

**Minutes of the Portland State University Faculty Senate, 5 April 2021
(Online Conference)**

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chorpenning, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Goforth, Gómez, Greco, Guzman, Hansen, Harris, Holt, Hunt, Ingersoll, Izumi, Jedynak, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne.

Alternates present: Caroline Miller for Heilmair, Candyce Reynolds for Kelley.

Senators absent: Ito, Tinkler.

Ex-officio members present: Beyler, Bowman, Boyce, Burgess, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Lambert, Loikith, Lynn, Mulkerin, Percy, Podrabsky, Rosenstiel, Shatzer, Spencer, Webb, Wooster, Zonoozy.

The meeting was **called to order** at 3:00 p.m.

A. ROLL CALL AND CONSENT AGENDA

1. **Roll call** was effected using the participants list of the online meeting.
2. **a. Minutes** of the 1 March meeting were **approved** under the *Consent Agenda*.
b. Minutes of the 15 March special meeting were, **without objection, amended** with corrections to slide 17 in Appendix G.1.a (p. A128) [see **Appendix A.2.b**].
3. **OAA response to Senate actions** of 1 March was **received** under the *Consent Agenda*.
4. A procedural change to allow the Presiding Officer to move agenda items was **approved** under the *Consent Agenda*.

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD reviewed the Special Meeting on Article 22 and the Intensive English Language Program, and the ways that faculty could give feedback to the President and/or to the Ad-Hoc Committee for Academic Program Reduction and Curricular Adjustments.

2. Announcements from Secretary – none

C. DISCUSSION – none

D. UNFINISHED BUSINESS – none

E. NEW BUSINESS

1. Curricular proposals – Consent Agenda

The changes to programs, new courses, changes to courses, dropped courses, and changes to University Studies clusters listed in **April Agenda Attachment E.1** were approved as

part of the *Consent Agenda*, there having been no objection before the end of announcements.

2. Elimination of program: MA/MS in Theater Arts (GC)

GAMBURD clarified that this was notice of a previous de facto change. Steering Committee had felt it proper to place such notifications on the Consent Agenda to inform Senators and to allow them to ask questions if necessary.

3. Graduate preadmission and reserved credits policy change (GC)

HOLT/SANCHEZ **moved** the change to the policy regarding graduate preadmission credits and reserved credits given in **April Agenda Attachment E.3**.

GAMBURD recognized Courtney HANSON, Director of Academic Services, Graduate School, to give background to the motion: There had been much misunderstanding of the current policy, resulting in petitions of graduate students asking for waivers. Currently there are three categories of graduate credits that students can take before admission to a master's program, with three different sets of rules—hence the confusion. The Graduate School, in consultation with Graduate Council chair LOIKITH made a systematic review, and recommended these changes which were unanimously approved by GC.

The first change, HANSON said, is eliminating the reserved credits credits—graduate credits taken by undergraduates not applied to the undergraduate degree. These have more restrictive requirements than other preadmission credits. If the rules are made comparable, there was little reason to retain the category. One benefit to students is that they pay undergraduate tuition; this will not change if the reserve category is eliminated.

HANSON: the second change is to allow PSU preadmission credits graded Pass to be used; this doesn't apply to credits from other institutions. PSU has a clear definition that the Pass grade means B- or above for graduate credits; for other institutions, that might not be the case. Some students, upon learning that Pass preadmission credits could not be used, took more classes, while other students petitioned for an exception to the policy. It was shown that such petitions had a 100% approval rate going back to the 1980s. This seemed inherently unfair for students who had less knowledge of how to navigate the university bureaucracy, such as first-generation students, or those who were uncomfortable with the petition process. HANSON pointed out that individual programs may still set more restrictive standards if they think it appropriate.

GAMBURD recognized Cindy BACCAR, who asked if an undergraduate who takes graduate credits could apply them to both the undergraduate and the graduate degrees. HANSON: only in an approved Bachelor's-plus-Master's program, which is the third category—not affected by this proposal.

The **motion** to approve the policy change stated in **Attachment E.3** was **approved** (51 yes, 0 no, 1 abstain, recorded by online survey).

4. Time extension for ad-hoc committees (Steering)

EMERY/SANCHEZ **moved** the extension of the charge for certain ad-hoc committees as stated **April Agenda Attachment E.4**: Academic Program Reduction and Curricular Adjustments, to June 2022; Research Definitions of Faculty, Program, and Department in

the Faculty Constitution, to December 2021; and Diversity, Equity, and Inclusion in University Promotion and Tenure Guidelines, to December 2021.

REITENAUER noted that the committees were formed in October and November 2020.

The **motion** to extend the charge of the ad-hoc committees as stated in **Attachment E.4**, was **approved** (unanimously, recorded by online survey).

5. Change to area distribution designation for some ANTH courses (ARC)

HARRIS/SANCHEZ **moved** the change of the designation of BA/BS area distribution for certain Anthropology courses to Science with Lab/Fieldwork, as specified in **April Agenda Attachment E.5**.

WATANABE, chair of ARC, said that this request had been received from the Anthropology Department in regard to this courses in archaeology. ARC agreed that for archaeology, science with lab or fieldwork is the appropriate designation.

The **motion** to change the area distribution for the ANTH courses listed in **Attachment E.5**, was **approved** (54 yes, 0 no, 1 abstain, recorded by online survey).

6. BA/BS revision A: revise minimum credits (ARC)

Items 6 through 9, GAMBURD said, were developed by a joint ARC-UCC task force which looked at BA/BS requirements. Faculty Senate received their report last month [**March Agenda Attachment G.6**]. The next four motions stem from that report.

LONEY/BROUSSARD **moved** to approve changing the minimum credit requirement for BA and BS degrees to a total of 23 credits, with certain academic distribution area requirements for the respective degrees, as specified in **April Agenda Attachment E.6**.

The **motion** to revise the BA/BS minimum credits requirements in accord with **Attachment E.6**, was **approved** (53 yes, 0 no, 2 abstain, recorded by online survey).

7. BA/BS revision B: reduce upper-division credits required from 72 to 62 (ARC)

HARRIS/THORNE **moved** to change the minimum number of upper-division credits required for the BA and BS degrees from 72 to 62 credits, as specified in **April Agenda Attachment E.7**.

GAMBURD noted that a report received from the Academic Quality Committee [**April Agenda Attachment G.4**] expressed concerns about this particular aspect of the proposal. INGERSOLL said that the task force had received this feedback. While acknowledging the concern, they believed that the policy change would not have an adverse impact on students or departments. According to a survey they conducted, the average number of upper-division credits students take is already greater than 72, so she did not think this would lead department to make major changes in their course offerings. The primary benefit would be for those students who have a lot of lower-division credits, such as those transferring from community college with 124 credits or more. The also wanted to address students entering with college credits though AP, IB, or dual credit programs. Their charge was to look for inefficiencies in the degree requirements.

The **motion** to change the upper-division requirement to 62 credits, as stated in **Attachment E.7**, was **approved** (49 yes, 4 no, 3 abstain, recorded by online survey).

8. BA/BS revision C: revise residence credit requirement (ARC)

BROUSSARD/THORNE **moved** to require that for BA/BS degrees, either 45 of the last 75 credits, or 150 total credits, must be completed at Portland State University, as stated in **April Agenda Attachment E.8**.

WATANABE noted that this change aligns with the other [public] institutions in Oregon, and given that many of our students take courses at different institutions, allows us to accommodate them better.

The **motion** to change the residence credit requirement as specified in **Attachment E.8** was **approved** (55 yes, 0 no, 1 abstain, recorded by online survey).

9. BA/BS revision D: align BA/BS distribution areas with those of Oregon community colleges for transfer students (ARC)

HARRIS/REITENAUER **moved** to apply academic area distributions for transfer credits from Oregon community colleges in the same way as they are categorized by the community college on their published AAOT General Education List (with the exception of computer science), as specified in **April Agenda Attachment E.9**.

The **motion** to apply academic area distributions for transfer credits as prescribed in **Attachment E.9**, was **approved** (51 yes, 1 no, 0 abstain, recorded by online survey).

GAMBURD thanked the task force for their work on these revisions to contribute to student success.

10. Insert language on NTT Teaching Professor ranks into University Promotion and Tenure Guidelines (AH-TPR-P&T)

SANCHEZ/KINSELLA **moved** the changes to the P&T Guidelines stated in **April Agenda Attachment E.10**.

GAMBURD indicated that this next item came from the work of the Ad-Hoc Committee to Include NTT Teaching Professor Ranks in University Promotion and Tenure Guidelines, and recognized the co-chairs, Jennifer KERNS and Gayle THIEMAN.

KERNS recalled that an ad-hoc committee was formed in 2018 to investigate solutions for inequities with regard to the ranks available to non-tenure-track [NTT] faculty. In March 2020 Senate approved a proposal to establish a teaching intensive or Teaching Professor rank series. A further ad-hoc committee was then created to create language to define these ranks, which is our discussion today—thus not the existence of the ranks themselves [which had been already decided], but their specific definitions.

THIEMAN reviewed the motion that was passed in March 2020, to create the ranks, and then the language proposed in the present motion to go into the P&T Guidelines [for slides see **Appendix E.10**]. The P&T Guidelines start with Professor and go to Assistant Professor, but for purposes of explanation she would start with Assistant Professor. This is an NTT appointment for academic instruction, advising, and mentoring, at undergraduate and/or graduate levels. It is required to hold the highest earned degree in the field of specialization related to the instructional responsibilities of the position, possess pedagogical and subject expertise, and demonstrate effective work with individuals from and topics related to diverse populations. These expectations are in all

three ranks. Responsibilities may include teaching, assessment, mentoring; advising of undergraduate and graduate students from diverse populations; working with graduate assistants, tutors, graders, etc.; and participation in department, college, or university service. The primary focus is on instruction, not research or clinical practice.

Associate Teaching Professor, THIEMAN continued, requires six years in rank as Assistant Teaching Professor. Promotion is based on three categories: demonstrated excellence in teaching, assessment, advising, mentoring, and contributions to innovative curriculum or pedagogy; engagement in governance and professional service; and ability to teach, mentor, and advise students of diverse populations. Criteria may include demonstrated expertise in teaching, development of instructional or assessment materials, community-based work, and professional engagement such as participation in regional or national organizations, grant activities, conferences, etc. Notice the focus is on “may,” because both at our campus and nationally, instructional faculty have diverse responsibilities. Units may have more specific job descriptions.

Teaching Professor, THIEMAN said, typically requires a minimum of four years in rank as Associate, modelled on what is required for a Clinical Professor or Professor of Practice, as well as tenure-track Professors. Promotion is based on demonstrated and sustained excellence in teaching, assessment, advising, mentoring, and contributions to innovative curriculum and pedagogy; and, again, service and professional engagement, and ability to work with diverse populations. The emphasis is on innovation and leadership; significant contributions to governance, professionally related service, or community outreach; state or national recognition in the field. Specific criteria may depend on the specific position. The criteria were developed by looking at what teaching-intensive faculty are already doing, as well as how such ranks are developed nationally.

GRECO: because these ranks are parallel to tenure-track ranks, the expectations for promotion should reflect the same amount of professional development. For tenure-track faculty, regardless of what the documents say, promotion is based solely on publications and things that happen outside the classroom: knowledge production and dissemination. As an equivalent, she would assume curricular innovations that other schools are adopting, workshops, etc. Even though departments can add their own requirements, she felt that there needed to be equity so that the ranks can be taken seriously. There should be some kind of dissemination of what they’ve learned pedagogically. THIEMAN: the guidelines for Teaching Professor say that while dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence: appointments as peer reviewer, publications, invited papers and presentations, honors, grants, awards, committee service and leadership, etc. In the College of Education, NTT Clinical faculty, who are comparable to the Teaching Professor ranks, have clinical licenses. When these clinical ranks were created, it was evident that they do much of what was just described; they are not required to do research, but at this level many do. Part of the problem is that they often have large class sizes and many responsibilities for program support and development. KERNS added that the job descriptions for Professors of Practice are similar. The committee was charged with addressing inequities across campus. One inequity was that Professor of Practice ranks were available to some faculty, but for many faculty, unavailable.

BORDEN: what does “highest earned degree in the field of specialization related to instructional responsibilities” mean? She suspected this meant a doctorate, in most cases. A PhD is conferred on the basis of research. In these ranks, it’s your teaching that is worked on. It thus leaves some ambiguity about what terminal degree is required. What’s missing is innovation, [curricular] design, etc., as a form of research—as the parallel to dissemination of research. But if the focus is on teaching abilities—and no one would argue that it doesn’t take a lot of research and time—it’s not just an [innate] ability to do these things, but also keeping current with the field and new developments. Could this be added to promotion expectations? THIEMAN: in the full description, the ranks reflect a high level of scholarship. In most fields the doctorate will be expected, but in some fields the highest degree is the master’s. There are also rare, limited exceptions where there is evidence of outstanding achievement and professional recognition. The emphasis is on instructional excellence, and that includes having a deep knowledge of the subject area.

CRUZAN: will there be salary increases connected with promotions? And, if this passes, will departments and units need to modify P&T guidelines once again? KERNS: the first question is a matter to be taken up by AAUP and management in bargaining, not Senate’s responsibility. She thought that, yes, departments would have to write new guidelines.

CARPENTER conveyed that a couple of colleagues who would fall into the category of professional recognition and outstanding achievement, saw the language around “rare” and assumed the ranks would not apply to them—they would not attempt to apply or promote into these ranks. This echoed a potential equity issue about who would consider themselves to have access to these ranks. If we remove the word “rare” they could determine for themselves whether they meet the requirements.

CARPENTER/LUPRO **moved to amend** the motion by striking the word “rare” in line 3, paragraph 4, p. 2 of **Attachment E.10**. [*The relevant paragraph with changes:*]

Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. Rare Exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate’s field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Discussion of amendment

CHABON commented that the use of the phrase “rare exception” can also be found in the descriptions for [tenure-track] Assistant Professor. If we are trying to align the NTT and tenure-track guidelines, it is reasonable to use that language.

BORDEN appreciated the comment about alignment, but also the heard the concern about the possibility of alienation by the use of the word “rare.” It seemed as though this was talking about the hiring of people in the future, which would in fact be rare.

CARPENTER said the concern is more about an arbitrary limitation on the number of people who could get through, even though more people are qualified.

JEDYNAK recalled a similar discussion earlier about whether a PhD is necessary: for the most part yes, but in some specialties no. Many people have the view that it's very important to have all people teaching in university with experience in the creation mode. That is the skill that a PhD indicates. The essential think is that people who teach in a university are participating in the creation of knowledge.

The **amendment to E.10** to strike the word "rare" in the place indicated above was **approved** (25 yes, 22 no, 5 abstain, recorded by online survey).

Discussion of main motion as amended

CHABON wondered how we might implement something like this, if we are converting current instructional faculty to these Teaching Professor ranks. How do we determine what is the appropriate rank in a clear, transparent, and consistent way? She was not sure, looking at these descriptions, on the differences between the Instructor ranks and the Teaching Professor ranks, or the difference, say, between Associate Teaching Professor and Teaching Professor. She was also apprehensive to read that somebody can be hired into a rank of Teaching Professor—on what basis? These ranks are somewhat distinctive for PSU, though we are not the only ones using them. On what criteria would we hire someone as Teaching Professor rather than Associate? THIEMAN responded: Associate Teaching Professor normally requires six years in rank as Assistant. The purpose here is to describe the ranks that were approved in Faculty Senate in March. The difference between the ranks is a higher level of advancement, degrees of excellence in educational innovation, curriculum development, course design, and impact on student learning that will be in the portfolio that someone presents to their unit committee. The process for promotion in Clinical Professor ranks is similar, and is rigorous. The committee did not want to micromanage departments as they write their own specific criteria. She trusted that the rewriting process would be as it was in 2014 when we established the Professor of Practice and Clinical Professor ranks.

CHORPENNING said he has the position of Assistant Professor of Practice in SSW. This reflects his practice experience in the field. He doesn't have the highest degree you can get in social work; if he did, he would probably have less practice experience. His question, then, is if these ranks are meant to replace the Professor of Practice ranks, and what does that mean for schools where they need faculty with specific field experience, regardless of degrees, teaching in those positions? KERNS: these ranks are available to faculty on NTT continuous appointment who do not qualify for Professor of Practice ranks, which includes many faculty CLAS and in engineering, where there are not [non-university] certifications or licenses. It isn't meant to replace the Professor of Practice ranks; it's intended for those who can't participate in them.

RAFFO/GOFORTH **moved to postpone** further discussion to the next meeting. **E.10 as amended** was **postponed** until May (47 yes, 3 no, 1 abstain, recorded by online survey).

F. QUESTION PERIOD – none

G. REPORTS

1. President's report

PERCY said they are learning more about the new stimulus funds. The regulations coming out are easing up somewhat on expense reimbursement; there might be ways, for

example, to recoup tuition losses due to student enrollment decline associate with COVID. It is, however, hard to figure out the technical details.

He reminded senators of the online form for comment on the March Special Meeting.

PERCY continued: enrollment figures—though still very tentative—have improved significantly from the situation at the start of the year, when we were around 30% down. With “Open for Fall, open for all,” changing admission expectations regarding GPA, etc., we are now in the range of minus 3% to 5%. We are not out of the woods, but it is better than it was. Transfer applications are still down around 16%

They expected to receive information soon about the portion of federal stimulus money that goes to students, PERCY said, and are putting together a process for distributing that.

News about vaccinations is good, PERCY said, but new variations of the virus are concerning. He was pleased to report that frontline university workers are eligible for the vaccine, and encouraged all who were qualified and able to get vaccinated. It is important to our efforts to bring everybody back for fall. Despite efforts, they have not yet been authorized for a vaccination site on campus.

FARAHMANDPUR asked about making buildings HEPA filter ready. Some faculty and students are concerned about this. In the new Vanport building, for example, you cannot open any of the windows. JEFFORDS said that she intended to address this in her report.

2. Provost’s report

JEFFORDS, responding to the question from FARAHMANDPUR, said that the Academic Continuity Committee had taken up the question. Dean BYNUM of COTA, in particular, had been an advocate, given the instructional and pedagogical circumstances in that college. They have asked the Incident Management Team to put together a report for each building on the measures taken to ensure air quality. Dean CORSI of MCECS is a national expert on air quality and has been advising them, making sure their assessments are up-to-date. Each building is different, so they need to have specific reports. PERCY added that much has already been done to replace filters, change airflow, etc., but she could not say precisely what. A difficulty was that at the time of the forest fires there was the opposite problem of wanting not so much outside air. JEFFORDS had nothing but good things to say about how the campus had adapted, more proactively than many other institutions. She thought they would have a lot of good things to report. They continue to monitor evolving Oregon Health Authority expectations.

JEFFORDS said that the Academic Calendar Committee had take up the question of the conflict between the first day of classes and the start of Yom Kippur and the start of fall classes in 2023. Their recommendation is to start fall term one day later. President PERCY had approved this recommendation.

JEFFORDS said her office was reviewing messages about the budget forum, as well as explanations about federal funds, and from this there would be a follow-up message in the coming week about the program reduction process and the reimagine initiative.

Responding to requests from some faculty, JEFFORDS said, they were adding a scheduling code called “attend anywhere,” which would enable students enrolled in classes in rooms that have been outfitted with high-flex technology—where there is a

Zoom capacity—to access the class through a recording or participate in live time through a Zoom connection. They're not requiring any faculty to participate, but are conducting a pilot for a number of faculty who are eager to try this idea. The hope is that this might be a retention support for many students. They will see how this works in the fall, and then report about the possibility of proceeding with this as a regular option.

On May 14th, JEFFORDS said, HECC is sponsoring in a symposium open access resources (OAR); many at PSU had been leading the way on OAR, and she thought might want to participate. Sign-up information is on the Students First webpage.

The following reports were received as part of the Consent Agenda:

- 3. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – Consent Agenda**
- 4. Academic Quality Committee memo on BA/BS requirements – Consent Agenda**
- 5. NWCCU receipt of program moratorium notifications – Consent Agenda**

H. ADJOURNMENT

The meeting was **adjourned** at 5:03 p.m.

Note from Secretary: the Minutes of the Special Meeting of 15 March 2021 were amended, at the 5 April 2021 regular meeting (without objection), by replacing Slide 17 of Appendix G.2.b (p. A128) with this slide.

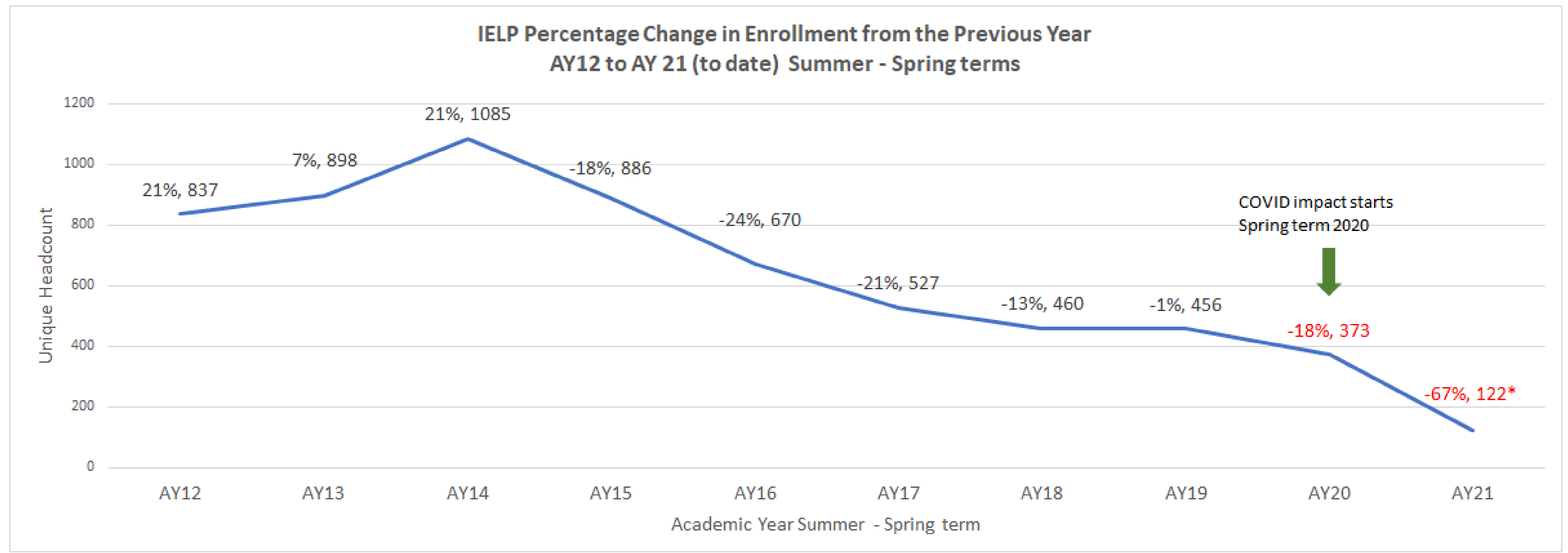
Article 22 / IELP Program

IELP: Enrollment Trend: AY 2012 - AY 2020

Student Numbers - unique headcount

Includes spring 2020 and up to Winter term 2021 COVID impact / change to remote instruction

* NOTE: Spring 2021 IELP enrollment not included



Data Source: Julie Haun, Director, Intensive English Language Program (UPDATED April 5, 2021)

March, 2020: Faculty Senate approved three new Non Tenure Track Faculty Ranks: Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

TEACHING PROFESSORS: A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring of undergraduate and/or graduate students. Faculty hired in this category ordinarily hold the highest earned degree in their fields of specialization. Rare exceptions to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. Ranks in this category in ascending order are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

October, 2020: Faculty Senate tasked Ad Hoc Committee to include NTT Teaching Professor Ranks in PSU Promotion and Tenure Guidelines

John Caughman: Professor Math and Statistics, Department of Mathematics and Statistics

Brandon Eddy: Assistant Clinical Professor, Speech and Hearing Sciences Department

Jennifer Kerns: Assistant Professor, CLAS: History Department, AAUP President

Annie Knepler: Assistant Professor, University Studies, Coordinator PSU Writing Center

Debra Lindberg: Assistant Professor, CUPA: Criminology and Criminal Justice Department

Hannah Miller: Special Assistant to the Vice Provost for Academic Personnel

Delys Ostlund: Associate Dean of CLAS, Professor, CLAS: Spanish Department

Cynthia Sloan: Associate Professor, CLAS: Spanish and Portuguese

Gayle Thieman: Associate Professor, COE: Curriculum & Instruction Department

Claire Wheeler: Assistant Professor, SPH: Speech and Hearing Department

Assistant Teaching Professor

NTTF appointment: academic instruction, including teaching, advising and mentoring at undergraduate/graduate levels

Hold highest earned degree in field of specialization related to instructional responsibilities

Expected to possess pedagogical/subject expertise & demonstrated ability to work effectively with individuals from & topics related to diverse populations

Responsibilities include:

- teaching, assessment, mentoring, advising, service
- ability to work with, mentor, advise students/graduate assistants... of diverse populations
- participation in department, college/school or university service

Associate Teaching Professor

Typically requires six years in rank as Assistant Teaching Professor

Promotion is based on:

- demonstrated excellence in teaching, assessment, advising, mentoring & contributions to innovative curriculum or pedagogy
- engaged in share of governance & professionally-related service
- ability to work with, mentor, advise students/graduate assistants... of diverse populations

Promotion criteria may include:

- demonstrated expertise in teaching, development of instructional materials & assessment
- community-based work
- ongoing professional engagement through participation in state/national organizations, grant activities or conferences

Teaching Professor

Typically requires minimum of four years in rank as Associate Teaching Professor

Promotion is based on:

- demonstrated & sustained excellence in teaching, assessment, advising, mentoring & contributions to innovative curriculum or pedagogy
- engaged in share of governance & professionally-related service
- ability to work with, mentor, advise students/graduate assistants... of diverse populations

Promotion criteria may include:

- excellence in educational innovation, curriculum development, course design, & impact on student learning;
- significant contributions to governance & professionally-related service to PSU, and/or community outreach, and state or national recognition in the professional field