

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

May 2022



UNIVERSITY OF
OREGON

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

:: Table of Contents

• Acknowledgment.....	2
• Active Retention Initiative	3
• Introduction.....	4
• Our Research Approach.....	7
• Report Findings.....	8
• Moving Forward: Creation of a UO Active Retention Program	14
• Black/African American Faculty.....	15
• Native American Faculty	23
• UO Latino/a/X Faculty.....	28
• Asian Pacific Islander and Desi American Community	45
• Appendices	67
• Appendix A. Five Factors Shaping Faculty of Color Retention	67
• Appendix B. Consultant Biographies	68
• Appendix C. Protocol/Guidance for Stay and Exit Interviews.....	71
• Appendix D. Voices of Oregon Faculty of Color: Part Two.....	75
• Appendix E. Active Retention Project — Limitations.....	86

:: Acknowledgment

We dedicate this report to our faculty of color at the UO – Native American/Alaska Native, Black/ African American, Asian Pacific Islander and Desi American (APIIDA), and Latino/a/X. They face everyday challenges within the racialized climate in the University of Oregon and the state of Oregon.

Authors:

Maria Chavez-Haroldson
Anna Gonzales
Douglas M. Haynes
Charlotte Moats-Gallagher
Sharon Parker
Gerard Sandoval
Edith Wen-Chu Chen

:: Active Retention Initiative



The University of Oregon has spent the past two+ years looking in some depth at active recruitment, which has included piloting search advocacy and several complementary best practices to make campus hiring practices more equitable and inclusive (DEI). As a logical companion to this work on recruitment, the Center on Diversity and Community (part of the Division of Equity and Inclusion) has formed a research team to envision the practice of “active” retention, in recognition that efforts to attract people to campus must be matched with intentional and deliberate measures that help inspire people to feel valued, to have a sense of belonging and to stay.

Phase One: Literature Review and Surfacing of Best Practices

- Literature Review and identification of primary factors affecting retention of faculty of color.
- Curate best practices relating to faculty retention; recommend exemplars throughout the initiative.

Phase Two: UO Context—Data Gathering

- Outside UO consultants interview faculty of color who have left the UO in the last five years.
- Outside UO consultants interview current faculty of color at UO
- Gather information related to institutional retention initiatives and efforts at UO.

Phase Three: Campus Engagement and Application

- Share findings with key institutional stakeholders such as Faculty of Color, Administrators, UO Faculty Senate, Department Heads and College Deans, etc.
- Produce proposal for a comprehensive Active Retention Program that is based on key findings and national best practices.

Desired Outcomes

- Build our institutional understanding about retention best practices.
- Create focused priorities that signal organizational commitment and learning around faculty of color retention.
- Identify and tackle structural and policy issues that impact retention.
- Foster innovation and energy around these issues.
- Ultimately, build a new reality about retention at UO that supports faculty of color.
- Design and implement a comprehensive Active Retention Program that will act as the hub for an integrated, strategic and long-term focus on these issues.

Introduction

The University of Oregon prides itself as an academic institution of excellence in research, teaching, and serving as a public resource.

Many faculty, administrators, and staff aim to create a supportive and rewarding climate that values diversity, equity, and inclusion (DEI). However, the racialized climate in the state of Oregon and within the University of Oregon creates barriers that keep our faculty of color from fulfilling their true potential as scholars, educators, and public servants. **The UO community needs to acknowledge the problematic racialized institutional climate faced daily by our faculty of color as a first step toward genuinely valuing their essential contribution to the UO.**

The information in this report demonstrates how the University of Oregon has a severe problem in our inability to retain faculty of color. The UO has lost 45 faculty of color in the past five years and the effort to hire a cluster of Black faculty through the Black Studies initiative was a failure, as all of these faculty left the university. These difficulties are not new to the UO but represent a larger pattern of structural and institutional barriers faced by faculty of color. As the tables below demonstrate, the UO is falling short of even simple indicators regarding faculty of color representation compared to other Tier 1 research universities, racial state demographics, and our student percentage. In addition, our faculty turnover demonstrates how – as one of the consultants termed it – the UO is a revolving door for faculty of color retention. In particular, the percentage of faculty hired since AY 2013-14 who are no longer at UO in AY 2019-20 shows how faculty of color representation has diminished.

Full Time Tenure Track by race and ethnicity	At UO (2018)	At Public four-year R1 institutions (2018)
Latino/a/X	5.7%	6%
Asian	9.0%	12%
Native American	0.4%	~1%
African American	2.1%	6%
White	83%	75%

UO institutional research and NCES data (percentage distribution of full-time faculty in degree granting post-secondary institutions by race and ethnicity)

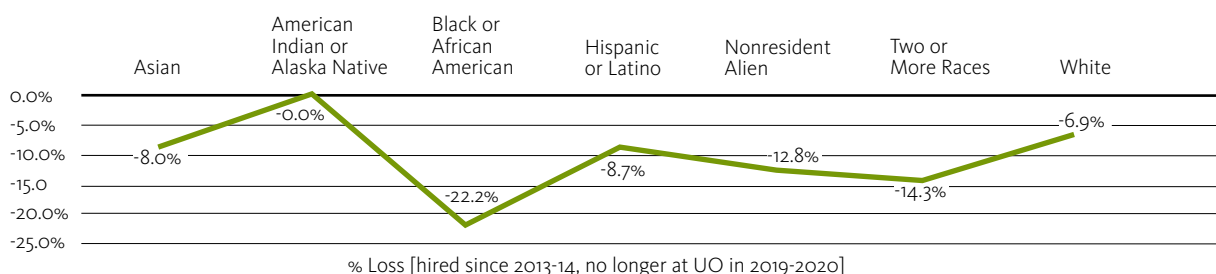
State of Oregon vs Campus Representation by Race	State (2020)	Representation at UO (2020)
White	86.7%	83%
Latino/a/X	13.4%	5.5%
Asian	4.9%	9.0%
Native American	1.8%	0.4%
African American	2.2%	2.2%

UO Faculty Equity and Inclusion Report and US Census Bureau

Percentage of UO Students to Percentage of Faculty by Race	UO Students (2020)	UO Faculty (2020)
White	60%	83%
Latin	12.6%	5.5%
Asian	6.4%	9.0%
Native American	0.7%	0.4%
African American	2.4%	2.2%

UO Office of Institutional Research Student Equity and Inclusion Report; UO Faculty Equity and Inclusion Report and US Census Bureau

Faculty Turnover



Percent of faculty hired since AY 2013-14 who are no longer at the UO in AY 2019-20. Source: UO Office of Institutional Research. Included in the IDEAL Report December 2020.

These numbers complement the distressing stories and experiences communicated by faculty of color in the interviews conducted by CoDaC external consultants. Those interviews paint a problematic picture of faculty of color feeling isolated, overworked, taken for granted, and undervalued by the institution and their colleagues. The following quotes from the report demonstrate the distressing degree of psychological racial trauma:

“**‘It’s been a horrific experience.’**
‘I experience a lot of pain and anguish.’
‘I am thinking of leaving UO.’
‘I wish the university could value Ethnic Studies more.’ – shared by someone outside of Ethnic Studies.
‘I refuse to give any more to this institution.’
And he said, “you don’t count.””

Consultants explained how difficult it was for both them and interviewees to engage in this topic. Faculty of color stressed the exploitative expectation at UO of ‘cultural taxation’ - participating in non-compensated diversity, equity, and inclusion work which is not recognized - and not part of their job description or formal duties. Yet cultural taxation is explicitly and implicitly perpetrated by university leaders and colleagues.

The consultant reports capture the difficulties faculty of color experience daily at UO as they maneuver the racialized climate. This report is part of a set of products that emerged from CoDaC’s Active Retention Initiative, which include:

1. Transforming the University of Oregon’s Racialized Climate: Five Factors Shaping Faculty of Color Retention
2. Voices of UO Faculty of Color: External Consultant’s Active Retention Report
3. Proposal for the creation of an Active Retention Program: Creating a Supportive Climate of Belonging and Success for UO Faculty of Color

These reports, taken together, provide an in-depth understanding of the vital retention issues affecting faculty of color at UO. The reports serve as a resource for university administrators, white faculty, and other stakeholders who want to learn more about this problem and take action to ameliorate these difficulties. These reports intend to:

1. Educate people wanting to create transformative change in improving faculty of color retention,
2. Uncover the demoralizing racialized climate that faculty of color at UO face daily, and
3. Detail recommendations for solutions to improve the retention of faculty of color.

We hope these reports are not seen as complete but serve as living documents that should be adapted and built upon as resources to create a supportive and rewarding environment at UO for faculty of color. Due to the overwhelming testimonies that the current racialized climate at UO and the community at large fosters isolation, exhaustion, resentment, and racial trauma, it is no wonder we are having severe difficulties retaining excellent faculty of color.

The racialized climate that, nation-wide, faculty of color face contributes to five factors directly related to retention. These five factors shaping faculty of color retention emerged from an extensive literature review described in detail in CoDaC’s first report. They include:



See Appendix A for a table illustrating definitions and examples of the five factors.

Cultural taxation means that the work that faculty of color do to recruit, retain, and help students, staff and other faculty of color maneuver through institutional racism is not valued as part of tenure and promotion, and it is not compensated. The work is primarily invisible, not legible, and informal to university administrators and colleagues who define the academy's essential and valued service work. Nevertheless, faculty members of color spend much time engaged in this work because they value and recognize its importance.

Second, racist delegitimization of scholarship describes how universities often view research done by faculty of color as less rigorous if the research focuses on people of color. Faculty of color need to constantly advocate for the legitimacy of their research besides actually producing it. Delegitimization of scholarship contributes to added stress and feelings of inferiority by faculty of color as colleagues question their work's relevance and label it as 'non-traditional', 'less objective', and 'less rigorous'.

Third, transforming the racial climate (Cost for Faculty of Color) means that as a university transforms its racialized climate to a more inclusive one, the burden of work – often invisible – is felt more by the faculty of color at that institution. As faculty of color commit themselves to this vital work, as they see its benefit to both themselves and their institution, a paradox occurs through which they experience stress and fatigue from the emotional toll of the work.

The fourth factor, racial battle fatigue, is the accumulation of daily experiences with racism on campus and in the community, leading to a specific type of exhaustion and resentment felt by faculty of color. These feelings come from long experiences of racism – especially for faculty who are activists for racial equity and institutional change. The prolonged exposure to racism results in a cumulative stress response to difficult mental and emotional conditions. These conditions emerged from constantly facing racially-dismissive, demeaning, insensitive, and/or hostile racial environments and individuals.

Lastly, psychological racial trauma occurs from overtly aggressive racists acts. These racist acts occur both within the university and, just as significantly, outside in the City of Eugene and the state of Oregon. An essential and differentiating element of racial trauma includes racist violence, either perceived or experienced. Outright aggression from faculty, staff, and students and being hired into a racially hostile department contributes to psychological trauma. These include threats of harm and injury, humiliating and shaming events, and witnessing harm to other people due to real or perceived racism. Racial trauma may be intergenerational and may include collective trauma and historical trauma.

Our Research Approach



Instead of incorporating the first report, the literature review, into this report, we decided to leave it as a stand-alone document, which allows the literature review to more easily serve as a functioning resource. We also decided to make the consultants reports (this report) a stand-alone document and provide this executive summary to describe the purpose, methods, and findings of the research. This report emphasizes faculty of color voices, their concerns, stories, and suggestions for transformative change via the consultants' reports. We felt it would be more powerful and aligned with our goals to center this report on faculty experiences directly presented by the consultants. Hence, this report presents the four consultant reports verbatim (as the consultants wrote them) without being filtered through our interpretation of their findings and unique context-based recommendations.

When designing our research approach, we knew that asking faculty of color to share their experiences at UO and their stories would be difficult. Some of their experiences were extremely upsetting and contributed to racial trauma. Hence, we needed to be sensitive, take our time, make the process transparent, and protect faculty of color from potential retribution for their participation. Therefore, our research team emphasized anonymity for participating faculty of color. No one at UO, including ourselves, saw the raw interview transcripts. Therefore, we relied on experienced consultants – all faculty of color from outside of the UO – to conduct exit and stay interviews with UO faculty of color. All the consultants had PhDs, a deep understanding of racial equity in higher education, and interviewed faculty of color from their own racial/ethnic groups. For example, Dr. Douglas Haynes -an eminent historian - interviewed UO Black faculty. He has over 20 years of experience working on DEI issues in higher education and serves as the University of California at Irvine, Vice Chancellor for Equity, Diversity and Inclusion. Another consultant, Dr. Sharon Parker, is a diversity consultant - and former University of Washington, Tacoma - Assistant Chancellor for Equity and Diversity. She is also of Native Rappahannock and of African American heritage. The other three consultants who conducted the interviews had similar professional backgrounds but, more importantly, had the lived experience of working as faculty of color in higher education. Refer to Appendix B for each consultants' biography.

To prepare for conducting the interviews by consultants, the research team first surveyed both the academic and best practices literature related to faculty of color retention, including a survey of other universities' policies and programs. In addition, the research team reviewed UO-specific metrics and indicators on faculty of color to gain a clear understanding of how the UO was performing on retaining faculty of color.

We also developed an interview guide that each consultant used in their respective interviews. The interview guide included semi-structured, open-ended questions based on the findings from the literature review. The interview guide is included in Appendix C of this report for reference and future usage. This guide can also be used and tailored to create an official UO exit interview guide to use with all faculty of color who leave the UO. In total, the consultants interviewed 36% of Black/African American, 50% of American Indian/Alaska Native, 18% of Hispanic/Latino/a/x, and 16% of Asian faculty.

It was important for us to gain feedback from UO faculty of color regarding the reports and their findings. Hence, after compiling the four consultant reports, we shared them with all faculty of color at UO. We provided a survey that they could respond to which asked them to comment on the findings, amplify issues they felt were highest priority, and add any issues they felt were missed. The survey also asked for specific feedback on any issues that they felt should be emphasized. Based on the responses of the survey, we updated the Native American faculty report, incorporated the feedback into the other reports, and wrote this executive summary.

:: Report Findings

For the University of Oregon to better value the teaching, scholarship, and public service provided by faculty of color, we need to identify why these faculty aren't being valued. We need to identify the larger structural conditions creating a racialized toxic environment for faculty of color in Oregon and the specific contextual barriers faculty of color are experiencing at UO. The faculty of color interviews were broken up by racial groups – Black, Native American, Latinx, and APIDA. This was done to capture two aspects: 1) challenges at UO that all faculty of color experience and 2) specific issues each faculty of color racial group identified by describing these challenges in a nuanced and detailed manner. Hence, our findings are broken up into two sections– the first describes similar challenges that all faculty of color experienced, and the second set of findings digs deeper into understanding each faculty of color racial group's different experience.

Similar Challenges That All Faculty of Color Experienced



Cultural Taxation. The most-discussed subject – in all the interviews – was the cultural taxation faculty of color experienced at UO. A faculty member described how “as non-whites, they are expected to provide service related to diversity and inclusion that is not expected of their white male colleagues. Often, this uncompensated labor is in addition to their ‘regular/normal’ service, taking away time from their research and teaching, which is more valued in terms of retention, promotion, and tenure”. The fact that cultural taxation is the most pressing issue facing faculty of color at UO is not surprising – this is well established in the faculty of color retention academic literature. However, the consultants’ reports describe the nuanced ways cultural taxation of faculty of color manifests itself within the UO.

An important aspect of the cultural taxation literature describes how cultural taxation increases as a university begins its process of becoming more diverse and culturally inclusive. In this case, as the UO places more energy and resources into creating institutional change and becoming more inclusive and equitable for students of color, the

pressure increases for faculty of color. The UO has made positive strides to increase access to students of color. These students rely on faculty of color as a resource, which expands the toll of cultural taxation these faculty feel. One of the consultants explains this paradox by stating that “according to the faculty interviewed, the University of Oregon has made strides to enroll more students of color. However, without a fully developed and coordinated ecosystem to help BIPOC (Black, Indigenous, people of color) succeed, thrive, and feel a sense of belonging, many of these students inadvertently seek out APIDA and other BIPOC faculty to provide additional academic and emotional support. As the ratio of students of color to faculty increases, so do the demands on the time of BIPOC faculty”. Hence, UO’s strategy for improving the recruitment and retention of students of color needs to include a retention strategy for faculty of color.

The other element related to cultural taxation communicated by faculty of color is the fear and anxiety they experience when having to decline the extra uncompensated labor. Pressure exists – intentional or not – that faculty of color are expected

to either be experts at DEI work or passionate about engaging in it. This concerning fear of ‘saying no’ – especially for faculty of color that are a minority in their departments – creates a serious challenge for feeling valued and respected as scholars. Our consultants report that Black faculty “reported feeling pressure (or at least a sense of responsibility) to engage in cultural-educational work among non-Black faculty—often to address rudimentary questions or issues. This, in turn, created a reluctance to disclose concerns to white colleagues for fear of a defensive response and the practical need to maintain constructive relationships for career purposes”. All faculty of color groups reported feeling this pressure.

“ **Faculty also felt like they could not say ‘no’ to this work like their other white colleagues, fearing they would not be seen as a team player.** ”

Specifically, they were asked to lead diversity committees, be the “ambassador” of their departments to their ethnic communities, help to restructure the curriculum to be more inclusive and representative of faculty of color issues, and other culturally taxing labor that is not formally part of their job descriptions. Besides the extra labor, what is more concerning is the fear faculty of color communicated in their interviews. Maneuvering the racialized context within the UO becomes a form of mental and emotional stress that hampers faculty of color research and teaching productivity. A faculty member commented that “we are asked to do things we have no bandwidth to do, and yet we must consider what the risk may be if we dare, we are unable to do what is being proposed or asked of us?”

Faculty of color bring added value to the UO, and this added value needs to be recognized and rewarded. Racial, ethnic, and diversity expertise are a resource the UO relies on and it needs to be protected and sustained as a resource. This expertise should be compensated in three ways: financially (salary and other financial benefits), access to institutional influence (by increasing access to administrative positions), and by providing faculty of color more time for research (via teaching releases, sabbaticals, and research funding).

DEI Erasure. Faculty of color spoke about the frustration felt when administrators did not recognize the important DEI work that had already taken place at UO. Much of these DEI historical efforts have been led by faculty of color, who have taken it upon themselves to organize events, programs, and academic departments, and tirelessly advocated for changing the racialized context within UO. This neglect and acknowledgment of historical DEI efforts is a form of erasure that continually disempowers faculty of color. A faculty of color member who has been involved in advocating for change at UO recommends:

“ **There must be a discussion that documents and highlights the racial historical events and issues at UO. Their racial history (trauma and conflict) is forgotten when leadership and administrators leave. Then the new leadership and administrators coming in seem perplexed when faculty of color push back on DEI initiatives.** ”

Both the conflict and negative experiences perpetrated by previous administrators need to be documented and acknowledged because it demonstrates that UO as an institution is learning from past mistakes. Faculty of color become disillusioned and resentful if a new administrator comes in with new plans that erase and ignore past difficulties and unkept promises. Building trust with faculty of color is challenging if their history of struggles at UO is not recognized and just swiped under the carpet. A Native American faculty member comments that a large part of their activist work on campus is “perpetually reminding and educating administrative leaders about past decisions and agreements with Native faculty and students.”

Psychological Racial Trauma. The larger structural conditions creating a toxic racialized environment for faculty of color at UO have led to psychological racial trauma manifested in harmful physical and mental health impacts. These health impacts are a form of psychological racial trauma that has detrimental impacts on the daily lives of faculty of color and hampers their abilities for career promotion and success. Psychological Racial Trauma

was clearly evident in the interviews. Faculty of color described racial trauma as “brutal, a horrific experience, an experience of pain and anguish” and reported suffering from “exhaustion”. One interviewee recalled,

“ 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. ”

There are also statements that speak to faculty of color being humiliated, experiencing daily microaggressions, and not being able to stand the hostility in their departments. They reported health concerns such as getting sick and having “to seek help from a therapist” to deal with the psychological racial trauma. One faculty member even said, “If my health insurance was cut, I’d quit,” because of the need for help.

Leadership Glass Escalator. Another finding that all faculty of color reported is the lack of faculty of color in high-level leadership and administrative positions at UO. This lack of representation is in part due to what the consultants called, a “glass escalator,” which refers to the hidden advantages that are conferred to white heterosexual men that lead to their accelerated advancement and promotion compared to women and people of color. The upper administrative levels at the UO are not very racially or ethnically diverse. A faculty of color commented that, “as one moves up the power structure of the academic pipeline, such as chair, dean, vice president, vice provost, provost and campus president, APIDA faculty representation progressively wanes compared to their presence as undergraduate students [of color] and faculty [of color] colleagues”. Of particular concern is that historically Deans at UO have not been faculty of color– or at least not a substantial number – who could transform their colleges. There also is a perception that administrative decisions

were not being made in a collaborative fashion that would benefit faculty of color interests. A consultant highlighted that “dealing with deans and provosts who impose top-down decisions and policies without consulting or considering the needs of faculty of color” was a theme that emerged in the interviews. This concern was highlighted by the APIDA faculty. They spoke about a “bamboo ceiling” that limited APIDA’s upward mobility into higher administrative roles as the perception of APIDA faculty was that they were not administrative material. Hence, for APIDA faculty there is both a “bamboo ceiling” and a “glass escalator” hampering their abilities to reach higher ranks within the UO administrative structure.

Racist Community Context. Oregon is not an ethnically diverse state due to its racist history and the cities of Eugene and Springfield manifest a racialized context where people of color do not feel safe. Faculty of color do not live within a UO social inclusive bubble – they are part of this larger racialized context in the community. Moreover, they are subjected to racist behavior, threats, and white supremacy within this community context – outside the UO. For example, Dr. Gerard Sandoval – a UO faculty of color – experienced an incident in the city of Springfield that exemplifies the racist threats faculty of color are subjugated to in this community. Dr. Sandoval was physically threatened with violence and told to “go home” and to “leave our community” – comments with racist undertones yelled at him by a white male in the parking lot of a Safeway grocery store. Hence, the lack of diversity and racism in Oregon, and in the surrounding UO community, blatantly compounds the feeling of isolation and marginalization that is also felt within the University itself. All the consultants emphasized the feelings of isolation that BIPOC faculty experienced living in Eugene. One consultant recommended that the UO needed to “reconcile the perceived or real contradictions between the university commitment to diversity and the realities of a Predominately White Institution (PWI), including the surrounding community.”

Different Challenges Each Faculty of Color Group Experienced

1. Black Faculty: Continuous Revolving Door
2. Native American Faculty: Invisible and Hyper Visible Self-Determination
3. Latino/a/x Faculty: Exploited Representation
4. APIDA Faculty: Convenient Minorities

Black Faculty: Continuous Revolving Door.

Consultant Dr. Douglas Haynes aptly characterizes the Black faculty experience at UO as a ‘revolving door.’ Black faculty are hired but then leave within a few years due to the toxic, racialized, and hostile environment in both UO and the State of Oregon.

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

The revolving door is exemplified by the recent collapse of the Black Studies Initiative. Five prominent Black scholars were hired through this diversity initiative, and all left within a few years. Dr. Haynes argues that “the collapse of the Black Studies Initiative highlighted the lack of institutional readiness and underscored the absence of accountability when it comes to Black faculty or scholarship”. Other factors were at play in the collapse of the Black Studies Initiative, such as difficult relationships with the Indigenous and Ethnic Studies Department, but exploring those factors is beyond this report’s scope. We recommend that the UO commission a report to specifically identify those factors and provide concrete recommendations for moving forward.

The UO’s toxic racialized context shaping this revolving door for Black faculty is most evident in microaggressions that Black faculty face daily. Dr. Haynes states that microaggressions “reinforced the perception and/or experience of a climate where Black scholars are discounted, marginalized; or Black scholarship does not constitute an intrinsic component of the University’s mission. In other words, these incidents did not appear to be motivated by malicious racists, but, rather, a causal indifferent or inattention to Black scholars as Black people in a white institution”. This causal indifference, Dr. Haynes

argues, is also seen by the “lack of a university or college level academic or research-oriented unit that is focused on Black people and culture”.

A nuanced and important finding is that cohesive functioning departments that align well with higher administration made an essential contribution to retaining Black faculty. Having a department chair that supported Black faculty by advocating for them and protecting them from excessive DEI service made a positive difference for Black faculty. It contributed to a perception and experience of a PWI organization that cared about Black faculty career success. Hence, a cohesive functioning department that highlighted and valued the contributions of Black faculty as scholars and educators was a department where Black faculty felt supported and had a positive experience.

A dysfunctional department has the opposite effect on Black faculty. It fosters a sense of tokenization and a sense of superficial commitment to DEI work. A Black faculty member commented that they feel “like the department’s ‘shiny penny.’” Another noted that colleagues viewed her “from a different planet.” Others reported feeling pressure (or at least a sense of responsibility) to engage in cultural-educational work among non-Black faculty. Anxiety over refusing to educate white faculty on the lived experiences of Black faculty increased fear of hampering their status within a department. “It is ill-advised to effectively judge the ‘very [white] people that you are seeking out for help’”. In other words, an occupational necessity for Black faculty is to manage the guilt of white colleagues.

Native American Faculty: Invisible and Hyper visible Self-Determination. For Native American faculty, their efforts for self-determination play an important role in their remaining at the UO. Native American self-determination includes efforts to advocate for Native tribes, students, and curriculum that highlights the importance of Native American scholarship. Since Native Faculty represent a small

number of people, they are both rendered invisible yet hypervisible as they are dedicated to self-determination. They are sought after to respond to acts of oppression on campus committed to Native Americans. Reacting to these acts is emotionally taxing and something white faculty are not expected to do. An example of this is “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”. The constant reaction to racism on campus is also manifested in constantly advocating for Native program budgets. A vision of self-determination for Native peoples is juxtaposed to distributions of resources to non-Native programs and initiatives.

The minimal number of Native faculty members made the research challenging because we needed to be sensitive that it would be difficult to keep the interview comments anonymous. We invited feedback from Native American faculty members to respond to Dr. Sharon Parker’s report. The Native faculty took issue with some of the original report’s framing of findings because 1) people were going to be able to figure out who said what – hence, an anonymity issue and 2) there were concerns that the findings in her report focused too much on problems Native American faculty faced within their own community, instead of problems they faced within the UO context. These valid concerns demonstrate the difficult position Native American faculty face. The fact is that the UO still has much to do in building the trust needed to build substantive retention support for Native faculty.

Dr. Parker’s report emphasizes the meager number of Native American faculty which increases vulnerability, invisibility, and hypervisibility of Native faculty presence on campus. Dr. Parker states, “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”. There seems to be no sustained growth in the number of Native faculty throughout the years. The small numbers of Native faculty greatly increase their cultural taxation. They are expected to teach about Native American issues - to both students and other faculty. Moreover, they are expected to serve in helping to identify

faculty and administrators for service on faculty search committees. This is in addition to meeting the increasing demand for their service to Native students as advisors, mentors, and even councilors.

Dr. Parker’s following statement sums up where the UO is falling short in retaining Native faculty.

“**Retention of Native American faculty does not seem to be a priority for the University. Once recruited and hired, there is little effort to retain those who are already on the faculty. This is a great loss of opportunity: it wastes the initial work to recruit and hire the person who now wants to leave; it discourages new Native faculty from considering working at the university. It loses the value of the scholarship Native faculty brings. In addition, while those who leave may be replaced eventually, there is no growth in numbers among Native faculty. This results in overburdening the Native faculty on campus with responsibilities for the Native community and educating their white colleagues.**”

Latino/a/x Faculty: Exploited Representation.

Like the Latinx farmworkers and forest workers sustaining the Oregon rural economy, the Latinx faculty at UO is a population providing critical labor that is taken for granted, not recognized, valued, or adequately compensated. In other words, they are a population that is exploited for their representation. Most Latinx academic programs, initiatives, and research centers have been built upon unfairly uncompensated “invisible” labor. Examples of this include the Center for Latina/o and Latin American Studies (CLLAS) and the new Latinx Studies Minor initiated by bottom-up, generative, faculty-led efforts. These efforts have not adequately been supported by UO administrators. According to one interviewee, “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.”

An important finding in Consultant Dr. Maria Chavez-Haroldson’s report is the vital role giving back to the community plays in retaining Latinx faculty. Almost all interviewees spoke about how these campus/

community relationships have helped faculty build a sense of community at UO. However, this is a double-edged sword because giving back to the Latinx community can also represent a burden on faculty's time and energy. A Latinx faculty member commented, "We are an extension of the UO and considered 'ambassadors' for the community and their request for our engagement . . . so [Latinx faculty] are called upon a lot to help address DEI issues. This work is increasing and needs to be considered in terms of our current workload." Hence, unvalued community outreach and engagement by UO sends mixed messages to Latinx faculty who enjoy the work – see its importance – but are also burned by it since it is not rewarded or compensated. Quotes from Latinx faculty on outreach and engagement to the community are self-explanatory:

"The community work we do needs to be taken into consideration [workload] and valued."

"I find community service and work to be particularly rewarding."

"Making social connections with local communities is important."

"Relationships and community engagement and community services is the lifeline for [Latinx faculty]."

Not valuing the vital community engagement and UO DEI works Latinx faculty participate in leads to resentment and disengagement from Latinx faculty. This was a theme that took a principal role in the interviews. A Latinx faculty member stated, "I refuse to give any more to this institution." Latinx faculty felt burn-out with the extra DEI and community outreach work. Instead of UO rewarding that significant effort and making it a positive experience that helps retain Latinx faculty, faculty begin to feel as if they were taken advantage of. One interviewee testified, "I have kind of disengaged and stepped back from a lot of decision-making. I just didn't want to become involved in decisions due to exhaustion, I really didn't care."

The Latinx community is growing throughout all parts of Oregon - especially in the rural areas of the state and in Eastern and Southern Oregon. The outreach

and community work Latinx faculty conduct is both a valuable resource for the UO and for towns across Oregon. The UO should directly invest in their Latinx faculty as their work directly ties to UO's public service mission and is a positive commitment to the State of Oregon.

APIDA Faculty: Convenient Minorities. According to Consultants Dr. Edith Chen and Dr. Ana Gonzales, "the racialized category of Asian/Asian Americans have been problematized in large part at the University of Oregon because of the way they have been positioned as 'convenient' minorities and people of color. In other words, depending on the situation, they are or are not counted or recognized as part of a minority group or people of color". Much of the feedback we received after allowing APIDA faculty to comment on the earlier draft of this report was gratitude for being included in this study as they are at times not included as faculty of color at UO. They are conveniently categorized as faculty of color when it benefits the institution to say the numbers of faculty of color have been increasing, but not categorized as such when resources are at stake by being a part of the definition. Drs. Chen and Gonzalez elaborate, "APIDA faculty may be viewed as the 'model minority,' who are expected to be high achieving and do not experience institutional racism as their African American, Indigenous, and Latinx counterparts. They are seen as reliable colleagues, competent scholars, and often expected to shoulder extra service assignments without complaint". In reality, APIDA faculty face particular racism in the form of xenophobia that they felt within the UO and outside of the University. This was especially prevalent during the past few years as the Trump administration used anti-Asian rhetoric and anti-Asian xenophobia during and after the COVID pandemic. In addition, many APIDA faculty interact with international students, who face xenophobic attacks and turn to faculty for assistance. This, in a way, can also be seen as a form of cultural taxation since, according to Drs. Chen and Gonzalez, "faculty report that there are more Asian and Asian American students at the University of Oregon than some other racial minorities, yet there is no academic program for them. DEI-minded APIDA faculty fill the institutional gaps by mentoring students and faculty of Asian descent". This institutional gap creates more uncompensated labor for APIDA faculty.

Another key issue facing APIDA faculty is what Drs. Chen and Gonzalez categorize as a “bamboo ceiling” where APIDA faculty are not well represented at the upper levels of administration. The “bamboo ceiling” is not just present at UO, but is a typical pattern found in higher institutions across the country as APIDA faculty are not viewed as leadership material. The term “bamboo ceiling” refers to the barriers and struggles Asian/Asian Americans face in trying to reach upper-level management positions. “As

one moves up the power structure of the academic pipeline, such as chair, dean, vice president, vice provost, provost and campus president, APIDA faculty representation progressively wanes compared to their presence as undergraduate students and faculty of color colleagues.” Moreover, as the presence of Asian and Asian American students increases at UO, the underrepresentation of APIDA faculty in higher administration becomes more evident.

:: Moving Forward: Creation of a UO Active Retention Program



The interviews conducted by consultants of UO faculty of color have shed light on important issues shaping retention that UO needs to address. This report describes issues affecting all faculty of color groups and also particular issues each faculty of color racial group faces. Black faculty experience a continuous revolving door that hampers the creation of a larger footprint for Black scholarship at UO. For Native American faculty, their small numbers render them both invisible and hypervisible and this creates a stressful milieu that hampers their efforts for Self-Determination. Latino/a/x faculty are the fastest-growing minority group in terms of both faculty and students in the State of Oregon. As they continue to grow, much of their DEI efforts to create a sense of belonging and inclusion on campus are generative ones - supported by current Latino/a/x uncompensated faculty labor. Hence, a form of exploitation of their growing representation is taken for granted and not adequately acknowledged. Lastly, APIDA faculty see themselves as a convenient minority group, either included or excluded as faculty of color depending on how that recognition benefits the UO.

The following four consultant reports capture these issues in detail and communicate the nuanced experiences of faculty of color at UO. The consultant reports demonstrate how – ultimately - valuing faculty of color’s contributions toward UO should be the foundation of the transformative work ahead. First and foremost, faculty of color should be valued and respected as scholars and

educators. Their invisible DEI service to the UO needs to be acknowledged – made visible – and rewarded. The consultant reports scratch the surface of UO’s problems in retaining faculty of color, yet the consultants capture the difficulties in specific ways and offer concrete recommendations for moving forward.

CoDaC’s main recommendation is for the creation of an Active Retention Program. The framework and details of this Active Retention Program can be found in the report titled: **Proposal for the creation of an Active Retention Program: Creating a Supportive Climate of Belonging and Success for UO Faculty of Color.**

We used the findings and recommendations from the consultants’ reports and further consultation with UO faculty of color to create a program that lays out a concrete course of action on how the UO can improve their retention efforts and substantively support faculty of color.

To move forward and create institutional change that supports the retention of faculty of color, we need to be honest and transparent regarding the problematic situation faculty of color face at UO. We cannot improve our retention efforts if we do not understand the problems. We invite administrators, non-faculty of color, staff, and others interested in this important topic to read the reports. This is the beginning of gathering crucial information regarding faculty of color experiences in a systematic and ongoing way. We encourage the UO community to collectively engage in improving the lives and retention of faculty of color.

:: Black/African American Faculty

By Douglas M. Haynes, Ph.D.
Professor of History, University of California, Irvine

Per our agreement, I conducted [_] interviews with current and former Black faculty at the University of Oregon. The purpose of the interview project was to understand their experience as part of a broad institutional commitment to learn and improve interventions both to retain incumbent and recruit future faculty.

Based on these interviews, I prepared two reports. The first or main report—entitled *Placing Racial Equity at the Center of the Mission of the University of Oregon*—aligns with the specific questions and themes that were required by the university. The format consists of key theme(s), key concerns, what is working well, and actions/ recommendations. The actions/ recommendations section derives from the second analytical report entitled — *Black Scholars at the University of Oregon: A Revolving Door*. It provides an analysis of the perception and experiences of Black scholars. It is organized into four categories: Career Boot Strapping While Black, Recruitment Process and Experience, Expectation and Reality in Service, and Culture and Belonging.

As part of the completion of this assignment, I look forward to discussing these reports.

Main Report

Placing Racial Equity at the Center of the Mission of the University of Oregon

I. Key Theme

The Elusiveness of Racial Equity at the University of Oregon

- Attention to **racial equity** at the university is—at best—contingent and conditional and—at worst—absence all together.
- Black scholars generally bear the burden of connecting with the university whether as applicants or incumbent faculty.
- The **absence of an integrated strategy** for the recruitment and retention of Black faculty; promotes a **revolving door** for Black scholars at the university.
- The collapse of the Black Studies Initiative reinforced both the chronic turn over problem and the **lack of accountability** for advancing understanding about the Black experience and drivers of well-being among academic leaders, spanning from department chair, college dean, to provost.
- Black faculty are **dependent on the vagaries of the personal interest of colleagues**, unit chairs, deans, in responding to their needs or demands.
- This organizational environment creates **uncertainty about whom to trust** among colleagues or the **reliability of accountability systems**.
- Valuable **university programs**—such as the Dual Career Couples Liaison Program and the Under-Represented 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.
- Negative or sub-optimal experiences with university personnel—such as Compliance; Human Resources—or programs (Dual Career and URM Recruitment Program) foster **doubts about the competence of the institution** and/or **suspicion about institutional racism**: is it me or just poor administrative coordination.

- Black faculty are forced to **reconcile the perceived or real contradictions** between the university commitment to diversity and the realities of a Predominately White Institution (PWI), including the surrounding community.
- This includes responding or processing acts of implicit bias, prejudice, and bigotry alone or in isolation; 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.
- The impact of the university racial landscape imposes burdens and anxieties that Black faculty must navigate even while meeting the expectations career. There are **no administrative accommodations for being a Black faculty.**
- Those who successfully navigate this landscape—i.e., regard the university as a desirable career destination—are in high functioning departments, receive regular recognition (internal and external) for scholarly excellence and/or leadership, and are affirmatively attracted to the region because of family or other well-establish association.

II. Key Concerns

Path to University of Oregon: Career Boot Strapping While Black

There is only one case where a Black faculty member was specifically targeted for recruitment. Two faculty members helped their future home departments successfully make the case to higher levels of administration for additional faculty lines, which they subsequently filled following open searches. All others applied to open positions. The University of Oregon appears to have expended very little effort to interest these faculty beyond positing ads.

Recruitment Process and Experience: Valuing Expertise while Minimizing Attention to Race

Generally, the recruitment process underscored the promise and achievement of the future faculty and the prospects for a positive collegial environment. At least, two commented about the relatively low salaries. In three instances, they were asked either illegal questions (pregnancy status) or questions that placed the candidates on the defensive about the inadequacy of the diversity at the university. None reported any follow up or accountability.

Expectation and Reality in Service: Navigating an Uneven Landscape of Career and Race

The experience of career of the interviewed faculty generally reflects that of most faculty, but with a difference for Black faculty. A cohesive department makes a big difference. So does alignment with the department and higher level of administration. For Black faculty who are often the first or among an otherwise small number, these familiar

experiences of climate or even toxic environments can create a sense of differential experiences—from a perceived or real sense of a hostile environment to a more generalized sense of isolation or both. This ranges from the failure to deliver on promises made during recruitment, ambiguous tenure expectations, frustrating coordination of the individual needs with campus offices, to bearing the burden of reconciling various contradictions.

Culture and Belonging: Campus and Community

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. Those who expressed satisfaction were 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. To put it another way, Black faculty who have separated were unwilling to reconcile the contradictions of the university commitment to diversity. Black faculty, who stay, navigate through them.

III. What is Working Well

Perception of the University of Oregon.

All the 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.

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.

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 for Community and Diversity also serve as a trusted resource for faculty for information about how to address their personal or professional needs. This extends to connecting faculty to work-life integration resources such as the Dual Career Couple Liaison or facilitating mentor-mentee matching. Finally, the center essentially is the only office at the University of Oregon that engages in accountability, education and training and research in relationship to diversity. This does not appear to be taking place in academic units—either at the college or department level.

Underrepresented Minority Recruitment 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. At the same time, information about the fund 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.

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 of 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.

Actions/Recommendations: Place Racial Equity at the Center of the University

1. Place racial equity at the center of the mission of the University of Oregon; a commitment to diversity is necessary but insufficient
2. Establish a holistic strategic plan for building a sustainable culture where Black faculty thrive; stop relying on the uncredited labor of Black scholars to reconcile the contradictions of the university
3. Integrate the components parts of the campus and align the academic units with this aspiration; adopt a whole university response
4. Organize the execution of the plan in terms of changing the culture, leveraging the research mission, and engaging Black communities in and beyond Oregon.
5. 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.
6. Provide educational opportunities for faculty, staff, and students to understand systemic racism in the United States and its manifestations.

7. 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.
8. Commission study of the failure of the Black Studies Initiative and report results to the campus.
9. Provide regular data about the number and representation of Black faculty; get over the embarrassment
10. Establish a “Grow Your Own Pipeline” postdoctoral program modeled on the UC President’s Postdoctoral fellowship Program; consider a visiting professor program organized around Black thriving research and teaching
11. 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
12. 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.

Report II: Black Scholars at the University of Oregon: A Revolving Door

Overview. Understanding the University of Oregon as a social organization helps to appreciate the experience of former and incumbent Black faculty. The university is not only located in an overwhelmingly white town and state, but its students, faculty and staff and alumni reflect this dominant racial characteristic. Among many, Oregon has a well-earned reputation as a progressive state. The university is publicly committed to diversity. So, too, are its many students and employees.

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. This reality—as I detail below—informs the perceptions and infuses the experiences of the ten Black faculty who agreed to participate in this retention interview project.

As the interview summary below reveals, the University of Oregon presents an ambiguous racial landscape that shapes the professional and personal trajectory of Black scholars. Of the [] are well-established faculty— [] tenure-track and the other [] tenured—within highly functional departments. (These departments are characterized by reputation, size, and the management of internal conflict or

tension.) These scholars intend on remaining at the university for the foreseeable future. By contrast, the overwhelming majority have separated or are contemplating departure. Even allowing for [] participants—a contracted instructor and a [] retiree—, those who are contemplating leaving share a common experience of not belonging or not seeing a life-affirming career path for themselves in the university, much less in the community for their families. 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. Nor were they a sufficient response to the cascade of unconscious and conscious acts of bias that exist in settings where Black scholars work and the localities that they inhabit as residents.

As they navigate the university, each Black faculty—in one way or another—asked themselves if the sacrifices are ultimately worth the personal costs and professional frustrations. This extends from seeking employment without any special outreach activity but, nonetheless, feeling the need to overcompensate for the perception that they did not “earn” their appointment and/or promotion, to continually assessing who among their colleagues, undergraduate and graduate students, and staff are indifferent, hostile, or supportive of their success. In the process, they are forced to reconcile the contradictions between the university’s commitment to diversity with the struggle for validation of their intrinsic value as Black scholars as well as scholarship on Black culture and people within the university.

Emotionally draining and psychologically confusing, this cognitive activity only exacerbates the usual career anxieties of tenure stream faculty. For Black scholars, there is little relief or formal administrative accommodation for it. This struggle is made even more difficult by occasional frustrating encounters with the different levels of administration—department, college, and university—for a variety of issues and priorities. These range from funding and promotion, compliance consultation and investigative processes, career partner employment, to the development and execution of programmatic activity in support of research and curricula about the Black experience and drivers of well-being. In sum, no one encounter is responsible for the experience of Black faculty, but the collective impact produces a powerful sense of dislocation: of not being valued as a scholar or their work-life balance not respected, or their life experience ignored, or having their voice and perspective about the university treated as invisible. Rather than create a culture where Black people thrive, the university has unwittingly created a revolving door for Black faculty.

Path to University of Oregon: Career Boot Strapping While Black

For Black scholars, the paths to the University of Oregon faculty varied. [] did not know a great deal about the university when they learned about opportunities from a trusted friend or colleague. [] others (tenure stream faculty) had personal connections or professional experience in Eugene and viewed the surrounding region as a desirable destination for both career and life. Another []

applied to open positions that they had occupied as temporary or part-time faculty at a local college and university. In this case, their specific contributions to the curricula/programs—plus their diversity—strengthened the department case to their respective deans for a new faculty line. All others applied to an open position. Their motivations reflected common reasons such as pre-tenure “market testing”, leadership opportunities that were not available at their previous institution, and the desire for a research-oriented career.

Key points. There is [] case where a Black faculty member was specifically targeted for an open recruitment in advance of a search. [] faculty members helped their future home departments make the case to higher levels administration for additional faculty lines, which they subsequently filled following open searches. All others applied to open positions. The University of Oregon appears to have expended very little effort to interest these faculty beyond posting ads.

Recruitment Process and Experience: Valuing Expertise while Minimizing Attention to Identity

Interviewed faculty viewed the search and recruitment process as a competition in which they rose to the top. They were accomplished in their fields: one held several prestigious postdocs in the humanities; [] were already in tenure track positions []; another was an accomplished [] based on the east coast; another had two decades of professional experience in the field and completed their PhD at the university; and still another held a PhD and was recognized as a [] internationally while holding teaching positions at [] a liberal arts college and another R-1 state institution.

In practice, their experience of the recruitment process—i.e., on-campus visit and negotiations—presents a contradictory image of the institutional commitment to diversity. None referred to or could recall meeting any Black faculty during the campus visit. Some recalled being asked illegal questions or border line racist ones. The impact created lingering questions in their minds about their acceptance, which their subsequent experiences as faculty members either confirmed or mitigated. In one case a candidate [] was asked —“How are you going to get along with lily white people”? Another

was asked “how will you feel that most of the Black faces are on the football field” [__]. In both cases, these candidates had little choice but to answer in a reassuring manner for fear they might lose out on this employment opportunity. Still another was asked about her pregnancy status, which of course is illegal.

Other recruited faculty reported very favorable experiences. On-campus visits focused on their scholarship, creative activities, achievements, and possibilities for the future. The sense of their value as measured by their salary and start-up varied, however. One had just earned tenure at their home department and had other competing others [__]. Their future chair

at UO was highly motivated to meet the competing salary and start-up. In another case, a faculty member felt that their salary did not sufficiently reflect their PhD and expertise as a [__] in the field. [__] regarded the Under-Represented Minority Recruitment Program as an effective yield tool but were unaware about the details of the program [__]. In one case the total dollar of the grant increased the capacity for creative activity and made the comparatively low salary tolerable [__]. At the same time, this faculty member noted that even though he was awarded tenure at previous institutions, the recruiting dean indicated that “we normally don’t award tenure to new hires.”

Key points. Generally, the recruitment process underscored the promise and achievement of the future faculty and the prospects for a positive collegial environment. At least, two commented about the relatively low salaries. In three instances, they were asked either illegal questions (pregnancy status) or questions that placed the candidates on the defensive about the inadequacy of the diversity at the university. It is unknown if they report these incidents or were offered a post-recruitment survey. Clearly, the university faculty who were responsible for these infractions did not feel or know that they violated the law and policy or, for that matter, the university’s public commitment to diversity.

Expectation and Reality in Service: Navigating an Uneven Landscape of Career and Race

The experience of career is generally contained within three circles: department, campus, and university. For the interviewed faculty, the experience varied considerably. Most valued their teaching experience with students. Those in functional departments—where their contributions were valued as a scholar and educator—had more positive experience than others. Whether coming with experience as a tenure-stream faculty member or not, others experienced a wide spectrum of counter-productive climates. These, in turn, produced adverse coincidental racial impacts. These were mostly micro-aggressions that were mutually reinforcing. They reinforced the perception and/or experience of a climate where Black scholars are discounted, marginalized; or Black scholarship does not constitute an intrinsic component of the university’s mission. In other words, these incidents did not appear to be motivated by malicious racist, but, rather, a causal indifferent or inattention to Black scholars as Black people in a white institution. The overall effect produced the absence of an institutional commitment to racial equity.

One—[__] at the time of hire in [__]—described joining a “toxic environment”. The chair and senior faculty member feuded and did not respect the junior faculty member’s boundaries about their personal grudges and internal politics. Until confronted by this junior faculty member, these senior members attempted to recruit her into their side of the dispute. The chair subsequently punished her in a variety of ways. Subjected to an “excessive teaching load”, she was not made aware the modified duties policy. Another faculty member recalled unfulfilled recruitment promises of access to funding for unit curricular improvements. It was unclear if the funds were for this faculty member or for the department or a combination of the two. Another faculty member detected differential funding levels for [__] in comparison to [__] and visitors based on funding for instrument tuning or invited visitors [__]. One of the longest serving faculty experienced the de facto divestment in the school and concurrent commitment to diversity among under-represented faculty and law students [__]. Once a rising national center for critical race theory in the 1980s, by the end of their career that emphasis had largely become mediocre. Few Black students attend the law school.

For most, the tenure process was nominally straight forward but not without familiar criticism. It is important to note that for Black scholars the vagaries of competency in chairs were not simply the “luck of the draw” of department head. It contributed to a perception and experience of a PWI organization that is indifferent to their career success.

Among points of criticism include the need for clarification of expectations in a performance and academic oriented department and/or holding a split appointment, or in a unit with professors of practice or research faculty. Often advice from colleagues proved to be inconsistent and did not contribute to a coherent set of expectations. This opaqueness led some to engage in protective overcompensation (i.e., higher productivity) which in turn made work life balance challenging [__]. More advanced recruits were not hired with tenure and had to put in additional service, but ultimately were promoted [__]. Mentoring proved to be useful, but not always [__]. Information was not reliable or consistent. In an extreme case, one chair is alleged to have misled a faculty member about promotion standards out of spite [__].

Faculty interactions with school or campus leadership yielded mixed satisfaction. One faculty member recalled having a disgruntled faculty colleague who was not interviewed for a leadership position that he ultimately was hired for [__]. This faculty member together with the associate dean—[__]—would not speak or engage with him. There was little that this faculty member could do. The then-dean tolerated this behavior for two years until these two faculty members moved to another institution. By contrast, two faculty lauded their dean for being invested in their careers. They provided access to funding resources, connected with mentors, and responded to teaching needs.

Poor coordination between the department and the university added to a sense of isolation. In engaging with the compliance process [__], one faculty member observed that the student had representation and support but faculty as employees had neither [__]. These processes proved to be a time-consuming distraction that spilled over into their home life. The involvement of a knowledgeable associate dean proved helpful in managing a student disability complaint. Another faculty member sought

assistance from HR to address a “toxic department” culture in general and the behavior of a vindictive chair in particular [__]. This faculty member reported [__] concerns were not investigated or validated. She began looking for another job. Upon receiving another position, she informed the then-president who expressed regret. In another incident, the lack of coordination of the central administration and the department regarding dual career needs did not serve a faculty member well or in a timely manner [__]. Her partner struggled to find employment—even though during their campus visit the candidate was led to believe that it would be easy. She was not informed about the Dual Career Liaison for another year. Elevated engagement of the liaison was welcomed but did not yield a position for their spouse. Burdened with reconciling work-life integration soured this faculty member’s view of the university. Although this faculty member expressed great admiration for their department, but a long-term career at the university is unlikely. Another faculty member left because Oregon could not compete with the reputation, compensation nor talent in their field of a competing institution. The retention effort was weak and did not involve the provost. By contrast, another faculty member reported that their school and university rewards entrepreneurial efforts, particularly when it advances the aspiration of the institution. This faculty was nominated to serve on a major board.

Key points. The experience of career of the interviewed faculty generally reflects that of most faculty, but with a difference for Black faculty. A cohesive department makes a big difference. So does alignment with the department and higher level of administration. For Black faculty who often are the first or among an otherwise small number, these familiar experiences of climate or even toxic environments can create a sense of differential experiences—from a perceived or real sense of a hostile environment to a more generalized sense of isolation or both. This ranges from the failure to deliver on promises made during recruitment, ambiguous tenure expectations, frustrating coordination of the individual needs with campus offices, to bearing the burden of reconciling various contradictions.

Culture and Belonging: Campus and Community

Like others, the overwhelming majority of faculty interviewed were drawn to Oregon because of career. [] specifically mentioned the appeal of the region []. Others had to negotiate the challenges of relocating themselves and their families. Most had the common experience of being hyper-visible or invisible at the same time. Having a functional academic unit provided an important basis for building a social network. Still others commented on the added burden of finding community. Even when invited one faculty member felt that they had to adjust to foodways as well as past-times. More recently, Covid complicated the practice of in-person gatherings among new and continuing faculty.

Even though valued for their scholarly and/or performance contributions, several reported that there was little interest expressed in the actual content of their life; or an appreciation about the real or perceived pressure to participate in diversity programs in and outside of the department. This disjunction fostered a sense of tokenization and the sense that the institutional commitment to diversity was superficial. One described feeling like the department's "shinny penny" []. Another noted that colleagues viewed her "from a different planet" []. Others reported feeling pressure (or at least a sense of responsibility) to engage in cultural educational work among non-Black faculty—often to address fairly rudiment questions or issues (staff instructor, design, and music). This, in turn, created a reluctance to disclose concerns to white colleagues

for fear of a defensive response and the practical need to maintain constructive relationships for career purposes []. In other words, an occupational necessity for Black faculty is to manage the guilt of white colleagues. It is ill-advised to effectively judge the "very [white] people that you are seeking out for help []."

The steady arrival and departure of Black faculty eroded hope for realizing a critical mass or a community of Black scholars. One faculty member observed pointedly that "Black faculty come and leave; creates a sense of loss and erosion of hope of community []." The collapse of the Black Studies Initiative—housed in the College of Arts and Sciences—reinforced doubts about the capacity of the university to credibly execute a strategic priority to advance understanding about the Black experience through a multi-disciplinary initiative. In retrospect, it is striking that the entire cluster of 5 faculty who were hired to create a Black Studies Program left: 2 in history, 1 in English, 1 in political science and 1 in women's studies. (These faculty were not interviewed. In declining, one described the disappointment with academic leaders and overall deficiencies of the initiative.) Even the internal recruitment for the founding director of the minor in Black Studies produced divergent narratives about the role and voice of the Black Faculty Collective in relation to the college administration []. Apart from the Black Culture Center, there is no university or college level academic or research-oriented unit that is focused on Black people and culture.

Key Points. 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 Black Studies Initiative 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. One reported feeling "stuck" []; unwilling to expend the emotional labor to even imagine relocating their family to another institution. Those who expressed satisfaction with their careers at UO were already familiar with the region—i.e., career experience and personal connections—, and are housed within high functioning departments/schools. Black faculty in these departments are respected—first and foremost—as scholars. To put it another way, Black faculty who have separated were unwilling to reconcile the contradictions of the university commitment to diversity. Other Black faculty, who stay, navigate through them [].

:: Native American Faculty

Sharon Parker, Ph.D.¹

Diversity Consultant, Former UW Tacoma Assistant Chancellor for Equity and Diversity

I. What works? What keeps you at the University?

- A. Native American faculty members have found comfort and support in the Native American campus community, particularly the Native American Strategies Group. Other groups mentioned include: Native theater group, Native Student Union, Native American Law Student Association, Tribal Advisory Council established by the President, and NW Indian Language Institute which has been housed at the University since 1997. Although not highlighted, the Native American & Indigenous Studies Academic Residential Community is another space for Native community. Affiliation with one or more of these groups provide what is described as “vibrant community,” a place that gives a sense of community for Native faculty and staff. “I would actually add that senior Native faculty who have served as my mentors are what keep me here. I often consider leaving and honestly do not think I could have stayed were it not for the support of my mentor.”
- B. Each [☐] Native American faculty indicated that they have stayed at the University due to family in the area, having made a home there, and their appreciation of the Pacific Northwest.
- C. All [☐] Native American faculty members have found, and continue to find, great satisfaction working with tribal nations, Native students, and Native scholars. It is such work that drew them to the University and such work that keeps them there.
- D. All [☐] Native American faculty members expressed satisfaction in the establishment of a Native American minor, and they expect to have a Native American Studies major soon. (As of this writing, the major has just been approved!)
- E. “We also want to be sure to highlight that we ABSOLUTELY LOVE what we do, the materials we research and teach, the students we work with and serve, and the communities we’re connected to, both within and outside the University. And as a community, with support from the UO, we’ve been able to build an incredible intellectual program/ community and an extensive infrastructure of support over the last decade or so. This includes the formation of the Native Strategies group in 2011; the creation of the tribal liaison position in the President’s Office; the creation and of the NAIS minor (2013) and major (2021) in consultation with tribal education coordinators and Native faculty, staff, students, alumni, and community members; the creation of the NAIS ARC in 2017; the creation and amplification of dedicated Native staff in advising, admissions, CMAE, and an active search in Counseling services; the strengthening of elders-in-residence support in our classes and programming; ongoing support for Sapsik’wala and NILI (with the need for more direct institutional support for both programs), the 4-position NAIS cluster hire from this year (still need WAY more faculty), etc. We’ve been able to accomplish a hell of a lot together, in community, primarily through the imagination, creativity, labor, and commitment of the Native Strategies and Longhouse community. There is still MUCH to be done, but we love this work when it’s valued and supported by the University as a partner rather than an obstacle.”

¹ Original consultant report was revised per the request of UO Native American faculty members.

II. What are your concerns?

A. All [] Native American faculty members have experienced being stressed due to the extra service work they perform, and for which inadequate credit is given towards their promotion and tenure cases. “There’s real harm that is suffered —to our careers, to our well-being, and that comes to our families.” All [] find it challenging to meet their research goals due to:

- 1) 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), and defense of Native women who were sexually harassed;
- 2) 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;
- 3) perpetual service on search committees to help identify faculty and administrators who are not close-minded and oppressive;
- 5) perpetual advocacy for Native program budgets;
- 6) perpetually reminding and educating administrative leaders about past decisions and agreements with Native faculty and students.
- 7) “Not only is the service to our department, university, and tribal communities unacknowledged (or the service we have done this past two years advocating that those types of disproportionate service be recognized..., but our service and support to Native students and other students of color feels invisible and uneven. (In my department, for example, I have more advisees and serve on substantially more comps/dissertation committees in relation to

other white junior faculty colleagues (who were hired before me). Of course, I am happy to do that work because it is my heart work, but more Indigenous and BIPOC faculty with the expertise we bring would lessen that load and distribute that service.”

- 8) [The Administration’s] “framing around reducing our service sometimes misunderstands the problem. Our service should be recognized of course because of the value we bring to those commitments and also because of the negative impacts some of our unwanted service has on our health/well-being... but when we are burdened with advocacy/service in response to oppression, that takes precious time and energy away from our intellectual work, which actually enhances the university. I feel like the Provost and others feel like they are doing us a favor, but the truth is, many of our Native studies faculty are internationally renowned experts and leading scholars in their field. That reality seems to be missed in discussions of service. Our Native studies faculty elevate the academic and scholarly profile of the university, but that is missed in discussions around helping us out; we actually help the UO out, and the UO misses out when they burden us with their racist policies or disregard for our work, commitments, and communities.”

B. Dealing with deans and provosts who impose top-down decisions and policies without consulting or considering the needs of faculty of color.

- 1) For instance, the struggle to create Ethnic Studies (later Indigenous, Race, and Ethnic Studies or IRES) as an independent department took 3 years of intense work.
- 2) Also, the Ethnic Studies coalition supported the establishment of a proposed diversity plan in 2005, as a means of setting cultural competence standards. Although such standards would alleviate pressure on Native faculty, as well as on other faculty of color,

there was strong backlash and hateful rhetoric against the diversity plan and aimed at the coalition.

- 3) The president and provost did stand up for the plan, but it was not a strong plan. It was ineffectual because it lacked the means to hold faculty and administrators accountable for their behavior.
 - 4) All faculty were invited to attend a workshop on microaggressions arranged by the provost, but the workshop delivered was presented by a White academic who touted his work with Indigenous people in South America. Native faculty and students who attended were offended by the presenter's use of stereotypical photos of primitive tribal people. One person described the presentation as "a microaggression itself."
- C. Senior leadership has an inadequate understanding of systemic racism, so they don't know when they are participating in it. The provost is seeking to establish a center on anti-racism and has called upon faculty of color to attend meetings to give him their recommendations for it. Although this involves lots of extra non-recognized service time for Native and other faculty of color, the faculty of color are dismayed that the one basic factor that the provost sees as critically important is empathy.
- D. For the entirety of its existence, the College of Arts and Sciences has only had White deans in the dean's office as far as we can ascertain, evidence of a persistent and unmitigated preference for White candidates. While relations with these deans have been decent in some cases and downright hostile in others, contempt for the intellect and goals of BIPOC faculty from deans has been the source of much trauma for faculty of color.
- E. In addition, in the height of national advocacy for Black Lives Matter, a coalition of students of color proposed that the University require Ethnic Studies for all students. At that time, there was not a Black Studies program, so for this proposal to be
- meaningful, a Black Studies program was critical. Suggestions for this program from IRES were not heeded and the dean's office simply appointed one of the newly hired Black faculty members to direct Black Studies. The new director did not see Black Studies as an active partner with IRES and has refused to meet with the co-director appointed from IRES. Consequently, the Black Studies program was manipulated by White administrators who have no awareness of theories of race, power, intersectionality, colonization, and indigeneity, and who do not see racism at the University of Oregon.
- F. 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."
- G. When the university strives to hire Native faculty, current faculty are asked for recommendations. However, their recommendations are discounted, and stellar candidates are dismissed off-handedly.
- 1) An immediate example is of a current Native 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 UO, and to fight for [] appointment [] despite what was agreed to at [] hiring.
 - 2) At the request of the department chair, the Native faculty brought a proposal to a department retreat on the vision they have for the department. Because their vision espoused self-determination for Native communities/tribes, they were stunned to learn that their colleagues saw the proposal as an either/or proposition that excluded their communities, and so they rejected it.

- 3) Retention of Native American faculty does not seem to be a priority for the University. Once recruited and hired, there is little effort to retain those who are already on the faculty. This is a great loss of opportunity: it wastes the initial work to recruit and hire the person who now wants to leave; it discourages new Native faculty from considering working at the University; and it loses the value of the scholarship Native faculty bring. In addition, while those who leave may be replaced eventually, there is no growth in numbers among Native faculty. This results in overburdening the Native faculty on campus with responsibilities for the Native community and educating their White colleagues.
- 4) The [_] Native faculty interviewed have considered, or are considering, leaving the University of Oregon for a faculty or other position elsewhere due to the stresses of working there.
- 5) “We are taking time and energy away from our important work (including scholarship and we spend time educating/re-educating, battling and pushing back against institutional processes that continues to erase and ignore the importance of Indigenous programs. In many cases, we are battling our own colleagues and leaders who are supposed to be supporting us. This vicious cycle damages us emotionally, creates conditions in which we experience the institution as hostile, and undermines our scholarly productivity. The fact that there are so few Indigenous faculty means that we are further stressed, as we then need to direct additional time and energy to support one another as we are each regularly going through this violent process inflicted by colleagues and administrators at UO, all because we are trying to continue our efforts to build and sustain programs that SERVE the UO!”

III. What recommendations do you have to improve the conditions for Native faculty

at the University?

- A. Having a provost who listens to Native faculty and is committed to keeping those who were recruited, especially by offering competitive retention packages and facilitating partner hires.
- B. The University’s intention to advance NAIS faculty cluster hires is appreciated. However, the burden on current Native faculty is still too high. The provost could support current Native faculty by bringing on additional Native faculty through cluster hires or hiring more Native people into general administrator positions. As one interviewee stated, “There’s not enough of us to do everything.”
- C. The informal infrastructure developed by Native people for the Native community on campus should be recognized and supported by the University. Everything “shouldn’t be labor on Native faculty backs.”
- D. Commitments with Native faculty should be structured institutionally. To the Advisory Council’s credit, the University has signed a Memorandum of Understanding with the 9 tribes in Oregon in support of Native Studies. That model should be used more broadly across the University, especially because not all departments or programs support Native faculty.
- E. Senior faculty should not have to repeat tenure review and promotion to full faculty position.
- F. Junior Native faculty need early time for research and writing, as well as protection from service to qualify for tenure.
- G. Continue, and fully fund, the Minority Recruitment Program that gives financial support for research in addition to salary. It is a crucial support structure for junior Native faculty.

- H. 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 member said, “We don’t need “sensitivity” we need critical thinkers who lead institutional transformation using decolonizing and anti-racist approaches.”

- I. Native faculty need to be offered competitive salaries. The cost of living in Eugene has increased, especially in the housing market. Without competitive salaries, Native faculty cannot afford to live in the area and therefore would not come to, or stay at, the University.
- J. Structure program commitments so that continually re-negotiating the service requirement is not necessary. Protect junior Native faculty so they can learn the University expectations and prepare to succeed.

- K. Provide institutional support for units to do the diversity work necessary to understanding why and how to support Native faculty and other faculty of color. Use a SWOT analysis, guided by BIPOC faculty/staff/student goals and concerns, so we can applaud good work together and find ways to improve together in every department. Implement measures of accountability for reaching benchmarks.
- L. Enhance transparency by sharing information (minutes, perhaps) from the President’s Advisory Board and other high-level boards and committees and provide a means for feedback from Native faculty.
- M. Ensure accountability from officers to agreements with Native faculty. Strengthen the Diversity Plan with specific goals and objectives for all units and require reports of how those goals and objectives were met by given deadlines. Units that do not meet these requirements would face consequences, such as loss of priority for funding for a desired project.
- N. Honor the perspective and role of Native women as scholars by recognizing their achievements and providing awards.
- O. Institute regular formal reviews of tribal liaison performance in consultation with internal and external constituencies the position was designed to serve, namely Native faculty, staff, community, and students at UO and Oregon tribal governments.

:: UO Latino/a/X Faculty

By Maria Chávez-Haroldson, Ph.D.
Founder of EDI Consulting, LLC

University of Oregon Retention Initiative 2021

I'd like to take this opportunity to express my appreciation for the invitation to take part in this important project of gathering information from faculty. The UO, along with other higher education institutions must reconstruct, transform, and ameliorate the current systems and practices so that diverse faculty can offer their best work. My interest in working alongside the Center on Diversity and Community team is because I recognize the leadership and collaborative efforts required to create change. If the following report, in any way, helps contribute to the work you have embarked upon then we can celebrate the initial steps we've taken and *gird up our loins* for what's ahead.

It was truly an honor to interview each one of the participants for this project. Each faculty member gave voice to their purpose and dedication to education. I begin by noting the themes that were evident from the interviews. I follow the set of themes by including quotes that support each theme. I paraphrased thoughts when it became apparent the interviewee may be easily identified by including a direct quote. If at any point in your review of the following information you would like me to expand on any topic, please advise. I am also interested in being informed of any follow-up information that will be provided to each interviewee. Keeping each one of the interviewees in the communication loop about the developments of this project will be very important. I believe the recruitment, hiring, and retention practices you propose and recommend to leadership and administrators must be revolutionary and transformative. Please let me know if I can be of any further assistance.

Key Themes

1. Welcome/onboarding/orientation process
2. Start-up funds and additional funding needed
3. Equitable salary, and equitable physical office space
4. Hierarchy and rank rule
5. Consulted and included
6. Course load reduction
7. Excessive workload
8. Support (\$\$\$) to do qualitative research vs quantitative
9. Tenure mentoring
10. Student complaints
11. Reviews and evaluations
12. Commitment to community of color
13. Racial trauma
14. Lack of trust
15. White male power-over dynamics
16. Dei change – (clearly communicating institutional de&i changes achieved)
17. Promotion audits
18. Ethnic studies

Theme 1: Welcome/ Onboarding/ Orientation Process

- Welcoming and first day into the office space identified for this faculty of color: 'It was poorly done. I had a garbage pail and old chair in my space. I was told to go look for my own office furniture.' This faculty member spent quite a bit of time he should have been spending preparing for students trying to locate bookcases and decent furniture for the office.
- There were [__] interviewees who described complex, and lengthy processes for submitting and receiving moving and travel expense reimbursements upon their move and arrival to Oregon.
- One faculty interviewee indicated the colleagues in his department were very welcoming and enjoys taking part in 'intellectual' discussions. 'If I needed anything like help with ways to help mentoring students, they were supportive.'
- 'Coming to Oregon, I found it challenging to find some things to do.'
- 'Living in Eugene feels disconnected for faculty of color – feelings of being isolated. 'Were kinda out here.' This denotes a need to become connected to 'community' upon arrival to UO.
- Living in Eugene feels disconnected for faculty of color – feelings of being isolated. 'Were kinda out here.'
- 'Coming to Oregon . . . I feel trapped.'
- 'I gave up trying to build community. I don't drink. Drinking is a very big part of academic culture.'

“

Theme 2: Start-Up Funds and Additional Funding Needed

- 'Provide more start-up funds.'
- 'If the president [of the university] made offering faculty of color more funding, a priority it can be done but what we hear is that there 'isn't enough money.'
- 'What about equitable funding – according to need.'
- 'Do not take unspent start-up funds back – this affects what I want to achieve in terms of research.'
- 'The money we had was due to a lawsuit – but that ran out.'
- 'We need additional funding to offer stipends to speakers and professionals who come to campus.'

Theme2: Equitable Salary

- 'There is some serious inequity between the salaries of women and men and the salaries of people of color, and other faculty members.'
- 'Faculty of color at Ethnic Studies need to be compensated for what they bring and not exploited by underpaying them.'
- Professors of color are collectivists. Our salaries are low. Increasing them would help us do what we do which is send money to our aged parents
- Pay inequities - 'I looked into salaries because anyone can see this . . . LatinX and black women are getting paid less than white professors.'
- 'Ethnic Studies professors are underpaid.' – From someone not working in that program.
- 'There needs to be a salary equity audit completed and all information made transparent.'
- Pay inequities - 'I looked into salaries because anyone can see this . . . LatinX and black women are getting paid less than white professors.'
- 'Equitable pay would be nice. The financial department really screwed me over.'
- 'Salary increases are not done because it will upset clients and departments.'
- 'Leadership'

“

Theme 4: Hierarchy and Rank

- 'It's a hierarchical institution . . . associate professors are not invited into decision-making processes . . . the power is held by the deans.'
- 'There is still a sense of power-over dynamics that can be shifted and changed if leadership roles were more diverse.'
- 'We are asked to do things we have no bandwidth to do and yet we must consider what the risk may be if we dare, we are unable to do what is being proposed or asked of us?'

“

Theme 5: Consulted and Included

- 'Decisions are made about matters that impact us without consulting us.'
- 'We need to be included in decision-making processes, especially on matters that are relevant to our areas of scholarship and professional expertise.'
- 'We were not consulted with in the development of the Center for Racial Justice.'
- 'National accreditation is now their curriculum and not ours. We are now designing classes and curriculum based on what someone else decides.'
- 'We are treated like kids. We receive emails telling us to do things, make changes that have a negative impact on our courses or schedules without any invitation to engage in the changes being told us we must make . . . no conversation, no asking, no dialogue, no questions, we are just told what to do. This is demeaning.'

Theme 6: Course Load Reduction

- 'We need teacher releases that reflect our workloads.'
- 'We are asked to lead diversity committees which impacts the time we have to do our research.'
- 'Leadership are not offering enough tools to be able to plan our work.'
- 'We need our course load adjusted so we can do our best research.'
- 'Reduce the amount of committee work we are expected to do. Committee work requires so much time that it impacts our research.'

“

Theme 7: Excessive Workload

- 'The vast majority of associate professors don't get to full here because the workload is so heavy.'
- 'We need our course loads adjusted so we can focus on our research.'
- 'The community work we do needs to be taken into consideration [workload] and valued.'
- 'We are an extension of the UO and considered 'ambassadors' for the community and their request for our engagement . . . so faculty of color all called upon a lot to help address DE&I issues. This work is increasing and needs to be taken into consideration in terms of our current workload.'
- 'I have kind of disengaged and stepped back from a lot of decision-making. I just didn't want to become involved in decision due to exhaustion, I really didn't care.' Interviewee referred to heavy workload.'
- 'I refuse to give any more to this institution.'
- 'It would be great if there were ways to sustain mid-career women of color faculty so that they're not so overstretched that they cannot provide mentorship to junior faculty and they are so overstressed that they can't complete their books to go from associate to full.'
- 'So many women of color are stuck here in the associate because they are literally pulled into service in 10 million directions and cannot focus on their own work.'
- 'I worry about how we're [faculty of color] are going to sustain ourselves long-term.'

“

Theme 8: Support (\$\$\$) to Do Qualitative Research VS Quantitative

- Additional Resources for faculty of color are needed, e.g., to write a book, to travel to conferences for research (Oregon demographics are limited in terms of researching diverse groups).
- Several interviewees noted they need additional funding to conduct more qualitative research based upon the populations they are researching. There was a sense that the emphasis is on quantitative research.

Theme 9: Tenure Mentoring

- ‘... include a tenure road map, and goals.’
- ‘Provide mentoring and regular Interdepartmental meetings ... where new faculty get to meet senior faculty and become informed of research being conducted. We need to meet to strategize and know how to access research funding ... to learn what others are doing ... something more than just what is on their webpage.’
- ‘You’ll have people apply for jobs here at UO who just completed their doctoral programs where they’ve actually published. Other Latino and indigenous faculty of color do not come with publications and grant writing experiences, so we need mentoring and guidance.’
- ‘Other universities offer faculty of color a sabbatical before one goes for tenure.’
- ‘Senior faculty who are part of a mentoring committee have been very helpful.’
- ‘There were no mentors, and nobody had an interest or energy for it.’
- ‘Faculty about to become associates have no clue. There needs to be some clarity about what is required. There is no clarity about the institution’s expectations.’

“

Theme 10: Student Complaints

- ‘My question here is why are the deans not aware of and/or enlightened by what is really happening here?’ This interviewee is describing racist behavior by students that results in faculty of color receiving negative evaluations which the faculty do not get to challenge.
- ‘Deans and administrators must address the basis for racial inequity and how faculty of color are being evaluated. This dynamic is one of white supremacy and power-over faculty of color.’
- ‘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.’
- ‘... we have students who were able to say [believed by administrators] that Ethnic studies was antiblack.’ There was no recourse nor opportunity to address this – no meaningful dialogue about this matter.
- ‘My setting high standards for students made me a target for complaints because other professors did not hold the same degree of standards.’
- ‘Administrators and leadership live, model and support DEI values – specifically when a white student complains about a faculty of color ‘talking too much about minorities and racism,’
- ‘We are always having to justify our actions, defending and showing I’ve done everything right. We need to be trusted.’

Theme 11: Reviews and Evaluations

- 'Blind reviews are very demoralizing.'
- 'There has to be a way for faculty to understand how to make sense of this type of critique. This adds to the Imposter Syndrome.'
- 'There has to be some mentoring and preparation for faculty of color on how to navigate evaluations and annual reviews - it can be very demoralizing.'
- 'There is no recourse to challenge negative evaluations.'
- 'The department should give clear guidelines about the review process. It needs to be predictable and clearly understood. The review dates need to be put on the calendar and not changed multiple times.'
- 'Leadership isn't very organized. When deadlines come up everyone is scrambling.'
- '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.'
- 'I have to explain why I received low evaluations and hope they understand this.'

“

Theme 12: Commitment to Communities of Color

- 'I find community service and work to be particularly rewarding.'
- 'Making social connections with local communities is important.'
- 'Relationships and community engagement and community services is the lifeline for faculty of color.'
- 'We are an extension of the UO and considered 'ambassadors' for the community and their request for our engagement . . . so faculty of color all called upon a lot to help address DE&I issues. This work is increasing and needs to be taken into consideration in terms of our current workload.'
- 'Administrators do not understand the value and importance of community service work.'
- 'Everything I do, I do for my people [of color].'

Theme 13: 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 ____ department. I got very sick.'
- 'There were a series of white nationalist's 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 UO.'
- '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.'
- 'If my health insurance was cut, I'd quit.'
- 'I experience microaggressions often.'

Theme 14: 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 UO where there isn't a lot of support . . . for 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.
- '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.
- 'Sometime administrators undermine the work of racial justice initiatives.'
- 'The provosts have been horrible.'

“

Theme 15: 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.'
- Department meetings were described as:
 - toxic
 - harmful
 - violent
 - demeaning
- '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 experiences 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 UO 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.'

Theme 16: DEI Framework, Change, and Accountability

- 'It's unfair to ask faculty of color to educate administration of the history of anti-blackness history.'
- 'There is a lot of confusion around what is Ethnic Studies and Anti-Racism scholarship and what are diversity issues.'
- 'There was something established like, I think it was called PDAC or something like that – I don't remember what happened to it or what the most recent manifestation is.'
- 'Diversifying the staff is all that is done but not based on the DE&I framework.'
- 'DE&I does not change an institution. You must have some accountability. I don't see any changes in all the years that I've been here. We have more diverse faculty of color and more programs and more research centers e.g., LatinX minor, but I think that's the change I've seen. Diversifying the staff is all that is done but not based on the DE&I framework.'
- 'DE&I frameworks are ineffective, most of them. Like the administration top-down efforts.'
- 'There needs to be a long-term DEI training for all administrators - more than a training . . . cohorts of learning/leading how to lead and support DE&I. Training are mostly ineffective. Include quarterly DE&I dialogues.'
- 'There is real DE&I work fatigue and pressure from departments, courses, community in and out of UO and in general. This takes its toll on a person of color.'
- ' . . . 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.'
- 'Administration does not hire staff who specialize in equity and diversity.'
- ' . . . submitting annual diversity plans does not create [DE&I] change.'
- 'There is no trust that anything DEI will really change.'
- '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.'
- 'Spiritual and religious days of the year must be honored and considered when planning events across campus. This is inclusive excellence - even if it inconveniences the university leadership.'

Theme 17: Promotion Audits

- 'White Deans get circulated and promoted. 'May make sense on a business level to promote and move them around but no outside searches have to be done. It is an incestuous bunch of folks that keep on getting 200-300K. This is something that needs to be interrogated.
- 'There needs to be a salary equity audit completed and all information made transparent.'
- Additional and similar thoughts from several interviewees as noted: Processes need transparency. Questions about how and who gets chosen for promotions. What does the data show? Noted there is a need to consider historical context and data indicating who is receiving promotions.

“

Theme 18: Ethnic Studies

- 'Ethnic Studies is trying to grow but there are tensions that exist' – stated by a faculty of color not in that department.
- 'We need to have open and honest dialogues amongst ourselves.' [faculty of color and white leadership about what happened with Ethnic Studies].
- 'They [faculty hired - married couple] had very inappropriate boundaries. They were vindictive and manipulative.'
- 'My life was a living hell.'
- 'Nobody believed me.' - Comment made about reporting wrongdoing regarding faculty.
- 'They [experiences at UO] were traumatic. I had to get psychological help.'
- 'You basically have to kiss ass to survive. It's degrading on your dignity and pride.'
- 'I felt very lonely.'
- 'Very clearly white administration in a white liberal fashion is so panicked. - there is an intersectional harm that was created.'
- 'Administrators didn't know the difference between Ethnic Studies and diversity.'

Key Concerns (may overlap with multiple themes)

- Harm – An aspect of ‘harm’ was described as the administrator’s erasure of memory of all that was required be done by faculty of color to create specific programs and departments, e.g., doctoral studies in Indigenous, Race, and Ethnic Studies. Faculty of color having to remind administration of what was achieved, repeatedly, felt like an erasure to them. There were reports that administrators tend not to recognize or realize how many roadblocks and barriers were and are faced by faculty of color to develop programs and departments. It was described as an ‘erasure’ of what was accomplished in the face of resistance by white senior faculty. In other words, ‘harm’ was experienced by faculty of color because the university has not recognized the struggle that was required by faculty of color to establish programs that now exist. Also, there are feeling that faculty of color are not rewarded for all their accomplishments.
- The cost of course ‘buy-out.’
- Black Studies — There were quite a few concerns over the way ‘Black Studies’ was developed. Interviewees noted this a few times but would not go into detail. ‘Harm’ was a word used to describe what was felt.
- ‘Very clearly white administration in a white liberal fashion is so panicked. — there is an intersectional harm that was created.’
- Why does building the first PhD in Ethnic Studies in the Pacific Northwest cost us so much?
- ‘There was a huge battle over Black Studies,’
- ‘We fail faculty of color when they leave without becoming tenured here.’
- ‘I [faculty of color] cannot talk to faculty about gender issues.’
- ‘The college has changed and become a bigger tent – it has become assimilationist doing research for research’s sake . . . it’s easier to get prepackaged stuff and the UO has done it this way.’
- ‘The UO says its open to new types of research. I think some of it has been because they have been forced to . . . they have been challenged . . . pushed and prompted to change by listening to other stories. In some way they remain committed to traditional academia:
 - How many articles published
 - Impact of the journals
 - Bombardment of Congratulations to those who get multi-million-dollar grants
- Many interviewees cried during the interviews; one in particular cried the whole time.

I was troubled by the emotional exhaustion noted in most of the interviewees. It was interesting how many times I ended interviews noting how I was experiencing vicarious trauma as I listened to the stories that spoke of oppression in the institution.

1. What specific concerns from faculty of color should be highlighted to administrators/leaders at UO?

[Per the interview guide: What specific change could make (or could have made) the biggest difference to you in terms of your career at the U of O?]

- Several interviewees offered very specific details about how the workload, racial trauma and DE&I politics has impacted their well-being and health. Some are seeing therapists and others have had to address serious physical health issues due to the stressors 'workload, racial trauma and DE&I politics' that impact their lives.

Change: Develop, design, and offer a program or service that help alleviate, manage, and help faculty of color.

- Administrators, deans, and department leads shift from transactional interactions to relational trust-building interactions.

Change: Include DEI dialogues in training for all administrators and deans that increases cultural intelligence and relational leadership skills.

- First three years — pay for open access and cost of journal publishing for faculty of color.

Change: Implement equitable resource allocation practices and identify systems of accountability for each department, program, college, etc.

- Provide funding for faculty of color who engage demographically diverse research participants in their research – Eugene is not very diverse, so some faculty must travel to large cities multiple times to do their research which requires additional funding.

Change: Equitable funding resources allocation for underserved faculty of color.

- Faculty noted they need a designated space to socialize, relax, meet other faculty of color also concentrated on developing their research.

Change: Create working spaces for faculty that focus on information and thought exchanges specifically for social transformation and social transformation research.

- There is a need for the student complaint process to be redesigned with the application of a DEI lens.

I got the sense that the faculty of color feel helpless and unable to count on the deans understanding the racial dynamics that may be present when white students complain about the faculty of color. How is the faculty of color able to represent themselves in a manner that offers the fullest context for the situation in which a white student made a complaint against a faculty of color? Consider the implicit bias and white privilege in these situations that may be evident if the dean fully comprehends the racial dynamics in the institution.

Change: Develop a student complaint process with the guidance and consultation of faculty of color.

What is Working Well – As Noted by the Interviewees

- 'What has kept me here are my colleagues of color.'
- 'Working with really talented faculty of color.'
- 'I'm fortunate to have supportive colleagues.'
- 'Harder for me to go elsewhere – tenure becomes the reason to stay.'
- Compensation is competitive (three interviewees mentioned this while others disagreed with this point)
- 'I have the freedom to teach in my style.' (Most interviewees disagreed with this statement made by two interviewees)
- Sources of greatest satisfaction was clearly working with students and with fellow colleagues.
- Department of Indigenous Race and Ethnic Studies
- 'We've [BIPOC] grown and having endowed professors.'
- Position Announcement called out to this person: 'I noted that the announcement said they wanted to hire someone who will do equity work, be anti-oppressive and anti-colonial in their research and practice. . .someone who does not promote assimilationist research and practices.'
- Department of Indigenous Race and Ethnic Studies.

2. What is the UO doing right to help retain our faculty of color? [Per the interview guide: What is working especially well for you at the UO? What keeps you here?]

Actions/Recommendations

1. Before addressing exit interviews – develop a culture of belonging.
2. Systematize exit interviews and identify the specific processes for addressing the issues identified immediately – as soon as the institution becomes aware of an issue. Waiting to address complex racial trauma is harmful.
3. Do not use surveys for exit interviews. Hire someone to manage this that is not from UO.
4. Reduce course load for faculty of color – primarily the first three years at UO.
5. Develop a protocol for faculty to offer response/ rebuttal to student's complaint
6. Commit to hiring more diverse staff in a more rigorous way. Diversify the manner of diversifying, e.g., 'cluster hires'.
7. Consult with junior and senior faculty of color – 'Nothing for us without us.'
8. Time off for community services, writing, and research
9. Moving expenses – Develop a process for timely reimbursement
10. Mentoring throughout the tenure process
11. Identify what work overload looks like – avoid burnout and disconnect/distancing.
12. Develop culturally responsive and relevant (meaningful) ceremonial events that demonstrate UO values faculty of color

3. What specific actions/recommendations do interviewees have to improve the retainment of faculty of color at UO?

Immediate/Low-hanging fruit actions/recommendations

- Support the faculty of color who address these issues and note why the issues are included in courses. Address these issues by noting that faculty of color are valued, and DEI topics must be addressed and are expected to be addressed as part of the institution's commitment to DEI. It appears students have power-over faculty of color and faculty of color do not have a process by which they can challenge the students compliant. IF white administrators do not support faculty of color in such cases, then they are complicit with the power-over behaviors in such cases. Many interviewees noted this dynamic.
- Connect new hires to community, faculty of color networks – go beyond a 'happy hour' event to welcome them.
- Introduce and provide mentors prior to their arrival.
- Hire a dedicated staff member (trained in onboarding/welcoming) to be a point person which helps orient new faculty of color.
- Identify a communication process/system that regularly informs the faculty of color of events, activities, and opportunities to develop social connections.
- Furnish and prepare the new faculty member's space with office essentials.
- 'Make retention offers simple and do them in a timely manner. It's not a priority for administration and it just pisses people off.'
- Reimburse their travel/moving expenses in a timely manner. Clearly identify how to go about requesting reimbursements.
- Reduce course load for the first three years
- Provide funding for publications and open access accounts

Longer-term/systemic actions/recommendations

- All administrators be required to attend: Racist, feminist, queer (LGBTQUI+) training which includes several meaningful dialogues following each DEI professional development topic.
- 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.
- Address the tension and limitations that exists when a faculty of color is 'asked' to lead diversity, equity, and inclusion committees and are so busy with that work (their passionate about) that their research is negatively impacted. Administrators need to step into this work and not assume this is only the work for faculty of color to do.

Additional Consultant Findings/Input that would Help CoDaC

1. What people, offices, or resources did interviewees mention as either helpful or harmful to their retention?

- One interviewee noted the Community and Engagement Department as helpful.
- Several interviewees identified the current 'DE&I framework' as 'harmful'.
- Digital Humanities Staff are very helpful.
- Deans were noted as needing intellectual, cultural, and emotional DE&I development – needing to develop their cultural intelligence and understanding of the complexities of being a faculty of color in Oregon.

2. What were some surprising insights you gained regarding a) working on this project b) retaining faculty of color at UO?

- The topic I am addressing is one of the most concerning I became aware of and, noted by several interviewees: 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. Note the following quotes:

“**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.**”

- This has been indicated by the interviewees, but worth mentioned again: Mentoring faculty of color through the tenure process.
- There were a few interviewees who mentioned the need for a dean promotion audit to be completed. The point made was that white deans appeared to be promoted at a higher rate than those of color.

3. What suggestions do you have in developing an exit interview protocol for faculty of color leaving the UO?

- This is a difficult question to answer because the 'harm' noted by several faculty of color must be addressed first. I strongly recommend the faculty of color be asked this question. The faculty of color can respond to this question from their perspectives and lived experiences working at UO. I do not believe the interviewees are in the best position to answer this question.

4. What suggestions do you have in developing a stay interview protocol for UO faculty of color?

- This is a difficult question to answer because the 'harm' noted by several faculty of color has not been addressed. I strongly recommend the current faculty of color be asked this question-they have the solution. The faculty of color can respond to this question from their perspectives and lived experiences working at UO.
- Identify the 'Stay Interview' process to all new faculty of color upon their hire.
- Hire external consultants to do the interviews.
- Ask questions about the relationship between the Director and faculty of color

5. Please discuss/share anything else that you think would be helpful to our understanding of faculty retention. What have we missed?

- In my opinion, the most helpful thing to address as soon as possible is the racial trauma described by most of the interviewees and the harm that currently 'lives' in their bodies. Addressing any other themes first, would add to the 'harm.'

- All administrators must engage in an in-depth, experiential learning DE&I processes (several weeks in length) focused on the impact of white supremacy in education, society, curriculum, leadership, etc.
- 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.
- Periodically/systematically check-in with faculty of color to assess DE&I improvements from their perspectives.
- Indicate how faculty of color's work is valued and how each one is making a difference for students and for UO.

6. Could you also provide a few stories, which interviewees shared, that exemplify the themes you have identified?

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 have to defend themselves and are left feeling the power of 'whiteness' at the university from leadership, administrators, and students.

7. What specific concerns from faculty of color should be highlighted to administrators/ leaders at UO? [Per the interview guide: What specific change could make (or could have made) the biggest difference to you in terms of your career at the U of O?]

- The following are my words attempting to capture what I heard several times from various faculty of color interviewees. I put the thoughts in my own words to ensure anonymity. — There must be a discussion that documents and highlights the racial historical events and issues at UO. 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.
- 'Leadership needs to clearly indicate what support systems are in place to offer us support and clearly identify what and where we can access the systems of support.'

8. What people, offices, or resources did interviewees mention as either helpful or harmful to their retention?

- One interviewee noted the Center for Equity and Community as being helpful.
- Fellow colleagues of color were mentioned as being helpful and supportive.

9. What were some surprising insights you gained regarding retaining faculty of color at UO?

- UO must undertake a revolutionary institutional DE&I change in terms of hiring and retention practices by undergoing an equity audit - soon. The issues that exist do not remain in a vacuum. Faculty of color share their experiences with other faculty of color across the nation. Faculty of color share information. For each faculty of color that leaves, several others hear of the negative experiences and therefore may not be interested in joining UO.

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 racial trauma that occurs in white institutions.

10. What is the UO doing right to help retain our faculty of color? [Per the interview guide: What is working especially well for you at the UO? What keeps you here?]

- Mortgage payments
- Not wanting to move their kids to another school
- Life-partner commitments to their jobs.
- Some interviewees mentioned their research.

11. What suggestions do you have in developing an exit interview protocol for faculty of color leaving the UO?

- Design an exit interview process with professionals outside of UO. Identify protocols and actions that must address the issues identified by the faculty leaving UO. 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 UO.

12. What suggestions do you have in developing a stay interview protocol for UO faculty of color?

- Develop and train interview panels in antiracism, antiracist hiring practices with a heavy dose of inclusive practices set in place prior to attempts to diversify faculty. It appears there is an emphasis placed on diversifying faculty, however, a systematic way to implement existing DE&I policies, protocols and practices is not creating a climate of 'belonging' as per the interviewees.

13. Please discuss/share anything else that you think would be helpful to our understanding of faculty retention. What have we missed?

- 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 racial trauma that occurs in white institutions.
- These interviews make me wonder about the recruitment and interview process. I am curious about the series of interview questions being asked. I am also curious about how clearly the job description is written. When a candidate is identified, are they given a clear overview of Oregon, the community, and the challenges they may face?

I heard multiple interviewees note that they'd like to take the lead on equity work, but the course load does not allow them to do so as effectively as they'd like to. I wondered if offering opportunities to have a reduced course load and offering opportunities to lead DEI would exponentially help create a place of belonging for future faculty of color hires. New hires can see and experience – relate to the leadership of color and to white leaders by observing the support and collaboration that could exist amongst the groups – model what 21st century leadership is Transformational, Relational, Servant, Inclusive and Equitable institutional leadership being realized.

:: Asian Pacific Islander and Desi American Community

By Edith Wen-Chu Chen, Ph.D.

Professor of Asian American Studies, California State University, Northridge (CSUN)

By Anna Gonzales, Ph.D.

Vice Chancellor for Student Affairs, Washington University in St. Louis

Executive Summary

The external consultants (Chen and Gonzalez) commend the University of Oregon (UO) for undertaking this study to interview Asian Pacific Islander and Desi American (APIDA) faculty. Too often APIDA voices have been left out of conversations of Diversity, Equity, and Inclusion with the misconception that they are the “model minority,” who do not face institutional racism. As the nation witnessed the murder of George Floyd and the increase in hate crimes against Asian Americans during the pandemic, diversity, equity, and inclusion have become an urgent priority in universities and colleges across the nation, and the UO is no exception. However, these goals cannot be achieved by simply increasing the number of students and faculty of color on campuses. At the University of Oregon, the efforts in diversifying their campuses have concurrently led to inequitable workloads for faculty of color, including APIDA faculty. Without a well-integrated and coordinated ecosystem of support that helps students of color thrive and feel a sense of belonging, Asian, Asian American, and students of color approach APIDA faculty for academic and emotional support. While almost all of the [__] APIDA faculty interviewed have served on some sort of diversity committee (whether voluntarily or involuntarily), much of the DEI work has been informal and invisible. White faculty at the UO, largely characterized as friendly and not overtly racist, may also be resistant to adopting new practices that would lead to more equitable and inclusive environments for APIDA faculty and faculty of color.

Based upon our interviews with [__] APIDA faculty, many APIDA faculty experience “cultural taxation,” in which as non-Whites, they are expected to provide service that is related to diversity and inclusion that is not expected of their White male colleagues. Oftentimes, this uncompensated labor is in addition to their “regular/normal” service, taking away time from their research and teaching, which is more valued in terms of retention, promotion, and tenure. Examples of diversity and inclusion related service include outreach and recruitment of students of color to their programs, presenting at diversity related events, representing the university at community diversity events, and specific to APIDA faculty, working with international students. APIDA faculty also report that they are expected to be more accomplished and do more work to earn the same amount of recognition as their White colleagues.

APIDA faculty may be viewed as the “model minority,” who are expected to be high achieving and do not experience institutional racism as their African American, Indigenous, and LatinX counterparts. They are seen as reliable colleagues, competent scholars, and often expected to shoulder extra service assignments without complaint. Many reported that their achievements are not acknowledged in the same way as their White and/or male counterparts. APIDA faculty also report they need to do twice the work as their White male colleagues to receive similar levels of recognition and sometimes less. Several Asian American female faculties felt that they are more closely scrutinized for weakness/faults, and feel pressure to be perfect in order to prove they belong in the academy. When APIDA faculty have spoken out about problematic practices by faculty, administration and/or students, their concerns have largely been ignored or not taken seriously.

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. To some degree and in some departments, Asian Americans may be better represented than other faculty of color at the professoriate level. However, as one moves up the power structure of the academic pipeline, such as chair, dean, vice president, vice provost, provost and campus president, APIDA faculty representation progressively wanes compared to their presence as undergraduate students and BIPOC faculty colleagues. The limited presence, if not complete absence of Asian Americans in upper administrative positions at the UO was observed by several of our interviewees. On the one hand, APIDA faculty are seen as competent and given assignments in low-power and time-consuming positions, such as directing programs and organizing conferences. One APIDA faculty reported doing much of the behind the scenes work while their White male colleagues played more visible roles and claimed credit. APIDA faculty are often not viewed as leadership material, contributing to the underrepresentation of APIDA faculty in upper administration. The UO interviews suggest that Asian American faculty at UO face a “bamboo ceiling,” when it comes to progressing through the academic pipeline to upper administration, a common pattern found in higher education institutions across the country as well as

in corporate America. APIDA faculty also reported their Asian American peers leaving the UO due to feelings of being undervalued, not recognized for their scholarship or leadership potential, while also observing minimal efforts by the UO to retain them compared to their White male colleagues. Furthermore, Western definitions of leadership and cultural biases may overlook the leadership qualities that APIDA faculty bring to the UO.

This report is divided in the following sections:

1. Emerging themes
2. Programs that impacted their experiences in Oregon
3. Recommendations
4. Conclusion
5. Recommended Readings

In the next part of the report, we describe in more detail the themes that emerged during the 18 interviews that characterize the experiences of APIDA faculty at the University of Oregon. We include passages and rich narratives to help readers understand the various ways APIDA faculty are marginalized at the UO. We also discuss programs that have positively impacted APIDA experience at the UO.

Finally, we provide 9 recommendations for the UO to consider. These solutions will need to go beyond one-time Diversity training workshops, as commonly practiced in higher education and corporate America. As the problems of the retention of APIDA faculty are systemic and structural, there will need to be a rethinking of current practices and a commitment of resources that align with the UO’s mission of creating a thriving, culturally rich, anti-racist, and inclusive campus for all students, faculty, and staff. We strongly recommend that the Provost’s office tap into the rich institutional experience and insights of committed APIDA faculty and faculty of color to help inform and create these policies.

Introduction

This report is informed by interviews from [] faculty members, who for the purposes of this report, fall under the general description of being Asian/Asian American. 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.

Most of the respondents included in this report are still working at the university. We removed specific ethnic information and their department affiliation from the individual quotes in an effort to protect faculty privacy, as there are so few APIDA faculty at the university that they might be easily identified otherwise. The faculty interviewed largely came from Chinese, Japanese, Korean, and South Asian ethnic backgrounds, some who were born and raised in the U.S., as well as those who came to the U.S. as international students.

It should be noted that there are no Southeast Asians, Pacific islander voices and hardly any Filipina/o/x

faculty interviewed in the report. We are unclear whether faculty of such backgrounds are not present at the UO, they were reluctant to participate, or they were among the APIDA faculty that had left for other universities. Among the larger AAPI/APIDA umbrella category, faculty (and students) from these backgrounds are generally underrepresented and more marginalized compared to their East Asian and Asian Indian counterparts in higher education. Furthermore, some of the respondents would identify themselves as Asian or their specific ethnic identity rather than Asian American, which is why we are using Asian, Asian American, Asian/ Asian American, and APIDA (Asian, Pacific Islander, and Desi American) interchangeably in the report. Efforts were made to invite faculty who already left the University of Oregon to participate in the study, however, few responded.

Emerging Themes

Our overall findings are categorized into the following themes:

- 1) The positioning of Asian Americans in the narrative of race at the University of Oregon
- 2) The significant absence of a retention plan for Asian Americans
- 3) Microaggressions
- 4) Being held to a higher standard
- 5) Limited Opportunities-Bamboo Ceiling and Glass Escalators
- 6) Lack of transparency in terms of support or resources

1. Asian/Asian Americans, Race, and the Politics of Diversity

Several faculty reported that on the whole, they enjoyed working at the University of Oregon. They report that their colleagues were “friendly,” collegial and “supportive” and enjoyed teaching students. The natural beauty of Eugene and a family-friendly environment were a major draw for faculty. Other aspects about the city of Eugene that positively affects the retention of faculty include highly rated K-12 schools, more affordable housing market compared to more urban areas, and a trend towards a socially liberal outlook.

However, that the town of Eugene is predominantly White can also make it isolating for some faculty. While explicit racist incidents were rare, it was not uncommon for White residents of Eugene to gawk or stare at APIDA faculty, which heightened their awareness of their minority status. Faculty acknowledged that the predominantly White residential makeup and provincial feel of Eugene often contributed to their sense of “otherness” was not the fault of the UO. However, the lack of diversity in the town of Eugene can compound the feeling of isolation and marginalization at the university.

Some Asian American faculty could articulate institutional practices that made them feel like a “second-class citizen,” impact their ability to conduct research and slow their promotion. Other faculty felt something was “off” and were motivated to participate in this study to see how their experiences compared to other APIDA faculty. Oftentimes, the way APIDA faculty were marginalized at UO were more “under the radar racism” which had accumulated effects over time as further detailed in this report.

Invisible Minorities

According to the respondents, the racialized category of Asian/Asian Americans has been problematized in large part at the University of Oregon because of the way they have been positioned as “convenient” minorities and people of color. In other words, depending on the situation, they are or are not counted or recognized as part of a minority group or people of color.

“**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. I mean I don't experience direct discrimination from my colleagues. But in everyday life at the university, I find various challenges.**”

The invisibility of Asian/Asian Americans in terms of being recognized as a minority group and as people of color has had detrimental effects in terms of their psyche and feeling of not fully belonging in the campus community or even in their own departments. There were numerous narratives of being ignored. Their invisibility as a minority group also meant that issues of racism that targeted Asians/Asian Americans were either ignored or minimized from the respondents' experience at their departments and throughout campus.

“**When advocating for more diverse faculty hires for their department, a senior colleague at a public meeting stated that ‘We are a department that does not have any people of color’. I went up to him afterwards to say, ‘Why did you say that? There are at least 2 Asian Americans in the department including me?’ And he said “you don't count.”**”

A White colleague from my own department at a meeting told me “I can't believe we don't have any minorities in our department.” I had to remind him that as an __, I actually am a minority.

Furthermore, some respondents felt like there was no encouragement or even appreciation for cross racial collaboration or allyship between Asian Americans and other groups of color, especially during critical moments such as the Black Lives Matter movement.

“**Last year our department had a dialogue after BLM. And I cried during that meeting. My colleagues were so shocked. But even after that, with all the Asian hate crimes, there was not a single statement about Asians, like there was for African Americans....even though we have a diversity and inclusion committee in our department. Our struggles (as Asians) are not recognized in the same way.**”

Finally, the interviewees shared their experiences about feeling used or relieved when they were treated as members of a racial minority. In some ways, the faculty worried about themselves, and their students being placed on display when the university needed to boast about the demographic diversity of the UO.

Lack of support for international work

A number of APIDA faculty bring to the UO international knowledge, multilingual proficiencies, cultural insights, and connections to international organizations. However, some faculty felt that this international expertise is often undervalued at the University of Oregon. Some of the APIDA-identified faculty conduct research that is international in scope. The emphasis on “Oregon-focused” programs and projects can alienate and overlook the work of Asian faculty whose research does not solely focus on issues and people in the state. As a result, nationally or internationally-oriented work does not get the same kind of recognition or support as locally-based work as expressed by one of the APIDA faculty below:

“It feels like the work that is acknowledged, celebrated or encouraged here is only local. Like if you get a grant to help an organization in Oregon, then that’s great. But, if you’re doing something internationally, that’s just not really interesting, or talked about as much. In fact, in my second or third year, I stopped applying for internal grants in the university. So I applied for and won external grants. But so many of the grants that were available within the university were only if you do work in Oregon. So it can be very exclusionary. If you’re doing work that’s international, you can’t apply for most funding that’s available within the university, because it kind of has to be local. I mean, we’re a state flagship university. So it feels a little frustrating to be here and not have that opportunity. Because we’re not the University for Oregon, we’re the University of Oregon, so we’re not only for the state, we but we can also do other things.”

The lack of support for international research also permeates throughout the university structures. APIDA-identified faculty, even those that are U.S. born, have to contend with White supremacist policies that are embedded in anti-immigrant rhetoric. One faculty shares their frustrations conducting international research, and the lack of policy at the UO to navigate the heightened anti-immigrant policies during the Trump administration.

I do my research in [an Asian country]. And I was quite worried about traveling in and out of the country during all the travel bans and all the weird stuff around. So my husband has a green card. I’m a US citizen, but I was nevertheless concerned about what might happen as I try to re-enter the country. We already have enough problems as it is, even before Trump, just with immigration and customs, and so on and so forth. At the point there were talks around trying to roll back citizenship status for children, folks who are born from naturalized citizens could potentially be stripped of citizenship. It never really went anywhere. But nevertheless, it was a threat in the air. And at that point, all threats felt quite credible to me, given how bad things got. So I talked to the UO office that handles immigration. I said to them, “Listen, I want to know what you can do if I’m traveling for work? And coming back here, something happens in the airport, what is the situation? Like, what is your plan?” And they’re like, “Oh, we don’t really know. But you know, you can just call us from the airport, if something happens.” And I’m like, “Do you have any idea? How have you ever been through customs and immigration as a person of color?” Like, that’s completely ludicrous? If you think they’re going to let me just call you? Or what if you’re not in the office? A complete kind of callous lack of concern. And again, I’m not going on holiday. I’m going for research as part of my job here. So that’s their job to make a plan. And not just act like “Oh, I don’t know.”

In addition to the lack of support for international research, several APIDA faculty noted the lack of institutional support for international students that would enable them to have a thriving robust educational experience. The image of Asian and Asian Americans as being a “model minority” may contribute to the notion that Asian American and international students are not in need of extra support. Rather, international students, many who come from China, are seen as an additional source of funds to help bolster the UO budget as illustrated in the following quote:

“**[Until the last couple of years] Chinese students have been instrumental to the budgetary success. But what I want to say is how the institution treats its students. I feel like they value them for the money they bring, but then there isn’t a system that supports them. And some students really, because of cultural and linguistic barriers, they just don’t thrive. And then this university realized, “To get these students back on campus, we need their money.” I feel that in a way, they are not getting the kind of attention that other minority students are getting. So you would like to see greater attention to all students, basically, you know, their struggles are just as valid. So I, you know, I feel that we need to also help them.**”

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.

“**I’m essentially advising all the students that I’m supposed to advise, but then I’m also advising every international student. And I’m happy to do that. I like doing that if it is something that I want to do. But it’s time that I’m taking away, recognizing that the work we do may not kind of fit the traditional norm, but that it’s still useful and important.**”

APIDA faculty often do this work because of a duty to serve this community of students that is underserved by the university. However, faculty often feel ambivalent about this added work that takes away time from work that is recognized from the institution such as research, teaching, and more formally recognized service work.

Diversity as Performance

Thus, on the one hand, Asian Americans are not often not thought of as marginalized minorities within the academy. Other times, Asian American faculty are showcased to demonstrate that the university cares about diversity. Several mentioned that when first hired, their Chairs would proudly introduce new faculty to the department as the “new diversity hires,” which compounds the feeling of otherness by the “white gaze.” Asian American faculty are keenly aware of duality being invisible and hyper visible when convenient to the administration.

“**The worst part is when they parade me around as an Asian, promoting my award winning work on ___ Americans. I mean, first we’re not minorities [according to administration], then there’s too many of us....and then when we win something or when they need to show diversity, they call me. They even put pictures of us on the website and magazines as members of the diversity of Oregon.**”

Many of the faculty interviewed were on some sort of diversity committee due to their own interest in helping the university create a sense of belonging and inclusion for students and faculty. Other times they were reluctantly placed on diversity-related committees by senior faculty. Sometimes, the new APIDA faculty were often saddled with responsibility for solving UO’s diversity problem as seen in the following quote:

“Me and my female colleague both received an award that was associated with an underrepresented minority recruitment program, which is an internal grant. And they had a luncheon for this at the beginning of the term when we all arrived. And our chair basically introduced us, announcing, “We’re so happy to have two more women in our department! We’re going to change the climate.” So when he introduced us as the two women in the department, who are here to help fix the climate, and would fix all the problems, that’s reflected how both of us have been treated throughout. Not by everybody, but especially by the chair and with the committee assignments. It’s very much like, “Oh, you would be really good at mentoring students,” or “You would be really good at being on the Diversity Committee,” “You would be really good at being on this committee, where students can come and talk to you about their problems.” That’s been very much the message that both of us have been receiving, or “You would be very good at teaching the Intro class, because it’s good to have a woman role model up in front, and you’re so friendly. And that’s what we need to recruit more of.”

Faculty also felt like they could not say “no” to this work like their other White colleagues, fearing they would not be seen as a team player. When they expressed their reluctance to shoulder such work, senior faculty insisted that APIDA faculty take on such responsibilities to help the department and university to provide support for

students or new faculty. Although often charged with the responsibility of diversity-related work, several mentioned how their concerns and/or recommendations were largely ignored, raising doubts about the sincerity about their colleagues’ commitment to diversity, inclusion and equity.

“My colleagues (other faculty of color) and I work together to put together this mentoring plan that was meant to incentivize senior faculty to do that work. We laid it out very carefully to not make it onerous for senior faculty. We’ve really thought about it as labor and how to recognize that labor as such. It never got taken up. The Diversity Committee never met again. Literally, there was no response to this really detailed program we put together, right? And we sent it out to the faculty. And then, and I think there was some mention of “Okay, well, we’ll take this up at the next Diversity Committee meeting,” and then proceeded never to have the Diversity Committee meeting again. The head of the Diversity Committee just decided not to have another meeting. And I brought it up at the full faculty meeting, and they were like, “Oh, sounds cool. Work it out at the Diversity Committee meeting, and then bring it back to us.” But then nothing happened. And out of those three of us who made that plan, I’m gone, and the other person’s also gone.”

There may be a reluctance of established faculty and administration to engage in new practices that would provide for a more inclusive environment for APIDA and faculty of color. APIDA faculty end up feeling that their intellectual and emotional labor, and critical insights on how to bring about change are not valued.

Some continue raising their voices, which is often met with resistance by upper administration. Others gave up on this kind of work, and decided to put their energies into their research and teaching, and other areas of work that are more valued by the university.

Diversity work is invisible and not recognized

Faculty of color speak to the cultural taxation in which they are expected to provide service that is related to diversity and inclusion. Oftentimes, this service is in addition to their “regular/normal” service and are not counted in the same way or at all. Examples of diversity and inclusion related service include outreach and recruitment of students of color to their programs, presenting at diversity related events, representing the university at community diversity events, and specific to APIDA faculty, working with international students. Some of this work is formal, while other times it may be informal as faculty see the need to support other fellow faculty or APIDA students, other students of color, and women.

“**But part of the problem is that faculty of color don't get the mentoring they need at the graduate level, and then as junior faculty. So I do a lot of mentoring. Students of color feel that faculty of color are more approachable. And so they're going to come into office hours more often, there's going to be more individual communications. And oftentimes, it will cross racial lines. So oftentimes, an African American student is going to feel that an Asian American faculty is more approachable than a white faculty, that a Latinx office staff is more approachable for an Asian American student than a white staff. So, all kinds of students of color are going to feel such faculty are more likely to be receptive to the emotional difficulties that they've experienced as a student. 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.**”

According to the faculty interviewed, the University of Oregon has made strides to enroll more students of color. Yet without a fully developed and coordinated eco-system to help BIPOC (Black, Indigenous, people of color) succeed, thrive, and feel a sense of belonging, many of these students inadvertently seek out APIDA and other BIPOC faculty to provide additional academic and emotional support. As the ratio of students of color to faculty increases, so do the demands on the time of BIPOC faculty, including APIDA faculty.

The university has many pronouncements about valuing diversity. However, some APIDA faculty expressed frustration that the necessary labor (visible and invisible) to make the university more inclusive for faculty and students are not given their due weight in reviews for retention, tenure, and promotion.

[There needs to be a recalibration] of and assessing people's service loads. And that could go in the form of reviews. The amount of service that people are doing for the institution could be valued much more by the institution. In the form of reviews, it could be valued in the form, of course releases, it could be valued in the form of sabbatical support. So having them [university administration] understand the invisible labor that we go through when you are literally trying to make sure that your colleagues don't jump off the ledge, because of harms that they experience here.”

While almost all the faculty interviewed are invested in making the university more inclusive and anti-racist, APIDA faculty members who do this work still have to teach the same number of courses and/or are not given extra compensation. Additionally, this extra work takes away from work that is more recognized by the university such as research and teaching. Faculty often have to make the difficult choice of whether to engage in uncompensated time-consuming labor that would make the university more welcoming and supportive of the BIPOC campus community, including APIDA faculty, staff, and students, or devote their energies to their individual research and teaching.

I volunteered to be on the Diversity committee, and I sort of regret it because it is a lot more work than I thought it would be. I don't have a whole lot of time to spend on this, but I am invested because of the fact that I grew up as a minority most of my life. So I understand how hard it is to be a minority because of how I grew up. And so I understand the difficulty they are going through. And because of my unique upbringing, I should try to do this kind of work. But then again, I want to succeed in my career. So this conflicts with my goals in life. I try to do whatever I can and I do show interest. Hopefully, I'll still get tenure.

“ Depending on university programs, sometimes I would find there would be large numbers of either Asian or Asian American students coming into my classes, because there was some program like an exchange program, or an ESL program that had created a situation where there was an influx of Asian or Asian American students. And then, I would have many more students come into the office hours, needing more academic support, sometimes emotional support. So if you don't get support from the institution in the form of course or extra pay to support the additional workload, you still decide to commit to that work, then that ends up being your choice. So there can't be this confusion, well, I need to support these students because they're coming to me, and they don't have a lot of other faculty and staff to support them. But then the institution is not supporting me either. But then if you're not attending to your family, if you're not attending to different parts of your career properly, then that's a decision you make if you have a choice, right? ”

Only one APIDA faculty interviewed was the exception in that their department did not expect them to do DEI work. Unburdened with this pressure, they could focus on their research and teaching.

“ I was treated as an individual, given clear expectations of what I needed to do to succeed, and wasn't given additional work to do as a person of color. I could pursue my research and teach as I saw fit, without being burdened by fulfilling a specific expected role as a person of color. ”

2. Lack of a Retention Plan for Asian / Asian Americans

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. ”

[After receiving offers from two top-ranking universities], the university came back with no written offer. A few weeks later, I was made an informal verbal offer of a couple of thousand extra per year, nothing close to matching my other offers. I was told it came from above, right from the Provost level. I knew of colleagues who had been retained, white colleagues who make around 200k, which is a lot of money in Oregon, a lot of money anywhere, to be honest. And so, the fact that they really didn't try, it felt like they were saying, "We don't really care whether you leave or not." I'm not sure what it was because there was so little effort, right? And just left a very bad taste in my mouth because, I felt, they didn't even try. And I knew they had tried (and succeeded) in retaining other people, because salaries are public; it's a public university.

Because I do know friends and former colleagues who left. As far as I learned from these colleagues, there wasn't a serious effort [by the UO] to actually retain them. The kind of retention effort that was made was almost insulting, to use the words of my colleague. So to me, that was very sad. And, of course, in light of a recent lawsuit at the UO, involving a psychology professor suing the UO for gender pay inequity, it came to light that certain faculty were retained with much more effort with pay raises and things like that. So then, to connect my personal experience with former colleagues, and this particular case, I feel that this is a potential issue. There is not just necessarily ethnic inequity, but also gender perhaps. So, it's definitely a larger issue. And I think, at the institutional level, this needs to be addressed.

Another important piece that the university should look at is the retention numbers itself. While it may show that certain individuals are staying at Oregon and in fact, staying for a long time, the reason for their retention may not necessarily be because of the campus. In fact, almost all of those interviewed decided to stay at Oregon not because of the campus or their work. They all decided to stay because of family rather than because the campus pulled them in to stay or that there was something exciting that was happening at the campus that made them want to stay.

I stayed because of my son. I had other job offers and would have left if it weren't the fact that I didn't want to be an absent father to my son.

I really don't find anything working well. What I love about here is being close to nature, affordable living compared to California and my friends, who support me here. And so these are all things that are external to UO that keep me here.

By not having a short- and long-range retention plan for Asians/Asian Americans and other groups as well, there becomes actions that create power dynamics and pressures towards and between colleagues within departments where informal wrangling happens for some and most likely not for others.

3. Microaggressions and Racism

Microaggressions, racism, and xenophobia was the third theme that emerged from the interviews. 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 complicitness 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.

And 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.

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.

4. Being Held to a Higher Standard

Throughout the interviews, the respondents spoke of having to feel pressured to perform at higher levels of achievement and doing more than others. Several APIDA faculty felt that the baseline for most individuals was not enough for those who identify as Asian/Asian American. This seemed especially true for the Asian American female faculty.

Because I can't get away with the same things that a lot of my white male colleagues can. I have to show a level of competence much higher, and be 200% at everything. For example, with teaching, I put a lot of effort into it. And part of it is, I want to be respected by the students. So I feel like everything has to be perfect; there can be no room for criticism, and that's with research as well. There's a little bit of feeling like I have to work harder for the respect. And so a lot of the energy is spent, feeling people don't respect me for teaching or for research. So [__] tenure [__]. And I think I have a fairly strong case. But I'm still not confident that it's good enough. Even when I'm recognized for my work with awards, some responses are along the lines of "oh, she works with very good people." So what they are saying is that these awards are not necessarily due to my own competence, but because I'm very collaborative. Whereas I think with our male colleagues, it's "oh, yeah, they're brilliant. They're really, really good." And so I feel like I have to work harder to show that I am equally good. This can be very tiring.

I've been directing our program for a while now, teaching extra loads as needed, and taking on a ton of service. And yet my raise has been minimal and comments about my productivity has been negative even though I continue to produce work, good work and the only person to take on service for our students and program. It's like the more I do, the more small things are used to pick on me by the associate dean. I don't know if it's because I'm a woman or because I'm Asian but they continue to dump things on me and just expect me to do the extra work and not provide additional support or compensation.

Moreover, some felt that even when they achieved excellence in their field, they were not recognized or rewarded by the campus or their colleagues. In some cases, individuals stated that they felt more valued at other campuses than at the University of Oregon. In one instance, a faculty member stated that their service in a national organization that falls within the area of ethnic studies did not count because it was seen as not legitimate in comparison to what was considered their primary field of study.

I'm constantly being invited to give talks at other places, do readings, talk about my work, and even do what you're doing. I mean it's fine that they are getting you all to do this but there are many of us who are experts at doing this diversity work and administration probably doesn't even know that. I just feel more valued by other places than here and I just don't think that's right.

When I was putting together my materials for promotion, I told my chair that I was on the board of ___. He said flat out that I should think about getting involved at an association that would count, something in our field.

On the one hand, APIDA faculty are seen as competent and given assignments in low-power and time-consuming positions such as directing programs, organizing conferences, or playing key roles of important committees. However, APIDA faculty are often not viewed as leadership material, contributing to the underrepresentation of APIDA faculty in upper administration as discussed further in the next section.

5. Limited Opportunities-Bamboo Ceiling and Glass Escalators

Bamboo Ceilings

To some extent, Asian Americans may be better represented than other faculty of color at the professoriate level in some departments. However, as one moves up the power structure of the academic pipeline, such as chair, dean, vice presidents, provost, and campus president, APIDA faculty representation progressively wanes compared to their presence as undergraduate students and other BIPOC faculty colleagues. The interviews with APIDA faculty suggest that they and their peers face a “bamboo ceiling,” when it comes to progressing through the academic pipeline to upper administration, a common pattern found in higher institutions across the country as well as in corporate America (Chen and Hune). The term “bamboo ceiling” refers to the barriers and struggles Asian/Asian Americans face in trying to reach upper-level management positions. The limited presence, if not complete absence of Asian Americans in upper administrative positions at the UO was observed by several of our interviewees.

“**[Aside from the former Provost] I do feel that we really don't have any prominent Asian leaders, especially East Asian, at the university level. There used to be one or two, but they left. They weren't retained. So that's something that I wanted to point out.**”

The Asian American faculty interviewed have been taking on formal and informal leadership roles in multiple ways, such as serving as Principal Investigators on their research studies, earning prestigious awards and grants, leading important committees, building bridges between Asian/Asian American organizations and communities, mentoring other faculty, and creating support/advocacy groups that would help support their colleagues' research and work. The leadership potential of these faculty is not acknowledged. Instead, faculty often feel unsupported and demoralized when having to advocate for resources, themselves, or their other colleagues.

“**The leadership issue that I do want to see is that Asian American peers who have the aspiration to be leaders, will have the opportunity to be fostered. And I would like to know in this empirical study, 'Are there colleagues who are aspirational for leadership positions, yet feel that they're not supported?' So when people say they're not aspirational, what is the reason? Right? Is it because they feel like they're not going to have any chance to succeed in that area anyway? So they basically abandon that pursuit? So that is definitely possible. You don't have this kind of self confidence because you feel like you're not going to get support for what you want to do. And so might as well just focus on something else that you can better control.**”

Cultural biases over what qualities make for a good leader may impede Asian American faculty from being promoted to leadership positions. Skills such as working behind the scenes to make the organization successful, relationship building, avoiding self-promotion, quiet strength and humility are often associated with East Asian and female leadership styles. Listening and thoughtful consideration may be interpreted as quiet and passive and a sign of weakness, according to U.S. mainstream norms. The kind of leadership qualities that Asian American faculty bring to the university may often be overlooked in favor of the assertive, decisive, and charismatic showman who can clearly articulate their talents and contributions as seen in the following example:

“A few years ago, the department needed to have a new department head. We had a colleague who was more senior, and well liked. An East Asian man who is typical — a very good scholar, but normally very quiet. The department had consensus that it would be his turn to serve as department head in terms of seniority, personality, and also experience. But I believe at that point, the Dean decided that they wanted to have a search for someone from outside. I had sympathy for my colleague. I feel that they didn’t trust him, or they didn’t feel that he was up to the challenge. So that was another incident where the stereotypical perception of an Asian man may have played into this, but I can never be 100% sure about that, because there may be other considerations that I wasn’t aware of.”

The dimming of Asian American talents is in contrast to the spotlighting of White and/or male faculty for their accomplishments, while their weaknesses are overlooked. More troubling is that APIDA faculty seem to be aware of how any mis-step will be scrutinized/highlighted resulting in undue stress, increased burden, and the creation of a systemic impostor syndrome that has been carried with them throughout their time at the UO.

“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.”

The “bamboo ceiling” also contributes to a “revolving door” in which faculty of color are constantly recruited, but then leave for other institutions. These phenomena contribute to a small pool of faculty of color, including APIDA faculty to advance into upper leadership positions.

Glass Escalators

The APIDA faculty interviewed noted that upper administration are overwhelmingly dominated by White faculty, despite university claims of moving toward a more diverse, inclusive and anti-racist climate. The interviews suggest that in addition to the “bamboo ceiling,” exists the “glass escalator,” which refers to the hidden advantages that are conferred to White heterosexual men that lead to their faster advancement and promotion than women and people of color. Subtle interactions, cultural norms and implicit biases may be at play, such as upper administrators preferring to work with other White faculty and promoting one another. Additionally, APIDA faculty suggestions and recommendations that would help to make the UO more inclusive and equitable, have often been ignored or dismissed.

“When the latest move up was the Divisional Dean of the Humanities, it was another White guy. And we’re like, “Come on, why are you continually reproducing yourself?” 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.”

APIDA faculty reported that White and typically male faculty accomplishments tend to be highlighted leading to their faster advancement. On the other hand, Asian American faculty accomplishments are downplayed. Like a glass escalator, White and/or

male faculty are being pushed and pulled up, without their own prompting, by other White and/or male colleagues. Several Asian American faculty spoke of this double standard whose accumulative effects can be dispiriting and wearing.

Similarly, another APIDA faculty observed a pattern of White faculty being selected over APIDA faculty for leadership positions despite their impressive accomplishments.

“ I found a lot of my Asian faculty are really highly performing. But, we have to do double or triple to be in the equal position (as Whites), or even less. When an Asian candidate comes for an interview for a leadership position, they have these highly accomplished profiles, yet they still don't get the position. Those who speak really well, and package their work really well get the positions. ”

Consequently, the UO is left with a predominantly White leadership to direct the university's diversity initiatives even in divisions and units that would be well served by a more racially diverse and international perspective.

We just got an email from the Dean, announcing the developing committee for The New School of Global Studies. There are 10 names - eight people and then two ex officio members - who are the deans. Nine of those people are White. While I want to get away from this idea of representational politics, it says something that the School of Global Studies and Languages has nine White people developing this school. Part of it is that some of these units don't actually have faculty of color because they've left because they've had hostile run-ins with the team. In fact, the Department of Global studies which used to be International Studies was the home of a faculty member who went up for her third-year review. And was just put through the ringer. There's been so many cases like that, where people are treated so badly. But there's no recognition that somebody harmed them. And now they're gone.

At a recent Provost's Retreat, racial diversity and inclusion was a major theme. How many Asian American faculty were represented as dept and program heads? Two. How many speakers were administrators of color? One. When you have a virtually all-white administration guiding Asian American faculty members to learn lessons of cultural humility on issues of race just the same as their White colleagues and expecting them to reflect at the end of academic terms in course self-reflections on the same themes, what message is this sending to Asian American faculty?

6. Lack of Transparency in terms of Support or Resources

Those interviewed spoke of the lack of transparency in terms of knowing what resources are available to them in terms of support when addressing issues of racism or even just plain faculty development. There was the sentiment that in order to get information or receive funds for professional development or even research, they have to know someone or be tapped. Some have referred to this as the “good ole boy” system or the “Northwest Nice” syndrome.

“ If you are not seen as a threat or if you are seen as a “good Asian,” then you get tapped for things. You get invited to special events, to apply for certain opportunities. I stopped getting invited early on because I'm a loud ___ (ethnic background) and they just didn't know how to handle that. It's like if I don't conform to being the nice Asian, then I'm out. ”

“ I just want to help our department and the campus do a better job telling faculty and staff what our resources are, where to go for help, what happens after we file a complaint, how to get things resolved. I feel like other places have a better job promoting these types of things and we just don't. ”

Some, who have been given opportunities or were promoted, experience a sense of guilt when they found themselves mentored or tapped for upward mobility or positive recognition.

“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.”

Except for one program that provides training, networking, and support for women faculty, those interviewed thought that faculty of color overall were limited in terms of being recognized as having leadership potential at the UO. Two individuals did speak at length of being promoted and recognized for their skills, one of whom credited what they learned through the specific program for women. Others however, felt that the roadmap to being promoted or getting information about grants, administrative

opportunities, and the like are provided only to a few. APIDA faculty do not seem to be given the opportunities and training to be leaders at the campus. For the most part, the interviewees didn’t feel like leaving out members of the APIDA community was an intentional act. Rather, they felt like information about these types of training and opportunities was not communicated effectively and broadly to the faculty and that only those who had insider knowledge from their own networks were able to take advantage of the opportunities.

PROGRAMS THAT IMPACTED THEIR EXPERIENCES AT OREGON

APIDA faculty reported limited professional development opportunities, formalized mentorship programs, and grants for APIDA faculty. When offered, interviewees feel these opportunities helped with their productivity as scholars as well as their professional development.

“If it weren’t for the special program that provided training for me as an Asian American woman, I would not have been promoted for my new administrative position. I am really grateful that Asian Americans were included in the program because we’re not always invited or included. 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.”

In addition, below are additional specific programs/departments that have positively impacted our participants’ experiences at the UO. Please note that while the list is small, the kind of impact they have had on the participants has helped with their professional journey at the university.

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.

Center for Multicultural Academic Excellence & Multicultural Center

A few of the respondents spoke of the value of having these two 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.

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.

Ethnic Studies Department

Some Ethnic Studies faculty have been on the forefront in addressing racism and inequity at the university. The Ethnic Studies 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.

RECOMMENDATIONS

This report is an initial step to much more needed dialogue in helping the University of Oregon create a more inclusive and anti-racist campus climate. APIDA faculty have played critical roles in ensuring the university's mission in preparing students to effectively participate in an increasingly diverse and global society. As the UO dedicates efforts to enroll higher 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 as well as increase their numbers. This also means improving the campus climate so that APIDA faculty and students feel supported and a sense of belonging. We recommend that committed UO APIDA faculty be involved in these processes. Below are some recommendations aimed at improving the experiences of APIDA faculty members.

1. Develop intentional retention practices, processes, and policies

The university needs to have a transparent plan to retain faculty of color. This plan should include policies and procedures with the following components:

- Partner/Spousal hiring that includes non-academic positions
- Start-up incentives upon hiring
- Hiring of APIDA faculty in critical numbers to help reduce isolation and increase potential community building
- Funding for research and special projects
- Leadership training and professional development opportunities
- Commensurate compensation packages
- Consistently applied matching/competitive retention packages

2. Support APIDA Diversity, Equity and Inclusion work

The UO should be mindful of the specific ways AAPI faculty are marginalized. Faculty report that there are more Asian and Asian American students at the University of Oregon than there are some other racial minorities, yet there is no academic program for them. DEI-minded APIDA faculty fill the institutional gaps by mentoring students and faculty of Asian descent. Institutional APIDA targeted programs or resources with faculty personnel could help formalize the DEI work APIDA faculty are doing. 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. Formalized programs such as faculty mentoring program, student mentoring program and an APIDA faculty/staff affinity group could institutionalize some of the invisible work currently being performed by APIDA faculty, as well as reduce their sense of isolation and marginalization. We provide some concrete suggestions as a starting point to these conversations.

- **APIDA faculty affinity group:** Many Asian American faculty members feel isolated in their home departments, as there is often only one lone Asian American or other BIPOC faculty. A small fund to support a luncheon meeting would provide a great opportunity for Asian American faculty to meet one another, share experiences, and provide mutual support. Those with great experience and who have enjoyed success navigating issues of concern might even be able to provide assistance to those who are struggling.
- **Asian American faculty mentoring, retention and leadership development program:** The formalization of faculty mentors would help the UO's faculty retention efforts as well as build a pipeline of potential APIDA faculty leaders. Concurrently, there could be similar appointments for LatinX, African American, Native American faculty mentors. These faculty can also meet regularly to discuss observations. This may also be an avenue to help promote AAPI faculty to upper administration.
- **APIDA faculty student mentoring program:** An initiative/ program that enlists APIDA faculty to conduct advising and mentorship to APIDA students and Asian international students would help integrate APIDA students into campus life and better support their success, which can go a long way to sustain APIDA enrollments at the UO. APIDA faculty-student mentors (along with other faculty of color serving in parallel capacity) can meet regularly to discuss student issues and share their concerns with upper administration.
- **APIDA DEI officer position:** A few faculty who experienced racism at the academy, felt there was no office to share their concerns. Working with the office of the Provost, an APIDA DEI officer position should be created who would work side by side with LatinX, African American and American Indian DEI officers. This also provides an avenue for faculty to air out concerns, consider options and action plans with regards to the racism they believed they experienced in the workplace was not adequately addressed. This person would also help ensure messaging about APIDA, work with offices of institutional research on data both at the faculty and student level, provide trainings to upper admin on APIDA faculty and student issues.
- **DEI Faculty fellowships** (course release, stipends, travel funds) to support educational projects, scholarly research, creative activities and other programmatic initiatives that promote diversity, equity and inclusion, anti-racism and social justice for the benefit of the University of Oregon community.
- **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.

- **Limiting 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 faculty take on such as the example provided by the faculty below:

“So one thing that a Latina colleague of mine who’s at a different university said that her Chair had officially written into her contract that service wide, she only needed to serve on one committee of her choice. And that was all the only official service work she did. Because the chair recognized that she would be doing a lot of unofficial mentoring and stuff like that. So recognizing all the extra work that goes on top would go a long, a long way. Because now the response is “Oh, but you’re on two committees, everybody has to serve on two committees. So I don’t see an issue with the service load.”

- **Writing Retreats for APIDA faculty and faculty of Color:** Not only would this provide support for APIDA faculty 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.

While the UO may consider ways to provide institutional support to DEI work, it should not be assumed that all APIDA faculty are interested in engaging in such work. Faculty should be given the choice whether to participate in the explicit diversity work being done. While most faculty were inadvertently placed on diversity committees, they were also ambivalent about being singled out and expected to carry out work, especially as junior faculty who faced pressures for research and publications. One faculty, was the exception to the rule:

“I actually appreciated that a huge deal was not made of my race at the UO like at other universities where I have worked...I did appreciate not being treated as a token at UO, and being treated as an individual, hired for my individual accomplishments and held to same expectations as everyone else in the department. That is, I felt that I was judged on the same criteria—excellence in research and teaching—rather than unique contributions I could make as a member of a particular demographic group.”

Diversity, Equity, and Inclusion work will need to go beyond “diversity training workshops.” Rather we encourage a deep examination of structural changes that include multiple conversations with faculty across the university. This work needs to have institutional backing, which could take the form of new administrative/faculty positions, course releases, sabbatical leaves, the creation of an AAPI faculty/staff affinity group, and a more visible Ombuds office and APIDA DEI positions.

3. 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 organization 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.

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.

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.

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 faculty. This would include knowing the proportion of APIDA 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.

4. Conduct an entrance / welcome expectations one on one check in and an exit interview

Human Resources needs to conduct a welcome/ expectations interview of the new faculty members soon after they are hired. That data should then be kept and should they leave, an exit interview be conducted to compare what they shared when they first came to Oregon and what they experienced through their tenure at the University. The information should be kept confidential and at the same time, used as data points on how the university can constantly improve upon itself.

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.

5. 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. Some colleges and universities share information and resources to address implicit bias including this example from Cornell University - <https://gradschool.cornell.edu/diversity-inclusion/faculty-resources/implicit-bias-resources/>

6. Create a more welcoming environment for faculty and staff of color

Creating a sense of community for APIDA faculty is vitally important. One of the things that we learned from the interviews is that APIDA and other faculty of color can experience a sense of isolation in Eugene in terms of not having a highly visible community. Note that the following suggestions can be put on the human resources website and other departments and will be helpful in recruiting faculty of color.

- a. Build an off campus community resource list: This should include a listing of places such as ethnic grocery stores, religious places of worship, community organizations, and even restaurants. This information should be housed in various websites including human resources, the Provost's office, and so on.
- b. 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. In some campuses, this welcome reception is hosted the President and is held at her/his home.
- c. 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.

7. Messaging and reporting about APIDA community

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.

The lack of disaggregated data on APIDA communities also contributes to the incomplete information about the community. In order to better understand the needs of the APIDA faculty, staff, and students, more comprehensive data that includes disaggregation based on ethnicity and generation (1st generation, 2nd generation, gender etc.) should be tracked and shared.

8. Create an APIDA Task force that reports to the Provost

We believe this report just scratched the surface and believe the existing APIDA faculty should help create and inform the solution. In order to increase recruitment and retention of APIDA faculty, an essential step would be to create an APIDA task force composed of experienced and committed APIDA faculty that works closely with the Provost's office. Without an intentional strategic effort led by APIDA faculty, there is little chance for meaningful change. Without appropriate funding of a task force including course releases, issues concerning race and ethnicity faced by APIDA faculty will not gain traction without the administration recognizing leadership among APIDA faculty in a suitably strategic manner.

9. Strengthen the capacity of those programs and divisions that are serving students and faculty of color

Finally, during our interviews, we heard clearly from participants that there are some programs and departments who have been charged with working on issues of diversity, equity, and inclusion. These offices include the 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 the Indigenous, Race, and Ethnic Studies that provide important spaces where faculty of color can find allies and potential research partners. It is important to support and strengthen these areas and other diversity related offices and centers throughout the campus.

Supporting these areas should not be limited to additional funding for programs and personnel. 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. Their work should be supported by having high level administrators engage with them by understanding their work and attending their programs as they are able. 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.

CONCLUSION

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. Faculty are the cornerstone to this work. In building faculty capacity to serve the UO's increasingly diverse student population, this will require a rethinking of established policies and long-held norms. We want to caution the UO to limiting DEI work to a series of "diversity training workshops," that does not require an on-going deep examination of structural changes that are needed for a diverse, equitable, and inclusive environment. 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. Our recommendations in this report provide some concrete ways for the university to carry out its commitment to inclusive excellence (UO Division of Equity and Inclusion). 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. And having APIDA faculty be recognized as an integral member of the UO will contribute greatly to the goals of the UO to be a national leader in diversifying its overall community.

RECOMMENDED READING

- Chen, E. W., & Hune, S. (2011). Asian American Pacific Islander women from Ph.D. to campus president: Gains and leaks in the pipeline. In J. Gaëtane & B. Lloyd-Jones (Eds.), *Women of color in higher education in the 21st century: Changing directions and new perspectives* (Diversity in Higher Education, Vol. 10, pp. 163-192). Bingley, UK: Emerald.
- Gee, B., & Peck, D. (2018, May 31). *Asian Americans are the least likely group in the U.S. to be promoted to management*. Harvard Business Review.
- Hune, S. (2011). Asian American women faculty and the contested space of the classroom: Navigating student resistance and (re) claiming authority and their rightful place. In *Women of Color in Higher Education: Turbulent Past, Promising Future* (Chapter 14 - pp. 307- 335). Emerald Group Publishing Limited.
- Hune, S. (2006). Asian Pacific American women and men in higher education: The contested spaces of their participation, persistence, and challenges as students, faculty, and administrators. In G. Li & G. H. Backett (Eds.), "Strangers" of the academy: Asian women scholars in higher education. (pp. 15-36). Virginia, VA: Stylus.
- Lee, F. (2019). Asian American and Pacific Islander faculty and the bamboo ceiling: Barriers to leadership and implications for leadership development. *New Directions for Higher Education*, 2019(186), 93-102. doi.org/10.1002/he.20326
- Moreno, J. F., Smith, D.G., Clayton-Pedersen, A.R., Parker, S., & Teraguchi, D. H. (2006). *The revolving door for underrepresented minority faculty in higher education: An analysis from the campus diversity initiative*. Washington, DC: Association of American Colleges & Universities.
- Smith, D.G. (2011). *Diversity's promise for higher education: Making it work*. Baltimore: Johns Hopkins University Press.
- Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New Directions for Student Services*, (97), 21-32.
- Teranishi, R. T. (2010). *Asians in the Ivory Tower: Dilemmas of Racial Inequality in American Higher Education* New York: Teachers College Press.
- Valverde, K.-L. C., & In Dariotis, W. M. (2020). *Fight the tower: Asian American women scholars' resistance and renewal in the academy*.
- Westfall, C. (2021, Sept. 14). Battling discrimination and the bamboo ceiling: The bias facing Asian American managers. *Forbes*. <https://www.forbes.com/sites/chriswestfall/2021/09/14/discrimination-and-bamboo-ceiling-the-unconscious-bias-facing-asian-american-managers/?sh=5160f55f23dc>
- Yi, V., & Museus, S. D.. (2015). *Model minority myth*. 1-2. doi.org/10.1002/9781118663202.wberen528

Appendices

Appendix A. Five Factors Shaping Faculty of Color Retention

Factor	Definition	Example(s)
Cultural Taxation	Performing informal diversity work that is not valued by the institution (Fryberg and Martinez 2014; Matthew 2016; Samano 2008)	Being a role model for students of color; service on committees as “diversity member”; fixing the problems of racism on campus; mentoring students of color and white students interested in race; serving as a barometer for racial issues at the institution (Hall 2016)
Racist Delegitimization of Scholarship	Research conducted by faculty of color on issues related to race is devalued and characterized as non-traditional, less objective, less rigorous. (Fashing-Varner, et al 2015; Matthew 2016; Fryberg and Martinez 2014)	Underfunding departments that conduct research on marginalized communities of color while heralding research about communities of color done by white scholars; Undervaluing the impact of research published in ethnic journals.
Transforming the Racial Climate: Costs for Faculty of Color	Detrimental effects that faculty of color go through as the predominantly white institution tries to become a diverse, inclusive, respectful multicultural university. (Samano, 2008)	Faculty of color feeling guilty for not participating in efforts to improve the racial climate at their university. Campus expectations are for faculty of color to disproportionately allocate time to racial climate initiatives which stresses their scholarship. Creates paradox for faculty of color of needing to meet the white institutional requirements of scholarship and institutional life while also wanting to nurture new initiatives that support multiculturalism. (Bronstein, P and Ramaly, J.A. 2002)
Racial Battle Fatigue	Cumulative result of a natural race-related stress response to distressing mental and emotional conditions. These conditions emerged from constantly facing racially dismissive, demeaning, insensitive and/or hostile racial environments and individuals. (Smith, Hung and Franklin 2011)	Symptoms may include suppressed immunity and increased sickness, tension headaches, trembling and jumpiness, increased pain in healed injuries, elevated blood pressure, and a pounding heartbeat, rapid breathing, an upset stomach, or frequent diarrhea/urination. (Goodwin 2018) Ever present and overwhelming feeling of fatigue. (Varner et al, 2015) There may be an elevated sense of Racial Battle Fatigue for faculty of color who are racial justice activists (Gorski, 2018) as their activism may place their jobs and health at risk. (Double jeopardy)
Psychological Racial Trauma	Racial trauma, or race-based stress, refers to the events of danger related to real or perceived experience of racial discrimination. These include threats of harm and injury, humiliating and shaming events, and witnessing harm to other people due to real or perceived racism (Carter, 2007). Racial trauma may be intergenerational, may include collective trauma, historical trauma and/or vicarious trauma.	Physical or mental health problems that are often more chronic; effects may cross generations. Shares aspects of Racial Battle Fatigue but racial trauma is racial stress that has manifested into trauma symptoms. The trauma may result in experiencing symptoms of depression, anxiety, low self-esteem, feelings of humiliation, poor concentration, irritability, Post Traumatic Stress Disorder and suicide ideation. May also be evidenced by feelings of alienation, worries about future negative events, and perceiving others as dangerous (Williams et al, 2018). Racial trauma may result from racial harassment, witnessing racial violence, or experiencing institutional racism (Bryant-Davis, & Ocampo, 2006; Comas-Díaz, 2016).



Appendix B. Consultant Biographies

Douglas M. Haynes, Ph.D.

Professor of History
University of California, Irvine

A native of San Francisco, Douglas M. Haynes graduated from Pomona College in Claremont, Ca. During his final undergraduate year, he studied history at University College, Oxford University. Returning to the Bay Area, he completed his Ph.D. in Modern European History at the University of California, Berkeley. He was a Fulbright Scholar and University of California President's Postdoctoral Fellow.

Joining the history faculty in 1994, Dr. Haynes has contributed to the advancement of the mission of UCI as a public research university. His research and teaching interests are broad, spanning from the development of the modern medical profession, comparative health care systems, to the representations of disease and illness in the mass media. Among his principal publications include: *Imperial Medicine: Patrick Manson and the Conquest of Tropical Disease* (Pennsylvania, 2001) and *Fit to Practice: Empire, Race, Gender, and the Making of British Medicine* (Rochester, 2017).

A designated Chancellor' Research Fellow, Dr. Haynes served as the founding director of the

Center for Medical Humanities, an unprecedented collaboration among faculty from the schools of the arts, humanities and medicine to advance the understanding of health, healing and well-being. This collaboration has yielded increased inter-disciplinary research activity, undergraduate and graduate courses of study, and a suite of public affairs programming, including the annual Distinguished Lecture in Medical Humanities series. He was also a founding faculty member of the Department of African American Studies, and served as the inaugural director of the undergraduate program in Global Cultures.

Dr. Douglas M. Haynes is the inaugural UCI Vice Chancellor for Equity, Diversity and Inclusion and Chief Diversity Officer. In this role he leads a comprehensive effort to establish UCI as a national leader and global model of inclusive excellence. At the core of this aspiration is a campus community where all expect equity, support diversity, practice inclusion and honor free speech.

Dr. Haynes received the Institutional Equity Award from the American Historical Association. The Academic Senate honored him with the University Distinguished Midcareer Award for Service. He was also recognized by the campus Black Staff and Faculty Association for advancing faculty diversity.

Sharon Parker, Ph.D.

Diversity Consultant
Former University of Washington Tacoma, Assistant Chancellor for Equity and Diversity

Dr. Parker served as the UW Tacoma Assistant Chancellor for Equity and Diversity from 2007 -2017. In that position, Parker's work encompassed: Advisor to Chancellor and senior leadership on diversity and equity issues; major responsibility for university leadership on institutionalization of policies and practices to support equity and diversity; leadership for the Diversity Task Force, Diversity Resource Center, educational programs and courses on equity and diversity; development of supports for first-generation students, campus and community

outreach to underrepresented groups, faculty recruitment/hiring/retention; management of Martin Luther King, Jr. Day celebration; and advising the Enrollment Services Committee and the Retention Committee

Prior to joining UWT, Dr. Parker was also a visiting scholar at Claremont Graduate University (CGU), where she served as a Project co-director and Principal Investigator for the Campus Diversity Initiative Evaluation (2000-2006). The purpose of the CDI Evaluation was to address five objectives for the Irvine Foundation: (1) to provide information about ongoing implementation of the initiative across campuses; (2) to build campus capacity to assess and learn from their own progress; (3) to

provide opportunities for campuses to share their experiences; (4) to develop knowledge and theory about diversity in higher education; and (5) to determine the degree of success of the Foundation's overall campus diversity initiatives.

Previous to the CGU Project, Dr. Parker served in a number of positions focusing on diversity issues, including: Evergreen State College Resource Faculty; President of the American Institute for Managing Diversity, a nonprofit organization based in Atlanta, Georgia, dedicated to studying the relationship of diversity initiatives to organizational development; director of the Social Responsibility Programs for The Union Institute; Associate Provost and Director of Multicultural Development at Stanford University; founder and chief executive officer of the National Institute for Women of Color; and consultant

on various diversity initiatives in the nonprofit, education, and corporate sectors. She is co-author of the 2007 monograph *Making A Real Difference With Diversity: A Guide to Institutional Change*, and 2005 journal article "Organizational Learning: A Tool for Diversity and Institutional Effectiveness;" and author of *Diversity as Praxis for Institutional Transformation in Higher Education* (2010).

Parker holds a B.A. degree in Slavic Studies from University of California at Los Angeles, a Masters in Education from Antioch Graduate School of Education, and a Ph.D. in Education from the University of Auckland.

Parker was born in Washington, D.C. and is of Native (Rappahannock) and African American heritage. She and Alan Parker have been partnered for over 53 years.

Maria Chávez-Haroldson, Ph.D.

Founder of EDI Consulting, LLC

Maria Chávez-Haroldson, (she/her/hers/ella), Ph.D., founder of EDI Consulting, LLC, has served for over two decades as an international/national trainer on topics of equity, diversity, and inclusive (EDI) organizational development and practices. Dr. Chávez-Haroldson's focus on Equity, Diversity, and Inclusive (EDI) practices are built upon foundations of social justice. Her doctoral research addresses the lived experiences of Diversity Officers in higher education and how cultural strengths are capacitated as key elements of fortitude and resilience. In her research, Dr. Chávez-Haroldson applied an Interpretive Phenomenological Analysis methodology which highlighted the importance of identifying cultural values and their powerful impact and influence in leadership.

Most recently, Dr. Chavez-Haroldson has been invited to work alongside Dr. Jacqueline Reid, and other international leaders to provide coaching, workshops and a panel discussion during Antioch's Women in Leadership Certificate program - 2021. Dr. Chavez-Haroldson has served as an EDI executive coach and thinking partner with education professionals, administrators, executive directors, and human resource professionals. She is currently

coaching courageous EDI, non-profit leaders. Her passion is in exploring what is and then discovering what can be. Her work also includes working with national, international, state, and local government organizations. She describes her coaching as a 'thinking co-creative partnership.' Maria's professional coaching centers on the lived experiences of those she works with. In her work as an advanced Conflict Resolution facilitator, Dr. Chávez-Haroldson applies an Appreciative Inquiry model which invites and encourages the potential for meaningful dialogue and critical thinking on complex matters.

Dr. Chavez-Haroldson is a member of Oregon State University's Courageous Conversations Initiative on Race, and a member of the Oregon Higher Education LatinX Leadership Advisory Committee. Dr. Haroldson also serves on Governor Brown's Social Justice Council which has been created to advise the governor on matters of equitable budget allocation. In her current administrative role, she is serving as the Director of Equity, Diversity, and Inclusion/Coordinator of Migrant Education Services at the Willamette Education Services District in Salem, Oregon. She has served as the Vice President of Metropolitan Group, a social change agency in Portland, and as Director of the Office of Inclusion & Intercultural Relations for Oregon Youth Authority.

She obtained a Bachelor's degree in Human Sciences and two Master's Degrees; Public Administration and Leadership and Change, and a PhD in Leadership and Change. Dr. Chávez-Haroldson's prior professional experiences include: Associate Director for the Center for Latin@ Studies and Engagement at Oregon State University; Executive Director for CASA (Court Appointed Special Advocates); Director of Crime Victim Unit for the Yamhill County District Attorney's Office; Executive Director of Court Appointed Special Advocates for children. Dr. Chávez-Haroldson has also served as Adjunct-Faculty for the Conference of Western Attorneys General Alliance Partnership which focuses on developing judicial reform in Mexico, Central American and Europe. The judicial reform training included international adjunct professors training judges, prosecutor, defense

attorneys and law students. In her position as a Qualified Mental Health Professional – Child Play Therapist, she served immigrant children, youth and their families. For fourteen consecutive years, Maria and her husband have led the Northwestern Delegation to the Chicago United States Hispanic Leadership Conference and also provide yearly leadership workshops for 4-H Students throughout the Northwest. Maria shares her love, life, dreams and blessings with her lifetime partner, District Attorney (Benton County, Oregon, USA), John Haroldson Suárez Ballesteros de Lara. Together they lead and join global social justice causes as international advocates and leaders for EDI change, worldwide. Maria is a proud mother of four adult children, and a family which includes nine siblings, and grandchildren who refer to her as 'Doctor Nana.'

Edith Wen-Chu Chen, Ph.D.

Professor of Asian American Studies
California State University, Northridge (CSUN)

Edith Wen-Chu Chen is professor of Asian American Studies at California State University, Northridge (CSUN). She received her Ph.D. in Sociology from UCLA. Originally from Texas, Chen is a second generation Chinese American who received her undergraduate degree from University of Texas at Austin. Previous to her position at CSUN, she has also taught at University of Hawai'i Manoa, Kapiolani Community College, Harvey Mudd College, and UCLA. Her teaching and research interests include Asian Americans, Pacific Islanders, immigration, race and gender inequality, immigrant and minority health.

She has published a number of chapters and articles on the struggles and challenges of Asian Americans and their assimilation and adjustment to the U.S. including "Asian American Women Faculty in the Pipeline," in *Women of Color in Higher Education: Changing Directions and New Perspectives*, Gaetane Jean-Marie Brenda Lloyd-Jones (eds.), (Bingley, UK: Emerald Group Publishing, 2011) and "Bamboo Ceilings, the Working Poor, and the Unemployed: The Mixed Economic Realities of Asian Americans and Pacific Islanders " in *Asian Pacific Americans: Past, Present, and Future* (Eunai Shrake and Edith Wen-Chu Chen (eds.) (Kendall-Hunt Publishers, 2012). She is currently the Principal Investigator for an National Institutes of Health funded project, "Is Assimilation Costing Asian Americans their Health: Type 2 diabetes in California's Asian American populations."

Dr. Anna Gonzales

Vice Chancellor for Student Affairs
Washington University in St. Louis

Dr. Anna Gonzales is Vice Chancellor for Student Affairs at Washington University in St. Louis. She was formerly Vice President for Student Affairs and Dean of Students at Harvey Mudd College and program

director and faculty member for Claremont Graduate University's graduate program in student affairs educational justice. She is an author of the 2018 book *Transformational Encounters: Shaping Diverse College and University Leaders*. Gonzalez holds a bachelor's degree in international business from Loyola Marymount University and master's and doctoral degrees in education from Claremont Graduate University.

Appendix C. Protocol/Guidance for Stay and Exit Interviews

Interview Guide for use by External Consultants

- Confidentiality Statement
- Rapport Building and Introductory Remarks
- Main Prompt
- Honing In Prompts
- Closing Questions

Additional Background for External Consultants

Guidance for External Consultants Regarding Analysis and Report Writing

A. Confidentiality Statement and Questions

[BOTH]¹ These interviews are completely voluntary and all identifying information will be kept confidential with the consultants.

[BOTH] 1/On the issue of protecting your anonymity:

I, as an external consultant, will retain the transcript from this conversation until I have redacted all names and identifying information. I will do an initial thematic analysis and only then I will share the transcript and themes with the CoDaC staff at UO.

[BOTH] 2/On the issue of keeping your colleagues, unit leaders and unit name anonymous: You can **opt to leave in** names of others you mention and the name of your academic unit. Would you like to opt to retain **or redact** names of specific individuals/units? (Interviewer circle one). You can also decide this at the end of our interview.

¹BOTH=question applies to both current and former UO faculty
Current=question applies to just current UO faculty
Former=question applies to just former UO faculty

B. Rapport Building and Introductory Remarks

Interviewer Introduction:

Share your background and interest in this work in brief.

Purpose:

Briefly, this project aims to hear in candid terms about your experience at the UO—we are interested in understanding firsthand what specific barriers and issues affect [or affected] your ability to thrive at UO and in Eugene. [for current faculty], we are also interested in knowing why you choose to remain at UO (what is going well).

How the Information Will be Used:

The information will be used to bring about changes that will make the UO more antiracist.

More specifically, the results of the exit and stay interviews will be used in the following ways:

- Raising the level of learning and understanding campus wide.
- Identifying the elements and interventions that would have made a serious positive difference to departed faculty of color in their retention.
- Identifying the crucial elements that will make a difference, now, for creating a more supportive environment for current faculty of color at UO and sharing these with unit leaders and others.

- Creating a strong starting point for serious work on important structural processes, policies, protocols in direct response to the stated needs and ideas of UO faculty of color.
- Building a more inclusive, trusting and transparent campus culture on faculty of color retention efforts.
- Ultimately, we hope to develop a deep and comprehensive picture from which to mobilize transformative cultural changes at the University of Oregon.

[BOTH] 3/What brought you to the University of Oregon initially?

[CURRENT] 4/How long have you been here?

[FORMER] 5/How long were you at UO?

[BOTH] 6/Other as fitting with the situation...

Your personal interest in this project, etc.

C. Main Prompt

[BOTH] 7/Please describe your experience at UO and significant factors or critical incidents that affected your experience.

Note: Encourage interviewee to tell their story in their own style in hopes of most accurately reflecting their priorities and concerns. Non-directive approach will yield data that accurately reflects the priorities and concerns of the faculty themselves.

They will likely mention several key issues at the outset. Make note of these and then honor these top concerns and go deep until you feel like you have surfaced a detailed sense of the issue/concern. Can you tell me more about...

D. Honing In Prompts

[CURRENT] 8/What specific change could make the biggest difference to you in terms of your career at the University of Oregon?

Possible follow on—What is your top concern?

[CURRENT] 9/What is working especially well for you at the UO?

Possible follow on—What keeps you here? What are your sources of greatest satisfaction?

[FORMER] 10/What specific things could have made the difference for you and kept you at the University of Oregon?

{possible follow-on—What was your top concern? How could it have been resolved?

[FORMER] 11/What worked especially well for you while you were at the UO?

[FORMER] 12/Is there something your current institution does particularly well that pertains to concerns you had at UO?

[BOTH] 13/If the University of Oregon were to truly create conditions for faculty of color to be successful, what would they do?

E. Closing Questions

[BOTH] 14/What haven't we covered that is important to you? This is key.

[BOTH] 15/How would you say your experiences at UO is/was overall?

[BOTH] 16/How do you self-identify?

Black

African American

More specifically_____

Hispanic

Latino/a/x

More specifically_____

American Indian

Alaska Native

More specifically_____

Asian

Desi

Pacific Islander

More specifically_____

[BOTH] 17/Would you be interested in attending a focus group with other people who broadly identify as you do?

[BOTH] 18/To which gender do you most identify:

Female

Male

Nonbinary

Transgender

Other_____

Prefer not to answer

Prompts for emergency use only! NOTE from Charlotte: These were key categories that emerged from the Ambrose et al study. I list them here just in case you have a lull in the conversation, or the interview has run very short. (My sense is that you will not need to use them, but we'll see.)

What about collegiality?
 What about mentoring?
 What about salary?
 What about reappointment, promotion, tenure?
 What about your department heads/unit leaders?
 What about Eugene/Pacific Northwest?

F. CLOSE Appreciation

Additional Background for Consultants

Confidentiality

Confidentiality with every aspect of this project is paramount. Please, external consultants, use extreme discretion and do not share any findings. In addition, this is not a research project; please do not use these findings for your own research in any manner. The interviews will be done via Zoom. You can elect to be camera-off or on. Zoom transcripts will be created and the external consultants will de-identify the transcript and eliminate respondents name entirely. Consultants will then review the transcripts to identify key themes. The de-identified transcripts and the key themes will be provided to the CoDaC team for further learning and to help create an antiracist institution.

Thematic Analysis of Transcripts

Suggest that after each of the 5 consultants have done an initial "batch" of interviews, we meet to share and discuss the thematic categories that are emerging and come to an agreement about a common set of categories. This will help us harmonize and tie the work together and improve our inter-interviewer reliability.

I have used Ambrose et al as a model for our process:

Ambrose, S. et al. (2005) A Qualitative Method for Assessing Faculty Satisfaction. Research in Higher Education., Vol46, No 7, Nov 2005.

https://www.researchgate.net/profile/Susan-Ambrose-2/publication/227240179_A_Qualitative_Method_for_Assessing_Faculty_Satisfaction/links/57d7e5e708ae0c0081edcb35/A-Qualitative-Method-for-Assessing-Faculty-Satisfaction.pdf

Focus Groups

Based on interest from current and former faculty, the Black/African American, Asian, American Indian and Latino/a/x external consultants will be available to conduct focus groups with each of these respective groups of faculty, to surface additional concerns and ideas that may more readily come up in a group setting.

Active Recruitment Project Brief Summary

1:1 Interviews with Current and Former UO Faculty. UO has hired external consultants of color—preeminent experts on diversity issues—to interview every faculty of color who has left UO within the last five years, to hear in candid terms about their experience at the UO. These consultants will also interview a number of current faculty of color to determine firsthand what specific barriers and issues affect their ability to thrive at UO and in Eugene as well as to identify the reasons faculty of color stay at UO.

Key Factors Affecting the Retention of Faculty of Color in Predominantly White Institutions

(Per UO review of the literature)

1. Cultural Taxation
2. Racist Delegitimization of Scholarship
3. Transforming the Racial Climate: Cost for Faculty of Color
4. Racial Battle Fatigue and,
5. Psychological Racial Trauma

Member Checks

Given the sensitive nature of the findings you are likely to surface, we will likely want to discuss and use a system of member checking to ensure that participants have an opportunity to review findings.

Additional Guidance for External Consultants

We are proposing that analysis of the transcripts be done by the consultants to make the findings more objective, robust, and to protect the anonymity/confidentiality of participants. Our hope is to keep the analysis process simple, so it is not too taxing. We would like to gain as much detailed information on the UO context as possible, hence please focus on issues interviewees experienced at UO. Please review this guidance — when we meet as a group, **we will use the time to discuss and refine the analysis guidance so that we are all on the same page going forward.**

Since we only have one hour scheduled, we (our research team) would like to offer to meet individually with each consultant to discuss and support your analysis. We anticipate one final group meeting once everyone's work is complete as a way to learn from each other's findings.

Questions to Guide Your Analysis

1. Describe the key themes that emerged from all interviews you conducted.
2. How do those themes relate specifically to the UO?
3. Please identify specific quotes from the transcripts that exemplify the themes which emerged.
4. Could you also provide a few stories, which interviewees shared, that exemplify the themes you have identified?
5. What specific concerns from faculty of color should be highlighted to administrators/leaders at UO? [Per the interview guide: What specific change could make (or could have made) the biggest difference to you in terms of your career at the U of O?]
6. What people, offices, or resources did interviewees mention as either helpful or harmful to their retention?
7. What were some surprising insights you gained regarding retaining faculty of color at UO?
8. What is the UO doing right to help retain our faculty of color? [Per the interview guide: What is working especially well for you at the UO? What keeps you here?]
9. What suggestions do you have in developing an exit interview protocol for faculty of color leaving the UO?
10. What suggestions do you have in developing a stay interview protocol for UO faculty of color?
11. Please discuss/share anything else that you think would be helpful to our understanding of faculty retention. What have we missed?

Appendix D. Voices of Oregon Faculty of Color: Part Two

I. Preface

This section is an extension of the *Voices of University of Oregon Faculty of Color: External Consultant's Active Retention Report (February 2022)*. Upon completion of the Voices Report and the *Proposal for the Creation of an Active Retention Program*, we felt it important to share all findings with UO faculty of color so that they could become more aware of the depth and breadth of the issues facing their colleagues including the similarities and differences that surfaced by race and ethnicity. In early March 2022, we sent the reports out and asked for feedback via a Qualtrics survey. Specifically, we asked for people to identify 1) issues that they wanted to amplify and 2) gaps or missing elements. This report includes the raw survey results, organized by theme and edited to preserve anonymity. These findings add yet another critical layer that will further inform the development of an integrated and comprehensive active retention program. In an effort to move findings toward action, we have integrated the key findings from this report into the *Proposal for Creation of an Active Retention Program*.



II. Crucial University Processes Influencing Retention

A. The Need for Transparency

“The UO has resources, but they are not necessarily advertised widely to BIPOC faculty members. The irony is that BIPOC-targeting opportunities are often taken up by non-BIPOC faculty who are more institutionally savvy and better informed.”

“Transparency and Active Recruitment: Which also needs to include rethinking interpretations of the Oregon Equal Pay Act and “market value” for specific positions. Since DEI is such a premium and since institutions are expending incredible resources to diversify their faculty and students, what constitutes an “average” salary for a given position needs to be adjusted to account for the drastically increased “market value” of scholars/faculty/grad students of color in job offer term sheets and recruitment packages.”

B. Dual Career Process

- **Racial Equity Perspective on Partner/Spousal Hiring**

“We need a 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”. Dual career support should be actively sought by departments on behalf of their faculty as a matter of course, as “faculty learned about this resource too late to make a difference in their retention”. Spousal hires should not be held hostage to alternate Dept. IHP lines, or “mortgaged” against IHP hires in the trailing spouse’s department. Otherwise, there is too much incentive for departments and faculty to reject a spousal hire line, because it is seen as a zero-sum game that pits the spousal hire against other departmental hires and leads to rejection of spousal hires in favor of alternate theoretical/specialty prejudices or preferences. Indeed, it’s obvious that Deans and higher administrators can easily place spousal hires in departments, so the decision to do so for faculty should similarly be supported by the deans and provosts.”



• Prioritize Spousal Hires for Existing Faculty of Color

“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. Finally, the system by which existing faculty must have outside offers to negotiate a spousal hire for an otherwise qualified spouse must be abolished. It wastes faculty time and effort that could better be devoted to research and other UO interests. It’s clearly not equitable to the faculty member or the spouse as the DEI reports indicate. It’s also not fair to the faculty and departments whose external offer is used as leverage against the UO, just to get the UO to do the right thing by their faculty in the first place. I would also point out that the process of getting an outside offer primarily to leverage a spousal hire or better salary is antithetical to cultural/moral norms of at least some cultural groups, so introduces another layer of moral inequity. Finally, administration is very adept at leveraging spousal hires for new administrators, even when the spousal hire was not in a department’s IHP. Yet, they claim they can’t do the same for existing faculty. Obviously, this is simply a lack of good will and leadership and absolutely must change.”

“I feel that a clear statement that regular spousal hires for existing faculty should be prioritized over that of new hires to address long-term inequities is not included.”

C. Inequities in Compensation, Resources and Opportunity

“I want faculty of color to receive course releases, releases from service, or salary increases immediately as efforts to retain the very few faculty of color remaining on this campus. I want to see real, dedicated efforts at meeting the demands and needs of faculty of color. I want recognition of the labor that my white counterparts are not called to do: the constant mentoring and emotional labor of undergraduate and graduate students of color; the emotional labor of educating my colleagues on issues of ethnicity, as they constantly ask to meet for coffee to discuss these issues; the overwhelming service commitments like sitting on more graduate student committees than my colleagues. I want recognition in the form of course releases. I want material recognition—no more empty gestures, no more mentoring opportunities that were never meant for me in the first place. I need time—time that I can never get back but can get in the future in the form of 1 course release per year for 4 years, or a sabbatical, given that is how long I’ve been here and put up with everything mentioned in the report. I also want to get out of my department and reassigned to another.”

• Salary Equity

“Create a system for doing regular reviews of salary equity based on race/ethnicity.”

“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 JACL 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."

• 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)."

• Service Equity: Need for Institutional Value on Service

"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.”

• Workload Equity

“Workloads are too heavy. There’s not enough time for research and grant writing with a teaching load that is too heavy. Short sighted on the part of the university. There should be teaching releases for grant writing or other endeavors.”

• Material Incentives

“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.”

D. Tenure-Related Issues

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

• Tenure and Post-Tenure Mentoring

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





E. Teaching and Managing Student Complaints

“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.”

III. Leadership Equity and Professional Development is Tied to Retention

A. Faculty of Color to be Promoted to Leadership Positions

“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 admin 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.”

B. Absence of APIDA Faculty in Upper Administration

“Relative absence of APIDA faculty in high administrative positions is real. At the UO I’d like to point out that this is truer for AAPI than for Desi faculty. Faculty members from Anglophonia due to sociocultural backgrounds may feel more comfortable being senior officers of Anglophone administrative institution like the university. East Asian faculty members may feel disadvantaged by ESL background.”



C. Professional Development

• Leadership Development

“Focus on leadership trajectories including integration with the UO Leadership Academy and other and professional development opportunities.”

“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 these even existed (internally, leadership academy, externally, programs like LEAP). These seem to me a crucial part of professional development for FOC. Making these resources available, as well as providing university support for travel and registration, etc., would be a great incentive for retention. (Same with providing more transparency on the UMRP/IFD funds, and funding for international travel/working with diverse communities).”

• Mentoring and Sponsorship

“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?”

“Mentoring and sponsorship and providing training *for* mentoring is clearly crucial and sorely lacking. I found the university’s (or at least CAS’) investment for faculty in the NCFDD Faculty Success Program to be a step in the right direction, as it teaches you about sponsorship and finding mentors in the first place. This was much more effective than the informal departmental mentor some are assigned upon arrival.”

IV. Wellbeing and Belonging: Determinants for Retention

A. Racialized Trauma

Actually, one more thing to amplify on “degree of racial trauma”, those six quotes in green basically sums it up :(!

‘It’s been a horrific experience.’

‘I experience a lot of pain and anguish.’

‘I am thinking of leaving UO.’

‘I wish the university could value Ethnic Studies more’-shared by someone outside of Ethnic Studies

‘I refuse to give any more to this institution.’

‘And he said, “you don’t count.”

“So as far as the racial trauma goes from Report 2, 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.”

• Trauma Informed Lens

The emphasis on working with racialized trauma is crucial and so I am glad that this is highlighted, and I’m also excited that the process of including the workshops with Embodying Your Curriculum and Angelica Singh appears in the report. I also think that investing in an institution wide program that makes work around trauma-informed, DEI work accessible to every faculty member (and campus wide, to administrators as well) would be a crucial tool in effecting cultural change, on the model of the Faculty Success Program that the U of O subscribes to as a member. Embodying Your Curriculum offers this kind of an institutional membership, and so this might be an additional tool to add to this arc of the work. I would add only that I think there might be some attention to including some workshops that are just for supporting faculty of color with tools around racialized trauma, vs. workshops that are for educating administrators and other parties (esp. ones who identify as white) in equity work and dismantling racist practices that continue to harm faculty of color.”

“I wanted to add that including ongoing resources for working with institutional betrayal and racism through a trauma-informed lens would be a crucial tool in effecting cultural change beyond just one-off workshops, and Embodying Your Curriculum offers this kind of a model, similar to the FSP model, but for trauma-informed DEI work. This could happen in tandem with the planned series on trauma-informed practice and Embodying Racial Justice. This is just a suggestion based on what I think could amplify these recommendations even more.”



• 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'd like to echo what I've 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."

B. Belonging and Marginalization of Faculty of Color

"I initially was excited about the interview opportunity, but later didn't follow up. I gave up because I felt that the department I am associated with doesn't want me at all. I have worked at UO for 17 years. Last year, when anti-Asian crime reached its peak across the country, no colleague in my unit reached out to me. Thankfully, I did receive messages from colleagues of other units and other universities. The different responses gave a clear message about how little my colleagues value me as a person. It is sad, very sad."

"I want to make known my own experience with regard to these themes to provide support for my recommendation. I came in and was immediately marginalized by my department. Not only was I assigned more service work than my white colleagues I was hired in with, I was immediately retaliated against for speaking out about not wanting to hire a white male for a position that would be dedicated to studying texts by and about non-white peoples. I'm in a department that has a very clear report on the toxicity of its climate and how exactly to go about fixing that toxicity (which includes hiring more faculty of color). Later, I was on a search committee and told (by a search advocate) that I could not talk about race as a factor of hiring, despite the clear recommendations from an external review to hire qualified faculty of color. I was encouraged to go to the Ombuds program after these problems, and I did, only for the ombuds process to be shut down without explanation. After all of this, I was denied my request for FMLA the quarter my child was born because, in their words, "the policy doesn't allow faculty to use FMLA the same quarter a child is born." People with children of their own did this to me, and I don't know if I can ever forgive them. My department appears to never have wanted me to succeed, and they certainly didn't support me. That labor was left to the women of color outside my department, and I want it known that they were the ones who made me feel welcome at UO. It was labor left to women of color that will never get recognized institutionally because of the sensitive nature of it."

C. Physical and Mental Health Supports

"In regard to physical and mental health supports (page 27), 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."





D. Sense of Community

"I was surprised at how accurately all of these voices express the diverse experience of so many faculty of color at UO. It gives me a sense of community."

V. Valuing and Respecting Faculty of Color: Core Issues

A. Racist Delegitimization of Research

"Regarding the racist delegitimization of research, 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."

"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."

B. Dismissing and Overriding Knowledge and Experience of Faculty of Color

"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."

C. Understanding and Honoring 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."



“

D. Do we Consider APIDA when we talk about “Diversity”

“As a member of this community I have heard and felt the dismissal repeatedly and continue to hear such statements and questions (just last week) in regard to whether or not we can consider APIDA when we talk about “diversity”. My family is currently trying to deal with the intergenerational emotional consequences of the internment of Japanese Americans/Canadians so to repeatedly hear that members of the APIDA community may NOT be considered historically marginalized, that incoming APIDA students are not welcomed, and to hear that “they” seem to be doing just as well as white faculty so we can set aside APIDA faculty in considerations for faculty of color is just pouring salt into an open wound. If we consider what many of us are taught as part of our “Asian” cultures, we are taught to work hard, to not make ripples, to be polite, and to get the work done. So even if APIDA faculty are managing to keep their heads above water I would like to amplify the sentiment that this does NOT equate to the colleagues being just fine.”

E. Hiring of Faculty of Color in Critical Numbers

“Hiring of faculty of color in critical numbers to help reduce isolation and increase community building.”

VI. Proposed Personnel Additions

“I felt very energized and hopeful by the proposed personnel additions on pg9; 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?)”

“I support the hiring of a Retention Program Director.”

VII. Comprehensive Development/Advancement Campaign

“Recommend an emphasis on a comprehensive Development/Advancement campaign to actually develop fundraising portfolios and endowments to fund this work. Not just for Provost's Initiatives and other “big projects” but as consistent commitments where it counts—the university pocketbook—that serve the actual scholars, departments, and units that do this damn work!”

”

“

VIII. Consequences of Not Doing This Work

“The consequences of *not* doing this active retention work is [serious] reputational harm to the UO.”

IX. Accountability

“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 summary, this report represents the thoughtful input on the Active Retention Initiative Reports by UO faculty of color. We have integrated these findings into the *Proposal for Creation of An Active Retention Program*.

Appendix E: Active Retention Project – Limitations

1.

This project focuses only on tenure track faculty of color. Missing are the perspectives of non-tenure track faculty. A parallel effort that includes stay and exit interviews with UO staff of color is also needed and will provide a more comprehensive picture of retention at the UO.

2.

There has been a lag time between when the interviews were conducted and the preparation of final reports. This was due in part to the time it took to get all of the reports from the external consultants and in part it was due to the small size of the team working on this project. We have mitigated this by sharing the full set of findings with all UO faculty of color. Their responses given in March-May 2022 help to ensure that the project findings are inclusive of the most current perspectives and issues (See Appendix D Voices of University of Oregon Faculty of Color: Part Two).

3.

The way the university reports race/ethnicity means that we had no access to data on faculty with Middle Eastern identities. This is a population who we know shares some similar concerns and we regret that we had no way to formally identify and contact these individuals to take part in the project.

NOTE: To our knowledge, this is the first effort of this kind to be undertaken at this scale at the UO, or at any of the universities in Oregon. We welcome your input on how to improve the processes and your suggestions on what we have missed.

Center on Diversity and Community
Division of Equity and Inclusion

E-mail: codac@uoregon.edu

<https://inclusion.uoregon.edu/center-diversity-and-community-codac>

