

Summary of Diversity Issues for Promotion and Tenure
Version Date: 6-6-2017

Faculty Senate Promotion & Tenure Committee

Mei-Ching Lien, Chair '17	School of Psychological Science
Gary Delander '18	College of Pharmacy
Theo Dreher '18	College of Science
Eric Kirby '17	College of Earth, Ocean & Atmospheric Sciences
Janet Lee '19	Women, Gender & Sexuality Studies
Deb Pence '19	Mechanical, Industrial & Manufacturing Engineering

Below are the existing documents regarding activities and procedures for promoting diversity in relation to P&T for each college:

Table of Contents

College of Agricultural Sciences 3

College of Business 8

College of Earth, Ocean, and Atmospheric Sciences 9

College of Education 10

College of Engineering 11

College of Forestry 13

College of Liberal Arts 14

College of Pharmacy 20

College of Public Health and Human Sciences 21

College of Science 22

College of Veterinary Medicine 23

College of Agricultural Sciences

Since September 2015, CAS has been working by a document " Commitment to Diversity and Community: A College of Agricultural Sciences Core Value," attached below.

The document calls for:

- (a) a general commitment for a culture of diversity;
- (b) inclusion of Search Advocates in most search committees (all new tenure-track "priority-staffing positions);
- (c) a requirement to proactively ensure a diverse applicant pool;
- (d) encouragement to unit leaders to foster discussion and actions towards building diversity;
- (e) a requirement that PD's of all new faculty hires include specific comment in relation to a commitment to diversity and inclusion, with the option for specific expectations linked to teaching, recruitment, advising, outreach, etc. that may constitute a significant part of expected activities ($\geq 5\%$), displacing other expectations; these activities will need to be tracked for impact evaluation;

Implementation is being phased in by departments and is likely at varying stages.

In the Dept of Fish and Wildlife, Dept head Selena Hepell noted that diversity activities are noted and encouraged in annual PROF reviews. The PD's of new hires specifically address diversity goals, and such statements are being phased into the PD's of existing faculty; the majority now have such statements. In relation to item (a) above, F&W have a Diversity and Inclusion Committee, and the department ran an extensive diversity climate survey recently.

Commitment to Diversity and Community: A College of Agricultural Sciences Core Value 15 September 2015

The College of Agricultural Sciences has identified Equity, Inclusion and Civil Discourse as a core value in its Strategic Intent and a key component in fulfilling the Land Grant mission of the University and College. As such, CAS leaders, faculty, staff and students need to think purposefully about developing and demonstrating a commitment to diversity and inclusion, which will result in a college-wide culture that embraces all aspects of diversity. Furthermore, the OSU Faculty Senate revised the Promotion and Tenure guidelines to affirm this commitment and suggests that faculty might include diversity and inclusion activities in their dossiers. The purpose of this document is to provide guidance about how CAS leaders, faculty, staff and students can promote equity and inclusion in all aspects of what we do.

Hiring Faculty and Staff

The college's Search Process Guidelines address the college's expectations with respect to conducting searches for faculty and staff. Expectations include the use of Search Advocates on most committees (2 required on all Priority staffed positions), inclusion of specific language regarding a commitment to diversity and inclusion, and following best practices outlined in the university's search excellence document (<http://hr.oregonstate.edu/search-excellence>). [Search committees must reach out to potential candidates and insure a diverse applicant pool. The Dean will approve each pool and campus interview list prior to scheduling interviews to ensure](#)

alignment with diversity goals. [Applicant pools that are not diverse](#) or fail to demonstrate a significant commitment to diversity [may result in a failed search. A significant commitment to diversity and inclusion may be demonstrated by candidates by requiring them to](#) address diversity-related topics or questions as a separate part of their application package and/or during phone or video interviews.

[The Leadership Council at OSU has been working on strategies to diversify pools or proactively recruit potential candidates and the follow suggestions are from their efforts:](#)

- Establish relationships with potential candidates at professional meetings.
- Establish post-doc positions that can transition to Assistant Professor within 3 years.
- Establish training institute, conference, or other recurring event to draw PhD candidates/ early-career professionals to campus—establish relationships and show what OSU has to offer.
- Invite potential diversity candidates to give departmental seminar and tour campus.

Leadership

The college expects all unit leaders to demonstrate leadership in changing the culture of the unit and college in promoting diversity and inclusion and will seek input from faculty and stakeholders on a periodic basis to assess activities in these areas. Leadership in this area may take several forms. Leaders should state their commitment clearly and regularly to faculty and staff in meetings or through other channels and should consider engaging their units in discussions regarding diversity and inclusion at unit meetings or retreats. Leaders might consider establishing a committee to develop a unit diversity plan. Leaders should consider including “demonstrate commitment to diversity and inclusion” or a stronger commitment in all position descriptions and should discuss diversity and inclusion during annual evaluations with all subordinates. The college will actively work to identify and promote diversity within the CAS leadership ranks.

Position Descriptions

Position descriptions for all new faculty hires will contain some verbiage concerning the expectation that the faculty member demonstrate a commitment to diversity and inclusion. This small group of new hires should not be expected to carry that responsibility on their own; unit leaders should consider adding this expectation to the position descriptions of all faculty. Expectations and duties regarding diversity and inclusion could be included in a general statement regarding the purpose of the position, or they may be more specifically identified under teaching, research, extension, service or other duties as assigned. In many cases, this expectation will represent a minimal change in commitment of time and is likely to include activities that faculty and staff are already doing. For most faculty these activities will be expressed through service and the most appropriate place to identify those activities might be in the service area. Some units may have a greater need for diversity-related activities and may have faculty who would like to commit significant time ($\geq 5\%$) to these efforts. In those cases, specific expectations or assigned duties should be included in position descriptions and these activities need to be tracked and their impact needs to be evaluated for annual review, as well as promotion and tenure. Efforts by a faculty member with significant activities assigned to diversity and inclusion should be acknowledged by reducing expectations in other duties (i.e., teach one less class). In the following sections we provide ideas of activities that might be accomplished in each major area of expectations for performance reviews and promotion and tenure.

Service

- Complete Search Advocate training.
- Maintain Search Advocate status with additional professional development programs.
- Serve as Search Advocate on a search committee.
- Service on any one of several committees around campus or in a professional society related to diversity and inclusion.
- Take the Difference Power and Discrimination (DPD) summer training or the new ADVANCE training.

- Participate in professional society symposia, workshops or other continuing education events.
- Participate in any number of cultural events or additional opportunities on- or off-campus each year.

Teaching and Advising

- Mentor/advise graduate or undergraduate students from underrepresented groups.
- Add lectures, discussions, assignments or activities on diversity and inclusion in any class.
- Assist in recruitment and retention efforts related to underrepresented populations.

Research, Scholarship and Creative Activity

- Participate in an education/training grant specifically targeting recruitment or retention of underserved populations in any discipline covered under CAS activities.
- Participate in a research grant concerning use, participation, or access of underrepresented groups to resources in any discipline covered under CAS activities.
- Develop scholarship related to just about any bullet in these lists of ideas.
- Give an invited presentation on a diversity and inclusion topic in your discipline.

Outreach and Engagement

- Participate in programs specifically targeting underrepresented populations.

Table 1. Examples of duties with significant activities associated with diversity and inclusion and suggestions for how the impact of these duties might be assessed.

Duty	Activity	Amount of effort	Assessment
Teaching and Advising	Complete DPD training; teach a DPD class	10%	Peer review of teaching, SET scores ¹
	Serve as unit diversity recruiter	5% ²	Change in numbers of traditionally underrepresented students, exit interviews, student input for student committee letter
	Serve as unit diversity adviser	5% ³	Student surveys, exit interviews, student input for student committee letter
Outreach and Engagement	Develop and present programs specifically targeting underrepresented populations.	5-10% ⁴	Survey of stakeholders/clientele that assesses the impact of program, bilingual scholarship products produced to support program, peer review of teaching events, awards
Research, Scholarship and Creative Activities	Write a education/training grant specifically targeting recruitment or retention of underserved populations in any discipline covered within CAS.	5-10% ⁵	Peer review scores, grant funded, scholarship related to education project
	Write a research grant concerning use, participation, or access of underrepresented groups to resources in any discipline covered within CAS activities.	5-10% ⁶	Peer review scores, grant funded, scholarship related to research project
Service	Multiple service activities specifically associated with diversity, inclusion and climate within the unit and college.	5-25%	Survey of stakeholders/clientele that assesses the impact of activities, awards

CAS Deans' office contact: Dan Edge

¹ SET scores for faculty teaching DPD classes are typically lower than SET scores for non-DPD classes.

² Preparing for, participating in and doing follow-up for a recruitment event at a national conference might take 2% of a faculty member's time. A person assigned this duty would likely participate in 2 or more of these conferences per year.

³ Depends on number of minority students in the unit; assumes person would participate in advisor training and activities associated with minority populations (i.e., advise sponsored student organizations).

⁴ Amount of effort will depend on the scope of the program (number of components or presentations, scholarship requirements, etc.) and could include all of a faculty member's time assigned to outreach and engagement.

⁵ Funded grants will require significantly more time to complete the training or educational activities proposed in the grant.

⁶ Funded grants will require significantly more time to conduct the research proposed in the research.

College of Business

Contact Person: Aimee Huff, aimee.huff@oregonstate.edu

Appendix A: *COB Equity & Inclusion P&T update April 22, 2017 file*

College of Earth, Ocean, and Atmospheric Sciences

[Appendix B](#): *CEOAS P&T memo FS 2017 file*

[Appendix C](#): *CEOAS diversity P&T 2017 file*

College of Education

Contact Person: Associate Dean Randy Bell, Randy.Bell@oregonstate.edu

Bell stated in his email:

“We do not have specific language that explicitly requests documentation for contributions to equity, inclusion, and diversity in submitted P&T materials. However, we do ask ALL faculty to document such efforts yearly in their annual reports, which of course, are indirectly connected to P&T for tenure-line faculty.

Here’s the item: **Please describe how you have addressed diversity and equity in your professional roles and responsibilities** (*Advancing Student Success through the Lens of Equity, Inclusion & Diversity*).”

College of Engineering

Contact Person: Joseph McGuire, Joseph.McGuire@oregonstate.edu

School of Chemical, Biological and Environmental Engineering

Oregon State University

Academic Faculty Position Description

2017-2018

Faculty Member:
Appointment type: 9 month

Rank: Assistant Professor
OSU FTE: 1.0

The primary responsibilities of this position lie in teaching, research, and service within the School of Chemical, Biological and Environmental Engineering. The duties of this position support the mission and goals of the School, College and University. The nominal division of effort is 50% in teaching, 40% in research, and 10% in service activities; scholarly efforts are expected as a result of assigned duties in these areas.

Teaching responsibilities include developing and teaching courses in the School's engineering curriculum; advising and mentoring students in projects and professional aspects of the field; conducting assessments of student learning and proper documentation to support ABET accreditation; participating as a member for graduate student committees; and holding office hours.

Research includes the development and leadership of a funded research program that is significant and visible. This includes: writing proposals; conducting funded and unfunded research; presenting results at professional conferences, meetings, other institutions and industry; and directing and mentoring PhD and MS students in all aspects of research and professional development. **The scholarly expectations for this position lie in the discovery of new knowledge and understanding, the integration of knowledge leading to new interpretations or applications, and the dissemination of knowledge via peer-reviewed journals and conference proceedings and when appropriate, via development of new technologies, materials, methods, or educational approaches.**

An appropriate balance of institutional and professional service is expected. Institutional service includes participation in School committees, faculty meetings and outreach activities, and participation in College and University committees. Professional service includes conference organization and program committee service for professional societies, peer review service for journals and conference proceedings, and proposal review service.

40% of these duties are expected to lead to scholarship or creative outcomes, as defined in the OSU Faculty Handbook under Criteria for Promotion and Tenure, <http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#criteria>.

Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. Cooperation with School

faculty and staff to promote achievement of College and University goals in relation to building a more inclusive and collaborative community, centered on student success, is expected. Specific workload assignments are at the discretion of the School Head.

Faculty Member

School Head

Date

Date

College of Forestry

Contact Persons: Dean Thomas Maness
Adrienne Wonhof, Special Assistant to the Dean
adrienne.wonhof@oregonstate.edu

Wonhof stated in her email: “Our recently revised P&T Guidelines:
<http://deansoffice.forestry.oregonstate.edu/sites/default/files/Admin%20Memo%203%20on%20PT%20final%20to%20post.pdf> (revised summer 2016)

Our P&T Committee included criteria for equity, inclusion & diversity throughout the document, including the sections: position description, performance expectations, instruction, research, extended education, and service.”

College of Liberal Arts

COLLEGE OF LIBERAL ARTS (CLA)---Diversity Statement

The College of Liberal Arts is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion.

We are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone.

<http://liberalarts.oregonstate.edu/diversity-statement>

CLA---General Description/Mission

The human experience: Our passion in the College of Liberal Arts lies at the intersection of art and science, science and public policy, and humanities and technology. The work our students and faculty do impacts people directly, whether it's confronting food insecurity, understanding at-risk youth, helping our society become more empathetic, or giving a voice to others through art. When they graduate, our students have the skills it takes to create healthy communities in Oregon and beyond.

<http://liberalarts.oregonstate.edu>

SCHOOL OF LANGUAGE, CULTURE, AND SOCIETY---Global Justice Theme

Faculty members in the School of Language, Culture, & Society have identified Global Justice as the School's central theme, with emphases in social and environmental justice, food insecurity and food sovereignty, and Latino/a Studies. Priorities for the School include engaged scholarship, service learning, undergraduate research, and international experience.

<http://liberalarts.oregonstate.edu/sles/about-us>

SOCIAL JUSTICE MINOR---Description

Want to deepen your understanding of your area of study with a critical social justice lens?

The Social Justice minor provides interdisciplinary academic classes in which students think critically about social justice and experiential learning activities in which students engage in the work of social justice. The program addresses local, national and international issues of social justice. A core of theory, case studies, and practice is combined with elective courses from across the College of Liberal Arts that address the following areas: histories, cultures and geographies of dominance; experiences of oppression; theories of justice; policies, institutions, and structures that promote or hinder equity; and collective action or processes of change leading to social justice.

This undergraduate program helps students put theory into action with the completion of an internship and capstone project. The competencies students gain will help them develop a critical perspective to challenge paradigms and develop tools to become informed change agents. Courses cover a range of topics including, but not limited to: race, ethnicity, gender, food, sexuality, the environment, global injustice, intersectionality, public ethics, civic engagement, human rights, and social change movements.

The Social Justice minor is a collaboration of the School of Language, Culture, and Society, the School of History, Philosophy, and Religion, and the School of Public Policy.

<http://liberalarts.oregonstate.edu/slcs/sj>

FOOD IN CULTURE AND SOCIAL JUSTICE---Description

The Food in Culture and Social Justice program at Oregon State University offers both an Undergraduate Certificate as well as a Graduate Minor.

FCSJ Learning Outcomes

1. Develop and apply critical thinking and critical writing competencies about food, culture and social justice.
2. Describe food systems in multiple perspectives including time, place, culture, and scale.
3. Analyze how socially constructed differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination in the food system.
4. Critically evaluate the role of food in the construction of identity (gender, ethnicity, religious, etc.)
5. Discuss the importance of historical competence as it pertains to changing ideas about food and the historical trajectory of certain foods
6. Demonstrate skills of observation and analysis of food using mixed methods
7. Through study and engagement with community projects and policy, articulate a vision of equity in the food system and steps to achieve this.

http://oregonstate.edu/dept/grad_school/forms.php - program

WOMEN, GENDER, & SEXUALITY STUDIES---Description

Our program relies on multi-disciplinary approaches to the study of gender and sexuality, particularly as they intersect with race, ethnicity, class, culture, religion, nation, and ability. Our program emphasizes academic excellence, the use of feminist and anti-racist pedagogies, and scholarship that contributes to social change and justice. We are committed to challenging all forms of oppression, and we center queer, transnational, and women of color feminisms in our curriculum. We encourage creative, innovative, and collaborative frameworks of study, and we work to meet the needs of a wide range of students, developing curriculum that is meaningful for students who wish to pursue careers in academia, as well as those who may be interested in community organizing, feminist nonprofit work, and/or other professional areas.

<http://liberalarts.oregonstate.edu/slcs/wgss/mission>

WORLD LANGUAGES & CULTURES---Description

World Languages and Cultures offer a range of programs at different university levels in language, cultural studies, linguistics, literature and teacher education aimed at giving students a sense of world citizenry and preparing them for careers in internationally-related fields.

Our roots are in the humanities and so our ambition is to furnish you with the necessary tools and sensitivity to function in a multicultural world. This means gaining insight into the values of other cultures as well as examining our own individual cultural perspectives.

<http://liberalarts.oregonstate.edu/slcs/world-languages-and-cultures>

Activities underway to advance social justice, equity, diversity, and inclusiveness in CLA
April 2016 w/ Minor Updates Winter 2017

College of Liberal Arts

- Has developed a formal leadership training/experience pipeline for under-represented faculty
- Host college for the ADVANCE NSF grant
- Host college for the DPD program
- Faculty are involved in shaping the Social Justice Education Foundational Curriculum
- All Position Descriptions are currently under modification to include faculty senate approved language
- The vast majority of faculty searches include a search advocate on the committee; we are quickly moving to this being a requirement;
- Extended faculty liaison relationships with EOP, the Cultural Centers, Diversity and Cultural Engagement
- Sponsorship of a wide range of diversity-relevant cultural events on campus, including most recently the Stone Award for Lifetime Literary Achievement going to the nation's most prominent African American poet, Rita Dove
- College will be the host of the newly refashioned International Degree Program major and minor, potentially housed in World Languages and Culture
- Host college of the Ethnic Studies Program
- Host college of the Women, Gender and Sexuality Major
- SPARK, a multi-college and unit collaboration celebrating the intersection of the arts and science, is hosting numerous events this year that feature scientists/artists/thinkers from diverse backgrounds

School of Writing Literature and Film

- Appointed an Internship and Outreach Coordinator for the graduate programs, who is arranging internships that will place students in internships doing such work as: (a) teaching literature and writing at Oak Creek Youth Correctional Facility; (b) working with the Office of Diversity and Cultural Engagement on workshops on "telling your story"; (c) providing literary feedback on manuscripts written by inmates at San Quentin Correctional Facility.
- Working on a similar position for the undergraduate level
- Currently arranging a search to fit the criteria of the Tenured Faculty Diversity Initiative
- Drafting an endowed post-doctoral or VAP position on underrepresented/emerging literary cultures
- Reinvented the English major survey sequences to include a new sequence in "Literature of the World," which includes sections on (a) Mesoamerican/Caribbean literatures; (b) Asian literatures; (c) European literatures; and (d) Middle Eastern literatures.
- Reinvented ENG 221: African-American Literature and ENG 260: Literature of American Minorities
- Hired an Assistant Professor in literacy studies, with a specialization in Latin@ linguistics, translation, and migrant-rights activism
- Hired an Assistant Professor in Latin@ literature
- Outreach into local and Portland schools in connection with the awarding, to poet Rita

Dove, of the Stone Prize for lifetime literary achievement

School of Language, Culture and Society

- PI's for OREGON STATE ADVANCE
- Recognition of diversity impact of entire WGSS and ES curricula
- Faculty participation on key university committees leading diversity efforts (e.g. Leadership Council for Diversity and Inclusion, committee to develop faculty and staff training around social justice and diversity, DPD advisory board, etc.)
- the Queer Archives co-founded and co-directed by Bradley Boovy
- PHD in WGSS starting this fall
- International Film Festival
- Queer Film Festival
- travel seminars (women in resistance in Guatemala, queer studies in Greece seminar, feminist London, spiritual pilgrimages in Spain, Chile, Costa Rica, Puerto Rico.)
- medical work with refugees in Iraq by Mehra Shirazi
- *Feminist Formations* (one of the top journals in WGSS) moved to OSU this fall (2016)
- our new WGSS hire, H Rakes specializing in women of color feminisms, queer of color critiques, trans studies, and disability studies
- Social Justice Studies minor
- arts and social justice initiative (including collaboration with the arts and social justice living learning community)
- DPD and Cultural Diversity classes
- faculty participation in multiple national and international conferences addressing social justice and diversity
- faculty publications, emphasizing diversity and social justice
- The entering CSSA cohort begins their experience with a social justice retreat.
- consulting work outside OSU on social justice issues by a number of faculty
- community participatory work with Somali refugees in Portland led by Mehra Shirazi
- Creation of new WLC BA focused on social justice applications of language and culture study
- All CSSA students have a required Multicultural Issues course
- Spanish for Native/Heritage speakers program to support the needs of Spanish-speaking students
- Creation of WLC engaged learning experiences (field trips, projects, etc.) that bring OSU students in contact with diverse communities throughout the state (fotografía crítica project, visits to Mt Angel and the Portland Mercado, etc.)
- Little Gallery exhibits that highlight the art of diverse cultures
- Representation on advisory boards of the Pride Center, Centro Cultural César Chávez, and DPD program
- Social Justice Tour of Corvallis developed and led by Natchee Barnd

School of History, Philosophy and Religion

- Support of Promise interns
- Anarres Project for Alternative Futures organized by Joseph Orosco and Tony Vogt
- Citizenship and Crisis Initiative directed by Chris Nichols
- Holocaust Memorial Week organized by Paul Kopperman

- Hundere Endowment in Religion and Culture, including sponsorship of recent visit by Larycia Hawkins, controversial terminated faculty member from Wheaton College for wearing a hijab, who spoke on Muslim/Christian relations
- OSU Disability Network organized by Stephanie Jenkins
- Phronesis Lab organized by Shari Clough
- Spring Creek Project directed by Charles Goodrich
- Program for Ethics, Society, and the Environment

School of Arts and Communication

- Added Art 406 Community Arts course to teach community engagement to art students who connected with Tillamook High School art classes for a project, and included two bus trips for SAC art students to work with students there and one bus trip for the high school students to visit OSU. They work a different Oregon community each time it is taught. This was highlighted on the cover of the Spring 2016 Outreach & Engagement newsletter.
- Theatre hosted a reading of “La Gringa,” the longest running off-Broadway Spanish Language play, Milagro Theatre’s bilingual play by Olga Sanches, “Broken Promises,” as part of the Latin@ Theatre Project.
- SAC co-hosts with Spring Creek Project the premiere of “Heart of a Forest,” by artist Paul D. Miller, aka DJ Spooky. The piece was performed by SAC’s Wind Ensemble in Spring 2016.
- Fairbanks Art Gallery presents diverse art exhibitions recently including “Contemporary Japanese Prints” and artist Nigel Poor’s “The San Quentin Prison Report Archive Project: A collaboration between the arts and men from San Quentin Prison.”
- Music a la Carte hosts diverse performances each Friday at noon that are free and open to the public.
- SAC’s JumpstART precollege art program offers scholarships to underrepresented and disadvantaged students.
- This Spring (2017) the SAC & CLA will be partnering with the cultural centers and philanthropist Jordan Schnitzer to curate shows at each center that celebrate significant artists and works from the cultures each represents

School of Public Policy

- Actively pursued and hired through TFDI initiative. New faculty have expertise in social class, minority, and first generation experiences in higher education.
- Actively pursue and matriculate international and diverse graduate student body, including McNair scholars, USAID and Fulbright scholars.
- Develop and deliver multiple DPD courses in all three undergraduate programs including (but not limited to) the Economics of Discrimination, Gender and Race in Political Thought, and Social Inequality.
- Graduate program outcomes include, “A commitment to both domestic and international diversity, which will allow our students to navigate an increasingly interconnected world, work with stakeholders from various backgrounds, and address policy fields that are relevant to a variety of different populations.”
- Mandatory diversity training for all Masters in Public Policy and PhD in Public Policy students.
- Organization and support of Annual Social Justice Conference as part of the Holocaust

Memorial Week (in cooperation with SHPR).

- Panel discussion on confronting stereotypes about Islam organized by MPP students and MPP advisor.
- Faculty member serves on the American Economic Association's Committee on the Status of Women in the Economics Profession, the goal is to identify effective methods for increasing female participation in the discipline.
- Faculty member has a USDA grant (2013-17) that involves student diversity internships and summer field schools with Tuskegee University (Historically Black) and University of Alaska-Fairbanks (minority serving institution).
- Created ECON 480/580 (Labor Economics and Social Policy), which includes topics on discrimination, education, health, and other topics related to social justice, equity, and diversity.
- Sociology advisor asked to talk with advising professionals about working with gender variant students and supporting student athletes who are often students of color from low socioeconomic backgrounds.
- Helped with creation of first-generation student network, including creation of story database. Created and promoted faculty and student panels related to first generation experiences.
- Sociology faculty research on success of first generation and minority college students.
- Oregon Policy Analysis Lab (OPAL) projects related to best practices for serving the homeless LGBTQ+ community in Corvallis, and Corvallis School District issues related to procedural justice and cultural bias.
- Develop and promote international experiences for students including Cuba, Canada, and London.
- Teaching/outreach in state and federal prisons, including collaborative writing and civic engagement projects.
- Gentrification and social justice tours of Portland, soon to be a Continuing Legal Education (CLE) course co-sponsored with Portland Business Alliance.

School of Psychological Sciences

- Majority of curriculum involves at some level issues of diversity, prejudice, human differences, or related topics.
- Contemplative Studies Initiative
- Unique classes on weight bias & disability studies
- Internship program working with a variety of regional agencies, including locations focused on troubled/disadvantaged youth.
- Piloted use of personalized/adapted learning in an effort to boost student achievement in Intro Psych
- Arranged with the publisher of Intro Psych textbooks to provide books free of charge to Pell-grant eligible students
- Faculty involved in the Search Advocate program, DPD, Provost Council on Equity & Inclusion, OSU Disability Network, etc.
- Faculty collaborate with CAPS to identify trends in student mental health

College of Pharmacy

Guidelines added in 2015 by the university to the faculty handbook and promotion and tenure guidelines provide the basis for inclusions in both position descriptions for new positions and promotion and tenure guidelines. As stated in the guidelines:

“Stipulated contributions to equity, inclusion, and diversity should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. Outputs and impacts of these faculty members’ efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.”

There is some confusion as to what constitutes contributions to equity, inclusion, and diversity. Some language notes that a ‘demonstrated’ commitment to these values is expected, but current guidelines do not provide adequate guidance in detailing specifically what satisfies this expectation. Additional changes at the College level await clarification from Faculty Senate or the University administration.

Pending clarification, and the extent or manner in which individuals are expected to ‘demonstrate’ these values; additional questions that will hopefully be addressed by the university, include:

- Should new expectations or activities defined to meet these values be part of promotion and tenure discussions for individuals hired prior to the creation of more specific language clarifying what constitutes ‘demonstration’.
- Should there continue to be a differentiation by type of appointment as to what constitutes ‘demonstrated’ commitment. (e.g. Does a new postdoctoral student or faculty member with a research appointment have a different level of expectation in ‘demonstrating’ a commitment to these values, than a traditional tenure track faculty member or administrator.)

College of Public Health and Human Sciences

Contact Person: Katherine MacTavish, kate.mactavish@oregonstate.edu

Appendix D: SOBE EID Document

College of Science

The College has recently hired two senior Hispanic faculty members (Juan Restrepo- math, and Javier Rojo-stat) as TFDI hires, which carries expectation for diversity-enhancing activities. Other recent hires have included Afua Nyarko in BB (African origin), Filipe Barrato in IB (Portuguese), and several department heads are female, indicating a commitment to diverse membership of the COS. Search advocates are required on all search committees.

COS has asked all of the dept heads to include the Faculty Senate's statement about diversity, equity and inclusion on all PDs. The dean has shared with Dept heads a document developed by the ADVANCE group for diversity activities that give examples of metrics for diversity goals in research, teaching and service that can be part of PDs.

Different departments are probably at different stages of implementation. In Microbiology (CAS and COS), a Diversity Committee was established 2-3 years ago to discuss and raise awareness around diversity and equity. New faculty PDs include specific suggestions for diversity activities and the statement that these are considered core, not additional and voluntary aspects of the position: " These responsibilities should be incorporated within your regular teaching, research, and service responsibilities, and are not expected to increase your work load."

College of Veterinary Medicine

The College has had a statement about commitment to diversity in every position description for many years. The latest statement provided for inclusion in the position description by HR is as follows:

For leadership positions, a demonstrable commitment to promoting and enhancing diversity is a required qualification. For all other positions, it is a preferred qualification.

Questions regarding the candidate's commitment to diversity are also included in every candidate interview.

With respect to P and T, faculty are told that part of their evaluation for P and T will be based on demonstrating a commitment to diversity. Specific content has not been specified, but both departments specifically ask that the commitment to diversity be addressed in the written statement of faculty that wish to be considered for promotion.

Any guidelines that would provide more specific direction have been on hold pending discussions that may evolve from the Faculty Senate.