

Portland State University Faculty Senate Motion  
 2 May 2022

# Language on diversity, equity, and inclusion for the University Promotion and Tenure Guidelines

## Background

In October 2020 Faculty Senate created the Ad-Hoc Committee to Craft Language on Diversity, Equity, and Inclusion for the University Promotion & Tenure Guidelines (AHC-DEI-P&T), with the charge:

- Determine locations within the existing University Promotion and Tenure Guidelines at which language about diversity, equity, and inclusion should be included
- Write new language to insert into the University Promotion and Tenure Guidelines
- Liase with the ad-hoc committee working on NTT teaching faculty ranks regarding any overlap in their work

The Committee’s [final report](#) with a summary of their work and series of proposed textual changes was presented to Faculty Senate at the January 2022 meeting.

Consultation between members of the AHC-DEI-P&T, Steering Committee, and the Office of Academic Affairs produced some editorial modifications. The resulting text is hereby presented for Senate’s consideration by Steering Committee in collaboration with AHC-DEI-P&T.

The current [Promotion & Tenure Guidelines](#) are posted to the Office of Academic Affairs website.

## Motion presented by Steering Committee and AHC-DEI-P&T

The University’s Promotion & Tenure Guidelines are hereby revised according to the textual changes given below. (The current text appears in the middle column; the text showing proposed additions and deletions appears in right-hand column.)

Page, para.	Current language	Proposed changes Deleted text is struck through Added text is underlined
p. 4, para. 1	<p><b>I. INTRODUCTION</b></p> <p>Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In</p>	<p><b>I. INTRODUCTION</b></p> <p>Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In</p>

	<p>the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments.<sup>1</sup></p>	<p>the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments.<sup>1</sup> <u>Departments/units must ensure that their promotion and tenure guidelines are aligned with and include the spectrum of scholarship articulated in the institutional guidelines, including, in particular, issues of equity in relation to promotional assessment/evaluation.</u></p>
p. 4 para. 2	<p>Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission. For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.</p>	<p>Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission, <u>as well as with the mission and vision of the university as an institution.</u> For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.</p>
p. 4, para. 3	<p>Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of</p>	<p>Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the</p>

	<p>performance as measured against the criteria set by the department.</p>	<p>criteria set by the department, <u>included in the job description, supplemental letter, and other relevant documents, and connected with the specific scholarly agenda of the faculty in question.</u></p>
<p>p. 4, para. 4</p>	<p>Policies and procedures shall be consistent with sections 580-21-100 through 135 of the Oregon Administrative Rules of the Oregon State System of Higher Education. However, Oregon Senate Bill SB 270 (2013) establishes a Board of Trustees (BOT) of Portland State University. The BOT assumes governing control of PSU from the State Board of Higher Education (SBHE) on July 1, 2014. The administrative rules and policies of the SBHE, including those regarding promotion and tenure, may be replaced by PSU-specific policies after this transition occurs. It is anticipated that these Guidelines would then be revised to correct obsolete references to SBHE and Oregon University System rules and policies.</p>	<p><del>[Delete current text.]</del>  <u>Policies and procedures shall be consistent with PSU Standards sections 580-21-100 through 135.</u></p>
<p>p. 4, para. 5 through p. 5, para. 2</p>	<p>....</p>	<p>[unchanged]</p>
<p>p. 5, para. 3</p>	<p><b>II. SCHOLARSHIP</b>  <b>A. Overview of Faculty Responsibilities</b>                  The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and</p>	<p><b>II. SCHOLARSHIP</b>  <b>A. Overview of Faculty Responsibilities</b>                  The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and</p>

	<p>international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:</p> <ul style="list-style-type: none"> <li>• Research, including research and other creative activities,</li> <li>• Teaching, including delivery of instruction, mentoring, and curricular activities, and</li> <li>• Community outreach.</li> </ul>	<p>international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:</p> <ul style="list-style-type: none"> <li>• Research, including <u>research academic publications</u> and other creative activities,</li> <li>• Teaching, including delivery of instruction, mentoring, and curricular activities, and</li> <li>• Community outreach.</li> </ul> <p><u>Conflating the terms scholarship and research has sometimes resulted in an undervaluing of contributions in teaching and community research. These P&amp;T guidelines emphasize and value the entire mosaic of scholarly accomplishment, including research, teaching, and community outreach.</u></p>
<p>p. 5, para. 4</p>	<p>....</p>	<p>[unchanged]</p>
<p>p. 5, para. 5</p>	<p>At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously</p>	<p>At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. <u>Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. As faculty progress in their careers, the amount of time devoted to different aspects of scholarship may shift. This dynamic</u></p>

	<p>evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.</p>	<p><u>process of growth is essential for our growth as an individual, as an institution, and for the academy as a whole.</u> Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.</p>
<p>p. 6, para. 1</p>	<p>Effectiveness in teaching, research, or community outreach, when it is part of a faculty member’s responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s).</p>	<p>Effectiveness in teaching, research, or community outreach, when it is part of a faculty member’s responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). <u>Standards for effectiveness should be clearly articulated and reviewed through an equity lens in order to account for the hidden and/or unrecognized labor required for developing culturally responsive and culturally sustaining practices.</u></p>
<p>p. 6, para. 2 through p. 7, para. 1</p>	<p><b>B. Scholarly Agenda</b> <b>1. Individual Faculty Responsibility</b> .... <b>2. Departmental, School, &amp; College Responsibilities</b> ....</p>	<p>[unchanged]</p>
<p>p. 7, para. 2</p>	<p>Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are</p>	<p>Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are</p>

	<p>consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.</p>	<p>consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. <u>The guidance of mentors and advocates is crucial in the development of a scholarly agenda and in understanding the distinction between a scholarly agenda and the evaluation process of annual review. It is expected that appropriate mentorship and support will be available to the faculty member under review.</u> Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.</p>
<p>p. 7, para. 3</p>	<p><b>3. The Uses of a Scholarly Agenda</b>                  The primary use of a scholarly agenda is developmental, not evaluative. An individual’s contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.</p>	<p><b>3. The Uses of a Scholarly Agenda</b>                  The primary use of a scholarly agenda is developmental, not evaluative. An individual’s contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards. <u>In order to clarify the distinction between the scholarly agenda and the evaluation process of annual review, faculty should seek out support and advice from their department.</u></p>
<p>p. 7, para. 4 through</p>	<p><b>C. Scholarship</b>                  ....</p>	<p>[unchanged]</p>

p. 12, para. 1	<p><b>D. Quality and Significance of Scholarship</b></p> <p>....</p> <p><b>E. Evaluation of Scholarship</b></p> <p><b>1. Documentation</b></p> <p>....</p>	
p. 12, para. 2	<p><b>2. Research &amp; Other Creative Activities (Research)</b></p> <p>A significant factor in determining a faculty member’s merit for promotion is the individual’s accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member’s responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and other creative activities:</p>	<p><b>2. Research &amp; Other Creative Activities (Research)</b></p> <p><del>A significant factor</del> <b>Significant factors</b> in determining a faculty member’s merit for promotion <del>is are</del> the individual’s accomplishments in research and published contributions to knowledge in the appropriate field(s) and <del>or</del> other professional or creative activities that are consistent with the faculty member’s responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and/or other professional or creative activities:</p>
p. 12, para. 3 through p. 14, para. 2	<p>....</p> <p><b>3. Teaching, Mentoring, and Curricular Activities (Teaching)</b></p> <p>....</p>	[unchanged]
p. 14, para. 3	To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair <sup>4</sup> has the responsibility for seeing that these methods for evaluation are implemented.	To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods, <b>which should align with the university’s mission and vision, particularly around questions of equity.</b> The department chair <sup>4</sup> has the responsibility for seeing

		that these methods for evaluation are implemented.
p. 14, para. 4	<p>Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:</p> <ul style="list-style-type: none"> <li>• contributions to courses or curriculum development</li> <li>• outlines, syllabi, and other materials developed for use in courses</li> <li>• the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning,</li> <li>• the results of assessments of student learning</li> <li>• formal student evaluations</li> <li>• peer review of teaching, mentoring, and curricular activities</li> <li>• accessibility to students</li> <li>• ability to relate to a wide variety of students for purposes of advising</li> <li>• mentoring and guiding students toward the achievement of curricular goals</li> <li>• the results of supervision of student research or other creative activities including theses and field advising</li> <li>• the results of supervision of service learning experiences in the community</li> <li>• contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students</li> <li>• contributions to the development and delivery of collaborative, interdisciplinary, university studies, extended studies, and inter-institutional educational programs</li> </ul> <p>[list continues next p.]</p>	<p>Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:</p> <ul style="list-style-type: none"> <li>• contributions to courses or curriculum development</li> <li>• outlines, syllabi, and other materials developed for use in courses</li> <li>• the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning</li> <li>• <u>development of curricular materials related to the study and understanding of diversity in various contexts</u></li> <li>• the results of assessments of student learning</li> <li>• formal student evaluations</li> <li>• peer review of teaching, mentoring, and curricular activities</li> <li>• accessibility to students</li> <li>• ability to relate to a wide variety of students for purposes of advising</li> <li>• <u>engagement in culturally sustaining practices in mentoring and advising</u></li> <li>• mentoring and guiding students toward the achievement of curricular goals</li> <li>• the results of supervision of student research or other creative activities including theses and field advising</li> <li>• the results of supervision of service learning experiences in the community</li> <li>• contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students</li> <li>• contributions to the development and delivery of collaborative,</li> </ul>

		interdisciplinary, university studies, extended studies, and inter-institutional educational programs [list continues next p.]
p. 15, para 1 through p. 15, para. 3	.... <b>4. Community Outreach</b> ....	[unchanged]
p. 15, para. 4	Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can: <ul style="list-style-type: none"> <li>• contribute to the definition or resolution of a relevant social problem or issue</li> <li>• use state-of-the-art knowledge to facilitate change in organizations or institutions</li> <li>• use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems</li> <li>• set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes</li> </ul> [list continues next p.]	Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can: <ul style="list-style-type: none"> <li>• contribute to the definition or resolution of a relevant social problem or issue</li> <li>• <u>encourage dialogue and exchange among community partners and university members</u></li> <li>• use state-of-the-art knowledge to facilitate change in organizations or institutions</li> <li>• use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems</li> <li>• set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes</li> </ul> [list continues next p.]
p. 16, para. 1 through p. 17, para. 1	.... <b>F. Governance and Other Professionally-Related Service</b> ....	[unchanged]