Minutes

The Faculty Senate met on May 3rd 2022, in the Sunset Meeting Room of the College Union (Klamath Falls campus) and via Zoom for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

President Terri Torres called the meeting to order at 6:00pm. All Senators or alternates were present except for Mike Gilinsky.

Approval of Minutes

The minutes for the April 5th 2022 Faculty Senate meeting were approved with no changes.

Note: Before the Reports of the Officers portion of the meeting, Yuehai Yang moved that we move Open Floor to the end of the agenda, to follow after all reports are made. This motion was seconded and passed by vote.

Reports of the Officers
Report of the President – Terri Torres

- Terri began her report by thanking Addie Clark for the cookies, and wishing her luck at her new university.
- She then reported that she met with Dr. Mott about charges for the mid-level committees, and Dr. Mott said that there will be no charges for the committees this year because we are already so late into the year at this point. Charges will be ready for the fall, and the goal is to have Senate and the Provost collaborate on charges for both school committees and Senate committees.
- President's Council met on April 14th. Terri presented the NTT promotion policy, and it was tabled until the next meeting on May 19th.
- Terri reported that the "We Can Work It Out" between faculty and administration was a success.
  - There are plans for a year-end barbeque, planning jointly between the administration and Senate.
  - The feedback that resulted from the previous two faculty get-togethers was included in the April packet (and is included here on **pages 14-24** for your reference). Terri asked that Senators review this input and see if it's an accurate representation of the current climate on campus.
    - She also said that the barbeque event will include the Provost and Deans response to this provided input.
- Terri has not met with President Naganathan, and neither has any other member of SenEx.
- Terri also attended one of the two Board meetings that have occurred since last month's Senate meeting.
  - At that meeting, she reported on the get-together events, the lack of charges for committees, and the continued lack of an NTT promotion policy. She also petitioned the Board to set aside time to listen to student, staff, and faculty input.
- Preliminary results of the climate survey have been provided (they are included as **pages 25-30** of this packet for your reference). Terri said that the final results will be presented at the June Board meeting.
- There was an emergency Board meeting on Sunday. During this meeting, Casagrande Consulting was hired to evaluate President Naganathan, as it is his fifth year serving as Oregon Tech's President. Overall, Casagrande plans to interview twenty community members, including one faculty member.
- Terri suggested a number of Convocation sessions to the Provost: one on promotion and tenure, one on Simple Syllabus, and making time for faculty.
- Terri read a note from Carrie Dickson, who apologized for having Canvas shells close early by default at the end of last term. She says that all users will have nine days after the end of the term to access the shells going forward.

- Terri also spoke to clarify how Senators are able to modify the meeting agenda when necessary, to clear up any confusion resulting from the end of the April meeting. The main points are:
    o The Senate President presides over and has ultimately authority over the arrangement of every Senate meeting.
    o Open Floor items can be brought up outside of the Open Floor period with a motion and a two-thirds vote in favor from Senators. Other changes to the agenda can be made in the same way.
- Questions?
    o Vanessa Bennett asked when the last time that Terri met with Dr. Naganathan was.
        ▪ Terri wasn't certain, but guessed that it was during winter term. She said that meeting frequency with the President used to be monthly, but is not any longer.
- End of report.

Report of the Vice President – Lindy Stewart

- Lindy started by apologizing for missing the April Senate meeting due to being stuck in traffic.
- She was not able to attend the most recent Academic Council meeting, but is reporting based on recollections she gathered from others.
    o New Wings was discussed. It will be in person, and there will be three events during the summer: one each in June, July, and August.
        ▪ During these events, students will be provided with a schedule for their first term by the Registrar's Office. These schedules will be reviewed by the Advising Office and the appropriate department chairs. It is hoped that faculty advisors will also attend the events to represent their departments to their students.
    o The first Idea Fest was also discussed. Kyle Chapman spoke in particular about the faculty-led portion of the event, which will be held on Thursday, May 19th.
        ▪ The live project symposium is also back this year, as part of Idea Fest. It will be held on Wednesday, May 18th on the Portland-Metro campus and on Friday, May 20th on the Klamath Falls campus.
    o Lindy also brought up elections. She is looking for nominations, and encouraged Senators to spread the word as well as to consider nominating themselves (if their current term is up) or others directly. There are five openings under HAS, three under ETM, one under the Library, and one At-Large position.
        ▪ Nominations are due by May 9th, then Lindy will confirm nominations with any nominees by May 11th, and candidate statements will be due by May 13th, which gives a week for elections before the results can be made available on May 20th.
            • Terri asked how Senators can find out if their term is expiring at the end of this year. Lindy said that she will directly contact any Senators whose terms are ending at the end of this year.

Report of the ASOIT Delegates – Brie Landis and Jack Zoucha

- Brie's report was based on a slideshow that has been included in this packet for your reference on **pages 31-35**. Any relevant questions/discussion will be recorded below.
- Brie said that they are looking for any Senator input on the revisions ASOIT is proposing to the Board's guidelines on shared governance.
    o These revisions were originally meant to be included in the April Senate packet, but I mistakenly left them out. They were emailed out to Senators on Monday before this meeting, but this was under-standably not enough time for all Senators to get a chance to look over the documents before Tuesday night. There was no discussion, but the most recent version of this document has been provided

as part of this packet, on **pages 36-43 (annotated copy) and 44-50 (clean copy)**. Please contact Brie if you have any comments or input on these proposed changes.

- ▪ Brie said that they would wait to get input until the next Senate meeting in June.

- Jack thanked everyone for working together to solve the Canvas access issue (mentioned earlier in Terri's report).
- Jack also used a set of slides for his report, which have been included in this packet for your reference on **pages 51-54**. Any relevant questions/discussion will be recorded below.
- Questions?
  - o Terri asked Jack what he meant by "problem is graduation retention, not enrollment."
    - ▪ Jack explained that according to a HECC member he spoke with, we focus overly much on enrollment, when much of our state funding comes from graduation and retention.
  - o Terri asked Jack what he meant by "Left out 'we get 50% MORE MONEY for underrepresented students."
    - ▪ Jack explained that we get more money when we graduate Pell-Grant-eligible minority and rural students. We are second-lowest in the state when it comes to graduating these categories of students, so we could step up this effort and bring in more money (and benefit to the community).
  - o CJ Riley asked if Jack has any suggestions going forward for the TRC process.
    - ▪ Jack recommended that in the future the TRC not go to students until they have a firm and clear initial recommendation. He would like to see the TRC make a recommendation, that recommendation be brought to students, and only then have the final proposal be taken to President Naganathan.
    - ▪ Brie spoke up to suggest that the TRC process begin in the fall term, not the spring term. They said that many other schools take much longer to complete their TRC process than we do, so this would not be outside of the norm, necessarily.
  - o Lindy asked if there were student representatives on the TRC.
    - ▪ Jack answered that the TRC has an ASOIT rep from each school (campus?), and one underrepresented student from each school. Either four or five student representatives total.
      - • Lindy asked how many total members are on the committee, and Jack deferred to Justin Echternacht, who said there are either ten or twelve members. Brie then checked online and reported that there are fifteen members of the committee, four of which are students.
  - o Lindy thanked Jack for his report and spoke to express that administration and faculty are both invested in retaining and graduating students.
    - ▪ Jack expressed that his primary concern is the Board's focus on enrollment only.
  - o Sean Sloan asked if Jack thought that comparing our costs to the costs of other universities around the state might help students better understand the tuition proposals being discussed.
    - ▪ Jack agreed, and explained that the 37% differential tuition can be frustrating for some students because "There's no guarantee that that 37% is going to be spent on my program."
  - o Dr. Mott spoke to clarify the composition of the TRC: there are seven students, and six non-students.
  - o Jack spoke to express hope that the TRC process can be both more transparent and more effective in the future.
  - o Kyle Chapman asked what HECC forum Brie and Jack were going to be speaking in front of later in May.
    - ▪ Jack explained that any university proposing a greater-than-5% tuition increase has to go in front of HECC to explain their reasoning, and he and Brie are going to be part of that process.

- o Cristina Negoita asked Jack if there is any increase in tuition *or* state support due to us being designated as a polytechnic institute.
  - ▪ Jack said no.
  - ▪ He also explained that we already get 40% more money per student than other universities, which is a point of frustration for those other universities.
    - • Cristina pointed out that Oregon Tech is unique in the size (and cost) of its medical programs, which might account for some of this extra state funding.
      - o Jack said that the state funding – via what's called "mission dollars" already accounts for these costs.
  - o Christopher Syrnyk asked if Oregon Tech has ever considered offering students a "locked-in" tuition rate like other universities offer.
- • End of report.

Reports of the Standing Committees
Faculty Rank Promotion & Tenure (Yuehai Yang)

- • RPT met again last week to continue revising the Faculty Evaluation Policy to address their charge regarding the FOP/APE evaluation timeline. He asked that Senators provide any feedback or input they have within the next two weeks so that RPT is able to present a "final" draft of these changes at the June Senate meeting.
  - o Iris said that the librarians have a different timeline, but have not been charged with revising their APE/FOP timeline. She said that the librarians have already been working on revisions, and she hopes to work with RPT in the future to make sure that these changes are acceptable.
    - ▪ Terri said that this could be made a charge in the fall so that both groups can have timelines that are copacetic with one another.
- • Questions?
  - o Cecily Heiner asked when the new timeline would take effect.
    - ▪ Yuehai said it would likely take effect in fall of 2023.
      - • It was pointed out that this will make things confusing briefly as we switch from one timeline to another, but that ultimately RPT's changes should make the process more straightforward.
  - o Kyle asked why the combined APE/FOP meeting time was suggested to be fall term instead of spring term.
    - ▪ Yuehai said the decision was made so that the documents covered the entire academic year: if the timeline started in spring, it would include the summer, which is part of the previous academic year. Starting in fall allows us to start at the beginning of the academic year.
      - • Kyle pointed out that the suggested changes don't address the problem that we currently fill out our FOPs for the fall going forward when we're already partway through the fall term.
        - o Yuehai said that the plan would be to take care of these two documents during Convocation, not to wait until classes have already started.
          - ▪ Kyle pointed out that our classes for fall are already set well before Convocation.
  - o Addie Clark pointed out that if both documents are moved to the fall, anyone who leaves the university at the end of an academic year will not have their final APE evaluation on file.
    - ▪ Ashton Greer pointed out a similar issue: new hires waiting until spring term to fill out their first FOP doesn't make a lot of sense. Having them fill one out as soon as they arrive in the fall would line up better.

- o Terri spoke up in favor of having the FOP/APE process happen in the spring as well. In her opinion, this would allow for better planning and communication, in particular around workload.
- o Terri also encouraged all Senators to contact Yuehai, Iris, or Sean with input and/or feedback within the next two weeks.
- o Sean spoke up to further explain the committee's reasoning: one of the big reasons was to support new faculty, who are almost always starting in the fall. This gives them their first FOP meeting immediately rather than asking them to wait until later in the year. Delibrations with faculty are expected (under these new revisions) to be done by week four of fall term, which would allow for planning for the rest of the year.
- o Maureen Sevigny pointed out that often Deans and the Provost are "rather slow" at getting APEs back to faculty as the process works now, and this often means that faculty going up for promotion and/or tenure don't have their final APE when constructing their portfolio. She asked if we can ensure that the move to a fall deadline for the FOP/APE process will fix this problem rather than exacerbating it.
- o There was no answer provided to Maureen's question, but Andria Fultz spoke up to support Kyle's concern about planning instructional workload in fall as a twelve-month faculty.
- o Bobbi Kowash expressed support for the fact that the proposed changes create a closer relationship between the FOP and the APE.
- o Kyle asked if part of the charge to RPT was to consider whether the FOP timeline needed to be changed (since RPT's proposal does not actually change this).
    - ▪ Terri said that this *is* part of the language of the charge, but there is also an understanding that the charge should lead to the FOP and APE happening at the same time (whether in spring or fall).
- o Vanessa also asked about the possibility that having both documents due in spring would better help us plan for the next year.
- o Dr. Mott clarified that for twelve-month faculty, the first term of the academic year *is* the summer term.
    - ▪ She also said that Academic Affairs would like to talk to RPT about their recommendations, and that we could "do something different" with new faculty in the fall if that's a concern; they can't necessarily meaningfully fill out a FOP at the beginning of their first year anyway.
- o Sean pointed out that one issue with having the document due in spring is that the final evaluations for the year would not be finished in time to be included in the evaluation.
- o Randall Paul and others spoke to the level of exhaustion faculty usually experience in spring, and how he prefers the idea of doing the FOP/APE in the fall because we would all be more energetic and more able to engage meaningfully with the process.
- o Kyle also pointed out that the APE forms are the basis of how merit is calculated, a decision that will affect faculty salaries for (at least) the next four years. Pushing this calculation back to fall would mean that any raises tied to merit could *not* begin in the fall.
    - ▪ Others pointed out that it would be possible to have those raises start at the beginning of the calendar year, which would coincide with the beginning of winter term.
- o Terri again encouraged RPT to meet with the Deans and the Provost and said we would go from there at next month's meeting.
- End of report.

Academic Standards (Laurie Yates)

- Laurie began by reporting on the progress Academic Standards has made on the charge regarding automatic waitlisting of students during registration.

- o The committee's proposal is that automatic waitlisting will be handled through the Registrar's Office. The waitlist will kick in when there is an opening in the class: the student will be notified of the opening by the Registrar and the student can then accept (or not) registration into the class. If the student does not respond to the notification with twenty-four hours, the opening will be made available to the next eligible student, and so on.
  - o Wendy Ivie has also prepared an exceptions form so that the waitlist process can be overridden in exceptional circumstances.
  - o The committee decided not to limit the amount of sections/classes students can sign up for: Laurie acknowledged that some students may be using this ability to "game" the system, but said that the way to fix this issue is to fix the underlying problems with the system rather than to limit students' ability to register for courses.
  - o Academic Council and various department chairs suggested that students should be able to weigh in on the twenty-four hour timeframe: should it be twenty-four or forty-eight hours? Laurie will not be putting this policy up for a vote tonight, because that student input is still being gathered.
    - ▪ Laurie requested input from the Senate on this question, as well as from Brie and Jack in particular.
- The other charge that Academic Standards has been working on has been the one regarding the academic calendar. Laurie said that the committee is getting close to a recommendation.
- Laurie again requested some feedback on the question of whether waitlist openings should automatically have a twenty-four or forty-eight hour response timeframe.
  - o Terri requested that Brie in particular speak to this issue.
    - ▪ Brie said that they don't have a strong opinion based on their own experience; they did say, however, that forty-eight hours might be more fair generally for students facing competition to get into certain classes who might not necessarily always be glued to their phones.
  - o Terri also asked Jack for his input.
    - ▪ Jack said that he thought twenty-four hours was plenty of time. He pointed out that a forty-eight hour limit could end up with students further down the waitlist having to wait many days for their turn.
  - o Terri asked Laurie how the committee is hoping to collect input from the students.
    - ▪ Laurie said that this suggestion didn't come from the committee, but from Academic Council and department chairs, so she isn't sure how it should or will be addressed. She said that they had planned originally to call for a vote on the policy during this meeting, and that that draft of the policy would have specified a twenty-four hour deadline.
  - o Randall asked what the purpose of waitlist exceptions is.
    - ▪ Laurie said that the intent of the exceptions is to allow extra students into the class outside of the waitlisting process. She suggested that this would work similarly to a capacity override.
      - • Bobbi explained that she understood the purpose of the exception to be for students who "have to" (for impending graduation or other reasons) be in the class, so that they can skip the waitlist.
        - o Andria Fultz spoke to support this interpretation of the exception form.
  - o Maureen spoke to suggest that our online students also be consulted about the timeframe issue. She said the online students only log on during the weekend, and therefore wouldn't notice a twenty-four-hour notification in time. She also suggested that the waitlist simply be automatic: when there's an opening, the student at the top of the list gets put into the class without needing their confirmation.
    - ▪ Laurie responded that we need the student's confirmation that they want to be added to the class because when they accept that enrollment request, they are also committing to pay for

the class. She also clarified that students will get the enrollment notification at their Oregon Tech email address.

- Maureen reiterated that online students do not check this email address except on the weekends.

o Kelly Sullivan also expressed concern for students who are waiting over the summer to get into classes in the fall: they may not be checking their email regularly throughout the summer and might miss a notification. She suggested that maybe there could be priority periods throughout the summer when students could know to check their accounts.

- Dibyajyoti Deb suggested that the notification could be a phone call or a text rather than an email message.
- Addie asked if it is really unreasonable to expect a student who is waiting to get into a class to check their email regularly. A number of Senators voiced support for this point of view.
- Jack said he understood Kelly's concern about students checking email over the summer. He also asked where it is written (if it is) that online students get priority registration. He thought this could be explained more clearly. Lastly, he pointed out registration starts next week, and suggested as a result that academic advisors would be a great point for polling students on the timeframe question.

- Terri encouraged the Academic Standards committee to bring the policy for a vote during the June Senate meeting after considering the input provided tonight. Email Laurie Yates if you have any further input!

Faculty Senate DEI (Franny Howes)

- Terri spoke on behalf of Franny, who did not have a working mic or camera.
  ◦ Terri said that the DEI committee has not met.

Reports of Special or Ad Hoc Committee

- Currently, there are no Special or Ad Hoc committees.

Unfinished Business
Terri Torres

- Terri shared that SenEx has spent a significant amount of time this year working on a policy on committees (as it was charged by the larger Senate to do earlier in the year). However, this work has not yet been completed due to unforeseen complications. More conversation with the Provost and the Deans is needed. As a result, Terri said that an ad hoc committee will be formed in the fall to work further on this policy as well as (potentially) a revision of the Senate's bylaws.

New Business
Vanessa Bennett

- Vanessa conducted the voting for this year's Emeritus candidates by introducing each candidate individually and then conducting the anonymous vote.

CJ Riley

- CJ began his item by drawing attention to the CCT memo included in the May packet (also included here on **pages 55-58** for your reference). This memo was created to share information about the importance and efficacy of CCT's programming in the wake of some of that programming (seemingly) being cancelled for next year.
- CJ requested that Jesse Kinder speak to the current state of CCT's programming, after numerous conversations between SenEx, CCT, and Oregon Tech's senior administration.
  - Jesse announced three things:
    - The Faculty Achievement Award and the Excellence in Teaching Award are separate things. Currently, the hope is that CCT will still be able to award the Excellence in Teaching Award by the end of this term.
    - Dina Battaglia is working on scheduling a half-day Excellence in Teaching Conference in addition to an evening poster session during Convocation.
    - The five-day Teaching Workshop will also be happening in the fall, with Dr. Battaglia as a participant.
  - Jesse also reiterated that these events being cancelled was previously openly discussed during a CCT meeting, so that information was not a rumor "being spread maliciously." He only learned earlier today that these parts of CCT's program would, in fact, go forward as usual.
  - Terri asked Dawn Taylor if she wanted to add anything to Jesse's summarization.
    - Dawn said that she hopes that CCT will be more involved in high-level conversations and decision-making. She said that CCT being faculty-led is part of what makes it work, and she hopes that this stays a strength in the future.
  - Jesse also spoke to his frustration that information about CCT programming was being sent from the Provost to SenEx without having CCT itself be part of that communication loop.
- CJ asked if Jesse had any new information regarding New Faculty training.
  - Jesse said that all he knows is from a memo that was sent to Terri, and he is unsure what CCT's role will be in that, if any.
- Deb asked what the plan for the future is beyond the coming Convocation: will CCT continue to serve the role it always has, or will this be renegotiated annually?
  - Jesse did not have an answer to this question, and CJ suggested that perhaps Dr. Mott or Dr. Battaglia could address the question.
    - Dina spoke to applaud Dawn and Jesse's leadership of CCT. To the question Deb asked, she said that it will continue to be considered as she and CCT meet regularly in the future.
      - CJ asked if this was spoken support for continuing the faculty-led nature of CCT.
        - Dina said we will continue moving forward with "the model that's been working well this year."
          - CJ pointed out that, in some ways at least, the current model *hasn't* been working, and the concern is that continuing with business as usual will lead to more, similar issues.
            - Dina reiterated that Jesse and Dawn are doing a good job of improving communication and keeping CCT operating and that she expects that to continue into the future.
- Laurie spoke as a new member of CCT to the lack of momentum the group has had this year, and asked what current or future model might help alleviate this issue going forward.
  - Dina asked in return what CCT is not doing in the future that it has done in the past.
    - Laurie reiterated that she is new to CCT, and so can't speak to some of the recent issues from experience, but stated that there was some doubt for a long time regarding whether or

- not CCT would be involved with Convocation as they have been in the past. She said that it feels like there's a different decision-making model now, and a lack of independence compared to how things had been previously.
    - Dina said that the new CCT model has introduced "new communication streams." Now, there is a CCT leadership team, and those members meet before each full CCT meeting to determine the agenda for and course of that larger meeting. This change has introduced some communication challenges, but she believes these will become less with time.
- Bobbi spoke to faculty coming to her with concerns that CCT will lose the ability to drive "colleague to colleague" brainstorming and collaboration in the future. She spoke to the importance of this kind of collaboration and support to her own professional and pedagogical development.
    - Dina said that she has been in conversation with Dawn and Jesse about how to preserve this exact quality of the committee. She cited the Teaching Circle events as one example. Dina also pointed out that at least one CCT newsletter contained a request for ideas from faculty for faculty-led workshops.
- Lindy spoke in appreciation for Dina's willingness to answer questions and to continue to collaborate with CCT leadership. She also expressed a concern, though, for the fact that these communication and programming issues are only being resolved now, at the end of the year, as opposed to earlier in the year. In particular, Lindy suggested that it would have been helpful to know earlier on in the year that there was going to be a new model or new approach to how CCT works. She pointed out that, previously, CCT itself made the kinds of decisions that the leadership team now makes *for* the committee, and that this is a large change to adjust to, especially without knowing ahead of time that it was coming. Overall, Lindy would have liked to have seen more transparency from the beginning.
- Jesse spoke again to say that he believes the new model can work, but currently there are still times when faculty haven't been involved in decision-making when they should be. He hopes to be able to maintain and support the "faculty-led" portion of CCT's charter better in the future than has perhaps been done this year.
- Addie Clark spoke at length to the value of CCT's programming (and, more specifically, the OTET Workshop) and the impact it has had on her career. She argued for preserving the OTET Workshop as it currently operates. Addie provided me with her own summary, which I've pasted below:
    - Addie Clark spoke to the importance of the OTET Workshop. Her points included:
        - Was part of the inaugural class in 2016
        - Came from a teaching background, but saw an opportunity to learn even more than I already knew…turned out to be so much more
        - How often do you get to see how people in your department teach let alone from other departments teach? And see MASTER teachers to get ideas of rapport and engagement and other strategies.
        - Every year, I looked forward to being invited to participate in some way again.
        - Every year, I planned summer vacations around being able to return as a guest presenter or mentor
        - Every year I participated, I still learned something and became a better educator
        - I would encourage everyone to reconsider cutting one of the few things on this campus that no one objects to and we have quantitative proof makes faculty BETTER at their jobs.
- Cecily confirmed that CCT has reached out throughout the year to faculty with an offer to help organizing faculty-led workshops.
- Yuehai spoke to support Addie's comments. He also emphasized the social value of the OTET Workshop and Conference: he stated that he met many faculty and administrators for the first time when he attended the Workshop and Conference during his first year at Oregon Tech.
- Terri reiterated the overall point that faculty value the OTET Workshop and Conference. She also asked if CCT is in charge of New Faculty Training.

○ Dr. Mott responded to say that New Faculty Training is currently a work in progress. Drs. Battaglia and McCreary will be collaborating with faculty to plan it for the fall.

Report of the Provost – Dr. Joanna Mott

- Dr. Mott reported that adjunct pay will be increased by 5%, and summer pay will be raised to $30/hr. (with chairs at $32/hr.).
- Creativity Grants will be reviewed shortly. Dean Keyser will be leading this effort.
- Dr. Mott announced a few new hires as well:
  ○ Josephine Ness will be the new Director of Admissions.
  ○ Nate Bickford has accepted the position of being an external chair for the Natural Sciences department.
  ○ Christopher Syrnyk will be moving into the position of Executive Director of Honors and Distinguished Scholarships.
- The plan for committee charges is to have them ready by the beginning of fall term so committees can get started on their work early next year.
- Work continues on the Academic Master Plan. Dean Peterson, who is the chair of the steering committee, hopes to present a draft of the plan at the June meeting of Senate.
- Dr. Mott thanked everyone who participated in the "We Can Work It Out" meeting for a constructive get-together.
- The CEET opening ceremony and the Foundation barbeque will be happening on June 1st (Dr. Mott wasn't entirely sure about the barbeque date).
- Questions?
  ○ Vanessa asked about the $2.5M that was marked for rural health initiatives.
    ▪ Dr. Mott said that this money will likely be allocated during the next fiscal year. Determining how it will be allocated is "still a work in progress."
    ▪ Vanessa followed up to ask if there is a deadline attached to spending that money, and Dr. Mott replied that while it was allocated for the current biennium, it doesn't all have to be spent over those two years.
- End of report.

Report of the President's Council Delegate – Terri Torres

- Terri already discussed this during his President's Report, so no new information here.

Report of the Inter-institutional Faculty Senate (IFS) Representative – Maureen Sevigny

- Maureen reported that IFS has not yet met this quarter, but will be meeting in a few weeks.
- Maureen asked Randall and Christopher about the progress their committees are making in responding to the common course numbering initiative.
  ○ Randall said that currently his committee is considering a class that is rarely if ever taught at Oregon Tech (MATH 105).
    ▪ He said that soon the committee will be considering a much more significant course to Oregon Tech: MATH 111.
      - One concern that needs to be addressed is whether MATH 111 will remain a four-credit course or become a five-credit one. Randall's hope is that it remains at four credits.
  ○ Christopher said that we're in a pretty good position right now when it comes to writing courses. We've already converted many writing classes to four credits, and are in alignment with the state, which helps with transfer. Overall, he believes that we should have no problem meeting the requirements.

- ▪ Maureen asked to clarify if the deadline for these changes is catalog year '23-'24, and Randall and Christopher agreed.
- ▪ Sean asked how a student who has taken a three-credit writing class resolves the discrepancy now that those classes are four-credit classes.
  - • Christopher said that this would likely be resolved at the department chair level. He pointed out that nearly all of Oregon's colleges and universities have now adopted the four-credit standard, so this type of issue will become more and more of an outlier before disappearing entirely over time.
- • End of report.

Report of the Fiscal Operations Advisory Council (FOAC) Representative – Lindy Stewart

- • Lindy reported that FOAC has not met since our last meeting.

Report of the Administrative Council Delegate – Kelly Sullivan

- • Terri introduced Kelly as the new Administrative Council delegate.
- • Kelly introduced herself as an academic advisor on the Portland-Metro campus. She has very recently joined the Admin Council group, and will be providing updates to Senate in the future.

Open Floor

CJ Riley

- • CJ brought up his constituents' concerns about the recent late schedule release, and, in particular, course caps being raised late in the process. He asked if there could be more communication about how and why these changes were made.
  - o Dr. Mott spoke to say that we should be mindful of the CBA when discussing these issues.
    - ▪ Lindy followed up to point out that the CBA states that course modality and capacity is determined by department chairs, and then approved by the Deans and Provost. She pointed out that recently, some of these changes seem to have be made by the Deans without consultation with department chairs and/or affected faculty: is this a new process?
      - • Andria spoke to clarify that the Deans *do* have ultimate authority over course capacities according to the CBA.
      - • Dan said that if any changes are made to your course caps without your consultation, you should contact your Dean. After a question from Kyle, he clarified that you should contact your chair first, and then your Dean if there is no resolution.
        - o Lindy asked how the capacity of courses is being determined at the Dean level.
          - ▪ Dan said that one large driver of this decision is classroom size. Another is "perceived pedagogy." He also said that most classes have not had their caps adjusted in this way.
            - • Maureen spoke to disagree and to say that this issue has been widespread in her department.
              - o Dan thanked Maureen for bringing this to his attention.

- ▪ Randall asked what the motivation for making these changes this term (when we haven't in the past) was.
  - Dan replied that the changes were driven by the shortage of courses available for students, and if conversations about this with certain departments haven't yet happened, they will soon.
- ▪ CJ asked why this action was so sudden rather than being introduced more gradually.
  - Dan said that in retrospect, this could have been done more transparently.
- CJ also brought up COVID grants. Are the COVID grants going to be granted?
  - o Dr. Mott said she only knows of one outstanding grant, but said if there are others to let her know.

Kyle Chapman

- Kyle reminded everyone that faculty sessions for this year's Idea Fest will start at 2pm on Thursday, May 19th. The sessions will run simultaneously between the Klamath Falls and Portland-Metro until the evening reception, which will take place separately on each campus.
- The University Research Committee has also been working on a Workload Reallocation Form, which will allow faculty request a reallocation of some of their workload from instructional workload to research/development workload. This form will be available soon.
- Faculty will be getting an email soon regarding a survey about childcare, which will help with student research. Kyle asks that you please fill it out if it applies to you.

Maureen Sevigny

- Maureen mentioned that ACP liaisons have received notice that the arrangement for paying liaisons is going to change next year, but there hasn't been an explanation of how yet.
  - o Dr. Mott said that she and AVP McCreary and Carleen Drago are working on this currently. She said there will be new information available before the end of the term.

Ashton Greer

- In the interest of making sure that Terri is prepared for her interview with Casagrande Consulting, Ashton motioned that the Senators go into Executive Session so that they can provide her with their input and input from their constituents. This motion passed, and the Senators went into Executive Session, which is not recorded and minutes are not provided for this session.

Adjournment

Terri adjourned the general meeting at 8:39pm. There were no follow-up items for the general meeting after the conclusion of the Executive Session.

Respectfully submitted,
Ben Bunting, Secretary

1. What is working well at Oregon Tech?

- We are working to make progress
- Faculty's ability to collaborate, be creative and nimble (sometimes)
- Faculty/student relationships, students
- The restrooms are clean, general cleanliness
- Faculty
- Faculty accommodating student needs
- Faculty still collaborating, still trying
- We are hiring new faculty, Provost and Deans pushing for faculty hires
- Being with and teaching students
- Faculty advising w/o professional advisors, faculty advising
- Campus beautification
- Enjoying our colleagues
- Faculty care about students
- Current new faculty training
- Nothing
- CEET/Boivin are good, but good things are being obscured—Nagi is taking credit for all good things
- Classroom (physical surrounding).
- Support for professional development opportunities (funding for conferences).
- As a new employee - New Faculty Orientation was really effective.
- Library support has been so awesome in my classes, and in my own research and OER opportunities.
- Positive and responsive Online Learning support.
- I enjoy my students, my colleagues, and a degree of autonomy in how I teach my courses. There is good technology support (PM).
- We're getting paid regularly. Colleagues, students, being in the classroom, living in Klamath Falls (and Wilsonville), have a degree of autonomy.
- Classrooms, good support with graders and TAs, COVID response/processes.
- Technology support is really good.
- The people are very positive.

2. What is NOT working well?

- Faculty retention
- Top heavy administration
- Onboarding
- Shared governance, top-down decision making, lack of transparency in process
- Hiring process---late in game, slow process, rigid requirements
- Access to GE classes on campus and online, more section needed but not taken seriously (Provost can easily solve)

- Communication
- Roadblocks to efficiency
- Leveraging faculty expertise (ADMIN)
- Faculty morale
- No support for research emphasis
- No clarification on chain of command
- Admin focused too much on details/ working in the weeds vs. bigger picture
- Admin actively keep faculty from doing job/ making decisions
- Get rid of toxic Dina
- Can't hire because not enough applicants (low wages, NTT)
- Board is just an extension of Nagi
- The waitlist system
- Tuition is being increased but $ is not
- Sending students to KCC
- Nagi is in the weeds, should be focused on the big stuff
- Admin not letting faculty do things that will benefit OIT
- Administrative decision-making chairs/deans/provost
- Communication is not equal to telling
- There is uncertainty over budgets and poor communication.
- There is a lack of transparency — in everything — but in budgets and finance, in particular.
- Communication from the administration is terrible.
- Minimum enrollment of 10 is very frustrating and seems to have no rationale.
- Disconnect between talk and action — for example, in "student success."
- There seems to be a lack of flexibility.
- Lack of communication from senior leadership to faculty
- Assessment has been lacking, zero support
- Faculty input has been ignored on many cases (hoping we hear from the survey responses
- Disappointed in the President's response to academic calendar recommendation
- Disappointed in the Board of Trustees and accountability.
- From a new employee faculty's perspective, felt left out/not tapped in, but then realized this is just the culture at OIT, not finding ways to be involved in more conversations at the department level and the institutional level.
- From a longer-time perspective, I can see the different leadership styles; I'm not seeing any respect for faculty coming from senior administration. Administration doesn't adopt the "We are here to serve the faculty and students" but rather forwarding their own agendas; hiring more and more administration (top heavy) but lacking faculty positions to teach the needed classes.
- Loss of adjunct due to salary changes;
- loss of online support.
- Advising workload is still very heavy and no response from administration to hire more faculty.
- Lacking class sections for student planning.

- Hiring more NTT vs. TT positions. Lowering admissions standards seems irresponsible.
- Is the administration being fiscally responsible? The budget has been horrible this year. Communication of the budget has been horrible – horrible lack of transparency.
- A disconnect between our pillar (of student success) when there are unnecessary and arbitrary roadblocks put up to this.
- A lack of flexibility.
- There are little things that are done that seem arbitrary to us.

3.   Why are faculty (and perhaps staff and students) feeling hurt or frustrated?

- Lack of respect from administration
- Trying to replace faculty with NTTF
- Lack of transparency, deception
- Spending more money to hurt us rather than give a fair contract
- Why should we stay?
- Lack of response to strike and vote of no confidence
- Toxic workplace
- Students are frustrated with turnover
- Students are done with COVID restrictions
- Double standard with regards to evaluation (faculty vs admin)
- Frustrated with Board, they aren't listening
- You don't know us
- Students can't get their classes at OIT
- We have not heard from Nagi about retention of faculty
- Double standard----faculty and admin aren't expected to follow the same rules
- Not enough faculty (not enough classes leads to students leaving)
- Lack of respect and trust from administration
- Being told that I'm replaceable
- Disregard for policies that have been established and traditional
- My professional reputation was damaged by strike attacks
- Assumption that faculty are lazy or have ill intent
- Board has no real investment in the University
- Concerns not addressed. Questions not answered by Nagi.
- Nothing happened from work done on student evaluations.
- Is the administration being fiscally responsible? The budget has been horrible this year. Communication of the budget has been horrible – horrible lack of transparency.
- A disconnect between our pillar (of student success) when there are unnecessary and arbitrary roadblocks put up to this. A lack of flexibility. There are little things that are done that seem arbitrary to us.
- lack of transparency
- poor communication — lack of feedback or data, and sometimes no response at all

- Being asked for concerns feels superficial.
- I feel ignored and I do not feel the work I do is appreciated.
- Lack of time because of so much busy work.
- Frustration is in the lack of transparency: even if things ARE improving, how would we know? Students aren't feeling heard. Their concerns are asked for, but does it make any difference? There is no feedback. Are things changing because of it?
- Everything in the past is irrelevant – no value for what we have already done. Insulting to us. Where is the data?
- A lot of my time is doing things that don't use my expertise – my skills are being underutilized.
- No time for deep thoughts.

4. What is not talked about that should be?

- The strike
- Campus climate: causes, lingering issues
- More "red tape"
- How to heal
- True causes of OIT faculty leaving
- How are we supposed to be in "THIS" together?
- Faculty retention
- Vote of no confidence
- Faculty burnout
- Faculty salary and equity
- Deans and Provost can't do their jobs because they are micromanaged
- Nagi/ Mott/ Fincher need to go
- Gomez (Board Chair) just met with faculty for first time
- decision making — decisions are already made by the time we hear about them
- budget — where is the money coming from and where is it going? 5 year plan? Is there more detailed information on the budget?
- low faculty morale — President and Provost seem not to care, or don't realize it's a problem. Faculty retention. Message from provost: "Don't complain to new faculty."
- Where is time going to come from? Research, service, teaching, etc. It all takes time. Release time just shifts the burden to a colleague.
- Support. We do not have the support infrastructure for research.
- Failed searches and retention. Administration seems unrealistic about what it takes to bring people here.
- More detailed budget.
- Low faculty morale. If it is ignored it will go away? OK, don't focus on the bad, but this is the reality.
- "The problem with retention is not that there are problems but that we are talking about the problems."?!? How does that make sense?
- How can we attract and retain good people?

5. <u>What can be done to improve the quality of the workplace and strength of the culture? Who can do it?</u>

- Address what was said during the strike, apologize
- Any social interaction that builds community
- Fire Nagi
- Put positive energy into an inspiring convocation for all of us
- Make more real opportunities for faculty to collaborate
- We need better shaped public spaces to congregate
- Develop meaningful student evaluations
- More meetings with faculty and provost (Coffee sessions are a good start.)
- OIT cocktail hour
- More forums (admin, president, provost)
- A very sincere apology from President Nagi
- Be treated with respect
- Have meaningful convocation
- Stop micro-managing
- Board needs to be held accountable and reorganized
- President and student swap for a day
- Bring back the Christmas party
- Provost needs to ask us what she can do to help us. Who has our back?
- Have faculty select Board representative for faculty
- Real shared governance
- Who can do it? Somebody else!
- We need a plan. We need the administration to work with faculty to improve the situation. They don't seem interested, and nothing will happen if they are not on board.
- What can we do in spite of the administration's lack of concern or support?
- Face to face contact helps. Maybe this will improve post-COVID.
- A show of appreciation for faculty, librarians, and staff. Make us feel like valued members of the university community.
- A shared focus on teaching and students.

We Can Work It Out

Discussion Question answers (04-19-22)

1. **What would you like to see at convocation this year?**

Assessment, but specifically related to "how to do it"

Let new faculty introduce their background and what they plan to contribute at OIT, so that we can learn about them and better support them

Celebrating "What We Do"

Open Forum

OTET/research conference

Less one-way communication

Genuine recognition of accomplishments

Faculty/Staff/Admin input on programming

Generate value

New president

Informal gathering—faculty takeover

College meeting

Faculty-led panels on teaching – related matters

Meeting with or presentations by ESLO committee

Integrate OTET activities into convocation

More focus on teaching

Relevant training, not checking boxes for insurance

Back to social events, like breakfast

More speakers like "Burning Glass"

CCT sessions

Q&A focus group

Schedule in a timely manner

A concrete plan on assessment for the ESLO of the year

Earlier Schedule

Two faculty staff mixers

Shorter! We need more time to prep for classes.

1 day, all on Zoom

Everyone is on Zoom

Integrate the Zoom people better

2. **What would facilitate better communication at Oregon Tech between faculty and academic leadership?**

Empower faculty (like how faculty empowered our students)

360-degree evaluation process for upper admin, to make them care.

Both-way communication channel between upper admin and faculty

Meetings

Model ESLOs

Fave to face contact

Seeking out feedback

Stop pretending there is no problem with morale

Listening and responding

Asking questions

Stop being defensive

Regular open office hours for admin

Management by "walking around"

Real Town Halls on a regular business (i.e., with open forums)

Senate to take a more active role in governance

Time for questions and discussions

Quicker answers to questions even if it is a "no"

Periodic walks around campus

Don't always have authority to answer questions

Transparency, email updates on processes

Address concerns - "head-on"

Faster turnaround on questions/concerns

Face to face meetings

Fewer power points

Being able to talk to the decision makers (distribution of duties?)

3. What does "being treated with respect" mean to you?

Responsive communication with us, same other way around.

Both-way evaluations for admin, as they are for faculty

See "institutional betrayal"

Aligning words and actions

Have your expertise known and appreciated

Try to retain people

Knowing that I would be missed if I left and not easily replaced

Acknowledgement that harm was done to me

Be advocated for---Knowing someone has your back

Time (goes both ways)

Know what we do

Take what someone says seriously and take action based on their input

Use faculty expertise when appropriate to help with university level issues

Understand how decision effect all stakeholders (especially when it comes to resource allocation)

Direct communication

Maybe more (less?) "not considered"

Not disrespected

More acceptance of shared gov

Being able to participate and offer expertise

Trust!

Feeling valued + supported + compensation

Streamline processes

Being part of processes

Understanding positions

Valuing opinions

To listen

Taking thoughts suggestions into consideration for actions

My opinion and professional experiences matter

Listening

Shared governance doesn't mean one-way communication

What's "good for you is good for us" (tenure,…)

Salary matters [admin vs faculty compensation and hiring ratio]

Promotion track for non-tenure track and security

4. **What can the academic leadership do to help you achieve your goals as a faculty member?**

Guarantee some release to make research program – research takes time

Streamline all the processes, pretty much everything seems institutional knowledge-based + every process is convoluted (example, it took me 4 tries to turn in APE)

Ensure that my dept. Is healthy so I am not overloaded + can pursue my interests

Support financially + in terms of staffing

Understanding how you connect to the university mission

Fill positions!

Respect that I don't what to work on overload

Need incentive for non-tenure track faculty

Let me do my job!

Provide us with resources that allow us to focus on our jobs

Stop adding complexity that comes from "big schools" but keeps us from being agile and unique

Understand who Oregon Tech is, NOT what you what it to be

Hire faculty and staff, rather than admin

More transparent (example, Boivin renovation)

Opportunity for input on Semon Renovation

Support programs/equipment needs

Address staffing shortages

Fair and reasonable processes

"Hand to recruit"

Limit non-tenure positions + follow policy

Individual conversation (And department meetings)

Understanding what our program actually are and what we do

What people left and why they left

Why is our retention for faculty so poor right now?

Stop driving away my colleagues

5. How can we come together to help our student succeed?

Team us up

Hire enough faculty to stop cancelling classes

Pass NTT policy

Stop insulting student's intelligence

Listen to them!

More staffing

Make Oregon Tech a place people want to keep working for

Focus on building relationships (to help with student success)

Meaningfully address existing grievances in the name of coming together for student success

Put their interests first – resolves a lot of problems

Plan now to retain faculty better (Example: More tenure track positions, promotion opportunities for NTT)

Provide equipment that works

Provide qualified faculty to teach

Stop relying on adjuncts --- decreases college quality

Student support

Make sure there are focused student services to support academics. Our students are not college ready and need real learning groups, tutoring, focused intrusive advising, and investment in these areas (staffing)

We need to have sufficient faculty to offer sufficient sections for students to graduate.

If students want x and faculty are willing and able, how can we make that happen?

Written documents instead of verbal agreements. What is the process in writing? So that we all have the same rules we are working from.

Students aren't able to get the classes they need in order to graduate.

Let some do more teaching and others do more research.

Like our students: give us objectives in writing

How are we truly going to have shared governance? NO one knows how to define it or what it looks like.

Measurable outcomes for us.

Need to have a process that allows for the transition. How do we have "enough" classes offered?

Flexible way of accepting 'outside work".

Had to cancel a lot of online classes because of the contract.

Working off bureaucratic mindset rather than being flexible.

Assessment Overview

FACULTY/STAFF

Methodology

- Online survey:
  - February 14–28, 2022
- Interviews:
  - January/February

Response Rates

- Overall response rate: 70% (292/418)

77	Survey statements on a 5-point agreement scale
Open-ended Questions	**3**
12	Demographic Questions

STUDENT

Methodology

- Online survey administered:
  - February 14–28, 2022
- Interviews:
  - January/February

Response Rates

- Overall response rate: 15% (489/3,311)

49	Survey statements on a 5-point agreement scale
Open-ended Questions	**2**
12	Demographic Questions

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Preliminary Findings

- **Findings reflect more than just:**

    o A vocal minority of faculty

    o The experience of, and reaction to, the unionization, strike and vote of no confidence

    o The impact of the pandemic and the Institution's response

- *The sentiment is widespread and deeply held.*

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Preliminary Findings
Institutional Strengths

FACULTY/STAFF SURVEY & INTERVIEWS

- Connection to Mission & Students
- Appreciation for Job Fit & Benefits
- Supervisory Competencies
- Department/ Workgroup Experience

STUDENT SURVEY & INTERVIEWS

- Faculty Interaction
- Academic & Career Support

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Preliminary Findings
Institutional Opportunities

PRIMARY ISSUES

Lack of Awareness of, and Support for, Vision & Values
Strategic plan; Teaching/Service/Research focus; Values

Significant Leadership Concerns
President; Senior Leadership; Board of Trustees

Frustration with Shared Governance
Common Understanding; Oregon Tech SG Model; Commitment & Adherence

Eroding Faculty Experience
Appreciation; Workload & Staffing; Collaboration

Risk Management Exposure
Whistle-blower Concerns; Student Activism; 7 Year Mission Fulfillment and Sustainability Report (NWCCU)

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Preliminary Findings
Institutional Opportunities

SECONDARY ISSUES

Communication & Collaboration
Within and across departments and the Institution

Faculty & Staff Well-being
Lack of Institutional support

Diversity, Inclusion & Belonging
Institutional commitment and welcoming environment

Professional Development
Onboarding, training and career development

Performance Management
Effectiveness and accountability

Recognition & Respect
Formal and informal

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Next Steps

- Oregon Tech has not deployed a survey of this breadth before; a full census survey of faculty, staff and students.

- Consequently, the plan is to be very intentional and systematic in the post-survey approach.

- In the coming weeks ModernThink will be providing its formal report to the Board as detailed in the RFP and Scope of Project.

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KF-ASOIT
Faculty Senate
May 2022

Brie Landis, ASOIT President

Internal Governance

- ASOIT Elections for 2022-2023
  - Aiming for continuity of leadership

- ASOIT Officer Restructuring
  - Revising position responsibilities
  - Combining some positions for increased efficiency

- Bylaws and Constitution Updated
  - Reflecting the values of Shared Governance
  - Better defined relationships between ASOIT and other branches of government

Advocacy Efforts

- Met with Dr Nagi in March to discuss alternatives to tuition increases
  - What are we doing to lobby the state for more funding?
  - What are we going to court donors, foundations, etc?
  - There's more than "industry partnerships"!!

- Board of Trustees meeting in April
  - Jack and I presented our alternative tuition recommendations
  - Why aren't we exploring increased state lobbying or reduction in spending?
  - Only Trustee Mcclure mentioned our recommendations during discussion, immediately went to vote

Advocacy Efforts

- Meeting with student leadership across Oregon
  - Of 25 schools, 12 of us met
  - Discussed fee/tuition setting processes
  - Discovered we're all facing similar inequity and distrust!
  - Collaborating for state-wide joint efforts in lobbying

- Meeting with HECC
  - Inconsistencies with information presented in the TRC
  - Concern about voting members being unable to make informed decisions
  - Invited to speak on behalf of students rather than on behalf of Oregon Tech

Questions?

RESOLUTION NO. 15-2b

BOARD OF TRUSTEES OF OREGON INSTITUTE OF TECHNOLOGY

A REVISION TO RESOLUTION ON SHARED GOVERNANCE AT OREGON INSTITUTE OF TECHNOLOGY

The Board of Trustees of the Oregon Institute of Technology adopted the following resolutions at a duly held meeting:

Whereas, the establishment of separate, institutional governing boards for each of Oregon's public universities, including Oregon Institute of Technology ("University" or "Oregon Tech") is a propound opportunity for the success of students; and

Whereas, the authority of the Oregon Institute of Technology Board of Trustees ("Board") and President may be informed and improved by the purposeful engagement with the University's stakeholders – including its faculty, staff, and students; and

Whereas, the concept of shared governance in an academic environment is expected and appreciated; and

Whereas, the Board is much closer to the affairs of the University than previous system-wide governing boards; and

Whereas, a statement affirming the principles of shared governance is a critical step in the success of the University, building trust among University stakeholders and demonstrating a commitment to open deliberation and decision-making;

Whereas, a revision to the statement affirming the principles of shared governance, following a comprehensive review of Oregon's University Governing Boards (AGB-Consulting, 2022), is necessary to better define the roles, responsibilities, and interconnectedness of University stakeholders in commitment to open deliberation and decision-making;

Now, therefore, the Board resolves as follows:

Section 1

Principles and Values

The Board is committed to shared governance in the academic environment and embraces the following principles and values to guide the efficient governance and administration of the University:

a. Frank Communication
b. Open deliberation and decision-making
c. Consistent reflection upon the University's mission statement and strategic plant
d. Recognition by all University stakeholders of roles and their responsibilities in the efficient governance and administration of the University.
e. Mutual trust and respect among all University stakeholders.

The Board is committed to the adherence and upholding of the values discussed herein. Thus, each governing body described below shall be able to concretely demonstrate the implementation of these values, and the Board will be charged with overseeing the evidence of implementation as applicable by law and other Board Policies.

Section 2

Definition

Shared governance is a best practice that recognizes the essential symbiotic relationship that exists between Oregon Tech's Board, President, Faculty, Administration, Staff, and Students. Shared governance is defined by appropriately shared responsibility, accountability, and cooperativee action among the Board, administrators, faculty, staff, and students, and, as applicable, their duly constituted representative bodies, intended to foster constructive and collaborative thought and action within the institutional structure in service of the University's mission. For the purposes of this Resolution, accountability is defined as the willingness to accept responsibility for the actions and outcomes of those actions. This requires collaborative communication and cooperative action between the independent governing bodies herein, with all parties acting for the benefit of the University and to uphold the University's values and mission statement.

Section 3

Communication

The Board will, consistent with its Board Policy on Conduct of Public Meetings, reserve specific time for one duly-elected representative from each Faculty Senate, Administrative Council, and the ASOIT to address the Board on any matter of concern facing the faculty, staff, or students, respectively.

a. The Board shall develop a systematic framework for processing and responding to comments, reports, concerns, and feedback of the governing bodies described herein
b. The Board shall assign resolution processes to the appropriate University Office or governing body

As appropriate, the Board may include representatives of the faculty, staff, or student body in relevant work retreats by the Board.

The Board expects the University's President to meet with the duly-elected ~~chair or president~~representative of the Faculty Senate, Administrative Council, and the ASOIT regularly, but at least~~preferably~~ monthly, to ensure open communication and prompt discussion and consideration of matters of concern.

Regular communication between the University President and the duly-elected or appointed representatives~~leadership~~ of the Faculty Senate, Administrative Council, and the ASOIT, as expected by the Board, shall be documented with follow-up communication as necessary to be accountable in addressing concerns, resolving~~e~~ conflicts, and fostering~~er accountable,~~ productive, collaborative, and equitable communication. ~~These processes are as outlined in *[policy].*~~

Section 4~~3~~

Roles, Responsibilities and Representation

   a.   Board

The Board is vested with the ultimate fiduciary authority to manage the affairs of the University under Oregon law and applicable Board Policies and actions, including~~,~~ the Board policy on Delegation of Authority. The Board shall~~ould~~ receive and consider input and advice from University stakeholders, as articulated in this resolution, either through the President or directly to the Board through processes and channels established by the Board.

The Board shall implement an annual self-assessment, determining commitment to best practices and assessing the alignment between University priority and Board practices. As recommended by the AGB-Consulting (2022), the Board shall review policies and processes relevant to the workings of the University, including but not limited to:

   i.   Development of selection matrices for at-large Board positions
   ii.   Board outreach and engagement with members of the University community
   iii.   Presidential search committees
   iv.   Board engagement with other Boards of Oregon Universities
   v.   Name advancement processes for public at-large positions

The Board, in its Bylaws and Board Policy on Committees, authorizes the creation of ad hoc committees to address specific topics from time to time. As appropriate, representatives of faculty, staff, student body may be asked to participate in these ad hoc committees to provide their expertise and perspective.

   b.   President, Officers, and Administrators~~, Officers, Administrators~~

The President, as the University's chief executive officer and president of the faculty, is responsible for directing the affairs of the University, provided the President's actions are consistent with the law, and Policies and actions of the Board, including, the Board Policy on Delegation of Authority. ~~The President, officers, and administrators have as a primary performance of their duties related to teaching, learning,~~

~~student and institutional support, professional development, scholarly work and research, and community service.~~

The President has primary responsibility for communicating with and making recommendations to the Board. The Board expects the President, as appropriate, to provide meaningful opportunity for duly-elected or appointed representative of the Faculty Senate, Administrative Council, and ASOIT, to offer input and advice on the President's recommendations. This includes, but is not limited to the President's recommendations concerning the University's budget, tuition and fee schedule, strategic plan, and mission statement.

The President also has primary authority for the approval of University Policies that define the expectations of requirements for University units and functions, as outlined in the Board Policy on Policies. The Board expects duly-elected or appointed representatives of Faculty Senate, Administrative Council, and the ASOIT~~;~~ to participate in the President's Council to offer input and advice on University policies.

~~Officers and Administrators are *[further define and outline here]*~~

The President, Officers, and Administrators are responsible for their duties related to teaching, learning, student and institutional support, professional development, scholarly work and research, and community service.

The Board recognizes the Officers and Administrators as leaders in their offices, representing the bodies and interests of their constituents. Experts in their respective roles, Officers and Administrators have a responsibility to serve in an advisory capacity to the President, maintaining regular contact with Faculty Senate, Administrative Council, and the ASOIT and serving as a facilitator and liaison between the President and the other governing bodies. The Officers and Administrators shall provide reports for and participate in the comprehensive review processes during Comprehensive Review Years. The President shall appoint no more than two members of Officers and Administrators to hold membership in the Governance Committee.

    c.   Faculty Senate

The Board reaffirms the faculty's central role in the development and stewardship of the University's academic mission, consistent with Oregon law and the Board policy on Delegation of Authority, and as outlined in the Faculty Constitution and Charter of the Faculty Senate. The faculty, in conjunction with the President and the Provost, is responsible for:

       i.   ~~(i)~~ academic standards relating to admission to study at the University;
      ii.   ~~(ii)~~ curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and
     iii.   ~~(iii)~~ standards of student~~s~~ competence in a discipline.

The Board also expects that the faculty will have substantial participation and input into the development of new academic degree programs and significant changes to academic degree programs before they reach the Board for consideration and approval and, as appropriate, transmission to the Higher Education Coordinating Commission for approval.

The Board recognizes the Faculty Senate as the internal representative body to the faculty. To set forth its internal processes for participating in shared governance, the Oregon Tech Faculty Senate is authorized, consistent with law and the Policies and actions of the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board and is subject to approval by the President in ~~his or her~~their role as President of the faculty. The President convenes and presides over the faculty and is authorized to veto any decision of the Faculty Senate. Notwithstanding the President's statutory role as president of the faculty, the faculty's statement of internal governance may provide for a member of the faculty to serve as the Faculty Senate's president or chair. The statement of internal governance may also be amended as provided for in the statement of internal governance statement, but not more often than annually.

Faculty Senate shall appoint no more than three members of faculty to hold membership on the Governance Committee.

d. Administrative Council

The Board recognizes the Administrative Council as the internal representative body of the Oregon Tech unrepresented, unclassified, administrative staff. The Administrative Council is to serve in an advisory capacity to the President, maintaining regular contact with Faculty Senate and serving as an outside facilitator and liaison between the President and Faculty Senate. The Administrative Council has an institutionalized role allowing input and involvement in decision making related, but not limited, to the following:

   i. Relevant administrative policies
   ii. Institutional planning and priority-setting
   iii. Selection and appointment of administrators, faculty, and staff members
   iv. University initiatives that strengthen collaboration between faculty, staff, administrators, and students
   v. University mission and vision

In order to set forth its internal processes for participating in shared governance, the Administrative Council is authorized, consistent with law and the Policies and action for the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board.

[further define and outline here]

There shall~~will~~ be active~~,~~ and formal staff involvement in Oregon Tech commissions, committees, councils, workgroups, and other governance structures. The Board recognizes the Administrative Council as a key University stakeholder and this shared governance document ensures that the Administrative Council be equitably and adequately represented and considered in University decision-making. Two representatives from Administrative Council shall hold membership on the Governance Committee.

e. Associated Students of Oregon Institute of Technology ("ASOIT")

The Board recognizes the ASOIT as the representation of the student body and recognized elected or duly-appointed student government. The ASOIT is to serve as the liaison between the student body at large and the President, Faculty Senate, Administrative Council, and the Board. The ASOIT has an institutionalized role allowing input and involvement in decision making related, but not limited, to the following:

     i.   Academic policies
     ii.   Student codes of conduct
     iii.   Institutional budgeting and financial planning
     iv.   Selection and appointment of administrators, faculty, and staff members
     v.   Tuition, fees, parking fees, and room-and-board rates
     vi.   University mission and vision
     vii.   Institutional strategic planning and priority-setting

To set forth its internal processes for participating in shared governance, the ASOIT is authorized, consistent with law and the Policies and action for the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board.

The ASOIT has an institutionalized role allowing input and involvement in decision making related to, but not limited to the following:

Academic policies
Student codes of conduct
Institutional budgeting and planning
Selection and appointment of administrators, faculty, and staff members
Tuition, fees, parking and board rates
University mission and vision
Institutional strategic planning and priority-setting

There shall will be active and, formal student involvement in Oregon Tech commissions, committees, councils, workgroups, and other governance structures. The Board recognizes the ASOIT as a key University stakeholder and this shared governance document ensures that the ASOIT be equitably and adequately represented and considered in University decision-making. Three ASOIT representatives shall hold membership on the Governance Committee.

Section 4

Communication

a. The Board will, consistent with its Board Policy on Conduct of Public Meetings, reserve specific time for one duly-elected representative from each Faculty Senate, Administrative Council, and ASOIT to address the Board on any matter of concern facing the faculty, staff, or students, respectively.
b. As appropriate, the Board may include representatives of the faculty, staff, or student body in relevant work retreats by the Board.

c. The Board expects the University's President to meet with the duly-elected chair or president of the Faculty Senate, Administrative Council, and ASOIT regularly, but preferably monthly, to ensure open communication and prompt discussion and consideration of matters of concern.

Section 5

~~Performance Evaluation~~Governance Committee

In evaluating the effectiveness of the implementation of shared governance as described herein, the Board shall create and maintain a Governance Committee. The Governance Committee shall be composed of members of the Board, and duly constituted representatives of administrators, faculty, staff, and students such that a quorum is defined as a majority of representatives of administrators, faculty, staff, and students.

The purpose of the Governance Committee is regular and systematic review of governance practices and assessing the progress of implementing best practices. The Governance Committee shall oversee, approve, or assess the implementation of policy and procedures related, but not limited, to the following recommendations from AGB-Consulting (2022):

a) Development of enhanced education programs and learning sessions for new and longer-standing Board members to develop a deeper understanding of issues of strategic importance to the Board, University, Faculty, Staff, and Students. These sessions shall serve to facilitate discussion and dialogue rather than the completion of action items.
b) Development of enhanced institutional orientation, creating opportunities for the Board to meet with members of the general body of Faculty, Staff, and Students. These sessions shall serve to facilitate the orientation of Board members to members of the general university members, rather than the completion of action items.
c) Development of periodic education programs for Faculty, Staff, and Student groups on the fiduciary duties and fundamental roles and responsibilities of the Board. These sessions shall serve as an opportunity for discussion on shared governance, delegation of authority, and inter-related workings of the governing bodies described herein.
d) Development of the framework for annual self-assessment of the Board and oversight of the implementation of the annual self-assessment.

Section 6

Performance Evaluation

The President shall report an annual self-assessment to the Board. In evaluating the job performance of the President, the Board will consider the President's commitment to shared governance as described in this Board resolution. During Comprehensive Review years (generally every 4-5 years, as defined in the Board Policy on Presidential Evaluation Process), the Board shall consider reports from key University stakeholders, including but not limited to duly-elected or appointed presidents or chairs of committees, commissions, the ASOIT, Faculty Senate, and senior administrators and officers. The Officers and Administrators shall provide reports for and participate in the comprehensive review processes during

Comprehensive Review years. Materials submitted to the Board for use during Comprehensive Review and the results of the Review shall be a matter of public record.

Section 7~~6~~

Approval and Revisions

~~This Resolution shall take effect immediately upon approval by the Board.~~

The Board and the Governance Committee shall oversee~~s~~ while the University President shall provide~~s~~ leadership for the University's adherence to the principles of shared governance. Periodic review of this document with the representatives ~~leadership~~ of the governing bodie~~sards~~ herein may be necessary to determine the degree to which governing board practices align with University principles, values, and mission statement. Should specific questions or challenges arise concerning adherence to the commitments expressed in this shared governance document, those concerns shall be addressed to the Governing Committee jointly by the University President and other duly-elected or appointed ~~presidents or chairs of~~representatives of the governing bodies discussed herein.

This Revision shall take effect immediately upon approval by the Board.

RESOLUTION NO. 15-2b

BOARD OF TRUSTEES OF OREGON INSTITUTE OF TECHNOLOGY

A REVISION TO RESOLUTION ON SHARED GOVERNANCE AT OREGON INSTITUTE OF TECHNOLOGY

The Board of Trustees of the Oregon Institute of Technology adopted the following resolutions at a duly held meeting:

Whereas, the establishment of separate, institutional governing boards for each of Oregon's public universities, including Oregon Institute of Technology ("University" or "Oregon Tech") is a propound opportunity for the success of students; and

Whereas, the authority of the Oregon Institute of Technology Board of Trustees ("Board") and President may be informed and improved by the purposeful engagement with the University's stakeholders – including its faculty, staff, and students; and

Whereas, the concept of shared governance in an academic environment is expected and appreciated; and

Whereas, the Board is much closer to the affairs of the University than previous system-wide governing boards; and

Whereas, a statement affirming the principles of shared governance is a critical step in the success of the University, building trust among University stakeholders and demonstrating a commitment to open deliberation and decision-making;

Whereas, a revision to the statement affirming the principles of shared governance, following a comprehensive review of Oregon's University Governing Boards (AGB-Consulting, 2022), is necessary to better define the roles, responsibilities, and interconnectedness of University stakeholders in commitment to open deliberation and decision-making;

Now, therefore, the Board resolves as follows:

Section 1

Principles and Values

The Board is committed to shared governance in the academic environment and embraces the following principles and values to guide the efficient governance and administration of the University:

a. Frank Communication
b. Open deliberation and decision-making
c. Consistent reflection upon the University's mission statement and strategic plan
d. Recognition by all University stakeholders of roles and their responsibilities in the efficient governance and administration of the University.
e. Mutual trust and respect among all University stakeholders.

The Board is committed to the adherence and upholding of the values discussed herein. Thus, each governing body described below shall be able to concretely demonstrate the implementation of these values, and the Board will be charged with overseeing the evidence of implementation as applicable by law and other Board Policies.

Section 2

Definition

Shared governance is a best practice that recognizes the essential symbiotic relationship that exists between Oregon Tech's Board, President, Faculty, Administration, Staff, and Students. Shared governance is defined by appropriately shared responsibility, accountability, and cooperative action among the Board, administrators, faculty, staff, and students, and, as applicable, their duly constituted representative bodies, intended to foster constructive and collaborative thought and action within the institutional structure in service of the University's mission. For the purposes of this Resolution, accountability is defined as the willingness to accept responsibility for the actions and outcomes of those actions. This requires collaborative communication and cooperative action between the independent governing bodies herein, with all parties acting for the benefit of the University and to uphold the University's values and mission statement.

Section 3

Communication

The Board will, consistent with its Board Policy on Conduct of Public Meetings, reserve specific time for one duly-elected representative from each Faculty Senate, Administrative Council, and the ASOIT to address the Board on any matter of concern facing the faculty, staff, or students, respectively.

   a. The Board shall develop a systematic framework for processing and responding to comments, reports, concerns, and feedback of the governing bodies described herein
   b. The Board shall assign resolution processes to the appropriate University Office or governing body

As appropriate, the Board may include representatives of the faculty, staff, or student body in relevant work retreats by the Board.

The Board expects the University President to meet with the duly-elected representative of the Faculty Senate, Administrative Council, and the ASOIT regularly, but at least monthly, to ensure open communication and prompt discussion and consideration of matters of concern.

Regular communication between the University President and the duly-elected or appointed representatives of the Faculty Senate, Administrative Council, and the ASOIT, as expected by the Board, shall be documented with follow-up communication as necessary to be accountable in addressing concerns, resolving conflicts, and fostering productive, collaborative, and equitable communication.

Section 4

Roles, Responsibilities and Representation

a. Board

The Board is vested with the ultimate fiduciary authority to manage the affairs of the University under Oregon law and applicable Board Policies and actions, including the Board policy on Delegation of Authority. The Board shall receive and consider input and advice from University stakeholders, as articulated in this resolution, either through the President or directly to the Board through processes and channels established by the Board.

The Board shall implement an annual self-assessment, determining commitment to best practices and assessing the alignment between University priority and Board practices. As recommended by the AGB-Consulting (2022), the Board shall review policies and processes relevant to the workings of the University, including but not limited to:

i. Development of selection matrices for at-large Board positions
ii. Board outreach and engagement with members of the University community
iii. Presidential search committees
iv. Board engagement with other Boards of Oregon Universities
v. Name advancement processes for public at-large positions

The Board, in its Bylaws and Board Policy on Committees, authorizes the creation of ad hoc committees to address specific topics from time to time. As appropriate, representatives of faculty, staff, student body may be asked to participate in these ad hoc committees to provide their expertise and perspective.

b. President, Officers, and Administrators

The President, as the University's chief executive officer and president of the faculty, is responsible for directing the affairs of the University, provided the President's actions are consistent with the law, and Policies and actions of the Board, including, the Board Policy on Delegation of Authority.

The President has primary responsibility for communicating with and making recommendations to the Board. The Board expects the President, as appropriate, to provide meaningful opportunity for duly-elected or appointed representative of the Faculty Senate, Administrative Council, and ASOIT, to offer input and advice on the President's recommendations. This includes, but is not limited to the President's recommendations concerning the University's budget, tuition and fee schedule, strategic plan, and mission statement.

The President also has primary authority for the approval of University Policies that define the expectations of requirements for University units and functions, as outlined in the Board Policy on Policies. The Board expects duly-elected or appointed representatives of Faculty Senate, Administrative Council, and the ASOIT to participate in the President's Council to offer input and advice on University policies.

The President, Officers, and Administrators are responsible for their duties related to teaching, learning, student and institutional support, professional development, scholarly work and research, and community service.

The Board recognizes the Officers and Administrators as leaders in their offices, representing the bodies and interests of their constituents. Experts in their respective roles, Officers and Administrators have a responsibility to serve in an advisory capacity to the President, maintaining regular contact with Faculty

Senate, Administrative Council, and the ASOIT and serving as a facilitator and liaison between the President and the other governing bodies. The Officers and Administrators shall provide reports for and participate in the comprehensive review processes during Comprehensive Review Years. The President shall appoint no more than two members of Officers and Administrators to hold membership in the Governance Committee.

c. Faculty Senate

The Board reaffirms the faculty's central role in the development and stewardship of the University's academic mission, consistent with Oregon law and the Board policy on Delegation of Authority, and as outlined in the Faculty Constitution and Charter of the Faculty Senate. The faculty, in conjunction with the President and the Provost, is responsible for:

i. academic standards relating to admission to study at the University;
ii. curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and
iii. standards of student competence in a discipline.

The Board also expects that the faculty will have substantial participation and input into the development of new academic degree programs and significant changes to academic degree programs before they reach the Board for consideration and approval and, as appropriate, transmission to the Higher Education Coordinating Commission for approval.

The Board recognizes the Faculty Senate as the internal representative body to the faculty. To set forth its internal processes for participating in shared governance, the Oregon Tech Faculty Senate is authorized, consistent with law and the Policies and actions of the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board and is subject to approval by the President in their role as President of the faculty. The President convenes and presides over the faculty and is authorized to veto any decision of the Faculty Senate. Notwithstanding the President's statutory role as president of the faculty, the faculty's statement of internal governance may provide for a member of the faculty to serve as the Faculty Senate's president or chair. The statement of internal governance may also be amended as provided for in the statement of internal governance statement, but not more often than annually.

Faculty Senate shall appoint no more than three members of faculty to hold membership on the Governance Committee.

d. Administrative Council

The Board recognizes the Administrative Council as the internal representative body of the Oregon Tech unrepresented, unclassified, administrative staff. The Administrative Council is to serve in an advisory capacity to the President, maintaining regular contact with Faculty Senate and serving as an outside facilitator and liaison between the President and Faculty Senate. The Administrative Council has an institutionalized role allowing input and involvement in decision making related, but not limited, to the following:

i. Relevant administrative policies

ii.　　Institutional planning and priority-setting
　　iii.　　Selection and appointment of administrators, faculty, and staff members
　　iv.　　University initiatives that strengthen collaboration between faculty, staff, administrators, and students
　　v.　　University mission and vision

In order to set forth its internal processes for participating in shared governance, the Administrative Council is authorized, consistent with law and the Policies and action for the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board.

There shall be active and formal staff involvement in Oregon Tech commissions, committees, councils, workgroups, and other governance structures. The Board recognizes the Administrative Council as a key University stakeholder and this shared governance document ensures that the Administrative Council be equitably and adequately represented and considered in University decision-making. Two representatives from Administrative Council shall hold membership on the Governance Committee.

　　e.　　Associated Students of Oregon Institute of Technology ("ASOIT")

The Board recognizes the ASOIT as the representation of the student body and elected or duly-appointed student government. The ASOIT is to serve as the liaison between the student body at large and the President, Faculty Senate, Administrative Council, and the Board. The ASOIT has an institutionalized role allowing input and involvement in decision making related, but not limited, to the following:

　　i.　　Academic policies
　　ii.　　Student codes of conduct
　　iii.　　Institutional budgeting and financial planning
　　iv.　　Selection and appointment of administrators, faculty, and staff members
　　v.　　Tuition, fees, parking fees, and room-and-board rates
　　vi.　　University mission and vision
　　vii.　　Institutional strategic planning and priority-setting

To set forth its internal processes for participating in shared governance, the ASOIT is authorized, consistent with law and the Policies and action for the Board, to formulate a statement of internal governance expressed as a constitution or in another appropriate format. The statement of internal governance must be consistent with applicable law and the Policies and actions of the Board.

There shall be active and formal student involvement in Oregon Tech commissions, committees, councils, workgroups, and other governance structures. The Board recognizes the ASOIT as a key University stakeholder and this shared governance document ensures that the ASOIT be equitably and adequately represented and considered in University decision-making. Three ASOIT representatives shall hold membership on the Governance Committee.

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In evaluating the effectiveness of the implementation of shared governance as described herein, the Board shall create and maintain a Governance Committee. The Governance Committee shall be composed of members of the Board, and duly constituted representatives of administrators, faculty, staff, and students such that a quorum is defined as a majority of representatives of administrators, faculty, staff, and students.

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a) Development of enhanced education programs and learning sessions for new and longer-standing Board members to develop a deeper understanding of issues of strategic importance to the Board, University, Faculty, Staff, and Students. These sessions shall serve to facilitate discussion and dialogue rather than the completion of action items.

b) Development of enhanced institutional orientation, creating opportunities for the Board to meet with members of the general body of Faculty, Staff, and Students. These sessions shall serve to facilitate the orientation of Board members to members of the general university members, rather than the completion of action items.

c) Development of periodic education programs for Faculty, Staff, and Student groups on the fiduciary duties and fundamental roles and responsibilities of the Board. These sessions shall serve as an opportunity for discussion on shared governance, delegation of authority, and inter-related workings of the governing bodies described herein.

d) Development of the framework for annual self-assessment of the Board and oversight of the implementation of the annual self-assessment.

Section 6

Performance Evaluation

The President shall report an annual self-assessment to the Board. In evaluating the job performance of the President, the Board will consider the President's commitment to shared governance as described in this Board resolution. During Comprehensive Review years (generally every 4-5 years, as defined in the Board Policy on Presidential Evaluation Process), the Board shall consider reports from key University stakeholders, including but not limited to duly-elected or appointed presidents or chairs of committees, commissions, the ASOIT, Faculty Senate, and senior administrators and officers. The Officers and Administrators shall provide reports for and participate in the comprehensive review processes during Comprehensive Review years. Materials submitted to the Board for use during Comprehensive Review and the results of the Review shall be a matter of public record.

Section 7

Approval and Revisions

The Board and the Governance Committee shall oversee while the University President shall provide leadership for the University's adherence to the principles of shared governance. Periodic review of this document with the representatives of the governing bodies herein may be necessary to determine the degree to which governing board practices align with University principles, values, and mission statement. Should specific questions or challenges arise concerning adherence to the commitments expressed in this shared governance document, those concerns shall be addressed to the Governing Committee jointly by the University President and other duly-elected or appointed representatives of the governing bodies discussed herein.

This Revision shall take effect immediately upon approval by the Board.

**PM-ASOIT
Faculty Senate Report**

Jack Zoucha, President

1

Faculty Promotions

- **We are here to support faculty, especially non-tenure promotion policy!!!**
  - Stuck in President's Council – refusal to move forward in process without cost estimate, can't get cost estimate without moving forward in the process…
  - Not allowed to discuss dollar amounts without Union, can't go to Union without PC allowing it to move forward…
  - Seems like there's only one option to me!

2

2022-23 Tuition Increases

- **Memo – talked about at the last meeting**
- **Board of Trustees Meeting**
  - No consideration of alternatives, refusal to increase reserve spending
  - BUT – "willing to spend as much of reserves as necessary until occupancy is up to expectations"?
  - Basing tuition on 0% increase of enrollment, already talking about larger increases next year (10 or 11%) if enrollment drops again
  - BUT – building a dorm because enrollment is surging?
  - Had 3 separate Trustees come up to me privately, apologize for vote...

3

2022-23 Tuition Increases

- **Student impacts:**
  - **Every single cent is coming directly from students**
    - Regular tuition = $3,000/year over max Pell Grant
    - Differential tuition = $7,000/year over max Pell Grant
    - Non-resident + Differential = $1000+ PER CREDIT HOUR --> 320% extra!
  - **Cost of living in Oregon is already 5th highest in the country – 31.43% higher than the national average**
  - **Recruitment/retention**
    - Students leaving for cost, lack of course offerings
    - Already sent out financial aid awards for next year's Freshman – now they must be resent

4

2022-23 Tuition Increases

- **Unanswered budget questions:**
  - What about cutting some costs?
  - 70+ open faculty/staff positions – if you're not hiring every position, why are they in the budget?
  - If people costs are so significant (70%+), then 7% tuition increase should correlate to at least 3.5% increase in people costs
  - Why use decreasing/steady enrollment estimates for tuition, increasing enrollment for dorm?
  - Even in years that aren't > 5% increase, additional increase to differential tuition has equaled 6%+ increase in tuition revenue for school – skirting the system?

5

2022-23 Tuition Increases

- Finance Director from HECC reached out to ASOIT for our take on tuition process, increases for next year – Seemed incredulous the school needed to raise tuition so much
- Unfortunately, also clarified a lot of half-truths told during budget process (from HECC):
  - Huge decrease to per-student funding – $9,000 for a communications student, almost $21,000 for STEM/Health degrees!
  - Money relative to other schools – still receiving almost 40% more per student than other OR Universities
  - Changes in funding formula – 3 schools all got decreased funding not just OIT
  - Finally, problem is GRADUATION/RETENTION, not enrollment
- Left out "we graduate less students" when talking about EOU getting more money, but being smaller school
- Left out "we get 50% MORE MONEY for underrepresented students"...where's our recruitment there?

6

Conclusion

- **Have been invited by HECC (not the school) to speak to them during a May 12th meeting, interested in the process and the lack of discussion of alternatives**
  - Still haven't heard from senior admin about a plan – didn't even know we (ASOIT) were expected to present until HECC told us
- **There to support/speak for students, not the school – stuck between student needs and University wants**
  - No guarantee HECC will approve 7% increase, but also no guarantee the Board will approve additional reserve funding
  - Students already leaving due to both cost/lack of course offerings and lack of action could only make it worse
- **Questions?**

7

MEMO

Date: April 18, 2022

To: Faculty Senate

From: Concerned Faculty

Re: Benefits and Outcomes of Programs by Commission on College Teaching

Recently, the Commission on College Teaching learned that many of its programs would be cancelled by leadership for the 2022-23 academic year in order to "reassess their value." While leadership has been continuously informed of the outcomes produced by CCT, the purpose of this memorandum is to remind the greater campus community, through faculty senate, of the value that CCT programs have provided to Oregon Tech over the years and question why a reassessment needs to occur. The following is a summary of CCT's purpose and its programs, values, outcomes and resources/costs:

Purpose of the Commission on College Teaching (CCT)

The Commission on College Teaching (CCT), is a group of multi-disciplinary faculty that work with constituents across the Oregon Tech campuses to promote excellence in teaching and to create meaningful connections between the university's teaching philosophy/model and educational practice, spaces, and technology.

Institutional Teaching Model

CCT developed the Institutional Teaching Model that serves as a foundation for a common understanding of quality teaching and expectations across the university, and a basis for all the professional development activities that the Commission implements. This model was developed from the Oregon Tech Excellence in Teaching (OTET) Workshop.

> **Value**: This model supports the Teaching Assessment Rubric, which can be used for self-assessment and formative peer assessment to build mastery in classroom teaching. CCT also developed an online version of the Teaching Model rubric to apply to the online teaching environment.

Oregon TECH
Excellence in Teaching

Model

Plan
Ensure command of the subject matter
Organize lesson appropriate to the subject matter
Use learning objectives
Provide orientation
    Emphasize importance
    Connect to prior knowledge
Provide information
Use physical models, demonstrations, case studies, examples
Stimulate critical thinking
Present information to appeal to varied learner preferences
    Visual – Verbal
    Active – Reflective
    Intuitive – Sensing
    Global – Sequential
    Inductive – Deductive
Manage time effectively

Engage
Act as a positive role model
Provide clear written and verbal communication
Use questioning effectively
Use the learning tools and environment effectively
Be enthusiastic!
    About the subject matter - intellectual excitement
    About your students - interpersonal rapport

Provide Opportunities to Apply Knowledge
In familiar contexts
In new and unfamiliar contexts

Assess Learning
Frequently, with timely feedback
In class: *Classroom assessment techniques, quizzes, exams*
Out of class: *homework, projects, papers*
Using student self-assessment

Oregon Tech's Excellence in Teaching (OTET) Workshop

CCT has developed and run an intensive week-long teaching workshop during the summer, based on ASEE's EXCEED model. The workshop is organized by faculty – for faculty, including the support of peer mentors, who were prior graduates of the workshop. The curriculum is directly tied to the Institutional Teaching Model and participants are taught to utilize the Teaching Assessment Rubric.

> **Value & Outcomes**: Over five years of workshops, the program has graduated 65 faculty from the program. Based on research conducted by CCT, participants increase their student evaluations scores by an average of 5.2%. The average cost to run the workshop is around $500 to $600 per participant, which is far lower than what the university would pay to send faculty to an equivalent off-site training. Additionally, this workshop has produced revenue when faculty from other universities have attended.

Oregon Tech's Excellence in Teaching (OTET) Conference

CCT has hosted a half-day teaching conference at the start of convocation for the last seven years. The conference features a host of teaching-related topics and poster sessions, by faculty – for faculty.

> **Value & Outcomes**: In 2019 and prior, the attendance for the live events averaged around 110 faculty and staff. During the 2020 and 2021 remote events, the attendance averaged 75. Based on feedback from the 2021 Convocation, CCT event was considered to be "*valued professional development*" and there was a desire to see "*more sessions by CCT during convocation*." The cost of the conference (in person) includes the cost of lunch and printing.
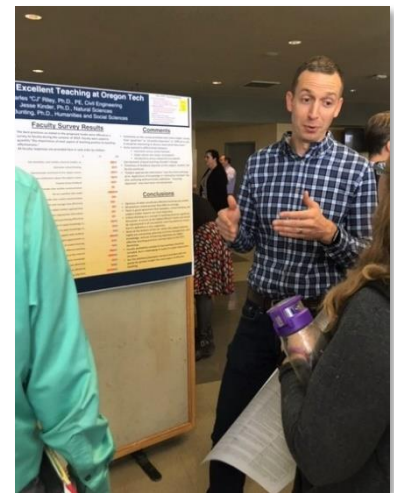
Oregon Tech Teaching Grants

CCT continues to partner with the Oregon Tech Foundation to administer the Oregon Tech Foundation Teaching Grant as well as the CCT Innovative Teaching Grant. This year, CCT had to defend the continuation of this activity.

> **Value & Outcomes**: Each year, CCT distributes an average of $10,000 to $15,000 of funding to an average of 10 to 15 Oregon Tech faculty to support a variety of teaching related projects and activities.

Connections to ESLO | Assessment Committees

CCT supported various ESLO engagement activities working with both the ESLO and Assessment committees.

> **Value & Outcomes**: In academic year 2020-21 and prior, CCT connected with the ESLO committees and developed faculty training initiatives such as a featured summer book and

discussions, and a variety faculty development workshops. The cost of the annual book and workshops runs around $1,000 to $1,500 per year.

New Faculty Training

New Faculty Training is a long-held tradition at the university that seeks to orient new faculty to Oregon Tech based on the "by faculty – for faculty" model.   In 2018, CCT incorporated the New Faculty Training into their programing to expand the training to include teaching and learning content. Held over the fall term, the goals of the program is to help new faculty colleagues make connections and learn about Oregon Tech's values, culture, standards, and expectations. Sessions covered subjects ranging from Oregon Tech's history, faculty evaluation, teaching theory and best practices, research resources, student support, and more.

> **Value & Outcomes:** Each year, regardless of the size of the incoming class of faculty, this orientation and onboarding training has supported new faculty in a consistent manner so they receive the support they need to be successful at Oregon Tech. There is no cost to running this training, unless an in-person event includes food.

Excellence in Teaching Award

CCT continues to partner with the Oregon Tech Foundation to administer the Excellence in Teaching Award for faculty. This award is significantly driven by ASOIT and student participation throughout the process.

> **Value & Outcomes**: During the 2021 award cycle, the commission received 399 nominations for 124 instructors. This award is recognized at commencement and convocation ceremonies. There is no cost to the administration of this award. The foundation offers the annual monetary awards.

Grants Awarded to CCT

CCT has also actively sought grants to support teaching and learning best practices at the university. The following outlines CCT's grant activities:

Steelcase Active Learning Grant: In 2018, CCT was a recipient of a $70,000 grant from Steelcase Education. CCT established the "Active Learning Center" (ALC) in the fall of 2018 by upgraded OW 201 with enhanced furnishings and technology to establish a reconfigurable, multi-use classroom. Following the installation, CCT conducted a two-year multi-disciplinary research project to evaluate teamwork and pedagogies within this classroom. This research showed a 20 to 40% increase in engagement in a wide variety of categories among both students and instructors in the ALC.

Hyflex Grant: Through internal grants equaling $2,000, the active learning classroom (OW201) was upgraded again in 2021 to support research on Hyflex delivery methods. This work was presented at Educause national conference in 2021.

> **Value & Outcomes**: This work and other classroom research was used to expand the active learning classrooms at the Klamath Falls campus, specifically in the development of the CEET building classrooms.

Social Innovation Grant: CCT was awarded a Social Innovation grant of $5,000 through Steelcase in the winter of 2021. The goal of this grant was to imagine and innovate a Teaching & Learning Center to support the campus community. It should noted that halfway through the implementation of the grant, the team was asked to turn over the grant to a member of leadership.

Research: Published & Presented

The commission has collected data on a host of topics related to classroom spaces, faculty and student needs, and technology.

> **Value & Outcomes**: These data have been used to modify classrooms and advance technology based on the needs of the Oregon Tech community. This work and other classroom research was also instrumental in informing the development of the CEET building classrooms.

CCT has also published and presented several articles related to the work they produce for Oregon Tech.

> **Value & Outcomes**: With the additional institutional focus on research, which can bring recognition to Oregon Tech, CCT has directly produced and presented the following work that has been nationally recognized by the America Society for Engineering Education (ASEE):

> *Riley, C., Beaudry, S. Kinder, J. (2021). Evolution of Traditional Classroom Teaching Workshop to Support Remote Delivery. American Society of Civil Engineering. https://peer.asee.org/37114.*

> *Riley, C., Kinder, J, Bunting, B. (2021). Development of an Institutional Teaching Model. American Society of Civil Engineering. https://216.185.13.174/36967.*

> *Riley, C., Beaudry, S. Bettencourt-McCarthy, A. (2018). An Institutional Excellence in Teaching Workshop Adapted from the ExCEEd Model. American Society of Civil Engineering. https://peer.asee.org/29790.*

> In addition, the CCT "by faculty – for faculty" model was featured in a poster presentation at the National Teaching Conference in 2017. It should be noted that there are also several examples of CCT members that have published and presented additional research related to teaching and learning.

Summary

In summary, CCT has offered significant value to the Oregon Tech community based on their consistent and well-developed body of work, research, and programs. This work is also continuously improved and advanced based on an ongoing feedback process. This cost-effective work, with minimal budget implications, has aided Oregon Tech faculty in their professional development related to teaching. In fact, many faculty regularly rely on CCT programing to aid their development of teaching as documented on FOPs, APEs and portfolios. Moreover, CCT has collectively worked to bring grant-funded research to benefit the university, as well as bringing national attention to their unique "by faculty – for faculty" model, program offerings, and outcomes. As faculty, we hope to continue these valuable programs for the benefit of all faculty, staff, and students.

KF-ASOIT
Faculty Senate
June 2022

Brie Landis, ASOIT President

Internal Governance

- ASOIT Elections for 2022-2023
  - Welcome Sasha Rabich, ASOIT President-elect
  - Welcome Finn Anders, ASOIT Vice President-elect

- ASOIT Officer Selection
  - Cabinet is selected! New faces and some continued leadership
  - Expect to see new organization and communication

Shared Governance

- Current Iteration of Revisions
  - See in the attachments/reading material
  - Added section on AGB recommended Governance Council
  - Being reviewed by Administrative Council, Faculty Senate, and ASOIT Council

- Next Steps
  - Consider recommendations from stakeholders, take comments
  - Revision iterations, passing the torch to the next Cabinet

Tuition Recommendation

- University Press Release
  - No mention of student engagement or advocacy
  - Opportunity missed to highlight shared advocacy and interest
  - Opportunity for Improvement: dedication to Shared Governance needs to be tangible and actively practiced by all stakeholders

- ASOIT Press Release
  - Commended all stakeholder efforts
  - Focus on areas for growth and space for advocacy
  - Setting the precedence for student engagement and University shared leadership

Questions?

May 13, 2022

ATTN:

Oregon Tech Students, Staff, Faculty, Administration, and all other interested parties

Oregon Tech's Tuition Recommendation Committee (TRC) presented their revised recommendation of 7% (6.6% tuition and 0.4% fees) to the Board of Trustees on April 7th, 2022. ASOIT representatives Brie Landis and Jack Zoucha, from Klamath Falls and Portland-Metro campuses respectively, presented the ASOIT tuition recommendation in opposition of the TRC recommendation. ASOIT representatives pleaded with the Board Members to consider spending more from reserve funds and explore more options to cutting spending before placing a significant financial burden on students in the form of a 7% tuition increase. Board policy is to maintain a reserve balance of 10-15% of annual budget operating revenue, but the University currently has 22% and a reduction to the tuition increase would have left that balance well within policy guidelines. However, the Board moved to vote and the 7% tuition increase was approved.

Any base-tuition increase over 5% must be reviewed and approved by the Higher Education Coordinating Commission (HECC). This review consists of presentations from University leadership that justify the need for the tuition increase. This meeting was scheduled for May 12th, 2022.

On April 19th, 2022, ASOIT was contacted by Jinkard, the Director of the Office of Postsecondary Finance and Capital for the HECC. This Office is responsible for policy and funding coordination related to Oregon's postsecondary institutions. ASOIT representatives, plus two students who served on the TRC, met with Jim on April 20th, 2022, to discuss the process and our perspectives on the TRC. At this meeting we learned that the TRC was not given the full picture of the funding and financial situation of the University. Some important facts that we feel were not appropriately emphasized include:

- Oregon Tech receives almost 40% more funding per student than other Oregon Universities
- The funding model favors *producing graduates*, not enrollment, as an example Oregon Tech produces 22.6% less graduates compared to EOU
- The funding model favors the recruitment and retention of historically under-represented populations (50% more funding per student), but Oregon Tech is the 2nd lowest in recruitment of these populations

These financial facts are essential for understanding the funding and financial status of Oregon Tech, and yet the vote moved through the TRC and the Board of Trustees. ASOIT argues that this is not an informed decision-making process.

On April 26th, 2022 and again on May 6th, 2022, ASOIT representatives and student members of the TRC met with the Office of Student Affairs, the Office of Finance and Administration, and the Office of the Provost to discuss the upcoming meeting with HECC scheduled for May 12th 2022. At these meetings, students presented the facts we learned in our meeting with Jim Pickard, and we negotiated the ways we can advocate for students while also advocating for the University. At the May 6th meeting, we learned that negotiations were occurring between staff of our Office of Finance Administration and staff from HECC earlier in that week. The results of these negotiations were for HECC to revise the weighting of several health degree programs, leading to a change in Oregon Tech's favor of close to $1 million. This value relates to an approximate value near a 2% change in tuition revenue.

The Board of Trustees hosted a special meeting early morning on May 13th where they reviewed the new information and discussed revising their tuition increase approval. The Board voted to revise their April 7th approval from a 7% tuition increase to a 5% tuition increase (4.5% tuition and 0.5% fees) for the upcoming academic year. A 5% tuition increase no longer requires HECC approval.

We were prepared to advocate for students on the public stage in the meeting with HECC, but due to the rapidly changing nature of these conversations, a solution was reached before we could do so. We believe that the negotiations between our University and HECC are in good faith, and we acknowledge that the changes in weighting within the funding formula benefit all of Oregon's Universities and students, not just Oregon Tech. We believe that it was our *firm and consistent application of pressure* that encouraged additional meetings, discussions, and negotiations that ultimately resulted in a win for students. A 5% tuition increase is within alignment with ASOIT's March 24th recommendations, though we are disappointed that we no longer get the opportunity to fight for students on such a large, public stage.

ASOIT recognizes the extensive collaborative efforts between University Offices and HECC, and we thank everyone involved for their efforts in working on a more equitable solution on the University budget concerns. Moving forward, we hope that the events of this year set a precedence: *ASOIT must have equal footing within the Shared Governance model and we will continue to advocate for it every step of the way.* Annual steep tuition increases are not sustainable, causing cascading problems and barriers to recruitment and retention at Oregon Tech, and we *must* maintain this level of collaborative efforts together to ensure Oregon Tech remains capable of providing the exemplary service of education to students. We affirm that alternatives must be explored fully before determining tuition increases and we will continue to apply pressure as necessary to ensure that students are centered, valued, and have the information needed to make informed decisions.

ASOIT Presidents Brie Landis (Klamath Falls) and Jack Zoucha (Portland-Metro)

PM-ASOIT
Faculty Senate Report

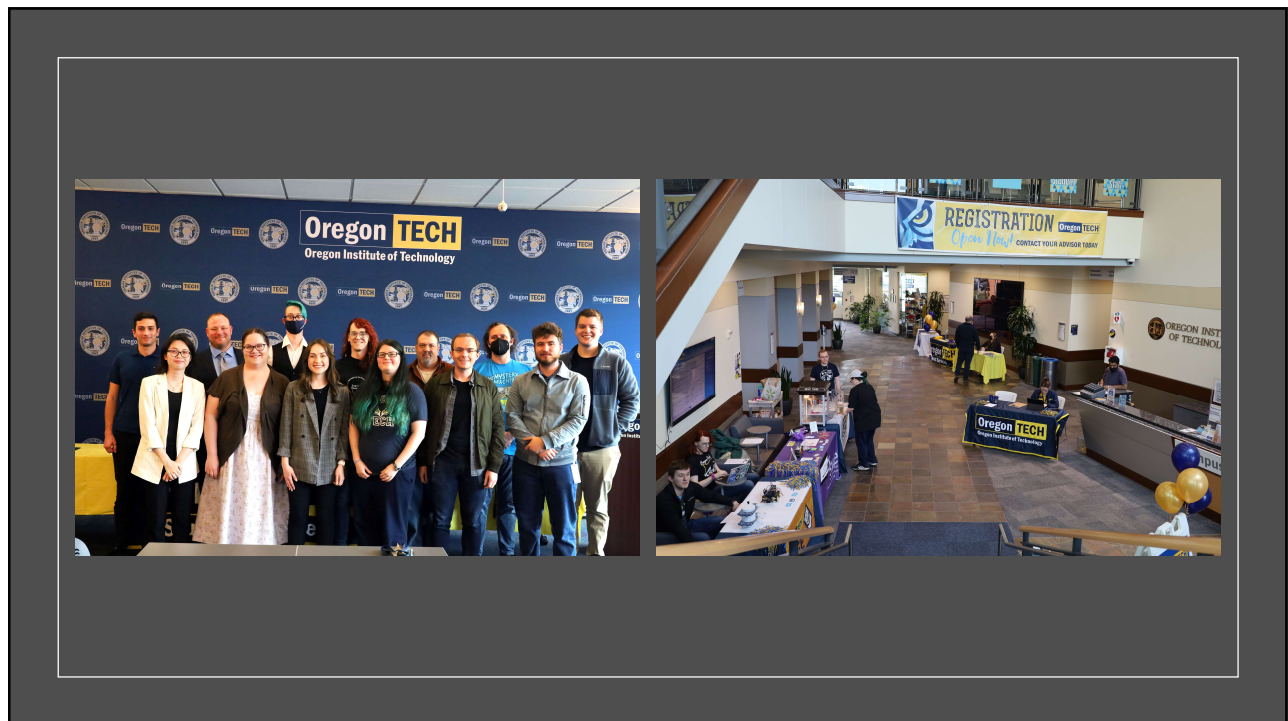**Jack Zoucha, President**

1

Campus Involvement

- **Lab Week**
- **IdeaFest 2022**
- **Student Awards**
- **New Student Open House**
- **Dead Week**
  - Lunch/Dinner for study groups
  - Cartoon/game night
  - End of the year barbecue

2

3

4

ASOIT Helping Students

- **Increasing engagement at Portland-Metro campus**
  - 56% of attendees were first-time guests, 186 unique guests = 33% of students!
  - Great teamwork with SIB, PM Leadership to get students back after COVID
- **Advocating for more faculty/classes**
  - Ended down a professor, no open faculty positions for REE
  - Did gain more access to Canyon Creek for ME/MMET students – still not offering required classes
- **Housing alternatives for BOTH campuses**
  - Overall ignored by all – no follow-up, talks with city leaders started going thru school instead

5

ASOIT Helping Staff

- **NTTF Promotion Policy**
  - Stalling in President's Council – too much red tape for such a simple request!
- **Scheduling and academic advising questions**
  - Course drops, lack of course offerings
- **Advocating for CBA leniency/compromise**
  - Dr. Jiru, Professor Allan Douglas – as Polytechnic university, you would think industry experience is valued above all else!
  - Both tried to make deals within CBA/Union rights and were denied – extremely disruptive to students AND faculty, losing programs and students!

6

ASOIT Helping Administration

- **Recruitment**
  - Give a Hoot! – COVID, lack of institutional support made it hard to connect with school groups
  - Housing alternatives, especially in Portland – had 5 parents ask FIRST at open house
- **Relaying the student voice**
  - Been telling the school EVERYTHING that has been in AGB, climate assessment all year long
  - Conducting surveys, presenting information, little to no action or follow-up
- **Lobbying/advocating for Oregon Tech at the state level**
  - University Day – list of talking points made by schools, only 1/4 even applied to Oregon Tech!
  - HECC meetings – met with Finance director, but HECC committee hearing cancelled
  - Wilsonville city leaders – everything going thru school first

7

The Illusion of Shared Governance at Oregon Tech

- **No real power for Faculty Senate, ASOIT, or Admin Council at Oregon Tech, much less equal footing**
  - No real direct line to Board, no real opportunity for conversation – much less a debate or time for questions/answers!
  - ASOIT time in front of Board? 40 minutes / year for more than 5,000 students
- **Ignored recommendations from other governing bodies**
  - Faculty Senate – NTTF Policy, CCT committee/activities
  - ASOIT – Tuition/fees recommendation, class/schedule/staffing requests
- **Questionable ethics at OIT**

8

Questions for Oregon Tech

- **How are you going to help adapt to change, prepare for the future?**
  - 5 million less college students by 2050 – won't be smaller schools, there will be fewer schools
  - Founded in Klamath Falls in 1947 as a vocational rehabilitation school for WWII veterans – is it really where the future is at?
- **What is YOUR role in changing the culture around Oregon Tech so that students, staff, and faculty feel as supported as you do?**
  - Open, honest, and worthwhile communication – especially when disagreeing
  - Make faculty want to stay, students want to graduate/recommend to family/friends
- **What should the leaders at this school really be prioritizing?**
  - Starting new degree programs, or making sure students can complete/succeed in current ones?
  - Industry contacts or community partners?
  - Administrative duty or staff/faculty/student happiness?

9

Conclusion

- **The talent, value, and future of Oregon Tech lies within the students, staff, and faculty that show up everyday – ready to try, willing to fail, eager to succeed**
- **Time to showcase what Oregon Tech already offers – no need for fancy new dorms, shiny new buildings to highlight the greatness that walks these halls**
- **All sides need to be willing to work together if anything is going to get better!**
  - The toxic culture around here eats everyone – students are so tired by the time they leave; faculty are so discouraged by barriers to doing their jobs
- **Starts from the top – set the example, be the example, and figure out how to move forward to benefit all shareholders**
- **Jack's conclusion**

10

Course Registration Waitlist Procedure

The Academic Standards Committee proposes that Oregon Tech utilize an automatic waitlist software:

- Verbiage regarding the waitlist process will be posted at the time students join a course waitlist. Students on the waitlist will have 24 hours to register for a class once they are notified by the Registrar that there is a spot for them. If they do not respond, the Registrar will then reach out to the next student in the waitlist queue.
- Exceptions to this policy will be administered by the Registrar's office and can be made by following the outlined procedure. A student requesting an exception will fill out a request form (see draft form attached). The student will be asked to provide a justification for the exception. The form will then circulate to the faculty member for an approval signature, and then to the student's advisor for a signature.
- Students who have been approved in the exception process will have enrollment priority over those on the course waitlist.
- Waitlists will be disabled on the first day of the term. Students wishing to join a class after the first day of the term will need to complete the exception form.
- Staggered registration dates will continue as is. This should help eliminate some issues for students, especially seniors.

Oregon TECH

Waitlist Exception Form

LAST NAME	FIRST NAME	MI	STUDENT ID NUMBER	TERM
MAJOR:			**GRAD DATE:**	

ADDS

CRN	COURSE/ NUM	SEC	INSTRUCTOR SIGNATURE	DATE	AUDIT?
					☐

Justification for Exception:

_____
REGISTRAR SIGNATURE   **DATE**

_____
ADVISOR SIGNATURE   **DATE**

Need help? *Klamath Falls Campus,* visit the Registrar's Office, call (541) 885-1300, or e-mail registrar@oit.edu
Portland-Metro Campus, call (503) 821-1250 or email pmregistrar@oit.edu

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Oregon TECH
Student Involvement & Belonging

FIND **S**UPPORT ▶ EXPLORE **O**PPORTUNITIES ▶ **A**CADEMIC SUCCESS ◀ BUILD **R**ESILIENCY ▶

SOAR
Oregon **TECH**

ORIENTATION: S.O.A.R.-ING INTO SUCCESS

STRATEGIC PLAN

2022-2023

WHERE WE WERE

As a student affairs housed program, we currently are missing the collaborative campus ownership by not providing a more intentional high-impact practice that showcases more of what Oregon Tech has to offer.

Parent Schedule
10:00 am – 11:15 am | The Art of College Parenting with David Coleman
11:15 am - 12:00 pm | Parent Panel with Student Affairs Directors

Student Schedule
9:30 am – 10:30 am | NSO/Week of Welcome Student Check-In
10:30 am - 11:30 am | Student Welcome Session
11:30 am - 12:45 pm | Details with the Dean & photo
1:30 pm - 3:30 pm | Building TECH Nation (Hooray) with David Coleman
3:30 pm - 4:30 pm | Student Affairs: Staff & Silliness

Summary of Event:

In previous years we have traditionally invited the "Love Doctor" David Coleman to the Oregon Institute of Technology to provide two types of presentations to our parents/supporters and our students themselves. The parent session "The Art of College Parenting" goes over five parent topics to help family members navigate the transition into college life.

- "You might be an Over-Involved Parent if..."
- "The Most Common Reasons Students Drop out of College Are?"
- Quiz: "How well do you know First-Year College Students?"
- "10 Ways to Help your student experience first-year success!" ($50 letter idea)
- "Issues Parents and Students Should Discuss Prior to and During College"

David has the ability to create a "warm and fuzzy" atmosphere that can move parents to tears. Having presented his "Love Doctor" persona at more than 70 universities annually and having worked in student affairs in the 90s he was a great example of decent outsourcing for a parent presentation. Directors then had the opportunity to hold a panel that gave parents the opportunity to get unanswered questions answered.

New Student Orientation started during the parent session allowing the New Student Programs Coordinator to make announcements, go over important information for the upcoming school year, help students download the app, and do the first of many Oregon Tech chants. From there David Coleman would make his way to the open area where the students would gather to present a "Play-fair" activity allowing students to mix, mingle and play small team-building activities. When that concluded our directors had the opportunity to showcase their personalities by doing a set of skits about their prospective departments to all the students.

WHERE DOES THAT TAKE US

Leads us to develop a true in-house, outcomes-driven, and cross-campus collaborative orientation experience that allows students and their families/supporters to learn about student success & SOAR at Oregon Tech.

We know that the first six weeks of attending university for students, determine if they will finish the year let alone their degree at an institution. **If a student participates in two high-impact practices (HIP) they are more likely to be retained by the university.** Our new Orientation: S.O.A.R.-ing to Success is going to take the idea of what makes a practice high impact, but bring in the campus community to make this a cross-campus collaborative effort. Students have a better university experience when they feel support across campus. We know that with the help of our academic partners and our student support services we can create such a program.

What makes a high-impact practice?
- Creates an investment of time and energy
- Includes interactions with faculty, staff, and peers about sustainable matters
- Real-world applied experiences
- High expectations
- Frequent feedback
- Exposure to diversity, equity, and inclusion initiatives and spaces
- Demand reflection
- Public display of ability

S.O.A.R.-ing Into Success takes the time to create an intentional high-impact practice that would allow students the opportunity to find support, explore opportunities, achieve academic success, and build resiliency. Our intentional program outcomes allow Oregon Tech professionals to showcase their skillsets and departments in a way that helps students gain skills and understanding of the community around them. By implementing this HIP, Oregon Tech has the ability to bring not only current students together with incoming students, but allow us as a university to show a culture of student support beyond what has been previously done. This will also allow a new age of our student and academic affairs to work together to showcase how we, as Oregon Tech, support our student's academic and co-curricular involvement.

Skipper, T. L. (2017). What makes the first-year seminar high impact?: An exploration of effective educational practices. research reports on college transitions no. 7. Distributed by ERIC Clearinghouse.

Our Oregon Tech students are arriving to our institution with a rich diversity of identities spanning across race, personalities, gender identity, academic preparation, immigrant/ immigration status, culture, life experiences and interests, social capital, work status, family backgrounds, health conditions, major or career aspirations, and much more.

In order to ensure the success of our Oregon Tech students, this process begins at new student experiences (New Wings & SOAR-Orientation) and continues through their time at university. Our program is built to take into consideration that various departments from academic affairs and student affairs ensure retention and persistence efforts. **The Ecological Validation Model of Student Success represents this approach to student support and success that our S.O.A.R.-ing Into Success orientation program promotes.** Student success is described as ecological in nature and validates students' multiple identities, assets, strengths, and innate capabilities for success in a web of multiple coordinated student support contexts over time.

ECOLOGICAL VALIDATION MODEL
OF STUDENT SUCCESS
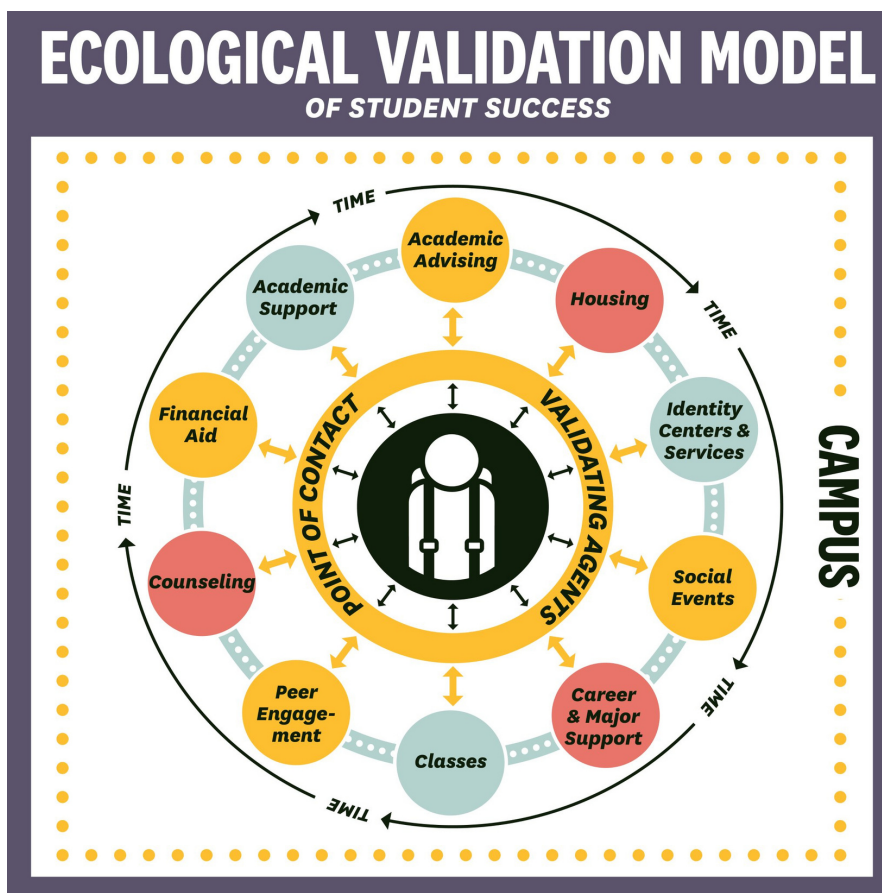
The model is described in terms of:
- what is being validated (Student- i.e., student characteristics, experiences, identities),
- how validation occurred (Process- academic and interpersonal validation);
- the multiple curated environments where validation occurred (Context- academic and student affairs departments, personnel, and events/activities); and
- when validation happens (Time- throughout college).

Kitchen, J.A., Perez, R., Hallett, R., Kezar, A., & Reason, R. (2021). Ecological Validation Model of Student Success: A New Student Support Model for Promoting College Student Success Among Low-Income, First-Generation, and Racially Minoritized Students. *Journal of College Student Development*, 62(6), 627-642..

"Only when everyone on campus - particularly academic affairs and student affairs staff - shared the responsibility for student learning will we be able to make significant progress in improving it."

Mission and Outcomes

The Mission of Orientation: S.O.A.R-ing Into Success is to develop an opportunity for Oregon Tech's new students and their families/supporters to attend an experience that aids in the university transition process; that will inform students of the support available to them; opportunities to explore co-curricular and career prospects; as well as be well informed on how students and families can be integrated into life at Oregon Tech.

S.O.A.R. Vision:
- Find **S**upport – Sense of Belonging and Resources
- Explore **O**pportunities – Student Involvement and Career Exploration
- Achieve **A**cademic Success – Skills & Strategies
- Build **R**esiliency – Continuing to SOAR at Oregon Tech

Outcomes	Details
SUPPORT	• Students and Parents/Supporters will be able to identify 3 resources that can help them at Oregon Tech • Students who attend S.O.A.R.-ing into Success will have the opportunity to understand transitional issues (social and academic) they may encounter during their time at university and how to manage them.
OPPORTUNITIES	• Students will be able to identify opportunities available to them during their time here at Oregon Tech that will support their holistic development. • By attending this S.O.A.R., students and families will be able to describe the importance of seeking out co-curricular involvements while obtaining a degree
ACCADEMIC SUCCESS	• Students and families will be able to understand how to connect and receive services from university resources to help with their academic careers. • Students will develop transferable skills that can be used throughout their academic and co-curricular activities.
RESILIENCY	• Students will develop their "why" for coming to Oregon Tech and what motivates them to be in school. • Students will identify at least one coping skill they plan to utilize to overcome adversity.

Connection to Oregon Tech Strategic Plan

Orientation: S.O.A.R-ing Into Success is an outcomes-driven, cross-campus collaborative program where the mission and purpose ties and maps to the Oregon Tech Five-Year Strategic Plan 2021-2026 pillars and commitments.

Pillar	Goal/ Objective
Commitment to Student Success	1.1 - Increase support for an awareness of academic and student services for student success and well-rounded student development. 1.3 - Implement collaborative university-wide retention strategies. 1.4 - Create learner-focused environments that are welcoming, respectful, inclusive, and offer a sense of belonging to students. 2.2 - Create a framework to equip students with professional and life skills. 2.3 - Instill cultural competency to prepare students for a diverse workplace and world. 3.2 - Increase co-curricular opportunities as part of a comprehensive recruitment, retention, and graduation strategy.
Commitment to Innovation	4.1 - Implement innovative, high impact practices including experiential learning and undergraduate research to support students' academic success.
Commitment to Community	6.2 - Support the well-being and development of all members of the university community.
Commitment to Institutional Excellence	9.1 - Foster and sustain a welcoming environment where all feel supported and experience a sense of belonging; where differing perspectives, participation, and contributions are valued.

Schedule at a Glance

Sunday, September 25, 2022

Student and Parent check-in

University Welcome

Technology on a TECH campus (ITS and the APP)

Campus Security, Safety, and Parking

Payments, Fees, and Funding for the next four years

"OWL" THAT: supporting your owl's involvement

Coaching your Student to Success

Discover your Academic College

Foundation mixer downtown/on-campus

CU After Dark

Monday, September 26, 2022

Student Check-in and Welcome to the stadium

OT Photo

"We Know an Owl"- Playfair/Family Time

ISHC Lunch and Tour

Family Time

Breakout Session (Non-trad, First Time, International)

Getting Involved, where do I fit into Oregon Tech?

Hike to the O

Tuesday, September 27, 2022

"How to Hustle" Academic Excellence Breakfast

How to build healthy relationships with your professors

Never have a feather out of place: Time Management

Need academic help? Peer Tutoring is here to help

College Breakout

The most important project at Oregon Tech is Me

Welcome to the Hill: Life on Campus

How to ACE your first year:

Amazing Race/Campus Scavenger Hunt

We are Oregon Tech

SOAR-ING
Klamath Falls

Sunday, September 25

Student and Parent check-in
- *Receive your SOAR-ing into Success materials from SIB staff and make your way to the CU auditorium for our University Welcome.*

University Welcome
> *SIB, VP Student Affairs, Provost, University President*

Technology on a TECH campus (ITS and the APP)
> *ITS, SIB*

Campus Security, Safety, and Parking
> *Campus Security*

Payments, Fees, and Funding for the next four years
> *Cashire Office, Financial Aid, Foundation*

"OWL" THAT: supporting your owl's involvement
- *Opportunities at Oregon Tech are at the tip of your wings. Learn how involvement can impact your university experience.*
  SIB, DICE, CARES

Coaching your Student to Success
> *Academic Advising and Retention*

Discover your Academic College

- *Academic Dean hosts students and their supporters and presents at the college that their major falls. Gives them the opportunity to learn about academic rigor/expectations as well as hear from a panel of professors.*

Foundation mixer downtown/on-campus
- *With help of the Foundation, Development Office, HAS, and ETM, creating an opportunity for parents to meet with distinguished administrators would allow Oregon Tech to directly talk about the future of the university and how that will create value for the student's degrees.*

CU AFTER DARK
See You at the College Union

- **Partnering with Housing and Residence Life, Diversity and Belonging, and Student Involvement to create a showcase of clubs and programs that runs late into the night. From 8:00 PM- 12:00 PM, new students will have the opportunity to mingle with clubs and programs in a fun and interactive way!**

DAY 2: Student Schedule

WHO and WHAT

S Check-in and Welcome
9:00 AM - 10:00 AM

Check-in to the stadium, where after you are checked in we start setting students upon a way that spells out OT. *Student Involvement and Belonging*

O OT Photo
10:00 AM - 10:30 AM

Organize students in OT fashion and snap a picture. *Marketing and SIB*

S "We Know and Owl"- Playfair (90 min)

This is an opportunity for our SOAR Leaders to help lead a mingle activity with the students that help break the ice and build new relationships

S ISHC Tour and Lunch

ISHC Leads their annual lunch and tour, with everyone walking from the stadium to the health center.

S Family Time

Opportunity for students and their SOAR Leader to do an interactive family session to build bonds

O Breakout Session (Veterans, Non-Trad, First-Time, International)

Non-Traditional Students	*First-Time Students*	*International Students*
Non-traditional students are classified as students not right out of high school	Career exploration (test?)	International current student connections
What does it mean to be a non-trad student at Oregon Tech?	The commuter life? How to prepare.	Employment? Can I work in the United States?
Am I employed? what are my job opportunities or career exploration options?	Living on-campus, how to put the I in OIT.	How can Oregon Tech help me be successful?
Connect with other non-trad students incoming and current.	Campus Rec, Intramural/Club Sports	What do I want out of this experience?
	My Oregon Tech, Where do I fit in?	

SO Getting Involved, Where do I fit into Oregon Tech?
Exploring identities and affinity spaces and groups.

Greek Student Experience	Religious & Spiritual Student Experience	Cultural/Identity Student Experience
Non-Traditional Student Experience	Veteran & Veteran Affiliated Student Experience	Gender/Sexuality Student Experience

Hike to the O	Outdoor Programs works to Hot the annual Hike to the OT

	DAY 3: Student Schedule	
	WHO and WHAT	

A	"How to Hustle" Academic Excellence Breakfast	With the help of CARES, HAS and ETM gather to present a how-to excel breakfast full of tips and tricks for passing courses.
A	How to build healthy relationships with your professors	CARES, ISHC, HAS and ETM, Academic Advising and Retention
A	Never have a feather out of place: Time Management	Learn valuable time management skills and how to stay organized throughout the semester. CARES, Academic Advising and Retention
A	Need Academic help? Peer tutoring is here to help!	CARES, Academic Advising and Retention
A	College Breakout	HAS and ETM deans and faculty, major and minor exploration. How can students learn what they can about what field they're going into?
R	The most important project at Oregon Tech is Me	Self care, how can student take care and improve on themselves while at Oregon Tech. ISHC, SIB,
R	Welcome to the Hill: Life on Campus	VP of Student affairs addresses student conduct, alcohol, and tobacco on campus with the help of Housing and Residence Life
AR	How to ACE your first year:	With the syllabus going out tomorrow, what can students do to make sure they don't get behind. CARES, SIB
R	Amazing Race/Campus Scavenger Hunt	Planned student scavenger hunt/amazing race that allows student to become familiar with campus. RA/Housing, Admissions, SIB
R	We are Oregon Tech	Check out and receive your end of event swag item

	Current Student's Involvement	

There are four groups of student leaders on campus that we want to utilize throughout this program:
- Admission Counselors
- Resident Assistants (RA)
- Peer Consultants
- SOAR Leaders and SIB Assistants

When thinking of how this program will function, we know the value of adding current students to our roster to help put on such a program. By involving Admissions and Housing and Resident Life students we have the opportunity to help students see the campus and know familiar faces while on campus. This is valuable to creating that sense of belonging, but will also help in aiding cross-campus collaborative efforts. By adding peer consultants we are making that connection to show the importance of academics on our campus and that their peers are the ones out there providing the services to help them. Lastly, We think about hiring/recruiting volunteers/student staff to help us with the program. We believe the leadership opportunity here is a great one that could teach students valuable transferable skills to use, in post-secondary education.

SOAR
Portland-METRO

Monday, Sept. 26th (midday)
- SOAR-ing into Success Luncheon: Invite key faculty across majors to mingle, student panel, student resources, and grab a bite to eat!
SIB- PM, Key Faculty, select Student Leaders

Monday, Sept 26th (early evening)
– Faculty and Adjunct Orientation Dinner promoting student resources to make sure they are aware of all the support mechanisms, early alert)
SIB- PM, Student Resources, Academic Leaders

Tuesday, Sept 27th (early evening)
– New Student Orientation Dinner (invite key faculty in these majors to mingle? student panel, student resources)

(Career exploration opportunities, DEI on PM campus, Soft Skill Wingshop: Navigating conversations with Colleagues)

SIB- PM, Key Faculty, select Student Leaders

Wednesday, Sept 28th – Thursday, 29th
Week of Welcome & First Days of School:
- BBQ
- Pop Shop
- Shaved Ice/Ice Cream Truck
- Music
- Donuts and Directions
- Hootie Birthday
- Spirit Swag

Planning:
We want to make sure the PM has a similar experience on campus that our KF new students get to attend. We would like to weigh several questions when creating this program:
- What would this look like as a one-day event that students/supporters attend before school starts?
- What would it look like to create come-and-go events for students to attend over a week period?
- Is this adaptable to PM and what can we do to make it adaptable?
- What ideas do you all have?

ONLINE

Oregn Tech App

What does SOAR-ing into success look like for students online?

As we begin to plan how this will look to online students we want to make sure that students online are not left hanging with limited support services.

We want to make sure that they have the ability to have as much access as possible, so we are seeing what it looks like to use the orientation tab on the app and build out an intentional experience that helps students navigate different services.

- What thoughts do we have on the online experience?

Definition of an Academic Master Plan

The Academic Master Plan (AMP) provides the overarching goals and objectives for Academic Affairs at Oregon Tech, including students, faculty, staff, and administration. It sets the goals and objectives to accomplish the vision and mission of Academic Affairs as it builds toward the future. The plan is not operational, but visionary and forward thinking. It is not program reduction focused, but instead concentrated on program and curriculum innovation, accountability, and quality. The plan provides focus to the work of all members of Academic Affairs at the university.

Principles to Guide the Master Planning Process

Following the development and implementation of the University's strategic plan, the Provost, with approval from the President and Board of Trustees provided charges to a steering committee of Academic Affairs members, including faculty, students, and academic affairs staff and administrators to develop the AMP which will form a bold and challenging academic affairs roadmap for the next five years and beyond. The plan provides vision and focus for moving the institution forward to realize its potential as a polytechnic university. Principles of the academic master planning process include:

- Leads the academic mission of Oregon Tech into the future at all its locations
- Places students and their learning in the center of Academic Affairs
- Provides accountability and timelines for completion
- Considers both current and future resources
- Builds in flexibility for creativity and innovation across all parts of Academic Affairs
- Expresses the values of Academic Affairs and its members
- Strives for improvement, development, and growth
- Uses data and review of comparator institutions
- Provides high-level goals and objectives around which colleges and departments develop their own plans and strategies
- Appreciates the sharing and input from faculty, students, and administration

Steering Committee Structure

A group of 16 faculty, students, and administrators developed the framework for the AMP. Included on the committee were two student members selected by ASOIT, two faculty elected by their faculty peers, one faculty selected by Faculty Senate, four faculty recommended by the deans and selected by the provost, two department chairs representing each college, an administrative staff member, two deans of the colleges, the vice provost, and the associate vice provost of academic excellence. The dean of the college of Health, Arts, and Sciences chaired the committee. The committee focused on four charges shown below. The group met weekly as an entire committee, but most of the work was done in subgroups focused on charges two, three and four. One member of each charge group participated in charge one.

At the outset of the committee, the Provost provided four charges to the committee to guide their efforts:

Charge 1: To develop academic vision and mission statements for Oregon Tech, as Oregon's Polytechnic University.

Charge 2: To form a plan for fiscally sustainable growth through an array of innovative, forward-looking academic programs that reflect the university mission and include signature hands-on experiences, as well as address the need for coherence and coordination between academic unites configured for the future.

Charge 3: To outline initiatives that will increase enrollment, retention, and four-year graduation rates, serving the academic needs and ensuring success of all students with the frame of "Is Oregon Tech ready for students?" (HECC Strategic Roadmap, 2021).

Charge 4: To develop a path for progress in entrepreneurial and collaborative applied research, inclusive pedagogy, and service to the profession, that broadens access, promotes student learning and success, and enhances the intellectual life of our students, faculty, and staff.

As part of the work on charges, the larger group was broken into four subgroups that worked on each of the charges.

Timeline

The committee was formed in mid-December 2021 and began its work in mid-January 2022. The group completed its work on drafting a plan in May and shared it with a wide variety of groups, including the Provost Leadership Team, academic colleges, academic council, faculty senate, administrative council and in open forums for students and others unable to participate in other groups. The committee's goal was to share the plan with the institutional Board of Trustees in early June, with implementation in Fall 2022.

Goals and Objectives of the AMP

Charge 1: To develop academic vision and mission statements for Oregon Tech, as Oregon's Polytechnic University.

The committee considered the institution's strategic plan pillars and mission statement, a review of academic master plans of comparator institutions, the missions of other polytechnic institutions, the needs of the state of Oregon and the experiences of group members in developing the values, vision and mission. The values, vision, and mission statements acted as the North Star during the committee's deliberations of the AMP charges, goals, and objectives, giving the group focus and direction for planning and decision-making.

Values

The social and ethical principles, norms, and attitudes that govern behavior and decisions of Academic Affairs are:

- Professional Ethics
- Inclusivity
- Transparency
- Accountability
- Forward-thinking
- Respect
- Excellence

Vision Statement

Through the efforts of Academic Affairs, Oregon Tech will be the preferred polytechnic for innovative, multi-disciplinary education and applied research to learners across Oregon and the world.

Academic Affairs Mission Statement

Through a sense of community, collaboration and innovative degree programs, Oregon Tech Academic Affairs provides applied hands-on learning from teacher scholars who develop life-long learners and tomorrow's leaders

Charge 2: To form a plan for fiscally sustainable growth through an array of innovative, forward-looking academic programs that reflect the university mission and include signature hands-on experiences, as well as address the need for coherence and coordination between academic units configured for the future.

Oregon Tech faculty, staff and students are resilient and adaptable. Recent challenges have demonstrated that Oregon Tech has the capacity and ability to be creative and nimble. Academic Affairs can harness this momentum to fundamentally re-evaluate and improve our fiscal sustainability, enhance our program innovation, transform our programs to equip graduates with current field relevant skills, and improve the efficiency of our operations. Effort in this direction will put Oregon Tech on a trajectory for continued student success and institutional excellence.

Goals
Goal 1: Fiscally sustainable growth through an array of innovative, forward-looking programs in alignment with the university's mission.

1.1 Develop an institution-wide academic innovation campaign, through collaboration between faculty and administration, designed to stimulate the development of academic programs across the institution.

1.2 Develop an institution-wide academic innovation campaign focusing on fiscally sustainable initiatives, including assessment of workforce needs in the region and state, market projections, and availability of university resources, to create a structure to facilitate the development of new programs, including minors, certificates, and micro credentials.

1.3 Undertake university-wide efforts to enhance enrollment and develop a program portfolio to increase fiscal sustainability and meet the University's Five-Year Strategic Plan Goals.

> 1.3.1 Models of sustainability and equity from our peer comparators should provide input to this step.
>
> 1.3.2 Focus on developing new programs and increasing enrollment in current programs including but not limited to Allied Health, Applied Computing, Engineering, Business, Arts and Sciences compatible with market demands.
>
> 1.3.3 Attract and retain students from diverse backgrounds in the above areas to help achieve the university's diversity and equity goals.
>
> 1.3.4 Emphasize the unique place of Oregon Tech in responding to the needs of rural communities across the state in healthcare and engineering.
>
> Implementation Timeline: Start date, Fall 2022
> Responsible person/Office: Provost
> Consult: Department Chairs, experts from other departments, faculty experts in the field, Admissions, Institutional Research, Career Services, Provost Leadership Team, Industrial Boards
> Approve: Provost and Board of Trustees
> Resources: US Labor Department, Burning Glass, university comparators, industry partners, executive think tank, program advisory boards, Board of Trustees

1.4 Evaluate the alignment of Oregon Tech's general education to its mission and improve and develop where necessary to build general education that aligns with Oregon Tech's Polytechnic mission and the recent State initiatives related to transferability.

> Timeline:
> Responsible people/Office: Provost, Deans, Department Chairs, General Education Advisory Committee
> Resources: Office of Academic Excellence, Admissions, Institutional Research, Registrar

1.5 Establish a regular process for program review. For example, consider reviewing each academic program every six years for quality, currency, faculty credentials, relevance, marketability, student interest, return on investment, student outcomes, and alignment with Northwest Accreditation's assessment requirements.

> Timeline:
> Responsible people/Office: Provost, Associate Vice Provost Academic Excellence, Deans, Department Chairs
> Consult: Faculty, students
> Resources: Office of Academic Excellence, Admissions, Institutional Research

1.6 Evaluate and improve faculty and staff retention rates to ensure the continued offering of programs on campus.

> Timeline:

Responsible people/Office: Provost, Deans, Academic departments, Associate Vice Provost Faculty Relations
Resources: Academic Affairs, Human Resources

Goal 2: Coherence and coordination between academic units configured for the future.

2.1 Develop interdisciplinary topical umbrellas that focus on innovative programming and faculty research in health, applied computing, environmental science, etc.

For example, a Center for Health Professions-Plus (CHP+) as a foundational comprehensive unit that could include several health related sub-divisions in the areas of diagnostics, therapeutics, community and behavioral health, management and analytics, preprofessional programs, health communication and potential health engineering.

Implementation Timeline: Start date, Fall 2022
Responsible: Academic Affairs at all levels led by the Provost
Consult: Chairs, Faculty, VP of Research, Advisory Boards (OIT and Programmatic), University Research Committee.
Approve: Provost, Deans
Resources: Provost's Office, University Research Committee, SPGA Executive Director, faculty innovators

2.2 Explore new functional units and organization (i.e., colleges, divisions, departments) with an intent toward promoting interdisciplinary programs and research, supporting growth and development in specifically identified academic areas.

Implementation Timeline: Fall 2022, start
Responsible people/Office: Academic Affairs at all levels led by Provost
Consult: Deans, Chairs, Faculty, F&A, CPC/Grad Council, Registrar, MARCOPA, Admissions, etc.
Approve: Board of Trustees, President, Provost, NWCCU
Resources: As identified through standing processes.

Goal 3: Identify, streamline, or develop academic support processes to be more effective and nimbler.

3.1 Tie administrative process improvement and efficiency to the University's Strategic Plan (Pillar II) in order to streamline program growth and innovation.

3.2 Tie accountability for improved results to job descriptions and/or annual goals set by departments, colleges, and Academic Affairs.

Implementation Timeline: Fall 2022, start.
Responsible people/Office: Deans, provost, chairs, Provost Leadership Team
Consult: Board of Trustees, Executive Team, Subject Matter Expert (full-time hire or outside consultant)

3.3 Revise annual performance evaluation policies and processes to better reflect the vision/mission of academic affairs and the objectives outlined in this plan

Implementation Timeline:Responsible people/Office: Provost, Deans, Faculty Senate
Resources: Department Chairs, Faculty, Human Resources, AVP Faculty Relations

Goal 4: Consider requiring or encouraging an applied Learning Experience as a signature part of an OIT education for all programs.

4.1 Exemplify a teacher scholar model through applied hands-on learning and research.

Implementation Timeline:
Responsible people/Office: Academic programs, AVP Academic Excellence
Resources: Assessment commission, General Education Advisory Committee,

4.2 Require an Applied Learning Experience as an integral part of student graduation requirements. These may include externships, internships, clinical hours, discipline themed study-abroad opportunities, service-learning experiences, or undergraduate research.

Implementation Timeline:
Responsible people/Office: Academic programs, department chairs, faculty
Consult: Academic departments, Institutional Research
Resources: Assessment commission

Charge 3: To outline initiatives that will increase enrollment, retention and four-year graduation rates, serving the academic needs and ensuring success of all students with the frame of "Is Oregon Tech ready for students?" (HECC Strategic Roadmap, 2021).

Oregon Tech has a history of being a learner centered institution with a mission of hands-on experiences for students. Academic Affairs prioritizes student learning when allocating resources, determining pedagogical approach, assessing learning outcomes, and promoting a culture of inclusion and equity on all Oregon Tech campuses. Enrollment, retention, and four-year graduation rates are critical markers for our institutional success. We must examine our programmatic offerings and assess their value in this rapidly evolving professional market. We are committed to offering unique applied learning experiences in every academic program. These endeavors will culminate in growth across all areas of academic affairs to support the mission of academic affairs.

Goals

Goal 1: Support admitted students

1.1 Increase the 4 year to degree completion rate by 10%.

Timeline: Over the next 5 years
Responsible people/Office: Departments, Deans and other units in Academic Affairs led by the Provost
Resources: Academic Retention and Advising, Admissions, faculty advisors, embedded advisors

1.2 Increase high impact practices for retention through a review of best practices appropriate for a polytechnic

   Timeline:
   Responsible people/Office: Academic Advising and Retention, faculty in academic programs, AVP Academic Excellence
   Resources: Institutional Research, Civitas

1.3 Institute a review of student advising practices at both programmatic and institutional levels, ensuring that training for excellent practices is offered to advisers, including use of advising guides.

   Timeline:
   Responsible people/Office: Office of Advising and Retention
   Resources: Faculty programmatic advisors

1.4 Develop further the Honors Program that recognizes and provides opportunities for student awards and excellence, while encouraging student and faculty collaboration.

1.5 Create a clear space for supplemental instruction, and peer consulting services (tutoring) within Academic Affairs

   Timeline: Within one year of the adoption of this plan.
   Responsible people/Office: Provost, Associate Vice Provost for Academic Excellence, Deans and Department Chairs
   Resources: Enhance supplemental instruction, peer consulting and testing services at all Oregon Tech locations.

1.6 Review academic communication tools, including websites to enhance accessibility of support services for students.

   Timeline:
   Responsible person/Office: Provost Leadership Team, Deans, Chairs, Program Directors
   Resources: MARCOPA, Advising and Retention, Admissions

1.7 Review all academic affairs student support services for their effectiveness and implement changes to improve student support

   Timeline:
   Responsible person/Office: Academic Affairs led by Provost
   Resources: Office of Sponsored Projects, AVP Academic Excellence

1.7 Review all academic programs for student path to completion in four years (ie review pre-requisites, credit hours etc.)

   Timeline:

   Responsible person/Office: Faculty, department chairs

Resources: Institutional Research, Registrar

1.8 Enhance a culture of faculty focus on student success, including a review of retention dashboards etc.

Timeline:

Responsible person/Office: Chairs, faculty

Resources: Institutional Research

Goal 2: Increase enrollment over the next five years on the Klamath Falls and Portland Metro campuses including both in-state, domestic and international students.

2.1 Increase on-campus engagement with more prospective students each year for the next 5 years

Timeline:
Responsible people/Office: Admissions Office
Resources: Academic affairs student support offices and staff

2.2 Identify clear sources for prospective students during the creation of new academic programs

Timeline:
Responsible people/Office: Admissions and The Office of the Provost
Resources: Institutional Research, Oregon and National Labor statistics, EPO

2.3 Review and develop opportunities for international student pipelines at Oregon Tech

Timeline:
Responsible person/Office: Provost Office, Dean of Online Learning and Global Engagement
Resources: Provost Leadership Team, Student Affairs

2.4 Better prepare students for future careers and learning through increased opportunities for undergraduate research as a high impact practice.

Timeline:
Responsible person/Office: Vice Provost for Research and Academic Affairs
Resources: Departments, Programs, Faculty, Sponsored Projects Office

Goal 3: Promote a sense of community among students, faculty, and staff.

3.1 Provide one-on-one mentorship opportunities between first year students and upperclassmen

Timeline:
Responsible people/Office: Provost, Deans, Department chairs
Resources: Office of Advising and Retention

3.2 Foster a sense of community among online students

     Timeline:
     Responsible people/Office: Dean of Online Learning and Global Engagement
     Resources: Admissions, students, faculty

3.3 Sponsors interactive events involving students, staff, and faculty

     Timeline:
     Responsible people/Office: The Provost's Office
     Resources: Deans, Department Chairs, Admissions, Student Affairs

Goal 4: Offer a selection of appealing program options

4.1 Encourage and vigorously support new programs which may potentially broaden OIT's appeal

     Timeline:
     Responsible people/Office: Provost, faculty, chairs, deans
     Resources: Innovation team, Provost's office, Provost leadership team

4.2 Review student enrollment, retention, graduation rates, Pell grant status, and DFWI rates to identify equity concerns on campus.

     Timeline:
     Responsible people/Office: Faculty, Department Chairs, Deans
     Resources: Office of Academic Excellence, Admissions, etc., Institutional Research

4.5 Oregon Tech will investigate and encourage the development of new undergraduate and graduate programs over the next five years.

     Timeline:
     Responsible people/Office: Deans, Department Chairs
     Resources: Institutional Research, Admissions, Innovative faculty, Industry Boards

Charge 4: To develop a path for progress in entrepreneurial and collaborative applied research, inclusive pedagogy, and service to the profession, that broadens access, promotes student learning and success, and enhances the intellectual life of our students, faculty, and staff.

Hands-on learning and practical application are at the core of Oregon Tech's identity and provide a natural fit for entrepreneurial work and applied research. To truly express the polytechnic character of our university, a range of initiatives will be implemented that connect the curriculums with applied research, solve real problems; and contribute to progress in engineering, health, business, technology, and applied arts and sciences, while promoting innovation, scholarship, and applied research.

The framework for these initiatives dramatically redefines the university from relaxed academic environment to bold, brave and progressive force that will become a key partner for everyone and premier center for growth and development. The initiatives that will enable this radical evolution of the university include formation of cutting-edge research centers, creation of industrial consortiums, hosting technical conferences, and publishing peer-reviewed journals in the areas of expertise of Oregon Tech faculty. The university will initially invest resources to initiate and promote these ambitious programs, which are expected to bring unprecedented growth to Oregon Tech in 5 years.

In all, Oregon Tech needs to capitalize on—and invest in—our substantial strengths to grow an entrepreneurial ecosystem supported by applied, collaborative, even international research. Thus, collaborative consortia – a network of synergistic cross-department relations, industry partners, community members, and other internal and external university stakeholders – are an essential function for the continued training and administration of personal and professional development for students, faculty, staff, and Oregon Tech leadership.

New research centers will require substantial initial financial investment, in the order of hundreds of thousands of dollars. However, centers that are not financially independent—or even profitable—within five years should be reevaluated.

Goal 1: Implement multiple Cross-Disciplinary Research Centers (CDRC).

1.1 Facilitate growth of existing CDRC in colleges.

> Timeline: constant and iterative process
> Responsible people/Office: Vice Provost for Research and Academic Affairs, faculty, chairs, deans
> Resources: Deans, SPGA

1.2 Explore opportunities for future centers using enrollment, retention, and careers services data to project programmatic and industry growth. Establish a highly qualified and experienced body (a commission) for on-going evaluation of the areas of growth, interest and promise.
> Timeline: constant and iterative process
> Responsible people/Office: Provost Office, Vice Provos for Research and Academic Affairs, Deans, Faculty, Department chairs
> Resources: SPGA, Provost's Office, IR, US Labor Bureau

1.3 Facilitate connections between research center work and relevant courses in core curriculum. Review connections to ensure that research centers and industry partnerships benefit student learning and outcomes directly.

> Timeline: constant and iterative
> Responsible people/Office: Deans, Faculty, Department Chairs, Associate Vice Provost Academic Excellence, Assessment Committee, Accreditation Committee
> Resources: SPGA, Provost's Office, IR, US Labor Bureau, Associate Vice Provost of Academic Excellence and Vice Provost for Research and Academic Affairs

Goal 2: Create consortia, partnerships with industry to work toward specific, shared goals (corporations pay membership). Oregon Tech will explore the needs, identify topics and areas of interest; and create research consortia involving numerous industry partners, other universities, non-profit and government organizations that have a common interest in gaining pre-competitive knowledge on a certain topic. The participants in the consortia all contribute towards research or investigation performed by Oregon Tech students and faculty. This often involves contributions towards facilities and equipment at OIT necessary to perform the research. OIT reports on the progress of research in regular consortia meetings.

2.1 Provide a framework for organizing a schedule of events and evaluating the efficacy/impact of each consortium.

> Timeline:
> Responsible people/Office: Academic Affairs led by the Provost
> Resources: Career Services, Industry boards

2.2 Host twice-yearly consortium events that showcase student, teacher-scholar and teacher, student collaborations, provide networking opportunities, presentation of graduate student work, develop university and industry relationships, and facilitate continued learning.

> Timeline: Two times per year
> Responsible people/Office: Deans, department chairs, faculty experts
> Resources: Industry partners, programmatic industry boards

2.3 Develop industry advisory boards for each program to cultivate industry relationships, participate in campus events, participate in student applied learning experiences, and college orientation events

> Timeline: advisory boards to be developed within 6 months of finalization of AMP
> Responsible people/Office: Department chairs, deans, faculty experts
> Resources: Provost's office, Dean's Office, faculty, Board of Trustees

2.4 Provide workshops addressed to students, staff, and faculty on leadership, communication, professional development, and "soft skills." These include professional development, inclusive teaching, educational technology, internal and external teaching conference participation.

> Timeline: Three workshops per year
> Responsible people/Office: Academic Affairs
> Resources: Academic Departments, Office of Diversity Inclusion & Cultural Engagement (DICE), Office of Student Involvement and Belonging (SIB)

Goal 3: Foster a university-wide entrepreneurial and applied research ecosystem.

3.1 Host professional conferences wherein industry leaders and research experts present their findings and collaborate. While these intended conferences may start from the local levels at first, we have the ambitious goals in mind that include growth to national and international conferences by the fifth year

of the plan. The university will initially invest in start-up of the professional conferences, which are expected to be financially sustainable after the fifth year.

> Timeline:
> Responsible people/Office: Vice Provost of Research and Academic Affairs, Academic Departments
> Resources: Academic Affairs, Career Services

3.2 Encourage faculty to bring students to discipline-specific conferences where students present their own research and have the opportunity to be recruited for graduate programs and/or employment.

> Timeline: Two times per year
> Responsible people/Office: Vice Provost of Research and Academic Affairs, Department Chairs
> Resources: Career Services, Office of Sponsored Projects and Grant Administration

3.3 Create publications for highlighting consortium partnerships and research.
> Timeline:
> Responsible people/Office: Vice Provost of Research and Academic Affairs, Academic Departments, chairs, faculty
> Resources: Deans, Office of Institutional Advancement, Office of Academic Affairs, MARCOPA

3.4 Increase equitable student access to scholarships and involvement in the R&D Centers. Seek sponsors for students through scholarship offerings.

> Timeline:
> Responsible people/Office: Academic Departments, chairs, faculty, financial aid office
> Resources: The Office of DICE, career services, the office of institutional advancement, the office of student affairs,

3.5 Evaluate and prioritize faculty/staff recognition, including:
   3.5.1 Foundation awards for community partnership.
   3.5.2 Rising scholar achievement award and endowment
   3.5.3 Release time necessary for faculty to develop partnerships with businesses and organizations in the local community. Eg positions on school boards, associations, etc.
   3.5.4 Academic Affairs to assess the direct impact of faculty release time and student success.
   3.5.5 Assessment of the efficacy of implementing this work as non-instructional workload periodically, no less frequently than once every two years.

> Timeline:
> Responsible people/Office: Department Chairs and Provost's Office
> Resources: Deans, Provost Leadership team, faculty

3.6 Use cluster hiring approach (with an eye toward sufficient staffing), to create Research Professorships, Professors of Practice, and Teaching Faculty lines where time dedicated to research, professional practice, and teaching are aligned according to the type of faculty line hired.

Timeline:
Responsible people/Office: Deans, Academic departments
Resources: Academic Affairs, Provost

3.7 Create support systems and collaborations for faculty who are interested in participating in research, but lack experience or knowledge

Timeline:
Responsible people/Office: Vice Provost of Research and Academic Affairs, Deans, Academic departments, University Research Committee
Resources: Academic Affairs, Provost

Goal 4: Strengthen community/university partnerships, both locally and on the global stage.

4.1 Identify opportunities to foster involvement in international philanthropic efforts, at a minimum of twice per year. These must be administration-enabled, faculty-empowered, and student-executed.
    4.1.1 Conduct assessment on deliverables in 5-year intervals.
    4.1.2 Establishment of partnerships with other institutions (nationally and internationally) to collaborate on faculty and student exchange, and the exchange of ideas, information and shared initiatives.
    4.1.3 May re-evaluate these goals, their timelines, and their implementation.

        Timeline:
        Responsible people/Office: Dean of Online Education and Global Engagement Department chairs, College Deans
        Resources: Office of Institutional Advancement

4.2 Develop a framework for establishing community/industry partnerships.
    4.2.1 Charge department chairs to customize this framework to fit their specific needs.
    4.2.2 Encourage learning-through-service models.

        Timeline: framework to be developed within 6 months of finalization of AMP
        Responsible people/Office: Department chairs, Deans, Vice Provost of Research and Academic Affairs
        Resources: Academic Affairs, Career Services, Office of Institutional Advancement

Goal 5: Assess entrepreneurial and applied research efforts.

5.1 Develop a framework to assess CRDC-specific student-success outcomes.

    Timeline: Framework developed within 1 year of AMP implementation
    Responsible people/Office: Deans, Department chairs
    Resources: Career services, office of student affairs, office of academic excellence, student involvement and belonging, office of diversity equity and inclusion

5.2. Develop systems for supporting faculty-student applied research.

Timeline:
Responsible people/Office: Provost Office, Provost Leadership Teach
Resources: Faculty, students, Vice Provost of Research and Academic Affairs

5.3. Develop year-end reports on student success outcomes which can include:

    5.2.1   Encouragement of faculty to highlight entrepreneurial and applied research efforts in their Annual Performance Evaluations (APE).

    5.2.2   Compilation of APE highlights into an annual entrepreneurship and applied report.

Timeline: reports done once per year, at end of year
Responsible people/Office: Deans, Department chairs
Resources: Vice Provost of Research and Academic Affairs, Faculty, MARCOPA

5.3 Revisit the assessment processes of student success outcomes and APE reporting every five years for efficiency and effectiveness.

Timeline: once every five years
Responsible people/Office: AVP of Academic Excellence, Vice Provost, Academic Affairs
Resources:

5.4 Assess the return on investment for centers and consortia in five-year intervals

    5.4.1   Evaluate appropriate goals, timelines, and implementation for centers and consortia to determine their effectiveness.

Timeline:
Responsible people/Office: Provost, deans, department chairs, faculty
Resources: Vice President of Finance and Administration

Goal 6: Update support and policy structure for entrepreneurism and research.

    1.1 Review and revise Intellectual Property and other entrepreneurial focused University policies.

        Timeline: Immediate review of these policies and periodic review once every 5 years
        Responsible people/Office: Provost's Office, Faculty Senate, President's Council
        Resources/Consult: Legal Counsel and the Office of the Provost.