



2005-2016

Racial, Ethnic, and Gender Diversity among Faculty and Academic Leadership Ranks

at the University of Oregon

Prepared by Office of the Vice President for Equity and Inclusion
Division of Equity and Inclusion
June 2016

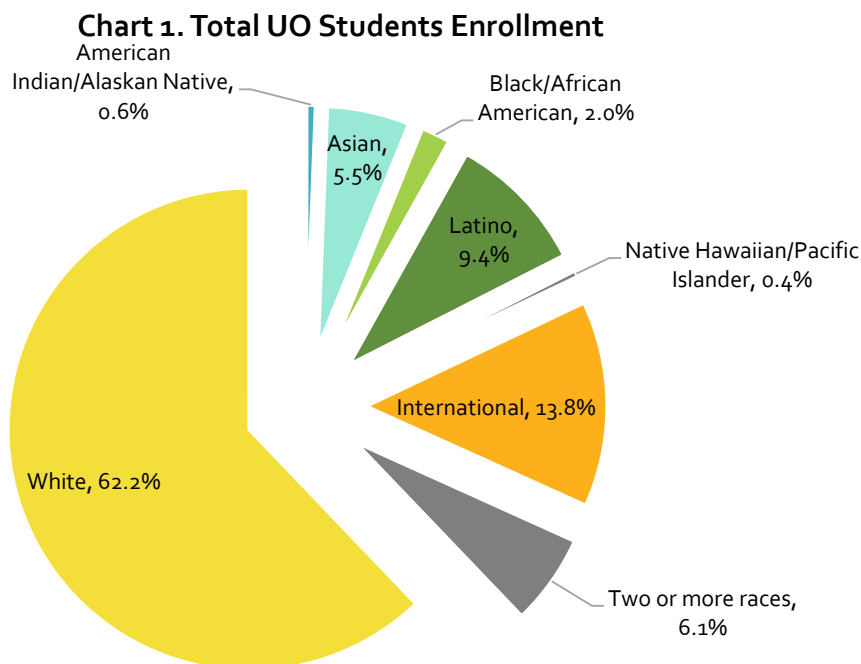
Background Context

Over the last three years, the University of Oregon (UO) Office of the Vice President for Equity and Inclusion (VPEI) has worked diligently to institutionalize the process of collecting and analyzing data on the ethnic, racial, and gender diversity of our faculty, staff, and students. This report on racial, ethnic and gender diversity among faculty and academic leadership ranks is the product of collaborative work with the Office of Institutional Research, the Center for Assessment, Statistics and Evaluation (CASE), Affirmative Action, the Office of the Provost and Academic Affairs¹. Our initial efforts focused on access to data, reporting methodology, data presentation and intended use of the data. Since then, we have developed mechanisms to more thoroughly consider these data as a touch point for intervention and accountability. These mechanisms include: a Deans' Diversity Task Force, established in 2013 to engage in quarterly discussions around issues of recruitment, retention and to provide specific advice targeted to nine schools and colleges, the President's Diversity Advisory Community Council (PDACC) that enlists the advice and support of talented leaders around the State of Oregon to institutionalize our diversity efforts, and the University Wide Diversity Committee (UWDC) that relied on these data as well as feedback from campus-wide conversations to formulate the strategies and tactics for the Inclusion, Diversity, Evaluation, Achievement and Leadership (IDEAL) framework. All of these efforts are aimed at advancing our institutional mission to achieve excellence in the area of equity, inclusion, and diversity, especially as they relate to the recruitment, retention and advancement of excellent faculty who are diverse across race, ethnicity, class, beliefs, gender, and experience. This is especially important as the university seeks to hire 80 new faculty members over the next four years. In this report, we focus specifically on faculty composition for tenure track and non-tenure track ranks, as well as academic leadership positions at the UO. In future reports, we hope to examine issues of salary equity, retention and climate.

Introduction

While the focus of this report is on faculty, we do so being mindful of our students toward whom so much of our research, teaching and service activities are directed. Students from a variety of racial, economic, ethnic, religious, gender, age, ability and national backgrounds are diversifying college and university campuses across America. Female students now outnumber male students in US higher education. Increasingly, campuses that were racially homogenous are beginning to reflect the diversity of our country and our world. This pattern is reflected in the student demographics at the UO (Chart 1).

¹ At DEI, we work as a team for the benefit of our campus community. I am grateful to my colleagues in DEI for their contributions and support. Special thanks to Vanessa Teck and Sunhi Park for the development of graphics in the report. We are immensely grateful to JP Monroe and his team in Institutional Research for the data that serve as the basis for our analysis. We are also grateful to Terri Ward for her analysis and earlier interpretive draft of the data. We also appreciate Karen Ford, Scott Coltrane, Naomi Zack, Erik Girvan, Mariann Hyland, Krista Chronister, Lamia Karim, Vickie DeRose, Bruce Blonigen, Sari Pascoe, Gordon Hall, AB Assensoh, Lauren Witherspoon and Doug Blandy for their useful comments on an earlier version of this report. As the primary author, however, I, in my capacity as VP for Equity and Inclusion, take responsibility for any omissions or errors.



Yet, as the demographics of UO students have changed, the demographic composition of our tenure-track faculty and academic leadership has remained largely the same: male and white (Charts 3, 7, 30-34). Nationally, on most campuses, women now comprise a third of the faculty, and faculty of color² continue to comprise only a small percentage, with Asian and Pacific Islanders³ constituting the majority of underrepresented faculty. Due largely to the consequences of historical discrimination, including limited access to educational opportunities as well as contemporary implicit bias, growth among African American and Native faculty has stagnated nationally, while the Latino professoriate is growing at a slow, but steady pace overall.

The extremely slow pace of change in faculty demographics is an issue of concern to colleges and universities nationally, especially as universities attempt to enlist the best talent in support of efforts to enhance research excellence and to educate students in the most inclusive way. Research shows that diversity is crucial to academic excellence, creativity, and transformational leadership⁴. A diverse faculty attracts diverse students. Diversity in the classroom enhances learning and increases the ability of students to work across cultures and compete effectively in the global marketplace⁵.

² Faculty of color includes American Indian or Alaskan Native (AIAN), Asian, Black (BLAA) and African American, Latino, Native Hawaiian or Pacific Islander (NHPI), faculty who identify as two or more races (TOMR) and nonresident aliens (NONresAlien) faculty members.

³ Pacific Islanders represent a tiny fraction of the larger body of Asian faculty.

⁴ Bernardo M. Ferdmann. 2014. *Diversity At Work: The Practice of Inclusion* Jossey-Bass (San Francisco, CA); Damon Williams. 2013. *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Stylus (Sterling, Virginia).

⁵ Sylvia Hurtado and Adriana Alvarado. Diversity in Teaching and Learning: Affirming Students as Empowered Learners" *Diversity and Democracy*, Summer 2013, Vol. 16, #3.

Faculty diversity supports research excellence. Studies have shown that diverse research teams are more innovative, more productive, and more capable of problem solving than their homogenous counterparts⁶. This holds true across race, ethnicity, and gender. Additionally, research findings have shown that it matters who teaches. One of the most successful predictors of success for female undergraduates is the number of women faculty at their institution. For female students of color, faculty diversity is even more important. Of the African American women who received doctorates in biology, over 75% graduated from Spelman and Bennett colleges, two Historically Black Colleges (HBCs) for women. It is incontrovertible that a diverse faculty benefits the university by offering a multiplicity of talent in teaching, mentoring, research and in their engagements with professional and community interests beyond the university community. A diverse faculty positions us to better teach, discover, and learn.⁷

This report focuses specifically on faculty composition for tenure-track, non-tenure track, and academic leadership positions campus wide. We examine the racial, ethnic, and gender patterns for each group. The racial, ethnic, and gender data are self-reported.⁸ When possible, data are examined separately for our schools and colleges and also disaggregated by gender, race and ethnicity so that we can understand how situations vary across different academic units.

Faculty Demographics

The faculty at the UO is comprised of both tenure-related and non-tenure related colleagues. Overall, our faculty is almost gender balanced (Chart 2), predominantly white and predominantly American born (Chart 3). Among the faculty of color, Asian and Latino faculty predominate (Chart 4). However, as subsequent data will show, there are significant demographic differences in the composition of the tenure versus non-tenure ranks⁹. Our tenure-related faculty achieve tenure primarily on the basis of research and creative activity. Our non-tenure track faculty members contribute in diverse ways including as teachers, researchers and librarians. As shown on Chart 5, UO's non-tenure track faculty outnumbers its tenure track faculty. Over the last 10 years, tenure track faculty members have comprised less than 40% of UO's faculty.

Historical decisions about the ratio of tenure and non-tenure faculty made in response to state disinvestment in higher education have partially shaped the racial, ethnic, and gender contours of the faculty. This is because non-tenure related faculty positions tend to be yearly appointments that rely on hiring from the local market of a predominately-white state. However, the data show that demographics for tenure-related faculty are not much different. This suggests that more than state-

⁶ Katherine W. Phillips. September 16, 2014. [Scientific American](#). "How Diversity Makes Us Smarter."

⁷ Sylvia Hurtado's work demonstrates that a diverse faculty and curricula are beneficial for all students and faculty on campus. Hurtado is the author of *Diverse Learning Environments*, among other studies and was an Expert in Residence at Diversity, Equity and Inclusion (DEI) in 2015.

⁸ In terms of racial and ethnic identification, faculty members have the option of identifying their ethnic or gender identity, which may contrast with how they are seen by others. Faculty also have the option of not reporting their racial and ethnic identity, and faculty who chose not to identify their racial, ethnic or gender identity are not included in this report.

⁹ Non-tenure track faculty includes all non-tenure teachers, librarians and researchers at the UO.

wide demographics may influence the dearth of Black, Native, Latino, and Asian faculty among both non-tenure and tenure-related faculty at the University of Oregon.

Chart 2. All Faculty by Gender

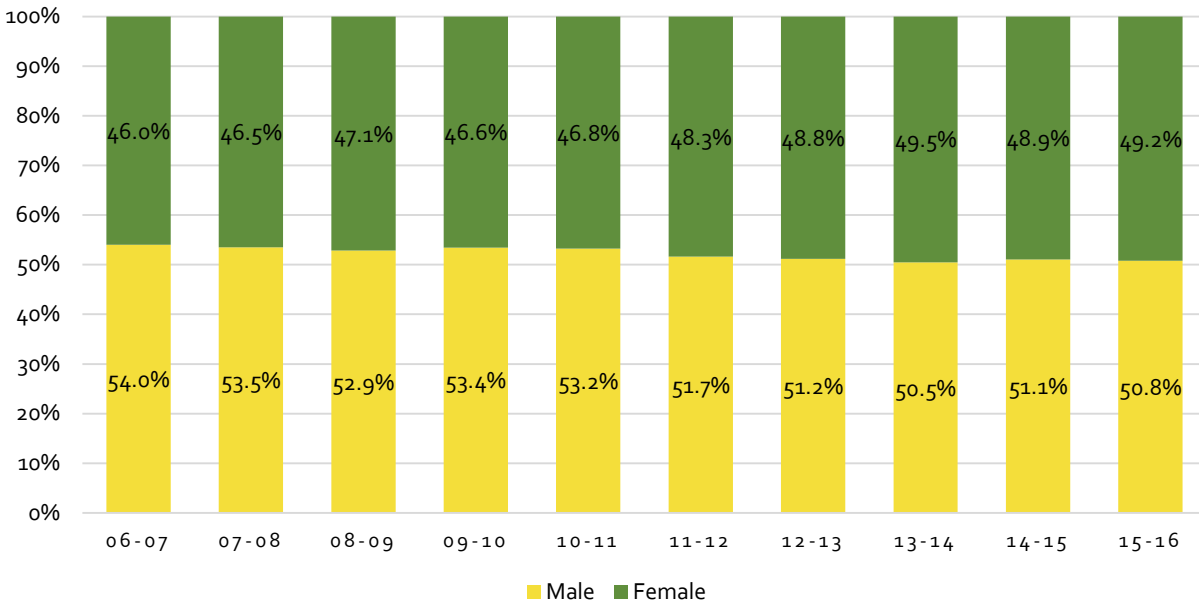


Chart 3. All Faculty by Race/Ethnicity

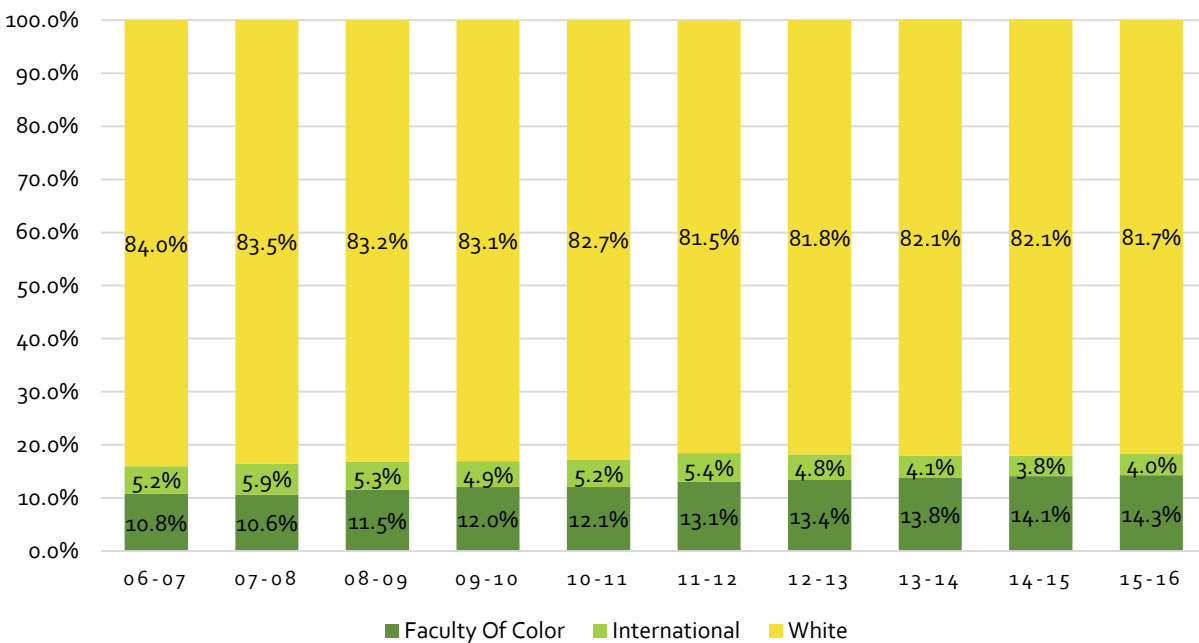


Chart 4. Faculty of Color by Race/Ethnicity

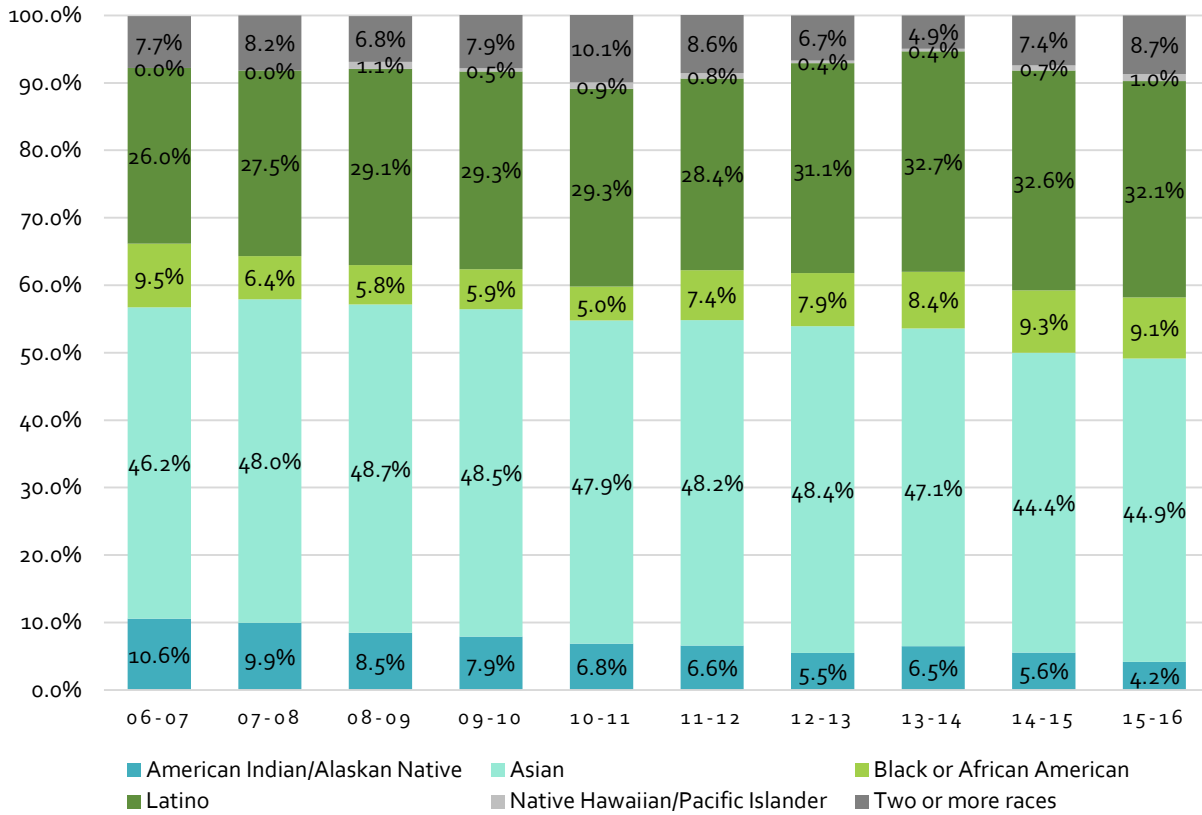
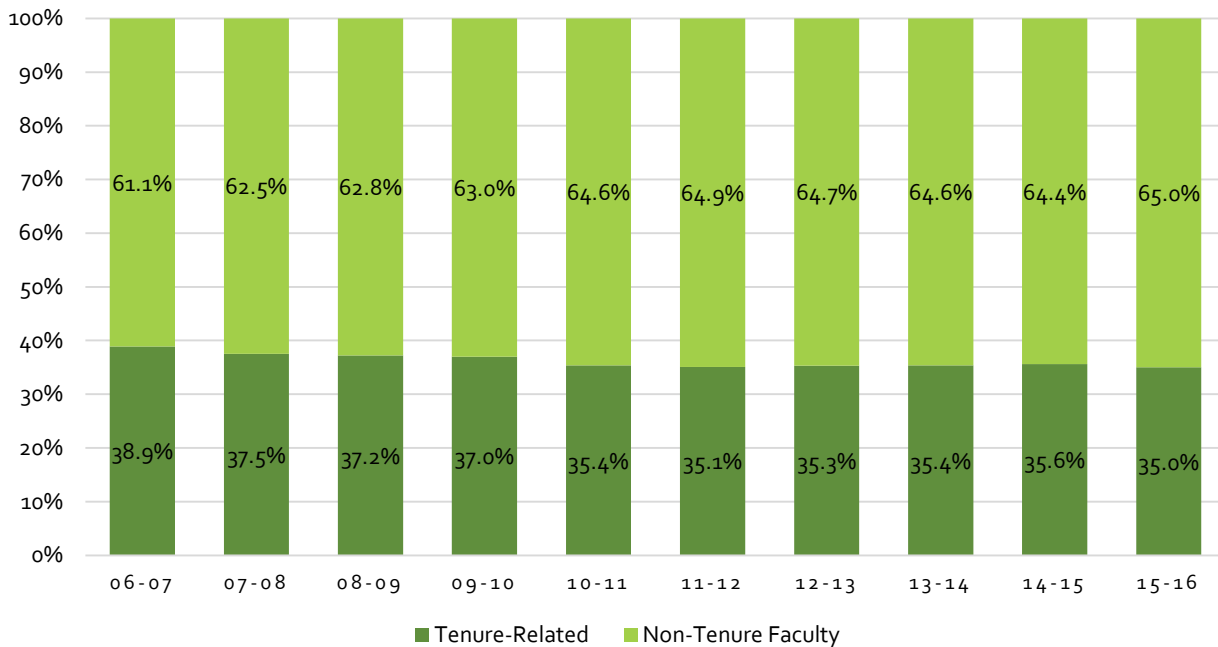


Chart 5. Ratio of Tenure-Related to Non-Tenure Faculty



Gender in the Non-Tenure Related and Tenure-Related Faculty

The percentage of women faculty in both our tenure and non-tenure-related faculty has changed very little over the last ten years, but women predominate among non-tenure ranks, while men predominate among tenured faculty (Charts 6 and 7). For example, among non-tenure track faculty, women constitute a higher percentage of the faculty (55.9% in 2006-2007 and 56.3% in 2015-2016), while among the tenure related-faculty, men predominate, (65.0% in 2006-2007 and 61.4% in 2015-2016). This gender difference in the composition of tenure and non-tenure-related ranks is important given the potential for long term influence that tenure-track and tenured faculty play in the institution, compared with their non tenure-related faculty counterparts (Chart 7). While each group makes important contributions to the university, tenure-related faculty, where women constitute a steady minority, are better positioned to influence institutional change than their non-tenure-related counterparts. Tenure-related faculty typically receive higher salaries, better benefits and often significant research resources that go along with tenure-related status.

Chart 6. Non-Tenure-Track Faculty by Gender

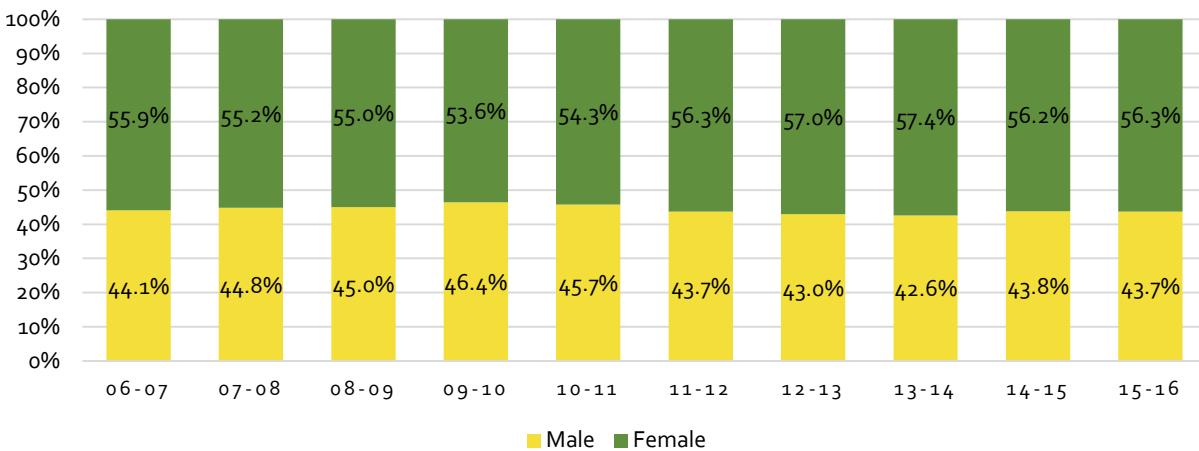


Chart 7. Tenure-Related Faculty by Gender

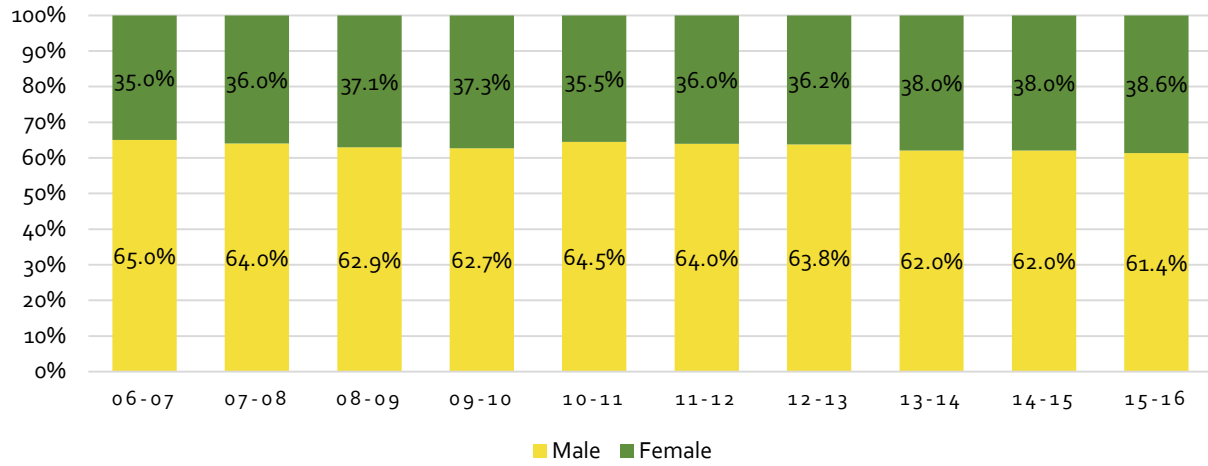
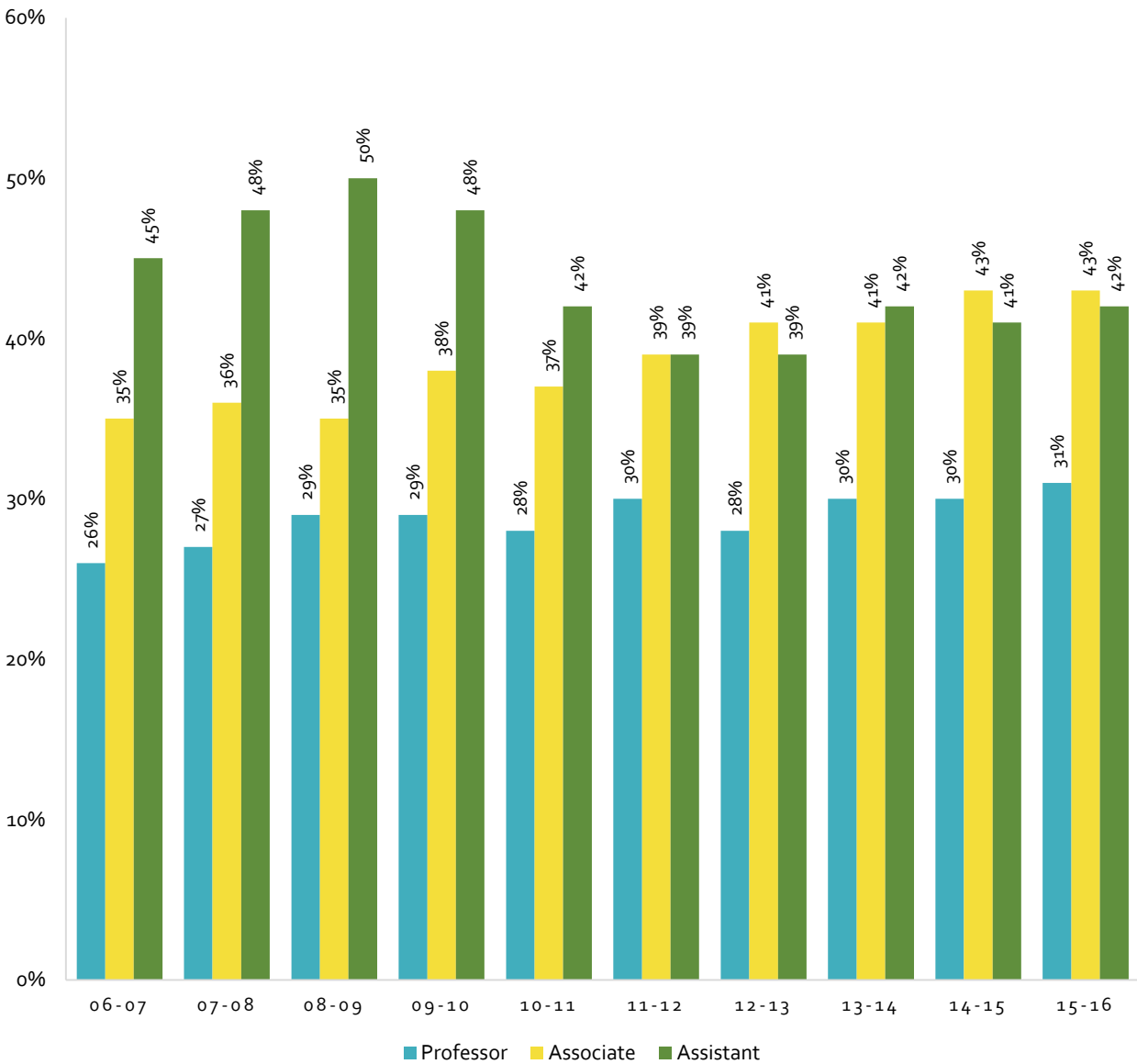
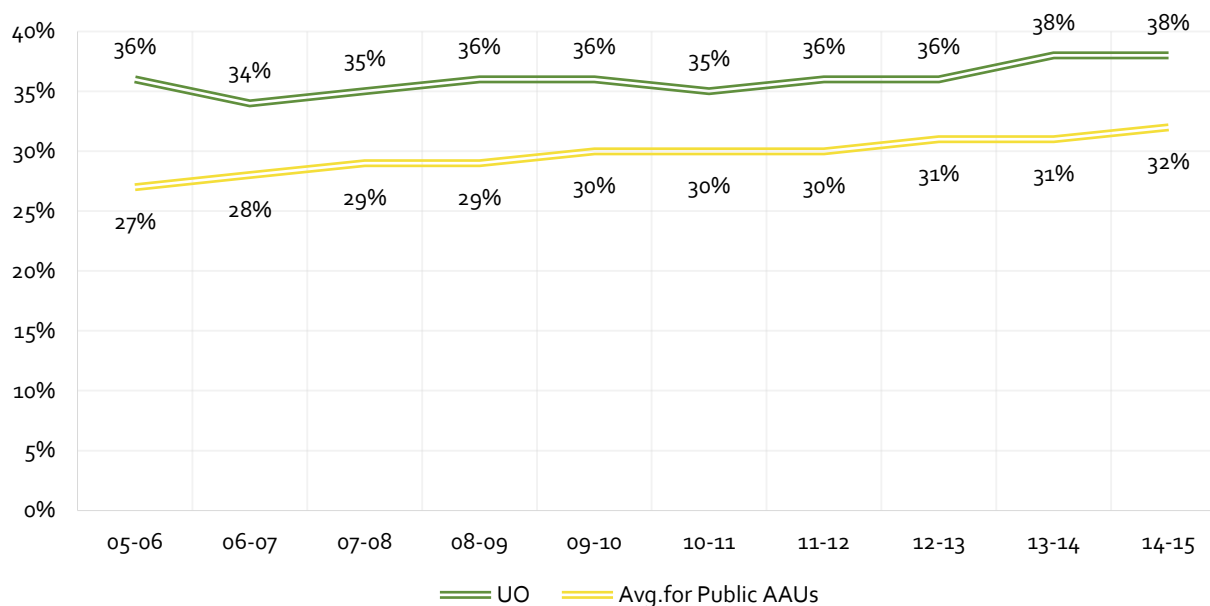


Chart 8. Female Tenure-Related Faculty by Rank



Over the last ten years, tenure-related female faculty, especially those in the social sciences and the humanities, have been advancing steadily through the ranks from assistant to associate to full professor. Over the last decade, for example, women have come to comprise almost a third of the full professor rank at UO (Chart 8). As women move through the ranks and achieve tenure and full professor status, their opportunities for leadership and influence also increase. Also important is our comparative status among our AAU peers: UO has outpaced its peers on the representation of women among the faculty every year over the last decade and by as much as 9% in 2006-2007. However, the difference between UO and the AAU has decreased to just 6% in 2014-2015 (Chart 9).

Chart 9. Comparison of Women Faculty Between UO and AAU Publics



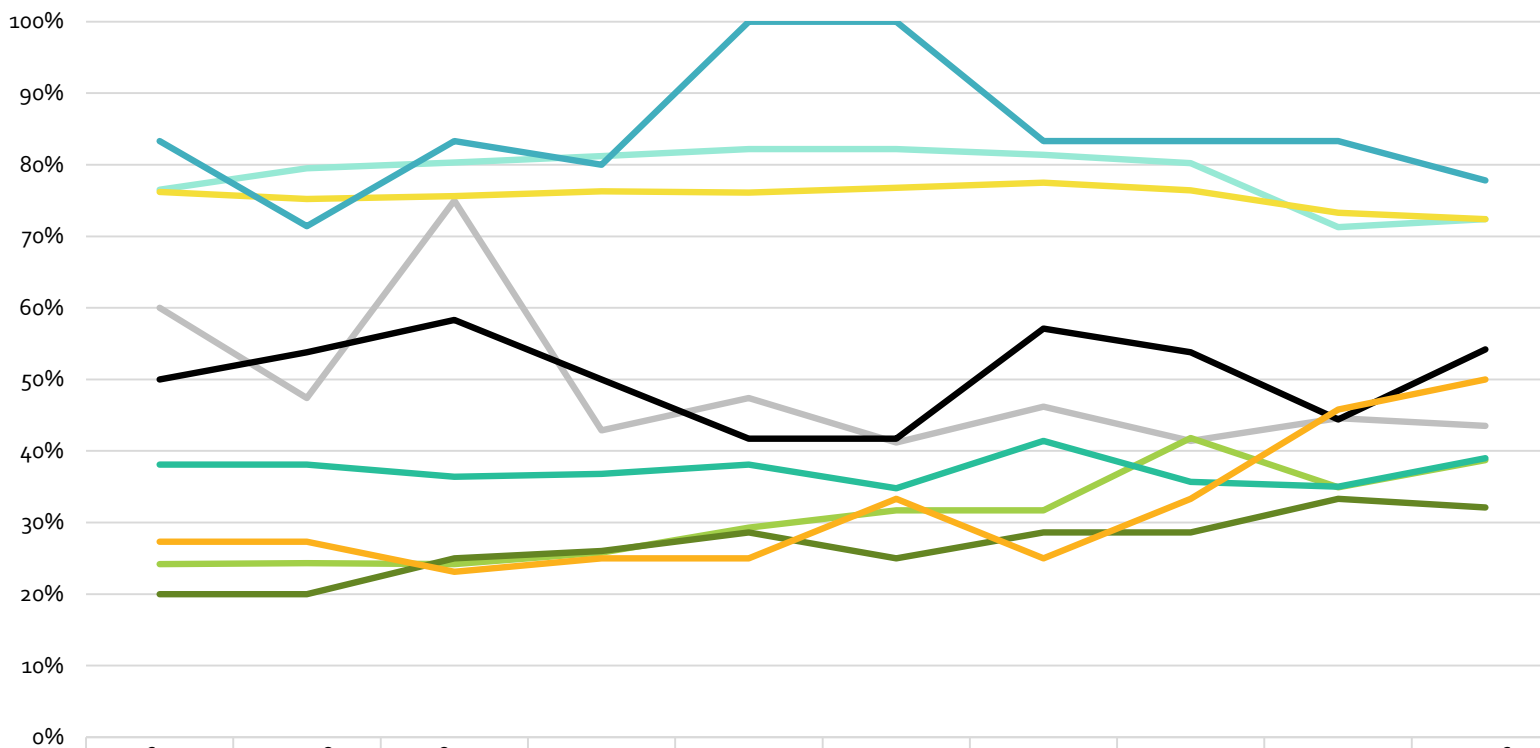
The gender composition of non-tenure-track faculty across our schools and colleges and the three divisional units (Humanities, Social Sciences, and Natural Sciences) in the College of Arts and Sciences (CAS) present a more varied picture (Charts 10-11). Following a procedure suggested by Frehill et al.,¹⁰ we assessed the gender ratio (percent of faculty by gender) and race/ethnicity ratio (percent of faculty by race/ethnicity) within each college. The categories as suggested by Frehill, which are developed to reflect the representation of these groups in the population more generally, are defined as follows: low female representation (0-17% female); female minority (18-35% female); gender balanced (36-64% female); male minority (65-82% female) and low male representation (83-100% female).

Based on these criteria, there is a current gender balance in the non-tenure faculty ranks across five UO units: Architecture and Allied Arts (AAA), CAS Natural Sciences, CAS Social Sciences, Lundquist College of Business, School of Music and Dance. There are male minorities among the faculty in the College of Education, CAS Humanities and the Law School. In the School of Journalism and Communication, female faculty are in the minority.

Among tenure-track female faculty, there is gender balance in AAA, CAS Humanities, CAS Social Sciences, College of Education, School of Law and School of Journalism and Communication (SOJC). There is a female minority among tenure-related faculty in the CAS Natural Sciences, Lundquist School of Business and the School of Music and Dance. In the Honors College, there is a male minority (Chart 11).

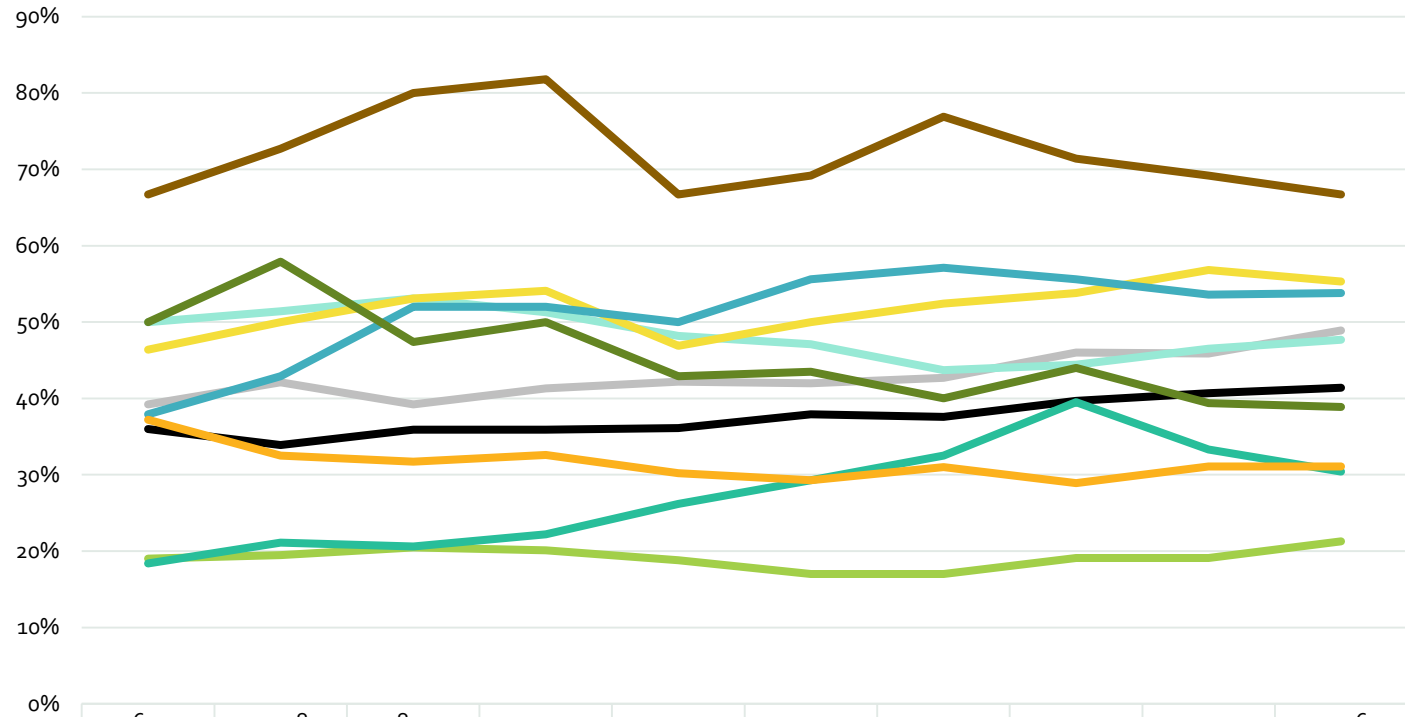
¹⁰ Frehill, L.M., Jeser-Cannavale, C., & Malley, J.E. (2007). Measuring outcomes: Intermediate indicators of institutional transformation. In A.J. Stewart, J.E. Malley, & D. LaVaque-Manty (Eds.), *Transforming Science and Engineering: Advancing Academic Women* (198-317). Ann Arbor, MI: University of Michigan Press. → great!

Chart 10. Female Non-Tenure-Related Faculty by College



	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
AAA	60%	47%	75%	43%	47%	41%	46%	41%	45%	44%
CAS_Hu	77%	80%	80%	81%	82%	82%	81%	80%	71%	72%
CAS_NS	24%	24%	24%	26%	29%	32%	32%	42%	35%	39%
CAS_SS	50%	54%	58%	50%	42%	42%	57%	54%	44%	54%
Education	76%	75%	76%	76%	76%	77%	78%	76%	73%	72%
Law	83%	71%	83%	80%	100%	100%	83%	83%	83%	78%
LCB	38%	38%	36%	37%	38%	35%	41%	36%	35%	39%
Jour.&Comm.	20%	20%	25%	26%	29%	25%	29%	29%	33%	32%
Music&Dance	27%	27%	23%	25%	25%	33%	25%	33%	46%	50%

Chart 11. Female Tenure-Related Faculty by College



	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
AAA	39%	42%	39%	41%	42%	42%	43%	46%	46%	49%
CAS_Hu	50%	51%	53%	51%	48%	47%	44%	44%	47%	48%
CAS_NS	19%	20%	21%	20%	19%	17%	17%	19%	19%	21%
CAS_SS	36%	34%	36%	36%	36%	38%	38%	40%	41%	41%
Education	46%	50%	53%	54%	47%	50%	52%	54%	57%	55%
Honors College	67%	73%	80%	82%	67%	69%	77%	71%	69%	67%
Law	38%	43%	52%	52%	50%	56%	57%	56%	54%	54%
LCB	18%	21%	21%	22%	26%	29%	33%	40%	33%	30%
Journalism&Communication	50%	58%	47%	50%	43%	44%	40%	44%	39%	39%
Music&Dance	37%	33%	32%	33%	30%	29%	31%	29%	31%	31%

Women in Science

Like many of our peers, we have concerns about the recruitment and retention of women in the sciences. We have a special concern about gender equity among the departments of CAS Natural Sciences (Chart 12-13). Though the UO has a little over a half dozen women at full professor rank in Biology and four full professors in Chemistry, those numbers have remained largely unchanged at the full professor level for almost a decade and there are only six female professors in the assistant and associate ranks in Biology who could advance to full status. In Chemistry, the numbers are particularly problematic, with only one woman in each of the assistant and associate ranks. The STEM department with the most representation among women is Psychology, which includes five women professors at full rank, three at the associate level and four at the assistant level. Even though the numbers are small and below national gender norms for psychology, the pattern that is evident in the Psychology Department is key to retention and continuous hiring for other science, technology and math departments. For example, in our Psychology department, there is a cluster of women at each level of the tenure-ladder rank, which provides an available pool for advancement. Overall, the most problematic areas in terms of female gender and faculty development are in Computer and Information Sciences, Geological Sciences, Math, Human Physiology and Physics, where there are either no women in the assistant, associate, or full ranks, only one, or long periods of time, where no women were present. Equally as problematic is the dearth of women of color across all departments. There are no Black, Latino, or Native American female faculty in *any* of the STEM departments, but there are efforts in Chemistry and other STEM areas to recruit and train more under-represented graduate students, who will hopefully build capacity in these areas in the future.



Chart 12. Female Faculty in CAS Natural Sciences (2015-2016)

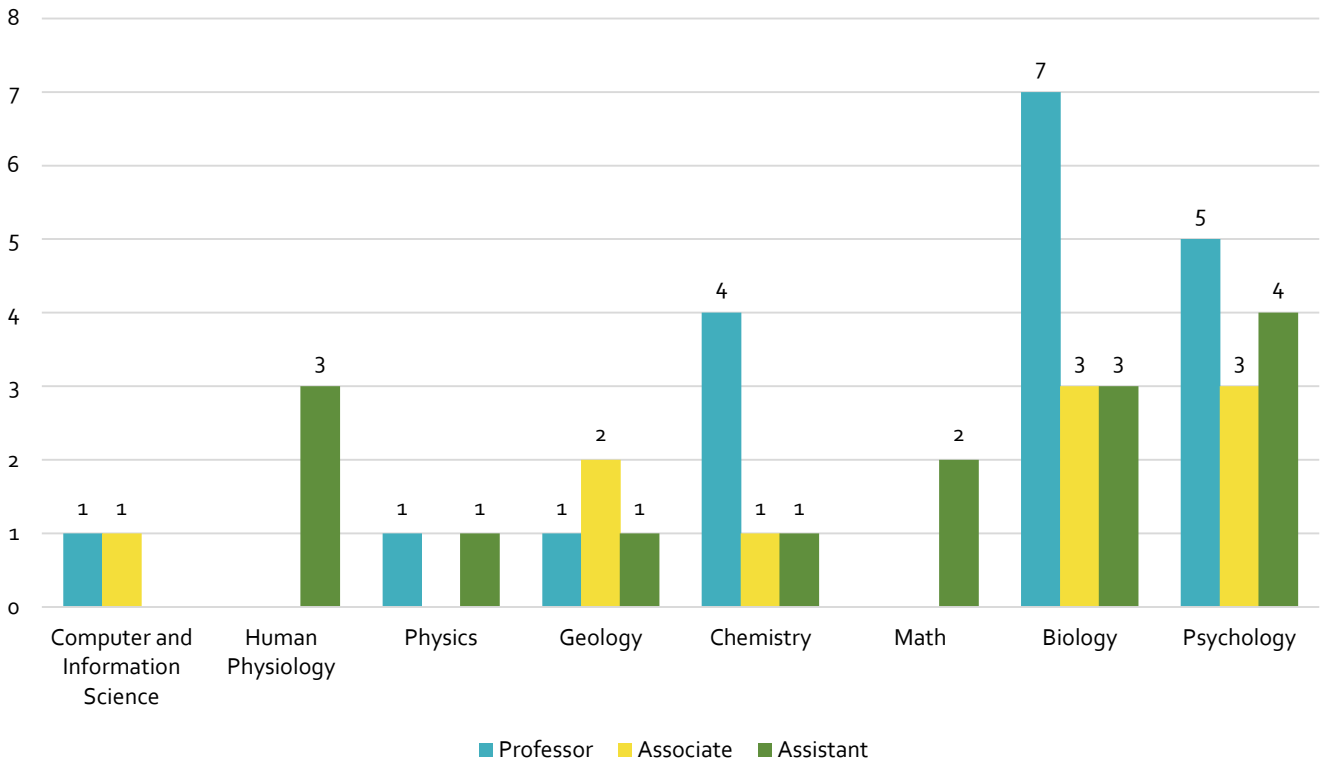
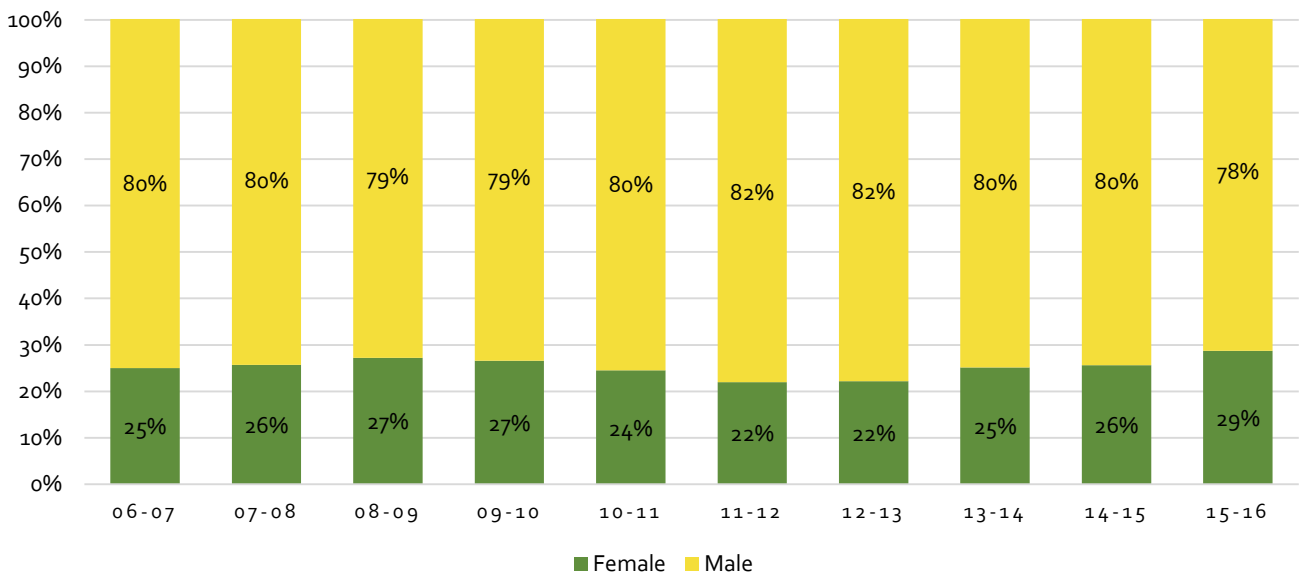


Chart 13. STEM Tenure-Track Faculty by Gender



In an effort to increase the recruitment, hiring and retention of women faculty, the Vice President for Equity and Inclusion in collaboration with Academic Affairs designed the Career Partners Program, which built on the

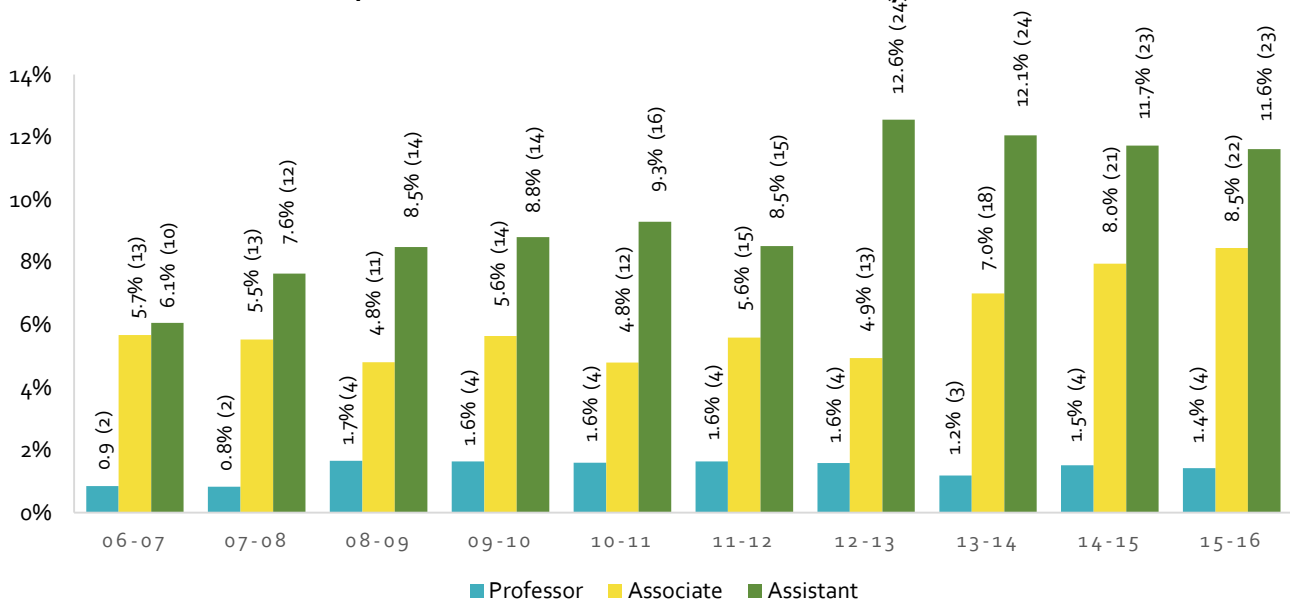


Dual Career Bridge Program, which provided funding for a limited period of time. Based on the awareness that women in science increasingly have spouses who are also academics, the Career Partners Program seeks to meet the needs of such women in providing an academic home for talented spouses as well. This program has met with some success, but as a new initiative, there are a number of variables and unknowns that complicate its success. First, buy-in for the program as well as training in how to leverage its resources is uneven on campus. Additionally, there is no guarantee that the partner being offered to another department fits departmental needs. There is also a need for better infrastructure to fast track internal and external negotiations. Thus far, Colleges that have participated successfully in the Career Partners Program include College of Arts and Sciences the Honors College, and Architecture and Allied Arts.

Women of Color

Black, Native, Latino, Asian and Pacific Islander as well as women faculty of two or more races are a tiny minority on our campus. They are more likely to be represented at the Assistant professor ranks, without tenure. The smallest number of women faculty of color is found at the full professor rank, with only four women at the full professor rank during the last ten years. These senior women must be encouraged to continue their research in order to advance to the endowed and named professor status. Chart 15, however, also provides some hope and encouragement. The Associate Professor rank is continuing to grow, albeit slowly. If properly nurtured, the women of color at the associate rank will most certainly advance to full professorial status. At the same time, we must be vigilant in recruiting women of color and providing those who are already here with the resources to thrive. This includes support for research, providing protection from burdensome service requirements and facilitating opportunities to engage in professional development activities that lead to directorships, headships and deanships.

Chart 14. Tenure-Related Female Faculty of Color

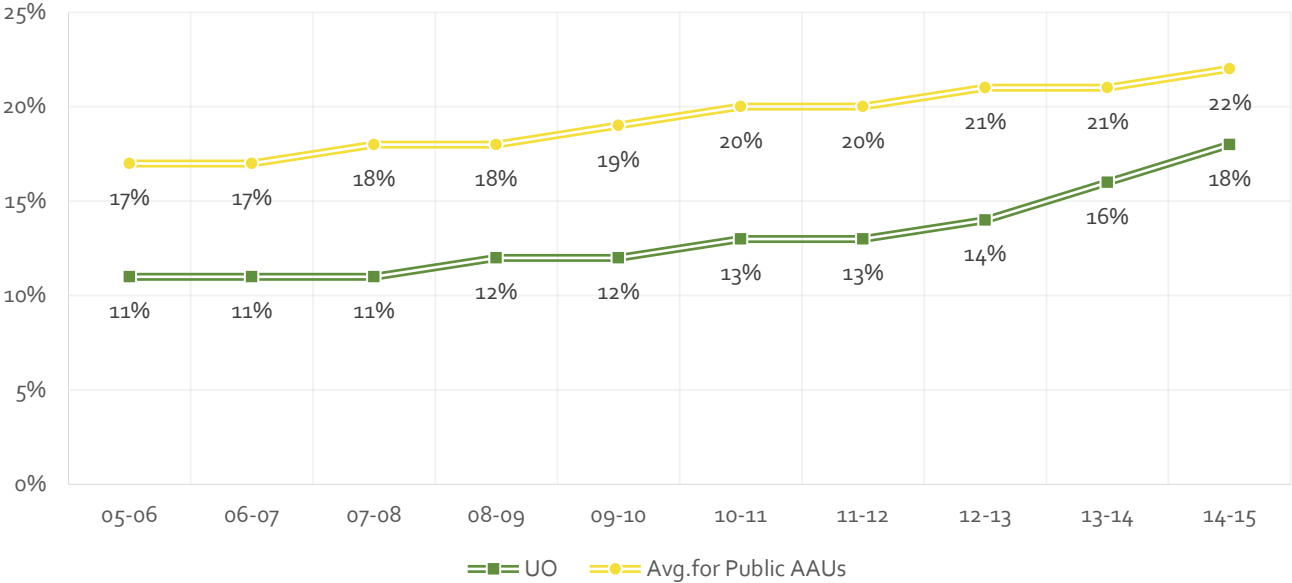


Race and Ethnicity



Data in this section provide a similar analysis for race and ethnicity, focusing initially on campus-wide data and then on data for schools and colleges. When compared with our AAU public peers, the UO falls below the national average in terms of faculty race and ethnicity. At the same time, we have achieved growth in this area, especially over the last few years, with the percentage of faculty of color growing 5% since 2012 (Chart 15).

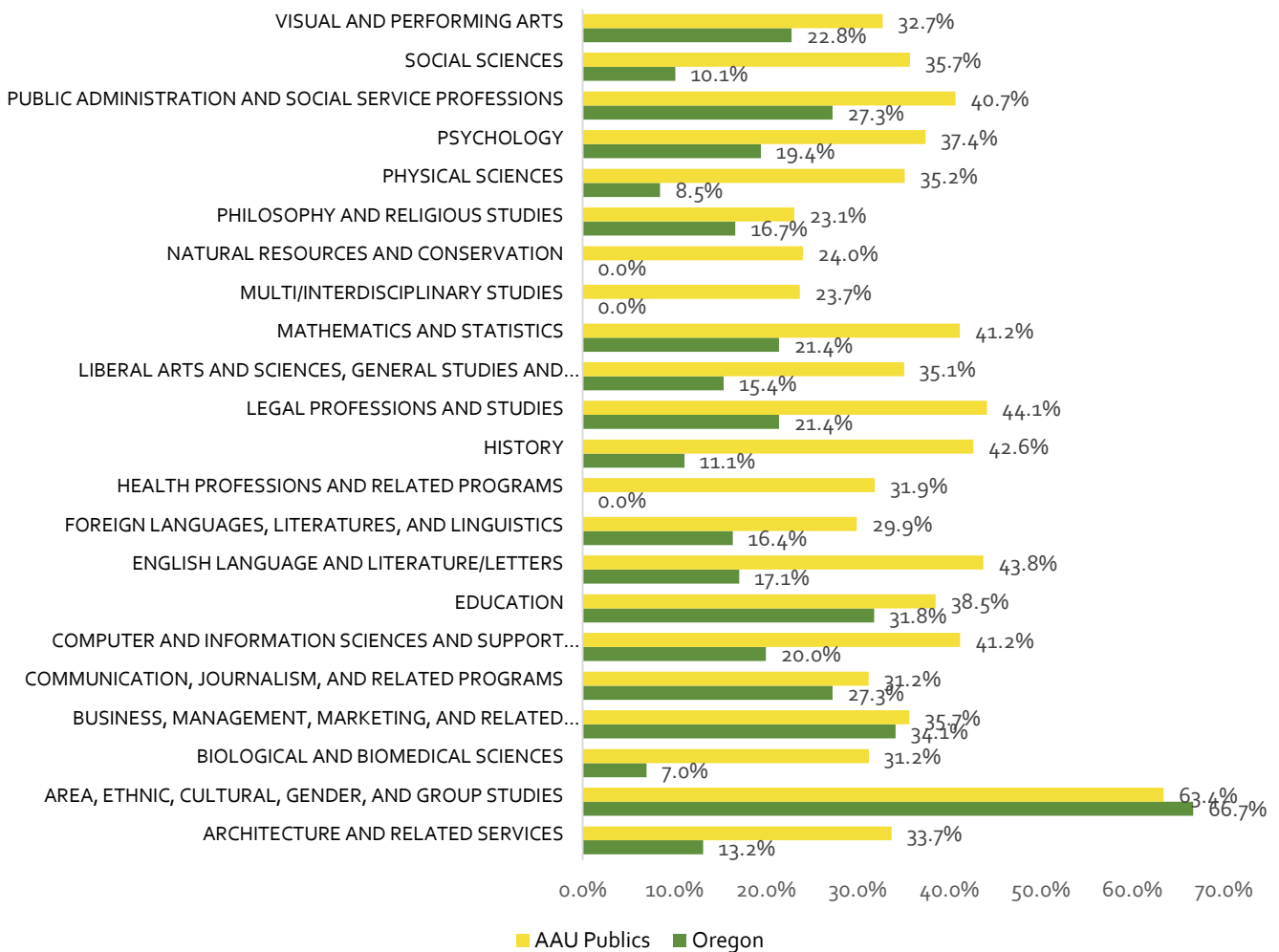
Chart 15. Comparison of Faculty of Color Between UO and AAU Public Universities



Three interventions have helped to facilitate this change. The Underrepresented Minority Recruitment Program (UMRP) provides up to \$90,000 to the hiring unit per selected faculty member and it has been in operation for over a decade. Since 2013, the Initiative for Faculty Diversity (IFD) has assisted schools and colleges in recruiting, retaining and providing resources for diverse faculty. In addition to these programs, the VPEI initiated a collaboration with Academic Affairs and Affirmative Action in meeting with each Dean to discuss applicant pools as well as strategies that each school and college should be utilizing to enhance the diversity of its applicant pools and to ensure that the search processes are fair and equitable. Deans have utilized these conversations as opportunities to engage faculty in strategies aimed at more equitable and inclusive search processes. The IDEAL framework provides resources and incentives toward these ends.



Chart 16. Comparison of University of Oregon with AAU Publics
Percentage of Faculty of Color by CIP (Classification of Instructional Program)



11

Chart 16 reflects the percentages of faculty of color at the UO and at public AAU institutions, respectively, in specific academic programs. The chart shows that faculty of color at the UO are overrepresented in area, ethnic, cultural, gender and group studies, surpassing the AAU average for this category. In contrast, there are

¹¹ [1] The percentages reflect the counts of faculty at other public AAUs that have programs that fall into categories at the University of Oregon. Consequently, faculty in programs like engineering are not counted.

[2] Based on AAUDE's 2014-15 Faculty Profile by CIP. AAU percentages include these participating institutions: Arizona, Colorado, Florida, Illinois, Kansas, Michigan, Michigan State, Minnesota, Penn State, Pittsburgh, Purdue, SUNY-Buffalo, SUNY-Stony Brook, Texas, UC Berkeley, UC Davis, UC Irvine, UC San Diego, UC Santa Barbara, and UCLA.

[3] Faculty of Color include: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific, and Two or more races.

Source: UO Office of Institutional Research.



areas like the social sciences, history and the physical sciences where faculty of color are underrepresented, presenting a real opportunity for hiring in these areas. While these data present information on faculty of color, there is still a need for disaggregation to understand how specific racial and gender groups fair across these areas as well.

Chart 17. Tenure-related Faculty by Race/Nationality

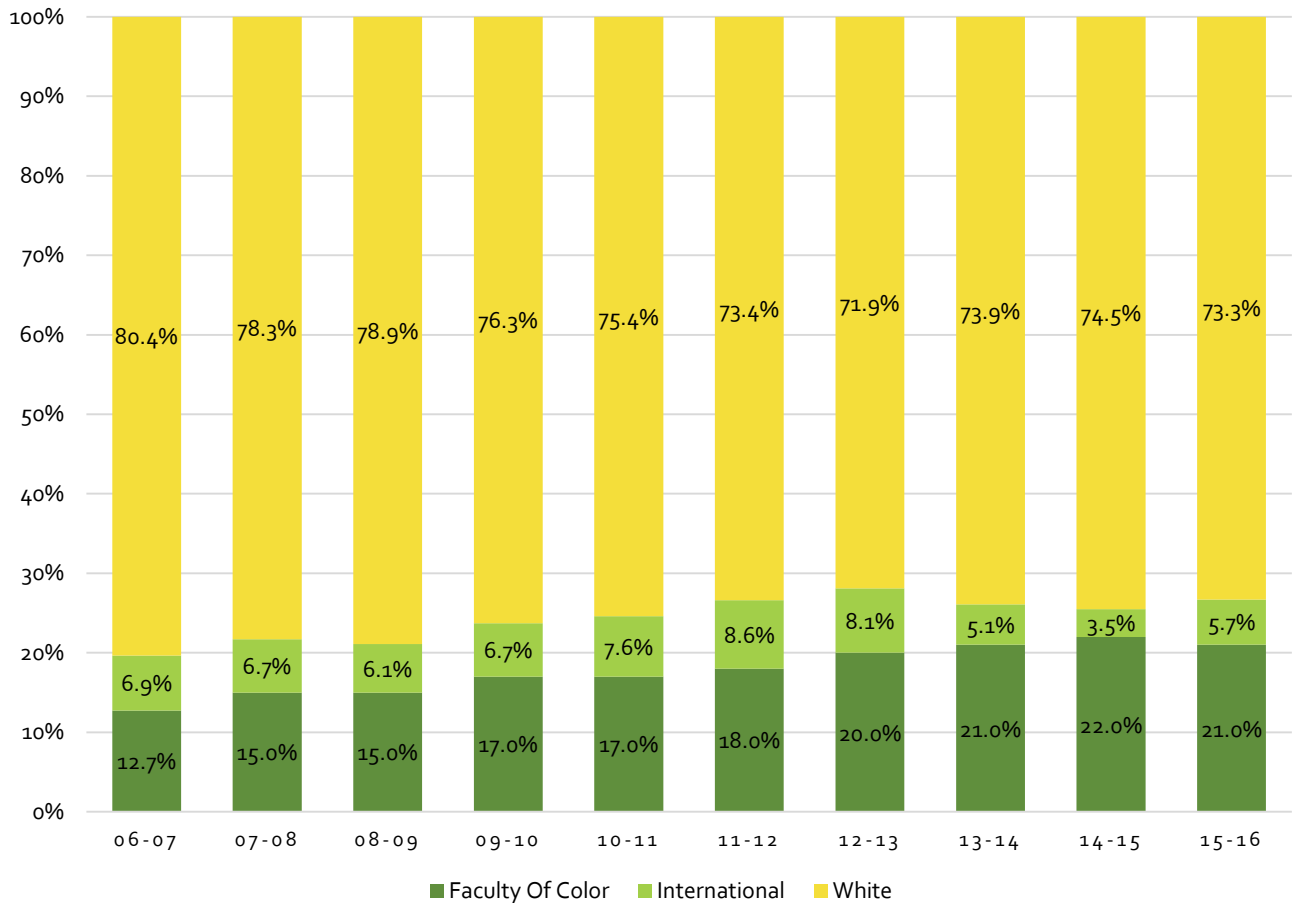
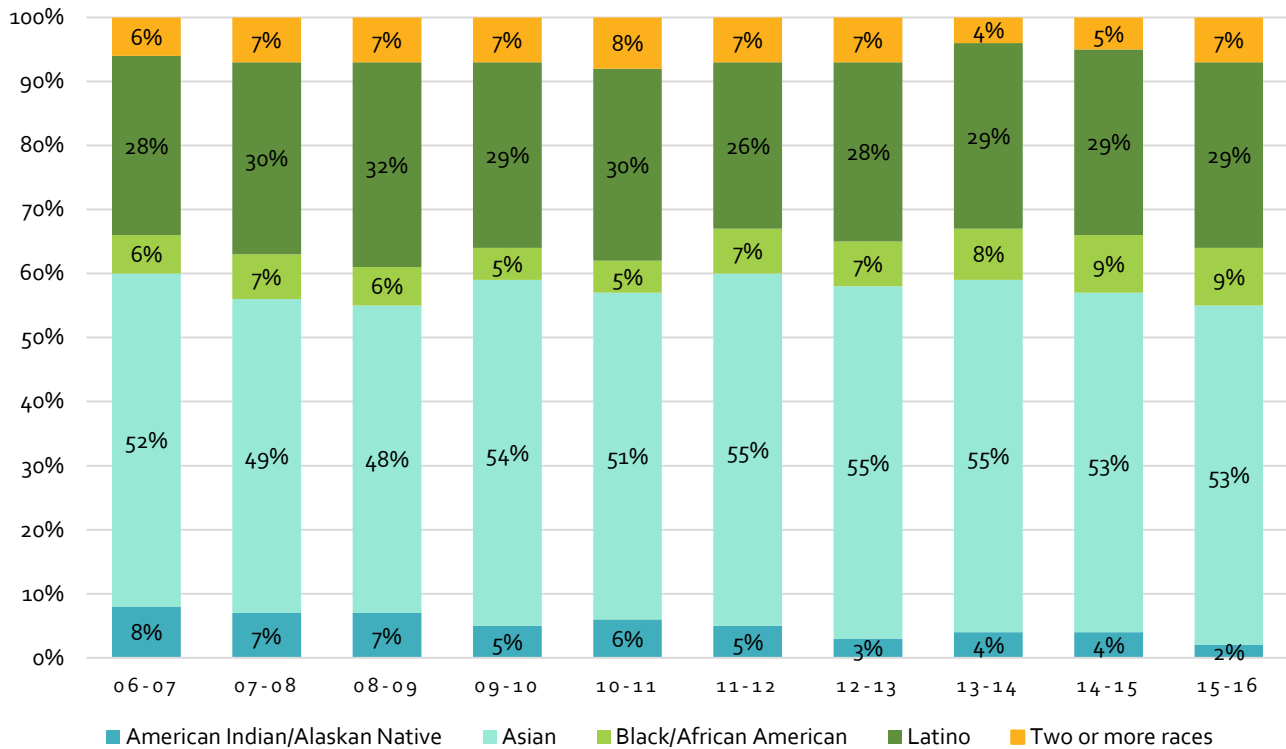


Chart 18. Tenure-Related Faculty of Color by Race/Ethnicity



As Chart 18 illustrates, among faculty of color, the two largest groups are Latino and Asian and Pacific Islander. The steepest decline in faculty has occurred among Native Faculty, with an apex of 8% in 2006-2007 and a zenith of 2% in 2015-2016. Since 2012, Black faculty have increased at about one percent per year to a current level of 9% of faculty of color, but the issue of retention for Black and Native Faculty in particular continues to be problematic. When these percentages are compared with our AAU peers, the UO has fallen below the AAU average every single year over the last decade, with the highest gap of 7% in 2010-2011, and the lowest gap of 4% in 2014-2015.

Similar to the situation for tenure-related faculty, Asian and Latino faculty comprise the majority of non-tenure-related faculty of color at the UO. While Native, Black, and multiracial faculty still constitute the lowest shares of faculty of color, the actual number of Black (n=14), Native (n=9), and multiracial (n=16) non-tenure-track faculty is higher than the numbers of these groups within the tenure-related faculty. Given the absence of job security and the lower salary levels, non-tenure-related faculty members are less likely to drive institutional change even as they contribute to institutional diversity.

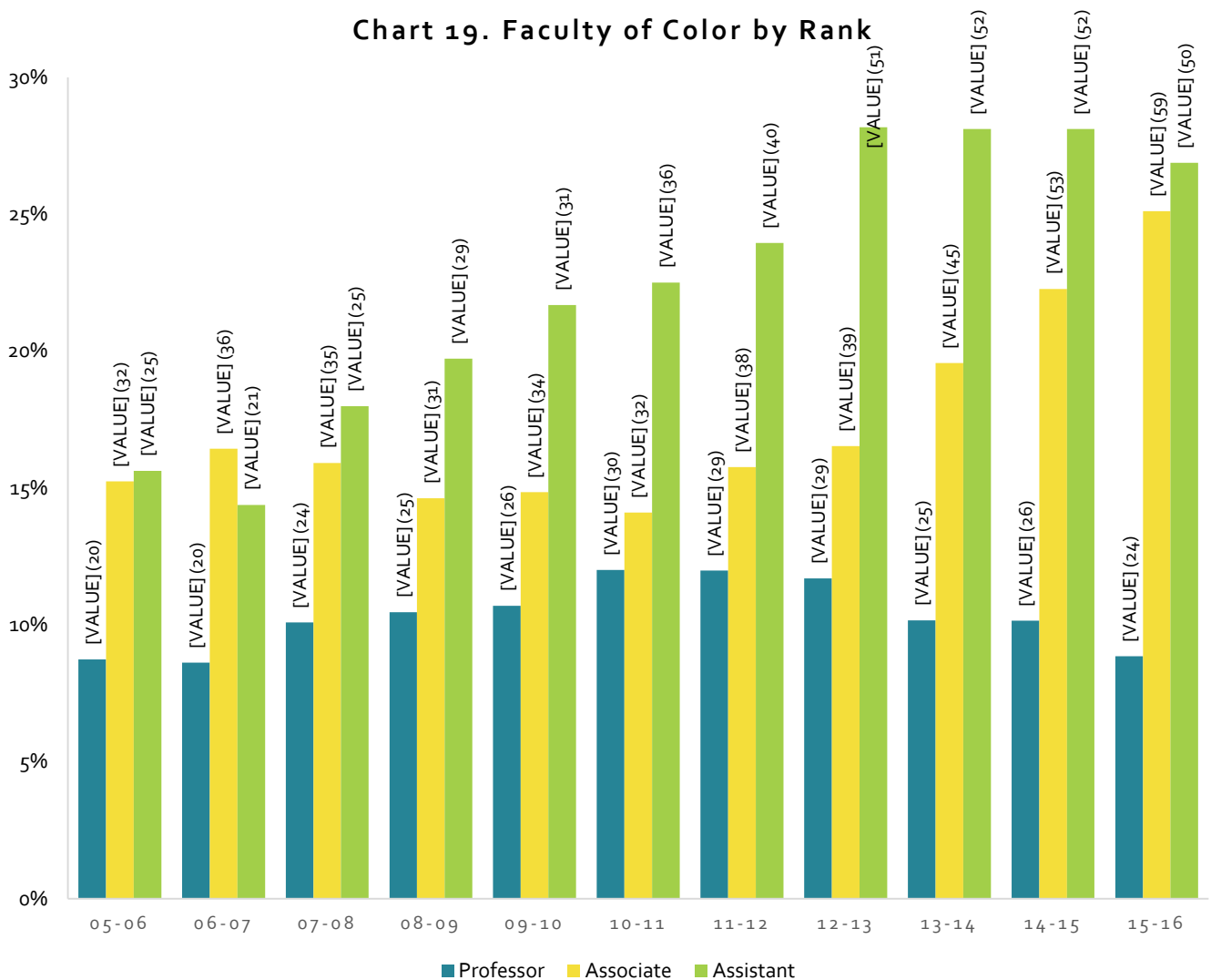
In terms of faculty diversity across the assistant, associate, and full professorial ranks, the findings show there are four more professors of color now than a decade ago. Currently, there are approximately 24 faculty of color in the full professorial ranks, which is 8% of an institutional total of 300 full professors. Especially troubling is the slow pace of change in the number of full professors of color, which reached a high of 30 during the 2010-2011 academic year. Almost a fourth of full professors of color are in CAS, with Journalism and the Law School having the smallest number of full professors of color. Among assistant professors, there is evidence of growth



from 16% in 2006 to 27% in 2016 (Chart 19), with the highest numbers of assistant professors of color represented in AAA, CAS Humanities, and Journalism.

As the data on Chart 19 show, 2013-2014 and 2014-2015, were the zenith years for assistant professors of color, with a total of 52, the highest number in the last decade. Since that time, the number of assistant professors of color has declined to 50 in 2015-2016, suggesting the need to focus simultaneously on recruiting more assistant professors and retaining them as well. The most encouraging patterns among faculty of color have occurred in the associate professor ranks, with the largest number of associate professors of color found in CAS Social Science. A decade ago, there were only 36 associate professors of color, constituting only 16% of that faculty. Today, that number has almost doubled to 59, such that associate professors of color comprise 25% of this faculty rank. While there has been some attrition, the pattern of slow but steady growth has continued more consistently in this rank than the other two. This ascendancy across the ranks is just the type of pattern that we need to accelerate and continue if faculty of color are to become incorporated at the University of Oregon.

Chart 19. Faculty of Color by Rank



Similar to the procedure used for gender ratios (Frehill et al.¹²), we assessed the race/ethnicity ratio (percent of faculty by race/ethnicity) within each college. The race/ethnicity categories are defined as: low underrepresented racial/ethnic group representation (0-9% racial/ethnic group); underrepresented racial/ethnic group minority (10-19% racial/ethnic group); underrepresented minority group full representation (20% and over racial/ethnic group). Ideally, successful departments and colleges would be gender balanced, that is, 36-64% female, and underrepresented minority groups would be fully represented, that is, more than 20% from an underrepresented racial/ethnic group¹³. While these criteria offer some guidance, they are problematic in so far as they lump all faculty of color into one group. The criteria mask both success and challenge as universities attempt to recruit and retain the most diverse faculty. Such aggregation masks the challenges we face even in the most diverse units.

For example, with respect to tenure-related faculty, only four of our academic units reach under-represented group full representation: the Law School, the Lundquist School of Business, the School of Journalism and Communication, and the School of Music and Dance only during the past couple of years (Charts 20- 29). When one delves deeper into these data, where faculty of color are “fully represented” because of aggregation, there are nevertheless some departments among this group where there is not a single Black or Native faculty member, even though availability exists in terms of applicant pools. This suggests the need for more intentionality in accessing underrepresented applicant pools, with a strong focus on groups that are not currently represented on our campus. The most promising practices in these areas include dissertation and postdoctoral fellowship programs coupled with target of opportunity hiring programs that use active recruitment strategies, search-committee training as well as accountability to enhance candidate pools and frequently lead to hiring under-represented faculty. These best practices could incentivize hiring of faculty of color.

¹² Freehill, L.M., Jeser-Cannavale, C., & Malley, J.E. (2007). Measuring outcomes: Intermediate indicators of institutional transformation. In A.J. Stewart, J.E. Malley, & D. LaVaque-Manty (Eds.), *Transforming Science and Engineering: Advancing Academic Women* (198-317). Ann Arbor, MI: University of Michigan Press. → great!

¹³ See Freehill for a similar discussion of race.



Chart 20. Tenure-Related Faculty of Color in AAA

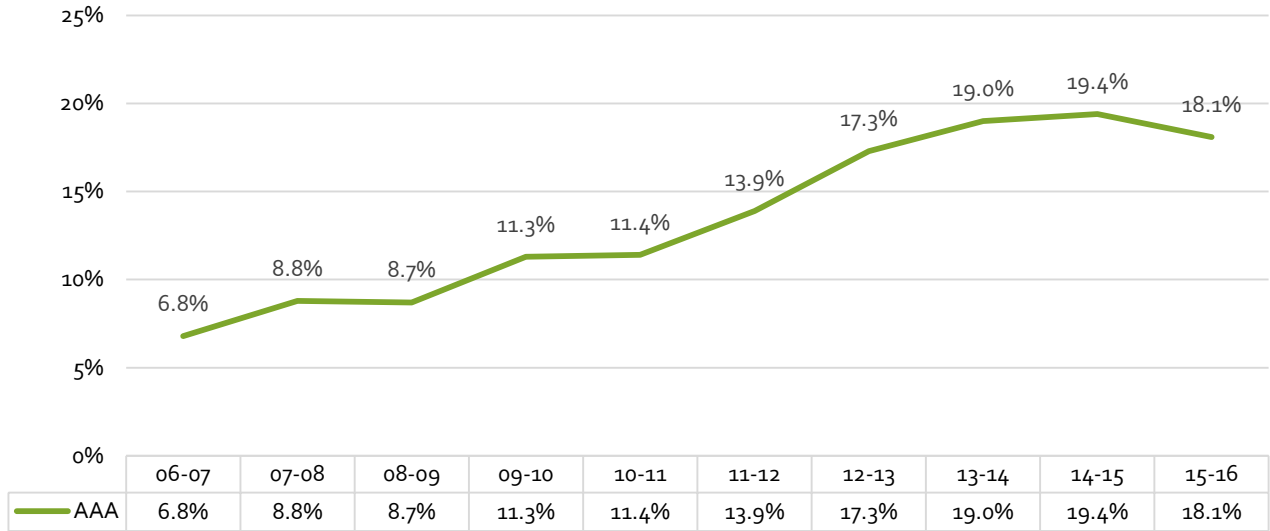


Chart 21. Tenure-Related Faculty of Color in CAS Humanities

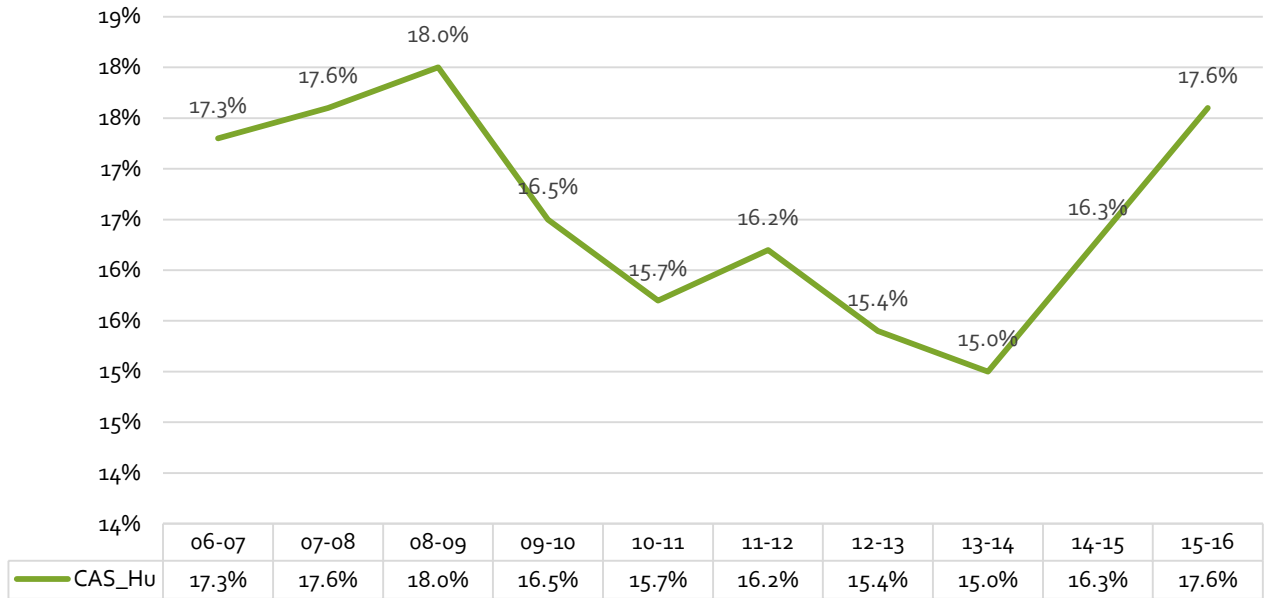


Chart 22. Tenure-Related Faculty of Color in CAS Natural Sciences

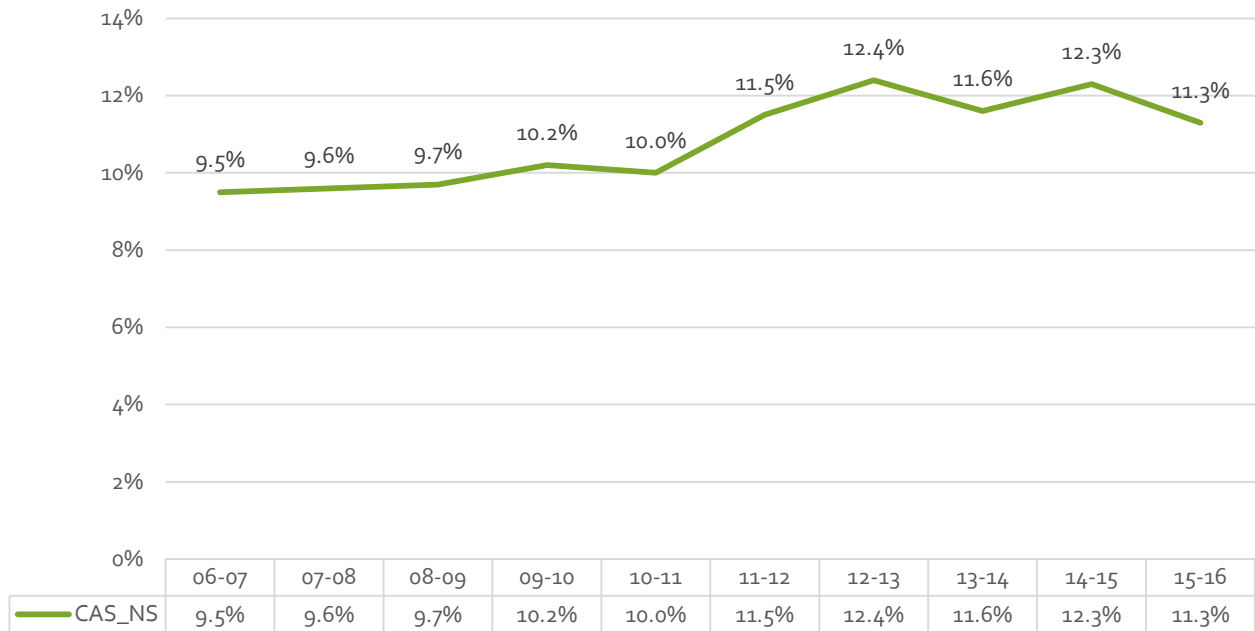


Chart 23. Tenure-Related Faculty of Color in CAS Social Sciences

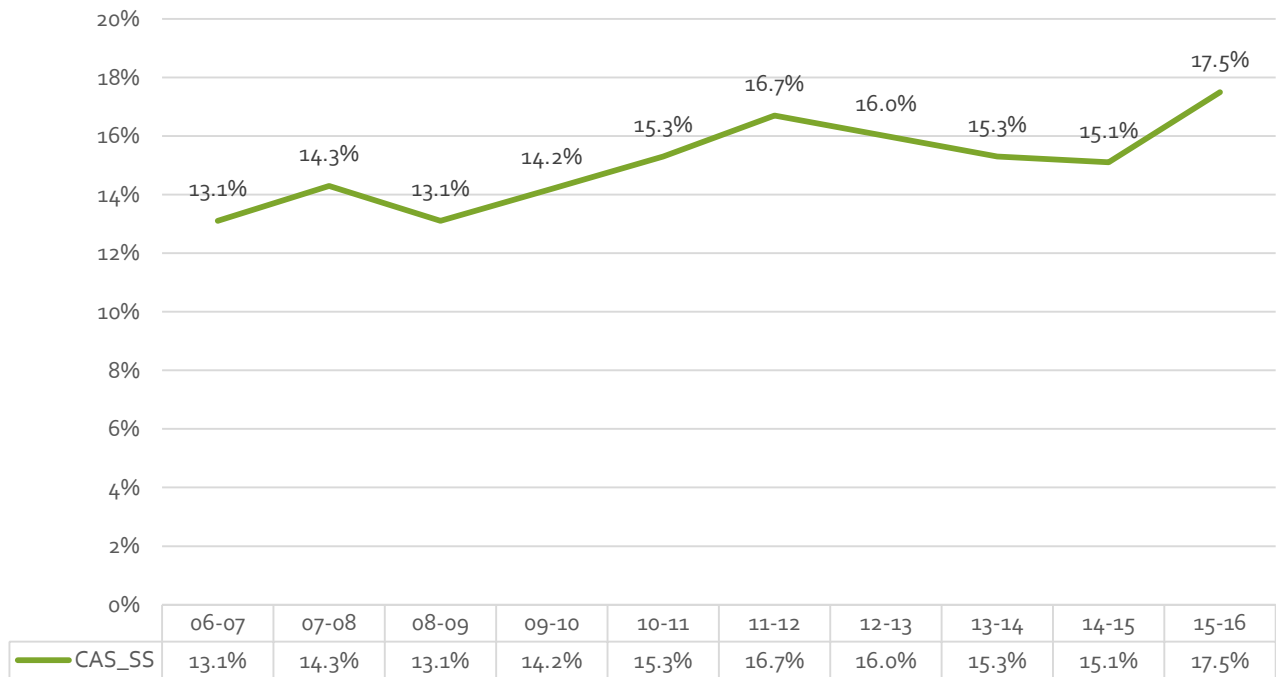


Chart 24. Tenure-Related Faculty of Color in Education

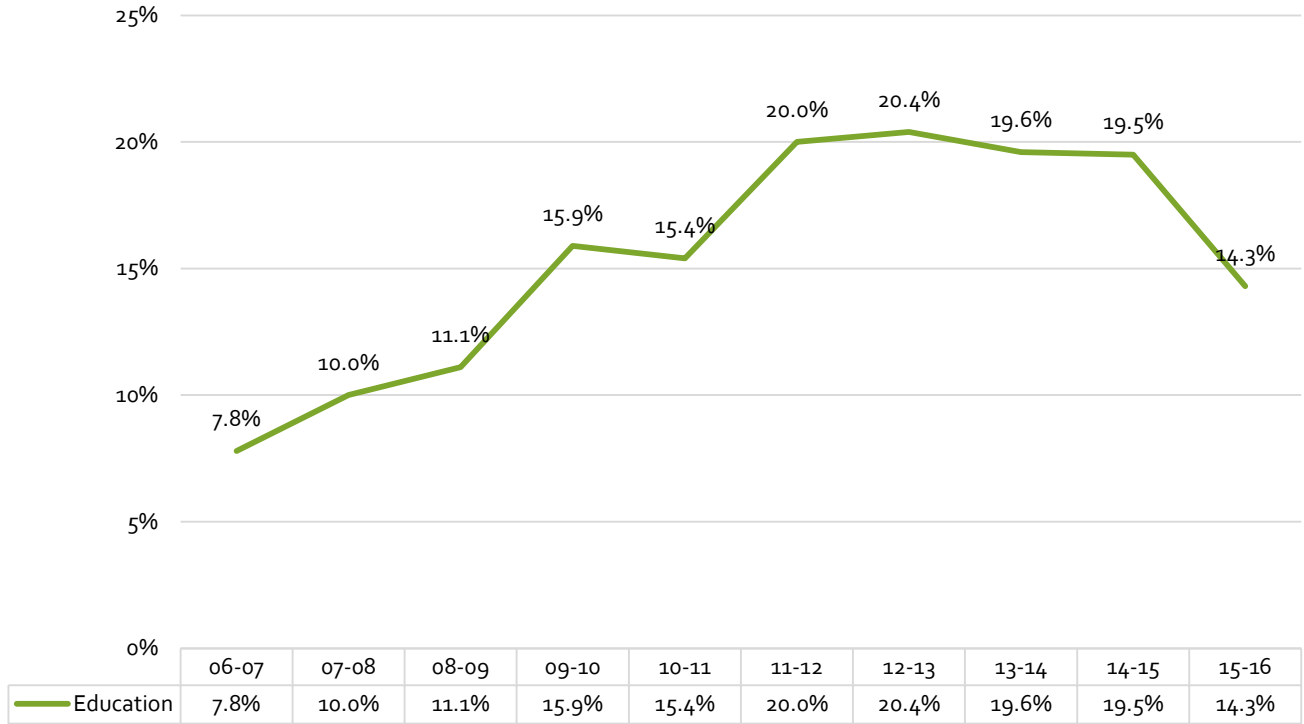


Chart 25. Tenure-Related Faculty of Color in the Honors College

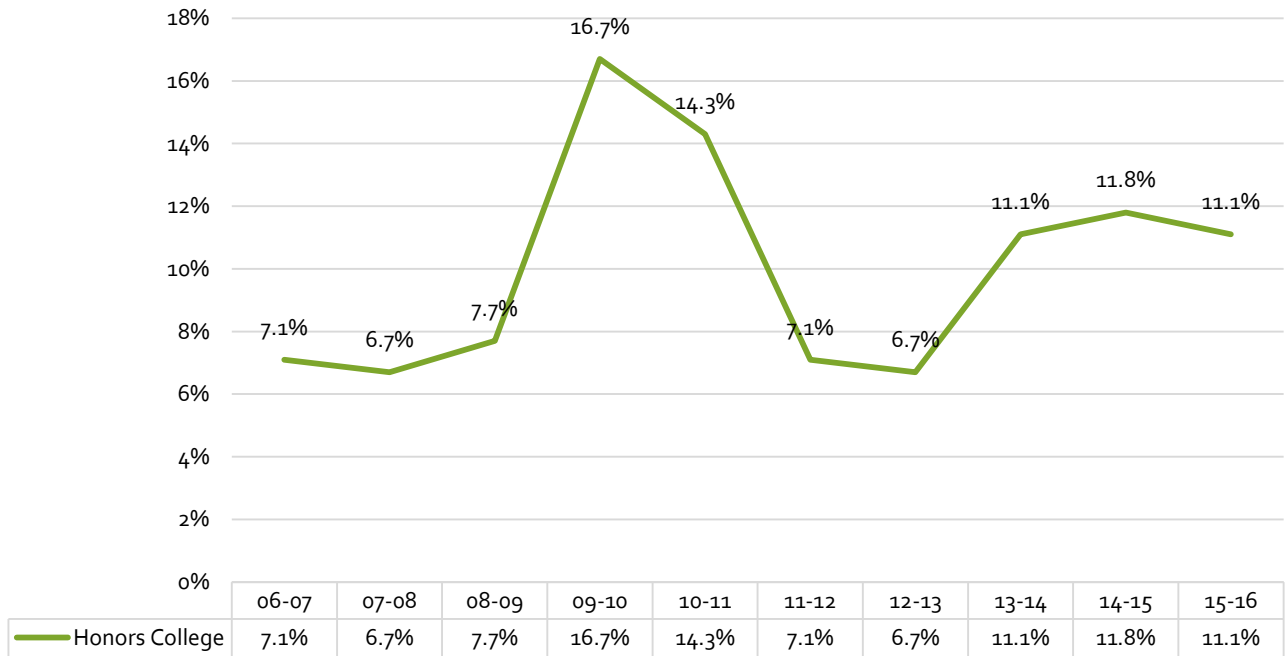


Chart 26. Tenure-Related Faculty of Color in the Law School

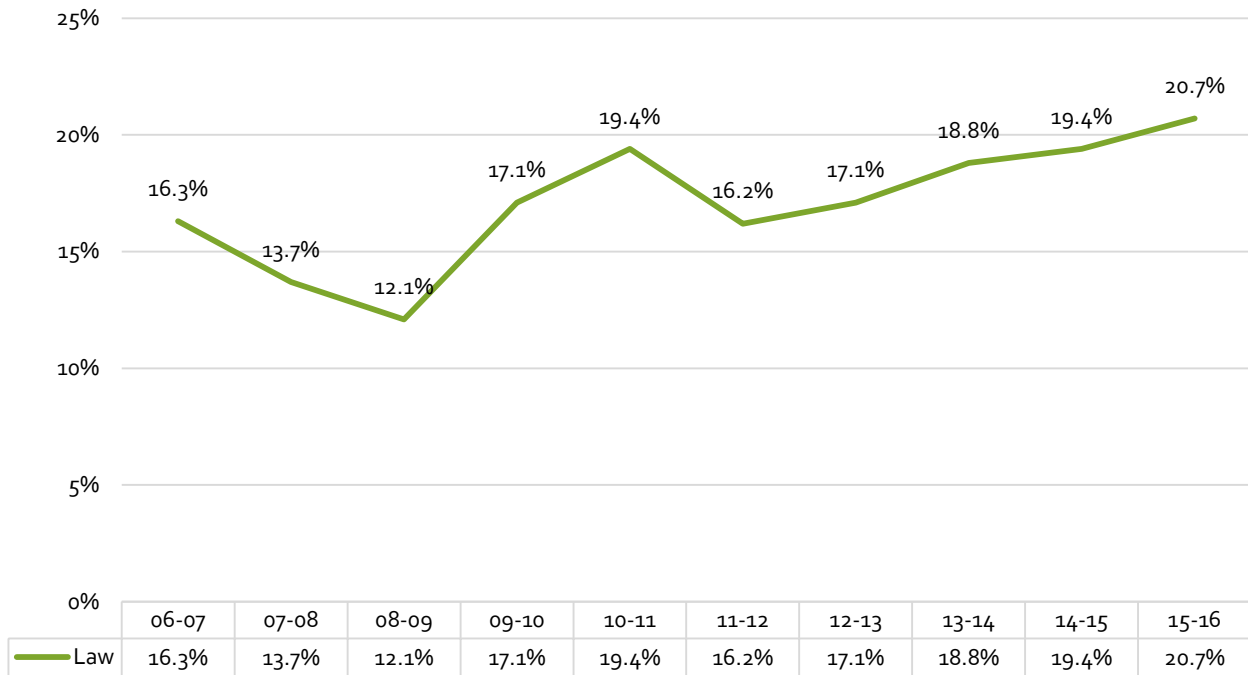


Chart 27. Tenure-Related Faculty of Color in the Lundquist College of Business

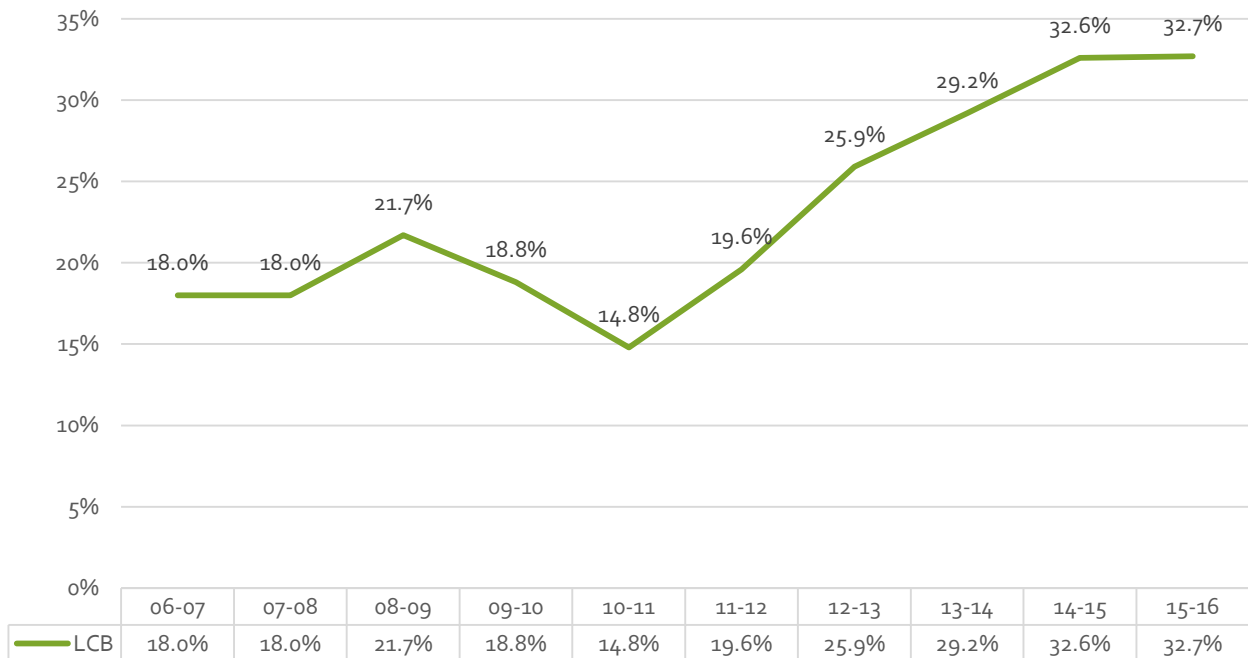


Chart 28. Tenure-Related Faculty of Color in Journalism and Communication

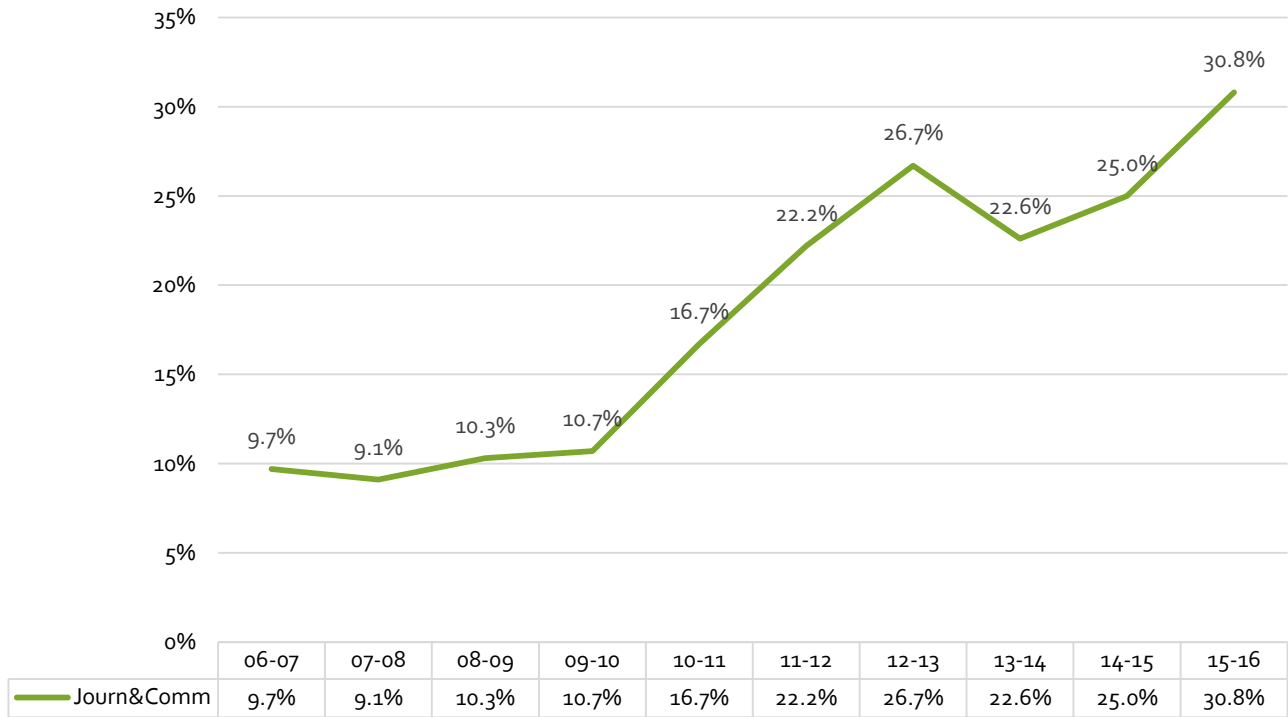
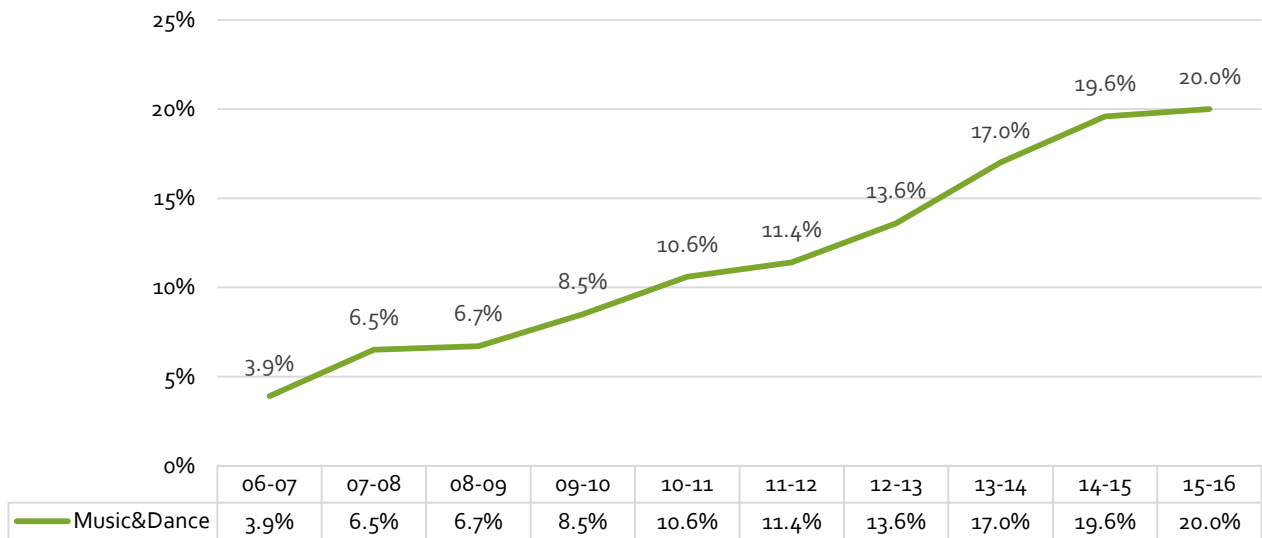


Chart 29. Tenure-Related Faculty of Color in Music and Dance

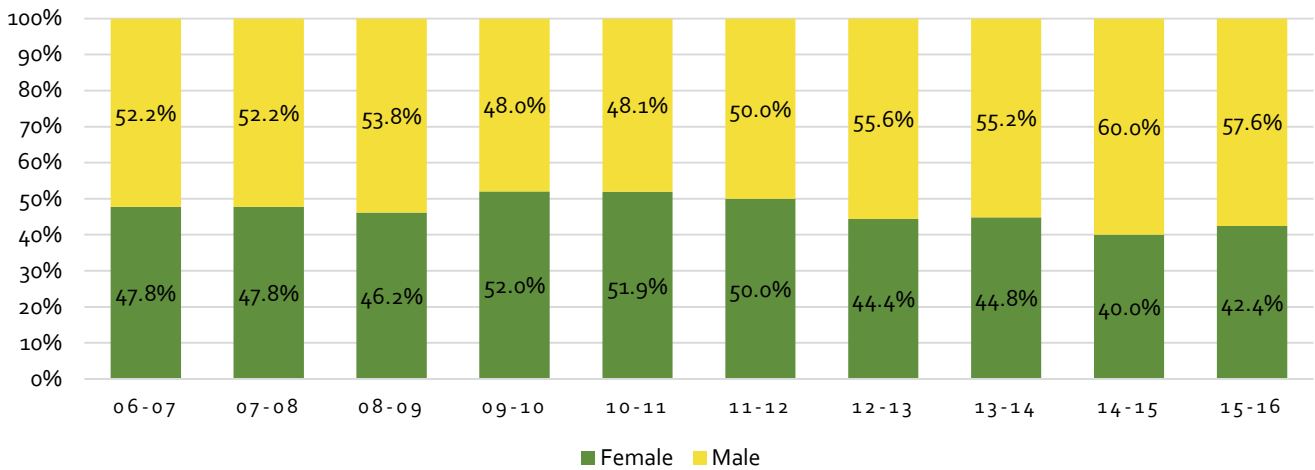


**Academic Leadership:
The Demographic Composition of Department Heads and Deans**



Crucial to changing the diversity of our faculty ranks is the demographic make-up of university leadership, especially the Deans and Department Heads who oversee hiring, tenure, promotion, and retention. The category of Deans includes the Dean and Associate Deans of each of our schools and colleges. The Deans are the decision-makers in most of the schools and colleges. They are positioned to interact with senior leaders on campus and often have final authority for hiring, program development, and cross-campus collaborations. The role of the Associate Dean varies across schools and colleges, yet many of them have faculty standing and are responsible for administering discrete parts of the Dean’s larger portfolio. The chart shows that women, rather than faculty of color are well represented in these ranks (Chart 30 and Chart 31).

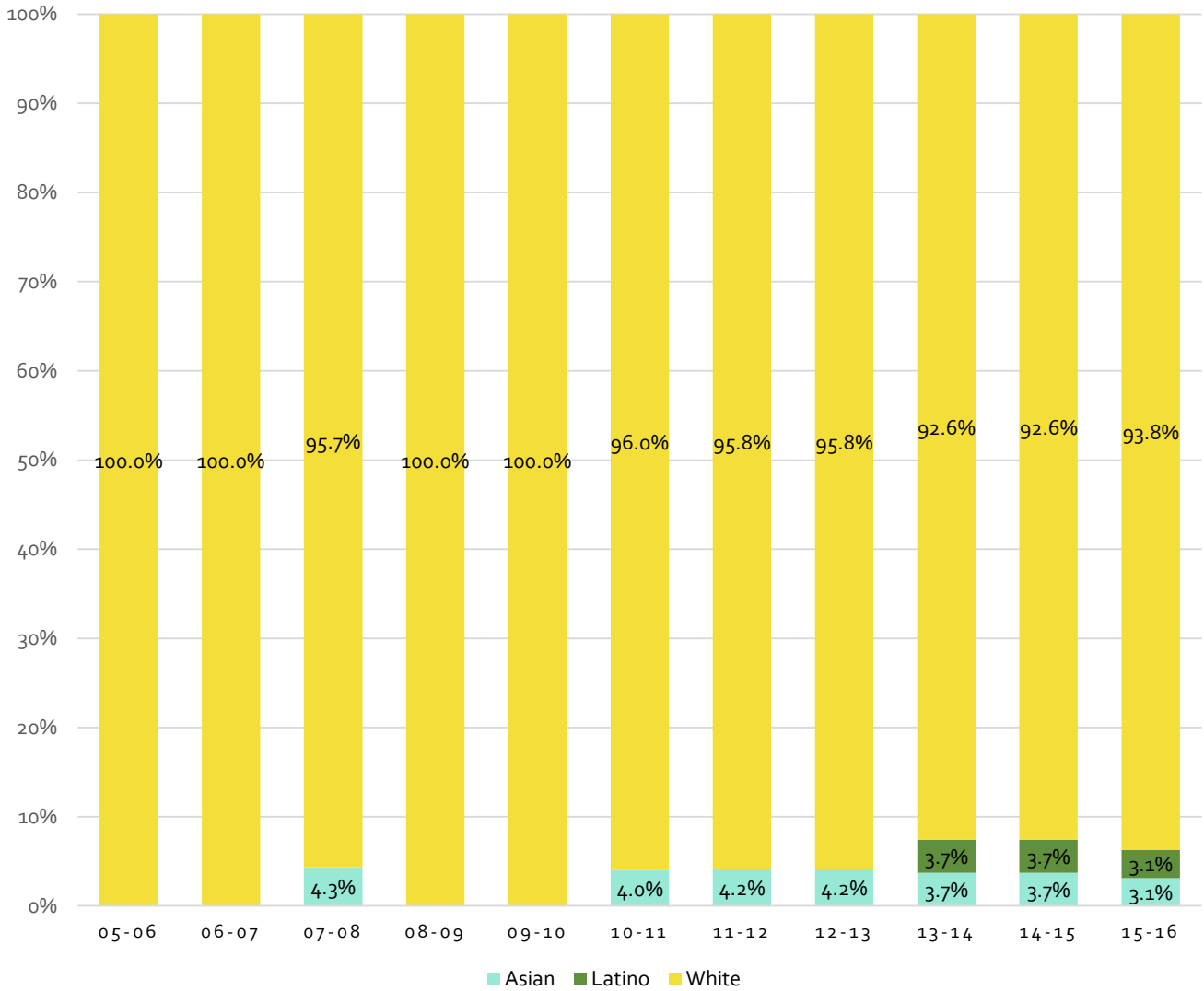
Chart 30. UO Deans by Gender



The gender composition of the Deanship has changed slightly over the last decade, but men continue to predominate. Similarly, the racial and ethnic composition of the Deanship has changed very little over the last decade. In 2005, 100% of all Deans were white and although there has been some minor change across the years, we remain at 93.8% in 2016 (see Chart 31). The most consistent patterns of diversity in deanship service have occurred among Asians, followed by Latinos, whereas not a single Black or Native faculty has served in an academic deanship.



Chart 31. UO Deans of Color



A review of the Department Heads continues to reveal disparities with respect to gender (Chart 32) and race (see Chart 33), as well as for women of color (see Chart 34). For example, over the last decade, men have served predominately as Heads. While there has certainly been variation, it is nevertheless the case that the decade began and ended with approximately 70% of the departmental headships occupied by men (Chart 32). In 2006-2007, over 80% of the heads were white, reaching a zenith in 2010-2011 with 95.1% white department heads (Chart 33). Just over 3% of all Department Heads are women of color (Chart 34)



Chart 32. UO Department Heads by Gender

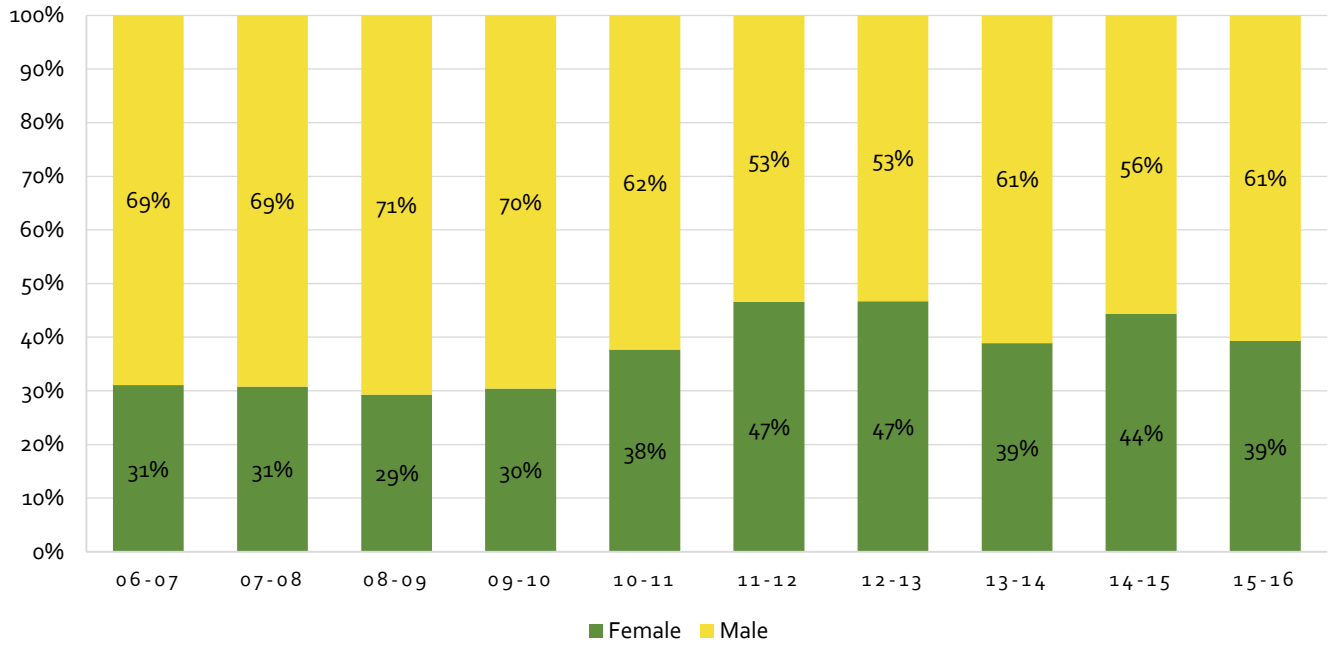


Chart 33. UO Department Heads By Race and Ethnicity

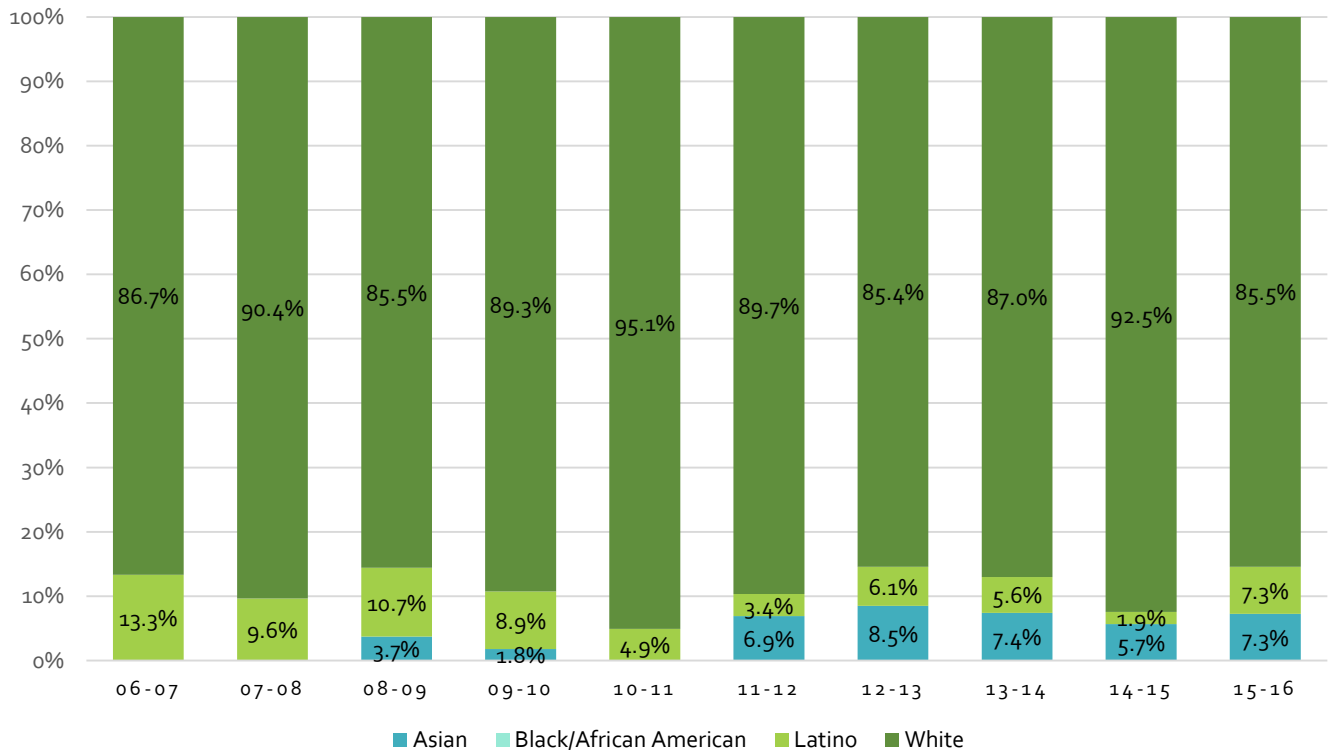
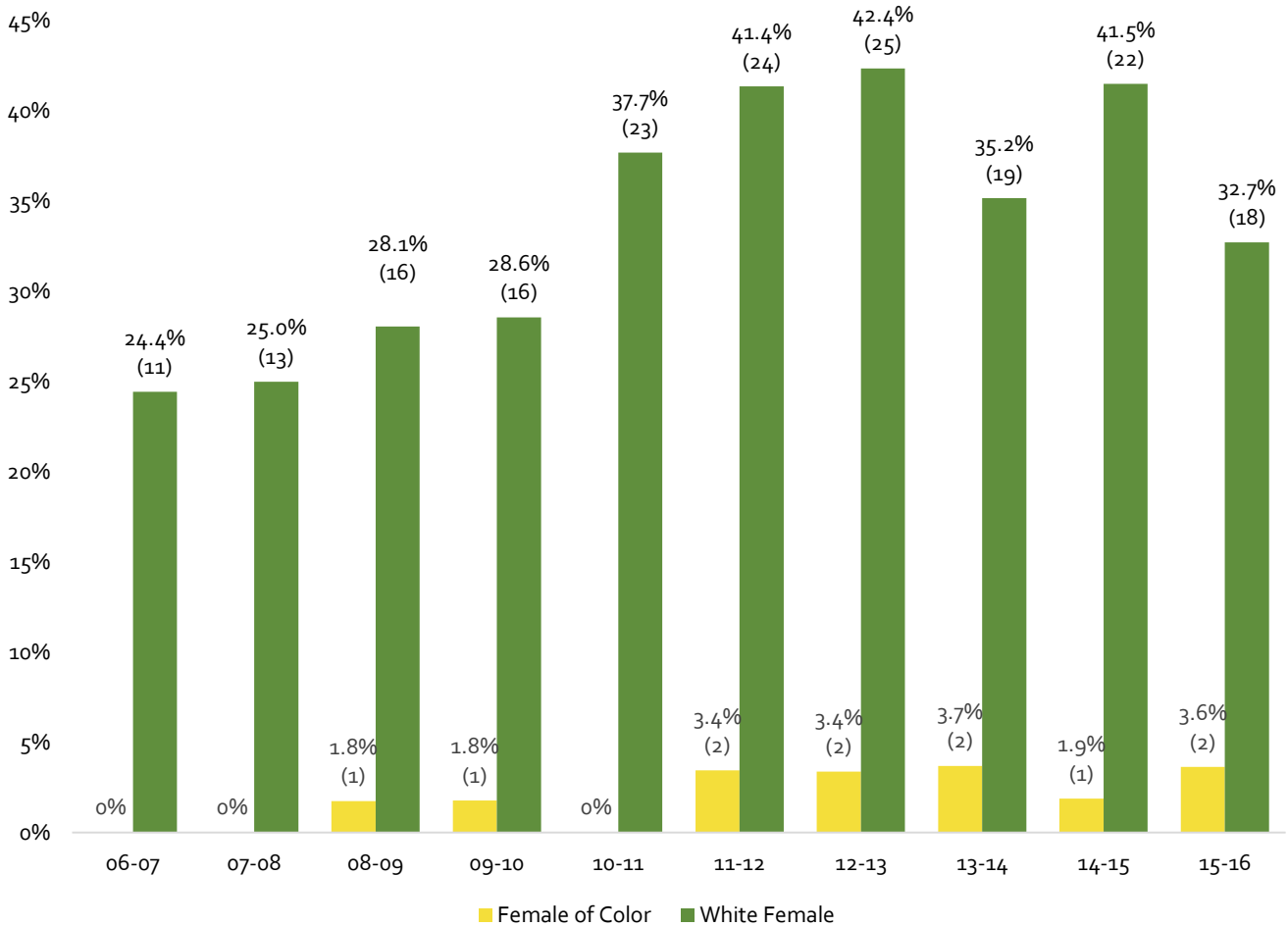


Chart 34. Female Department Heads of Color



Among under-represented faculty, Latinos have served most consistently in the headship role, with numbers as high as (13%) in 2006-2007, but as low as (2%) in 2014-2015. Much of this service has occurred in CAS Social Science, the College of Education, and more recently in Lundquist College of Business. No Native American faculty and only one Black faculty member has served as department head over the last decade. The pattern of departmental leadership for Women of Color is equally as problematic. Women of Color, specifically, Asian and Latino women, have served as Department Heads in only three areas: CAS Humanities, CAS Social Science and LCB Business. Over the last decade, none of our Native, Black or faculty who identify as two or more races has served as Department Heads in any of UO’s schools and colleges. Given the current make up of our faculty, more diversity in the academic leadership ranks is likely to occur most immediately by hiring external heads and Deans to occupy these positions at the UO.

Conclusion

The report demonstrates that changes toward greater racial, ethnic and gender diversity among the faculty have been slow, and in some cases non-existent. While there is evidence of effort and activity on these fronts, hard work alone will not move us to the excellence that we seek at the UO. Instead, we need to employ a



multifaceted approach that aligns our resources, hiring strategies, evaluation, Strategic Plan and IDEAL framework in coordinated ways that institutionalize equity at all levels of the institution. In this conclusion, we summarize the most promising practices in this area, which can be categorized into two principle categories: structural and cultural.

Structural

1. Coordinate hiring processes in ways that provide opportunities for professional development, intervention, and resource allocation around the goals of accountability and equity.
2. Develop multiple options for campus-wide training and insist that all search committee chairs and members engage in the training. Train and develop a cadre of faculty search advocates, who work to ensure that search processes are fair and unbiased.
3. Encourage and reward collaboration so that schools and colleges work together to hire and retain faculty.
4. Expect excellence in the recruitment and retention processes so that search committees and departments are required to utilize the most promising practices to facilitate diverse pools of candidates and hiring of diverse faculty.
5. Help department heads develop and/or enhance the skills that facilitate diverse candidate pools, diverse hiring as well as retention, and a climate that is welcoming and productive for all.
6. Examine the allocation of resources and, where necessary, deploy them in the service of equity.
7. Develop and enforce policies that facilitate accountability around search processes, retention and climate.
8. Grow and develop our own leaders by encouraging women and underrepresented faculty to advance through the academic ranks, and provide opportunities to develop leadership capacity.
9. Showcase and reward progress and leadership in diversity, equity and inclusion.
10. Coordinate and deploy consistent messaging about the importance of these issues from leadership.
11. Institutionalize resources and support for underrepresented faculty, women faculty of color and women in science, who are likely to be overburdened with service requests.

Cultural:

1. Develop an expectation of welcoming environment for all and support academic leaders as they enforce expectations.
2. Train campus faculty, student and staff in areas of cultural agility and cultural fluidity. Develop a campus code of values and conduct that is utilized as a basis for community norms.
3. Focus simultaneously on recruitment and retention through training, resources allocation, and accountability structures.
4. Develop and implement onboarding systems throughout the university that reinforce institutional commitment to diversity and equity.
5. Incentivize the desired behavior while also consistently interrupting behavior that is inconsistent with equity and inclusion. This includes stopping searches, removing ineffective leaders, calling out inappropriate behavior, and reallocating search lines for departments that tolerate inhospitable climates.

