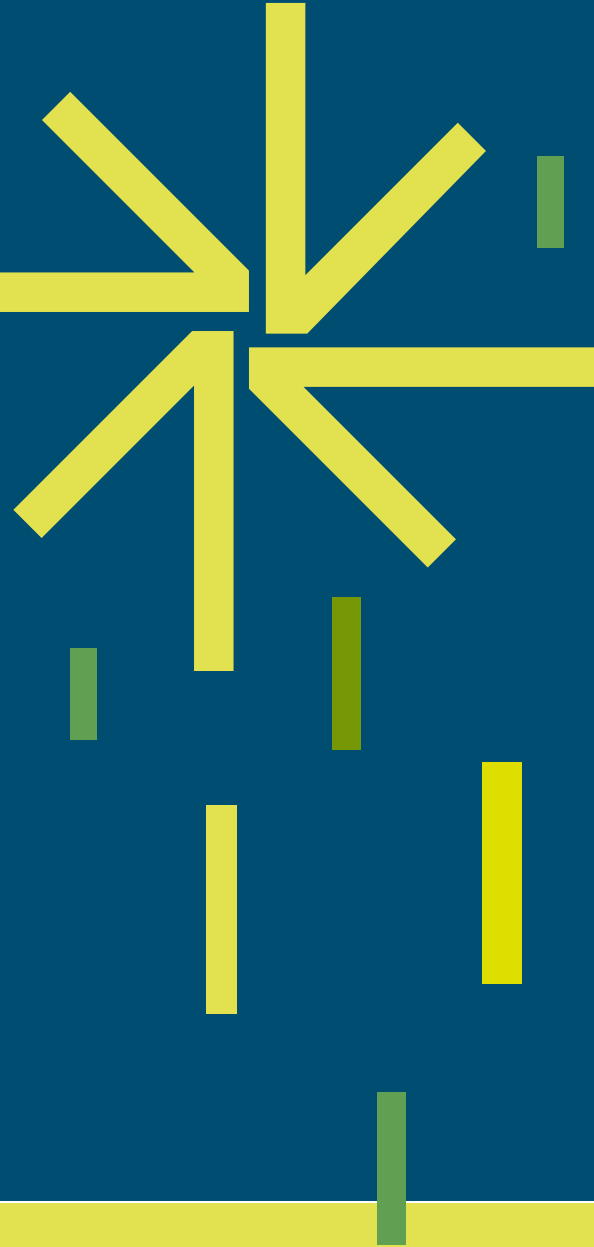


# Active Retention

## Best Practice Recommendations and Considerations



UNIVERSITY OF  
OREGON

Center on Diversity and Community  
(CoDaC)  
Division of Equity and Inclusion

## :: Audience

The intended audience for this document is UO Deans, Associate Deans, Unit Leaders and those in the academic units with DEI related responsibilities—essentially all who are concerned with the retention of faculty of color at the University of Oregon. Deans play a key role in that they set the tone for the school/college and will be the ones framing the imperative for this work with their teams responsible for carrying out many of the recommended changes.

## :: What is the Rationale for Active Retention?

The UO lost 45 faculty of color from 2015-2020. This fact and the dire feedback the university has had from faculty of color in various venues over recent years (focus groups, affinity group meetings with administrators) prompted the Center on Diversity and Community (CoDaC) to create an 'Active Retention Initiative'. The CoDaC team started by surveying the literature and best practices on faculty retention. Then, with the help of impartial external consultants, 1:1 interviews were done with past and present UO faculty members. The findings from these interviews have served to shine light on the experiences of UO faculty of color. We have surfaced *very specific concerns as well as robust ideas for solutions* to our retention woes. We currently have all the information we need to carry out a comprehensive and state-of-the-art retention effort—focused on faculty of color—that integrates services and directly supports faculty from the moment they arrive on campus. The return on investment we will get from retaining both our existing (and incoming) exceptional, diverse scholars will override the relatively small investments needed for this vital work.

## :: Ultimate Goal and Desired Outcome

Within 3-5 years we anticipate that this body of work will become an integral part of the university's standard policies, practices and programming—yielding lower turnover rates of faculty of color and a substantively greater sense of wellness and belonging.

This document is meant as an initial curation of best practices. We envision that it will evolve as we collectively learn more as an organization about the dynamics of retention and belonging. The aim is to create an inclusive culture of safety, belonging and success for faculty of color at UO. While we've started with faculty, we recommend that colleges/units replicate this methodology of doing stay and exit interviews (and other retention programming) both with UO *staff of color*, and faculty of color on an ongoing basis.

### Active Retention Components

**I.  
Retention  
Starts with  
Recruitment**

**II.  
Welcoming,  
Onboarding and  
Orienting New  
Faculty of Color**

**III.  
Critical Factors  
for Faculty  
Success**

**IV.  
Pathways for  
Faculty of Color**

**V.  
Accountability and  
the Leadership  
Imperative**

## :: Campus Climate Factors for Faculty Well-Being Setting the Stage: A Snapshot of the “Why”

Before we begin with retention components and strategies, we would like to provide an overview of why this work is imperative for UO to undertake. The evidence and lived experience of faculty of color is surfaced through interviews with the full set of findings available in the Voices Report<sup>1</sup> which we encourage you to review in full. What follows are short extracts from the Voices Report.

The following statement is a distillation from one of the external consultants:



“I believe there must be a well-planned, lengthy, inclusive healing process that needs to occur. Not an event or a conference nor a once or twice planned session(s). I sensed deep wounds and racial trauma experienced from most of the interviewees. There is clearly a need to address, talk about, deconstruct, and build upon the future . . . AND create a systemic way to continue to create healing spaces and opportunities to listen to each other. This would require a highly skilled facilitator who understands the racial trauma that occurs in white institutions.”

### Racial Trauma and Healing

#### These findings are evidence of racial trauma:

- Department meetings were described as:
  - toxic
  - harmful
  - violent
  - demeaning
- ‘I was told to straighten my hair to look more professional.’
- ‘Change [white supremacist] ways of thinking that lead to practices that are unproductive and harmful.’
- ‘Oregon is a very racist state.’
- ‘I had to seek help from a therapist.’
- ‘My health has severely suffered from my experiences here.’
- ‘One thing about these interviews is that they are so painful.’
- ‘How much of ourselves are we willing to cut out.’
- ‘We are the old plantation workers and they [administration] bring new workers – and they all left within a few years.’
- ‘I’m emotionally exhausted.’
- From a person who speaks with an accent: ‘I was corrected (pronunciation of a word) by my supervisor while during a presentation.’
- ‘It feels like the administration has no accountability [for the harm].’
- ‘We become a negative historical memory – we are not validated as part of institutional memory and it’s a huge amount of labor that goes unrecognized.’
- ‘I could not stand the hostility in my department. I got very sick.’
- ‘There were a series of white nationalist issues.’
- ‘The racism of the staff is brutal.’

<sup>1</sup> Voices of University of Oregon Faculty of Color: External Consultant’s Active Retention Report. (May 2022). Center on Diversity and Community, Division of Equity and Inclusion.

- ‘DACA students were not protected.’
- ‘It’s been a horrific experience.’
- ‘Some faculty left the institution so they can do research with communities of color.’
- ‘I experience a lot of pain and anguish.’
- ‘At times one has to live with humiliation.’
- ‘I am thinking of leaving U of O.’
- ‘I’m reminded of how much trauma there is, how much trauma is in my body when there is tension with administration – it’s a range of experience felt in the body.’

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**These findings are evidence of a lack of trust:**

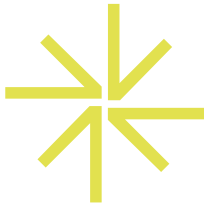
- ‘I’m a pretty solitary person . . . so I think this makes it possible for me to handle, you know, an institution like U of O where there isn’t a lot of support . . . from other faculty of color.’
- ‘We need to create an inclusive culture of safety and belonging for faculty of color.’ The point made by this interviewee was focused on the need to develop trusting relationships.
- ‘Sometime administrators undermine the work of racial justice initiatives.’
- ‘I wish the university could value Ethnic Studies more.’ – shared by someone outside of Ethnic Studies.
- Administrators, deans, and department leadership should shift from transactional interactions to relational trust-building interactions.
- ‘The provosts have been horrible.’
- ‘If my health insurance was cut, I’d quit.’
- ‘I experience microaggressions often.’

**These findings are evidence of white male power-over dynamics:**

- ‘I need to see deans and administrators ceding power to women and people of color.’
- ‘I find myself removing myself from conversations with administration.’
- ‘I’m reminded of how much trauma there is, how much trauma is in my body when there is tension with administration – it’s a range of experience felt in the body.’
- ‘We might seem to think insular is energizing . . . we [faculty of color] took a step back because we got burned.’
- ‘It becomes heavy and discouraging not becoming a part of the institutional memory.’
- ‘. . . we’ve experienced enormous harm in the process of becoming legitimized. We have been against the DE&I framework because the framework feels hostile itself.’
- ‘It became a death by 1000 [racist] paper cuts. There was faculty who was ‘abusive.’
- ‘It’s a hierarchical institution . . . associate professors are not invited into decision-making processes . . . the power is held by the deans.’
- ‘I think U of O is based on the traditional ‘ranking’ system.’
- Leadership needs to do something to improve diversity. They need someone to help and guide them – people, experts who know how to improve the conditions . . .’
- ‘Change [white supremacist] ways of thinking that lead to practices that are unproductive and harmful.’
- ‘It’s unfair to ask faculty of color to educate administration of the history of anti-blackness history.’



“Trying to work in an atmosphere where Native people are belittled, ignored, and rendered invisible, and who, when seen, are treated rudely, constantly adds pressure to the lives of Native faculty and students. Because such behavior is not curtailed, it is treated as “normal” and its continued application results in trauma in many Native people. One faculty member stated that it was not unusual for there to be a “parade of people coming into my office and crying.”



**These findings are evidence of microaggressions, racism and xenophobia:**

Microaggressions, racism, and xenophobia was another theme that emerged from the interviews which adds to racial trauma. All of the faculty who we interviewed shared their experiences with regards to these issues and gave examples of their treatment by colleagues, students, and other members of the campus. What is striking is that these racial assaults occurred in public spaces, and they were met with silence and almost an acceptance of the situation by others. A sense of complicity on the racism against APIDA communities seems to cast a shadow on the campus and is definitely felt by the targeted community.

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“At a faculty meeting, a White colleague several times would publicly attack me by making comments about my accent and manner of speech. She would say to the entire faculty ‘can anyone else understand her? I don’t understand what you’re saying.’ This faculty member has made comments about my accent and my English and I didn’t feel like I could go to anyone for support or help because she would openly and loudly say these things to others and they all just accepted it.”

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“I feel that Asian faculty members whose names are difficult to pronounce are disadvantaged, in a way, because you’re less called upon, because you’re the stranger. Nobody knows how to say your name. My name is particularly difficult. I’ve been called all kinds of homophones. It’s minor, but I do think it has almost a daily effect on me.”

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“I complained to my chair about a senior colleague who kept making comments about what was wrong with the Chinese and how we can’t trust them to students and how the other faculty was racist. He said I needed to not be so sensitive and that she was talking about international policy. So why even bother telling someone else about this when I’m told that I’m just being sensitive?”

Several faculty mentioned verbally aggressive and hostile language from White male students, some which had racial and gender undertones. Interestingly, in these separate incidents, they all came from older White male students who were previously in the military service. The responses from their chairs and senior colleagues seemed to be insensitive to the racial and/or gender motivations. Instead of empathizing with the faculty members, the chairs and senior colleagues chose to direct their sympathies toward the perpetrators, attributing these incidents to student stress. APIDA faculty felt frustrated that there was no accountability for these kinds of racist and sexist incidents directed toward them by students.



“I felt that was somewhat unfair, because I was a victim of profanity usage. I know we should care about the students, and at the same time I felt like I was a second-class citizen in this community. Like we are here to serve the customers-the students who were paying money.”

One senior faculty at first explained to one of the APIDA faculty to not worry about one problematic student evaluation, only to find it being included in their review for promotion and tenure. Asian American junior faculty can feel let down by their colleagues, causing anxiety and impacting their work productivity.

“And you know, it really made my productivity go down significantly over the past couple of months or so. The incident left a bad feeling and has impacted me quite a bit over the past couple of months. But again, I’m not really sure if I should hold this as a racist incident; it could be just an act of aggression, and I just happen to be the target. Also, we Asians have this reputation as being the model minority, and not being aggressive and putting up with things.”

**Toxic Work Environment:** “I also faced a toxic work environment, with a white woman colleague who actively tried to impugn my scholarship and moved her office to another floor just to show her disapproval of my hire. These kinds of factors made me very reluctant to get very involved in the institution for several years.”

**Lack of Safe Space:** “I would like to echo what I have heard from other junior faculty of color, I do not feel there are safe spaces to have these discussions within the institution. We are at the mercy of the opinions and evaluations of the senior white faculty who have great influence over our promotion and tenure decisions.”

APIDA faculty may feel doubly victimized, first by the student, and then by their Chairs and senior colleagues. The model minority stereotype may blind administrators from seeing inappropriate student behavior directed toward APIDA faculty as possible acts of racism and sexism. Additionally, the prevailing stereotype of Asian Americans being accommodating and non-confrontational may also contribute to these types of inaction by administrators.



“So as far as the racial trauma goes, I feel anxious and sick when I step on campus now. I suffered my first panic attack ever in the parking lot of my building because I was afraid to attend a faculty meeting.”

“I also consider myself a victim of racism. Here are two examples. I gave an invited speech at an international conference in [ ] but was told that meetings in China were not considered international. I was denied the opportunity of on-time promotion by the department head, because my master students didn’t publish their papers. This standard didn’t exist in our department and was created for me.”

## Checklist of Active Retention Best Practice Recommendations and Considerations<sup>2</sup>

### I. RETENTION STARTS WITH RECRUITMENT

The experience of prospective faculty of color naturally begins with the recruitment process.

#### A. Tone.

As a leader, are you setting the tone with search committees and candidates during the recruitment process that the UO believes in anti-racist and anti-oppressive practices?

*Notes on Actions  
Taken, Planned*

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#### B. Briefing Prospective Faculty.

What kind of briefings are we giving prospective faculty of color candidates? Who is doing the briefing? Are we giving them a clear overview of Oregon, the Eugene community, the university context and the challenges they may face? Are we letting prospective women faculty of color know about the women of color group and the work the Center for the Study of Women in Society is doing, for example? See link to current annual report: [https://csws-archive.uoregon.edu/wp-content/uploads/2021/11/2021\\_CSWS\\_Annual-Rvw\\_FINAL\\_WEB.pdf](https://csws-archive.uoregon.edu/wp-content/uploads/2021/11/2021_CSWS_Annual-Rvw_FINAL_WEB.pdf)

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<sup>2</sup> It is critical to note that these recommendations have been largely derived from 1:1 interviews with current and former University of Oregon faculty of color as part of the Active Retention Initiative led by the Center on Diversity and Community (CoDaC), Division of Equity and Inclusion.

### C. Meeting with DEI Representative.

Would it be useful for faculty of color finalists to have an opportunity to meet with a DEI representative as part of the end stages of recruitment? DEI can answer questions that candidates have, share tailored resources and supports as well as provide a brief overview of DEI strategy, initiatives and campus context.

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### D. Meeting with Current UO Faculty of Color.

Recent faculty candidates have inquired about the possibility of meeting with current faculty of color from outside of their prospective home departments. This would be a valuable way of sharing what it's like to work at the UO and live in Eugene and provide an initial welcome to candidates. (We recommend that you work as a team to create an equitable way of compensating UO faculty who provide this service otherwise we run the risk of creating additional cultural taxation for BIPOC faculty already on campus.)

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## E. Connection of Recruitment Strategies to Retention.

With such an extremely small number of Native and Black/African American faculty at UO, the burden on each of them is immense. They have myriad responsibilities for assisting the Native and Black/African American campus community as well as continual education of their white colleagues. What is your Native American recruitment strategy? How many Native faculty are you actively seeking to hire over what timeframe? What is your Black/African American recruitment strategy? How many Black/African American faculty are you actively seeking to hire over what timeframe?

The Latino/a/x faculty community faces its own stresses due to the fact that Latin Americans are the fastest growing minority community in the state and this puts a lot of 'ambassador-type' requests on them. Further, Latin American students represent the highest numbers of underrepresented students and this in turn places informal mentoring/advising stresses on Latin American faculty. What is your ratio of Latino/a/x faculty to Latino/a/x students?

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## F. Leadership Trajectories.

Consider the need for trajectories for leadership development and advancement. Without a critical mass of faculty of color, some faculty of color feel that the hole they would leave behind in terms of supporting and advising students precludes them from competing for desirable campus leadership opportunities, hence widening equity gaps.

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## G. Honor Promises made During Recruitment.

Be sure to deliver on promises made during recruitment. This should be covered carefully in onboarding trainings for new unit leaders and with faculty search committees.

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## H. Engage UO Faculty of Color in Recruitments.

It is important to involve UO faculty of color in recruitment of prospective colleagues. This should be carefully covered in onboarding trainings for new unit leaders and with faculty search committees. Recommend that faculty of color input on recruitments then be carefully and thoughtfully incorporated into hiring processes. (Again, please work as a team to create an equitable way of compensating UO faculty who provide this service otherwise we run the risk of creating additional cultural taxation for BIPOC faculty already on campus.)

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## I. Negotiation Support.

Consider providing support for faculty of color candidates as they work through the hiring negotiation process. Recommend that this support come in the form of 1:1 meetings with retention advocates from outside of the college/school. Recognize that candidates come with different levels of experience in negotiating; support at the outset may make a difference in retaining some faculty over time.

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## II. WELCOMING, ONBOARDING AND ORIENTING NEW FACULTY OF COLOR

Once hired, it is critical to comprehensively think through all aspects of welcoming, onboarding and orienting new faculty of color. Their needs may not be met by the typical/current means of welcoming new faculty. This component highlights some considerations to create a robust welcoming, onboarding and orientation for new faculty of color.

### A. Vital Logistics.

Establish a streamlined and transparent process for:

- Ensuring that office space is set up with essentials
  - Ensuring timely moving/travel expense reimbursements. Clearly identify how to request reimbursements.
- (Note: These are just two examples. A checklist that focuses on logistics would be useful. While these may seem like 'minor' things, there were findings shared whereby no provisions were made for office furnishings and incoming faculty members had to build an office space from scratch as well as no clarity around what should be a simple and quick process of expense reimbursements.

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### B. Provide Comprehensive Resources.

Prepare and provide comprehensive resources to new faculty of color as part of their onboarding such as contact people and resources in these campus offices: Office of the Vice President for Equity, and Inclusion, the Center for Multicultural Academic Excellence, the Multicultural Center, Center for Latina/o and Latin American Studies, the Teaching Engagement Program (TEP) and the Center on Diversity and Community to name a few. In addition to these centers and offices, there are academic departments such as Indigenous, Race, and Ethnic Studies (IRES) and the Center for the Study of Women in Society that provide important spaces where faculty of color can find allies and potential research partners. A growing list of exemplary, local resources and expertise that can guide justice-based action at the UO can be found [online here](#).

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### C. Facilitate Connections.

Provide connection to key campus-based and Eugene-based communities and groups upon arrival, preferably initiated during recruiting. Actively support the creation and / or growth of racialized faculty/staff groups within your college/unit. These groups should be supported with a small budget to have social interactions with their members as well as connect with off campus community and civic organizations. The more new faculty are invested in the community, the more desirable it will be for them to want to stay at the UO. It also may be that there is a specific need for faculty-only affinity groups. The Strategies and Working Groups model engages faculty, staff and students: <https://inclusion.uoregon.edu/strategies-and-working-groups>

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### D. Dual Career Support.

Make dual career resources more visible to all incoming faculty of color so that they learn about it in time to make a difference in their retention. See: <https://provost.uoregon.edu/requesting-dual-career-support>

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### E. Inclusive Excellence Fund (formerly the Underrepresented Minority Retention Program).

Make this resource more transparent to all incoming faculty of color in a timely way and see that it is a standard part of the negotiation package.

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## F. Division of Equity and Inclusion Connection.

A DEI representative can, on request, connect with new incoming faculty of color to continue connection made during recruitment. DEI can answer questions, provide tailored resources and support. CoDaC can provide key resources on writing circles, writing consultation program, external mentor program and other relevant supports and initiatives.

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## G. Social Networking.

Initiate social networking each fall as part of orientation and onboarding for new faculty of color within the college/unit. There needs to be a safe and welcome space for faculty of color to gather for socializing, community-building and eventually cooperative work/research. Recommend that college dedicate space and provide basic organizing.

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## H. Identify your 'stay' and exit interview processes to all new faculty of color upon their hire.

Recommend hiring external consultants to conduct in person 1:1 interviews and let new faculty of color know about the process as part of their orientation/onboarding. This will signal that you are working toward continuous improvement and that you are seriously concerned about the well-being of our faculty of color.

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## I. National Center for Faculty Development and Diversity (NCFDD).

As part of onboarding and orientation, make sure all incoming faculty are aware of the resources of the NCFDD. With UO's institutional membership, all faculty and staff have full access to NCFDD. <https://inclusion.uoregon.edu/national-center-faculty-development-diversity>

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## J. Mentoring.

Faculty of color will benefit from all aspects of a university-wide mentoring program. We recommend partnering with the existing work being done on Mentoring within the OtP. There is currently a Provost Fellow for Mentorship within the OtP. <https://provost.uoregon.edu/2021-provost-fellows>

Consider appointing a college level Fellow for Mentorship who would focus intentionally on issues and needs of faculty of color and in adapting the broader mentoring mechanisms to their unique needs. See: Office of the Provost Mentoring Website: <https://provost.uoregon.edu/mentorship>. Recommend that Deans and unit leaders be prepared to elaborate what is available for incoming faculty of color. Another recommendation is to create a faculty of color mentoring group within your college/school.

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## K. Sponsorship.

Beyond mentoring, there is a profound need for a further extension to 'sponsorship'. This article introduces the distinction between mentors and sponsors. <https://hbr.org/2021/06/dont-just-mentor-women-and-people-of-color-sponsor-them>

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### III. CRITICAL FACTORS FOR FACULTY SUCCESS

Research, teaching and service are critical factors for faculty success. Following are recommendations regarding the interface between research, teaching and service—and retention.

#### A. Existing UO Research, Scholarship, Creative Practice on Race, Ethnicity and Racial Justice

There is an abundance of research and creative practice on race, ethnicity and racial justice happening at UO. Existing and prospective faculty of color will benefit from knowing who is doing what in these arenas. This is a link to a [database of faculty members](#) who are doing DEI-related research.(Please note that this list is out of date and currently being updated).

Following are specific retention recommendations connected to research:

- 1. Value Community Outreach and Qualitative Research.** At the college/unit level, create value and rewards for research that involves communities of color in Oregon and beyond. Consider providing competitive funding for faculty of color and others who engage demographically diverse participants in their research. For example, Eugene is not very diverse, so some faculty have to travel to larger cities multiple times to do their research which requires additional funding.

Also, it is important to create/bolster our institutional support for the value of qualitative research. Much community research tends to be qualitative in nature. What can we do to re-balance support for qualitative research at an institution that appears to value quantitative research more?

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- 2. Recognition.** How can we honor the unique perspective and role of the scholarship of faculty of color (Native women scholars, Black scholars, Latino/a/x scholars, Asian American scholars?) How can we recognize their achievements, share them and provide awards that carry gravity?

Recommend creating specific research awards within schools/colleges that are focused on scholarship related to DEI.

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**3. Designated Space.** Can the college/unit create a designated space for faculty of color to collaborate and share their research and creative practice? Faculty suggested that this working space can focus on information and thought exchanges specifically for social transformation and social transformation research. The value of a new, fresh physical space for social and intellectual collaboration cannot be underestimated.

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**4. Increased Support for Doing International Research.** Consider the value of international expertise. An emphasis on “Oregon-focused” programs and projects can alienate and overlook the work of faculty whose research does not solely focus on issues and people in the state of Oregon.

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**5. Reduce Barriers.**

**Non-Native English Speakers:** Faculty who are non-native English speakers can face structural inequalities not experienced by their white peers. Suggest that colleges/units provide resources for professional editors as part of start-up packages. These faculty can also benefit from assistance editing their students' theses and dissertations. This kind of support recognizes that we have system-wide biases that can be shifted with a relatively small investment.

**Participants of Color for Research Studies:** Another area of concern for some faculty of color is the issue of recruiting participants of color for research studies. Academic units need to anticipate that this may be an issue and build additional travel funds into start-up packages so that faculty of color can work with the populations they seek to work with.

**Recruitment of Graduate Students of Color:** Another issue is the recruitment of graduate students of color to help in conducting research, as well as graduate student assistants who speak various languages.

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## B. Teaching

### 1. Issue of Managing Student Complaints

The experience of teaching is directly related to retention. While there are many aspects of teaching, the one area that came through very clearly in the active retention findings was that of managing student complaints. The findings show that there are issues related to dominant culture complicity at play here and it is recommended that this work be done in partnership with faculty of color. TEP and the UO university senate have worked to redesign the system by which teaching is evaluated on our campus, mostly based on research that traditional evaluation processes are poor measures of teaching effectiveness, and that they also serve as conduits for the bias and discrimination among students and faculty peers. The redesigned system focuses in part on the ability for faculty to request redaction of discriminatory and biased language from student evaluations. Initial feedback confirms that this new system will reduce the ways in which underrepresented faculty – who are often penalized by students for being non-white, non-male, non-binary and non-cis-gendered – eliminate traumas associated with toxic, inaccurate and discriminatory feedback. It is hoped that the new system will also facilitate more equity in teaching evaluations, annual performance reviews and the tenure and promotion process, as well as more just recognition of teaching excellence broadly. One thing that became very clear in the findings is that not all faculty are aware of the work being done in this area. (Detailed findings can be shared during workshop)

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### 2. Visiting Professor Programs

Consider a visiting professor program organized around, for example, “Black thriving research and teaching.” This can be expanded to a program that centers on APIDA, Latino/a/x and Native faculty, respectively. This can be a powerful way to inoculate your college/unit with innovation. For example, the College of Design’s Design for Spatial Justice Initiative fellowship program supports visiting faculty scholarship at the intersections of gender, race, ethnicity, indigeneity, sexuality, and economic inequality and provides an interesting model:

<https://spatialjustice.uoregon.edu/>

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### 3. Curricular Issues

Feeling undervalued at the curricular level can come with a cost. Faculty of color may bring or want to bring curricular reform and innovation—moving beyond very traditional requirements (Western European cannon). When faculty feel that this isn't an option in their academic unit, it can have negative impacts on retention.

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### 4. Student Advising and Faculty of Color

The retention findings highlighted that students of color disproportionately seek our faculty of color for advising which puts pressure on the relatively small numbers of faculty of color. Make sure new and existing faculty of color are aware of the advisors/student retention specialists at the Center for Multicultural Education (CMAE): <https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae>. This may alleviate some of the pressure.

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## C. Service: Rewarding DEI Service and Managing Workloads

Service is directly related to retention. The active retention findings faculty spotlighted myriad concerns regarding service as related to faculty of color in particular. There is a **University Senate Service Taskforce** that has formed to make recommendations by the end of winter 2023 that will address imbalances and inequities in service among different faculty constituencies. Of particular interest to faculty of color is the work being done on 'invisible service'. This type of service is done outside of a committee or task force structure and is not easily captured in formal merit or promotion evaluations. It compounds the "cultural taxation" beyond what is being done in visible service. **(Detailed findings can be shared during workshop)**

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Following are several specific recommendations connected to service:

- 1. Factor in Community Service.** Equitably factor community service work into promotion and tenure considerations and also into an understanding of annual workloads. This is critical for many faculty of color. The Senate Task Force on Service will have specific recommendations on how to do this.

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Taken, Planned**

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**2. Appropriately Value the Work Done by Faculty of Color.**

**Course Load Reduction System.** Devise a transparent and equitable system of course load reductions to mitigate for cultural taxation and inequitable service burdens on faculty of color.

**Intrinsic Value.** Understand and reward the intrinsic value that comes from faculty doing DEI related research and service. Research and service are inextricably linked. Too much service reduces the time for research and research is given much more weight in tenure and promotion evaluative criteria.

We recommend that colleges/units understand the unreasonable burden of expecting faculty of color to “pick all of this work up”. Many faculty of color have expressed that they would like to take the lead on equity work, but their course load and other responsibilities do not allow them. Can we prioritize faculty of color engagement in DEI work so that instead of it being an add-on, it becomes a *central and integral part* of their portfolio that is valued and recognized by the university at every level?”

**Notes on Actions  
Taken, Planned**

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## IV. EQUITABLE PATHWAYS FOR FACULTY OF COLOR

Does your college/unit have an equity-minded approach to tenure and post-tenure mentoring, retention processes, promotion and tenure and salaries? Consider psychological safety and how this can play out uniquely for faculty of color as they navigate promotion, tenure and life in an academic department.

### A. Tenure and Post-Tenure Mentoring

Does your college/unit have a robust system for:

- Tenure road maps and timelines
- Clear and transparent tenure goals and expectations
- Strategy and support for obtaining external fundings
- Strategy and support for publishing
- Other key supports such as 1) fostering culture of regular departmental meetings where junior faculty meet senior faculty and learn about their research, 2) offering a sabbatical before going up for tenure
- Mentoring around how to navigate reviews and evaluations
- Mentoring around student complaints

*Notes on Actions  
Taken, Planned*

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### B. Retention Equity (referring to formal retention requests initiated by faculty)

Is retention equity an area of dedicated analysis in your college/unit? Is it an area for which you use an equity lens to assist in decision making? Do you have structures in place to evaluate retention offers disaggregated by race/ethnicity/gender?

Does your college/unit regularly monitor demographics of faculty?

Does your college/unit calculate the **turnover quotient** annually to get a sense of at what rate various groups of faculty are leaving?

Do you identify faculty of color who have left and why they left?

*Notes on Actions  
Taken, Planned*

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### C. Equity Audits of Promotion and Tenure Processes and Files

Similarly, does your college/unit look at promotion and tenure processes and files with an equity lens?

**Notes on Actions  
Taken, Planned**

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### D. Equity in Compensation, Resources and Opportunity

Consider doing audits of salary equity, material incentives and retention offers. Does the college/unit have a system for doing regular reviews of salary equity based on race/ethnicity? Do you review equity in start-up funds by race/ethnicity? Do you know how faculty of color are faring in relation to their white colleagues? Consider starting with Native American and Black/African American faculty.

**Notes on Actions  
Taken, Planned**

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### E. Leadership Trajectory

Does your college/unit work actively to create leadership trajectories for faculty of color? Would you consider developing a college/unit level *Active Retention Fellows Program* that would recruit faculty members—one from each major racial group—APIIDA, Black, Native and Latino/a/x? They could work to support all aspects of active retention on behalf of the college/unit and gain valuable leadership experience in the process. (They would need to be compensated with course release time or through another means).

Can you promote and offer professional coaching to faculty? The UO is piloting a coaching program and has identified and developed contracts with several external coaches. Colleges/units can contact these coaches and contract with them to serve your faculty. See: <https://inclusion.uoregon.edu/coaches-2022>

**Notes on Actions  
Taken, Planned**

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## V. ACCOUNTABILITY AND THE LEADERSHIP IMPERATIVE

Accountability and leadership are key for a comprehensive, deliberate active retention strategy. This section discusses education and organizational learning, the need for data driven accountability and continuous improvement.

### A. Education and Organizational Learning

**Active Retention Workshops for Unit Leaders:** Recommend that all unit leaders participate in active retention workshops. Interactive, peer-driven workshops to be based on active retention literature review, active retention findings report and this compilation of best practices.

**Unit Leaders DEI Community of Practice :** Recommend that unit leaders participate in a community of practice around DEI issues as a safe place to unpack and discuss issues related to recruitment and retention of faculty and staff of color.

**Search Advocate Training for Unit Leaders and Search Committee Chairs:** Recommend that Deans encourage unit leaders and search committee chairs to attend search advocacy workshop.

*Notes on Actions  
Taken, Planned*

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### B. Data/Metrics

We envision active retention being driven by both qualitative and quantitative data. We will integrate with the Diversity Data Dashboard (<https://provost.uoregon.edu/analytics/dashboards>) being developed by an interdisciplinary UO group to track outcomes related to both recruitment and retention. Findings from the faculty interviews spoke to the need for data transparency as well as the need for more diverse representation at senior leadership levels. We need to provide regular and transparent data about the number and representation of Black, Asian, LatinX and Native faculty and the turnover rates for each group.

**Turnover Quotient<sup>3</sup>:** Recommend that UO begin using a quantitative indicator, the turnover quotient (TQ) to begin tracking faculty turnover more actively and accurately, over time. Institutional Research has begun working on this.

*Notes on Actions  
Taken, Planned*

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<sup>3</sup> See discussion of turnover quotient in Diversity's Promise for Higher Education: Making it Work. p.176 (2020) Daryl G. Smith, Johns Hopkins University Press.

### C. Diversification of Key Units—Enhanced Support for Academic and Administrative

Are there key campus units that (if they had a more representative workforce) would benefit the academic units? Does the Office of the Provost have goals and an inclusive excellence strategy for diversifying its internal staff? How do faculty and staff of color who have worked with the OtP fare? What can we learn from those who have departed? Does Human Resources have goals and an inclusive excellence strategy for diversifying its staff? What is the current representation of staff of color in Human Resources? Is it important for a key node like human resources to have a diverse workforce? How do staff of color who have worked with HR fare? What can we learn from those who have departed? Are there key hires that could be transformative? For example, see Portland Community College's Diversity Recruiter, <https://www.pcc.edu/news/2017/08/gregory-dockery/> Could a position like this help move us forward? Are there other campus units that, if further diversified, could help transform campus?

*Notes on Actions  
Taken, Planned*

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### D. Continuous Learning and Improvement

**Stay and Exit Interview Systems:** Recommend that the UO systematize both stay and exit interviews. It is important to continue to invest in 1:1 interviews, with external consultants from outside of the university system. In addition to stay interviews, one-one exit interviews with outgoing faculty of color will give the university another crucial window into continuous improvement. The full protocol and guidance for exit and stay interviews can be found in Appendix C of the Voices of University of Oregon Faculty of Color: External Consultant's Active Retention Report.

**Tracking Key National Models, Best Practices and Innovation:** Recommend that we continuously work as a campus to track the relevant models being developed nationally and scan for best practices and innovation. The CoDaC active retention team has been doing this over the past year—we expect this activity will flourish as we engage with campus partners and work collectively to build and nourish this program.

*Notes on Actions  
Taken, Planned*

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## E. Big Picture Accountability

The big picture mission is to **drastically increase both our organizational learning and our accountability as an institution on these issues**. Listen deeply to the thoughtful input of our faculty of color—that which we've recently collected and going forward. We are aware of the need to identify objectives and key results to capture and communicate progress. At this stage, we are working to raise awareness and share best practices. Moving forward, we recommend that colleges and units identify their specific: 1) Objectives, 2) Key Results with regard to active retention. Collectively we can seek and achieve more transparency, alignment, focus and agility as we work to retain our faculty of color at the UO.

*Notes on Actions  
Taken, Planned*

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Please send comments, additions, ideas to:

Charlotte Moats-Gallagher  
Assistant Vice President, Division of Equity and Inclusion  
Director, Center on Diversity and Community  
[cmoatsga@uoregon.edu](mailto:cmoatsga@uoregon.edu)



Center on Diversity and Community  
Division of Equity and Inclusion

