Final report: Ad-Hoc Committee to add DEI language to P&T guidelines

December 17, 2021

Committee: Amanda Byron, Esperanza De La Vega, Priya Kapoor, Alma Trinidad, Sonja Taylor

Consultants: Anita Bright, Gina Greco, Roberta Hunte, Ame Lambert, Ted Van Alst, Khalil Zonoozy

Executive Summary

As a group, we have developed a systematic process for working through existing language in order to determine what needs to be changed, what needs to be kept and what might need to be emphasized. In this process, we have discovered some obsolete language and where relevant, changes have been suggested to bring the P&T documents up to date. In order to build on our process, we also examined the P&T guidelines of several "sister" institutions as well as other institutions of higher education who are considered leaders in the work of advancing equity within promotion and tenure processes. We found a few particular examples with useful language and have been making connections where our own language seems to fall short.

This being said, we have discovered that there is already much language that already exists within the P&T guidelines that create a foundation for equitable practices. We questioned why this language has not been brought more into practice across the campus and feel that in many cases it would be helpful for those in leadership positions to make sure that the values represented in the guidelines come to life in the practices of our various departments. While language is important, we have spent a great deal of time discussing the difference between bringing DEI language to our P&T Guidelines and truly bringing equity to the practice of promotion and tenure. For equity to be present in our process, we must uphold the broad definition of scholarship that is already described in our institutional documents. We must celebrate the different pathways our scholars take to work on their scholarly agendas and we must acknowledge that the diversity we are trying to foster in our institution will necessarily result in faculty narratives that look different compared to what has come before. We acknowledge that change is uncomfortable, but we should not let that deter us from walking our talk, celebrating the accomplishments of our colleagues and learning from each other to explore the different possibilities that await an institution of higher learning that embraces new ways of advancing scholarship.

1.0   Acknowledgement

We acknowledge that the way scholarship has been defined historically has privileged specific activities that may or not be a major part of a faculty job description or scholarly agenda. This emphasis on a particular way of defining scholarship has led to inequities and sometimes harm for faculty who go through the promotion and tenure process. The complexity and diversity of what scholarship means to our community, state, and nation as we continue to evolve and meet each moment, requires us to move away from long-held beliefs and the old canon of what counts for scholarship in the academy. Much of the groundwork for this has been developed in our existing guidelines. We argue that our definition of scholarship should be expanded in practice as well as in policy. The university has recently moved to recognize more faculty work done in service of developing civic engagement practices, consonant with our university motto 'Let

knowledge serve the city.' However, much scholarly work includes emotional labor that remains hidden and sometimes invalidated for faculty who engage in an ethos of care practices in pursuit of excellence in their role as mentor and guide on the road to student success and civic engagement. The shared understanding of teaching and learning as scholarly work requires us to include other components such as practicing the ethos of care in an institute of higher education. When we recognize the hidden work that benefits our communities, faculty's scholarship in research, service, and teaching can serve as exemplars of an expanded and inclusive definition that is meaningful and timely for our campus community and greater society.

This committee acknowledges that we have concerns, we worry about how this interpretation might be quantified and that the essential message may be lost. We suggest imagining scholarship as a mosaic rather than discrete buckets that different aspects might fall into.

2.0   Committee Charge and Overview of Activities

The goal / charge of this Ad Hoc Committee is to identify and recommend where Diversity Statements be included in all materials as faculty go up for review. Currently, this language can be found in the adjunct's handbook, but it is not in any of the Promotion guidelines for NTTF nor in the Promotion and Tenure guidelines for TTF.

- DAC task force was concerned about and explored the recruitment and retention of diverse faculty.
- It was noted that many diverse faculty had left CLAS and other departments at PSU recently, and there was a need to address this concern.
- The DAC committee was meant to be advisory for the president and in June 2020, they provided a report – which in general pointed to a root cause for a lack of retention was the **campus climate and** the need for **feeling a sense of belonging in our campus environment.**
- Additionally, the Campus Climate Reports also noted that students wanted more diverse faculty and people with whom they could connect with.

Committee Narrative:

In our first meeting, it was noted that different departments give more weight to scholarship and how many publications a faculty member has in order to be promoted or granted tenure. It was suggested that we go back to the PSU mission statement and that all faculty being reviewed could maybe speak about their interpretation and provide evidence for the various parts of the PSU mission. In our second meeting, we discussed the use of language used in our P & T guidelines, as well as alignment with the PSU mission and vision. In our third meeting, we discussed the tension between "academic freedom" and equity.

Our committee noted that sometimes protecting "academic freedom" has created barriers to equity. Simultaneously, there has been new language about Academic Freedom approved by the senate. We wondered if this statement will help guide our recommendations. We discussed different faculty workloads and the equity of what we are asking different faculty to do given a diversity of circumstances. Our next meeting was spent largely discussing logistical issues of our task, as well as revisiting and confirming themes from previous meetings. We noted that the value of equity is articulated differently in different departments and we discussed how the tenure and promotion process has been particularly painful for faculty who are first generation college graduates and/or come from historically underrepresented communities. In our meeting

prior to spring break, we discussed the extension of our timeline and a progress report to senate by the end of spring term. We also talked about different definitions of equity. We met again after the Time 2 Act Symposium and felt inspired to continue in our process and recognize the importance of administrative and union support as we strive to realize our goal and vision of racial justice at PSU.

We completed a draft report for the May 1 senate meeting and asked for additional time to complete our task. Our request was granted and we are scheduled to turn in this complete report by the end of fall term/end of 2021. Our return to campus this fall has been fraught with unexpected challenges and a reduction in capacity that made coming together challenging. We kept coming back to the unspoken expectations that are in the promotion and tenure process and we struggled with how to craft language that would address invisible barriers to equity. Ultimately, we understand that this is still only the beginning of a process that will continue in all parts of our institution.
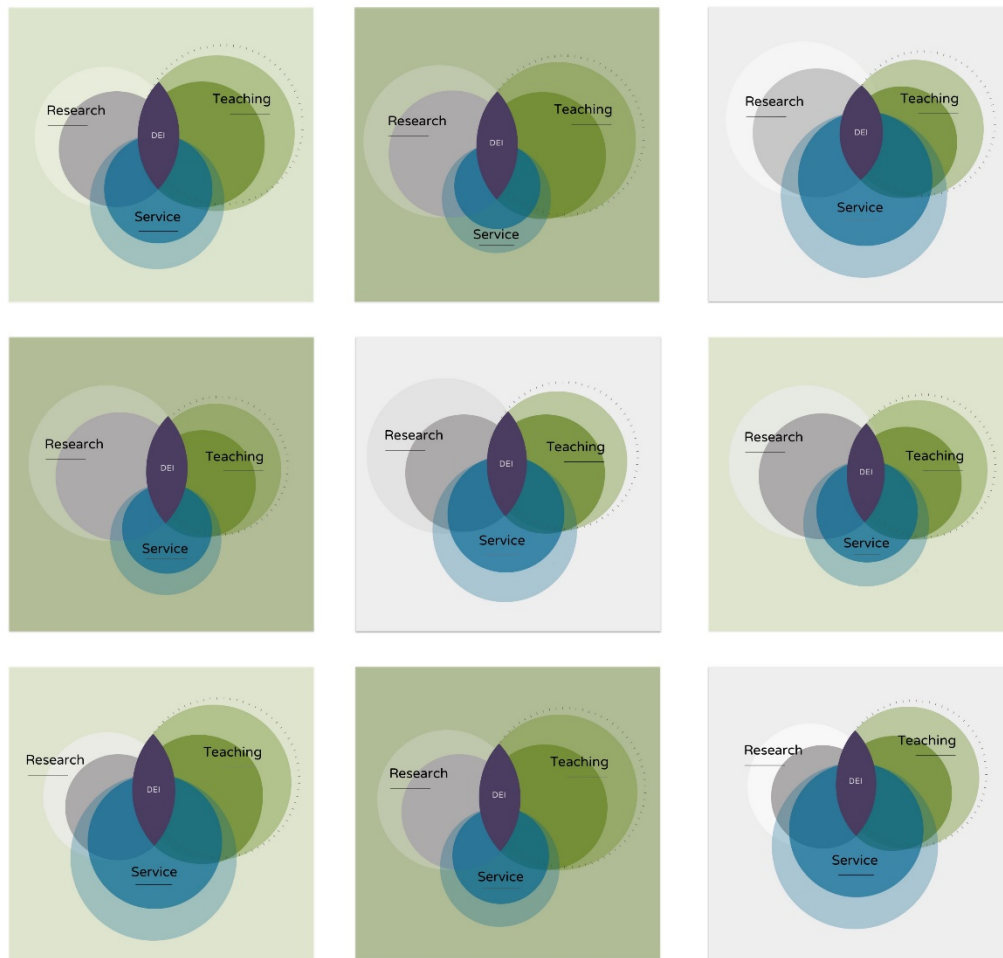
We offer some [specific suggestions for the P&T guidelines](#) and we offer some practical suggestions from an individual to administrative level. Our list of suggestions is meant to be generative and is by no means exhaustive.

When focusing on this work, we held onto these guiding principles:

"Let knowledge serve the city"
"Make the invisible visible"
"Develop a culture of care"

Specific suggestions for practice:

Individual level
- Reflect on work related to DEI and equity lens and think about ways to highlight in one's review process.
- Request advocacy through process (pilot program for new SGRN faculty, can they support faculty in other departments)

Department level
- Create equity lens modeled on University Equity lens to use during promotion and tenure process.
- Distinguish scholarship as an umbrella that houses research, teaching and service. This is done at the university level, but some departments conflate research and scholarship.
- Review committees should acknowledge and highlight work already being done to advance equity and inclusion in their review letters and suggest specific actions or directions faculty might take to embed DEI practices in their work more fully.
- Chairs recognize DEI related feedback in review letters and include in their letters of support.
- Consider invisible emotional labor as part of the service component of a faculty member's scholarly agenda
- Establish process to appeal negative reviews

Administrative/University level
- Use existing administrative review of select portfolios from different departments to check for alignment with university policies; provide feedback to departments to work toward better alignment.
- Provide departments with University Equity Lens framework
- Support departments in their development of P&T DEI lens
  - Training for review committees related to above suggestions?
  - Offer feedback on drafts?
- Acknowledge and support recognition for DEI related work that advances equitable practices in Faculty members scholarly agenda in promotion letters

P&T Guideline language change suggestions

Page	Current P&T Guidelines	Proposed edits [text to be added is <u>underlined</u>] [text to be deleted is ~~struck through~~]
4	**I. INTRODUCTION** **Para 1** 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 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[1].	**I. INTRODUCTION** **Para 1** 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 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[1]. <mark>However, departments/units must ensure that their promotion and tenure guidelines are aligned with and include the spectrum of scholarship articulated in the institutional guidelines. Further, departments/units must develop an equity lens for use in promotional assessment/evaluation.</mark>
4	**Para 2** 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	**Para 2** Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission, <mark>as well as with the mission and vision of the university as an institution.</mark> For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate

1

		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.	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.
4		**Para 3:** 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 criteria set by the department	**Para 3:** 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 criteria set by the department, ==included in the job description and connected with the specific scholarly agenda of the faculty in question.==
4		**Para 4:** 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	**Para 4:** Policies and procedures shall be consistent with sections 580-21-100 through 135 of the ==PSU Standards.== ~~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,~~

2

	revised to correct obsolete references to SBHE and Oregon University System rules and policies.	~~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.~~	

5	**II. SCHOLARSHIP**
	
	A. Overview of Faculty Responsibilities
	
	Para 2: 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 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:
	
	    • Research, including research and other creative activities,
	    • Teaching, including delivery of instruction, mentoring, and curricular activities, and
	    • Community outreach.
		II. SCHOLARSHIP
		
		A. Overview of Faculty Responsibilities
		
		Para 2: 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 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.
		
		<mark>Historically the terms scholarship and research have often been conflated resulting in an undervaluing of contributions in teaching and community outreach. It is critical that we consciously work on emphasizing the diverse mosaic of scholarly contributions from our faculty</mark> Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:
		
		    • Research, including research and other creative activities,	

		• Teaching, including delivery of instruction, mentoring, and curricular activities, and • Community outreach.
5	**Para 3:** All faculty members should keep abreast of developments in their fields[2] and remain professionally active throughout their careers.	**Para 3:** All faculty members should keep abreast of developments in their fields[2] and remain professionally active throughout their careers. <mark>As faculty progress in their careers, the amount of time devoted to different aspects of scholarship may shift. This dynamic process of growth is essential for our growth as an institution and for the academy as a whole.</mark>
6	**Para 1:** 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).	**Para 1:** 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). <mark>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.</mark>
7	**3. The Uses of a Scholarly Agenda** **Para 3:** The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the	**3. The Uses of a Scholarly Agenda** **Para 3:** The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the

4

	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.	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. In order to clarify the distinction between scholarly agenda and the evaluation process of annual review, faculty members must have access to mentors and advocates for developing their review process and they must have avenues for redress if there are disputes or discrepancies in the process that result in denial of tenure and/or promotion in rank.
12	**Para 2: 2. Research & Other Creative Activities (Research)** 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:	**Para 2: 2. Research & Other Creative Activities (Research)** A significant factor in determining a faculty member's merit for promotion is often the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and/or 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:
14	**Para 2:** To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods	**Para 2:** To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods

5

for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair[4] has the responsibility for seeing that these methods for evaluation are implemented.	for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair[4] has the responsibility for seeing that these methods for evaluation are implemented. When review committees are formed, they should take time to review university and department guidelines to check for alignment and note any changes they might suggest to work toward deeper alignment with university mission and vision, particularly around questions of equity.