


Active Retention Initiative Update for the University Senate



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Our Hope

- That this presentation and corresponding reports will pique your interest...
- That we can collaboratively explore active retention and together create a positive and forward-looking narrative on the topic...



Genesis of Active Retention Initiative

Early 2020: Campus work with Active Recruitment beginning to gel

“What could a **parallel effort** on Active Retention look like?”

Mid 2020: Listening Sessions with Faculty and Staff of Color (+ grad students, Jewish faculty)

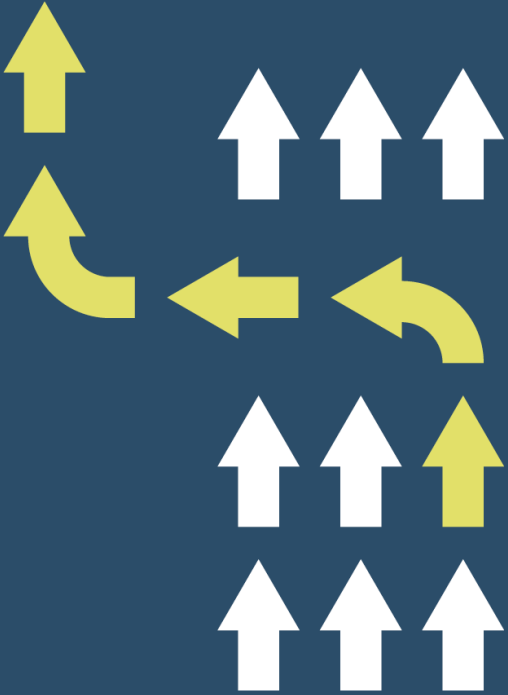
“Why do we have to keep telling and telling you?”



Transforming the University of Oregon's Racialized Climate: Five Factors Shaping Faculty of Color Retention

2021

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Dr. Gerard F. Sandoval
Dr. Charlotte Moats-Gallagher
Hatsue Sato



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



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Voices of University of Oregon Faculty of Color: External Consultant's Active Retention Report

May 2022



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Factors faculty of color experience at UO

- Cultural Taxation
- DEI Erasure
- Psychological Racial Trauma
- Leadership Glass Escalator
- Racist Community Context





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Cultural Taxation

- Invisible DEI labor
- Increased # BIPOC students - increases faculty of color taxation
- Fear of saying no; risks of saying no

DEI Erasure

- Administrators do not recognize historical DEI efforts/initiatives
- Lack of recognition leads to disempowerment and resentment

Psychological Racial Trauma

- Daily microaggressions; hostility in departments; exhaustion
- “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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Leadership Glass Escalator

- Hidden advantages that are conferred to white heterosexual men that lead to their accelerated advancement and promotion compared to women and people of color.
- Lack of faculty of color in high-level leadership and administrative positions at UO.

Racist Community Context

- The lack of diversity and racism in Oregon, and in the surrounding UO community, blatantly compounds the feeling of isolation and marginalization that is also felt within the University itself



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Black/African American faculty: Continuous Revolving Door

“For Black faculty who are often the first or among an otherwise small number, **toxic environments** can create a sense of differential experiences—from a perceived or real sense of **hostile environment** to a more generalized sense of **isolation.**”

- **Tokenism**
- **Microaggressions**
- **Casual indifference or inattention to Black scholars as Black people in a white institution.**



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Native American faculty: Invisible and Hyper visible Self-Determination

Losing Native faculty: “wastes the initial work to recruit and hire the person who now wants to leave; it discourages new Native faculty from considering working at the university. It loses the value of the scholarship Native faculty brings. In addition, while those who leave may be replaced eventually, there is **no growth in numbers** among Native faculty”.

- **Extremely Low Numbers= Both** Invisibility and Hyper-Visibility
- **Self-Determination:** Responding to acts of oppression falls to very small number of Native faculty



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Latino/a/x Faculty: Exploited Representation

“Relationships and community engagement are the lifeline for [Latinx faculty]. **Giving back to the community** plays a vital role in retaining Latinx faculty. Almost all interviewees spoke about how these **campus/ community relationships** have helped faculty build a sense of community at UO. However, this is a double-edged sword because giving back to the Latinx community also represents a **real burden** on faculty’s time and energy.”

- **Labor is taken for granted, not recognized, or valued.**
- **Latinx academic programs/centers have been built with invisible Latinx labor.**



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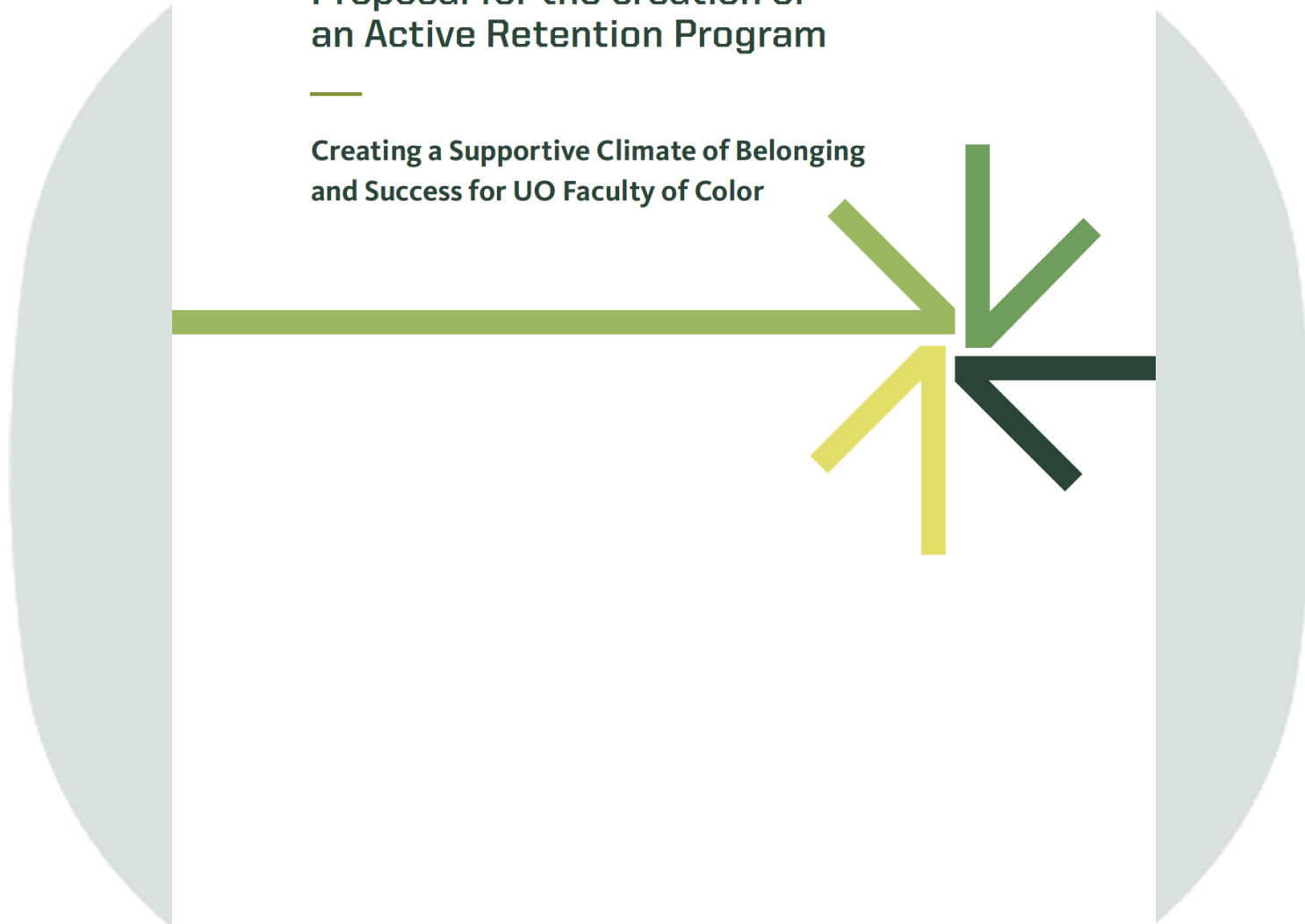
Asian Pacific Islander and Desi American faculty: Convenient Minorities

“APIDA faculty at the UO have been positioned as **‘convenient’ minorities** and people of color. In other words, depending on the situation, they are or are not **counted** or **recognized** as part of a minority group or people of color”.

- **Model Minority:** do not experience same level of discrimination; need to adhere to higher standards
- **Xenophobia:** especially in Eugene community during COVID-19 era

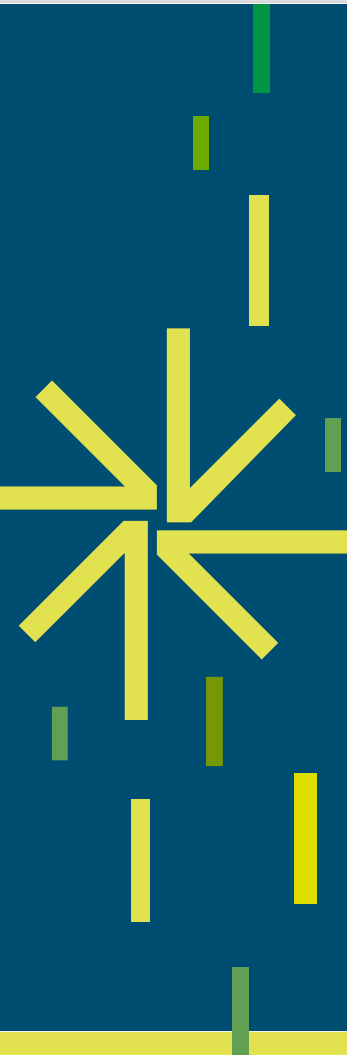
Proposal for the creation of an Active Retention Program

Creating a Supportive Climate of Belonging and Success for UO Faculty of Color



Active Retention

Best Practice Recommendations
and Considerations



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Checklist of Active Retention Best Practice Recommendations and Considerations²

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*

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

*Notes on Actions
Taken, Planned*



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Key Constraints/Challenges

1. Finding external consultants of the caliber we were seeking who could commit to this work. The external consultants all shared lived experiences with our faculty of color –the interviews were very triggering.
2. Trust-building-sensitivity of project
3. Working to engage 185 current faculty and 45 faculty who left UO between 2015-2020.
4. DATA



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Discussion: We Value Your Input

1. Are you seeing, sensing, experiencing these retention issues in your home units?
2. Do you have ideas for how to promote organizational learning and change around issues of faculty retention?
3. What questions/comments do you have?