Background

- Faculty of color remain underrepresented, despite ongoing efforts at recruitment/retention

- Literature documents gender and racial bias in many aspects of faculty experience
  - grant funding, peer review, teaching and service load, student evaluations of teaching, P&T process

- Women of color experience both sexism and racism in the academy (Niemann 2012, Pittman 2010)

UD Context

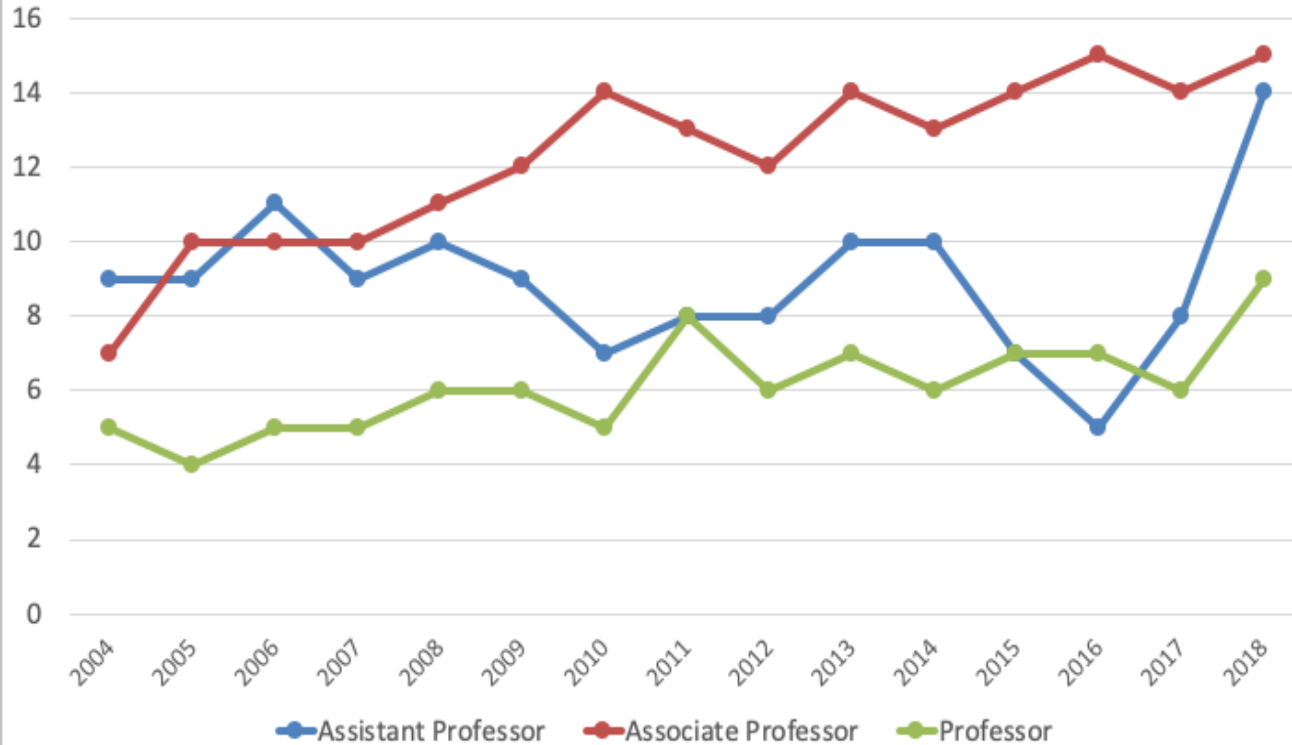| College and Portfolio		Tenured/Tenure Track					
		White	Black	Hispanic	Asian	Native American	Other[1]
Agriculture & Natural Resources		43	0	1	17	0	1
Arts & Sciences	Arts	37	4	2	3	0	1
	Humanities	86	13	4	10	0	8
	Natural Sciences	117	2	1	24	0	6
	Social Sciences	69	3	4	10	0	1
	Non-Portfolio	0	1	0	0	0	0
Biden School of Public Policy & Administration		9	2	0	1	0	0
Earth, Ocean, & Environment		43	1	1	14	0	1
Education & Human Development		54	5	2	4	0	2
Engineering		82	6	2	50	0	3
Health Sciences		69	5	0	14	0	3
Lerner College of Business & Economics		75	3	0	30	0	3
UNIVERSITY TOTAL		684	45	17	177	0	29
		72%	5%	2%	19%	0%	3%

UD has relatively few faculty of color:
- UD full-time faculty: 5% Black, 2% Latinx (IRE 2020)
- Full-time faculty across the US: 6% Black, 6% Latinx (NCES 2020)

Source: HR Official Extract, Fall 2020
Faculty counts include full-time faculty, Center Directors, and Chairs, but exclude faculty with administrative appointments.
[1]Includes Multi-Ethnic, Native Hawaiian/Pacific Islander, and Non-Specified/Unknown

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Count of Full-Time T/TT URW Faculty (Black, Latina, Multi-Ethnic)

URM women make up roughly 4% of full-time T/TT faculty at UD (Black, Latinx, Multi-Ethnic)

In 2018, there were 9 URW Full Professors at UD:
    6 Black
    2 Latina
    1 Multi-Ethnic

Source: HR Official Extract, Fall 2018

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Retention of T/TT Faculty at UD

- Over a 7-year window (2011 to 2017) UD lost 11 Black faculty
- Average annual count of Black faculty during this time period = 39
- This amounts to a 28.2% loss of Black faculty
- For comparison, among those leaving:

28.2% of Black faculty	10.0% of Hispanic faculty	10.0% of Asian faculty	6.4% of White faculty

Of the 11 Black faculty that left UD, 8 were women

Source: Raw data from UD IRE

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Research Design

- Semi-structured interviews with faculty
    - Initial recruitment: all T/TT faculty that left 2015-2019
        - 40% response rate
        - Women of color more likely to leave than peers; distinct experiences
    - Second stage: women of color - current faculty and former faculty
        - N=27; 66% response rate *(THANK YOU to our participants)*
        - Sample includes Black, Latina, Multi-Ethnic; no Asian women (limitation)

Respondent Gender & Race

	Current Faculty		Exited Faculty	
	Women	Men	Women	Men
White	10	5	2	6
Faculty of Color	20	4	7	0
Black	13	0	4	0
Latinx	6	1	2	0
Asian	0	2	0	0
Multi-Ethnic	1	1	1	0
TOTAL	30	9	9	6

DEI Work: All Talk & No Walk

- Institution faced a diversity "crisis" (2011)
  - Accrediting body cited lack of diverse faculty/students as challenge
  - Diversity added to strategic plan; new administrative positions for DEI
- Respondents report these efforts are viewed as insincere
  - Limited diversity among leadership; FOC in new administrative positions have relatively few resources, limited power
  - Institutional complacency around diversifying the student body

"UD is very concerned with appearances and with politeness and with looking a certain way, but as an institution do we value diversity? We don't act like we do" (R50)

Resources & Reputation

- Lack of $ invested in faculty recruitment/retention efforts
  - WOC undervalued; negative experiences with salary negotiations

- Loss of women of color faculty has had reputational impact
  - May make future recruitment more challenging; however perceived lack of attention by administrators

"Because when you have four senior African American women leave [UD] who had the kind of strengths that they did, that's an emergency. And I think I was surprised and frustrated by the fact that it wasn't, in my eyes, seen as an emergency…that you have those four people who left literally in [a] year and a half" (R40)

Reward Structures – P&T

- ## What kind of academic work is valued/rewarded

  - ### P&T policies are not inclusive of community engagement, DEI topics

"As long as people have not grappled with the way that gender and race influence their perception of excellence, we will not move forward" (R30)

"As someone who does qualitative work on broadly defined race and cultural issues...where we fit in, people like me, unless there's grant money attached to it and ways of doing research that fit a certain paradigm, it seems that we've lost some of that expansiveness of what's valued and what's important" (R50)

"There were some administrators that I believed did not understand [my field]and what it was, did not respect the work of faculty in [my department]...were just completely disregarded" (R54)

Reward Structures - Service

- WOC report they have a higher service load than colleagues; this work is not recognized or rewarded by the institution

"I will say that our college has, I guess it's called a policy, where if you're a minority, then you're kind of obligated to be on these search committees...So there's not many of us and we get asked continuously...but there's not much effort into recruiting applicants who are diverse...you just [serve on the committee] for the sake of show, really, it doesn't mean anything" (R6)

"I do think that we deal with a lack of sensitivity to what it's like to be us. The fact that we are go-to people for all the few students of color, the graduate students" (R41)

Department Climate

- WOC who exit frequently cite department climate
  - Ranging from "chilly" climate to overt hostility; microaggressions

  "I would have said that the climate is chilly, passive aggressively hostile, with pockets of places where people are collegial" (R48)

- However, WOC in <u>diverse departments</u> report relationships with colleagues as key source of satisfaction
  - Several respondents changed primary affiliation (joint appts) to move to a more friendly climate

"The university itself never felt like an especially welcoming place, but [my department] was an oasis...it felt like a good place because I had such incredible colleagues" (R54)

Lack of Community

- WOC report feeling isolated within their departments

"We are so isolated and minoritized in our specific unit" (R41)

"After so many years, I've gotten accustomed to the isolation. In the past, when there would be some kind of racial upheaval and unrest in the country, mostly what would happen is that people would pretend they couldn't see me in the mailroom. But now [after George Floyd's murder], people started emailing me [asking if I'm OK]. That's never happened before. Never. And of course, the first couple times it happened, it's like I'm shocked. It was like, what do you mean asking me if I'm all right? I've been here for [x] years, and nobody ever cared if I was okay" (R48)

Faculty Development

- Some efforts seem focused on fixing the person rather than addressing climate or structural constraints faculty face

"I think what people focus on is what should the individual do to make sure that they're able to function even in a kind of a hostile climate. So, there's a lot of work on how people like me can improve our productivity, and how we can make better choices and stuff like that so that we have the profile of the effective academic even if the environment we're working in is toxic" (R48)

Should I Stay or Should I Go?

- Reasons to stay include geographic location, family ties

- The departure of WOC colleagues was a tipping point

  "Seeing how my colleague, when she got an offer...I saw how easy it was for them to let her go, I knew I had no chances of being happy here. This is a scholar who spent her entire career at [the institution], served and did a million things, a superstar in the stratosphere, a named professor at [her new institution]. And I thought--they easily let her go, without doing a full retention press--what makes me think they will ever value and treat me well?" (R54)

Implications: Organizational Challenges

- WOC across the institution report similar experiences
  - More pervasive than bias or microaggressions from colleagues
- Drawing from theories of gendered (Acker 2006) and racialized organizations (Ray 2019)
  - Organizations are not rational, neutral, bureaucratic structures
  - They are built on, and reproduce, gender and racial inequality

Implications: UD Context

- Racialized/gendered decoupling
  - DEI commitments, but limited changes to day-to-day practices
- Unequal distribution of resources and rewards (and workload)
  - Devaluation of the work of WOC
  - Both in salary as well as perceptions of scholarly contributions
- Racialized/gendered power structure and hierarchy
  - Results in limited agency for FOC

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Future Work

- While we've focused on the experiences of women of color today, other underrepresented groups may share similar experiences
  - More work needs to be done to understand the unique experiences of LGBTQ faculty, faculty with disabilities, and other groups

Discussion

1. How can faculty be allies within their department/college to support colleagues from underrepresented groups?

2. What actions would you like to see administrators take in response to these findings?