modified and, ultimately, discontinued. The Subcommittee has been mindful of this experience and of the thoughtful criticisms that arose in response to the College's prior efforts.

Each year, events have occurred at the College that were in direct conflict with the community's deeply held values of inclusion and respect. These incidents — for example, those relating to off-campus parties — may not have constituted a violation of the College's policies. But it is useful for the College, as an educational institution, to gain a better understanding of the issues that can make our community a less welcoming place for many of its members.

The College currently provides an opportunity for members of the community to inform the College of incidents that give rise to violations of College policy, such as the Honor Code. At present, reports regarding incidents can come to the College's attention in one of several ways.

Issues relating to students, including possible conduct violations, possible hazing incidents, or health and welfare issues, can be reported to the Office of the Dean of Students. The College also provides various reporting options to report sexual misconduct incidents including, in some instances, anonymous reporting. The College's website provides extensive information on reporting discrimination and harassment. Community members are also provided information for reporting information to the William & Mary Police or local police departments.

The Subcommittee's sense, however, is that the current reporting structure is not sufficient to inform the College's Administration of incidents that may be inconsistent with the community's shared values and to provide the Administration with an opportunity to address and remedy the incidents, if possible. This appears to be true for at least three reasons.

First, at least some in our community are unaware of existing procedures to report incidents that affect our community and/or are unaware of the types of incidents for which reporting procedures exist. As a result, information may not reach appropriate personnel in the Administration, which may further result in an incomplete picture of the climate on campus. For example, the Senior Associate Dean of Students, the chair of the Subcommittee, is aware of instances of students who experienced bias-related issues involving other students and who later expressed confusion about whether their experience was something worth reporting and the means by which to do so. Second, and relatedly, some may view our current reporting systems as pertaining only to certain kinds of incidents, or incidents that rise to a certain level, leaving other incidents unreported. And third, there is a sense that current reporting protocols at the College are siloed, with different types of incidents requiring different initial reporting protocols, creating the possibility of inefficiency.

These concerns suggest that the College should consider introducing a new incident information system that can serve the twin goals of providing the College with information that may prove helpful in improving the campus climate and allowing the College to engage in appropriate and satisfactory resolution of bias-related incidents. The Subcommittee thinks it is equally important, however, to recognize and affirm the College's commitment to principles of free speech. While it may be useful for the College to be aware of incidents on campus that give rise to concern among members of the community, not every such incident suggests an equal level of response. Some incidents will require referral to our criminal justice system or the Office of Compliance and Equity; others to the Student Conduct system; and still others may present opportunities for restorative justice or educational approaches, including with respect to the reporting party.

In formulating its recommendations, the Subcommittee took into account the history just described, the information and feedback contributed by members of the community at the various forums hosted by the Task Force, and our investigation into current practices at other educational institutions.

Although few students and faculty members at the forums directly identified the College's current reporting systems as an area for improvement, there were a number of concerns raised during the campus forums about the lack of awareness around bias-related incidents on campus as well as questions about the appropriate response of the Administration to such incidents. Additionally, at the staff forum, some individuals in Facilities Management noted that they were unaware of how to report offensive graffiti they encounter during their workday, and that they were sometimes told by

supervisors to clean the area before any photographs could be taken or submitted. These responses suggest that a system that affords the College community greater awareness of incidents that are inconsistent with the community's shared values would be a welcome development.

Our investigation of current practices at colleges and universities throughout the United States revealed a variety of approaches. Many, but not all, schools provide their communities with a separate means of reporting bias-related incidents. Some schools permit such reporting to be made anonymously; others do not. Some schools provide guidance on their websites as to the categories that might be the subject of a bias-related action. Some schools provide reporting parties with an option to submit information for reporting purposes only or to also receive support and follow-up activity. And some, but not all, schools provide summary reports to the public on the number and types of reports received and how they were resolved.

Recommendations

In light of the above, we recommend that the President commit to implementing an Incident Information System at the College by the spring of 2018. The precise details of such a system should be worked out by the President's implementation team, in consultation with faculty, staff, administrators, students, and other stakeholders, but we strongly recommend that the following features be considered:

The College's various reporting channels should be united under one overall reporting gateway.

To mitigate against inefficiencies that come from siloed efforts, the College should have one system through which all initial intake happens, provided that such a system is consistent with and does not interfere with the College's legal and regulatory obligations. Providing community members with a single portal through which all reports should be filed will ensure that reports do not fail to reach the appropriate internal entity because the reporting party was discouraged by the effort of determining the proper protocols.

An Incident Assessment Team should be appointed to conduct initial reviews of all reports and determine what, if any, referrals should be made.

Once a report is received, an Incident Assessment Team (comprising representatives from the Office of the Dean of Students, the Center for Student Diversity, the William & Mary Police Department, the Office of Compliance and Equity, the Chief Diversity Officer's office, and other units, reporting to the Provost) should, in consultation with any other appropriate units, assess any immediate threat. If no immediate threat is identified, the Team should determine whether follow-up is warranted and, if so, the unit(s) that should take primary responsibility for next steps.

The chair of the Incident Assessment Team should be responsible for communicating with the designated unit until the issue is resolved and for communicating with the reporting party as to the status of the matter, consistent with FERPA and other legal regulations. The chair should also offer the reporting party, as appropriate, information about self-care, resources, and options.

The Incident Assessment Team should also engage with representatives of the Administration,

faculty, and student body as appropriate if a particular incident gives rise to a recommendation regarding curriculum, student organization activities, co-curricular programs, or other campus activities, and should consult with the President, the Chief Diversity Officer, and the Office of the Dean of Students to determine whether communication to members of the community is recommended in any particular instance.

Reporting should be non-anonymous.

Although there is value in a system that permits anonymous reporting — primarily that there are some substantive reports that may not otherwise come to light — the Subcommittee has concluded that, on balance, all reports through this system should not be permitted to be made anonymously. In order for the system to inspire mutual trust, the university must be able to follow up appropriately on reports received, which may require obtaining further information from the reporting party, referring more serious reports for formal investigation, facilitating restorative justice efforts, or providing support and care services to the reporting party. Such efforts are not possible with anonymous reports. At the same time, the university should make reasonable efforts to protect the privacy of reporting parties where possible. Should a reporting party desire confidential reporting, the university will provide such opportunities in appropriate circumstances.

The College should affirm its commitment to principles of respect and free speech.

The College should ensure that on the website for the information system and related communications that it emphasizes both the College's commitment to respect and its commitment to principles of freedom of inquiry, thought, and expression. The community should understand that while the College will seek appropriate resolutions for violations of College policy and may well choose to speak out against speech that it finds offensive, it would also respect the rights of the community to engage in speech that is constitutionally protected. In particular, the Incident Assessment Team must take free speech principles into account in making its determinations as to appropriate next steps.

The College should promote awareness of the system by all members of the community.

The College should ensure that all faculty, students, administrators, managers, and staff are aware of the system once implemented, including (1) the range of incidents that can be reported; (2) what actions to take pending resolution of a report (particularly when the preservation of physical evidence is at issue); and (3) the range of possible responses after review, including the conclusion that the reported activity constitutes constitutionally protected speech.

The implementation committee should also consider the forms in which a report can be submitted to ensure that all members of the community, even those without regular access to computers, can submit a report.

The Incident Assessment Team should provide annual reports of its activity to the community.

During the Task Force's forums, some members of the community expressed the concern that incidents on campus were reported to the Administration without any communication regarding

resolution or follow-up. Accordingly, the Subcommittee recommends that the Incident Assessment Team should provide annual or biannual reports on the College's website that provide the community with information on the numbers and types of reports received as well as whether and how those reports were resolved. Such reporting should not disclose any information that the College is not permitted to disclose pursuant to FERPA or other federal or state law.

The College should evaluate and reassess the Incident Information System and implement annually.

As with all new efforts, there will no doubt be issues or concerns regarding the Incident Information System that the implementation team failed to predict. Accordingly, the Subcommittee recommends that the President appoint an evaluation committee after the first year of implementation to assess the System and provide recommendations to the President.

The College should devote appropriate resources to support implementation and ongoing maintenance of any new system.

While the Subcommittee does not anticipate that its recommendations will require significant expenditures or additional personnel, it does recommend that appropriate resources be allocated to this effort. Such resources might include funds to support website design and maintenance, software acquisition and development, or training for individuals tasked with assessing or resolving incidents.

Budget: \$10,000

Appendix A. President's Charge to the Task Force

I am extremely grateful to each member of the task force for agreeing to serve. This group has important work to do for William & Mary.

Race – its injustices, insensitivities, misunderstandings and complexities – remains one of our nation's abiding challenges. William & Mary has not been spared the challenge. For centuries, the College's practice of slavery and then segregation stained its life. Our Lemon Project now seeks to understand, explain and learn from William & Mary racial past. While there has been enormous racial progress in the United States and on our campus in the last half century, it's clear that our deep racial wounds have not wholly healed.

The deaths during the past year of three black men, followed by grand jury decisions not to indict, have inflamed racial feelings across the country. Shortly after the holidays in Williamsburg several off-campus parties involving some William & Mary students proved to be racially insensitive and insulting. Anonymous postings on social media reflecting racial bias have taken their predictably poisonous toll.

Civility customarily characterizes how people deal with one another at William & Mary. It is especially important that it grace how we deal with one another racially. Any display of racial bias at W&M is flatly unacceptable. And there is a real need for us all to understand and avoid racial insensitivity. Each of us can learn from different perspectives born of different life experiences; we need to share our experiences with one another so they can be understood and so we can ensure that W&M is a place where everyone is welcome and respected.

I ask that the task force engage broadly the following matters:

- What is the overall racial climate on campus and how is it experienced by individual members of our community?
- How can we more successfully recruit and retain a racially diverse faculty and senior administration?
- What measures can productively be taken (a) to educate the campus community about racial insensitivity and discrimination and (b) to help prevent both?
- As a matter of process, how can actual or suspected instances of racial prejudice most effectively be reported for investigation and remedial action?

In your work, please engage the full campus community, including students, faculty, staff, administrators and alumni. Canvass broadly, review W&M-specific data, and consider research on race in higher education to help spot key issues and best practices. Your recommendations should focus on both short-term and long-term remedies. While your final report should reach me by the end of this calendar year, please provide me as well as the campus community with interim findings and recommendations.

Appendix B. Student Body Demographics

College of William & Mary Office of Institutional Research

Ethnicity - Gender - Student Level

ACADEMIC_PERIOD_DESC Fall 2010

		Race/Ethnicity								All	
		Am. Ind./AK Native	Asian	Black/African Am.	Hispanic	Multi-race	Nat.HI/Oth.Pac.Isl	Non-Resident Alien	Unknown		White
		N	N	N	N	N	N	N	N		N
All		40	484	568	492	158	12	397	1,212	4,637	8,000
Student Level	Gender										
Undergrad	Male	11	197	148	172	65	6	64	456	1,536	2,655
	Female	26	228	258	273	69	2	97	539	1,715	3,207
Law	Male	.	9	34	5	1	.	1	56	213	319
	Female	.	13	47	6	7	.	2	35	201	311
Graduate	Male	1	16	23	13	6	1	132	79	406	677
	Female	2	17	47	21	8	3	96	40	478	712
Uncl. UG	Male	.	.	1	.	1	.	1	2	10	15
	Female	.	3	.	2	.	.	2	3	11	21
Uncl. Grad	Male	.	.	4	.	.	.	2	1	16	23
	Female	.	1	6	.	1	.	.	1	51	60

ACADEMIC_PERIOD_DESC Fall 2015

		Race/Ethnicity							All	
		Am. Ind./AK Native	Asian	Black/African Am.	Hispanic	Multi-race	Non-Resident Alien	Unknown		White
		N	N	N	N	N	N	N		N
All		10	579	612	645	329	675	460	5,174	8,484
Student Level	Gender									
Undergrad	Male	3	230	174	213	114	131	176	1,681	2,722
	Female	6	272	292	339	164	227	222	2,016	3,538
Law	Male	.	5	6	10	10	9	13	247	300
	Female	.	5	18	17	4	13	19	263	339
Graduate	Male	.	35	46	33	16	181	14	402	727
	Female	.	20	57	31	18	109	15	459	709
Uncl. UG	Male	.	6	.	.	.	2	.	13	21
	Female	.	5	.	.	1	1	.	13	20
Uncl. Grad	Male	.	1	4	1	.	.	.	16	22
	Female	1	.	15	1	2	2	1	64	86

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Appendix C. Faculty Demographics

College of William & Mary Office of Institutional Research

Fall 2010 Total number of FULL-TIME Faculty/Research/Public Service								
		Professors	Associate	Assistant	Instructors	Lecturers	No Academic Rank	Total
			Professors	Professors				
Nonresident alien	Men			11	3		9	23
	Women			3	1	1	7	12
Hispanic/Latino	Men	3	1	2	1			7
	Women		2	2	1			5
American Indian or Alaska Native	Men	1						1
	Women							
Asian	Men	7	10	6	1		1	24
	Women	2	3	1	4	1		12
Black or African American	Men	4	2	1				7
	Women	3	4	7				14
Native Hawaiian or other Pacific Islander	Men							
	Women							
White	Men	147	92	65	12	4	10	330
	Women	55	74	54	16	4	5	208
Two or more races	Men		2	1				3
	Women			1				1
Race and ethnicity unknown	Men	1	2	1			2	6
	Women		2	2	1			5
Full-time Total		223	194	157	40	10	34	658

Fall 2010 Total of PART-TIME Faculty/Research/Public Service								
		Professors	Associate	Assistant	Instructors	Lecturers	No Academic Rank	Total
			Professors	Professors				
Nonresident alien	Men				2		1	3
	Women							
Hispanic/Latino	Men			2				2
	Women	1			1			2
American Indian or Alaska Native	Men							
	Women				1			1
Asian	Men	1					1	2
	Women	1			1			2
Black or African American	Men	1				2		3
	Women	2						2
Native Hawaiian or other Pacific Islander	Men							
	Women							
White	Men	38	5	2	12	25		82
	Women	8	3	7	28	14	1	61
Two or more races	Men							
	Women							
Race and ethnicity unknown	Men	3		1	2	1		7
	Women			2	2	2		6
Part-time Total		55	8	14	49	44	3	173

Fall 2010 FULL-TIME Staff (Not including Faculty/Research/Public Service)								
		Executive/administrative/managerial	Other professionals	Technical and paraprofessionals	Clerical and secretarial	Skilled crafts	Service/Maintenance	Total
			(support/services)					
Nonresident alien	Men		6					6
	Women			1	1			2
Hispanic/Latino	Men		6	2	2	1	4	15
	Women		9	3	5		1	18
American Indian or Alaska Native	Men		1					1
	Women		1		1			2
Asian	Men		2			1		3
	Women		16		3		4	23
Black or African American	Men	1	13	9	7	17	64	111
	Women	4	36	19	53		86	198
Native Hawaiian or other Pacific Islander	Men							
	Women		1					1
White	Men	40	242	61	14	56	34	447
	Women	26	336	102	152	1	12	629
Two or more races	Men							
	Women				1			1
Race and ethnicity unknown	Men		11	2				13
	Women		9	3	1			13
Full-time staff Total		71	689	202	240	76	205	1483

Fall 2010 PART-TIME Staff (Not including Faculty/Research/Public Service)								
		Executive/administrative/managerial	Other professionals (support/services)	Technical and paraprofessionals	Clerical and secretarial	Skilled crafts	Service/Maintenance	Total
Nonresident alien	Men		3					3
	Women		3					3
Hispanic/Latino	Men		1				1	2
	Women		1	1	1			3
American Indian or Alaska Native	Men							
	Women							
Asian	Men							
	Women							
Black or African American	Men		1		3	1	10	15
	Women		3		5		10	18
Native Hawaiian or other Pacific Islander	Men							
	Women							
White	Men		27	15	8		12	62
	Women		35	28	63	4	7	137
Two or more races	Men							
	Women							
Race and ethnicity unknown	Men		2	1	1	1	1	6
	Women		4	9	8			21
Part-time Total			80	54	89	6	41	270

Fall 2015 Total number of FULL-TIME Faculty/Research/Public Service								
		Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Academic Rank	Total
Nonresident alien	Men		1	11		2	12	26
	Women			9	2		1	12
Hispanic/Latino	Men	1	2	4				7
	Women		3	2	1	1	1	8
American Indian or Alaska Native	Men	1						1
	Women							
Asian	Men	9	7	8			1	25
	Women	3	2	2	1	3	4	15
Black or African American	Men	4	1	4				9
	Women	2	6	4		1		13
Native Hawaiian or other Pacific Islander	Men							
	Women							
White	Men	136	91	64	10	20	10	331
	Women	69	66	38	6	19	9	207
Two or more races	Men		3	1		1		5
	Women		2	1				3
Race and ethnicity unknown	Men	6	4	15	1		3	29
	Women	2	2	10	2	2	3	21
Full-time Total		233	190	173	23	49	44	712

Fall 2015 Total number of PART-TIME Faculty/Research/Public Service								
		Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Academic Rank	Total
Nonresident alien	Men						4	4
	Women						5	5
Hispanic/Latino	Men					1	1	2
	Women						2	2
American Indian or Alaska Native	Men							
	Women							
Asian	Men							
	Women						1	1
Black or African American	Men						4	4
	Women					1	5	6
Native Hawaiian or other Pacific Islander	Men							
	Women							
White	Men					7	69	76
	Women				1	2	36	39
Two or more races	Men							
	Women							
Race and ethnicity unknown	Men					1	11	12
	Women						7	7
Part-time Total					1	12	145	158

Fall 2015 FULL-TIME Staff (Not including Faculty/Research/Public Service)												
		Archivists, Curators, and Museum Technicians, Librarians	Student and Academic Affairs and Other Educ. Services	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	Healthcare Practitioners and Technical Occupations	Service Occupations & Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations & Production, Transportation, and Material Moving Occupations	Total
Nonresident alien	Men			2		4	1					7
	Women			1		3						4
Hispanic/Latino	Men	1		3	1	4	1		4	1	2	17
	Women		2	3	2	3	1	2	3	9		25
American Indian or Alaska Native	Men										1	1
	Women				1		1					2
Asian	Men					6	2					8
	Women	1	2	5	5	8	1		3	4		29
Black or African American	Men		2	4		7	8	1	57	5	21	105
	Women	1	6	16	17	3	5	1	96	60	1	206
Native Hawaiian or other Pacific Islander	Men											
	Women											
White	Men	14	10	107	19	145	37	12	32	19	75	470
	Women	26	46	160	81	107	54	11	18	165	1	669
Two or more races	Men					2	1				2	5
	Women		1			1	2			2		6
Race and ethnicity unknown	Men		1	6	1	4	1	2	2	1	3	21
	Women	4	1	6		2			2	4		19
Full-time Staff Total		47	71	313	127	299	115	29	217	270	106	1594

Fall 2015 PART-TIME Staff (Not including Faculty/Research/Public service)												
		Archivists, Curators, and Museum Technicians, Librarians	Student and Academic Affairs and Other Educ. Services	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	Healthcare Practitioners and Technical Occupations	Service Occupations & Sales and Related Occupations	Office and Administrati ve Support Occupations	Natural Resources, Construction, and Maintenance Occupations & Production, Transpation, and Material Moving Occupations	Total
Nonresident alien	Men					1						1
	Women					2	2					4
Hispanic/Latino	Men								1			1
	Women	1	1			1						3
American Indian or Alaska Native	Men											
	Women					1						1
Asian	Men								1			1
	Women		1			3				3		7
Black or African American	Men						2		12	2	1	17
	Women		1		1	1	3		8	8	2	24
Native Hawaiian or other Pacific Islander	Men					1						1
	Women						1			1		2
White	Men		4	3	3	35	22	2	12	8	6	95
	Women	3	9	7	3	43	25	9	7	59	10	175
Two or more races	Men											
	Women					1	1					2
Race and ethnicity unknown	Men	1				2	3		1	3	1	11
	Women		4			5		1	7	6	1	24
Part-time staff Total		5	20	10	7	96	59	12	49	90	21	369

G:_Jing\Ad hoc Request\Fall 2010 and 2015 number of employees by race, gender, occupation\Fall 2015 and 2010Total number.sas

Appendix D. Notes from Campus Forums

Faculty Forum

- Update the current curriculum to focus on race and diversity issues
- Maintenance staff must diversify: A primarily black maintenance staff sends the wrong message to students, who will learn this kind of make-up as to be normal, and sends a bad message to the community of Williamsburg as a whole.
- Diversity initiatives (e.g. recruitment, retention) must be funded.
- Diversity initiatives should stem from a strategic plan.
- Diversity must become a part of fundraising campaigns.
- Diversity training and literature for faculty is recommended (inclusion workshops and/ or online training)
- Safe zones, where faculty/ students can meet would help to foster relationships.
- Diversity Office must be better funded and staffed in order to expand its reach (this will send a message that diversity is important to the college)
- Commitment from leadership:
 - Verbal and financial commitment to support the cause as a whole.
 - Verbal commitment to support the efforts of individuals and faculty.
 - Through regulations (e.g. enforcing that Diversity Plans will be established and updated by all departments)
 - Through symbolism (there are no statues or symbols on campus to which minority students/ faculty/ staff can relate)
 - Through a comprehensive plan to make the college more diverse.
- To have access to data which relates to hiring practices of diverse candidates (how many offers are made, how many offers declined etc.)
- To have access to data of student access in various majors.
- More diverse faculty must be hired.

Graduate/Professional Student Forum

Micro aggressions are an issue on campus: There is a lack of awareness that certain actions are hurtful among students and faculty (e.g. Halloween costumes, insensitive comments from faculty).

- Mandatory sessions on understanding racism and sensitivity training is recommended for undergraduate and graduate students (comparative to sessions given to undergraduate students on sexual harassment).
- Mandatory sessions on best practices and competency training are also recommended to faculty.
- Bystander training is recommended.

- “Law Week” would be a good opportunity to hold a session on micro aggressions and lessons on race related topics at the Law School.
- More diverse faculty must be hired: To have role models for minority students, to create contacts and safe spaces for minority students, to teach all students that the world is diverse so that they can go out and are equipped for a diverse future.
- Financial resources must be given to hire diverse faculty.
- The student body must become more diverse.
- Financial resources must be given to hire experts who understand enrollment management.
- Graduate students must be included in receiving information on “Halloween dress code etiquette” – campus wide announcements are recommended.
- In general, there is a disconnect between white students and minority students in regards to what is seen as racism.
- Resources for students have to be better announced and made available (e.g. mental health resources).
- Safe zones for minority students – to include graduate (law) students.
- Having more diversity initiatives would help diverse students to find connections.

Undergraduate Student Forum

- There is segregation between organizations and groups (Greek life versus cultural organizations versus service organizations).
- Faculty and senior administration must diversify.
- The student body must become more diverse.
- Freshman orientation should include a session on racism and sensitivity training (however, not all agreed to this suggestion, and the point was made that freshman orientation can be overwhelming).
- Mandatory sessions and refresher sessions on racism, micro aggressions, sensitivity training, bystander training, and diversity for all students.
- Possibly online class on diversity (similar to class on alcohol).
- Mandatory sessions for faculty (on identifying micro aggressions, sensitivity training, bystander training, and a more diverse teaching style).
- More diversity related topics in curriculum (to incorporate diversity in regular classes).
- Additional funding for programs and cultural groups who support diverse initiatives (curricular and co-curricular).
- More open acknowledgement and communication from leadership to students in all regards diversity (e.g. Leadership must acknowledge and speak out when racial incidents happen – Missouri)
- “One Tribe – One Family” slogan does not include minorities
- What can be done about Yik Yak?

- Physical spaces for minority students are insufficient (religious spaces, gender neutral spaces etc.)
- There are no public symbols that minority students can relate to.
- There is a greater need for mental health services.
- There is a general sense that undergraduate students feel ignored by faculty and administration. This leads to isolation and the sense that they are tolerated but not appreciated and included.

Appendix E. Task Force Meeting Agendas and Minutes

Task Force on Race and Race Relations

March 26, 2015 4:00 pm

Blow Board Room

AGENDA

1. Welcome and Introductions
2. Review of the Year
3. President's Charge and Timeline
4. Conducting our Work, Subcommittees Blackboard Review/Minutes, Articles of Interest, Current Practices Campus, Involvement – (Transparency) Subcommittees, Website, Campus Fora, etc.
5. Open Discussion
6. Next Meeting

Task Force on Race & Race Relations

Meeting Minutes

March 26, 2015

Attendees: Jody Allen; Kendrick Ashton (phone); Deb Cheesebro, Jodi Fisler, Artisia Green, Vernon Hurte, Ebony Lambert, Pam Mason, Seth Opoku-Yeboah, James Padilioni, John Riofrio, Pallavi Rudraraju, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Kendra Cabler, and Chon Glover.

Why are you here today?

- Hoping to create opportunities for students/faculty/staff to work together to shift campus climate.
- Hoping to create a platform/model for institutional change.
- An opportunity to learn more about what students are experiencing on campus.
- A discussion and action oriented plan to address systemic social issues – racism vs. racial bias.
- To fight a feeling of hopelessness.
- A personal connection to the work.
- The opportunity to shape intellectual, moral and character development of students.
- To push sustained action.

President's Charge & Timeline

- 1st meeting: March 26, 2015
- Initial report to President Reveley: December 2015
- Final Report to President, March 2016
- Work on these issues will continue while moving forward with the task force work
- The task force will not be the “ultimate solution” to our issues, but will provide

guidance for better carrying out our work.*Sub-committees based on President's Charge:

1. Campus Climate
2. Recruitment of Diverse Faculty/Senior Administration
3. Education/Prevention
4. Bias or Incident Reporting/ Response Protocol

Note: Task force members will serve as sub-committee chairs, but other non-taskforce members can also be added.

The Task Force will have a website presence so that members and the community are kept up to date.

Conducting Task Force Work

- We will hold campus fora to hear from the campus community in an effort to be sure the Task Force is updated and aware of what's happening on campus.
- We will bring in "campus experts" so that the Task Force is aware of what the current practices are: reporting processes and procedures, on-going education/prevention programs, etc.
This will also allow us the opportunity to discuss any recommendations for changes that need to be made.

Scheduling:

- Task Force meets monthly (It is critical that all members be present.)
- In an effort to create a consistent schedule the present members decided that meetings would be held on the **3rd Thursday of every month from 4:00-5:30pm.**
 - Exceptions would be made during the summer months and when time conflicts affect a majority of the group.
 - The May meeting will be held on **5/7/15** to be sure student members are able to be present.
 - There is a potential conflict for the Sept. and Nov. meeting due to BOV meetings but Chon will work on the schedule.

What's been happening around campus?

- The Asian American Student Initiative met with President Reveley about the Asian Student Experience.
- The non-indictment of Michael Brown and Eric Garner murders.
- #BlackLivesMatter protest/walk in the community.
- Student Organized "Die-In" in Swem Library.
 - Students received negative backlash and responses on Overheard (Facebook) and Yik Yak.
- Students call for administrative response to negative expressions on social media.
 - At the end of the week Ginger Ambler sends an email to students.

- The student response suggested this was not enough.
 - President Reveley sends a response on 12/19 addressing sexual assault and racial incidents.
- The CSD plans a day long racial justice summit to promote dialogue (This was planned before the fall semester closed to take place on the first Saturday students returned from Winter Break).
- AMP Screens “Dear White People” the same weekend as the CSD Summit.
- The same weekend of the summit and film screening there were three racially-themed parties hosted by sororities and fraternities with racially charged themes: “Rep Your Hometown”; “Golfers and Gangsters”; “War of Northern Regression”. All of the parties were held off-campus.
- 3 students met with President Taylor Reveley.
- Authors of the “Call to Action” Brittney Harrington and Taylor Mack met with BOV Members, Todd Stottlemyer and Kendrick Ashton during Board meeting.
- Anonymous flyers are posted around campus before Charter Day: “322 Years of Oppression”.

Open Discussion

Expectations of Task Force confidentiality were expressed.

The question was posed, “Who are students referring to when they say ‘the administration?’”

- Seemingly from the student perspective, “The Administration” refers to President Reveley because he is “the face” of the administration. However, they also seem to be referencing whoever holds the power to make change regarding whatever issue is at hand.

We have to talk about accountability.

Staffing incidents based on race.

“Education & prevention for faculty and staff is a major missing piece!”

Staff need education from the top down regarding diversity and inclusion in the work place

- “Facilities staff are often treated like the bottom of your shoe.”

Policing: The College received M-16s this academic year & the current police chief has requested that they be taken back and removed from campus

A suggestion was made for paper copies of HR climate survey for those who are computer illiterate.

The Botetourt Squat (campus publication) was posted throughout Sadler Center with headline “White History Month” in Red, Black and Green letters. The publication was found by a perspective family this past weekend (3/20-22).

It was proposed that students be added to the Recruitment sub-committee. Concerns about the representation of people of color at the College were expressed:

- Percentages of students of color
- Inversion of pie charts, disparities in diverse representation at the top vs. at the bottom (Senior administration-> Facilities)
- Sodexo workers posting on Overheard (Facebook) asking students to advocate on their behalf
- Women and people of color being graded lower in faculty evaluations

Task Force on Race and Race Relations

April 16, 2015

4:00 pm

Blow Board Room

AGENDA

1. Introductions
2. Blackboard/Website
3. Subcommittees
4. Presentation by Marjorie Thomas, *Dean of Students*
5. Presentation by Margie Cook, *Associate Director, Center for Student Diversity*
6. Discussion
7. Closing – Our next meeting will be held on **May 7th at 4:00 pm in Sadler Center Tidewater A.**

Decided make up of subcommittees:

Campus Climate	Recruitment of Diverse Faculty & Senior Administration	Education/Prevention	Bias or Incident Reporting/Response Protocol
Ebony Lambert	Artisia Green*	Pallavi Rudraraju	Vernon Hurte*
Jodi Fisler*	Francis Tanglao-Aguas	Seth Opoku-Yeboah	Pamela Mason
Jody Allen	Robert Vinson	James Padilioni, Jr.*	Deb Cheesebro
Lydia Whitaker	John Riofrio	Matthew Freeman	Laura Heymann
Earl Granger	Diana Hernandez		

*sub-committee chair

Task Force on Race & Race Relations
Meeting Minutes
April 16, 2015
Start Time: 4:00 pm

Chair:

Fanchon Glover

Speakers:

Margie Cook: Diversity Education Programs

Vernon Hurte: Recent History on Bias Reporting and Response

Attendees:

Jody Allen, Kendrick Ashton (via phone), Deb Cheesebro, Jodi Fisler, Matthew Freeman, Earl Granger, Artisia Green, Laura Heymann, Vernon Hurte, Ebony Lambert, Pamela Mason, Seth Opoku-Yeboah, James Padilioni, John Riofrio, Pallavi Rudraraju, Francis Tanglao-Aguas, Lydia Whitaker, Sandra Patrinicola.

1. Introductions

Individual Introductions

Chon introduced our website. Everyone agreed that their email addresses may be listed on the website.

2. Presentations

Vernon Hurte: Recent History in Bias Reporting and Response

- No official protocol in place to respond to reporting
- Recent short history in bias reporting and its issues
- Bias reporting options
- Protocol for responding to reports received
- Free speech considerations

He closes suggesting future discussions: Should a separate bias reporting be re-established? Are there ways to create more accountability to the community and through limiting privileges of student organizations? (e.g. offensively themed parties). The biggest: How do we deal with the impact of racist rhetoric on social media?

Questions ranged from asking about direct examples of offensive behavior and co-violations to discussing off-campus parties.

Suggested solutions:

Focus on establishing guidelines for off-campus parties

Focus on suggesting to extend freshmen orientation to include topics that cover offensive behavior

Focus on suggesting a General Education course on race, diversity

Need to focus efforts to graduate students

Margie Cook: Diversity Education Programs currently experienced by students

- Orientation programs

- Essential first year initiatives workshop
- SEED Project
- Transformation of the Safe Zone Program
- Customized training and presentations

Margie closes saying that empowering and educating people on the roles they play will lead to greater success.

Questions ranged from program details to options on how to enforce participation in the programs.

Suggested solutions:

Establish incentives for fraternities and students to participate in programs

Bystander training

Expand focus to graduate students

3. Closing

The next meeting will be held on May 7, 2015 at 4:00 pm in Tidewater A.

End of Meeting: 5:53 pm

Task Force on Race and Race Relations

May 7, 2015 4:00 pm

Sadler Center, Tidewater A

AGENDA

1. Welcome
2. Conversation with members of our Operational staff – Lydia Whitaker
3. Presentation on Faculty/ Executive Search Processes – Sharron Gatling
4. Suggested timeline for work of the Task Force
5. Subcommittee work and summer months
6. Next meeting, August 20, 4:00 pm

Task Force on Race & Race Relations

Meeting Minutes

May 7, 2015

Start Time: 4:00 pm

Chair: Fanchon Glover

Speakers: Lydia Whitaker and Guest, Sharron Gatling

Attendees: Jody Allen, Kendrick Ashton, Jodi Fidler, Matthew Freeman, Earl Granger, Artisia Green, Diana Hernandez, Laura Heymann, Ebony Lambert, Pamela Mason, Seth Opoku-Yeboah, John Riofrio, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Sandra Patrinicola.

Introductions

The meeting was called to order by the Chair and introductions of Task Force members and guests were given.

Presentations

1. Lydia Whitaker and Guest: Conversation with Members of Housekeeping/ Facilities

Management Staff

Summary of Topics

- 95 percent of housekeeping staff is African American and there is a perception of being a second-class citizen.
- Racial incidents are “dealt with” but are not openly addressed by management (e.g. racial comments found written on doors). When reports are made to management, there is no follow-up or resolution.
- Housekeepers are kept under tight control by management.
- There is very little two-way communication with supervisors and employees.
- There are no opportunities for upward mobility and there is no effort to invest in training for housekeepers and facilities management.
- Self-evaluations are not on par with true performance.
- Reporting complaints to higher level is impossible due to tight control of immediate management and for fear of retaliation.
- Due to unfair working conditions, there are now 26 job openings. This means that the current staff is asked to work additional hours and overtime.

2. Sharron Gatling: Executive Pro Search Process

- The Search Process

Questions ranged from general goals and guidelines regarding hiring a diverse workforce, to stating that diversity is often not considered a top requirement.

Closing:

Sharron Gatling's presentation will be posted on Blackboard.

Subcommittees are urged to meet during the off-time and research best practices.

The next meeting will be held on August 20, 2015, unless otherwise noted.

End of Meeting: 5:45 pm.

Task Force on Race and Race Relations

August 20, 2015

Great Hall

AGENDA

1. Welcome
2. Updates (Web Submissions, Blow Graffiti, Confederacy Symbol, Campus Police)
3. Committee Reports
 - Climate
 - Recruitment/ Retention of Faculty, Staff
 - Bias Reporting/ Protocol
 - Education/ Prevention
4. Fall Work Schedule
 - Focus Groups?
 - Campus Fora?
 - Surveys?
5. Next Meeting: Date: Thursday, September 17, 2015
 Time: 4:00 pm
 Location: to be determined

Task Force on Race & Race Relations

Meeting Minutes

August 20, 2015

Great Hall

Chair: Fanchon Glover

Attendees: Jody Allen, Deb Cheesebro, Jodi Fisler, Earl Granger, Artisia Green, Laura Heymann, Vernon Hurte, Ebony Lambert, Pamela Mason, John Riofrio, Pallavi Rudraraju, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Sandra Patrinicola

1. Introductions

Chon called the meeting to order at 4:00 pm. She welcomed all back and thanked them for taking time to meet over the summer when everyone's schedule was varied.

The Chair emphasized that a preliminary report to the President will be due in December 2015. The final report with recommendations will be presented in March 2016.

2. Updates

Web Submissions:

The Chair explained the process for receiving web submissions through the Task Force Website. All submissions are received by the Chair and disseminated at the monthly meetings. Now, all web submissions will be sent to each Task Force member as they are received. If a submission contains contact information, the Chair will respond immediately. The Chair shared the submissions that were received during the summer months.

Blow Hall Graffiti:

Chief Cheesebro described the location and nature of the graffiti, and stated that the intention of the graffiti was not clear. She explained that the incident was reported to the police and they responded immediately. Unfortunately the evidence was removed before police arrived. The incident is still under investigation but no more information is known.

Confederacy Symbols:

The Chair noted the email from the President regarding the removal of the confederacy symbols from the College Mace and a plaque affixed to the Wren wall. The decision has yielded both positive and negative reactions.

3. Subcommittee Reports

Climate:

The Subcommittee had one meeting this summer. Discussion centered around conducting surveys and focus groups in order to gather information on climate issues. The Subcommittee inquired as to whether there was funding to support conducting a campus wide climate study by outsourcing and would there be enough time before the results were available for the final report. The Chair agreed to request funding and recommended that focus groups will have to start working no later than October/ November. The Chair also recommended that Jody Allen contact John Poma, Chief Human Resources Officer, regarding the timeline for the campus wide climate survey that was supposed to be administered by Human Resources in the spring.

The Subcommittee will meet again September 9, 2015.

Recruitment/ Retention of Faculty, Staff:

The Subcommittee met in July via telephone. Discussion centered on concerns regarding leadership support of the task force and its people. Diversity can't be delegated.

The Subcommittee recommends the following:

- An upfront financial commitment is needed to carry out the work of the Task Force now.
- Questions need to be answered: What is being done to retain current faculty of color? What will be done to keep Deans/VPs accountable to having a diversity plan and actually working toward it?
- Requests a meeting with leadership after report is submitted to determine what steps will be taken to fulfill the recommendations listed in final report.

Bias Reporting/ Protocol:

The subcommittee met on July 20, 2015. Discussion centered around the fact that there is a lack of clarity on how to report bias incidents. Because of this, there is not an exhaustive record of all such incidents. Members agreed that members of community will be engaged in further discussion. Members also agreed upon the goal of providing the Task Force with a proposed campus-wide bias incident reporting and response protocol, developed based on community feedback and best practices.

Education/ Prevention:

(No report available)

4. Decisions/ Actions agreed on:

- A statement will be added to the Contact Task Force website and will be an automated response after each submission:
 - *“Thanks for your submission. The Task Force meets monthly and will review all comments and feedback. If your contact information is included, you will receive a follow-up to your submission. As a reminder, the Task Force does not handle personnel issues.”*
- The following announcement will be put into the Digest, to invite members from the campus community to serve on subcommittees and as a reminder of the website as a portal to share submissions and feedback.
 - *“The Task Force on Race and Race Relations invites interested community members to sign up to work on a subcommittee by emailing Sandra Patrinicola at sipatrinicola@wm.edu by September 7th. The list of subcommittees and a portal for submitting comments may be found at www.wm.edu/racerelations”*
- All submissions will be distributed to the full Task Force. The Chair will make final decisions on which sub-committee will address certain issues. Overlapping issues should be brought to the monthly meetings for further discussion.
- Follow-ups to web submissions will be done by the Chair only.
- A guest will be invited to our September meeting to discuss a web submission.
- The Chair will inquire about a budget and other recommendations.
- Chief Cheesebro shared updates about the Police Department: *New Department Brochure; and New Oath and Commitment to the Community*. A more thorough presentation will be made at the September meeting.
- Subcommittee chairs are urged to forward the minutes of summer meetings.

5. Closing

The next meeting will be held on September 17, 2015, unless otherwise noted.
The meeting was adjourned at 5:45 pm.

1. Web Submissions

A guest who had submitted a report through the Race and Race Relations website (<http://www.wm.edu/sites/racerelations/>) was invited and spoke about personal experiences. Conclusion drawn from guest based on personal experiences that led to report:

- There is institutional racism at the College of William and Mary, based on personal experiences and decision making from leadership
- The Chief Diversity Officer and the Chief Compliance Officer does not have authority and power to make decisions
- Human Resources does not support the work on diversity (examples: climate surveys are held up, exit interviews are not done, diversity is understaffed and under resourced)
- Filing the report has not brought positive changes to the diversity effort (?)
- Explanation of Affirmative Action Plan and how it can be reviewed
- How are the Diversity Plans and Affirmative Action Plans related?

2. Updates

Web submissions:

The last submission that was submitted through the Race and Race Relations website happened on August 26, 2015. The submission was sent to all Task Force members.

New subcommittee members:

The names of the new subcommittee members who responded to the Digest announcement, were given to the chairs of the subcommittees. Subcommittee members were asked to include the new members in future sub-committee meetings.

Meeting with the Provost:

The Chair discussed her meeting with the Provost to share the Task Force's concerns:

1. That Deans will be held accountable for the lack of a diversity plan, and should have a documented plan by December 1, 2015.
2. The Provost shared two memos that he sent to Deans regarding expectations for increasing faculty diversity and to his direct reports regarding their evaluation accountability for diversity efforts.
3. Additionally, the Provost did agree to meet with the Task Force once the report has been given to the President to discuss the recommendations.
4. The Provost also agreed to pay for focus group transcripts.

3. Committee Reports

Campus Climate:

The Subcommittee chair explained that she met with the Chief Human Resource Officer to determine the launch of the survey, which will go out on September 18, 2015 by the Gelfond Group. Access to results will be given in November. The Subcommittee reviewed the survey and opted to add a few questions to the end of the survey as to not delay the launch. The sub-committee decided to review the results in November and determine if focus groups are needed. The sub-committee put forth the question of a student climate survey. They will discuss and report back to the larger group.

No other reports were available.

4. Timeline

The Chair went over the timeline:

- September: Climate Survey
- October: First Draft of Subcommittee Recommendations (Best Practices)
- November: Climate Survey Results Returned/Analyze Data (Climate/HR)
Discussion of Best Practices from Subcommittees
- December: Finalization of Climate Analysis—Determine if Focus Groups Needed
- January: Focus Groups (if needed)
Big Discussion (all subcommittee findings)-How to Move Forward
- February: Subcommittee Chairs prepare reports (narrative, recommendations, and budget)
- March: Compilation of Report and Final Review
Submit Report to President
- April: President and Provost meet with Task Force

5. Next meeting

The next meeting will be held on October 15, 2015, unless otherwise noted.

The meeting was adjourned at 5:30 pm.

Task Force on Race and Race Relations

James Blair Library

October 15, 2015 3:30 pm

AGENDA

1. Introduction of New Member
2. Review Web Submissions
3. Committee Report Outs
 - a. Timeline for Committee for October, November, December
 - b. 3-5 Draft Recommendations
4. Open Discussion

Next meeting is November 12th at 3:30 pm in York Room

Task Force on Race & Race Relations

Meeting Minutes

October 15, 2015

James Blair Library

Chair: Fanchon Glover

Attendees: Jody Allen, Kendrick Ashton (via phone), Jodi Fisler, Mark Forsyth, Matthew Freeman, Earl Granger, Artisia Green, Diana Hernandez, Laura Heymann, Vernon Hurte, Ebony Lambert, Pamela Mason, Seth Opoku-Yeboah, James Padilioni, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Sandra Patrinicola.

1. Introduction of New Member

The Chair introduced Mark Forsyth as a new member of the Task Force and as a representative of the Faculty Assembly. Mark Forsyth will serve on the sub-committee Education and Prevention, which is chaired by James Padilioni.

2. Review of Web Submissions

The Chair explained that three web-submissions were submitted since the last meeting, which were forwarded to Task Force members at once. Unfortunately no contact information was given with each submission.

Subcommittees agreed to address and investigate on the issues raised through web submissions. Members understood that web submissions are made anonymously because of fear of consequences, however they regretted the fact as they are not able to address issues directly with the persons submitting. Members emphasized that the Task Force is a safe place in which information is handled confidentially.

3. Committee Report Outs

The subcommittees reported that they have been meeting on a regular basis and that members are in the process of establishing a comprehensive plan on how to include the community in the conversation, and finding ways to address the issues at hand. Sub-committee reports will be available through Blackboard.

4. Open Discussion

Discussion ranged from concerns regarding web submission to planning next steps to include the community in the conversation.

5. Next meeting is November at 3:30 pm in York Room

The meeting was adjourned at 5:30 pm

**Task Force on Race and Race Relations
York Room
November 12, 2015 3:30 pm
AGENDA**

1. Web Submissions
2. Review of Community Forums
 - Grad/ Professional Students
 - Faculty
 - Student
3. Draft Recommendation
4. Climate Survey Results
5. December/ January Meetings

**Task Force on Race and Race Relations
Meeting Minutes
November 12, 2015
York Room**

Chair: Fanchon Glover

Attendees: Jody Allen, Kendrick Ashton (via phone), Deb Cheesebro, Jodi Fisler, Mark Forsyth, Earl Granger, Artisia Green, Diana Hernandez, Laura Heymann, Pamela Mason, Seth Opoku-Yeboah, James Padilioni, John Riofrio, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Sandra Patrinicola.

1. Web Submissions

Web submissions that have been received since the last meeting were read out loud.

2. Review of Timeline

September: Climate Survey
October: First Draft of Sub-Committee recommendations (Best Practices)
November: Climate Survey results returned/ analyze Data (Climate/ HR)
December: Finalization of Climate Analysis – Determine if Focus Groups are needed
January: Focus Groups (if needed)/ Big Discussion (all subcommittee findings)
How to move forward
February: Subcommittee Chairs prepare reports (narrative, recommendations/ budget)
March: Compilation of report and final review
April: President and Provost meet with Task Force

3. Review of Community Fora

Jody Allen reviewed recent community fora:

Professional/ Graduate Student Forum, November 9, 2015 12:50 pm, Law School Room 127:

- 10 to 12 students
- Very Powerful comments
- President and Dean of the Law School were present

Faculty Forum, November 9, 2015, 4:30 pm, 201 Blow Hall:

- 60 faculty and administrators
- Very powerful comments from the tenured faculty
- President and Provost were in attendance

Student Forum, November 11, 2015, 7:00 pm, Tidewater A

- 70+ students
- Very powerful comments
- Provost, two board members, Delegate Mason, Dean of Law School, faculty, and administrators were in attendance

Common Themes:

- Diversify faculty
- Mandatory sensitivity and competency training for faculty
- Mandatory sensitivity and competency training for students
- Bystander training
- Safe Zones for minority students
- Public symbols of the College
- Mental health
- Update current curriculum
- Financial support for all of the above

4. Upcoming Community Fora

Student Forum:

A second student forum is scheduled for Tuesday, November 17, 2015 from 7:00 to 9:00 pm in Blow 201 and the President will be in attendance.

Members should let the chair know if they would serve as group facilitators.

Staff Forum:

There were concerns expressed over the time allotted for the Staff Forum. The chair is contacting John Poma and Sam Jones to alter the schedule so that staff are not penalized for the transit time to get to and from the forum: 11:00 to 12:30 pm plus transit time.

Refreshments will be served.

All of the new information regarding the staff forum will be communicated via the WM Digest, Staff@wm.edu, and contacting specific supervisors.

Staff forum was moved to Tidewater A/B in order to accommodate the potential number of attendees. There are approximately 1000 staff members and there is the potential for 100 to 300 attendees.

The Climate Committee discussed the format of the staff forum, considering that with a very large group, breakout sessions might not be feasible.

Graduate/ Professional Forum at VIMS:

James Padilioni has scheduled a Graduate/ Professional student forum at VIMS for November 18, 2015 at 3:30 pm.

5. Draft Recommendations

It was decided that the Task Force should share a statement with the campus community regarding what we have heard from the fora and include a list of areas of focus that will be central to our recommendations. It was determined that the statement would go out to the campus in January.

Rio volunteered to draft the statement and is asking each sub-committee to come to the December meeting prepared to share the 1-2 items that would be included in the “areas of focus” bullet point section.

6. Climate Survey Results

The Employee Climate survey had 70 percent response rate. John Poma should have results to us by the end of next week.

7. The next meeting is December 17, at 3:30 pm in Blow Board Room.

The meeting was adjourned at 5:15 pm.

**Task Force on Race and Race Relations
York Room
December 17, 2015 3:30 pm
AGENDA**

1. Web Submissions
2. Campus Fora Debrief
3. For the Bold Campaign – Diversity
4. Initial Recommendations “Low Hanging Fruit”
5. Statement to the Community
 - Sub-Committee Initial Recommendations
6. Final Report
7. Closing Thoughts

**Task Force on Race and Race Relations
Meeting Minutes
December 17, 2015
Blow Board Room**

Chair: Fanchon Glover

Attendees: Jody Allen, Kendrick Ashton (via phone), Jodi Fisler, Mark Forsyth, Matthew Freeman, Earl Granger, Artisia Green, Laura Heymann, Vernon Hurte, James Padilioni, John Riofrio, Francis Tanglao-Aguas, Robert Trent Vinson, Lydia Whitaker, Sandra Patrinicola.

1. Web Submissions

Web submission that have been received since the last meeting were read out loud. Members discussed entries.

2. Campus Fora Debrief

Discussion ranged from how to engage students, to focusing on equipping faculty to lead tough conversations, to offering training opportunities and spaces for conversations for faculty, staff, and students.

3. For the Bold Campaign – Diversity

Earl Granger explained to members the details of the fundraising campaign “For the Bold”, and offered suggestions on how funds could be used to support the Task Force’s recommendations.

4. Statement to the Community

Members followed up on the Statement to the Community which has been drafted. The Statement will be released to the public in January.

2. Employee Survey

John Poma and Jeremy Martin gave background information on the Campus Climate Survey.

- Unlike previous surveys this survey included faculty
- An outside vendor (Gelfond Group) was used: Vendor is specialized in its field, survey is highly anonymous. The hope was to get participation rates up from previous years, where participation was low.
- Survey was emailed to over 2700 employees, the response rate was 71 percent.

Details on answer options, types of question and responses were given.

Favorable and unfavorable responses of African Americans participants were shown separately, and it was concluded that there are issues on campus that must be addressed.

It was stated that Human Resources next step will be an executive summary to the William & Mary community. The summary will be of general nature and will be released in about 2-3 weeks. Members were encouraged to call and reach out to John and Jeremy for questions, comments, concerns.

The Chair thanked Jeremy and John.

3. Break Outs

The Chair introduced the Student Body President Yohance Whitaker and it was explained that the Student Assembly is in the process of putting forth resolutions/ recommendations that will be similar to ours:

1. Increasing size for the Center of Student Diversity to allow more students to be served
2. Diverse symbolism in form of statues/memorials on campus
3. A more diverse faculty
4. Proposal to expand COLL to include diversity-related courses

The process of how the Student Assembly will go forth with their resolutions was explained by Yohance.

The Chair wanted to ensure that the Task Force's recommendations were aligned with the Student Assembly's resolution. The Student Assembly resolutions will be endorsed by the Task Force.

The Chair thanked Yohance.

4. Closing

The Chair thanked everyone for attending.

The meeting was adjourned at 5:15 pm.

Task Force on Race and Race Relations

Meeting Minutes

March 17, 2016

Blow Board Room

Chair: Fanchon Glover

Attendees: Jody Allen, Deb Cheesebro, Mark Forsyth, Matthew Freeman, Earl Granger, Artisia Green, Diane Hernandez, Laura Heymann, Vernon Hurte, Ebony Lambert, Francis Tanglao-Aguas, Pallavi Rudraraju, Lydia Whitaker, Sandra Patrinicola.

Guest: Tatia Granger

1. Opening Overview

Chon called the meeting to order at 3:33 pm. She welcomed everyone and introduced Ombudsperson Tatia Granger.

2. Presentation Tatia Granger:

- History of Ombudsperson
- Roles, Responsibilities and Processes
- Types of Ombudspersons – Tatia is an Organizational Ombudsperson operating according to the tenets of independence, informality, neutrality, and confidentiality.
- Tasks and Skills of the Ombudsperson
- When to See the Ombudsperson

Tatia emphasized that visiting the Ombudsperson is another option for people who seek help, but who do not look for a formal process.

3. Finalization of Report:

The Chair walked members through the latest draft of the final report. Details throughout the report were discussed and small changes were made.

4. Closing:

The President will receive the final report on March 28, 2016.

The final Task Force meeting will be held on April 4 at 3:30 pm in Sadler Center – James Room.

The Chair thanked everyone for attending.

The meeting was adjourned at 5:25 pm.

Appendix F. Call to Community Action

A Call to Community Action: A Request for Administrative Response to Racial Bias Instances

This call to community action comes to you as a result of a collaborative effort between members of the student body and was written by Taylor A. Mack and Brittney P. Harrington. They can be reached at tamack@email.wm.edu and bpharrington@email.wm.edu.

INTRODUCTION: The Call for Action

As students of the College of William and Mary we are told that the purpose of the Board of Visitors is to advise President Reveley on matters that affect the welfare of the university. Additionally, as students we acknowledge the responsibilities the Board of Visitors, President, Vice President, and Deans of Students have in protecting the welfare of the university. As concerned William and Mary students seeking to eradicate systems of oppression, we are reaching out to the Board of Visitors as well as vital decision-making administrators in an effort to collectively work toward creating a safe campus environment for all students on and off campus. There have been several instances of overt racism that have occurred during the 2014-2015 calendar year involving and deeply affecting William and Mary students. Regretfully, we have noticed administrative hesitation to respond. We are compelled to express to the administration as well as other key players that help run this institution that the College of William and Mary must step forward and make the necessary investments to work to eradicate racism and other forms of oppression on campus. Administrative inaction is forcing some already-marginalized students to fend for themselves when facing bias, leaving affected students feeling psychologically, emotionally, and physically vulnerable and unable to focus purely on academics.

We see where the administration can improve and seek to offer practical, immediate solutions to lead to the improvement of William and Mary's racial climate. Our solutions stem from our belief that William and Mary's racial climate is repairable, but we acknowledge that they are only a step along the way. We believe in order to make necessary progress members of the administration must change the way bias incidents are handled on and off campus. We recognize that discussing racism can be difficult for both the perpetrator and the victim. We also recognize that most instances of racism on William and Mary's campus do not result from bad intent, but from ignorance, privilege, and immaturity. As concerned students, we have noticed the ways in which members of the administration have prioritized the comfort of perpetrators of bias over support for victims of it. An example of this is the administrative hesitation to name instances of racism as racist and perpetrators of bias (i.e. Sigma Chi fraternity, Sigma Pi fraternity, and Kappa Alpha Theta sorority) being able to choose whether their bias has consequences. Recognizing that using the word racism can be uncomfortable, we also acknowledge that truly progressive conversations cannot happen when our language is dictated by fear of discomfort. All instances of bias should be used as a teaching moment – for that to happen, perpetrators must be made aware of what they did wrong in a truthful way.

We understand that unless one has experienced bias incidents or micro aggressions it is hard to grasp how damaging they are. To help leaders in our community understand this better we have attached letters from current students and alumni explaining times they have experienced racism, witnessed racism, and why campus leaders must step forward. Below you will also see policy recommendations that can provide an immediate response to bias while we work toward collective cultural change among students and administrators.

The time to act is always now.

SOLUTION 1: ZERO TOLERANCE

A zero tolerance policy is a policy that prescribes a mandatory course of action for specific behaviors or actions. The purpose of such a policy is twofold. It sends a message to a community that certain behaviors are not, under any circumstances, tolerated. It also provides an institutional answer to the “what do we do now?” question that is often asked after a bias incident takes place that is not a prosecutable hate crime. When bias incidents occur and there is no institutionalized way to handle them, the result is a scramble from administrators to respond and minimal accountability from the offending party. In the College of William and Mary’s Mission Statement, the following paraphrased goals are among those listed as being necessary to fulfill the College’s promise: “attract outstanding students from diverse backgrounds,” “prepare students for... public leadership,” “instill in students an appreciation for the human condition, a concern for the public well-being,” and “address specific problems confronting the Commonwealth of Virginia, the nation, and the world.” William and Mary’s increasingly diverse student body is commendable, however to support the growing number of minority students on campus, the College must enact policies to protect them from bias and hold those responsible for bias incidents accountable. If the College truly seeks to prepare students to lead and address problems confronting our state and world, it has a responsibility to interrupt patterns of oppression and displays of bias in its community.

The proposed William and Mary Bias Zero Tolerance Policy would classify bias incidents as a student conduct violation to be dealt with through the already-established student conduct process. When a party is accused of a bias incident, they will go through the student conduct process. Recognizing that people are accused of bias who did not commit an act of bias, accused parties will be able to appeal to Franchon Glover, Chief Diversity Officer and chair of the Task Force on Race and Race Relations, to explain why the conflict did not arise from bias. If there is not a preponderance of evidence showing that a bias incident *did not* occur, the matter will be resolved through the student conduct process. The student conduct process can be reviewed in a flow chart attached to the end of this document, or in more detail at this website:

<http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcodeandstudentconduct/studentconduct/process/index.php>

In William and Mary’s published information on the student conduct process you will see that more likely than not, a student conduct violation will result in a warning, community service, or education on the offense. The goal of the William and Mary Bias Zero Tolerance Policy is not to punitively punish students who commit acts of bias out of ignorance and innocent intent. The goal is to ensure students know that bias incidents are a violation of student conduct expectations that are in place to ensure a safe campus for all students. The secondary goal is to hold students accountable for the impact of their actions and provide the education necessary to ensure a similar incident does not happen again.

Because this policy proposes that bias incidents are added to behaviors that are considered student conduct violations and that reports of bias go through the long-established student conduct process, this policy is an immediate step administration can take to relay that it takes bias incidents seriously.

SOLUTION #2: BIAS RESPONSE TEAM

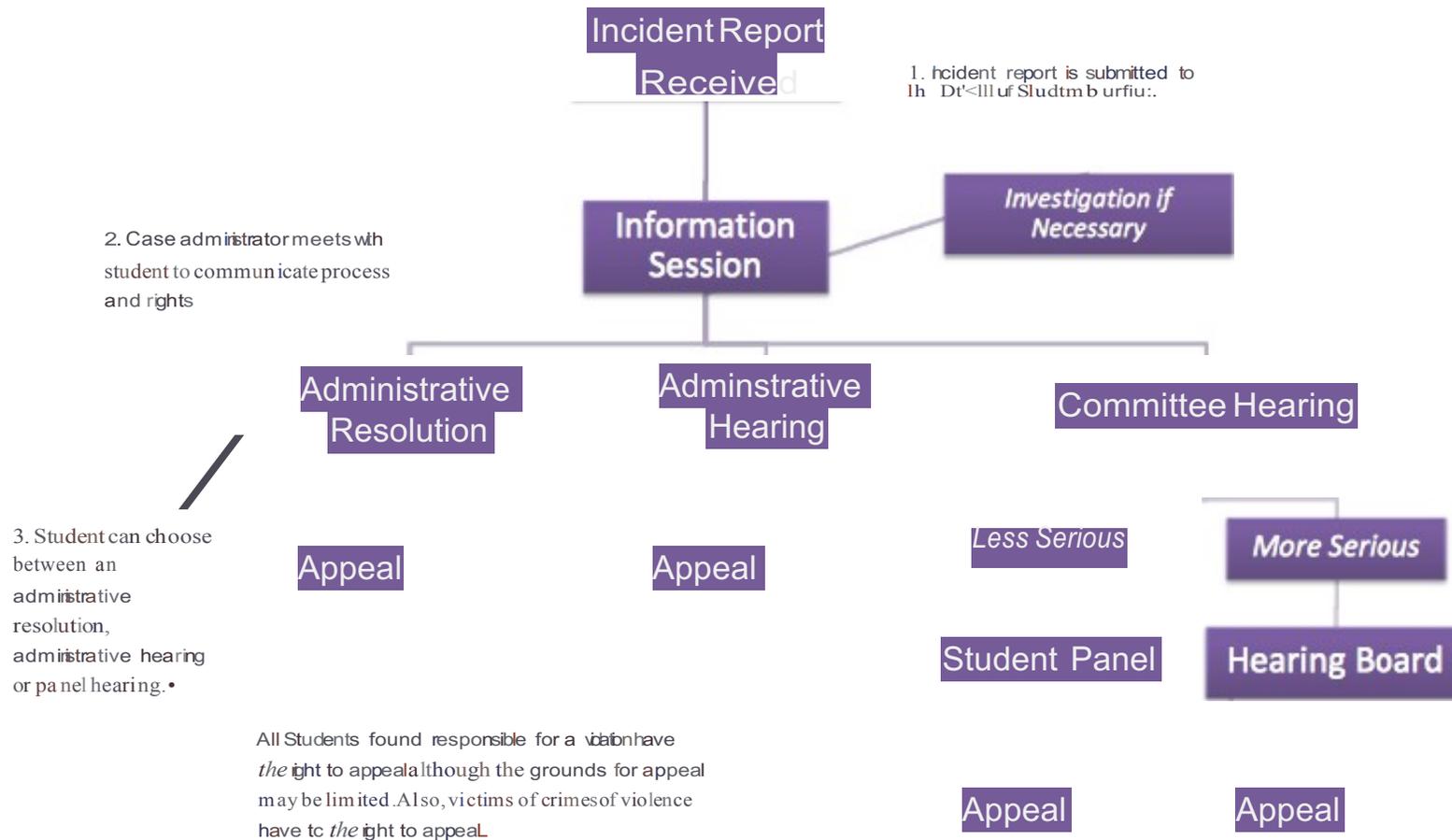
The College launched its first Bias Incident Reporting System in the fall of 2007. The system allowed students to report “any hostile behavior that is directed at a member of the William and Mary community because of a person’s race, sex (including pregnancy), age, color, disability, national or ethnic origin, political affiliation, religion, sexual orientation, or veteran status.” This system was eliminated in 2010, and the current College bias definition is “a negative opinion or attitude toward a group of persons based on their race, gender or gender identity, religion, sexual orientation, ethnicity/national origin, or disability.” Bias incidents, identity-motivated actions that are a step below hate crimes, are not criminal offenses. For victims of bias, perpetrator accountability and education are a significant part of the healing process. However, they are not the only part. Whether a perpetrator of bias is found guilty or not, a victim who is hurt deserves to have access to support from community members trained to know what bias looks like and how to prevent it.

A Bias Response Team (BRT) is a team of community members who respond to incidents of bias by supporting students who are targets of or witness bias incidents, refer students to available campus resources, promote dialogue and facilitate mediation between parties, and advocate for new or amended programs, initiatives, and policies that will promote a more inclusive campus community.

A BRT acts as a first response team when dealing with reported bias incidents. Additionally, in working closely with appropriate administrators, students, faculty, task forces, and organizations, a BRT plays a key role in accessing perpetrators of bias not to punish them, but to educate them and ensure additional bias does not continue. A BRT is *not* a crisis intervention body, but a first line of support and information for community members who need care and direction in a time of hurt. When experiencing bias, additional and specialized support is necessary for victims who may be hesitant to report an incident because it is not a hate crime and they fear not being taken seriously. Having a BRT at William and Mary communicates a strong message. It tells our community that bias is a real problem that impacts people on campus and that the school takes it seriously.

Many public Virginia institutions and other institutions ranked similarly to William and Mary have some kind of bias reporting system and/or response team. Vassar College, University of Chicago, Northwestern University, University of Richmond, George Mason University, University of Mary Washington, and many others all have such programs in place. William and Mary prides itself on being the first. In this regard, we are behind. The creation of a BRT to support students who experience bias, one of the more common ways oppression manifests on campus, will give students support they need and put the College on par with its peers.

Student Conduct Process



Warning cases may be resolved via Administrative Resolution or Administrative Hearing

Personal Narratives From William and Mary Students and Alumni

*Not all contributors included personally identifying information. If you are interested in being put in touch with a particular contributor, please contact us.

Dear Administrators,

My name is Erica West. I am an American Studies & Public Policy double major in the Class of 2017. I proudly call Northern Virginia—specifically Alexandria, Virginia—my hometown. I am involved in more clubs, societies, organizations, groups and collectives on campus than I'd care to name. I have a strong support network of friends, acquaintances and associates here at William & Mary, and when I refer to this place to my friends back in Alexandria, I call it "home". On paper, I am no different than most other students here at the College, except for two key facts: I am also an unapologetic queer black woman, and I am apart of a growing population of students strongly urging that the College take action on rectifying the racial climate here at William & Mary.

When I arrived on campus Fall semester of 2013 as a bright eyed and eager freshman, I had very little knowledge on the concept of race. I didn't read critical race theory for fun, I knew maybe a handful more about black history than some of my non-black counterparts, and I was torn about whether or not affirmative action was still necessary in the "post-racial America" I in some ways believed I lived in. But what I did know was that over the course of that same freshmen Fall 2013, I was told by a white counterpart that "black women were only pretty as long as they looked white"; it was non-too subtly suggested to me that I was at William & Mary *only* due to affirmative action, and not because I was debate captain of my state finalist high school debate team, in the top 5% of my graduating class, or in five different honor societies, among other accolades; and perhaps most disturbingly, peers in my own freshman hall were confused why I was offended after they told me of a "Colonial Bros and Navajos" (I'm sure the play on words is obvious here) mixer between a sorority and a fraternity. With the College's problematic history involving Native Americans insofar as our own charter speaking to "proselytizing to the natives", the lack of awareness, the disrespect, and the plain old ignorance in that particular case is disturbing to say the least. All of these unsettling racial motivated experiences occurred in just my first semester at the College.

The most recent events with the fraternity and sorority racist mixers are just another checkmark on the growing list of racially motivated microaggressions that have permeated William & Mary since I arrived—from the incredibly negative outcry online by mostly Caucasian students post the Michael Brown verdict and the events that stemmed from it, to the regular amounts of disdain student activists on this campus endure just for speaking out on these issues—and I'm sure existed long before my academic class was even a thought. I recognize that a major part of the College's donor base and active alumni are people who were involved in Greek life. I realize that Greek life in and of itself is not inherently bad—it fosters leadership, cultivates logistical acumen and in the best cases can provide a positive social outlet in an area that quite frankly can be lacking in that department (all the students here are painfully aware that Williamsburg, Virginia is not a major or even medium sized city). That said, the College must do better. It is misleading to boast on the William & Mary website at the start of each semester about our "most diverse applicant pool ever", with the knowledge that the proper structures are not in place at the College to ensure that those students of color—should they be chosen to attend this prestigious institution—will be safe, comfortable and fully supported. People of color at this school are not just here to pad the statistics, ensure the College continues to receive federal funding and score touchdowns—we are living, breathing entities who deserve an environment that uplifts us and

does not pander to the people and school sanctioned organizations that thoughtlessly tear us down. Getting in the door is hard enough—there are more than enough academic studies and overflowing prisons to back that up—without having to fight for respect when you actually enter the house.

But this letter is not meant to be a spit in the eye of the College. It is meant to be an honest and constructive critique to ensure that this university can live up to what it often claims to be—One Tribe, and also be a leader in higher education on issues of race going forward. All of the requests made by the student collective are valid—one oppressed group’s narrative is not singular, but rather a cacophony of voices rose together for acknowledgement. Perhaps the most important request is the first—to call racism what it is. It is a loaded word. It is a scary word. It is an uncomfortable. But sugar coating the issues will not solve them, and will ensure that racial issues are a thorn in the side of the College for much longer than they need to be.

At the end of the day, the administration must look at the bigger picture. America is diversifying, and rapidly. Already, institutions that we would like to consider our peers—most of the Ivies for instance—have lost a Caucasian/white majority in their student populations. As the years go on, the fact is more students of color will walk these hallowed grounds; will stand in academic buildings their forefathers built, but were denied access to, and will demand not just often self-selecting, and insular spaces for dialogue, but multiple seats at the table where people stop having conversations and start taking action. Address these issues now and the people in that future—those bright, overqualified students; those well off, successful alumni— will be more than willing to support this institution financially, physically, and politically. But continue neglecting these issues, continue sugar coating the truth, continue pandering to the *current* majority and neglecting the needs of the rest? William & Mary will be in deep water, and those waters span much deeper than endowments.

In closing, I say: stay relevant. Engage in deep listening with the people who are banging on the door, and genuinely take to heart what we suggest. Do not be afraid to be dynamic. If the College of William & Mary is to remain a first class, world renowned, *influential* educational institution then it must behave like one—and that behavior does not entail the present mindset of “business as usual”.

Sincerely,

Erica West
Class of 2017

To Whom It May Concern,

My name is Ebony Lambert. I am a junior here at the college, a psychology and Africana Studies double major with career goals and research interests that lie at the intersection of psychology and education. I hail from Petersburg, Virginia—an area that differs greatly from Williamsburg—though I was raised in the Southside of Richmond, Virginia. I am one of three children, and my parents were nothing if not devoted to us. My mother is a janitor, my father a warehouse manager.

I attended public schools from kindergarten through my senior year in high school, and I graduated from high school at the top of my class. I did not attend the best schools during my K-12 career, but I always worked to ensure that I was making the most of my education. I graduated from my high school with a 4.2 GPA. I am and have always been, for all intents and purposes, a good student. I have always worked hard, but I work especially hard here, and for the most part I've enjoyed receiving my education at this institution.

I say all of this to establish credibility, and an identity for myself. I want to make sure that my narrative speaks to you with a vibrancy that words on paper usually cannot convey—I was an English major, you see, in a past life.

Let me start my narrative by saying that, for the most part, I feel physically safe on campus. I am a young Black woman from Petersburg, Virginia—an area that differs greatly from Williamsburg—so I know what it means to be uncomfortable in my environment. I do not feel that way here, at least not in a physical sense.

But I want to make sure that it is understood that I do feel threatened in other ways. As I've said before, I am a young Black woman who was raised by good people in bad neighborhoods. I am a minority at this institution in a multitude of ways—and I knew this would be so even before I arrived on this campus in the fall of 2012. And even though I moved in with transfer papers ready to be signed and dated if I felt the slightest bit uncomfortable in my college environment, I never really expected to be reminded of my status as a minority and the stigma that carries virtually every day.

For me personally, the rose colored glasses through which I first viewed the college disappeared with time as my denial dissipated, the way many coping mechanisms do. I had not been here two months when several drunken White students yelled the word “nigger” out of the window of their SUV at my friends and I as we walked back from a party at 1:00am on a Saturday night. (I use plain speech here as time has not diminished my memory of the incident or the devaluation that was laced in the word—I do not believe that it is my place to do so here either.) It was not even a full week later when a friend of mine, another young Black woman, was called a “jiggaboo” while standing at the bus stop. But as pained as we were, we tried to ignore these incidents. Focused on our work, stuck together in our—profoundly diverse—friend group and ignored the outside world. But ignoring ignorance and bigotry does not make it any less likely to find you. My freshman year flew by in a blur of intense course loads, amazing friendships and memories, and microaggressions. It is hard, unbelievably so, to try to maintain a balanced, healthy life when you are constantly battling threats you do not understand, that almost always take you by surprise. Bigotry wears many faces, however, so I was constantly affronted by people I counted as friends. People I had dinner with everyday tried to pet my afro as if I were an animal, told me I was not really Black if I could not sing, sat in classes with me and argued

that slavery had, in fact, enhanced Black life in American society. But this was freshman year, I thought, and people would learn. Things would get better.

And in some ways they did. Sophomore year I came back more dedicated to my work and my, now very small, friend group in ways I'd never imagined I could be. I didn't have time to notice a racial climate on campus—how could I do so when I was working so hard to prove that I could make it here, when I had fallen head over heels in love with my GPA? I had tunnel vision so narrow I could barely see my face staring back at me in the mirror—most often, all I could see were my dreams of the future.

But junior year I came back after doing a fellowship at a university in Ohio, and I was too tired to be in such a consuming relationship with my grades. My family was going through major changes, my mother was sick, I had two jobs, and all the hard work I'd done meant nothing to me in light of all the work that was to come. I was no longer the same person I had been either my freshman or sophomore years—I was an infinitely more intelligent, albeit more assertive, young Black woman who had worked hard all her life, watched her parents work hard all their lives, and now was too tired to believe in the goals she had set for herself in the beginning of her college career. And given that we started this school year off in the thick of the Mike Brown story, I was angry—but I tried not to bring that with me. Because the negative experiences I had had my freshman year here had been outweighed by the rosy glimpses I had gotten of campus during my sophomore year. And so I came back tired...but relatively peaceful. Complacent.

That is until the conversations started. I do not think White Americans, due to our country's history, have ever really truly had to face the reality that their lives, their very existences, seem to hold a higher level of societal value than the lives of Black Americans. This is a truth, a reality that I and my two brothers and my five nieces and nephews grapple with every day. But if you have not had to face the animosity that stems from having your entire race be viewed as problems, as bothers, as headaches, well before they are humans well then, there are certain things you can't really understand. You can sympathize, surely, but you will have great difficulty empathizing and people of color understand this, I think, on some level. What we do not understand is how quickly people jump to justify the rash actions of people who work to criminalize, degrade, and destroy the lives of Black and brown people on a daily basis.

So when people began to, rather loudly, discuss the fact that Mike Brown deserved to die lying in the street for 4 ½ hours, my patience began to dwindle. And it continued to do so when Tamar Rice, a 12 year old Black boy, was shot as well as when the Eric Garner decision was returned and White students just kept saying that criminals deserved whatever force was used against them, and that they didn't understand why Black folk were being so sensitive when they gunned each other down in the streets anyway. Combined with social media posts that further devalued and poked fun at the Black existence (“Guess what's not faster than a speeding bullet? Mike Brown.”), and professors commending me for how ‘articulate’ and professional they found me to be, the semester was a rough one, to the say the least. Every day my mother called me to see how I was doing. And every day I spoke to her of the intensity of my desire to withdraw, to transfer. I did not come to school, I often told her, to educate White students about how not to be racist, nor to plead with them to value me and my people. I came to be my best thing, as one of my favorite poets says, to learn and to value life and love in a way that only education can awaken in you. My mother, angel that she is, understood this. But she encouraged me to stay and finish out the little time I had left—it was a close thing. I honestly almost did not make it.

Fast forward to this semester. To racist parties and vandalism and a silent administration with a very, very vocal student body. We as students, all of us on both sides of this issue, are

tired. Political correctness is a very visceral pain in our ass and we, none of us, have the time or the energy to dance around societal, cultural, and political issues that exist well beyond campus limits. Discussions need to be had, mandated. Action must be taken, and swiftly. For we can no longer allow our complacency to prevent us from acknowledging the fact that, contrary to what some may believe on this campus, in this city, in our society, and in the world, **BLACK LIVES MATTER**. They have value. They are beautiful and they are meaningful and they are important and **THEY HAVE VALUE**. If you take nothing else from this letter, please hear me—a young Black female—saying that I will not rest until it is apparent that you and your administration and your students and your donors and your faculty and staff believe in the value of Black lives as well.

I share my story here, relay this information, to make sure that my reality, and that of the other Black Americans on this campus, is respected and validated. It is a constant struggle for students of color to find peace and inclusion on a predominantly White campus, but that struggle is made even more difficult when we are not even sure if the people with power on campus value our existence on a fundamental level, let alone our presence at their institution. I have seen the list of requests made by Taylor Mack and Brittney Harrington and I ask, as a concerned student of color, that you incorporate them into your current policies and procedures regarding racial issues. For when the rights of any student are violated, we must act as a community to ensure that justice is restored, and that the students know that they are valuable members of this community. To do anything less would not only deviant from the TWAMP norm, but also the value system and morals upon which—as many, both past and present, seem to have conveniently forget—this nation was founded.

Thank you for your time and consideration.

Best,
Ebony A. Lambert

Today Saipriya Rangavajhula died. She is the third suicide in the past year. The fourth since my sophomore year. She was Asian, just like me. Just like Steven Tran. When I first heard the news I was angry at our school for failing yet another student. One thing that always stood out to me during the mental health campaigns at our school was that they were so white. We really need to address the stigma across cultures because when 2/3 of the suicides are Asians there is an obvious problem there. There is a problem that isn't addressed by the SA and AMP's efforts towards stopping the stigma. I remember my experiences with the counseling office. (To begin with, they are severely understaffed. It's ridiculous that we can't get face-to-face help after 5 and that we can only schedule appointments two weeks away.) I felt so out of place and unwelcomed there. In Chinese culture, mental illness is not thing. My parents love me but they literally do not think mental illness is real. We're told to work harder, to focus on our studies, and our messy lives will straighten out. Going to the counseling office felt like betraying my culture and admitting defeat. It felt like I whitewashed myself and as a punishment I became weak. I remember going to a meditation mindfulness session. I was in a room full of white people listening to a white guru tell me about my Buddhist culture. It felt ridiculous. I felt fake. As a person of color, when I see over and over again that the image thrown at me in relation to depression is a white person, it tricks me into believing that I am immune from it. The image of depression in my mind is a white girl, occasionally a white boy. It is never an Asian face. As a consequence, when there is a depressed Asian we don't pick up the signs because we aren't expecting it. This needs to change! We need to address the stigma across cultures. Depressed Asians, Blacks, Hispanics- they exist and we're failing them. That's why the first emotion I felt was anger. Now... I don't know. My friends are crying and I want to be there for them. I'm not going to tell them these thoughts. They're hurting more than me. But I just want you to know because you can do something about it. Fund the counselling center and make us talk about mental health. Make it so all the different groups on campus talk about mental health. We can't stop the stigma until we change the image.

Dear Board of Visitors,

There is no good way to begin this letter. I have a lot of emotions that are all jumbled up in a mess. I'm a female Asian American student who's been involved in the Asian culture clubs as well as AMP. As an Asian-American student, I don't experience racism like the black, latino, or muslim students here do. For them it's ignorant but loud and popular posts on yikyak (and facebook) aggressively denouncing their humanity. For me it was always a feeling in my gut that something felt wrong. I had white friends. I had Asian friends. But they were separate. I felt that with my white friends I could talk about music and we shared the same sense of humor and yet I still felt at home with my Asian circle even though I knew that besides our heritage, we had nothing in common. Balancing between the two was tiring. I know I deserve better than having to constantly choose between expressing my interests and embracing my cultural background especially since I had everything in high school. In high school, the non-Asians knew about the basics of our culture. They were eager to eat kimchi and hotpot with us. We Asians felt comfortable enough that we didn't have to aggressively bunch up in our own safe space. I've since read up more about the history of race in the US but even to freshmen me it was very apparent that the racial climate at William and Mary was bad.

FRATERNITIES

It is obvious that there is something wrong in the fraternities and it's very frustrating to see that Greek life seemingly gets away with everything. As a woman I still remember vividly

the Sigma Chi letter and the feather-tickle-on-the-wrist punishment that followed. The administration didn't take away their house- the members themselves were too embarrassed to live in it. My best friend had boyfriends in various frats so I've heard stories. The vice president felt comfortable enough with his frat that he hit his girlfriend in front of all of them during a formal. Another official was suspended from the school because he raped multiple girls. For hazing, the pledges had to say "whale" every time a fat girl walked into the room. This year some rushes felt comfortable enough to call every woman who walked in the house a "slut." I remember when my friend broke up with one of her fratboys, we went back to the party and I will always remember these words- "who is it?" "It's just ----- and her fat friend." It was late so I called my friend in California and cried to her on the phone for 4 hours. The sun came up and then I called my mom and cried on the phone for another 2 hours. I remember two weeks later at an AMP event where I was getting one of the free snacks another fratboy from a completely different frat looks at me and asks, "Oh is that all? Or are you going to eat more?" I had just spent the summer losing my freshman 15 and I was feeling pretty good about myself. I had never in my whole 20 years of living been flat out called fat. The last person to say I was chubby was a 14 year old when I was 14 years old. And here I was, a semester after the Sigma Chi emails, after the rape investigations, crying to my mother because although I knew in my head that I was so much more than solely my body, I felt that I was a nameless accessory and the only way I could receive worth was to be skinny and thus fuckable. This is unrelated to race, yet completely related to the school climate. There is a group on campus that fundamentally does not care for the humanity of others. After that disgusting letter the school gave them a "tsk tsk, child". Of course they learn nothing. Of course they're going to think that they can get away with anything. Of course they're going to throw racist parties. They don't think women are fully people. Of course they don't think Blacks and Asians are fully people.

When I first heard about the parties, I felt like it was sort of my duty to spread the information to the Asians. Interestingly though, none of them were surprised. Apparently PiKA has been throwing 'Vietnam' parties for a while. I also remember another frat hosting a Communist themed mixer, which can go many directions. It's interesting how that party managed to fly under the radar without too much of a backlash. I think it's because of the irony that on the same weekend of the parties, AMP was screening *Dear White People*, a movie that describes what happens when a group at a predominately white institution hosted a racist party. A lot of students walked out of that movie feeling good that at least our school wasn't bad enough for *that* to happen until the next morning when news about our very own racist party spreads.

I feel really bad for the men of color in fraternities. Some seem to think that if they aggressively hate everyone else that it would make them whiter. Some are very insecure. A lot are very cool. A lot aren't actually very involved in their fraternity anymore. I know a Chinese international student. Let's name him Lenny. Well, everyone in the frat calls him Renny. At this point he goes by Renny on his Instagram handle. I always felt like it was so heinous since English is his THIRD language and he speaks it flawlessly and yet this antiquated mal-informed pre-WW2 Japanese/Chinese confused "Oh Asians can't tell their R's from their L's" joke persists. There was once a fratboy who tried the same shenanigans with me. My friends were there but said nothing. How can you say nothing to that blatant racism? I ended up writing a two-page "letter" about it in my creative writing class. I know three men of color that think black women are dirty and ugly and that the only girls that anyone should date are white girls. I know a few guys that, like freshman me, have a group of Asian friends and a group of White friends.

AMP

AMP itself is not bad. However, it is evident in looking at the respective budgets for AMP and SA and CSD that our administration really does not care for the cultural clubs. Being on both a culture club and AMP, I know that there is tension between the two organizations. It's a very one-sided conflict. AMP is a giant that blindly and thoughtlessly steps over the rest of the clubs. They get the best time-slot for reserving rooms for events. They ferociously book all of Sadler every other weekend. AMP literally competes with itself when it comes to events. The remaining cultural organizations now have to fight over each other for the open slot in commonwealth for their only cultural event of the semester. AMP is the reason SASA had to host expressions on a Thursday this year. Seniors couldn't have their parents watch their last show ever because AMP reserved commonwealth for every other Friday and Saturday.

They also get significantly more money than the cultural organizations. I remember SASA makes all its members pay \$12 and sold tickets for \$12 in order to pay for the catering to their sole event of the semester. Meanwhile, AMP spends a few thousand dollars on passport prizes for each event. The next AMP event we're planning has \$500 sectioned off for prizes alone. I understand the need for drinking alternative events, but it's almost insulting to say that we care this little about cultural diversity. The CSD has flaws. It's understaffed and underfunded. Then again, it feels like the CSD doesn't fit into the school's values until it's sent to handle some scandal. When cultural showcases cost money, it's difficult to encourage people outside of that culture to participate. Dancing and food are the easiest ways to start learning more about another person's culture. When there's a monetary deterrent to attending the most basic, shallow, easily accessible part of someone's culture, how can we as a greater WM community be expected to come together for anything deeper?

OTHER THINGS

I guess there are other things here and there. In the Computer Science department it is always awkward how much hate the Chinese Computer Science professors get. We know they're only getting criticized for their accents. However, the professor with the thick German accent and the professor with the thick Greek accent gets none of this criticism. The Chinese students all recognize the racism but we don't talk about it with the other students.

I also remember going to the Road to Richmond interest meeting the day after the racist parties where President Reveley was talking about how a lot of the departments were getting moved out. He started listing all the departments in the building and saying whether or not they were getting moved. He forgot the last two. They were Africana studies and Gender Sexuality Women's Studies. It's hard to feel like the administration cares about us sometimes.

REQUESTS-

-Something needs to be done about the frats. In order to rush there needs to be some sort of workshop on treating people like people. There needs to be yearly workshops to refresh them on treating people like people. They need to be more strictly monitored. They also need to actually be punished when things like this happen.

-Apologize for those parties

-Fund the CSD (center for student diversity)

-Fund the cultural clubs

-Set up some system to allow free cultural events with free food to encourage people to learn more about other people at the university.

- Hire professors that come from more diverse backgrounds. Hire more Asian-American professors.
- Create an Asian American studies major to create an institutional space to learn about issues facing Asian-Americans. The course and teachers are already set up. This literally just needs to become a department.
- Hire more staff for the counseling center. Hire a more diverse staff.
- Work with Asian American student leaders to try to address the issue of mental health in our community.

Thanks for your time.

Board of Visitors:

Here at William and Mary we have several mottos including "One Tribe, One Family" and "Those who come here belong here" As a member of the William and Mary community, I have grown to put my faith in these mottos truly feeling as though I've found a home away from home. Unfortunately, my perception of the William and Mary community was tarnished due to recent racist actions by William and Mary students. I am writing this letter to call attention to these inappropriate actions and to request that there be consequences to prevent discriminatory and offensive acts from happening in our community in the future. Additionally, I am asking that, after being made aware of racist events on campus, the administration respond to these campus events in a timely manner. I sincerely hope that action can be taken to ensure that members of the community do not feel unrightfully alienated and to uphold our value in community.

Thank you,

Ashley Jones

February 1st, 2015

President Reveley,

I came to this institution to learn and I continue to be here for that purpose. As per the liberal arts model, I believe in a holistic education. This means more than fulfilling GERs. It means that we, as students, learn everywhere we go and with everything we do. What are we meant to learn from the administration's inaction? It teaches us only that racist actions and attitudes are permissible.

Ever since the article addressing Greek parties was published, I have been hearing solipsistic and ignorant comments across campus. Ranging from "what's the big deal?" to "now we can't throw a Mexican party because it's *racist*", these comments signal the deep lack of understanding and compassion permeating our campus.

The administration must lead by example. Polite public statements are not enough. Policies regarding consequences for racist behavior must be formulated and strictly enforced. Moreover, addressing the issue of ignorance with obligatory programming is essential.

As an ally for and a member of a number of underprivileged groups, I am constantly struggling to be seen by the school and my peers. Just as an example, during my freshman year, my cultural identity was met with "I didn't know Latinas were smart enough to get into William & Mary". While activism and self-advocacy has been extremely valuable to me, I am not here primarily to teach, but to learn. The administration is responsible for providing a welcoming educational space. To achieve this, you must teach by example.

Juliana Santanna, Class of 2017

DeLauren Davis
307 Edgewood Rd.
Portsmouth, VA 23701

February 3, 2015

To The Administration of the College of William and Mary:

I am a black female student of the Class of 2018 at the College. While I am honored and appreciate the education that my dream college is providing for me, I cannot neglect the racial climate that is accustomed to the College. There has been no instance where I've encountered direct racism, however I am a firm believer in the phrase, "What's done in the dark comes to the light." By this, I am referring to comments posted on the app known as *Yik Yak*. This app is for, but not limited to, college and university students, and is only accessible to academic institutions by geographic location; thus William and Mary students would be the main contributors to the William and Mary page on the app because they are the highest population on the main geographic campus. On Yik Yak, anyone within close parameters of the College can post anonymously about whatever they'd like.

Dating back to Thursday, December 4th, 2014 at 9 p.m., a DIE-IN was organized through student initiative to spread awareness about police brutality and racial injustices following the highly anticipated verdict on the Michael Brown case. This DIE-IN was a form of peaceful protesting, in which William and Mary students (of all colors) were invited to march into the Earl Gregg Swem Library's first floor and lay on the ground silently. The 4.5 minutes that students laid on the ground represented the 4.5 hours that Michael Brown's body laid on the ground after he was murdered. Directly after the DIE-IN took place, Yik Yak was literally booming with activity. There were many comments that referred to the protestors as "stupid" and "unintelligent" because they felt that evidence was the ruling factor in the case and that race played no part in the death of Michael Brown.

Referring back to the phrase I quoted earlier, what hurt me the most in this scenario was initially shocking. The very fact that I had never felt direct racism on campus made me realize that I was being naive to what was right in front of me -- microaggression. My fellow peers utilized a mask through Yik Yak to hide behind and express their **true** feelings; all of which enraged me and most of all filled me with despondency. A struggle of mine after seeing these harsh and racist comments that degraded the black community, was understanding the other side of the spectrum. I asked myself over and over again, "Why do people still think this way?" Why do people really believe that I am incapable of what they can achieve, and that the only manner of my acceptance into a prestigious institution was due to a color slate that needed to be filled? In times like these, emotions run vigorously and all we can do is try to educate and spread our feelings rationally with responding to these comments. However, after you see a splurge of racism on your college's feeding page, the easiest way to disconnect is to exit the app and move on in a desensitized manner because it's nothing new. There has always been racism, and there will always be racism. I just ask for **action** and **support** so that people understand that racism is **not** tolerable anymore.

On December 4th I realized that this world was not as progressive in the way I had imagined it to be. The emphasis on cultural diversity that once attracted me to the College of William and Mary was present, but not thoroughly appreciated by **all**. It's funny how these events occur and can momentarily make us feel hopeless, which is something no human being should have to suffer through. I wish that my peers of white race and privilege could truly understand the struggle of living a double-conscious life. I've been raised with the lesson that being exceptional is my only option for success as a black woman. I have to work twice as hard to get half of what is given by society to people with the white privilege. I hope that the administration of William and Mary reacts more quickly to instances of racial controversy on campus, because when this does not take place it sends out a message to the student body that talking about racism is not important. I can see in the light and very clearly that race is a recurring issue that is hidden in the dark and consistently neglected.

Sincerely,

DeLauren Davis

DeLauren Davis
Class of 2018
The College of William and Mary

To Whom It May Concern,

My name is Keaun Barrett, a junior at the college and a Government major. My experience at the College of William & Mary has been one with many ups and downs. I love the institution, but from time to time have experienced micro aggressions and subtle instances of racially motivated acts. It is my duty as an African American male on this historic campus to make those instances known and voice my concerns of racial intolerance.

During my freshman year, a couple of my friends and I were walking at night back to our dorms. A white truck drove by us and yelled the word, "Niggas!" We were all shocked and utterly disrespected by the blatant act of racism on the campus we call home. The intensity of the word and the history the word carries with it were evident at that moment and remains to this day.

More recently I have been subject to subtle acts of racism when questioned about my work ethic and achievements at the college. I work at a Starbucks off campus and time and time again I get expressions of disbelief when I say I attend William & Mary. My colleagues come to this Starbucks often including some of my professors. A Caucasian female student responded with, "Congratulations," when I told her I was currently attending William & Mary. She is a peer of mine at the College so why was such a response warranted? I perceived it as a failure to acknowledge my own accomplishments at the College and the obstacles I had to bypass to get there. Her facial expression told a story of shock and disbelief, which is often the response I get from others that do not know me. I have even been asked if I was jokingly, "slave labor" by a professor because of my work ethic at Starbucks. Have then been asked why I did not get a "real job" like my fellow colleagues during the summer. My work ethic to support and aid my family is no laughing matter and it was perceived as such during these inquiries. These are daily issues that I must face as a man of color and of a lower socioeconomic status than most of my peers. This does not mean that I want those issues to be rubbed in my face by members of my college community.

As a strong presence in the African American community on campus, I want as my peers do to be understood and acknowledged as like human beings with a common goal. This is not a difficult request to have or strive toward. I hope that change is on the horizon for William & Mary, because I would hate to see it let racially motivated stigmas and actions deter more people of color from attending.

Thank you,
Keaun Barrett

I am proud to call myself Mixed. As the son of an immigrant father from Morocco, I spent a large portion of my childhood assimilating into American culture. At first, my assimilation was out of necessity— it's hard to make friends at Kindergarten when you're speaking a jumble of English, French, and Arabic. But as I grew older, assimilation became about survival. I grew up in a country consumed with post-9/11 Islamophobia, and my tan skin, curly hair, and Arab middle name marked me as a target. I saw my father, an accomplished chef and well-known supporter of the DC area Moroccan community, get cursed at, demoted at work, and harassed by law enforcement and citizens alike. His crime? He dared to coexist in the same space.

Entering college, I came to understand how baffling I would be for many of my classmates. I didn't fit neatly into the social construct that is race; therefore, I was treated as a threat, a challenge, or a mysterious anomaly to be dissected, piece-by-piece, tearing apart the inherent ambiguity that comes with being Mixed. I may have expected these reactions, but that certainly didn't make them any easier.

When discussing my experience with racism at W&M, there are countless stories I could share. I could talk about the hundreds of introductions that were followed up with the question "So, where are you FROM?" They would often get angry if I answered "NoVA," as if I owed them an explanation for my perceived otherness. "No, where are you REALLY from?" I could talk about the worried glances that were thrown my way when I forgot to shave. I could discuss the casual use of racial slurs I often overheard on my way to class. While I wish these were examples of isolated incidents, these were daily occurrences.

Though a couple years have passed, one such experience remains particularly vivid in my mind. My professor and I were chatting after class at the Mason School of Business. It was the end of the semester, and I had developed a friendly rapport with him. During the conversation, I mentioned briefly my heritage and how I didn't identify as white. He stopped me, looked me up and down, and with a disapproving look on his face he told me, "You need to stop saying that. You're white, look at you." This educated white middle-aged male professor at a prestigious university just decided he knew who I was, where I came from, what I felt, and what I was allowed to be in one glance and two short statements. I wanted to scream at him. I wanted to sit him down and explain intersectionality and passing privilege, systematic racism and how I benefit from his perception of my race. I wanted to outline in detail the times when I wasn't perceived as white, the anxiety and fear that come from never knowing how others will perceive you. I wanted him to experience being the Other for once.

Luckily, I learned a few things at W&M. The most important thing I learned was that I don't need to justify my existence as a Mixed person to anybody. It has never been and never will be my responsibility to do so. His comments and actions speak to his ignorance, not the validity of my lived experiences— and certainly not the authenticity of my identity. So I simply smiled, shook my head, and said, "Goodbye, professor."

Adam Labriny, 2013

Letter of Testimony

To whom it may concern:

This letter is to attest to direct racial prejudice and micro aggressions I have seen on this historic campus. It is already sad enough that events of this semester and last, such as 7th Grade Sketch Comedy's "Tigger's in Paris," Sigma Pi and Kappa Alpha Theta's "Gangsters and Golfers" mixer, and racist responses following #BlackLivesMatter events on campus have even occurred. However, these large events are not the only signs and warning flags of racism in the college community. I have a personal experience that occurred only this past weekend and it reminded me of how many smaller scale things go on that no one really hears about. This past Saturday evening, I was in the elevator of my dorm, Jamestown North, with my boyfriend, who is also an African American, and we were traveling up to my third floor dorm room. When we get to the third floor and the door opens, there is a group of Asian descent people, approximately 5 males and 1 female. Immediately one of the gentleman storms away in disgust, saying, "Oh no! I am not getting on there with them, not those people". I froze in shock trying to grasp what I just heard with my own two ears. Then, the only female of group shouts after the frustrated gentleman once my boyfriend and I exit the elevator, "Hey "Bob" look, they are getting off, we do not have be close to them, come back please". "Bob" then runs past us and says "oh okay, good!" and proceeds to board the elevator. Needless to say, I was quite frustrated and astonished. I never had the thought in my mind being the year of 2015 that someone would refuse to ride the same elevator as I or anyone who looks like me.

I expected a much better sense of community when I chose to get my higher education at William and Mary and now am fairly disappointed. Because I do not want to spend any more time on this problem, I am voicing my opinion now so that actions can start to take place with the right people involved.

Candidly, Vanessa Gray

For some black students, just moments after stepping onto the brick walkways of The College, they are inundated with an overwhelming sense of otherness and invisibility. For others, they bear the burden of being one of a hand full of black students in their classroom unwillingly chosen to be the spokesperson of an entire race. In order for W&M to fulfill its ideals we have work to do.

On November 17, 2006 the William and Mary Board of Visitors approved a statement of diversity. “We are committed to establishing justice.” Is justice admitting underrepresented students without having the infrastructure to ensure their success and timely graduation? As a student I have seen many of my black peers leave. I never knew why so many left, but as an alumnus I would like to see The College enhance the resources and support systems to increase retention and graduation rates of black students. It is not enough to solely provide access to a certain number or percentage of a population. Admission to The College must be complemented with proper resources and equal access to those resources.

“The College of William & Mary strives to be a place where people of all backgrounds feel at home[.]” There has been countless incidents where students are moved to rally for birth rights, then they are terrorized in their HOME for doing. The College must provide all students with adequate diversity and cultural competence training. An online training should be required for class registration each semester for students. For clubs/organizations every member must attend a diversity/ cultural competence training before the organization can hold an event. In addition, before a student volunteers in the community the student should also undergo this training. In addition, volunteering students should also be required to have a community studies training to better understand the deep history/memory between The College and surrounding community before entering it to serve.

“[W]here diversity is actively embraced [.]” Often The College proudly displays “the most diverse class yet” in the media, however the percentage of black faculty/staff in each department does not mirror the student body’s diversity. In order to create an authentic environment of inclusiveness at The College of William and Mary we must value diversity. For me this means ensuring that black faculty appointment within various departments is increased. It is important for students to see their truth reflected in their faculty. I am truly blessed to have encountered many phenomenal professors, mentors, and friends during my time at William and Mary. I hope that the aforementioned recommendations can enhance the experiences of new generations of students to come.

Kindest Regards,
J Carter
Class of 2012

Reference: Statement on Diversity. (2006, November 17). Retrieved February 2, 2015, from <http://www.wm.edu/about/wmdifference/diversity-at-wm/diversity-statement/index.php>

Hello,

My name is Mahdi Blaine and I am the President of the Middle Eastern Student Association and the Social Chair of the Muslim Student Association. As a president of a cultural club, I feel that we have a lot of disadvantages compared to larger organizations such as AMP. SD/cultural clubs get very little funding in comparison to AMP and SA & AMP gets priority in booking rooms, which makes it hard to believe that the school makes cultural diversity a priority. Most cultural clubs have showcases that take place in commonwealth auditorium in Sadler and it is a pain to schedule them to due various double booking being done by AMP. Personally I feel that when It comes to these showcases, they should be sponsored by the Sadler Center or CSD.

I also feel diversity at this school is very watered down by many people. I have heard on multiple occasions that diversity is more than race and ethnicity. While I totally agree with this, people then say diversity means like a person's favorite ice cream or their favorite pizza toppings. I think that is very disrespectful and dumbing down of what diversity actually means.

As cultural clubs, we like to complain about how we are the victims to this bias system, but honestly there is a lot we need to work on too. There is barely a sense of community among cultural clubs and people barely go to one another's events. We also have many problems when it comes to having actual substantial events that address issues in the regions or cultures that these clubs claim to represent. While there are many problems that are external, we need to remember that there are internal problems with cultural clubs.

Best,
Mahdi Blaine

To the College of William and Mary Community Members:

First and foremost, racism is still an issue that plagues this campus. Whether it is in the form of party themes, conversation, or dirty looks. It is still present and it still hurts. The students of William and Mary talk heavily about how diverse and welcoming they are and yet, myself as well as others have never once felt welcome at this institution. Something needs to change.

The letter that this is attached to outlines a list of solutions that could put William and Mary on the path of acceptance, respect, and racial progress amongst the students. It is up to you, The Administration, to heed these solutions and bring them into fruition because the students can only do so much.

As one of the African American students on this campus, I have faced a number of trials because of my skin tone. In my freshmen year, I was stopped by the police and questioned because I “fit the profile”. I had the misfortune to “attend” a “brown bag” party early in my college career. A “brown bag” party means that if your skin is darker than the bag you aren’t allowed inside. One time, while going to order food at one of the tribe square restaurants the owner told me, “You need to go stand in the colored line,” he claimed to have been joking, but it wasn’t a joke to me. This is unacceptable. I chose to come to William and Mary because of how welcoming and understanding the students appeared to be at the time.

I implore you, The Administration, to seriously look at the solutions proposed. When you make your decision, I hope you look to these letters for guidance.

Truly,

CS

February 3, 2015

President Taylor Reveley
Board of Visitors
The College of William and Mary
Williamsburg, Virginia 23188

Dear President Reveley and Board of Visitors,

The College of William and Mary is included on the short list of prestigious universities in our country. Despite the rigorous educational standards that are well respected by educators, employers and the general society, there is a notable undercurrent of racism and cultural insensitivity that is permitted within the confines of the College. As a leading educational institution, it is imperative that the College institute a zero tolerance policy regarding incidences of racism to secure the safety of the student body, and create an environment of accountability for those that wish to act in a racist manner.

Although the College has governed student behavior through its “self-determination” and “honor code” policies, discrimination cannot be governed or eradicated in this manner; thus, instituting a zero tolerance policy means treating incidences of racism in the same way that the College addresses under age drinking and other student conduct violations. In these cases, the Dean of Student Conduct is notified and mandatory meetings between the student and the administration are required. These solutions are tailored to the specific occurrence. This stronger policy of accountability can strengthen the code of student conduct, thereby sending a clear message that racist behavior or cultural insensitivity activities will not be tolerated at the College.

As an alumni with direct familial ties to several other alumni and a parent of a senior at the College, I am closely aware of many incidents of racism that have involved various Greek organizations on the campus during my tenure and during the years that my child has been a student. Some recent events that have raised concern include: the 7th Grade Sketch Comedy’s “Tigger’s in Paris”, “Sigma Pi and Kappa Alpha Theta’s “Gangsters and Golfers” mixer; and racist responses that followed the BlackLivesMatter event. I am also aware of how the College handled an incident in 2014 involving my child when it was reported that an unknown student wrote a racial epithet twice on their dormitory bulletin board. Despite the passage of almost three decades, these occurrences are still prevalent on campus and the official response appears to be the same.

Until recently, I have remained silent, hoping that my alma mater would see the value of a diverse student body. The College needs to inform the student body that they will not condone student participation and engagement with racist or culturally insensitive parties/events that occur both on campus and off campus. In addition to the creation of stronger policies, the College should consider engaging in mandatory education and programs to change the culture of

the campus body to ensure that all students feel welcomed and safe that are not optional when instances of racism occur at the College.

This issue goes beyond student safety. For the College now has the possibility of being labeled as a racially insensitive institution, which threatens its reputation and recruitment efforts. There is great risk to the College should the administration not develop a more structured response to racist acts committed by students or campus organizations. The recent incidents of racism/cultural insensitivity are not isolated. They were present over three decades ago and they remain the same because organizations and students continue to think it is acceptable behavior. Students suffer few consequences, if any, either socially, personally, or institutionally. Behavior can be altered by new policies but it cannot be very effective without a shift in mindset and accountability. Therefore, College administrative members must work to change their own mindsets of racism and use intentional, correct language with the student body and the offender when instances of both overt and covert racism occur on or off campus.

Many peer Colleges have been called to similar action and rather than wait for a Title IX suit, they have proactively created policies and formed nurturing environments that demonstrate a commitment to protecting the diverse student body. The fact that these racist and culturally insensitive activities are still present at William and Mary is troubling and should be at the top of any agenda going forward.

I am calling on the Board of Visitors to guide all administrators at the College of William and Mary toward a more stringent discrimination policy that protects marginalized students and does not undermine their emotional or physical state. Each student of diversity deserves to live safely within the campus community.

If the College intends on increasing its diversity, the College must first create the appropriate environment and implement the necessary resources for its growing diverse population. Reputational risk to the College is looming in the background if stronger action is not taken by this administration. It is expected by census data that the demographics of our population will drastically change by 2050. With the expected increase of diversity in our national population, William and Mary will have the opportunity to be the College of choice, but may fall short based on its policies that directly impact students of diversity.

As a community, we should remember that students of diversity do not have to enroll at our institution; there are other colleges that can create a more inviting diverse student experience.

As we honor Black history month, the College should be reminded of its troubled history as it relates to diversity and use this moment to make systemic changes in policy. The time to act is now. I hope that the College will live up to its long-standing code of integrity and honor. On behalf of so many students that hold a degree from William and Mary, we are counting on you to act with courage and take the lead in changing the mindset of misguided students. We have racism in our country but it would be wonderful if, as the second oldest College in the country, we can lead the direction for our future society. This means moving away merely from tolerating differences but making the cultural shift of embracing such difference.

I look forward to hearing more on the steps that the College plans to take to address these issues.

Sincerely,

Cheryle Mack
5139 Amberly Road
Virginia Beach, VA 23462

Dear President Reveley and Board of Visitors:

I was sad to read in the Flat Hat that students are still showing such an overt lack of sensitivity when it comes to race and stereotyping at William and Mary. In this case, it deals with Fraternal organizations choosing the themes of their parties. I am Class of 1990, and it seems that racial sensitivity has not improved much in 25 years. Although the parties were held off campus and perhaps William and Mary students participating in these events don't see a victim, but the mere fact that stereotyping and pejorative traditions are continuing, makes everyone involved a victim. Perhaps the Pan-Hellenic Council should hold a forum on stereotyping and diversity to emphasize the importance of an anti-racial culture. It is not enough *not* to be racist; we must speak out when others are participating in what can be construed as racist behavior to create a more empathetic environment, free of judgement and assumptions. How will others view our College after reading this article? As an educator and facilitator of Candid Conversations about Race in my school district, how can I feel comfortable encouraging my students to attend William and Mary? Please consider taking action in this matter. Thank you in advance for your time.

Tina Carter Garfield
Spanish Teacher
Princess Anne High School

February 1, 2015

The Board of Visitors and Administration
The College of William and Mary

To Whom It May Concern:

Few will dispute that the experiences one endures, shapes the person we become. Many too would agree that we send our teens to college with high hopes for the transition into adulthood that will inevitably take place. As a 1996 graduate of The College, and parent of a junior in high school soon to attend college, I am disturbed by the recent racial events at William and Mary, and am in full support of policy implementation to be designed that makes sure racial incidents are discouraged and admonished swiftly.

Now, far removed from my days on campus, I look back at my college experience appreciating the academic rigor that propelled me into my career, but also dissatisfied with the social life I experienced during my four years. I have no horror stories to report, just a lingering feeling of not being part of the social life on campus. It was August 1992 and I, an African-American girl from NY arrived at William and Mary. For me, it was culture shock- the South, but also the separation I observed and experienced of two separate worlds – the “Black” students and the “White” students. I felt strongly in the minority, and no effort was made to include me. That was two decades ago, a reminder of how things were, or are?

Please understand that there is a difference between excluding people based on race, and not being inclusive. I would argue that the latter was and is a problem at William and Mary. I think it's fair to say that students of color don't feel included with the mainstream campus. All the more reason they would be offended by racial stereotyped theme parties that are attended by or given by students at the school.

In response to the recent events on campus, I think it prudent and simply the right thing to do to implement a no tolerance policy for actions that are racially motivated. Secondly, it is about time that large efforts are made to include and foster relationships with minority students on campus.

With William and Mary's long history, we should continue to blaze a trail in education and producing some of the best young adults in the country. That can't be done if a blind eye is turned towards any discriminatory or racially motivated behavior. We must take two steps forward, not backwards.

Sincerely,

Tracee Jones
Graduate 1996

Dear William & Mary Board of Visitors and Administration,

I am writing to you to address the issue of race at the College of William & Mary. To be clear – I am white, so I have not experienced racism directed towards me. However, I have many friends of many different ethnicities, and so have heard about instances of racism being directed towards them, from the general public in Williamsburg and William & Mary to students and faculty of William & Mary. This includes things like the n word being shouted at some of my black friends through car windows, being profiled by police and being called things such as “brown boy”, to simply feeling treated as an Other and unwelcomed.

I am disappointed in the administration’s response to events such as mixers with themes that promoted the use of racial stereotypes and where costumes that evoked racial stereotypes occurred. The administration responded nearly a week after the events occurred. While I understand that it takes time to investigate and respond to such matters, the administration being quiet when events such as these occurs does no one any favors. Even if the administration is working on investigating such events behind closed doors, it matters that the administration says something immediately after such events occur.

Most of the responses to such events have included encouraging dialog and engaging with each other in a civil manner, yet incidents such as these continue to occur. I’ve seen many great events, especially ones occurring this January, surrounding the issue of race that have encouraged dialog and I hope to see those continued. However, I feel that many people who participate in events like these racist mixers are not people who go to these events because they don’t care. I would like to see more effort by the administrator to involve students who do not usually attend such events and dialogs to get involved. I would like to see a diversity requirement added to the curriculum and have multiple opportunities available for students to engage in diversity in a way that they normally wouldn’t.

Additionally, I am disappointed by the lack of racial diversity of the faculty of William & Mary. According to statistics published in the Flat Hat some time ago, 80% of William & Mary professors are white. I would like to see the same efforts directed at diversifying our student population directed towards our faculty. Professors of various ethnicities, nationalities, sexual orientations and gender identities all have different experiences and perspectives that are needed in William & Mary’s academic environment.

Finally, I would like to see that William & Mary is as invested in the lives of its diverse students as they are using diversity as a marketing device. All of William & Mary’s students matter, and minority and diverse students deserve to have their voices heard and their lives respected in this institution.

Sincerely,

Noella Handley, Class of 2016

Dear Board of Visitors,

My name is Jessica Ehrhardt and I am currently a senior here at the College. I am writing to voice my concerns with recent events on campus and to explain my own personal experience related to racial insensitivity on campus.

In response to recent racially triggering events on campus, I cannot emphasize how disappointed I am by the insensitivity of students who create and attend these events and how offended I am by the lack of response by administration. This behavior by students is unacceptable and should have consequences. I have yet to comprehend why issues of racism and discrimination keep occurring and I have right to expect that the administration has responsibility to change this.

In my time at the college, I have experienced multiple accounts of racism, insensitivity, and division. Incidents have occurred in classroom, Greek Life, and different social settings. From these experiences, I have never been more aware and focused on my race. As a student from a diverse background, I am proud of everything that makes me a unique individual. However, there have been very few organization and groups here on campus that have positively supported me. I am very thankful for having a source like the Center for Student Diversity, who has students and staff that advocate and care to make sure students like me are heard and supported.

As a William and Mary Scholar, the college has extended to me an academic award that is specific for students who are members of underrepresented groups who would contribute to campus diversity. In being highlighted as a scholar, I expected that my race, culture, and ethnic background would not get in the way of my academic and social experiences here on campus. However, for almost four academic years of my life, I never questioned my intelligence more based on my experiences of discrimination from student and the discouragement from certain faculty in my academic setting.

From my experiences of discrimination here on campus, I cannot help to think, even as a second semester senior, whether I made the right choice coming to this college. I do believe that William and Mary has given me experiences that have changed my life and is a good school, however, we have a long way to go with having our full population to understand and have respect for students of different cultural, ethnic, sexual orientation, and racial backgrounds. Students should not have to think about unchangeable aspects of who there are when they are trying to advance themselves in earning an education.

I think there needs to be a larger response and effort for our campus to have awareness of different backgrounds. Each person has their own unique, diverse background that they bring to the table. We should embrace each individual for who they are, we should be exciting to learn about different backgrounds, and we should be compliant.

The college prides itself on acceptance and understanding. However, in the context of race and diversity, the overall population falls short. I hope you take the concerns of students on campus who are fighting for these issue as a priority. These concerns are serious and important, and deserve to have your full attention and response.

Thank you for time,

Jessica Ehrhardt

To Whom it May Concern

As I am sure the administration is already aware, a group of William and Mary students has come together to raise awareness about racism on and around campus and to call our community to action. It is my understanding that this group hopes to work together with both W&M administration and the Board of Visitors to create concrete plans and observable steps in combatting everyday microaggressions as well as broader cases of blatant and institutional racism. I am writing this letter to show my support of this student collective and its goals. I believe college administrators have the responsibility and the power to listen to, believe, and help their students when they express concerns, as we are now.

In the past several months, we have witnessed problematic statements on W&M social media, backlash to the protests and shows of support for Michael Brown, personal online attacks of black students, and racist party themes whose criticism elicited even more harsh responses and misunderstanding from many students. I believe the College can take more direct stands against racism of these types in several forms:

1. Attempt to raise awareness in the general student body about the racial history of William and Mary, including the College's deep ties to slavery. While The Lemon Project works to educate students on our college's history with racism and slavery, only individuals who already have some knowledge will attend their events. A more wholesome education should be directed at the rest of the student body and made more widely accessible. One way to start is by holding a vigil for the slaves who were associated with William and Mary to show respect and acknowledgement.
2. Create mandatory workshops and trainings on cultural sensitivity and respecting diversity for members of Greek life, sports clubs, and other campus affiliated student groups.
3. Publicly acknowledge events on campus in a timely manner, such as the Sigma Pi and Kappa Alpha Theta mixer as racist and unacceptable. As long as the College continues to make passive and broad statements about problematic events (i.e. the extremely sexist Sigma Chi email in Spring 2014), those problematic ideologies will continue to proliferate, create discomfort, and take root in the very fabric of our community.

I have personally witnessed blatant racism on our campus, from a group of students verbally attacking another student solely for their race, to students anonymously making jokes about the tear-gassing of black individuals during protests. Racism is a problem. Administrators of William and Mary have much on their plates, but this cannot be ignored. I ask that you take our concerns seriously and strive to take steps away from what will hopefully someday be our racist past.

Signed,
Rachel Cook, a concerned student

Dear College of William & Mary Administrators and Board of Visitors,

I am a recent alumna of the College, and have been disheartened by recent events highlighting our campus's problematic racial climate, and by the lack of a robust response to these events by William & Mary officials. I join many current students and fellow alumni in urging William & Mary administrators to explicitly acknowledge acts of racism on campus, to hold the students at fault responsible for their actions, and to make a commitment to promoting racial justice and diversity on campus.

For example, last semester's #BlackLivesMatter protest received backlash from the community, and already this semester several racially problematic events were held by campus organizations. It is the responsibility of the administration to acknowledge these events and form a response to these and other instances of racism on campus. In addition to responding promptly to instances of racism, William & Mary can make a commitment to racial justice and inclusivity by establishing workshops and dialogues related to racial issues for the campus community, by requiring trainings on inclusivity for student organizations, and by making a commitment to increasing the diversity of its faculty.

It is important for William & Mary to increase trainings and dialogue around racial issues both because of its current racial climate, and because of its history. We are a university located in the middle of a town that celebrates our colonial history while glossing over the violence of slavery. Our college was built by enslaved Black people and actively attempted to Anglicize Native children, and yet we keep this history quiet while celebrating the life of a slave owner and touting him as a beacon of progressive education. In a similar fashion the College holds the requisite diversity sessions during orientation as if checking a box, while not engaging with issues of explicit and implicit racism on its campus.

We talk a lot about the importance of diversity on our campus, but to what extent has this ideal been realized? I double majored at William & Mary, and yet both my departments were composed entirely of white faculty members. In fact, I only had one class taught by a non-white faculty member throughout my education. As the above letter points out, 80% of William & Mary faculty are white. While the spaces I passed through as a white student at William & Mary were welcoming to me, I cannot help but wonder whether certain sectors of the College – and maybe even the majority of it – feel like a hostile and unwelcome environment for Black students. The recent events on campus and the way they have impacted my Black friends at William & Mary seem to prove this theory.

Even when explicitly racist events are not happening on campus, there is still a certain norm established on our campus – a norm that made a former professor in my freshman year feel secure standing in front of our class and telling a story about how she feels uncomfortable when an 'ethnic looking' person comes to her door, and even felt secure punctuating that story with a 'you know what I'm saying' directed at the class. William & Mary may not have official policies that actively exclude and disrespect Black students, but it still manages to foster an environment where they do not feel welcome and where people feel comfortable expressing racist thoughts and ideas. By not actively acknowledging our legacy and our continued struggles with race, and by sweeping recent events under the rug, William & Mary allows this climate to flourish.

I learned a lot about racial injustice during my time at William & Mary, but none of this learning occurred in the classroom or in official college sessions. I learned it from my friends, from social action groups, and from personal reading. In my opinion, William & Mary needs to do more to educate its students about how to acknowledge and combat racism. Especially at a place with such a dark historical legacy, it is a responsibility of the College to make sure that students do not pass through its walls without developing a critical attitude towards our campus and to the world outside, and becoming committed to combating the ugly parts of our past and our present. This is truly the most valuable learning experience the College can provide to its students, through the form of trainings, lectures, and an active commitment to teaching anti-oppression. Nothing could be more valuable.

Sharon Hartzell
B.S. Chemistry and Environmental Science, 2014

To Whom It May Concern:

We live in a country and time period where racist acts are often excused or downplayed. This is “post-racial” America, one where majority populations can make light of the harmful implications of historical violence by pointing at the racial progress made over the last 100 years. Though examples of this structural violence are prevalent throughout society, I was deeply saddened to hear about the continued presence of such a cancer growing unchecked on the campus of my beloved alma mater.

The recent problematic themes represented by 7th Grade Sketch Comedy’s “Tiggers in Paris,” Sigma Pi and Kappa Alpha Theta’s “Gangsters and Golfers” mixer, and the racist responses following #BlackLivesMatter serve as a reminder of the need for intentional action taken on the part of the campus community to counter-act such racist acts. Though I appreciate President Reveley’s official statement to the student body, it is not enough for administration to acknowledge the need for campus conversation. A task force (as suggested by President Reveley) is needed, and we as students and alumni must see the actions and agenda of that task force made public. I fully support the suggestions outlined by Brittney Harrington and other students from this collective and ask that the Board of Visitors, President Reveley, Vice President Ginger Ambler, and other key decision consider carefully the path forward from these events.

I envision a future at W&M where we lead the South in diversity measures, inclusivity on campus, cultural and racial sensitivity, and in creating a safe environment conducive of learning for all our students. This cannot be achieved without directed action including expert-led campus dialogues, increased sensitivity training for student leaders, and accountability for those students who break our campus code.

Sincerely yours in Tribe Pride,

Joanna Weeks

B.S. Biology with Honors | College of William & Mary 2013

M.D. Candidate | Columbia University College of Physicians and Surgeons 2018

3 February 2015

Dear Board of Visitors,

I am writing to voice my concern of the racial climate on campus and my support of measures to address it.

I transferred to William and Mary last fall as part of the class of 2016 and I already feel invested in this community. The friends I have made are long lasting and the experiences I am gaining will stay with me forever. I am proud to call William and Mary my alma mater.

I am not proud, however, of how many of my friends have been directly affected by the unsatisfactory racial climate we have on this campus. Though I am Hispanic, I do not consider myself a person of color and have not personally been a recipient of racism. Even so, the fact that my friends have been makes me uncomfortable because I am a firm believer that if even just one person in a community is affected, then it affects us all.

Many in the student body feel that the school administration skirts around this issue of race and refuses to directly address it. I would like to see us proven wrong. I would like to see bolder action by our beloved school in addressing the issues that the student body holds dear.

Please know that a student body geared for positive change stands ready to support your courageous action and guidance.

Sincerely,
C. Brontë de Cárdenas

February 3, 2015

To Whom It May Concern at the College ---

As a cis-gender white female, I will not pretend as though I have personally experienced racism at William and Mary. My voice should not be the primary or even a central voice on the Black experience at the College. That being said, I still feel as though I have something to contribute to this discussion.

Last semester I was a part of Bettina Judd's "Black Gender" class. The course was cross-listed under Africana Studies and Gender, Sexuality, and Women's Studies, which is my major. This was the first time I have ever taken a class focused specifically on the present-day experiences of Black people in the United State and in my community. It was also the first time that I was a minority in an academic setting. The class drew heavily on student experience and discussion as well as academic and literary analysis. I had the opportunity to hear directly from my Black peers about their own experiences with racism and sexism at the College. I was out of my comfort zone and forced to directly confront the ways that racism pervades the daily lives of Black students at William and Mary. It was eye opening.

Since that course, I have attended events organized by both students and the administration focused on racism at the College and in America. The majority attendees at these events are students engaged in activism and/or have already been thinking a lot about these issues. For instance, at the recent "Confronting Racism at William and Mary: A Restorative Justice Approach" event that was held by the Center for Student Diversity, I felt as though the material covered, while helpful, was repeat information for the majority of participants in the session. These attendees were already incredibly informed about the diversity issues on this campus. These events host important conversations that need to be held but the students who need to hear these voices are not the ones in attendance.

I believe there are ways to reach these students and influence them to consider racism, sexism, classism, able-ism, etc. I have always valued the scope of a liberal arts education that the College offers and I believe that there should be a general education requirement that requires all students to take a course in American/Minority Issues – most likely fulfilled by courses within the American Studies, Africana Studies, or Gender, Sexuality, and Women's Studies Departments.

There is a difference in considering these issues for a few hours during orientation and confronting these issues on a weekly basis through academic reading, discussion, and analysis. I believe that these American Issues are a subject that deserves just as much, if not more attention, at a liberal arts college as the Performing Arts, Philosophy, Religion, etc. are given. I understand that there has been a re-structuring to the GER system at William and Mary. I also understand that some of these courses are included as options to take to fulfill the GER Requirements – but they can easily and unknowingly be avoided by a student who feels these American Issues do not affect him or her. I believe that while this would be requirement, the concept of a general requirement still offers a student a choice to take a class within on something that is interesting to him or her – or at least as interesting as my own experience of having to choose among the biological science courses for by GER 2.

I believe William and Mary needs to continue this conversation and explore ideas and initiatives to experiment with ways we can alleviate the discrimination felt by our students and encourage those who perpetuate this discrimination to consider these perspectives and the

consequences of their actions. A required educational component that makes students consider these American Issues could have an impact. I do not feel it is unfounded within the next five to ten years to institute this sort of requirement and organize the staff necessary.

I believe the attendees of racist-themed parties, the writers of racist/sexist Yik-Yak and Facebook remarks, etc. are mostly ignorant of the harm they are causing. I know my peers are intelligent and caring people; I would hope if truly challenged to confront racism and sexism in the United States and at the College there would be some change in their views and thinking about race, sex, and gender in America.

Thank you for taking the time to read this letter.

Sincerely,
Zoë Mitchell
Class of 2015

To whom it may concern,

I am writing this letter in support of the movement on campus for more racial awareness and sensitivity, something I believe is sorely needed. White students still regularly engage in oppression of people of color, whether it be through a racist party theme or small comments about affirmative action and who ‘deserves’ to be here. As a self-identifying white student, I try to stand against this kind of behavior when I see it happen, but when people who host these parties or make racially insensitive comments on social media against essential social activism for equality, I feel that there is not a larger body of authority to support me. I feel that this campus, and every single other campus around the country, needs to be much more proactive about identifying and remediating ingrained racist behavior. W&M does better than some in recognizing the history of slavery and oppression in Virginia, but I believe that acknowledgment needs to apply to today as well—racism is not over in America, and as long as we let things like this happen on our campus, amongst the future leaders of our country, we perpetuate harmful racial attitudes. I implore you to consider the requests laid out in the main letter of this movement. I believe every single one is necessary and would go a long way toward reaching the goals that you hope to achieve with your taskforce. Please take them into consideration.

Sincerely yours,

Maren Hunsberger
W&M, Class of 2015
One Tribe, One Family

Dear Board of Visitors,

I am writing in support of the attached letter. As a white student, I cannot say I have been directly affected by racism on campus. But I have watched as my friends of color have stood up again and again in support of racial justice and all too often, their efforts have been drowned out by apathy and ignorance. To have publically acknowledge their concerns as well-founded and to require student leaders to educate themselves on the ramifications and context of their actions would, in my opinion, go far.

The most I can do is urge you to listen to the voices of others, and to know that they are not unsupported.

Thanks for your dedication to this amazing school and for your time today.

Best,
Meghan Foley
Class of 2016