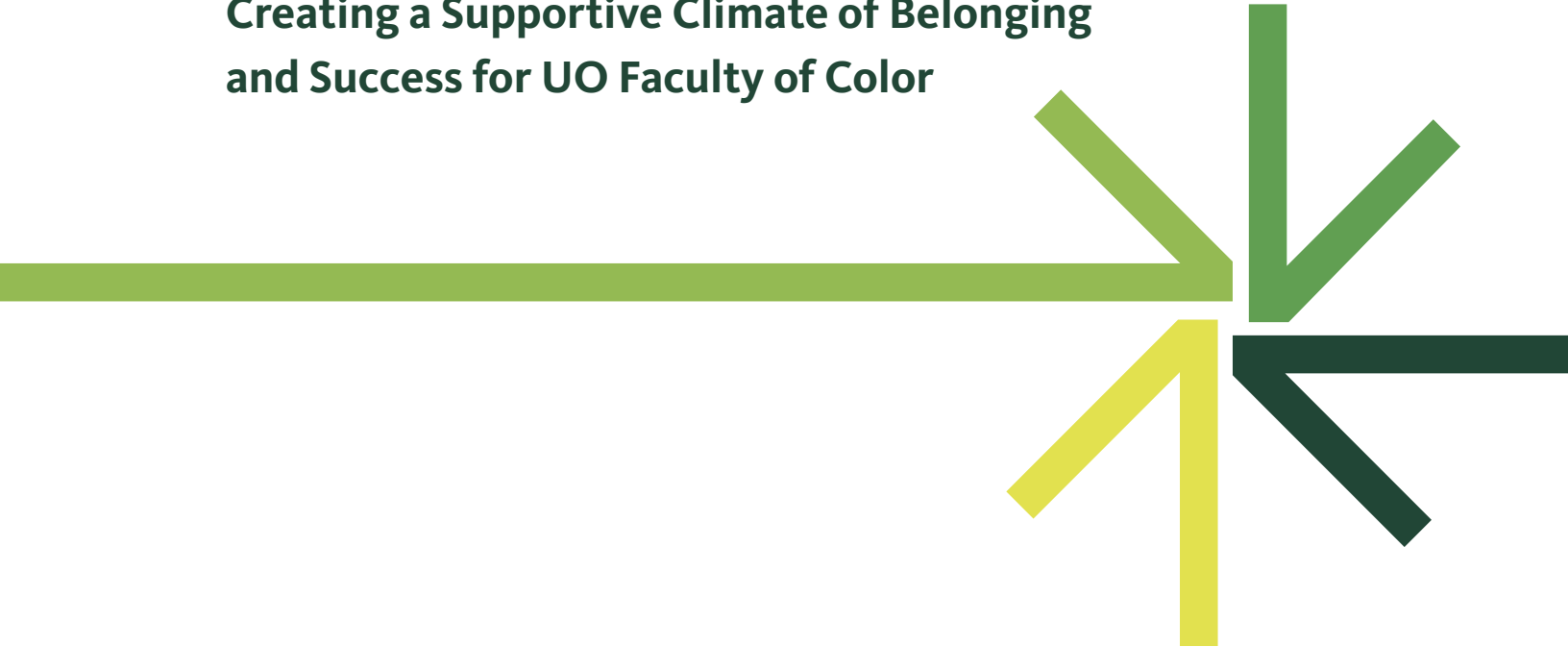


Proposal for the creation of an Active Retention Program

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



UNIVERSITY OF
OREGON

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

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:: Acknowledgment

This proposal draws directly from the interviews done with UO Native American/Alaska Native, Black/ African American, Asian Pacific Islander and Desi American (APIDA) and Latino/a/x faculty during the fall and winter of 2021. We scoured the reports from external consultants who conducted these interviews and from this detailed input we have worked to develop the bones of a comprehensive program that when implemented will ensure more just futures for our faculty of color now and into the future. We also have done an extensive review¹ of the academic literature and thus this work is framed upon a systematic understanding of the work of many scholars. We know what is needed; now we need to create the will, generate resources and cross-campus partnerships to do it.

We would like to acknowledge those faculty who took their time and did long and at times difficult interviews. You shared much important information, sometimes under duress. Any and all change that results from our next steps is a result of you and your candid and courageous sharing of what it had been like for you, here at the UO. We also want to acknowledge the five external consultants who did the 1:1 interviews, who carved time from their lives to listen to stories that were heartfelt and similar in some regards to experiences they themselves have lived through. We thank you all.

We look forward to working together to make the UO work better for everyone. In the words of one of the interviewees, “The University of Oregon has an extraordinary opportunity to re-envision itself to be a national leader in creating a more inclusive, anti-racist, culturally diverse and thriving campus for all students and faculty.

For DEI work to be effective, APIDA faculty with other BIPOC faculty who have been committed to DEI work need to take the lead on conversations on policy, programming, and the creation of the university policies throughout the institution. Inclusive excellence means that institutional excellence and success is dependent on how well it values, engages, and includes the rich diversity of faculty, staff, and students.



“The University of Oregon has an extraordinary opportunity to re-envision itself to be a national leader in creating a more inclusive, anti-racist, culturally diverse and thriving campus for all students and faculty.”

¹ *Transforming the University of Oregon's Racialized Climate: Five Factors Shaping Faculty of Color Retention.* (2021). Kwadwo Assensoh, Dr. Gerard Sandoval, Dr. Charlotte Moats-Gallagher, and Hatsue Sato. Center on Diversity and Community.

:: Preface

What is the main message?

We are at a point where we know what needs to be done to aid in faculty retention. The next step is to build, resource, staff and partner on an innovative program that will drive accountability for this work. We want all UO faculty of color to have an opportunity now and over time to engage in this program, fostering ownership and connection.

What is the ultimate goal and desired outcome?

The initial goal is to have a Retention Program Director position funded—someone who can help create a vibrant hub for this work in its totality. Coupled with this, we would like to have four faculty of color associates as partners so that we can better address the unique and nuanced issues, challenges and opportunities of each racial/ethnic group. Within 3-5 years we anticipate that this body of work will become part of the universities standard policies, practices and programming—yielding lower turnover rates of faculty of color and a substantively greater sense of wellness and belonging.

What is the Rationale for an Active Recruitment Program?

The UO has lost 45 faculty of color from 2015-2020. This fact and the dire feedback we have had from faculty of color in various venues over prior 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. With the help of impartial external consultants, 1:1 interviews have been done with past and present UO faculty members. The findings from these interviews 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 design a state-of-the-art comprehensive retention program that integrates services and directly supports the active retention of our faculty of color from the moment they arrive on campus. The return on investment we will get from retaining our existing (and incoming) exceptional, diverse scholars will completely override the relatively small investment we need to make in hiring a program director and other key investments for this vital work.

The findings point clearly to the need for an integrated and comprehensive strategy for recruitment and retention. This document presents such a strategy in the form of an “Active Retention Program”—employing a whole university response. The immediate need for more transparency overall and better packaging and distribution of critical information is a given. Some supports exist currently but are not transparent or robust enough. In other instances, new areas of support and focus need to be created. Structural changes both small and large are needed to address systemic issues raised in the interviews with faculty of color.



Our stated 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 are proposing to also replicate this methodology of doing stay and exit interviews and other retention programming with our staff of color. We need to shift so that retention is just as valued as recruitment. We need to expand our recruiting metrics to also capture our retention metrics in order to gain a fuller picture of the dynamics at play.

The reports from the interviews with UO faculty of color are filled with powerful and detailed rationales and recommendations that motivate the creation of a comprehensive and deliberate retention program. We have woven these voices throughout this proposal. We encourage you to read the full *Voices2* report, which gives deep context specific to individual faculty race/ethnic groups.



The following are quotes from the interview findings that set the stage for the remainder of this report:

Issue

Faculty of color numbers are not keeping pace with the increasing numbers of students of color.



“The small numbers of faculty of color mean that our increasing numbers of students of color turn to this small number of faculty for their academic and emotional support. As the UO enrolls greater numbers of students of color on campus, concurrent efforts must also be made to strengthen the capacity of faculty of color who disproportionately serve these students.”

Issue

There is no critical mass or sustainable community of Black faculty.

“Black faculty navigate a university with few Black scholars and hardly any visible institutional commitment to advancing understanding about the Black experience and drivers of well-being. The arrival and departure of Black scholars foreclose the practical possibility of a critical mass or a sustainable community. The collapse of the university's Black Studies Initiative, for example, highlighted the lack of institutional readiness and underscored the absence of accountability when it comes to Black faculty or scholarship. When combined with on-going professional marginalization and persistent social isolation, many Black faculty have either left or are contemplating leaving the university.”

“Neither this reputation nor commitment translates into a coherent racial equity experience for Black scholars. No one is responsible for creating and sustaining conditions that enable Black scholars to thrive as faculty. In practice, this burden falls on Black scholars whose number and proportion remains small and largely unchanging. They must create a space for themselves—as scholars, teachers, campus members and community residents—at a Predominately White Institution (PWI) where racial equity remains elusive.”

Issue

Stronger institutional commitment is needed



“It is important to note that these scholars not only value the mission of the University of Oregon as a public research university but also recall examples of the individual responsiveness of colleagues/administrators in small and large ways. Yet, this support—whether social or academic or administrative—were insistent and reflected personal gestures, rather than the enactment of an institutional commitment.”

Issue

There is active erasure of APIDA faculty.

“APIDA faculty are 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. “I think Asian Americans are a little unique in a way that we are not really considered to be part of diversity in academia. But we don’t have white privilege either.”

“Some of those interviewed spoke about the omission of the APIDA community in diversity related messages except for the ones focused on the anti-Asian violence of 2021. An interviewee cited this message as an example of the active erasure of APIDA community as either people of color or historically underrepresented and marginalized <https://around.uoregon.edu/content/uo-launch-new-center-focused-racial-disparities>. This type of messaging is damaging to APIDA communities and more importantly as how they are perceived and treated by colleagues as either honorary whites or invisible minorities.”

Issue

The Need to Understand and Honor the MOU Between UO and Tribal Nations

“I would like to amplify the existence of an MOU between the UO and tribal nations which specifically outlines commitments to support Native students, to empower and support the ethical and accurate production of knowledge with/about Native peoples, to advance Native American and Indigenous Studies, and to engage in meaningful consultation and collaboration with tribal nations. This work is being done on campus through a variety of mechanisms (NAIS ARC, NAIS major/minor, dedicated advisers/recruiters/retention specialists, recent NAIS cluster hire, etc.), but it must be noted that this work is almost exclusively the result of the labor of Native faculty, staff, and students. NONE of this work would happen without that agitation and persistence. And NONE of this work to implement and support these programs is typically compensated and thus constitutes FREE labor from Native peoples for the UO.”

²Voices of University of Oregon Faculty of Color: External Consultant’s Active Retention Report (2022).



The *reimagining* challenge: How do you build an innovative program that will delve into the issues and result in real and lasting institutional change—and real change to peoples' lives?

The changes being proposed will make a profound difference. Here are just a few areas we plan to focus on, substantiated further in this document:

- Rigorous and deliberate **focus on service** from a faculty of color perspective including placing more institutional **value on DEI-related service work** as well as **community service to communities of color**.
- Increased university understanding, support and action around **racial trauma and healing**.
- **Racial equity perspective** on partner/spousal hiring that includes non-academic positions, start-up incentives upon hiring, funding for research and special projects, commensurate compensation packages and consistently applied matching/competitive retention packages.
- **Hiring of faculty of color in critical numbers** to help reduce isolation and increase community building
- Focus on **leadership trajectories** including integration with the UO Leadership Academy and other and professional development opportunities.
- Exploration of **innovations to support tenure pathways** including granting of sabbatical before going for tenure.
- **NOTE:** There is a critical need for a **comparable focus on UO staff of color and women in science**. CoDaC proposes to initiate a parallel set of stay and exit interview with UO staff of color, also using external consultants. We will invite staff or color who have left the UO within the last five years to participate as well as all current staff of color. We will follow the protocols we developed for faculty, with the first steps being to obtain needed data from Human Resources, craft a letter of invitation, secure external consultants and begin interviews. This can move quickly, given that we have the interview guide and protocols already developed.

How can the active retention work harmonize with the Provost's Diversity Initiative?

While the active retention work focuses more on administrative and programmatic actions, we envision that this work can be complementary to the Provost's Diversity Initiative. We understand that the Provost's initiative is still in the early, formative stages. If the Provost's Diversity Initiative evolves into being a research hub, we can envision potential areas of research related to active retention. The following are a just few such areas where sustained research would be beneficial:

- Equity in service
- Inquiry into exit and stay interviews
- Racial trauma
- Leadership development and mentorship modes for faculty of color

A research program housed in a new Center could potentially provide complementary thought leadership to the active retention program. See also Section III, Centering Research, Scholarship and Creative Practice on Race, Ethnicity and Racial Justice.




This is a **Call to Action.**



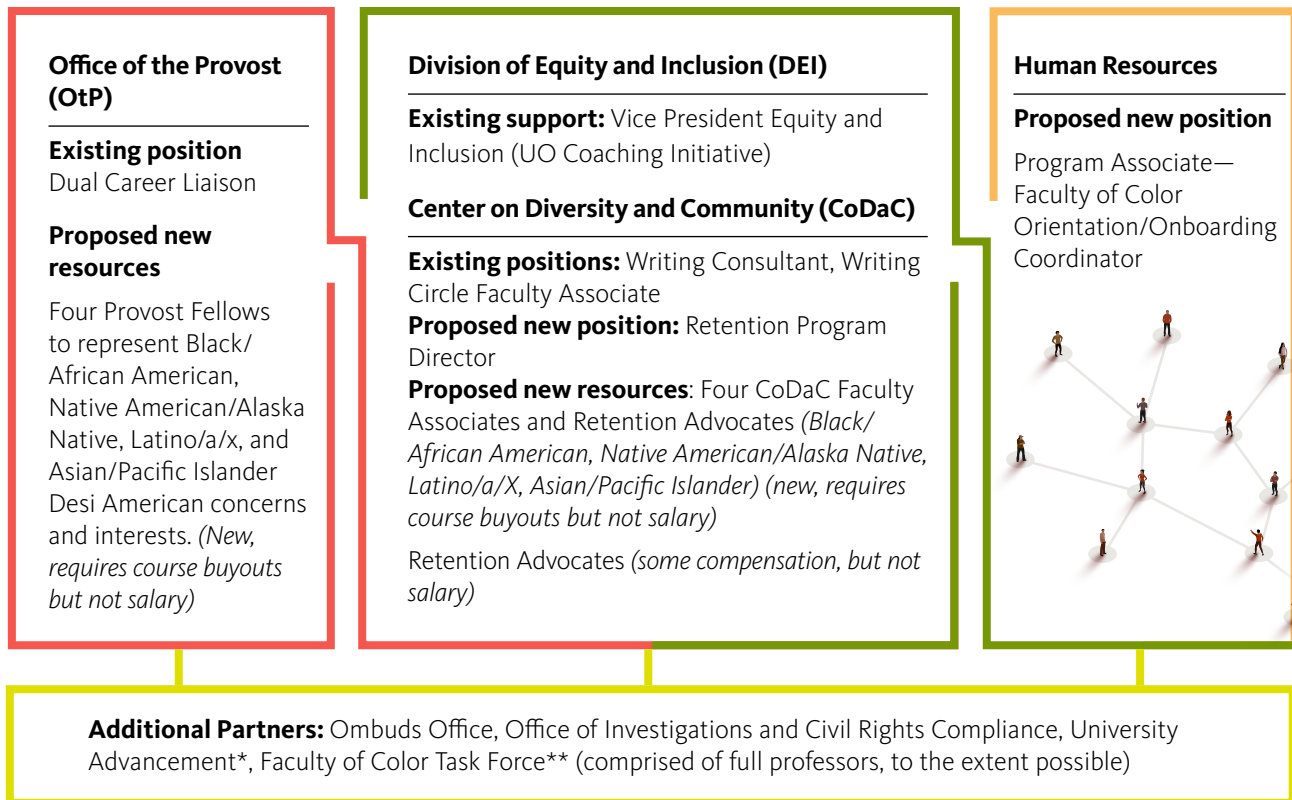
:: Vision

One thing we have heard loud and clearly is that our faculty of color are so very tired of telling and explaining how it is for them, again and again. To different people, in different forums, and at different times. Just since 2020 there have been numerous listening sessions³ with faculty of color groups and university leaders. We have the notes and findings from those meetings. We heard your voices clearly. As mentioned, in 2021, the Active Retention Initiative, led by the Center on Diversity and Community (CoDaC), gathered the in-depth information from faculty of color via interviews. We have heard your voices clearly, again. Now is the time for action. This proposed program will deliver that action. People are the heart of this proposal. We believe that one talented and caring person who can collaborate with faculty of color can become the 'hub' for this work, leading the Active Retention Program. We believe that faculty can play a deep and integral role as faculty associates and advisors. We believe that renewed and dedicated partnerships between the Division of Equity and Inclusion, the Office of the Provost and Human Resources and others around active retention will be instrumental to success.



:: Active Retention Program: Overarching Strategy – People

Summary: Doing the work outlined in this proposal will require commitment and new resources. It will also require us to re-envision how we leverage existing resources. Following are the proposed people and respective positions that will make up the collaborative effort needed for the outcomes we seek. A critical aspect of this proposal is the Retention Program Director position. We envision this person acting as a team leader, working in a highly collaborative way with the following people:



*Faculty recommended an emphasis on a comprehensive Development/Advancement campaign to actually develop fundraising portfolios and endowments to fund this work.

**APIDA faculty recommended that the UO create an APIDA Task force that reports to the Provost. We would like to expand on this idea and recommend that the four proposed CoDaC faculty associates for retention serve on or work closely with the task force.



Following is the original idea of APIDA faculty:

“I felt very energized and hopeful by the proposed personnel additions; this seems crucial to me to effect actual change. As faculty, I liked the idea of fellows/faculty associates (and underscore the crucial role of course buyouts, *not stipends* for this kind of work — it’s time, not little pockets of research money, that we need to do this well). A task force also seemed indispensable (although I wonder about the justification of only full professors, and not associates, given how many FOC get mired at the associate level?)”

:: Active Retention Program: Overarching Strategy – Communication

Summary: A good communication strategy is key to program development and implementation. It will be important to design a regular and transparent means of consulting and including perspectives of faculty of color into critical nodes of the university.



Some ways of doing this follow:

A. Listening/Working Sessions with Provost. Schedule regular listening/working sessions with the Provost (and key others) for regular productive dialogue. Retention Program Director will work with Faculty Associates for Retention to develop agendas, facilitate sessions and organize strategic follow-up.



B. Listening/Working Sessions with DEI. Schedule regular listening/working sessions with DEI for regular productive dialogue. Periodically and systematically check-in with faculty of color to get their input and perspective on DEI strategies/improvements. Retention Program Director will develop agendas, facilitate sessions and do strategic follow-up.



C. Stay Interviews. Stay interviews provide another critical means of communication between faculty and the larger university. We recommend a cycle of stay interviews where every faculty of color gets a stay interview with an external consultant when they would like it. The aim is to interview a portion of faculty of color each year in order to make continuous improvement and build on the work of the 2021 interview findings. This will serve in part as robust program assessment for the Active Retention Program.



D. Exit interviews. Ask every outgoing faculty of color to do an exit interview with an external consultant. One on one interviews with outgoing faculty of color will give the university another crucial window into continuous improvement.



E. Written Communication. We need better packaging and distribution of the support and resources that already exist on campus. For example, all of the components in Section II of this report—Welcoming, Onboarding and Orienting New Faculty of Color need to be captured in a single source and kept current and available. Further, we need to enhance transparency by sharing information (minutes, etc.) from PDACC and other high-level boards and committees and provide a mechanism for feedback from faculty of color.

:: Retention Program Components

There are six proposed retention program components:

- 1 Retention Starts with Recruitment
- 2 Welcoming, Onboarding and Orienting New Faculty of Color
- 3 Critical Factors for Faculty Success
- 4 Campus Climate Factors for Faculty Well-Being
- 5 Pathways for Faculty of Color
- 6 Accountability and the Leadership Imperative

This section is meant to provide 1) a detailed look at program areas for campus and 2) the basis for a robust position description for a retention program director. In order to make the structural and systemic changes needed, as mentioned, it will take the involvement of faculty, the partnership of key campus units and critically, the deft and dedicated full-time leadership of someone who is responsible for the overall success of the program. Each program element includes a brief summary followed by key action areas. Some elements are amplified by quotes from the original reports where needed to illustrate the need or immediacy. Other elements stand alone and point to areas where dedicated attention will have obvious positive consequences to our faculty of color colleagues. **This proposal is envisioned as the scaffolding that will provide the basis for a vibrant program.** We expect that the program will evolve and grow as issues are resolved with new systems and attention and as new issues arise via a regular stay and exit interview process that cultivates continuous improvement. It is also important to note that **the university is already doing good work** on some of the following elements. This proposal is aimed at amplifying and illuminating where good work is happening. Mainly, this proposal is centered on envisioning this work more deliberately and with greatly increased comprehensiveness, integration and accountability. Please explore the original program components we are proposing:



Retention starts with Recruitment

Summary: The experience of new faculty of color naturally begins with the recruitment process. While the search advocate program is helping campus take a more strategic and systemic approach to equitable recruitment, these efforts must be matched with a *complementary focus* on retaining our faculty (and staff) of color once they arrive.

Following are eleven programmatic considerations that, once implemented, will strengthen the connections between recruiting and retention.

- A. Active Recruitment.** While we have been making inroads, the campus community does not yet have a common understanding of what active recruitment entails. Much more can be done to systematize and make best practices readily available along with an accompanying support system for search committees. Further, we need to send better signals during the recruitment process that we believe in antiracist and anti-oppressive practices. We recommend developing an active recruitment handbook—a robust set of resources that are transparent to all and updated regularly. We need to identify who owns (and updates) this body of work. A state-of-the-art way of doing outreach to prospective faculty of color should be available to all.

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? Wouldn't it be good to also be able to brief them about the research the university has undertaken and the subsequent development of an Active Retention Program and all the elements and aspirations we have therein? 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

C. Meeting with DEI Representative. The Retention Program Director will see that all faculty of color finalists have an opportunity to meet with a DEI representative as part of the end stages of recruitment. DEI can answer questions they have, share tailored resources and supports as well as provide a brief overview of DEI strategy, initiatives and campus context. Some of this is happening but in a limited and ad hoc way.

D. Meeting with Faculty of Color. Recent faculty candidates have inquired about the possibility of meeting with 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. The university needs to create an equitable way of compensating faculty who provide this service.

E. Seamlessly Connect Retention Initiative with Search Advocate Program. Offer all existing certified search advocates (302 as of May 2022) a primer and periodic briefings on active retention based on materials developed to date. This will help to further inform their work as search advocates. It will also begin to seed interest in a Retention Advocate pilot effort. (See F below)

F. Create and Pilot Retention Advocate Community of Practice.

Per above, recruit and train an initial group of search advocates to act as retention advocates. These advocates will assist with aspects of faculty of color retention. We would need to determine some form of compensation for this work and/or a university-level approval/release for the time spent. Incoming faculty of color would be paired with a retention advocate to assist with tailored support and access to the Retention Program resources. We can envision a small pilot of this model with faculty of color incoming 2022-2023.



A version of this idea was proposed by UO faculty:

“Establish an Equity Advisor faculty team dedicated to advancing inclusive excellence; provide concierge recruitment support for Black candidates; coordinate meetings with Black faculty, students, and staff; bundle together all career support and work-life integration resources; provide information about Oregon and tours of Eugene.”

G. 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 our Native American recruitment strategy? How many Native faculty are we actively seeking to hire over what time frame? What is our Black/African American recruitment strategy? How many Black/African American faculty are we actively seeking to hire over what time frame?

H. Leadership Initiatives. UO faculty made numerous mentions of the need for trajectories for leadership development and advancement. Without a critical mass of faculty of color, some faculty feel that the hole they would leave behind in terms of supporting and advising students precludes them from competing for campus leadership opportunities.



“Hire administrators of color who are sensitive to the status of Native faculty and other faculty of color. Despite Native participation on numerous search committees, the administrators (such as directors, department heads, and deans) who are hired, are most often white and not aware or enlightened about issues impacting other historical groups. Moreover, unless there are more Native faculty, it is highly unlikely that any would choose to leave their teaching to serve in administration. “We need to have enough numbers on campus so that we can have opportunity.”

Another faculty recommendation is to establish a postdoctoral program modeled on the UC President’s Postdoctoral Fellowship Program. See: <https://ppfp.ucop.edu/info/>. The Active Retention Program should actively seek out relevant external funding opportunities to supplement UO investments.

I. Honoring Promises made During Recruitment. There were a number of findings related to failure to deliver on promises made during recruitment. This should be covered carefully in onboarding trainings for new unit leaders.



“An immediate example is of a current [] faculty member who was a tenured full professor at another institution prior to coming to the University of Oregon. Nevertheless, this faculty member was made to undergo the tenure process again at U of O, and to fight for her appointment as a full professor despite what was agreed to at her hiring.” This speaks to a need for greater transparency throughout the recruiting process regarding what is possible and what is promised.

J. Engaging UO Faculty of Color in Recruitments. There were also findings related to the experience of UO faculty of color in recruitment of prospective colleagues. The quote that follows sums up a sentiment that was heard from other groups as well. “When the university strives to hire [] faculty, current faculty are asked for recommendations. However, their recommendations are discounted, and stellar candidates are dismissed off-handedly.” Again, this should be carefully covered in onboarding trainings for new unit leaders and with faculty search committees. We suggest that faculty of color input on recruitments be carefully and thoughtfully incorporated into hiring processes.

K. Negotiation Support. Can we provide support for faculty of color candidates as they work through the hiring negotiation process?

2

Welcoming, Onboarding and Orienting New Faculty of Color

Summary: 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. In fact, faculty of color will most certainly need tailored approaches. This program component describes some of the particular considerations that retention program staff will need to address to create a robust welcoming, onboarding and orientation for new faculty of color. **We recommend hiring a dedicated staff member (with experience in onboarding/welcoming) to be a key point person to help orient new faculty of color.** This person would take the lead on systematically managing the following 16 components:

A. Vital Logistics. Establish a streamlined and transparent process for:

- Connecting with Unit Leader to ensure that office space is set up with essentials
- Ensuring timely moving/travel expense reimbursements. Clearly identify how to request reimbursements.

These are just two examples. A checklist that focuses on logistics would be useful for unit leaders and the retention program team. While these may seem like ‘minor’ things, there were findings shared whereby no provisions were made for office furnishings and the faculty member 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.

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, and the Center on Diversity and Community. 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.”

From faculty interview findings: “These programs and departments should also be promoted and highlighted as a key resource for faculty of color and a partner for the administration in the work of retention and recruitment of diverse personnel. Moreover, materials about their services should be included in the materials that all faculty of color receive as resources for them and / or the students of color who may come to them for guidance and mentorship.”

C. Provide Connections. Connection to key campus-based and Eugene-based communities and groups upon arrival, preferably initiated during recruiting. (See Appendices E-1)

A faculty interview finding indicates that the UO’s Strategies and Working groups, while known and accessed by some aren’t known and accessed by all.

Someone suggested, “Actively support the creation and / or growth of racialized faculty/staff associations. These associations 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 they are invested in the community, the more desirable it will be for the faculty to want to stay and be retained at the UO.”

It 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>.

D. Dual Career Support. See: <https://provost.uoregon.edu/requesting-dual-career-support> This resource needs to be made more visible to all incoming faculty of color in a timely way. There were a number of findings around dual career support where faculty learned about this resource too late to make a difference in their retention. Further, this work would benefit from being done in partnership with the DEI Active Retention Program so that a racial equity lens can be part of the approach. Suggest that we build this into a full-time position with some more intentional focus on faculty and staff of color.



“We need a racial equity perspective on partner/spousal hiring that includes non-academic positions.”

“Addressing spousal hires for existing faculty of color needs to be prioritized, before going after new faculty of color hires. Research shows that mental well-being is closely tied to financial well-being. Lack of a spousal hire, and inequities in spousal hiring thus has multiple negative effects. Further, if the university won’t be equitable and do the right thing for their existing faculty, new faculty of color will find out. This is horrible for morale, mental, financial, and familial well-being, and for faculty productivity. It is also damaging to retention of new faculty of color hires, because it makes obvious that the university does not have a commitment to DEI, and that it does not take care of their own.”

E. Inclusive Excellence Fund (formerly the Underrepresented Minority Retention Program). Similarly, this resource needs to be made more transparent to all incoming faculty of color in a timely way. There were several interview findings that illustrated how important this resource was to recruitment and retention. We need to transparently share who the contact person is for this, clarify the status of these funds, and how to apply/be considered. How is program promoted? Who makes decisions? What are the criteria? Increased transparency will help ensure that the program is implemented equitably.



“Valuable university programs—such as the Dual Career Couples Liaison Program and the Underrepresented Minority Recruitment Program—**failed or proved to be insufficient** to address time sensitive needs of Black faculty or were not fulfilled after recruitment as promised.”

“At the same time, information about the fund [formerly UMRP] is opaque. It appears to be a provost resource that deans and chairs seek out. As reported by at least one faculty interviewee, they were not aware of the details of the fund which created frustration when the department chair was slow to release the funds or for the faculty member to advocate at the dean level. To put it another way, this appears to be an effective program, but its administration remains opaque to most people.”

F. Initiative for Faculty Diversity. This resource also needs to be made more transparent to all incoming faculty of color in a timely way. <https://inclusion.uoregon.edu/initiative-faculty-diversity-ifd>

We need to share who the contact person is for this, clarify the status of these funds, how to apply/be considered. How is the program promoted? Who makes decisions? What are the criteria?

G. Division of Equity and Inclusion Connection. A DEI representative will make contact with each new incoming faculty of color to continue connection made during recruitment. DEI will answer questions, provide tailored resources and support. CoDaC will provide key resources on writing circles, writing consultation program, external mentor program and other relevant initiatives. Currently, a letter currently goes out from VPEI welcoming and establishing connection with each incoming faculty of color.

H. Stronger Integration with Human Resources Needed. We recommend that a designated human resources staff person work exclusively with faculty and staff of color at least until we have key services and mechanisms in place. The Retention Program Director will want to cultivate a strong working relationship with this human resources staff person to ensure seamlessness on all aspects of the Active Retention Program.



“Negative or sub-optimal experiences with university personnel—such as Compliance; Human Resources foster doubts about the competence of the institution and/or suspicion about institutional racism: is it me or just poor administrative coordination?”

I. Mentors and Retention Advocates. We recommend that UO provide mentors (and Retention Advocates) to faculty of color before their arrival on campus. This was suggested by one of our faculty and fits with a more proactive and deliberate orientation and onboarding strategy.

J. Social Networking. Need to initiate social networking each fall as part of orientation and onboarding for new faculty of color. There needs to be a safe and welcome space for faculty of color to gather for socializing, community-building and eventually cooperative work/research. The university needs to dedicate space and provide basic organizing. This can be a role for the Orientation/Onboarding Coordinator. We need a communication system that regularly informs faculty of color about events, activities and opportunities—also managed by the Orientation/Onboarding Coordinator.



“The welcome and orientation must be more ceremonial – stay away from social happy hour events as welcoming traditions. Invite the whole family of the faculty and invite community leaders of color from the community, (non-profit, grassroots; K-12 education and spiritual leaders based on the ages of the new faculty’s member’s children and spiritual/religious family values. The need to network with the community of color is critical to the social-emotional and social connection needs.”

“Have a welcome to the academic year reception of all faculty and staff of color. Seeing a critical mass of individuals will be greatly valued by those who want to have a more diverse community and will increase their sense of belonging. On some campuses, this welcome reception is hosted by the President and is held at her/his home.”

K. Directory/Portfolio of UO Faculty of Color. A directory of faculty of color can help people find each other and can also be used in recruitments so that prospective candidates can reach out to people whose backgrounds, families, research interests, hobbies, etc. are of interest. In the words of one interviewee,



“Can this directory indicate how the work of each faculty of color is valued and how each person is making a difference for students, with their research and with their service to the university and to the community?”

L. Identify the ‘stay’ and exit interview processes to all new faculty of color upon their hire. Continue to hire external consultants to conduct these in person 1:1 interviews and let our new faculty of color know about the process as part of their orientation/onboarding. This will signal that we are working toward continuous improvement and that we are seriously concerned about the well-being of our faculty of color.

M. 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>

N. General Mentoring. Faculty of color would 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>. We recommend a 2nd Provost 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>. We need comprehensive training for mentors and a mentor policy that elaborates what is available for incoming faculty of color.

O. 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>.



“As far as mentoring goes—the structures available completely failed me. No amount of mentoring is going to fix or change what happens in my department because that would be simply treating the symptoms and not the root causes. There is no help for me at this place—all the safety nets have failed. I don’t feel like a part of the community here, and if I achieve tenure, it will be despite my department—not because of it. Despite all this though, I continue to actively out publish my white colleagues I was hired in with.”

“Mentorship and creating community are also a priority. I see the idea to find mentors from the faculty member’s cultural/racial community, however, I think identifying those who want to invest in a mentorship role is more critical than who the person is. In my own experience, my assigned mentor one day decided to exit that role (casually in a 2 min. conversation in the hallway) because they felt they had too many other demands on them. Although this person I believe had been incentivized to take the role (and there was no indication that changed post exit), they clearly had no interest in that role. I see now that was not unique to me as a mentee. This hand wave at mentorship may be more detrimental than had there been no mentor at all. If folks are incentivized to provide mentorship, what accountability systems are put in place to clarify expectations for both parties and facilitate mentorship?”

P. Additional Key Supports Offered by the Center on Diversity and Community (CoDaC). Provide incoming faculty of color with background on standing CoDaC programs including: writing circles, writing consultation program and the external mentor program.

3

Critical Factors for Faculty Success

This section recognizes that research, teaching and service as critical factors for faculty success. We have highlighted findings and made connections and recommendations regarding the **interface between research, teaching and service—and retention.**

Centering Research, Scholarship and Creative Practice on Race, Ethnicity and Racial Justice

Summary: Faculty research is directly related to retention. For many but not all faculty of color, it is important to be aware of, connected to or engaged in scholarship on race, ethnicity and racial justice. There is an abundance of this work ongoing on campus and prospective/new faculty of color need to know who is doing what. The Retention Program Director can provide a supporting role connecting faculty of color to the inventory of research and creative activity.

Note: This component can tailor and complement the Provost's Diversity Initiative and prospective Center on Race if this Center is developed.

The first pillar of the UO Division of Equity and Inclusion 2022-25 Strategy emphasizes the need for: Advancing Lifelong Learning, Scholarship and Knowledge Creation for Justice-Based Action. The strategy calls for campus to elevate and center the expertise, scholarship and justice-based practices within our UO community and calls for UO leaders, faculty, students, staff, alumni, and community partners to recognize and connect with our UO expertise and rely on justice-based, scientific, cultural, Indigenous-based, emancipatory frameworks necessary for equity and accountability work. Below is a growing list of exemplary relevant scholarship, research, and academic programs at the UO:

Academic Scholars and Research Centers:

- Departments and faculty: Indigenous, Race, and Ethnic Studies; Women's, Gender, and Sexuality Studies; Education Studies
- Academic Minors: Native American and Indigenous Studies, Disability Studies, Latinx Studies, Black Studies, and Queer Studies
- Center for Latino/a and Latin American Studies (CLLAS)
- Center for the Study of Women in Society (CSWS)
- Pacific Northwest Just Futures Institute for Racial and Climate Justice
- School of Global Studies and Languages
- Interdisciplinary Disability Research Council (IDRC)
- iChange Team (STEM)
- Prison Education Program

Inclusive Pedagogy:

- Sapsik^walá Teacher Education Program
- Teaching Engagement Program (TEP)
- UO Teach Curriculum and Training Program (TeachIN, TeachOUT)
- LACE framework
- Decolonizing Methodologies



“Regarding the racist delegitimization of research⁴, I think it’s important not only to argue for the equitable VALUING of research by faculty of color, but also: 1) ACKNOWLEDGING the multiple ways knowledge is produced and disseminated outside of the conventional (and privilege/colonialist) model of individual publication in academic journals/venues and then VALUING that work equitably within T&P. I think we need to ask ourselves as universities what it is we ultimately value—”research” in a restricted sense of publications or the “production and dissemination of knowledge” which takes place in multiple venues and contexts in addition to publication and which are often more valued and more useful to the communities it serves.”

⁴This was one of the five factors related to the retention of faculty of color that CoDaC identified in the literature review: Transforming the University of Oregon’s Racialized Climate (2021).



“The issue of having my research discounted has been a big problem in my department—the adherence to standards of best journals and formats of publications means that I am consistently receiving very inconsequential merit raises and often am denied course releases in my department, when in reality I’m committed to publishing in venues and formats that favor interdisciplinary and anti-oppressive research. This is a problem that needs to be addressed centrally.”

“It isn’t just about delegitimizing RESEARCH but also dismissing or overriding TRAINING AND EXPERTISE by those (white administrators out of field) who don’t possess it themselves. We have folks on campus who literally do nothing but work on questions of race, ethnicity, indigeneity, settler coloniality, social justice, gender equity/justice, etc. who are routinely either marginalized from institutional conversations, tokenized as “evidence” of University commitments, or ignored entirely.”

Following are nine additional issues connected to research that were surfaced in the 1:1 interview findings. We recommend that they be built into the active retention program as follows:

- A. Incentives and Partnerships.** Campus leadership needs to create incentives and support partnerships for this type of research and curricular innovation. Work with the Office of the Vice Provost for Research and Innovation to identify and apply for external resources. Small seed grants should be made readily available to support the development of larger proposals. We imagine that this may be part of what the prospective Center that’s to be part of the Provost’s Diversity Initiative will do, once it is up and running.
- B. Value Community Outreach and Qualitative Research.** The faculty interviews spoke to the need to create value and rewards for research that involves communities of color in Oregon and beyond. One way they suggested that we do this is by “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?

- C. 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?
- D. Designated Space.** 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. When a Center for Race (Provost’s Diversity Initiative) is created, we recommend that this be considered as the site for this work. The value of a new, fresh space for collaboration cannot be underestimated.
- E. Visiting Professor Program.** “Consider a visiting professor program organized around Black thriving research and teaching.” This can be expanded to a program that centers on APIDA, LatinX and Native faculty, respectively.
- F. Research Inventory.** Conduct an inventory of research and creative activity; mobilize the capacity of the university to understand the Black experience; and invest in expanding scholarship and curricular transformation. As described above, this can be expanded to also center on APIDA, Latino/a/x and Native faculty, respectively.
- G. Increased Support for Doing International Research.** The findings showed that some faculty feel that international expertise is often undervalued at the University of Oregon.



“The emphasis on “Oregon-focused” programs and projects can alienate and overlook the work of Asian [and other] faculty whose research does not solely focus on issues and people in the state.”

- H. Curricular Issues.** The findings showed that 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). One faculty member was met with resistance and found more openness elsewhere.
- I. Reducing Barriers.** Faculty who are non-native English speakers can face structural inequalities not experienced by their white peers. We suggest that academic units provide resources for professional editors as part of start-up packages. These faculty can also benefit from assistance editing their students’ manuscripts. This kind of support recognizes that we have system-wide biases that can be shifted with a relatively small investment.

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.

Teaching: Issue of Managing Student Complaints

Summary: 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 1:1 interview findings was that of managing student complaints and hence is an area that needs direct attention. This needs to be addressed systematically and systemically; not in an ad hoc manner. 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 been working on redesigning 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. 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 came clear in the findings is that not all faculty are aware of the work being done in this area, as evidenced by the quotes below.

Students (white) attending courses with faculty of color are reported as not wanting nor interested in hearing/learning about the topic of inequities, race, oppression, etc. Interviewees noted students (white) are 'not comfortable' being taught by a faculty of color. This is a shared experience and perspective amongst several faculty of color I interviewed. They [faculty of color] notice students disengage when the topic is discussed and after several attempts to engage the students, they, [faculty] of color] then just offer a lecture and disengage with students based on the disinterest demonstrated.



The findings from UO faculty on this topic were extensive:

“In some cases, faculty of color feel helpless and unable to count on the deans understanding of the racial dynamics that may be present while white students complain about them. How are the faculty of color able to represent themselves in a manner that offers the fullest context for the situation in which a white student makes a complaint against a faculty of color? Consider the implicit bias and white privilege in these situations if the dean does not fully comprehend the racial dynamics in the institution/unit.”

“It appears that students have power-over faculty of color and faculty of color do not have a process by which they can challenge the students complaint. IF white administrators don't support faculty of color in such cases, then they are complicit with the power-over behaviors in such cases.”

“Support the faculty of color who address these issues and [have Dean] note to students why the issues are included in courses. Further address by noting that faculty of color are valued and DEI topics must be addressed and are expected to be addressed as part of the institutions commitment to DEI.”



“I try to engage, to probe students to respond and then the student evaluates the professor negatively for doing so. This requires the university to acknowledge that professors of color are going to get different evaluations based on the content of what they teach – different reception for what is being taught and the way they teach it and the way it gets received here.’ Why are deans unaware of and/or enlightened by what is really happening here? This is describing racist behavior by students that results in faculty of color receiving negative evaluations which the faculty do not get to challenge in an inclusive systemic manner. Deans and administrators must address the basis for this racial inequity and how faculty of color are being evaluated. This dynamic is one of white supremacy and power-over faculty of color.”



Specific findings regarding student complaints against faculty of color:

“A faculty had a student assisting with research. The student decided not to complete their work and no consultation was held with the faculty member to hear their side of the situation. ‘The free labor of one year that went uncompensated had a real consequence – real professional consequence and my ability to publish.’ Faculty member was not able to provide a record of ‘what occurred’ and how it occurred. This faculty member teaches courses of power, privilege, and access. Some faculty noted that students complain when they become uncomfortable with the course subject matter that can be political and provocative – that activates personal discomfort in students.”

“A professor offered many opportunities for a student to turn her assignment in. The student was offered help, extra time, and support to get her assignment in. The student was sent a reminder. It was a very important essay that everyone else completed on time. The student wrote to the dean and rather than meeting with the professor send a reprimanding email. The professor then had to search for the ‘evidence’ of having offered the student every opportunity to get the assignment submitted. The professor indicated the students are more believed than professors of color. There is a power-over pattern being experienced by white students who seem to know they have the power over professors of color when they make a complaint. The faculty of color is then put in a position to defend themselves and are left feeling the power of ‘whiteness’ from leadership, administrators, and students.”

“Through supervision of doctoral students teaching on campus, I have had the chance to witness the issues brought up in the report regarding teaching and managing student complaints (page 19). I see how students are accustomed to listening to white voices and culture and where push back and lower ratings can come into play when a “different” voice deliver the same content. Requiring departments to diversify the voices of those who are teaching within our programs will increase exposure and expectation that students not only learn from but listen to voices from cultures, perspectives and even accents, other than their own. In the meantime, is there a place to address this in peer teaching evaluations? In instructor reflections? However, it is unclear if those are safe spaces to address these challenges.”

“Managing student complaints is absolutely crucial to give faculty a sense of agency.”

There is a unit leadership briefing/training aspect to this as well. We need to work with academic leadership so that there is understanding and acknowledgment that “professors of color are going to get different evaluations based on the content of what they teach—they will have a different reception for what is being taught and the way they teach it and the way it gets received here [at UO].”

In addition, faculty raised problems with compliance processes around both disability and student conduct and toxic department issues where faculty concerns not investigated or validated.

Service: Re-envisioning Service and Managing Workloads

Summary: Service is directly related to retention. The faculty interviews from each group spotlighted myriad concerns regarding service as it relates to faculty of color in particular. There is a **University Senate Service Taskforce**⁵ that has formed to make recommendations by the end of the 2022 academic year that will address imbalances and inequities in service among different faculty constituencies. This work follows the prior work of another group, the Service Advisory Committee. It is recommended that the results of this taskforce provide an endorsed policy foundation for real changes and innovation around the concept of service. Further, we encourage this taskforce to closely review the active retention initiative reports at the appropriate time so they are aware of the full breadth and depth of these findings from the recent faculty interviews.

⁵ See Senate Task Force on University Service: <https://senate.uoregon.edu/senate-motions/us2122-01-creation-task-force-university-service>

In the meantime, these are findings and recommendations from the faculty interviews:

1. Factor in Community Service. Propose a way to equitably factor community service work into promotion and tenure considerations and also into an understanding of annual workloads.

2. Appropriately Value Work of Faculty of Color. Devise a transparent and equitable system of course load reductions to mitigate for cultural taxation and inequitable service burdens on faculty of color. Following are just a few of the findings from the faculty interviews:

According to Latino/a/x faculty, we need to “Understand and reward the intrinsic value that comes from faculty doing DEI related research and service. Research and service are inextricably linked. 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?”

It is our hope that as new faculty of color enter the university and see this model in action—and the sense of belonging and value that it creates, they may be more inclined to also opt into DEI service.



“All Native American faculty members have experienced being stressed due to the extra service work they perform, and for which no service credit is given in their department. “There’s real harm that is suffered — to our careers, to our well-being, and that comes to our families.”

All interviewed find it difficult to do their scholarly work due to:

- the needs of other faculty, staff and students requiring their help and support, many of whom have been traumatized by prejudicial behavior toward them (such as the white faculty member who said that s/he “does not trust tribal people; or the students who were summarily dismissed from programs for poor performance);
- continual rallying to react to an act of oppression, such as the condemnation of vandalism against pioneer/settler statues that were pulled down without recognition of the offensiveness of the statues to Native people; or the dismissal of Native students without consideration for their lived circumstances.



Black faculty report: “feeling pressured to serve as a cultural resource officer for colleagues about race or diversity issues; and/or **concealing the racial labor** they expend from white colleagues to preserve collegial relations or to mitigate distractions from the review process.”

Latin a/i/x faculty: “Can we reward faculty of color for all the invisible labor we do? Let faculty of color take their sabbatical every 6 years instead of 7 years - if the faculty can demonstrate that their DEI service is beyond their formal service expectations. If this test works out, administrators can expand it.”

Asian faculty: “So it’s not just the number of students, and therefore also the amount of time, but it’s also the emotional burden of attending to students. This is not limited to issues of race, it also occurs on issues of gender, of sexual identity and orientation and all factors of minority demographics. But in many ways, race is the hardest nut to crack. So, when you have a high ratio of students of color to faculty of color, then you’re going to have that burden. And it’s one of the primary reasons why retention is difficult.” Findings from Asian faculty also suggest that “due to the lack of formalized structures to support international students, they would often seek out APIDA faculty for formal and informal advice yet this mentoring is not compensated.”

We recommend making sure links to Center for Multicultural Excellence and the student retention advisors are known to all incoming faculty of color as well as supports to students in the Counseling Center and in Student Life. This referral network should be an explicit part of the onboarding and orientation of new faculty of color.



APIDA faculty suggested that the university develop Exceptional Service to Student Awards:

“This mechanism helps to address the casual invisible labor that APIDA faculty and faculty of color perform. Exceptional Service to Student Award Applications could be evaluated based on documentable evidence presented, per the applicant’s narrative, and letter of support, of the impact that the faculty member’s additional workload activities have had on the quality of students’ educational experience. Course re-assigned time from this pool may be awarded for student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students; the development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success; service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty; assignment to courses where increases to enrollment have demonstrably increased workload; and other extraordinary forms of service to students.”

We recommend that the University Senate Task Force consider incorporating this into their recommendations.

Another recommendation was made to “Limit formal service work”. As noted earlier in the report, some of the DEI work that takes place is official and some of it is unofficial. Other universities have recognized that faculty of color often take on extra work, helping students and their communities which can take a toll on new junior faculty and slow down their productivity. The UO can consider limiting the formal service work, especially that of junior faculty, to offset the unofficial informal DEI work that APIDA [and all faculty of color] faculty take on.



“I would second the topic of “Diversity work is invisible and not recognized”. I am a living example of this problem. I am a board member of the Oregon []Coalition. My role in this nonprofit is to serve []communities in the Eugene Springfield area. A part of my volunteering work directly benefits the international students at UO, from mentoring to connecting with their families in []. These efforts have never been counted as my service at UO.

“Service load adjustment to account for the massive amount of DEI work (formal and informal, including supporting students and staff) we do.”

“Propose a way to equitably factor community service work into promotion and tenure considerations and also into an understanding of annual workloads.”

“Rigorous and deliberate focus on service from a faculty of color perspective including placing more institutional value on DEI-related service work as well as community service to communities of color.”

Decision Point.

Are we going to undertake some progressive and transformative actions around Service? Are we as a university going to value and specifically incentivize service to larger communities of color in Oregon and beyond? We recommend that we begin tracking service is the same way that we track progress in research and teaching. How can we better quantify service activity—both in terms of quantity and quality? What about awards and recognition for service work? How can we frame attention to the uneven service work that faculty of color do? What is the connection of all of this to racial equity and to trauma? What would an ongoing research project on service look like? The NSF ADVANCE research findings dealing with women faculty can provide a solid starting point.



4

Campus Climate Factors for Faculty Well-Being

Summary: It is clear that the Retention Program and the university must recognize and acknowledge the racial trauma that has accrued within UO's faculty of color to date. The evidence and lived experience of faculty of color is found throughout interviews done in 2021. Indeed, this Retention Proposal is a direct response to this trauma. In order to further distill and highlight this trauma as human context and as a crucial catalyst, we have excerpted many of these findings from the interview reports. They can be found in the section on racial trauma and healing below. 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 nationalists issues.'
- 'The racism of the staff is brutal.'
- '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.’

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.

“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.”

“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.”

“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.”

Physical and Mental Health Supports

How
do we
heal

a campus that has had this kind of effect on so many of its members? What do reparations look like?

Counseling Center. What can be done in concert with the UO Counseling Center? What is already being done? Is there a therapist referral list for faculty of color? If not, let's create one.

Physical Health Support. What can be done to support physical health and well-being of faculty of color? Can we create a space on campus for faculty of color to work out? See OSU faculty-staff fitness model: <https://health.oregonstate.edu/fsf> Is there any partnership with Student Life possible and/or with Athletics? A faculty of color-only space? What are other institutions are doing in terms of both physical and mental health supports?

“

“In regard to physical and mental health supports, there are services as noted that exist on campus, however, navigating to find appropriate supports, in particular for students is challenging. Making a clear path to navigate the available services (e.g., visual maps, clear and up to date web information) to the faculty would then allow us to better support our students' needs. The pandemic in particular has led to an abundance of need for mental health supports.”

Rebuilding Faculty Resilience and Community through Coaching.

Based on research that professional coaching is often an effective way to reduce emotional exhaustion and burnout while improving quality of life and resilience, our campus is now in the third year of a pilot coaching program, which matches faculty and leaders with professional coaches. The goal is to provide support for improving quality of life, and to open up possibilities to new ways of engaging work, life, and aspirations in general. The impact of the coaching program has mirrored the findings of coaching interventions used for physicians experiencing burnout. Feedback from the program participants demonstrates that coaching helped them manage stress levels much better, created a feeling that the university truly cared for them as people, and enhanced their empathy for senior leaders who were dealing with institutional uncertainty caused by COVID-19 .

The Division of Equity and Inclusion has initiated efforts to create awareness about trauma informed leadership.

In the spring of 2021, a series of workshops were done with UO leaders, the University Senate and others

Trauma-Informed Leadership Workshop Topics included:

- Trauma-Informed Leadership During a Pandemic
- Ubiquity and prevalence of adverse childhood experiences
- Toxic stress continuum
- Pandemic as Trauma
- Emotional self-regulation
- Autonomic Nervous System
- Collective Trauma
- Historical and intergenerational trauma
- Neuroception
- Managing Triggers
- What does it mean to be an antiracist?
- White supremacy cultural norms
- Microaggressions
- White Fragility
- Restorative Justice
- Repairing Ruptures

There has been follow-up on the impact of the Trauma-Informed Leadership Series. University leaders were asked by the Provost and the VP of Equity and Inclusion to follow up on how they are utilizing the information to serve and lead differently. It should also be noted that some faculty of color are not supportive of trauma-informed workshops and trainings, saying that “they are traumatic and triggering to sit through.” Some of this may be ameliorated by having sessions with only faculty of color and separate sessions with white administrators.

New Trauma-Informed Workshop Series⁶

A new trauma-informed workshop is being discussed which, if adopted, will provide the UO community with three opportunities to engage:

1. Intro to Trauma-informed Practice for Faculty (3 hour). This workshop introduces participants to practices for the classroom based on trauma-informed pedagogies, the neuroscience of mental health, and pedagogies of social justice, equity and inclusion.
2. Embodying Racial Justice (3 hour). This workshop supports faculty to participate in equity and inclusion work based on trauma-informed pedagogies, embodied nervous system practices, and paradigms of embodied social justice.
3. Embodied Leadership for DEI (3 hour) In this workshop, participants will engage with the fundamentals of embodied leadership to support in a time of overwhelm and re-connect to a sense of purpose as a leader in academic spaces.

⁶These workshops are created and facilitated by Angelica Singh (M.A., BCST, Founder of The Embodiment Process™) and Anita Chari (Associate Professor of Political Science, University of Oregon), co-founders of Embodying Your Curriculum, which offers courses and workshops designed to resource professors, students, and administrators with trauma-informed tools for diversity, equity and inclusion.



Equitable Pathways for Faculty of Color

Summary: We recommend that the university build an equity-minded approach to tenure and post-tenure mentoring, retention processes, promotion and tenure and salaries. There were many threads throughout the interview findings that spoke to these needs. We expect that the Retention Program Director would work closely with faculty retention associates and the Office of the Provost to build this component. We need to decide and designate staffing for these four critical areas—this deserves a full-time staff person in the Office of the Provost to set up these robust supporting systems. The DEI Retention Program Director can consult with OtP and can lead a group of Retention Advocates to assist.

A. Tenure and Post-Tenure Mentoring

Suggest that tenure mentoring include:

- 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
- Recommend that we provide mentors (and Retention Advocates) to faculty of color before their arrival on campus.



“We should not force recently recruited tenured faculty to do the demeaning hoop-jumping of reapplying for tenure.”

“Regarding tenure mentoring—there should also be post-tenure mentoring. Promotion to full professor is easiest if you are white and male.”

**How can UO incentivize mentoring? “There were no mentors—nobody had an interest or energy for it.”
What programmatic recourse can we build to enable faculty of color to challenge negative evaluations?**

B. Retention Equity

Retention equity needs to be an area of dedicated analysis and the use of an equity lens. We need structures in place to evaluate retention offers disaggregated by race/ethnicity/gender. For example, those interviewed spoke to the lack of a retention plan for Asians and Asian Americans as having a significant impact on their dissatisfaction with the UO. The overall perception is that other groups have a better chance of being retained. When retention efforts are made, several shared that white male colleagues received greater packages than White women, Asian Americans and other faculty of color. Moreover, many spoke of the large number of faculty of color including several prestigious Asian American faculty members who left the University. In addition to the negative impact to them personally, they also cite the negative effects to their academic departments and students due to what they see as a constant exodus of Asians / Asian Americans.



“We had some really great faculty members. They had publications, great teaching evaluations, and provided service. *I feel like they [the UO] didn't care that the best of us was leaving. They were okay that an Asian was leaving.* In the meantime, I keep hearing about retention offers and efforts for others. I've been trying to get a partner hire for me for years and have been told “no,” only to find out that several of my colleagues have had their partners hired on as part of their hiring or retention.”

Demystifying Retention Offers. Can we make retention offers more streamlined and do them in a timely manner? Can we have more transparency around partner hires as part of retention offers?

Equity in Retention Packages: “Active retention is critical and must be pro-active, including for existing as well as incoming faculty. The university cannot wait until faculty of color have a foot out the door with a competing offer to negotiate for the university to treat them fairly, with equitable spousal hires and salaries, and to redress past wrongs.”



“I think the bottom line is that an Active Retention Program must center on immediately stopping the hemorrhaging of the UO faculty of color that are left. It is a good investment of the UO’s money to offer material incentives to stay—sabbaticals, course releases, workload reductions, salary audits. No amount of mentoring, trauma workshops, ombuds meetings, or any other programs like that are going to work without the material support. It must begin with this—if you want faculty of color to stay at UO and endure what is outlined in the reports in the short term, then you must offer them reasons to stay beyond making them do more work that will take them away from their ability to be productive (like, showing up to more meetings about racial trauma or mentoring).”

Another faculty member said, “If you are at the top of your field, you will get more offers. UO administrators need training and support on how to have these conversations”. A former UO faculty member felt that the administration had fatigue around his offers and one of his colleagues chimed in saying, “you should be grateful for what you have”.

C. Equity Audits of Promotion and Tenure Processes and Files

Similarly, we need to look at promotion and tenure processes and files with an equity lens. With faculty input we should be able to build a system that highlights key considerations. The faculty interviews spotlighted a number of issues relating to inequities in these critical processes.



“In my evaluation for promotion and tenure, my case was exceptionally strong, way above my level as an assistant professor according to the external reviewer. However, my evaluation letter from my senior colleagues discussed my strengths and weaknesses. And I get it, in an evaluation, you describe people’s strengths and weaknesses. But after I received tenure, I was going through another colleague’s file. I saw that in his file, the reviewers didn’t mention any weakness. They just say he was “exceptional.” But, you know, of course, but he’s not a perfect person. He also had some student complaints about his classes, and there are weaknesses, but they didn’t mention that. I feel I am being more critically reviewed, pointing out things to improve while other White colleagues are reviewed in a gentle and friendly manner.”

D. Equity in Compensation, Resources and Opportunity

Salary Equity, Material Incentives and Retention Offer Audits. Create a system for doing regular reviews of salary equity based on race/ethnicity. Also review equity in start-up funds by race/ethnicity. Can this be part of the Diversity Data Dashboard? Internal to Units? We should track and know how faculty of color are faring in relation to their white colleagues. Start with Native American and Black/African American faculty.



“The university has a purposefully broken system to address pay inequities. It can take almost a year and a half for HR to deal with a claim and the way they deal with claims is blatantly and embarrassingly biased. The university has no pay scale step system, no equity funds, and no reasonable process for dealing with gross inequities. The message is clear - they don't care.”

“Need a mechanism to adjust salaries that are out of whack.”

“I hated participating in this process, because as the authors note, it was quite painful. However, it has exposed how deep the inequities at UO are, and how much institutional betrayal trauma many faculty of color—including myself and my spouse—have experienced at this institution, and what must be done to rectify it. On that note I quote one of the gardeners who used to come in to have lunch with us at the nursery where I worked during college, which has stayed with me to this day. In discussing whether the JAAC should push for apology or reparations for Americans of Japanese descent rounded up by the US govt. and shipped to concentration camps during WWII, a vet who fought for the US even while his family was in camp noted: “Words are cheap. Apology doesn't mean anything for hakujin: only money (reparations) means the apology is serious.” In other words, in the UO context: there are programs and policy changes that can be useful, but they don't mean anything if the University doesn't retroactively address the core financial issues: spousal hires and past and present salary inequities.”

“Regular review for salary and promotion timing equity should be conducted regularly, and salary compensation for inequities automatically adjusted.”

“Salary Equity and Retention Offer Audits. Very important, but just doing an audit is not enough. There needs to be a mechanism to make adjustments.”



Equity in Start-Up Funds:

“Review equity in start-up funds and retention packages by race/ ethnicity.”

“We need a clear statement that words are cheap, and the administration needs to move forward with addressing salary and spousal hire inequities faced by existing faculty must be addressed first.”

“A concrete definition of material support in the form of workload reduction, sabbaticals, course releases, etc. You will not be able to eliminate racist behavior on this campus from any group overnight (faculty, staff, students). If you want faculty of color to stay, you must make it worth their while until the cultural and community changes take root in the distant future.”

“Talk, programs, more administrative positions are not useful, unless they address the core determinants of individual and family health and well-being of faculty: financial equity and compensation for past inequities and spousal hires.”

Access to Internal Funding:

“I have found internal funding almost impossible to get. I've had more luck applying for large federal grants. Again, truly embarrassing. I've stopped applying for internal grants, unless as a co-PI with a white male PI.”

“Internal funding is not adequate. No funding for creative ideas, productive faculty, and established collaborative groups.”

E. Leadership Trajectory

The leadership trajectory theme was raised most comprehensively by APIDA faculty. That said, each group spoke definitively to this issue and all groups would benefit from focused attention to creating leadership trajectories for faculty of color. We acknowledge the efforts made to develop and fund the 2021 **Provost Fellow program** which gives valuable leadership opportunities to faculty. We believe there could be very intentional outcomes from expanding this program so that each year it includes four additional faculty members—one from each group—APIDA, Black, Native and Latino/a/x. They would work to support all aspects of the Active Retention Program and provide a stronger and more trusting connection between these faculty groups and the OtP.

In addition, there is potential in connecting with the **OtP Leadership Academy** in a real and fruitful way. We are wondering if this could be offered to faculty of color in their first 1-2 years at UO to help them get connected and to help advance their leadership and mobility. The faculty of color selected for the Provost Fellow program could help tailor/add to the Leadership Academy curriculum in ways that would be meaningful both to faculty of color but also to campus at large.



Some faculty are skeptical of (or had no knowledge of) the Leadership Academy:

“No one in [] wants to touch the “Leadership” Academy with a ten-foot pole, though we have talked about going through as a cohort once our numbers are back up so we can start occupying those positions.”

“Regarding leadership and funding initiatives, I had no idea this even existed (leadership academy). This seems to me a crucial part of professional development for faculty of color.”

“Another important step in addressing the leadership void that APIDA faculty sees themselves in is to invest in their development. Leadership development of APIDA faculty can be a powerful tool for retention and would also send a strong message of diversity and inclusion for the rest of the APIDA community. The positive experience of some of the interviewees with the Leadership Academy is one of the few examples of the opportunity provided for APIDA faculty. The UO should expand that program to make sure that a greater number of APIDA faculty are encouraged and supported to be part of future cohorts. In addition to this, significant investment in on and off campus leadership development programs for APIDA faculty should be made available. Examples of some off campus leadership development programs that the UO should look into for its APIDA faculty and staff include the LEAP Advance / LDPHE program (<https://www.leap.org/leap-advance>), the NASPA APIDA Leadership Academy, ACE Fellows Program, and the Fulbright Program for faculty and administrators.”

The quote above naturally applies to all UO faculty of color. Our own UO Leadership Academy is but one vehicle—and the additional resources mentioned above are only the tip of the iceberg of possibility. There is a great opportunity for collaboration between the OtP, DEI and others on campus interested in building robust leadership development tracks for our faculty. Some of this can be handled fairly simply by standing up a leadership webpage with key links as well as including this as a training element for unit leaders.



Following are further illustrative findings from the faculty interviews:

“We need to recognize the leadership potential in APIDA faculty and promote DEI-minded APIDA faculty to leadership positions. Many APIDA faculty established themselves as leaders through their work as principal investigators on grants, committee members for organizing conferences, or doing the behind-the-scenes work. However, they are not viewed as viable candidates for larger and more visible leadership roles at the university. The lack of APIDA representation in leadership roles such as chairs, deans, and upper-level positions is a critical issue that should be addressed by the UO.”

From the external consultants: “Some of the interviewed faculty shared that they experienced being judged by subjective factors based on Western cultural norms that place judgments upon perceived APIDA values and cultural norms. When using Western cultural norms coupled with implicit bias against APIDA individuals, APIDA faculty can wrongly be seen as being less communicative, less assertive, and less able to lead others. Although not many used the actual term of the bamboo ceiling, their description of not being included or developed into high level positions due to these subjective factors and treatment should be explored more by the university.”

Finally, it would be important to get the data on the breakdown by race and gender of those who hold leadership positions within the university. “The leadership categories should include data on the President’s cabinet, other vice presidents, vice provosts, deans, and chairs of academic departments. Understanding these numbers would be helpful to see where there may be opportunities and gaps in the leadership development of APIDA [and all faculty of color] faculty. This would include knowing the proportion of APIDA [and all faculty of color] faculty in leadership positions relative to their representation as faculty. Getting this information will help understand whether or not the “bamboo ceiling” exists at the UO.”

“Several faculty regarded leadership opportunities as particularly valuable experiences. These range from service as a faculty representative for the university, college level equity and inclusion committee, to a leadership development program. These opportunities mattered for a variety for reasons. Nomination and selection provided institutional recognition; created opportunities to influence or shape the direction of the institution; and broadened connections and networks across the university. It is noteworthy that there is no coherent strategy for cultivating Black faculty as leaders at the college or university level.”

“A fundamental problem is that APIDA faculty are not well represented at upper levels of administration at the University of Oregon. Many of the UO APIDA faculty interviewed have years, if not decades, of institutional knowledge, a demonstrated commitment to diversity, equity, and inclusion work, and/or are experts on race, racism, equity, and policy in their fields. These faculty would be an invaluable asset in steering, creating, and informing DEI policy at the UO, along with other faculty of color. According to our interviewees, White faculty dominate upper administration at the UO.”



“There should be a much better balance in terms of race/ethnicity and gender in leadership positions. I’ve raised this issue in my department which has led to some painful self-reflection. But the situation is worse at the university level. Again, they just don’t get it or care.”

“I think providing more avenues for faculty of color to be promoted to leadership positions is crucial and outlining ways that faculty of color can begin this process in a way that rewards POC initiative and contributions. If this is done, there should be an emphasis not only on showing POC a pathway to leadership, but also concrete steps taken to help them achieve this. For example, I’ve done the Provost’s fellowship this year which has been very helpful in this regard, but I think more emphasis on how one can move into a leadership position and be involved in meaningful program building is something that needs more attention in that program. A similar program for faculty of color could be very useful.”

“Leadership recruitment should focus on existing UO faculty first, a pipeline for training for administrative positions for minority faculty put in place.”

“A clear statement that search for administrative positions proposed herein should be first conducted internally, among minority faculty, should be included.”

Creation of Faculty of Color Women’s Leadership Network.

“I’ve been fortunate to participate in a program for women who receive training on how to be an administrator. It’s honestly one of the things that has kept me at the UO and I’m glad that it’s working out well for me in terms of moving up. But then I feel bad that my other colleagues (of color) don’t have the same experience. Apparently, they didn’t know about this. I was somehow nominated and encouraged to participate. But then also I wonder why me and not others.”

The Women of Color Group within the Center for the Study of Women in Society would be a natural connection for such a network.

6

Accountability and the Leadership Imperative

As leaders at various levels of the organization, it is imperative that we act. The findings of the Active Retention Initiative are compelling and warrant a comprehensive, deliberate strategy. This section discusses education, the need for data driven accountability and learning for continuous improvement. We have also identified key decision points to consider.

A. Education

Summary: Predominantly White Higher Education Institutions led mainly by white males require introspection and intentional educational efforts. The kind of equity and antiracism work that needs to be done isn't going to be achieved through short-term "trainings". Rather, we need to nurture a community of practice among university leaders and in-depth immersion work with skilled facilitators. The focus needs to be experiential and centered on increasing cultural and emotional intelligence and developing relational leadership skills. This should be immersive, and dialogue driven. If committed to, this will have great pay offs—well beyond positive impacts to faculty of color. The very fiber and culture of the university will shift for the better. Trust will arise from this investment in time and energy. The best example of this institutional transformation work we know of is local. **Oregon State University**, as part of their **NSF-ADVANCE** work, <https://facultyaffairs.oregonstate.edu/oregon-state-advance> designed a 60-hour seminar which is an interactive learning experience centered on analyzing the operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. It provides opportunities to explore structural inequities within the university and to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life-affirming for people across their differences. The goal is to help participants develop skills and tools to create a more inclusive, equitable, and just work environment at Oregon State University. The first cohort of this program included the OSU President and Provost and other senior leaders.

We recommend that we work with OSU to bring the ADVANCE Seminar to the UO. See Appendix J for more information on OSU's ADVANCE PROGRAM. Culture-building and institutional transformation starts with senior leadership.



Following are some findings that relate to the need for university leadership to commit to education and institutional transformation:

“Create an evaluation for all administrators that include the following: antiracist, equity, diversity, and inclusion practices in their work (behaviors, actions, and practices). Do not promote administrators if they cannot demonstrate (provide evidence) of their DEI practices.”

“Senior leadership has an inadequate understanding of systemic racism so they don't know when they are participating in it.”

“Provide educational opportunities for faculty, staff, and students to understand systemic racism in the United States and its manifestations.”



“Mandate training for all deans to promote a Black thriving culture and to confront anti-Blackness; establish an expectation for effectiveness for current and future leaders.”

“Establish an implicit and explicit bias trainings for all Deans, Chairs, and Directors. The biases against APIDA faculty in terms of treating them as the model minority and / or not having the qualities of being leaders are among the many things that creates an environment filled with microaggressions. Furthermore, implicit bias is one of the barriers to hiring diverse faculty and staff and has been detrimental in the promotion of APIDA faculty and staff to leadership positions. Understanding their own implicit bias can help chairs, deans, directors, and all those who serve on committees on hiring, tenure, and promotion be more aware of how these biases influence their decision making. Done well, implicit bias trainings should provide tools for individuals to adjust automatic patterns of thinking and decision making based on their biases and eventually discriminatory behaviors.”

B. Data/Metrics

Summary. We envision the retention program being driven by both qualitative and quantitative data. We will integrate with the Diversity Data Dashboard 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. We recommend that UO begin using a quantitative indicator, the turnover quotient (TQ)⁷ to begin tracking turnover more actively, over time.



“Require deans to provide bi-annual regular retention report; address what is being done proactively to support Black scholars to thrive at the University of Oregon; in other words, what is the dean doing to make the university a desirable career destination?”

The College of Arts and Sciences must diversify itself, build actual Inclusive excellence and “do no harm.”

“For nearly two decades, the College of Arts and Sciences has only had white deans and staff in the Dean’s office, most of whom were not educated about the needs of Native faculty and, therefore, not supportive of Native and other faculty of color proposals. This has been and continues to be the source of much trauma for faculty of color.”

⁷ 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.



“Particularly leaders, people in power for the most part, are White, like our Dean’s office in the College of Arts and Sciences. *From the time I’ve been here pretty much 100% White.* There has never been a person of color occupying any position of power in that office. They operate like a White club, where they have each other’s backs. And it doesn’t matter what we say or do, there is no recourse, you will not hear us, you will not validate us.”

Diversification of Key Units. Does the Office of the Provost have goals and an inclusive excellence strategy for diversifying its 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 in Human Resources of staff of color? Is it important for a key node like human resources to have a diverse workforce? 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/> example. Could a position like this help move us forward?

C. Continuous Learning and Improvement

Stay and Exit Interview Systems. It is critical that the UO systematize both stay and exit interviews. The Active Retention Program will build on the stay and exit interview system implemented in 2021, making improvements and revisions based on learnings. The findings from the interviews will be shared with relevant campus leaders on an ongoing basis for continuous improvement. Surveys are not an appropriate tool, rather 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. This will serve in part as robust program assessment for the Active Retention Program.

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 Report*.



Following are findings that support doing stay and exit interviews—note the focus on actions resulting from the interviews:

“Design an exit interview process with professionals outside of U of O. Identify protocols and actions that must address the issues identified by the faculty leaving U of O. The response (what was done to remedy the issue) must be transparent and communicated with the person leaving and with faculty of color still at U of O.”

“These interviews will also be helpful to find out how to improve upon the treatment of APIDA faculty and what is working and what is not working on the retention and promotion of APIDA faculty members. The faculty interviewed stressed the importance of seeing more action by the university after it has collected and analyzed data. Seeing improvements as a result from the findings of these entrance and exit interviews will be a huge step in having the APIDA faculty see that they are being heard and that the commitment to diversity and inclusion is not simply lip service and performative statements.”

Keeping a Keen Eye Out for What's Working

Summary: Any effective program needs to also pay attention to and create sustained traction for *all that is already going well*. As part of the interview protocol we asked the external consultants to ask faculty, “What is working well?” It is important to regularly ask this (as part of regular stay and exit interview processes).



Following are some of the key things that our faculty raised that are working well. This information becomes part of the foundation of the retention program—as existing assets.

1. Importance of Active Retention Initiative.

Several faculty felt a study of this kind was long overdue and expressed gratitude for it. For them, such an undertaking by the University of Oregon signaled that their voices are important, and that serious efforts would be taken by UO to improve the campus climate for APIDA faculty, staff, and students. “I think it’s encouraging that the Provost is undertaking this study. I think it’s an important issue. I do not recall in the history of my career [of 12 plus years] that this issue was or has been taken so seriously. So, that is something positive.”

2. Department Cohesion. “A cohesive Department makes a big difference.”

3. Alignment Between Department and Higher Administration. “So does alignment with the Department and the higher levels of administration.”

4. Characteristics of Those Doing Well. Those who expressed satisfaction with their careers at the university were already familiar with the region—i.e., career experience and personal connections—, and housed within high functioning departments/schools where they are respected as scholars.

5. University President. Many acknowledged the public statements in support of diversity and in response to the racial reckoning by university leaders, particularly the president. At the same time, they recognize the tension between these statements and their lived experience at the University of Oregon.

6. Perception of the University of Oregon.

Interviewees spoke highly of the University of Oregon as a public research institution and its impact in the region and across the country. This was true for those who were housed in high functioning units and those who were not. This view of the university underscores their desire to contribute and be a part of its legacy despite the unreliability of racial equity.

7. University Vice President for Equity and Inclusion. Several faculty lauded Vice President for Equity and inclusion Dr. Yvette Alex-Assensoh for her enterprise-wide leadership in raising awareness about diversity, mounting a suite of capacity building programs, and, quite simply, caring about faculty and their families. These efforts broadened networks and possibilities for community for Black faculty and their families. Dr. Alex-Assensoh and her team at the Center on Diversity and Community also serve as a trusted resource for faculty for information about how to address their personal or professional needs.

8. Underrepresented Minority Recruitment Fund (now called the Inclusive Excellence Fund). Several positively referred to this fund as critical in their successful recruitment. The augmented resources enhance their capacity to engage in research and creative activities in support of scholarship, teaching, and service.

9. Leadership Opportunities. Several faculty regarded leadership opportunities as particularly valuable experiences. These range from service as a faculty representative for the university, college level equity and inclusion committee, to a leadership development program. These opportunities mattered for a variety for reasons. Nomination and selection provided institutional recognition; created opportunities to influence or shape the direction of the institution; and broadened connections and networks across the university. It is noteworthy that there is no coherent strategy for cultivating Black faculty as leaders at the college or university level.

10. Leadership Academy. A few interviewees spoke very highly of this program. They felt that it was a safe and highly collaborative space where they were encouraged to see themselves as valued community members. One interviewee spoke about how this program led her to stay at Oregon and enabled her to see herself as a leader. The investment they received from the university through this program is invaluable and the only critique they had was that it should grow and extend out more broadly.

11. Center for Multicultural Academic Excellence & Multicultural Center. Respondents spoke of the value of having these two student support spaces. While none of them shared that they actually used the services believing that it is for students, having spaces made a few feel as though students of color had some resources and support available to them. One faculty noted that knowing that there was a center lessened his feelings of being responsible for the wellbeing of APIDA students and other students of color. Another faculty shared something similar and again, while they didn't utilize the office personally, they have referred a number of students to go there to get the additional support they needed.

12. Ombuds Office. A few of the interviewees noted that the Ombuds office is a service that they or their colleagues have used. The overall satisfaction on how effective it was for them was high. They felt that the ombuds office gave them a place to think about their options. One issue that someone

did bring up was that while it was good to have a confidential space and listen to options and think of action plans, the issue with regards to the racism they believed they experienced in the workplace was not adequately addressed.

13. Indigenous, Race and Ethnic Studies (IRES) Department. Some IRES faculty have been on the forefront in addressing racism and inequity at the university. The IRES faculty interviewed felt despite the institutional practices that marginalized APIDA faculty and faculty of color, the department was a place they felt camaraderie with their other colleagues. With expertise in race, racism, anti-racism policy, some have been instrumental in advocating for APIDA faculty and faculty of color across the university. However, some have felt that their expertise has been sidelined in university discussions regarding DEI and the development of new programs and departments that center race and resistance.

14. Writing Retreats for Faculty of Color.



“One thing I want to mention that was really useful. Two years ago, at the College level, they organized a writing retreat for faculty of color. And it was really wonderful because it was three days away. In Lincoln City, you get a writing retreat with a coach. You don't have to pay for anything. And I think it was really fantastic because of two things. One, you didn't need to write up a lengthy application process, which is true for most things here. It was really one of the first things that was being given to us, right? It wasn't like, okay, you're asking us to provide input or serve on a committee or something like that. It was like, “*This is something for you.*” Not only would this provide support for faculty of color and faculty of color research, important to their retention and promotion, but also another opportunity to network with other faculty of color beyond their department.

Tracking Key National Models, Best Practices and Innovation.

Summary: Any good program will work to continuously track the relevant models being developed nationally and continually 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 this program.



Institutional History and Context of Historical Racism.

Summary. As administrators, faculty and staff come and go, we need to track and make transparent our institutional history. This can be focused and done in the form of timelines. There is key institutional context that needs to be preserved and shared with incoming faculty, staff and administrators. The collapse of the Black Studies initiative needs to be documented—who, what, where, when, and why? The creation of IRES needs to be documented—who, what, where, when and why? Some of this history naturally is positive context—such as the role of the Center for Latino/a and Latin American Studies as a supportive network for Latino/a/x faculty.



Following are some supporting findings:

“There must be a discussion that documents and highlights the racial historical events and issues at U of O. When leadership and administrators leave, they racial history (trauma and conflict) is forgotten and then the new leadership and administrators coming in seem perplexed when faculty of color push back on DE&I initiatives. In other words, . . . new leadership appears to propose or support the same approaches to addressing DE&I without the historical context that would inform what is being proposed or supported. Interviewees noted that DEI initiatives have failed several times when it comes to seeking racial justice on campus.”

“The struggle to create Ethnic Studies (later Indigenous, Race and Ethnic Studies (IRES)) as an independent department took three years of intense work. Are we going to seriously and completely deal with the history around IRES and around Black Studies? Commission study of the failure of the Black Studies Initiative and report results to campus.”

CoDaC recommends that we spend some effort documenting the history of DEI at the UO. We would cover specific initiatives and programs and identify what has worked, what hasn't worked and why. Having this history documented would be a resource for campus and can serve as a reference for incoming and current administrators.

Future of Retention Program

Decision Point. We know a lot about what is needed. This proposal provides the bones of a robust retention program. Are we going to collaborate to fund and support it? For those who are also animated by the bottom line, consider for a moment the costs of the recruitment process: moving expenses, spousal accommodations, start-up costs—everything from specialized lab equipment to summer salaries. Not to mention the immense time spent by faculty and staff who serve on search committees. Now consider the real reputational harm (beyond monetary costs) to the institution of the revolving door—of the loss of faculty of color and the brilliance that they bring. Isn't it simpler and more cost effective to work harder and more deliberately to retain the people who we recruited so diligently? Not to mention more ethical and equitable?



One faculty member commented:

“Please don’t take this the wrong way, as I do truly appreciate all of the effort you have put into this process. Moreover, I will reveal my bias (and my position at a business school) but a) where is the accountability here? It’s a long report and there is a lot of nuanced narratives here, but that is not going to change the school for the better. First, what is the (measurable) objective? What is the goal? How far short of it are you? Do you want racial proportions to match the numbers in comparable schools (but which we are below right now)? Do you want to make current faculty happier? If so, how happy are they now, and what survey are you going to implement track “happiness”? The easiest number is just to track percentage of population, inflows, and outflows, years of faculty residence to build university-specific knowledge, etc. I don’t see ANY of that here. And without that, how is anyone going to know whether progress is being made or we are losing more ground? Take a quick look at Andy Grove’s Objectives and Key Results and figure out what it is you want, and how to get there. Otherwise, the anger in this report will not dissipate in the slightest. You’ve collected great evidence, what is entirely missing is what you are going to do with that evidence.”

In essence, the Active Retention Program is being proposed in order to ***drastically increase our accountability as an institution on these issues.*** The questions raised above will help shape our efforts to assess the Active Retention Program going forward.

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<https://www.westga.edu/~distance/ojdl/spring11/betts11.html>

Appendices

Appendix A: Draft Position Description for Active Retention Program Director (pending)

Appendix B. Draft Position Description for Onboarding/Orientation Coordinator (pending)

Appendix C. Description of CoDaC Faculty Associates for Active Retention (placeholder)

Appendix D: Eugene Community Resources Placeholder. Find links and resources already existing.

Appendix E: Resources for Native American-Alaska Native Faculty Placeholder.

1. Native American Strategies Group: <https://inclusion.uoregon.edu/native-american-strategies-group>
2. Native Theater Group
3. Native Student Union
4. Native American Law Student Association
5. Tribal Advisory Council
6. NW Indian Language Institute
7. Native American Studies Minor and Major

Appendix F: Resources for LatinX Faculty Placeholder.

LatinX Strategies Group: <https://inclusion.uoregon.edu/latinx-strategies-group>
Center for Latino/a and Latin American Studies (CLLAS): <https://cllas.uoregon.edu/>

Appendix G: Resources for African American/Black Faculty Placeholder. <https://inclusion.uoregon.edu/bsg>

Appendix H: Resources for Asian American Pacific Islander Faculty Placeholder. <https://inclusion.uoregon.edu/asian-desi-pacific-islander-strategies-group>

Appendix I: Oregon State University National Science Foundation ADVANCE Program

To date, the ADVANCE Seminar at Oregon State University has provided 135 STEM and other faculty and administrators across the institution, plus the University Relations and Marketing department an interactive learning experience centered on analyzing operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. Participants had opportunities to explore structural inequities within the university and to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life affirming for people across their differences. At the end of the seminar participants leave with their own initial draft of an action plan to implement what they learned in their own areas of influence on campus. ADVANCE team members stay in touch with participants by following up on action plan activities and creating community by hosting All-Cohort Gatherings.

An ADVANCE Seminar train-the-trainer institute has been planned for Year 5. A one-week session has been created for Oregon State graduates of the ADVANCE or Difference, Power, and Discrimination seminars, which will be provided at no charge. A two-week session has been created for people from other institutions. ADVANCE Senior Staff member Nana Osei-Kofi is developing the curriculum for each session. The program web page can be found here: <http://advance.oregonstate.edu/train-trainer>. ADVANCE team members are currently reaching out to people who have expressed an interest in the training, from both within and outside of Oregon State.

<https://advance.oregonstate.edu/train-trainer>
<https://advance.oregonstate.edu/advance-seminar>

Appendix J. Innovation: Illustrative Links for Key National Models and Best Practices (Placeholder).

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