Minutes

The Faculty Senate met on February 7th 2023, 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 6:04pm. All Senators or alternates were in attendance except for Robert Melendy and Chitra Venugopal.

Approval of Minutes

The minutes for the December 6th 2022 Faculty Senate meeting were approved with no changes.

Reports of the Officers

Report of the President – Terri Torres

- Terri began by announcing the Kapil Gangwar has taken a different job and will be replaced as Senator for the rest of the year by his former alternate, Sujin Lee.
- Chitra Venugopal has been moved from the position of chair of the Faculty Senate DEI Committee to CPC, so the DEI Committee will now be chaired by Robert Melendy.
- Terri asked Carrie Dickson about how changes are made to the university-wide syllabus that is embedded in all of our Canvas shells, and Carrie assured her that in the future faculty will be made aware of any changes that are made to this document. Carrie also reported that sections of the document were changed for fall 2022:
    - Peer Consulting and Supplemental Instruction
    - Community-Based Student Resources
    - Instructor Course Syllabus
    - Proctoring of Exams
- Terri met with Dr. Naganathan on January 20th. They discussed:
    - His thoughts on employee attrition, and what's being done to fill empty positions. Dr. Naganathan said that "there are conversations" and the Deans have talked to our new faculty. He is not aware of an exit survey that is being done.
    - Abdy's work on the seven-year accreditation report. Erin Foley will be assisting Dr. Abdy with writing the report, and we'll be hiring a consultant to review the report.
    - Growth in Portland-Metro, and the task force that is currently engaged in studying this problem. Among other things, they will be looking into classes offered, use of space on campus, and other factors.
- Terri did not present at the most recent Board meeting, but will be speaking at the next one, which will be held in April.
- Questions?
    - There were no questions.
- End of report.

Report of the Vice President – Yuehai Yang

- The January Academic Council meeting was cancelled, and they will be meeting again next week.
- Yuehai also reported that SenEx reached out to a number of former faculty over winter break to try to better understand the reasons why they left Oregon Tech. This is part of a larger effort on behalf of SenEx to contribute to the effort of retaining our faculty so we can be successful in the future.
- Questions?

- o Vanessa Bennett asked if Yuehai was also reaching out to faculty who have already left Oregon Tech, and he clarified that that was what he'd meant initially (that the survey he spoke of is *already* going out to faculty who have already left).
    - ▪ Vanessa then asked if faculty could suggest other former faculty for Yuehai to contact. He said no, as the data-gathering from the survey has already been done.
  - o Vanessa also asked when the last Academic Council meeting was, and Terri said it was held in November. They're supposed to meet monthly.
- End of report.

Report of the ASOIT Delegates – Thomas Long and Billy Kimmel

- Thomas's (KF Representative) Report:
  - o Thomas began by introducing himself.
  - o The Blackout Game is coming up shortly, and Thomas encouraged faculty to attend.
  - o Last term, ASOIT held a study night with Drs. Mott and Foley.
  - o ASOIT elections are happening currently. They are being held early this year so that newly-elected officers can have more time to learn about their positions before taking those positions officially in the fall.
  - o Thomas reported on some general concerns students have regarding their classes, based on an informal survey of "around one hundred" students:
    - ▪ More classroom engagement from instructors
    - ▪ More in-class assistance from instructors
    - ▪ More clear and concise assignments
    - ▪ More one-on-one time with instructors
    - ▪ MIT students wanted to see their program get more resources
    - ▪ Engineering program students want to see their programs have more instructors
  - o Thomas has also been working to 3D-print models of biological processes that could help struggling students and potentially improve GPAs in the affected programs.
  - o Questions?
    - ▪ There were no questions.
  - o End of report.
- Billy's (PM President) Report:
  - o Billy reported first on the recent Academic Affairs Town Hall.
    - ▪ He said that 20-25 students attended in person, as well as the Deans and many department chairs.
    - ▪ The main things that were discussed included:
      - The amount of time faculty spend on the PM campus outside of their class times and office hours.
      - Having department chairs visit the PM campus regularly.
      - Changes to course modality.
      - Training faculty advisors generally and in giving career advice to students *more proactively* in particular.
      - The development of two-year course maps and making them easily available on the Oregon Tech website.
      - How the reporting structure of student concerns should flow.
      - Having material costs and software needs be listed in the Course Search on the website, so students know about these added costs *before* signing up for a course.

- Tutoring specific to 300- and 400-level courses: generally, it is difficult to find peer tutors for these upper-level classes.
- The possibility of having lectures recorded, saved, and provided after class via Canvas.
    - o The Course Modality Survey for PM students has been launched. Billy reported that it's going to be active throughout February. Currently, there are 76 responses.
        - ▪ The full results of the survey, once it is complete, will be shared at the March Faculty Senate meeting and will be posted to the ASOIT website as well.
    - o Questions?
        - ▪ There were no questions, but Dr. Mott addressed a previous question from the Senate Vice President's report, explaining that the January Academic Council meeting was cancelled to make more time available to department chairs during the beginning of the term.
    - o End of report.

Report of the Administrative Council Delegate – Kelly Sullivan

- Admin Council met in January, but not in December.
- The kudos awards for November and December were both announced at this most recent meeting:
    - o The November award went to Dr. Foley, and the December award went to Kyle McGann.
- More updates from the January meeting:
    - o An RFP was put out for the Market Compensation Study, and bids were due in mid-January. There were four proposals submitted.
    - o The Welcome and Welfare Subcommittee is working on developing affiliation groups and an employee mentoring program, to help new as well as current employees. The plan is to do a "soft open" of these groups and this program in the spring, with a full launch in the fall.
- Questions?
    - o There were no questions.
- End of report.

Reports of the Standing Committees
Faculty Rank Promotion & Tenure – Matt Schnackenberg

- Matt had both some general updates and some specific questions for discussion amongst the Senators.
- Updates:
    - o Matt and Ken Usher have met twice individually, and both of them have met with Beverley McCreary, and RPT has also met as a committee, all to discuss the NTT promotion policy charge.
        - ▪ Matt reported that they have in this process gone through two additional draft of the policy.
        - ▪ The hope is to have a new draft to present to Senate in March.
    - o One thing that still needs to be done is to adapt the old policy document into the new policy template.
    - o One term that the committee came across while doing research on NTT promotion policies was "career faculty" as an alternative way of referring to non-tenure-track faculty. Matt said the committee finds this to be a better term than "non-tenure-track," primarily because "it doesn't define faculty by what they are not."
        - ▪ He clarified that they are not looking to change this language now, mostly because the policy language should line up with terms already used in the CBA (like "non-tenure-track"), but it's a possibility to consider for the future.
        - ▪ Terri asked if anyone had input regarding the possible future title change that Matt proposed.

- - Randall Paul spoke to the odd nature of this name change that implies that tenure-track faculty are *not* "career faculty."
  - Cecily pointed out that many of our NTT faculty are *not* here for a career, but only for limited terms of time, and Matt clarified that this labeled would *only* be intended for NTT folks who were on longer-term contracts with the possibility of renewal and promotion.
  - Kamal asked if the previous rank titles (Instructor, Senior Instructor, Senior Instructor II) would be abandoned, and Matt clarified that they would not: those would be the names of the ranks, and "Career Faculty" would be the name of the track those ranks existed within.
  - Randall pointed out that our current use of Assistant Professor (which can be a TT *or* NTT rank) is still confusing, and asked Matt if a change to that usage is being considered.
    - Matt said that ideally we would have two separate tracks: in the future, Assistant Professor would either be tenured or at least have an opportunity to move to the tenure track.

- Discussion items:
  - Matt had two main questions for Senate discussion.
  - He first asked about the possibility of including NTT faculty on promotion committees: if we are moving to where there will be, in the future, promotion committees *for* NTT faculty shouldn't NTT faculty be allowed to serve on those committees? One of the concerns that comes from this potential move, though, is that NTT faculty might end up judging TT faculty's fitness for promotion. Matt said he himself doesn't have an issue with this, but wanted to get the sense of the Senate on this issue.
    - Sean Sloan spoke in opposition to this idea, based on the argument that TT faculty have "a more vested interest" in the university than faculty who "have not pursued tenure." He does not see the tracks, in terms of promotion processes, as interchangeable.
      - Matt asked if Sean was okay with TT faculty judging NTT faculty's fitness, and Sean said yes.
      - To Sean's point, Matt pointed out that TT faculty serving on such committees are expected to have had five years' experience at the university before serving.
      -
    - Vicki Crooks spoke to say that she didn't think that what distinguishes TT faculty from NTT faculty is their level of commitment to the university.
      - Bobbi Kowash spoke in agreement, pointing out that faculty don't *choose* which track they're hired on, so their track is not necessarily a status that speaks to their investment in the university.
      - Kamal Gandhi pointed out that the fact that we're currently developing an NTT promotion policy speaks to the desire to give NTT faculty *more* reasons to be invested in Oregon Tech for a long period of time.
    - Randall suggested that we could make it a requirement that NTT faculty would need to have been promoted by one rank before serving on promotion committees, thus ensuring that they were just as "vested" as a TT faculty member serving on such a committee would be.
    - Matt suggested that an alternative might be to have an entirely separate, NTT-only promotion process for NTT faculty members, but he said he did not see this as a practical solution because of the amount of service that would be required from faculty members to make it work.

- • Randall also pointed out here that there is some value to, for example, being able to have Math faculty evaluated other Math faculty, regardless of which track they are a part of.
- ▪ Maureen Sevigny spoke to share that during the most recent Board meeting, on of the Trustees was "appalled" at our ratio of TT to NTT faculty, and wants to see us have fewer TT faculty and more NTT faculty. She is concerned that NTT is going to make up a higher percentage of our faculty in the future and argued that we should have that in mind while discussing this policy.
- ▪ Sasha Rabich spoke up to say that students already think that "siloing" between groups is one of this university's biggest issues, and he believes that adding another set of silos is the wrong move.
- ▪ Matt brought up another wrinkle to the discussion here: whether or not PAC should remain all full Professors (and thus only tenured). The argument for keeping PAC this way, he said, would be to maintain some stability at a high level while making some significant changes at lower levels (like the ones we'd already been discussing).
- ▪ Terri stated that she's concerned about changing policy in a way that implicitly requires NTT faculty (who have no formal service or research expectations) to perform university and departmental service.
  - • Matt agreed with this concern, but tried to balance it with the concern of NTT faculty not having representation in how promotion decisions are made.
  - • Cecily asked if NTT faculty necessarily have to be given representation on a committee in order to have their voices heard. Perhaps there's a way to get their input without requiring them to serve?
    - o On the other hand, Vanessa pointed out that as we have fewer and fewer available TT faculty trying to cover the same service loads, it could actually *help* to have NTT faculty be able to pick up some of that slack.
  - • Thomas asked if NTT faculty could be added to committees temporarily until the number of TT faculty comes back up, but a number of faculty spoke to point out that it likely *isn't* going to ever come back up.
- ▪ Dibyajyoti Deb asked if RPT was considering having requirements for NTT faculty interested in serving on promotion committees, so that a brand-new employee wouldn't end up making such an important decision, and Matt answered that the committee is currently imagining that time limit to be five years.
  - • Vanessa said she thought three to five years was a good amount of time to ensure members of any committee would be 1) informed and 2) vested in the university enough to serve well in that role.
- ▪ Sean expressed concern about hiring faculty from "degree-mill institutions" who would then make self-interested decisions when put in positions of power. He believes that the TT classification as a "hurdle" to serving on promotion committees will help keep this from happening.
- ▪ Bobbi asked how other Oregon universities handle these things. Matt said that he wasn't sure, broadly speaking. He did say that as we hire less and less TT faculty, we might eventually find ourselves in a situation where some departments no longer have *any* TT faculty; what does that mean for those departments' representation when they no longer have the ability to participate in promotion committees (at least, as things stand now)?
- ▪ Cecily pointed out that in some sense the conversation we're having is about the nature of what we think tenure is and what it's for.

- Franny Howes expressed a concern that our NTT faculty generally aren't required to do research, and as such they might not be as qualified to evaluate a TT faculty's research record if they were to serve on such a committee.
- Riley Richards asked Matt if there was anything in the CBA that set out guidelines for NTT positions' service expectations (and/or NIWLU).
  - Kamal answered that it's 3 NIWLU for NTT faculty as opposed to 9 NIWLU for TT faculty (for nine-month positions). Matt further clarified that work on RPT, or a department- or college-level promotion committee, would fit into an NTT faculty's assigned NIWLU.
- Vicki argued that part of using the policy to define terms (tracks, promotion levels, etc.) should include an explanation of each category's expected duties, so we could make clear, for example, that NTT faculty are expected to serve on promotion committees after five years at the university (in theory, at least).
- Matt conducted a straw poll.
  - To the first question, as to whether NTT faculty should be able to serve on department- and college-level promotion committees, the majority of Senators voted yes, but three Senators voted no.
  - To the second question, as to whether PAC should remain for now as full Professors only, the majority of Senators voted yes, but two Senators voted no.
- o Matt's second question for discussion was regarding our practice of hiring faculty who "only" have a Bachelor's degree as their terminal degree. He stated that this is a "serious" concern for the administration, though in certain fields the Bachelor's is the terminal degree and many individuals who have been hired with this terminal degree in the past have nonetheless worked after their hire to get a Master's degree. He reported that administration is arguing that our TT faculty should only have Ph.D.s, and so as a point of compromise RPT is currently offering that faculty hired with a Bachelor's can *only* be NTT faculty. He believes this sort of compromise is necessary because it's already difficult to recruit and keep faculty for the Klamath Falls campus and making that process more restrictive will not help us (particularly programs for whom the Bachelor's degree is the terminal degree).
  - Bobbi spoke to point out that MIT is a very successful department staffed entirely by faculty who were hired with a Bachelor's and then worked to get their Master's. They are not by any means inferior instructors as a result.
    - Matt agreed, and stated that MIT isn't the only example of this.
  - Yanqing Gao said that she believes such determinations should be made at the department level, as different departments have different professional and pedagogical needs.
  - Matt asked the group two questions: 1) can not having enough Master's degrees in one department be an accreditation concern in any case and 2) in allied health fields, is licensure more important for accreditation than the terminal degree?
    - Bobbi explained that licensure in particular modalities *is* important for accreditation.
  - Vanessa stated that her frustration comes from the sense that people who don't understand how her field works are nonetheless dictating the rules by which the department is staffed. This becomes a problem in particular when trying to hire for new positions: job descriptions that are unnecessarily restrictive will lead to less effective (or failed) searches. It also makes it unnecessarily difficult to retain existing faculty. She argued that more understanding on these points would be really helpful.
    - Sean asked how helpful the Master's Vanessa was required to get has been to her students, and Vanessa responded "zero."

- o Bobbi said that hers would theoretically help her get a job in hospital administration, but it doesn't directly help her do her current job better.
  - ▪ Sean asked why we can't just require certification in place of a Master's, and Vanessa replied "Because we aren't in charge."
- ▪ Riley suggested that maybe better language in the future might just be "terminal degree" instead of specifying a particular degree. He also asked what the justification for a blanket requirement for Ph.D.s only for future TT positions is.
  - • Matt responded that he isn't totally sure what the justification is, but that it might have to do with trying to follow in the footsteps of other institutions.
  - • Maureen shared that at more research-oriented institutions (like U of O), there is a separate track for people who want to focus on teaching, "to free up the Ph.D.s to do research," and in those cases the degree required is determined by the track. She believes that it makes less sense in the case of Oregon Tech, especially because, as she shared, running a search that requires a Ph.D. when it is not strictly necessary can lead to a pool of applicants with significant research experience but little to no teaching experience, making them bad candidates for the sort of work they will actually do here.
- ▪ Matt spoke to make a distinction between what policy says versus what language actually goes on position descriptions: we might say in policy that Bachelor's is acceptable, but they be more restrictive in what we require in position descriptions. He also pointed out that hiring with *less* descriptive position descriptions (i.e., hiring Bachelor's- or Master's-holding faculty who would necessarily be hired at the NTT) might result in certain departments having little to no TT representation in the future.
  - • Cecily suggested that RPT consider USC's model for hiring NTT faculty that nonetheless have some measure of job security.
- o Kamal raised another concern regarding the practice of hiring some faculty as NTT Instructor but later moving them to TT Assistant Professor: this has at times led to these faculty being out of sync within TT promotion timelines. In particular, they become eligible for promotion a year before they are eligible for tenure, but can't go up for promotion because you *need* tenure to be eligible for promotion. Kamal wanted to know if this was something that RPT could consider while working on the policy.
  - ▪ Bobbi and Vanessa both said that this happened to them in the past, requiring them to put in for credit for time served as an extra step.
- • End of report.

Academic Standards – Vanessa Bennett

- • Academic Standards has met once so far, to address their two charges.
- • The first charge was address the FSSE – the content and the process – to see if there were any concerns that needed to be addressed. In particular, the committee was asked to look into ways of improving the survey's response rate.
  - o Vanessa said that an email requesting faculty participation in last year's FSSE went out in April as part of a larger effort to gather information from students and instructors about their experiences. Vanessa also said that because of the appearance of the initial invitation email, she deleted it.
    - ▪ The initial email was sent out to 321 faculty and 19% filled out the survey.
  - o The committee reviewed the survey and the survey results, and they found that the participation rate in the survey was too low to draw any useful conclusions from the findings. However, if the survey is to be done again in the future, they recommend that:

- The invitation email speak clearly to the purpose, results, and benefits of filling out the survey.
  - Kamal briefly pointed out that last year's email looked like spam, and was caught by his spam filter.
- The second charge was to explore the possibility of developing a plan in case any of our campuses are ever closed due to weather during finals week. Riley provided some outside research to help the committee's deliberations, and the committee concluded that there are a number of options:
  - 1. To move in-person final exams to an online format
  - 2. Enter an Incomplete grade and allow the student up to two weeks of the next term to complete their final
    - Vanessa clarified that this would be a different grade from the currently-existing "I" grade and process that is already in place, as per Wendy Ivie in the Registrar's Office.
  - 3. Enter the current letter grade already entered for each student, essentially bypassing the final exam grade (it wouldn't count toward or against their grade).
- These options would all be things that individual faculty could consider according to their individual needs and ultimately incorporate into their course syllabi as appropriate.
- Vanessa then opened up discussion of the second charge:
  - She explained further that one option that had been considered was to move affected finals to Friday or even Saturday of finals week, but this was rejected because of the difficulty it would impose on students' travel schedules between terms (and at the end of spring term).
  - Deb asked to clarify: under option 2, would the whole class be expected to take an Incomplete? Vanessa answered that this *could* be done on a student-by-student basis (i.e. if a student could, say, take the exam Friday instead they could avoid the Incomplete) but ultimately it would all be up to the individual faculty. Vanessa emphasized that the committee is providing options and recommendations for faculty, but that these aren't policy changes or requirements.
  - Sean asked if the committee considered just pushing the final exam schedule back a week, and Vanessa explained this would likely be unnecessary since snow days usually result in a cancellation of one day's worth of classes, not the entire week.
    - Kamal seconded this idea, especially in terms of the end of fall term: in some cases, this could lead to the "extra" week actually occurring during Christmas/the holiday season.
  - Kelly asked about option 1: would the exam then be given asynchronously online? Would there be a concern that instructors would try to give a synchronous online exam while campus was closed?
    - Vanessa explained that the exam would have to be asynchronous if that option is chosen. Kamal recommended that the available time for an asynchronous "make-up" exam would include the original scheduled time period for the final, so the student could still take the exam at the time it was originally scheduled if they chose to.
      - Vanessa also noted that pushing "make-up" finals back too far could run into the Monday-after-the-term due date for faculty grades. She reported that Wendy said this deadline could be pushed by twenty-four hours in an emergency, but not really any further than that.
  - Ashton Greer spoke against the idea of moving things back an entire week, but pointed out that Friday of finals week is typically left open, which makes a (potential) free period that "make-up" exams could be moved to. If we made it understood that faculty and students needed to leave this day available in case of cancellations earlier in the week, it would become a norm that students could schedule travel around.
    - She also pointed out that having an exam already written for an in-class exam and adjusting that exam to be given online are two different things. Offering an exam after the originally scheduled time to some but not all students in a class introduces more challenges as well.

Ashton expressed appreciation for the committee's work and for the options they provided, but also stated that this is a difficult problem and that for some faculty, it's possible that none of these options are ideal.

- o Vanessa reiterated that these are options that faculty *can* use, but don't have to, and that the situation the committee is (hypothetically) considering would be difficult to navigate no matter what. She pointed out that previously no guidelines existed in terms of what to do, and the committee is hoping to at least provide some, even if they aren't perfect.
- o Vanessa stated that it would be difficult for students to take two weeks away from a class during a term break and then come back and take the final exam. Ashton added that there are issues with this approach from the faculty perspective as well: giving half the class the exam on the scheduled day and the other half the exam two weeks later, say, introduces an uneven playing field for individual students.

- Vanessa asked Terri what the committee's next steps should be.
  - o Terri urged faculty to send any more input they have to Vanessa and the committee.
  - o Riley clarified that this set of recommendations is intended to apply to any and all campus closures, not just snow days.
  - o Andria Fultz pointed out that the non-KF campuses do not follow the same exam schedule as the KF campus does, and that the PM campus in particular would not find it easy to just "push" an exam until the end of the week.

- Deb requested that we hear feedback from our ASOIT representatives.
  - o Sasha spoke up to express concern about students who are given the Incomplete option: if they get two weeks into the next term and then suddenly find out they failed a course back in the previous term, how does that work? How would this sort of thing affect prerequisites, especially if an entire class gets an Incomplete grade? He also said that communication is important, and that ultimately if instructors communicate with their students, the students will communicate back.
    - ▪ Vanessa spoke to the Incomplete issue to say that such a case might be a reason to take option 3. She also said that if a student is in danger of failing the class, the instructor should take that into consideration when deciding which option to choose.
  - o Thomas emphasized the point that it is important to make sure students can keep moving forward in their curricula, as often when a student falls behind in their map "They might as well switch universities." He also expressed appreciation for the committee's work.
    - ▪ Kamal shared that the reason the two-week limit to the Incomplete grade was given was to make sure that any affected student would still be in the drop window for any current classes when they took the final exam for a previous term's course.

- Terri asked if Senators in general imagined making one general rule for all the students in their classes, or deciding on a case-by-case basis how to deal with each student.
  - o Cecily said it would depend on the class, the term, and the level of the students affected: pushing out exams, for example, that seniors are taking in June could affect their graduation.
  - o Vicki said she would decide based on the class, not on the individual student.
  - o Bobbi said that we should make sure to include which options (if any) a particular class has for making up its final exam.
  - o Ashton said that the only solution she would be comfortable providing would be a blanket solution.
  - o Cecily seconded the idea that being prepared for the worst and hoping for the best while communicating honestly with students is the best approach.
  - o Andria also agreed that blanket solutions (per class) are best because that allows us to make sure one student isn't getting an advantage over others.

- Vanessa spoke to clarify that the committee is going to clean up the language about each option in collaboration with Terri and then send all the recommendations off to Wendy from there.

- Dr. Mott requested that the Senate ultimately vote to support the final recommendation from the committee, and Terri agreed that the Senate will vote in March.
- End of report.

Faculty Senate DEI – Robert Melendy

- Robert was not in attendance, so there was no report.

Reports of Special or Ad Hoc Committee

Student Evaluations Ad Hoc Committee – Vicki Crooks

- Vicki read a summary version of the committee's first report. This was also provided in hard copy to people on the KF campus and electronically for people attending remotely. For your reference and for the sake of brevity in the minutes, I have included the committee's full report in this packet, on **pages 18-24**, rather than transcribing Vicki's full report.
- Yuehai invited faculty in attendance to share their opinions and their experiences with SETs.
  - Sean asked what the Oregon legislature has to say about the use of SETs.
    - Vicki responded that the U of O is one of the schools that have moved away from SETs, and that our second report will weigh in on alternatives to our current evaluation processes.
  - Cecily suggested that the committee look at a study on student evaluations done by the US Military Academy. She offered to send the article to the committee.
  - Vicki also stated that there can be a stigma attached to lower evaluation scores, and that can make it difficult to bring the harms (to faculty) to light.
  - Randall shared a story from when the university first transitioned to IDEA evaluations, and how certain faculty at the time insisted that the IDEA evaluations would "totally answer every question you possibly would ask about what's going on in your class." He was skeptical then, and is skeptical now of the ability of the numbers we receive on our SETs to tell the whole story of student learning and instructor teaching in our classrooms. He is concerned about "swinging too far in the other direction," though.
    - Vicki agreed that surveying the student experience is important, but that the current method "is not the way to capture that."
  - I spoke to explain that the committee is also discussing how to survey students *less often* so we are more likely to get higher participation rates and thus more meaningful data.
    - Vicki stated that students should feel empowered to speak up using evaluations, and it's rare in the current process that they do.
  - Jintai Wang asked about research showing "the other side": essentially, are there studies that show positive things about student evaluations?
    - Vicki said that most of the research showing that student evaluations work and are meaningful come from corporations like IDEA that have a vested interest in showing that their product works as advertised.
  - Terri thanked the committee for their work.
  - Thomas spoke to request that the committee keep in mind that freshmen students will often rate down instructors for the smallest of mistakes.
  - Dr. Mott spoke to point out that in some cases the bias that shows up in SETs can be controlled by asking the right questions. For example, asking students whether or not instructors show up for office hours or get work back in a timely manner are questions that give objective information about the student experience. She warned about "throwing the baby out with the bathwater" in this regard.

- ▪ **Note:** As a member of the committee, I feel compelled to note here that the research performed by the committee shows that the type of "objective" questions that Dr. Mott shared as examples *cannot* in fact be answered "objectively" by students, and the responses to such questions share the bias inherent in SETs more generally. Please consult the full report, attached to this packet, to learn more.
- End of report.

Academic Calendar Ad Hoc Committee – Kamal Gandhi
- Kamal reported that the committee has held an open forum and a survey to gather stakeholders' input on the academic calendar since the last set of changes were made to it two years ago. The survey results are in, and are based on four hundred responses across staff, faculty, and student bodies.
  - o The charts showing the data gathered by the committee have been included in this packet, on **pages 25-27**, for your reference. For the sake of brevity, I will not directly transcribe Kamal's report on this data.
  - o Kamal explained that nearly a quarter of respondents shared comments in addition to filling out the survey. Of those, about 75% specifically mentioned the desire for a longer winter break for travel purposes. By comparison, one person (out of 400) expressed satisfaction with the calendar as it currently is.
  - o Based on the data, the committee recommends that in the future we:
    - ▪ Start fall term a week earlier than we currently do. Whether that week begins on a Monday or Wednesday is less clear, but either would work, according to the committee. Kamal pointed out that starting on a Monday would allow for a full week off for Thanksgiving break.
- Terri said that we should vote on this recommendation next month, and it should be written up formally before then.
- Questions?
  - o There were no questions.
- End of report.

Unfinished Business
- There was no unfinished business.

New Business
- There was no new business.

Report of the Provost – Dr. Joanna Mott
- Dr. Mott began by addressing our current enrollment challenges. She said that academic leadership has been meeting with community colleges to discuss collaborations, degree completions, and advising at the community colleges.
  - o We are now developing degree completion programs in MMET and CSET with Rogue Community College. These would be offered in Medford.
  - o Academic leadership also met with Clackamas Community College to discuss transfers. There will be follow-up meetings in the future.

- - o Dr. Naganathan invited the new PCC President and other administration members to the PM campus for breakfast. There will be follow-up meetings in the future.
    - o There was also a visit from the Superintendent and high school principals from Klamath County Schools that led to productive discussions about how to get more of their high school students to apply to Oregon Tech as opposed to applying to community colleges only.
- Dr. Mott also mentioned the Academic Affairs Town Hall that Billy already reported on.
    - o She shared in particular the concern about the lack of faculty presence on the PM campus in some programs.
    - o There is also concern about how many remote courses there currently are (students want more in-person classes).
- Dr. Mott also talked about the PM Growth Task Force, which met for the first time right before the most recent Board meeting. The next meeting is scheduled for February 9th. Progress will be reported at the April Board meeting.
- MLS is progressing with their approval process to add an online degree completion program.
- The Geomatics online program has been approved through Northwest and will be moving forward.
- Commencement 2023 will be on Saturday June 17th at 10am (on the KF campus) and on Sunday June 18th at 11am (on the PM campus) and on Tuesday June 20th at 5pm (on the Seattle campus).
- Enrollment is down from last winter, and retention has improved since the pandemic, though it isn't back to pre-pandemic levels. Dr. Mott thanked faculty for their efforts at helping their students get registered.
- Our headcount drop was offset by "very strong" dual credit enrollment, which went up considerably this winter.
- The student-faculty innovation proposal deadline has been extended from the original deadline (2/13), but it was not reported when the new deadline will be.
- The sabbatical award process is running on time, and Dr. Mott reported that approvals should be announced by the end of the winter term.
- Equipment request forms have been sent out to departments. These have been sent out late, and Dr. Mott urged departments who get their equipment requests approved to put in their orders as soon as possible.
- There are a lot of searches in progress, and Dr. Mott reported that some searches have already been completed successfully, with offers being accepted.
    - o The Dean of Online Education and Global Engagement search is in the process of bringing two candidates to campus. Questions should be directed to Dean Keyser.
    - o The AVP for Academic Excellence search committee is reviewing applicants at this point.
- The Academic Master Plan was approved by the Board of Trustees recently. Next, responsible parties will be assigned goals in accordance with the plan.
- The accreditation response document is on track for submission, with the oral hearing coming up in April.

Note: At this point, the Sunset Conference Room computer that was hosting and recording the Zoom meeting crashed. The meeting briefly continued among the Senators and other attendees on Zoom, but everyone attending on the Klamath Falls campus was unable to rejoin. After the computer was restarted, the meeting proceeded as normal, and the recording (and the minutes) pick up from that point. Thanks to Kelly Sullivan for providing the recording for this last portion of the meeting.

- The contents of the accreditation report will be posted online prior to Northwest's upcoming visit.
- Dr. Mott also shared that she is having some medical issues, and though she will be continuing to work, it's possible that there will be short-notice schedule changes for the time being.
- Questions?
    - o Randall followed up with Dr. Mott on the previous discussion regarding whether or not requiring new TT hires to have a Ph.D. is going to be the default across the university going forward.

- ▪ Dr. Mott responded that we *are* looking to hire Ph.D.s more broadly, but that ultimately exceptions will possibly be made at the department level. These conversations would be between department chairs and Deans.
- ▪ Dr. Mott also pointed out that TT faculty do have applied research expectations, which is part of the reason for the effort to hire more Ph.D.s. She ultimately recommended that particular questions be directed to the Deans.
- End of report.

Report of the President's Council Delegate – Terri Torres

- President's Council has not met, so there was no report.

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

- IFS will be meeting on 2/17, which will be the body's first in-person meeting "in a long time." The meeting will take place on PSU's campus. Items on this upcoming agenda include:
  - o Transfer Council and Common Course Numbering
  - o Senator Dembrough and Ben Cannon will both be in attendance as well
- Maureen also reported some details about the continuing work on the Common Course Numbering initiative:
  - o Matt Schnackenberg is continuing to serve the Writing portion of the initiative, which is currently working on WRI 115
  - o Math is looking at the alignment of the Calculus sequence, and Randall will be continuing to work on that.
  - o Sandra Bailey will be representing Oregon Tech in the initiative to look at three Business courses, including Intro To Business, which Maureen says should be a particularly "interesting" conversation. She reported that the other two courses are Accounting courses that should already be well-adjusted for the upcoming changes.
  - o Psychology is also coming up for alignment (PSY 201, 202, and 203), and MariaLynn Kessler will be Oregon Tech's representative there.
  - o Maureen also reiterated that it is time, in her opinion, to start looking at our General Education requirements while we're working to get aligned with the rest of the state credit-wise.

Report of the Fiscal Operations Advisory Council (FOAC) Representative – Yuehai Yang

- Yuehai reported that FOAC met on 1/19 in the CEET building.
- VP Harmon gave a report on Oregon Tech's budget performance up to November 2022.
- A lot of time was spent discussing a revision of the quasi-endowment investment. Yuehai shared data related to this discussion to be included in the Senate minutes, which can be found on **pages 28-44** of this packet.
- Yuehai reported that based on faculty and administrative turnover, Oregon Tech expects to save $1.6M in salary and $1.4M in OPE. VP Harmon pointed out that the ratio between our salary and OPE costs is very high compared to other universities. As Yuehai put it, "We can argue either our benefits are really good, or our salaries are really low."
- He also reported that Oregon Tech's net worth is $159M, and $131M of that is "buildings and equipment."
- Our enrollment, excluding ACP students, is down 5.9%. According to VP Harmon, every percent drop in enrollment equates to $381,000 in tuition revenue lost.

- Yuehai reported that due to the 7% increase in inflation, the public universities in Oregon requested a $150M increase in funding from the state, which would include an 8.67% increase for COA adjustments.
    - It was reported that the new state governor's budget would only allow for a 4% increase for COA adjustments.
- Questions?
    - There were no questions.
- End of report.

Open Floor

Beverly McCreary

- Beverly reported on the changes that are being made to the APE form. The changes are being made so that the APE form can be filled out through DocuSign, and the form can then be routed automatically (digitally) from the faculty to their department chair, then back to the faculty, then to the Dean, and then to the Provost. At the end of that process, everyone involved will get a copy.
    - Beverly also said that this new form would allow for supplemental documents to be attached to and submitted with the form.
    - The contents of the form will change based on individual faculty's situations (i.e., a nine-month faculty member's form will automatically remove the section where summer evaluation numbers would be entered).
    - Beverly also said that the Provost's Office will be providing training to the department chairs on this new form and that she would be willing to present at the next HAS and ETM college meetings as well if that would be helpful.
    - On the new form, the Deans will be able to enter a narrative (as per usual) but will also have a dropdown box for rating each faculty member consistent with the rating already provided by the faculty members' department chairs.
- Kamal asked if this new APE will be integrated with the FOP form, as per Senate's recommendation from last spring.
    - Beverly stated that this is intended to be the next step.
- Beverly shared that the one piece of feedback she already got from SenEx was to find out if it would be possible for individual faculty members and department chairs to pass the APE form back and forth within DocuSign as changes are made. She found out that this is not possible by default, but it is a step she would be able to build in if faculty are interested.
    - She did clarify that DocuSign is already set up so that faculty can download a draft of the APE to get feedback and then make changes *before* clicking "Submit." This would be a different approach, though, than adding a step for feedback in DocuSign proper. Beverly asked which option faculty would prefer.
        - Terri spoke to say that she would like to have the feedback piece built in, and a number of Senators concurred. Beverly said that the step can be added into DocuSign, then.
- Kamal asked if a faculty member needs a DocuSign account to save an in-progress document, and Beverly said anyone signed in through the university would have that ability.

Maureen Sevigny

- Maureen shared that recently Academic Council discussed assigning separate CRNs for labs. She pointed out that this change would cost online students an extra $65 fee for signing up for a second CRN and that maybe this is something we should discuss in a future Senate meeting.

- She also pointed out that all new students get a health hold on their registration status until they submit proof of their immunizations; this becomes a problem for students at Portland-Metro because of the narrow window between students being admitted and needing to be able to sign up for classes before they all fill up.
    - To fix this problem, she proposed that the health hold be put off until week three so that these students would not be adversely affected.
- Maureen also suggested that our faculty set up a conversation about ChatGPT.
- She has also been working on the credit for prior learning grant, and would like to share her findings with faculty – perhaps through SenEx.
    - Terri offered to have Maureen present on this last item at next month's meeting and also offered to find out for Maureen who is in charge of placing the health holds on students' accounts.
        - Dr. Mott spoke up to share that the health holds are put on student accounts through the Integrated Health Center. She suggested that Maureen check with Dr. Foley and Wendy for more information.

Franny Howes

- Franny reported that Academic Council has decided to rotate through the department chairs each month rather than choose one dedicated representative to Faculty Senate.
- Chairs wanted to bring up an issue with policy OIT-20-030: that the tenure portfolio, by policy, is currently only given over to chairs for a week before their decision on tenure must be made. Franny explained that the policy works this way since in the past, when portfolios were physical documents, there was only one copy of the portfolio and so the chair's time with it was intentionally limited. Now, when digital portfolios can be shared, this timeline is unnecessarily limiting. Chairs request that they be given more time to look at portfolios in the future, and are hoping that this could be a charge for RPT in the future.
    - Terri responded that Senate will "get on this."

Sasha Rabich

- Sasha shared that ASOIT are going to be doing a "PowerPoint Night," where participants can give a PowerPoint presentation on anything (or anything "that's not boring"). Faculty are invited. The event will be happening on 3/2, and if any faculty are interested, they should reach out to Sasha ahead of time.

Yuehai Yang

- Yuehai provided copies (physical and digital) of feedback SenEx has collected from former Oregon Tech faculty discussing why they left the university. This effort is part of an attempt by SenEx and the Senate to better understand why faculty attrition has become such a significant issue and what we might be able to do to stop it. Yuehai read selections from this document during his Open Floor item, but for the sake of brevity in these minutes and for the sake of public record, the entirety of the report has been included in this packet, on **pages 45-50** for your reference.
- Yuehai also explained that fifteen former faculty were asked to participate in this data-gathering process. Some of them were TT and some were NTT faculty. Ultimately, eleven of the former faculty responded, and all of their responses are included in the attached document.
- Yuehai encouraged faculty to read the responses to the fourth survey question "if you need some hope."
- Yuehai also encouraged anyone in attendance to share with SenEx the names of any other former faculty who might be interested in filling out this survey as well.
- Yuehai concluded his Open Floor item by making a motion to move the Senate into Executive Session so the feedback SenEx collected could be discussed confidentially.
    - I seconded this motion.
    - The motion passed.

- Before the Senate went into Executive Session, Robyn Wilde if SenEx (or anyone else present) has access to the exit interviews that HR did with former Oregon Tech faculty when they left.
  - Dr. Mott stated that she believes there is a voluntary exit survey that is done by HR, but there is no formal exit interview process with faculty who leave. She offered to ask Sandi Hanan about getting access to this information on Robyn's behalf.
- The Senate then entered Executive Session, as per Yuehai's motion.

Note: Since Executive Sessions of the Faculty Senate are not public sessions, this portion of the meeting is not recorded and is not reported on in the public minutes. If any votes and/or motions are proposed during the Executive Session, the Senate must come back to a public session to resolve those votes/motions. However, in this case, there were no such votes/motions proposed, and therefore the overall meeting ended at the conclusion of the Senate's Executive Session.

Adjournment

Terri adjourned the meeting at approximately 9:40pm.

Respectfully submitted,
Ben Bunting, Secretary

Ad Hoc Student Evaluation Committee Report #1 – Review Of The Research On SETs

Oregon Tech uses student evaluations of teaching (SETs) to determine:
- Whether effective teaching and learning are happening in the classroom
- What faculty are doing well, and how they can improve their teaching in the future
- What students think of their university experience overall

However, our committee has found that the research on SETs overwhelmingly tells us that when used as the primary – or, as in Oregon Tech's case, only – method for determining quality of instruction, level of student learning, and students' feelings about their overall university experience, SETs are essentially meaningless at best and counterproductive at worst.

In this first report, our committee will provide an overview of the research related to problems with student evaluations as well as the potential harms using these evaluations may cause. Though we are not including our specific recommendations regarding alternatives in this first presentation, we will say that the research strongly suggests to us that *Oregon Tech should move away from using student numerical evaluations entirely and rely instead on multiple sources of qualitative evaluation to provide our faculty with formative and summative feedback on their teaching.*

Identified Problems with Student Evaluations
<u>Bias</u>
One of the most troubling problems with the use of SETs is their biases against faculty who are members of underrepresented and historically marginalized groups. In particular, women and people of color received lower evaluation scores than their male and/or white colleagues when other factors are controlled for. The American Sociological Association, in a statement endorsed by twenty-three other educational associations, states that "In both observational studies and experiments, SETs have been found to be biased against women and people of color." (ASA 2019)

Similarly, physical attractiveness, age, and personality are all factors that affect SET scores: faculty who are young, outgoing, and/or traditionally attractive received higher scores than their colleagues who are older, less traditionally attractive, and/or more reserved or introverted, regardless of the quality of instruction the faculty member provides. (Stroebe, 2020) (Wines, 2006) In one study researchers noted that, "Instructional rating varies by two standard deviations between the worst-looking and best-looking instructors." (Hammerish and Parker, cited by Stroebe, 2020)

Perceptions of a teacher's likeability is also linked to physical attractiveness. The halo effect suggests that attractive teachers are assumed to be approachable, friendly, and warm. When a short silent video of an instructor can predict SET scores, it is clear that attractiveness plays a role in those scores. (Stark and Freishtat, 2014)

Other factors like students' grade expectations and instructors' grading leniency influence scores. When Wellesley College tried to address grade inflation by deciding average grades must not exceed a B+, they found lowered grades resulted in lower evaluation scores. One study asked students to rank grading strictness and leniency. That study found that lenient grading was positively correlated to SET scores. (Stroebe, 2020)

It is a common complaint that student evaluations are more akin to personality contests than meaningful measures of teaching effectiveness (Emery, Kramer, & Tian, 2003). In short, faculty who teach classes that are perceived as being easy and/or entertaining receive higher evaluation scores than faculty who teach classes that are perceived as being difficult and/or "boring." While it might be useful to gather this information from students to gauge their perception of a given course, it is not a meaningful reflection of the quality of instruction being provided.

Consider this: Oregon Tech faculty seeking to improve their SETs are often encouraged to offer extra credit to students or to bring food to class on evaluation day. Though these methods certainly do *not* improve the quality of instruction being provided, they *have* been shown to raise SET numbers. (Emery, Kramer and Tan, 2003)

Cookies and bonus points aside, the research also identifies many other factors that bias students' responses that are completely *out of* faculty's control, including:
- Whether the discipline being taught is thought of as typically male or female
- The faculty member's academic rank
- The faculty member's accent
- Whether the class is traditionally anxiety-producing (e.g., Math or Speech courses)
- Whether a class is in a student's major or is a general education course
- The time of day a class is held
- The weather on the day the evaluation is completed
- The size of the class
- The visual appeal of the classroom
- The student's overall level of satisfaction with the university
- Supplementary questions being asked (or lack thereof)

Clearly, these various documented biases significantly complicate the perception of SETs as a meaningful tool for assessing faculty's teaching when a faculty member receives a lower score on a rainy day than on a sunny day…unless we are expected to be able to control the weather?

Labels, Not Scores
A conceptual problem that is identified in the research is that we commonly treat the numbers that SETs generate as measures of objective fact. If this were not the assumption, we would not be capturing, calculating, and comparing these scores in the first place. We would not be required to report our numbers so that they can be used to measure our effectiveness. But, in reality, these numbers are merely *labels*, not *values*. (Stark & Freishtat, 2014)

For example, if a student gives me a score of 4 for the outcome "Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view" and gives my colleague a 3 for the same outcome, there is no meaningful, widely agreed-upon way of understanding what this difference means: have they been exactly 75% as successful at reaching that outcome as I have? Of course not. We are asking students to make subjective determinations based on their experiences and then the SETs translate those determinations into numbers, so that students' feedback for us can be easily distilled into APE forms (for example) with the veneer of "objective" judgment applied. However, as the research says, there is nothing "objective" or "true" about the numbers that SETs generate. Boring, Ottoboni, and Stark (2016) write that bias even creeps into criteria that are perceived as "objective" such as asking students to score how fast that instructor returns graded work.

Not only are the SET scores themselves subjective, but at least at Oregon Tech how they are interpreted is also subjective, based on departmental norms. For example, we have situations in which a summary score of 4.0 for a class might be acceptable in one department, but another department might expect a 4.5 average from their faculty. In a recent conversation with another faculty member, we learned that one department actually expects *lower* SET scores, as that illustrates to the department chair that their faculty are challenging the students – which, as the thinking goes, is what caused the students to report disliking the course.

Stark and Freishtat, statisticians from UC Berkeley, write that "comparing averages from categorical responses, even if the categories are represented by numbers, makes little sense." (2014) This nonsense begets more nonsense, which is often defended by local appeals to "objectivity" that make *no* sense in a university- or state- or nation-wide context.

Another conceptual problem that the research identifies is that framing SETs as useful because they measure "customer satisfaction" is problematic. The idea that our students are our customers and that their level of "customer satisfaction" can tell us anything meaningful about the quality of faculty's teaching doesn't reflect reality. Sproule warns that a top priority for students is to graduate with good grades in the least amount of time and with the least amount of effort. So taking a "the customer is always right" approach with students can thus lead to "trivial courses of study, inflated grades and mediocre standards." (Sproule, 2000)

Not a Measure of Teaching Effectiveness
Students are not qualified to evaluate the effectiveness of pedagogy and course content. In fact, in our own policy (OIT-21-035) it states that student evaluations are "useful as one of many measures for assessing teaching performance, but *are not, by themselves, a valid measure of teaching effectiveness.*" The wider research also demonstrates convincingly that these evaluations *do not actually measure teaching quality*. The stark reality is that SETs – which are demonstrably incomplete and biased – can and do affect contract renewal, merit pay, tenure, and promotions. (Berk, 2018)

Stark and Freishtat offer a playful example of a serious problem by reminding readers that students cannot rate effectiveness of teaching and, "calling SET a measure of effectiveness does not make it one, any more than you can make a bathroom scale measure height by relabeling its dial 'height.' Averaging 'height' measures made with 100 different scales would not help." (2014)

Identified Harms To Faculty Due To Student Evaluations
Impact on Class Design and Learning Outcomes
The pressure to achieve higher SET scores may lead to behaviors that harm learning outcomes and pedagogy. Faculty frequently feel pressured to make their classes easier and their grading more lenient to improve their SET scores. (Stroebe, 2016) While they might, in theory, seek to develop their pedagogy and/or a particular course by introducing more "desirable difficulty," they are in reality disincentivized from making such changes due to the fear that it will drop their SET scores. (Emery, Kramer, & Tian, 2003)

The pressure to receive and continue receiving high SET scores drive many faculty to adjust and "develop" their courses based on what raises their scores, *not* based on what will lead to improved student learning. This leads to faculty – especially contingent faculty, who make up an ever-increasing

proportion of Oregon Tech's ranks – becoming risk-averse, eschewing creative solutions in favor of conforming to behaviors that are more likely to lead to high SET scores. (Wines, 2006)

Abusive Comments Take a Toll
A particularly devastating harm that is too rarely considered is the emotional toll SET results can take on faculty. In addition to concerns about how scores may impact one's career, faculty are regularly subjected to abusive comments from students completing course evaluations. Recent research cited by Heffernan suggests that the number of abusive comments on evaluations is increasing. He notes that, "most often this abuse is directed towards race, gender, sexual identity, ethnicity, age, and other marginalizing characteristics." (2021) He goes on to point out that the emotional damage and stress caused by such comments is both real and cumulative.

Historically, the negative effects of such comments on faculty's wellbeing, mental health, and career progression have been underestimated. (Heffernan, 2022) Women in particular suffer a negative emotional impact from abusive comments and negative evaluations. (Kogan, et.al., 2010) When you consider that many universities – including Oregon Tech – use this student input as the primary means for evaluating faculty, negative student input may not only have an impact on faculty's mental health, it also has an outsized effect on faculty's career prospects, which can create a vicious cycle of increasing professional and personal traumas. (Emery, Kramer, & Tian, 2003) University of Southern California Provost Michael Quick, decided to discontinue SETs saying "I can't continue to allow a substantial portion of the faculty to be subject to this kind of bias."

Impact on Culture and Morale
SETs' tendency to reward conformity and punish creativity extends beyond the classroom, also reinforcing traditional hierarchical distinctions between faculty members. As already discussed above, SETs disadvantage faculty from underrepresented and historically marginalized groups; looked at systemically, this reinforces the notion that white and/or male instructors "just happen" to be better teachers, according to SET data looked at over time. (ASA, 2019) Similarly, heavy reliance on SETs make adjuncts and non-tenure-track faculty doubly vulnerable: already more contingent than their tenure-track colleagues, they are also likely to receive lower SET scores specifically because of their rank, making it seem as if they are "objectively" worse teachers than their tenure-track colleagues.

Inclusive or Not?
Despite all of these problems with SETs, they remain in use as the primary method for evaluating faculty at many universities – including Oregon Tech, where they are the *only* method – at least in part because they provide department chairs and administrators with a set of numbers that distill the complicated and subjective process of evaluating an educator's efficacy into "objective" data that is easy to collect and hard to argue with. (Wines, 2006) However, many researchers speak specifically to the danger of using SETs to justify hiring, promotion, and tenure decisions, especially considering that there is now precedent that using SETs in this way could be illegal. (Stroebe, 2020) (Flaherty, 2019) (Berk, 2018)

The Ontario Confederation of University Faculty Associations wrote a summary of the dispute between Ryerson University and the Ryerson Faculty Association. This report included a discussion of the evidence provided by Stark and Freishtat who argued that a wide variety of personal characteristics as well as course characteristics skewed SET results. The arbitrator decided in favor of the Faculty Association, agreeing that SETs cannot be used to evaluate teaching effectiveness and declaring that "a high standard of justice, fairness and due-process is self-evidently required" given the impact that SETs can have on faculty. (OCUFA, 2018)

Considering this example, for the good of the university it behooves us to discontinue using a clearly biased tool as our primary means of making decisions about hirings, promotions, the granting of tenure, and firings, as in addition to the obvious ethical implications, it also opens the university up to the possibility of future litigation.

In particular, we believe that to continue using a method of evaluation that has been convincingly shown to be biased against underrepresented and historically marginalized groups is also contrary to Oregon Tech's publicly stated support for DEI, and that revising our faculty evaluation procedures could be a powerful way to illustrate our dedication to those principles. In an article published in *Assessment & Evaluation in Higher Education*, Heffernan writes that "No university, and indeed the higher education sector as a whole, can declare to be a gender equal employer or have an interest in growing a safe, inclusive and diverse workforce if they continue to use SETs to evaluate course and teacher quality." (Heffernan, 2022)

Conclusion

We could continue to provide well-documented examples of SETs' problems and harms. The committee's main concern at this point is that continuing to use SETs as the primary form of faculty evaluation while consciously aware of the significant research pointing out these problems and harms is unethical. In their research, Esarey and Valdes point out that faculty with low evaluation scores are often doing better teaching than their "better achieving" colleagues. They write that it should be expected that "any administrative decisions made by using SET scores as the primary basis for judgment to be quite unfair." (Esarey and Valdes, 2020) This is why many universities – including the University of Oregon – have recently begun to move away from SETs.

Regarding the use of SETs, Michael Platt wrote in 1993 that "I cannot think that the habit of evaluating one's teacher can encourage a young person to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good. To have one's opinion trusted utterly, to deliver them anonymously, to have no check on their truth, and no responsibility for their effect on the lives of others are not good for a young person's moral character. To have one's opinions taken as knowledge, accepted without question, inquiry, or conversation is not an experience that encourages self-knowledge." Three decades later, we believe that it is time for Oregon Tech to begin to consider alternatives to SETs that not only encourage our faculty to bring their unique backgrounds, experiences, and knowledge to the classroom so that they can teach more effectively, but also provide our students with opportunities to engage in meaningful self-reflection so that we can better understand what they need from us, and from their Oregon Tech experience.

In our second report, we will be identifying and describing alternatives to SETs that Oregon Tech might adopt in the future and will then be seeking input from the Faculty Senate and beyond on how to proceed from there. Thank you for your time and interest.

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From: Ad Hoc Calendar Committee

Subject: Review of Adjustments to Fall Academic Calendar

Charge: To review the changes made to the academic calendar starting in Fall 2021, and to make data-driven recommendations for future adjustments.

Methods: An initial meeting of the committee demonstrated that our members, who include faculty, staff, and student representatives from multiple campuses, were all impacted in a variety of different ways by the changes to the calendar. The committee therefore felt an initial Open Forum would provide a way to look for common impacts from a wider group, along with an opportunity for people to hear how other groups were affected. Following the Open Forum, some common themes were put together and sent out to faculty, staff, and students across all campuses, along with an invitation to take a short, anonymous survey to provide direct feedback.

Results: The Open Forum resulted in several pros and cons to the calendar changes being expressed. A few of the common themes are represented below.

Pros	Cons
A Wednesday start allows students in Klamath Falls to move into on-campus housing over the weekend, making it easier on families.	The Wednesday start adversely affects due dates in online classes, the 2-week drop date, and lab classes with sections on Tuesday and Thursday.
A Wednesday start allows new students to take a couple of days for orientation events and to familiarize themselves with campus.	Returning students are treating this first half week as a "syllabus week" or as if "class hasn't really started."
Students on suspension can meet with the Appeals committee on Tuesday, and if reinstated can register for classes before they begin.	Students have taken to skipping classes on the Monday and Tuesday of Thanksgiving week.
	The late start means classes may not start until October; additionally grade reports, suspensions, and financial aid decisions may not be made until after Christmas.
	Oregon Tech is no longer aligned with other institutions in the state.

 The survey was then sent out to all faculty, staff, and students across all campuses. Approximately 400 people participated in the survey, with some representation from most campuses, but a majority coming from Klamath Falls.
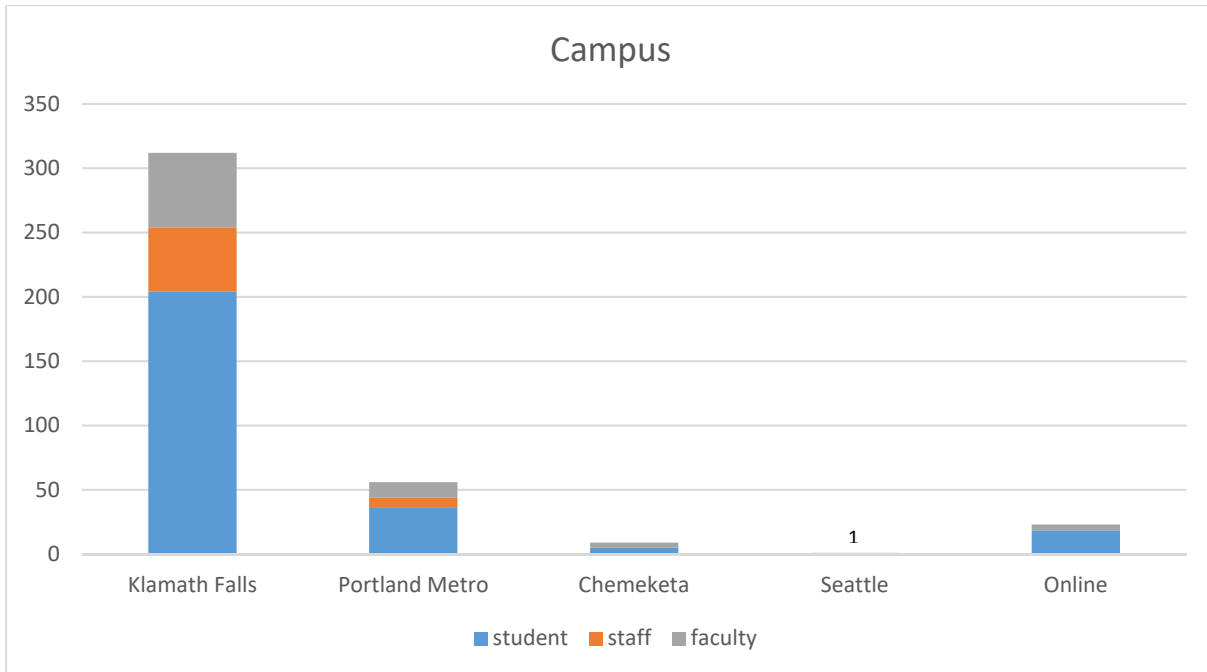
Constituents were asked if they had a preference for the start of the year, with options being a Monday start, a Wednesday start, or having no preference for either. A Monday start did have a majority (~59% of responses), but Wednesday and no preference also received significant votes (13 and 28% respectively).
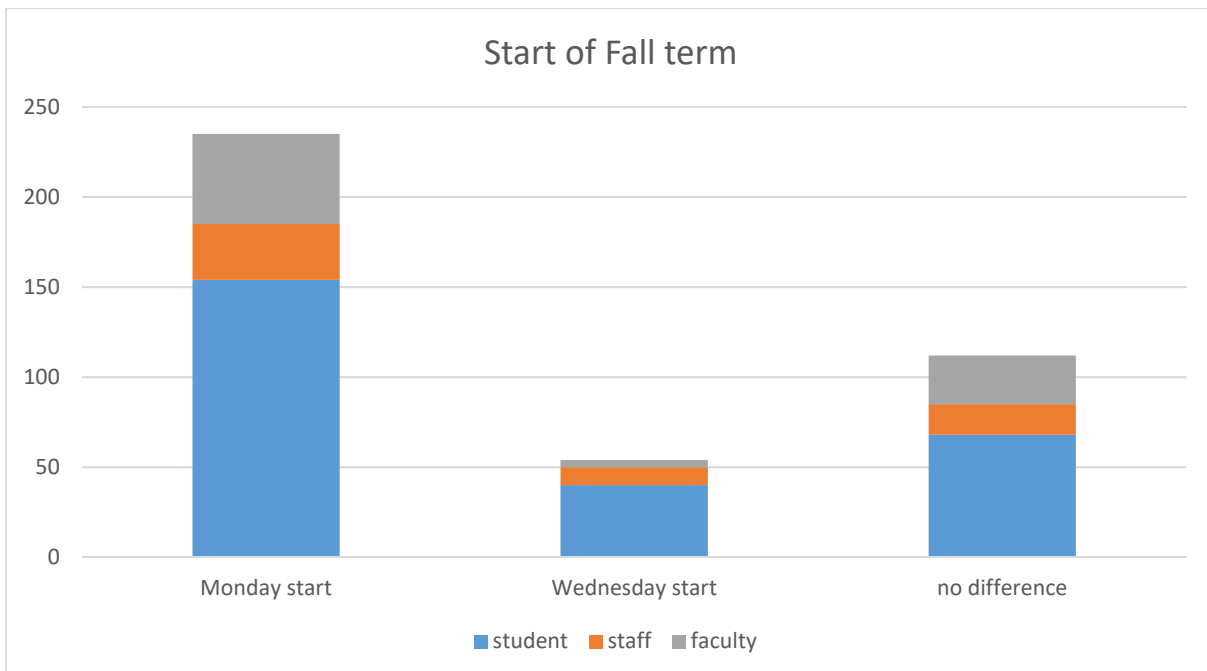
Constituents were then asked if they had a preference for the current start date, which comes with 2 guaranteed weeks of Winter break, or if they would prefer starting classes a week early, guaranteeing 3 weeks of Winter break. Staff were also offered an option of no preference, to indicate their job duties

would not be impacted. These results were heavily in favor of moving the start date a week earlier, with approximately 88% of all respondents selecting this option.
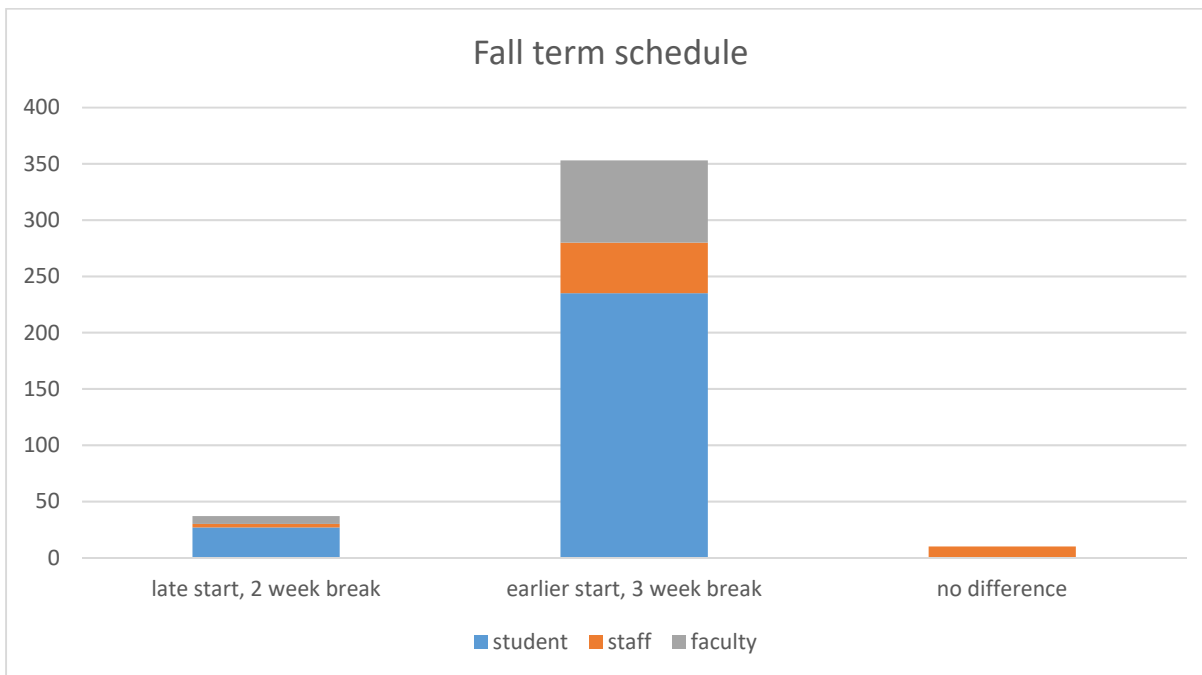
The preference for start day or date did not seem to differ between new students versus returning students, nor was there a difference based on campus. One other significant finding was that, while ~2/3 of student respondents said they attended in person classes the week of Thanksgiving, about half the faculty estimated that their class attendance was 50% or less relative to their normal attendance.

Finally, respondents were offered an open comments section to provide specific feedback based on the impacts of their own experiences with the calendar changes. The most common comment among these responses was that the three-week break is necessary for those who travel long distances to return home for the break; students from other states in particular mentioned travel concerns in relation to the increasing cost and the potential for weather-related cancelations that occur the closer it gets to the end of the year. Another common response was also a desire for the academic calendar to align better with other Oregon universities, so that friends, siblings, and families would have a common holiday season.

Recommendation: Based on the results of the open forum and survey, **the committee recommends that Fall term classes begin the week prior to the current schedule, around the 3rd week of September**.

We recognize that there are two practical ways to accomplish this; to start on Monday and take all of Thanksgiving week off, or to start on Wednesday and maintain the Monday and Tuesday schedule during Thanksgiving week. The data here was not significant enough for us to make a recommendation; however, we note that starting the prior Wednesday is the same conclusion that was reached by the previous Ad Hoc Calendar Committee, after their extensive work conducting meetings and interviews with individual departments and constituents.

Finance and Administration Update

FOAC
January 19, 2023

John Harman, MBA, CGMA, CMPE

Vice President for Finance and Administration

Briefing Topics

- FY 2023 Budget Performance YTD November
- FYE 2021-22 Annual Report Snapshot
- 2022-23 Annual Financial Statement Ratios
- Revised Quasi-Endowment Investment Policy
- FY 2024 Outlook and Reason for Caution
  - Governor's Budget
  - Enrollment and Tuition
  - Operating Cost Inflation
- RFP for Internal Auditors

2

FY 2022-23 Budget Performance as of November

Forecast based on YTD Nov figures is trending cautiously positive

Tuition revenue is down related to 5.9% enrollment shortfall (excludes ACP)

Spending is below budget for labor and non-labor categories

Required transfers-in may be less than budgeted based on spending patterns

FY 2022-23 budget was balanced using:

$3.0M COVID Funds & $1.5M Reserve Funds

Must continue to be strategic in managing our resources

3

2022 Annual Financial Report

Summarized Statement of Revenues, Expenses, and Changes in Net Position (SRE)
in millions

For the Years Ended June 30,	2022	2021	2020
Operating Revenues	$ 47,221	$ 48,200	$ 45,988
Operating Expenses	94,383	95,051	91,520
Operating Loss	(47,162)	(46,851)	(45,532)
Nonoperating Revenues,			
Net of Expenses	57,373	43,774	43,640
Other Revenues	23,809	23,271	16,865
Increase in Net Position	34,020	20,194	14,973
Net Position, Beginning of Year	125,655	105,461	90,488
Net Position, End of Year	$ 159,675	$ 125,655	$ 105,461

Total Operating and Nonoperating Revenues
in millions

For the Years Ended June 30,	2022	2021	2020
Student Tuition and Fees	$ 27,302	$ 29,548	$ 29,911
Grants and Contracts	5,641	4,543	3,427
Auxiliary Enterprises	13,083	12,876	11,573
Educational and Other	1,195	1,233	1,077
Total Operating Revenues	47,221	48,200	45,988
Appropriations	38,837	33,490	32,379
Financial Aid Grants	6,829	7,331	7,061
Gifts	3,508	3,479	3,877
Investment Activity	(1,216)	915	1,764
HEERF Grants	10,554	1,968	393
Capital Grants and Gifts	23,675	23,137	16,731
Total Nonoperating and Other Revenues	82,187	70,320	62,205
Total Revenues	$ 129,408	$ 118,520	$ 108,193

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FY 2023 YTD November Revenue and Labor Expenses

General Fund Monthly Report
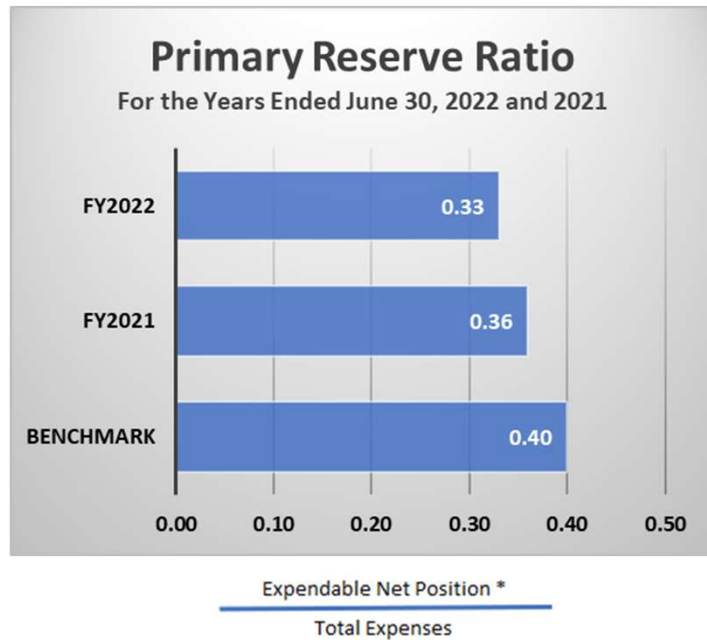FY 2022-23 November (in thousands)

	YTD Comparison		FY 2022-23 Budget & Forecast					
	FY 2021-22 November Actuals	FY 2022-23 November Actuals	FY 2021-22 Year End Actuals	FY 2022-23 Board Adopted Budget (BAB)	FY 2022-23 Adjusted Budget	FY 2022-23 Forecast	Forecast to Budget Variance	Notes
Revenue								
State Allocations	$24,631	$20,233	$37,407	$32,385	$32,385	$33,744	$1,360	(1)
Tuition & Fees	25,361	25,435	38,190	39,832	39,875	37,706	(2,126)	(2)
Remissions	(2,067)	(2,359)	(5,837)	(5,546)	(5,546)	(5,805)	(259)	
Other	825	1,273	2,259	2,302	2,254	2,302	-	
Total Revenue	**$48,750**	**$44,583**	**$72,019**	**$68,972**	**$68,967**	**$67,947**	**($1,025)**	
Expenses								
Administrative Staff Salary	$3,319	$3,487	$8,204	$9,700	$9,700	$9,230	($470)	
Faculty Salary	3,597	3,718	12,783	14,227	14,227	13,438	(790)	
Adjunct and Admin/Faculty Other Pay	1,375	1,323	3,726	3,457	3,457	3,495	38	
Classified	2,320	2,501	5,838	6,321	6,321	6,150	(172)	
Student	233	294	755	1,063	1,063	842	(221)	
GTA	25	37	74	121	121	106	(15)	
OPE	6,721	6,770	17,207	19,252	19,252	17,821	(1,431)	
Total Labor Expense	**$17,590**	**$18,130**	**$48,588**	**$54,142**	**$54,142**	**$51,082**	**($3,060)**	(3)

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FY 2023 YTD November Direct Expenditures and Net from Operations

General Fund Monthly Report
FY 2022-23 November (in thousands)

	YTD Comparison		FY 2022-23 Budget & Forecast					
	FY 2021-22 November Actuals	FY 2022-23 November Actuals	FY 2021-22 Year End Actuals	FY 2022-23 Board Adopted Budget (BAB)	FY 2022-23 Adjusted Budget	FY 2022-23 Forecast	Forecast to Budget Variance	Notes
Service & Supplies	$5,753	$6,623	$12,762	$21,463	$21,460	$15,484	($5,979)	(4)
Internal Sales	(528)	(545)	(1,272)	(1,356)	(1,356)	(1,271)	85	
Debt Service	98	981	631	1,189	1,189	1,579	390	(5)
Capital	479	102	153	185	185	250	65	
Utilities	505	457	1,820	1,335	1,335	1,335	-	
Transfers In	-	-	-	-	-	-	-	
Transfers Out	-	723	1,433	1,462	1,462	1,462	-	
Total Direct Expense	**$6,308**	**$8,341**	**$15,527**	**$24,279**	**$24,276**	**$18,840**	**($5,439)**	
Total All Expense	**$23,898**	**$26,471**	**$64,115**	**$78,421**	**$78,417**	**$69,922**	**($8,499)**	
Net from Operations before Other Resources (Uses)	**$24,852**	**$18,112**	**$7,904**	**($9,449)**	**($9,450)**	**($1,975)**		(6)
Other Resources (Uses)								
Transfers In	$0	$1	$78	$8,000	$8,000	$1,001		
Transfer Out	-	(200)	(6,059)	(51)	(51)	(251)		
Use of Reserve	-	-	-	1,500	1,500	1,500		
Total Other Resources (Uses)	**$0**	**($199)**	**($5,981)**	**$9,449**	**$9,449**	**$2,250**		(7)
Total from Operations and Other Resources (Uses)	**$24,852**	**$17,913**	**$1,923**	**($0)**	**($2)**	**$275**		(8)

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FY 2022 Annual Financial Statement Ratios

Primary Reserve Ratio
For the Years Ended June 30, 2022 and 2021

FY2022	0.33
FY2021	0.36
BENCHMARK	0.40

$$\frac{\text{Expendable Net Position *}}{\text{Total Expenses}}$$

* Excluding net position restricted for capital investments

A ratio of .40x (provides about 5 months of expenses) or better is advisable to give institutions the flexibility to manage the enterprise.

At 0.33, Oregon Tech's FY2022 Primary Reserve Ratio decreased slightly from the prior year and provides just over 4 months of expenses. Decrease in FY2022 from FY2021 is a result of an increase in the University's expendable net position, partially offset by a decrease in the Foundation's expendable net assets.

Viability Ratio
For the Years Ended June 30, 2022 and 2021

FY2022	0.78
FY2021	0.81
BENCHMARK	1.00

$$\frac{\text{Expendable Net Position *}}{\text{Long-Term Debt}}$$
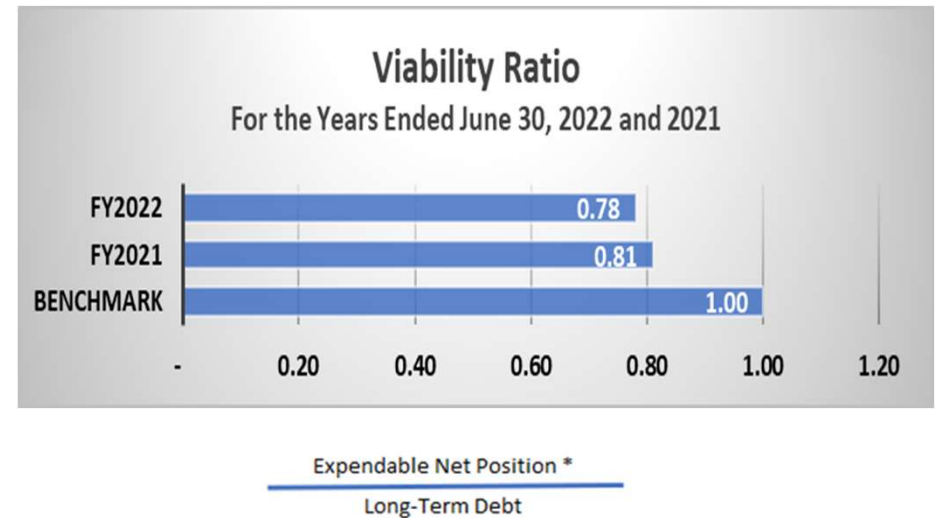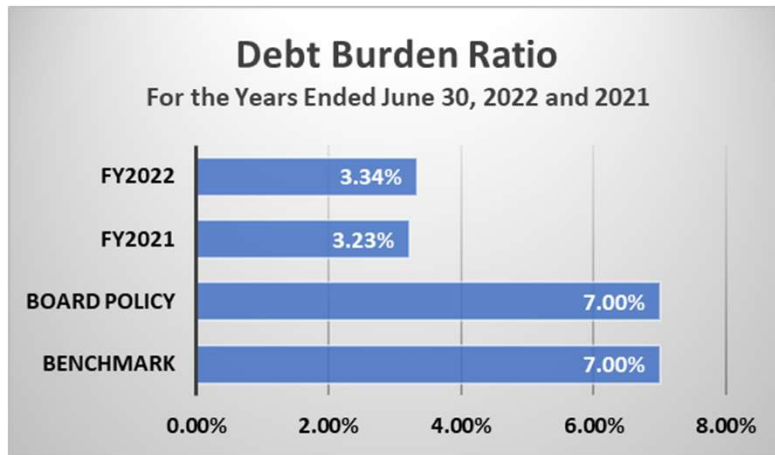
* Excluding net position restricted for capital investments

A ratio of 1.00 or greater indicates that there are sufficient resources to satisfy debt obligations.

Oregon Tech's FY2022 Viability Ratio decreased slightly from the prior year to 0.78. The change is due to an increase in the University's expendable net position, partially offset by a decrease in the Foundation's expendable net assets.
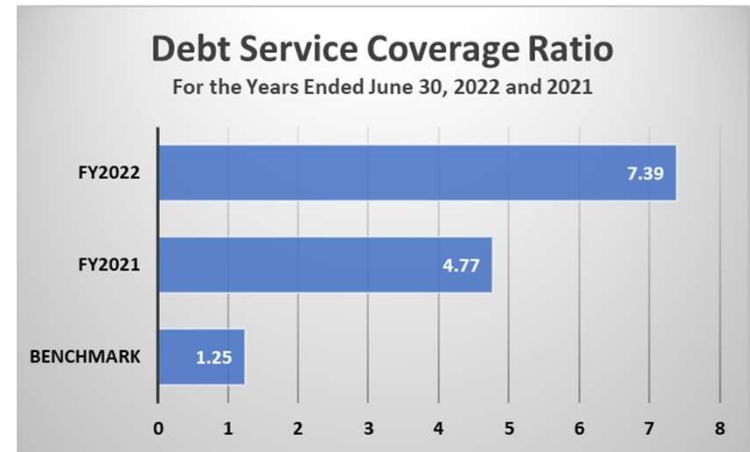
7

FY 2022 Annual Financial Statement Ratios (continued)

Debt Burden Ratio
For the Years Ended June 30, 2022 and 2021

FY2022	3.34%
FY2021	3.23%
BOARD POLICY	7.00%
BENCHMARK	7.00%

Debt Service
—————
Total Expenditures

The industry often has viewed the upper threshold for this ratio at 7 percent, meaning that current principal payments and interest expense should not represent more than 7 percent of total expenditures.

Oregon Tech's FY2022 Debt Burden Ratio increased slightly from the prior year due to FY2022 implementation of GASB87 (lease accounting standard) and current year principal payments on related lease obligation liabilities recorded as a result. These lease obligation liabilities did not exist in FY2021 as Oregon Tech elected to implement the respective GASB in FY2022.
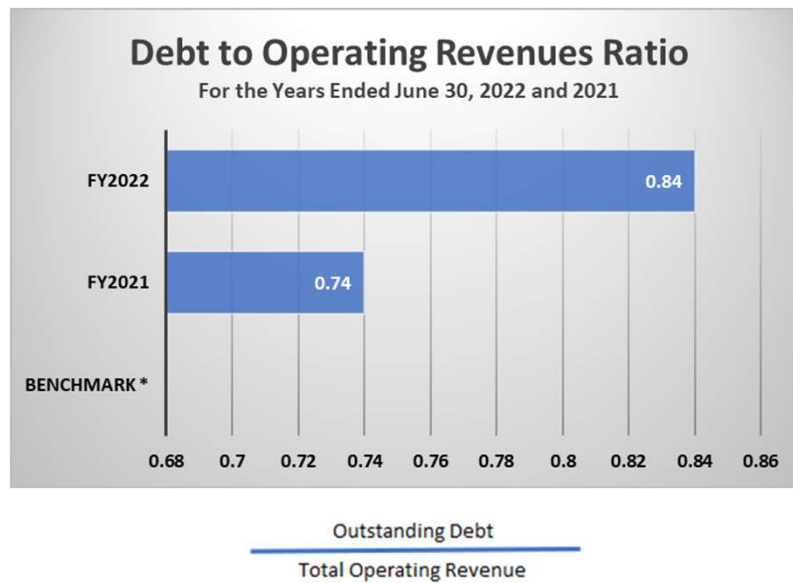

Debt Service Coverage Ratio
For the Years Ended June 30, 2022 and 2021

FY2022	7.39
FY2021	4.77
BENCHMARK	1.25

Operating Income (Loss) plus Net Non-Operating Revenues (Expenses) plus Interest Expense plus Depreciation plus Foundation Adjusted Change in Net Assets
—————
Debt Service

While the industry does not set a recommended upper or lower threshold, a ratio of 1.25 can be viewed as a general guideline.

The increase in the Debt Service Coverage Ratio is due to total University net income in FY2022. With the Higher Education Emergency Relief Funding (HEERF) grants the University recognized grant revenue in FY2022 with some related expenses to be incurred in future years. The University anticipates spending HEERF grant proceeds in FY2023 and future years, with a corresponding decrease in the Debt Service Coverage Ratio expected as the related monies are spent.
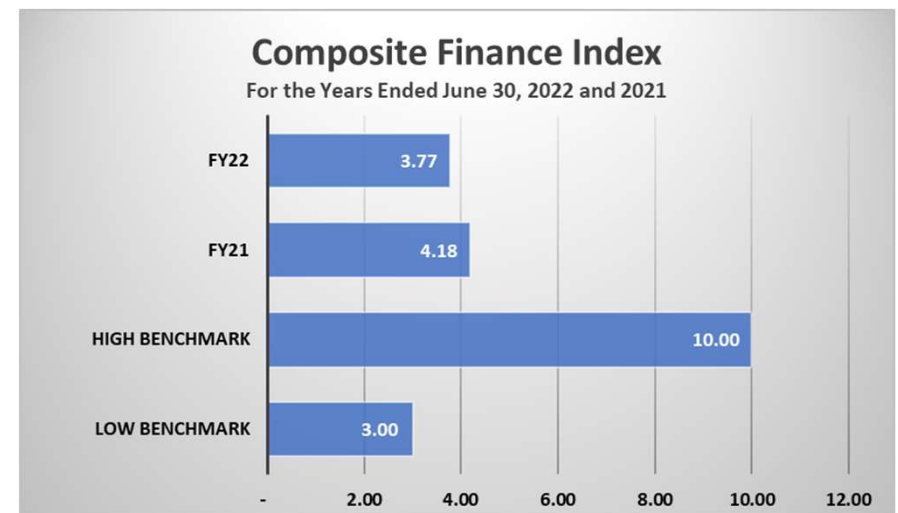
8

FY 2022 Annual Financial Statement Ratios

(continued)

Debt to Operating Revenues Ratio
For the Years Ended June 30, 2022 and 2021

FY2022: 0.84
FY2021: 0.74
BENCHMARK *

Outstanding Debt / Total Operating Revenue

An advised range is not set by the industry with no general guidelines established.

Oregon Tech's FY2022 Debt to Operating Revenue Ratio increased slightly from the prior year, due to FY2022 implementation of GASB87 (lease accounting standard) and current year principal payments on related lease obligation liabilities recorded as a result. Similar lease obligation liabilities did not exist in FY2021 as Oregon Tech elected to implement the respective GASB in FY2022.

Composite Finance Index
For the Years Ended June 30, 2022 and 2021

FY22: 3.77
FY21: 4.18
HIGH BENCHMARK: 10.00
LOW BENCHMARK: 3.00

The Composite Financial Index (CFI) creates one overall financial measurement of the institution's health based on the four core ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio, and Viability Ratio.

A score of 1.0 indicates very little financial health, 3, the low benchmark, represents a relatively stronger financial positions; and 10 is the top of the scale.

Oregon Tech's FY22 CFI score of 3.77, a slight decrease from the prior year, continues to indicate positive return on net position and net operating revenue ratios.

9

Board Policy on Quasi-Endowment Investment

- The Oregon Board established the Quasi Endowment in 2016 and invested it in the Oregon Treasury's Intermediate-Term pool

- The investment strategy was to commit the funds for 3-5 years, and to earn fixed returns on the investment

- Board review of the Policy on Quasi-Endowment is required biennially, per Policy

- Investment markets have become considerably volatile in the past several months.

- This combined with the current Policy requirement to draw or spend 4% each year from the fund has caused the market value of the investment to decline in value

- Staff will request a revision of the investment policy to revise required annual spending from 4% to a range between 1-10% to provide flexibility and protect the corpus in market declines.

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Q-1 Summary of Investments

Fixed Income Yield Curve
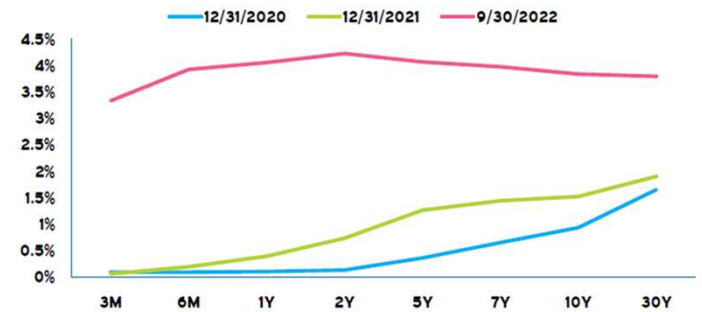
Oregon Tech
Investment Summary
as of September 30, 2022
(Net of Fees)

	Quarter Ended 9/30/2022	Current Fiscal YTD	Prior Fiscal YTD	3 Yr Avg	5 Yr Avg	10 Yr Avg	Market Value	Actual Asset Allocation	Policy Allocation Target
OIT Operating Assets Invested in Public University Fund									
Oregon Short - Term Fund	0.4%	0.4%	0.1%	1.1%	1.6%	1.1%	$ 9,183,693	41.5%	
Benchmark - 91 day T-Bill	0.5%	0.5%	0.0%	0.6%	1.1%	0.7%			
PUF Core Bond Fund	-2.7%	-2.7%	0.5%	-0.6%	0.9%	N/A	12,954,298	58.5%	
Benchmark - Bloomberg Barclays Intermediate U.S. Gov't./Credit Index[2]	-3.1%	-3.1%	0.0%	-1.6%	0.3%	1.0%			
Public University Fund Total Return	-1.5%	-1.5%	0.4%	0.2%	1.3%	N/A	$ 22,137,991	100.0%	
Public University Fund Investment Yield[3]	0.6%	0.6%	0.4%	2.0%	2.2%	N/A			
OIT Endowment Assets									
Oregon Intermediate-Term Pool	-2.7%	-2.7%	0.4%	-0.8%	0.8%	N/A	$ 6,315,822	100.0%	
Benchmark - Bloomberg Barclays Intermediate U.S. Gov't./Credit Index[4]	-3.1%	-3.1%	0.0%	-1.9%	0.1%	0.8%			

[1] The Public University Fund (PUF) policy guidelines define investment allocation targets based upon total participant dollars committed. Core balances in excess of liquidity requirements for the participants are available for investment in the Core Bond Fund. Maximum core investment allocations are determined based upon anticipated average cash balances for all participants during the fiscal year.

[2] 100% Bloomberg Barclays Intermediate U.S. Gov't./Credit Index as of February 1, 2021. From April 1, 2017 to January 31, 2021, the benchmark was 75% Bloomberg Barclay's Aggregate 3-5 Years Index, 25% Bloomberg Barclay's Aggregate 5-7 Years Index.

[3] The reported investment yield for the quarter and fiscal year-to-date represent earned yields for the period and are not annualized rates.

[4] 100% Bloomberg Barclays Intermediate U.S. Gov't./Credit Index as of January 1, 2021. From June 1, 2015 to December 31, 2020 the benchmark was Bloomberg Barclays 3-5 Year U.S. Aggregate Index.

Note: Outlined returns underperfomed their benchmark.

11

FY 2024 Outlook and Reason for Caution

State Funding for Higher Education is Uncertain	Recent Enrollment for Oregon Tech has not met budget	Labor and other Operating Expense and Inflation
• Public Universities requested a $150M increase in PUSF which included 8.67% increase for CSL, essentially an inflationary adjustment • Remainder would be investment in essential student wrap-around services • Governor Kotek's budget may only provide for a 4% increase in PUSF (Feb 1st)	• Each 1% drop in enrollment translates to about $381,000 in lost tuition revenue • Tuition revenue plays an important role in overall University funding • Tuition Recommendation Committee begins their work later this month • Collaborative group of faculty, staff and students	• National inflation rate at about about 7% • Contractual obligations in labor agreements • Increasing benefits and related payroll costs • Utilities, liability insurance and maintenance

12

RFP for Internal Audit Services

- Current Agreement with Kernutt-Stokes ends on June 30, 2022

- Option for two (2) one (1) year renewals, however…

- Oregon Tech requires an expanded scope of services in response to:
  - Increasingly complex regulatory compliance and governmental accounting standards
  - Continuing changes/reductions in services levels provided by USSE partner

- Therefore, state procurement guidelines require a competitive bid for a material change in scope

- Hence, we cannot exercise option for renewal with current vendor

- Requesting approval to issue an RFP for enhanced scope and to execute agreement for internal audit services

13

Capital Projects Update

Boivin Hall renovation project is on schedule for completion by summer 2023. (61% complete)

Track/Stadium Renovation to be completed by spring 2023. (73% complete)

OMIC Additive Manufacturing Center scheduled to be complete by end of February. (83% complete)

Campus facilities master planning project is underway with Soderstrom Architects. Meeting with groups. Expected to be completed June 2023.

Initial visioning session for new student housing with Mahlum Architects, faculty, staff and students last week. Expected completion summer 2025

Campus Wayfinding signage is underway with completion scheduled by summer of 2023.

Have a great week!

15

1. **Why did you leave?**

- I was severely disheartened by the disregard the board of trustees and Dr. Nagi showed towards faculty and students.

- I decided to leave because of overwhelming frustration with the administration. Their behavior was not merely intransigent, it was incoherent. It would have been one thing if my sensible requests had been met with a well-reasoned but firm dismissal. This would have been frustrating, but bearable. Instead, they were met with stonewalling, dishonesty, irrationality, and pettiness.

- I received a better offer (more pay, smaller teaching load, more research opportunity) from another university.

- My reasons were multifaceted and my reasons were my own. There were a number of factors that contributed to my decision to leave, but at the end of the day, working at Oregon Tech had become such a toxic working environment when dealing with faculty and administration that it had severely become detrimental to my mental and physical health and in order to survive I had to leave.

- I applied for a ███████████████████████ position and – throughout my application and interview process – the position switched to a ███████████, which is the position I was hired to fill.

- Administration showed little effort to support faculty and join in collaborative efforts to improve the climate. Administration, president Nagi, deans and provost, continuously blamed each other for short comings, lack of decision making/leadership and communication break downs. Having the leadership team refer faculty as," spoiled", "greedy", "lazy", "incompetent", "unreasonable" was deflating and unmotivating. It also, fueled insecurities and job security.

- The working environment at OIT was a significant factor. Shortly before my departure in summer 2021 (after the spring 2021 strike) I was deeply disappointed that, even after 8 days of striking, we ended up with a contract that still included merit pay and made no substantial progress on protections or support for non-tenure-track faculty. That convinced me that the union was not going to be an effective bulwark against the continuing decline of morale and working at Oregon Tech.

- When a student president accused Dr. Nagi of bribing the previous student president in order to gain approval for a tuition increase, the board president dismissed the student president's concern by basically saying it was none of his business ("mission creep") and a short while later abruptly approved a new contract for Dr. Nagi.

- Combination of unhappiness with the result of the union negotiations, concerns about the local school system and concerns about the summer air quality.

- I loved and adored being a faculty member at Oregon Tech but ultimately, I was too nervous, scared and disenfranchised with the direction of the university to continue giving nearly my whole identity to the position.

- Oregon Tech's value and impact among a growing sea of educational competition and a smaller demographic market was a private school experience at a public university cost. Effective teaching and learning were valued at Oregon Tech. Oregon Tech had a long history of operating on a lean budget. This value was passed on to students. I was dismayed at continued tuition increases. How much has tuition increased in the last 5 years? 20%? Oregon Tech was losing value.

- I left after ▮ years of requests from myself and the department chair to ▮▮▮▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮ were met with a total refusal to engage from upper administration. Immediately after I submitted my agreement to leave OIT ▮▮▮▮▮▮ I was informed by the provost's office that I was now eligible for promotion to ▮▮▮▮▮▮▮▮.

- During the faculty strike: I saw a broadcast by several academic senior staff in which they assured people that no classes were canceled due to the strike. With the exception of Dan Peterson, it appeared to me that the senior staff in this broadcast lied to the public about classes continuing to run, showing extreme disrespect especially towards students, who knew the truth. These two moments were very painful for me to witness and caused me to question whether I could continue working at Oregon Tech. I felt faculty were being pushed out of Oregon by the refusal of senior admin to make minor accommodations, any accidental minor violations of rules seized upon as an excuse to fire faculty, and, in the case of lecturers, unfair working conditions due to select enforcement of vague policy.

- My teaching workload expectations didn't align with a ▮▮▮▮▮▮ cohort modeled ▮▮▮▮▮▮ curriculum with other full time faculty which often meant I was asked to take on projects outside of teaching to fill workload expectations

- I had hoped that OT would be my last job before retiring, my last 1 15 years of employment. Sadly, that was not case. The climate at OT was growing into a negative and non-collaborative workspace. Many faculty were showing signs of stress and weariness that lead to siloed work conditions. Which left collaborative efforts challenging. When Administration is pushing for innovation while simultaneously browbeating, stiffening ideas and efforts, and decreasing budgets only lead to frustration and deflation in efforts. This impacted my excitement and ability to gain traction for new projects and programs.

- Instead of focusing on low cost, hands-on, faculty-led degrees, we were told that we would refocus our efforts and become an old and antiquated model other universities followed. Instead of pivoting in this competitive environment of education to highlight our strengths, we put all our eggs in one basket, growth.

- I left OIT after ▮▮▮▮▮s there as a direct result of my experiences dealing with Dr. Naganathan and his leadership team. I was initially impressed with him - during his on-campus interview, he made the comment that the best way for a university to develop its national reputation was for its faculty to develop national reputations, and that he wanted to foster and support faculty so that they could do that. I was looking forward to seeing him fulfill that vision.

- Spending was increasing. Tuition was increasing. Growth was not happening. These concerns presented to the administration were simply dismissed. In the end, Oregon Tech was becoming an expensive, poorly funded regional university with a nearly 100% acceptance rate. It was spending money to fund growth and relying on tuition increases and salary savings to fund the process. We were losing what we were, becoming more expensive, spending all the money, and not listening to faculty. The emotional investment required to stay in the position was no longer possible.

- My actual experience with working with ▮▮▮ in my roles in the leadership teams of both ▮▮▮▮ ▮▮▮▮ and ▮▮▮▮▮▮▮▮▮▮ were extremely negative, and led me to believe that he had no respect for faculty and their role in implementing OIT's mission. I had planned to remain at OIT for another five to ten years - my frustration and the anger and frustration of other faculty led me to leave before I had planned to.

- Dissatisfaction with the local educational system (something we got an even better window into during the pandemic) and the increasing effects of climate change on the west (water shortages, wildfires) also played a significant role in ██████████ to relocate.
- Leaving felt like the only option. I had to make decisions that would improve my overall health, mental health, and wellness.
- The entire academic year leading up to and directly after the faculty strike was extremely toxic on campus.
- Leaving Oregon Tech was not one specific event or experience, it was many issues over time. I do think that a large theme throughout my experience was being asked to go above and beyond while simultaneously feeling alone in the work.
- I felt so undervalued by the institution at-large and underpaid while employed at Oregon Tech – and I know I wasn't alone in that feeling.
- The extra-long hours of work, ████████ and stress OT had on me negatively impacted my family and home life. Though, I would have liked to have stayed and continue the good fight and support my department and students, it was evident that OT administration was not interested in working with me. Sadly, it was clear that my hard work, dedication, and effort were not valued.

2. **What would have needed to have happened for you to not leave?**
- I honestly don't even know. The rupture started early and just continued over the years that I don't even know that I could have stayed. I do often wonder how things would have been different for me had I been hired ████████████████████████. Perhaps I would have felt more supported and as though I belonged or had a reason to keep pushing through the challenges. I'll never know, I suppose. I'm also not sure if this would have made me stay but I do think that Oregon Tech needs to acknowledge, recognize, and support (financially and otherwise) the work faculty do.
- If administration would have been open to working with me on a possible ████████ contract I would have stayed. In all honesty, I don't believe I would have looked for another position had the climate and working conditions hadn't gotten so bad. In addition, the constant fear that administration wanted to replace faculty and to discredit the eff01is made by those who don't hold a ████ was also a factor. If they, Provost Mott and Deans could have shown they value faculty, not just say faculty are valued, that too would have gone a long way.
- Fire Dr. Naganathan. His leadership style destroyed faculty trust, created a hostile work environment, and directly led to the establishment of the faculty union due to frustration with the arbitrary nature of Dr. Naganathan's micro-management.
- First, I will mention that there were no attempts by any members of the administration to keep me at Oregon Tech. There were no counter offers to my in-hand offer from another university. This question was never asked by any member of the administration. I do not care to speculate on what might have kept me at Oregon Tech, but I believe the lack of trying is telling.

- Although I think that I would have eventually left, it is probable that I would have remained several more years had the result of the union negotiations been more favorable for faculty.
- I was deeply disappointed with the indifference I was met with when it became known I was considering leaving. At no point during the two month period when I was known to be applying outside OIT did anyone in my supervisory chain attempt to have a discussion with me about why I was considering leaving or ask what might induce me to stay. It is entirely possible that even one genuine conversation about this topic could have tipped the balance towards staying. But, nobody in my supervisory chain even acknowledged my email notice of resignation either, and I never was approached to participate in an exit interview. This only reaffirmed my impression that Oregon Tech viewed me as an insignificant replaceable cog in the machine, and that I shouldn't feel any particular loyalty to it or guilt about leaving.
- I would have needed a significant raise in my salary, a decrease in my teaching load, and my own research laboratory.
- Lecturers should have a fair contact and a route to tenure.   Dr. Nagi's behavior should be investigated and his contract terminated if appropriate. I'm not an expert but it seems like bribing a student to increase tuition should be against the law.
- A time machine. Things were too far gone by the time I decided to leave that nothing could have been done to convince me to stay. The erosion of trust between faculty and administration was too far gone to be repaired, in my opinion and there were internal departmental issues that could not be overcome. I had lost people I considered friends and working relationships had eroded to the point that I felt incredibly isolated and I had no choice but to leave for my own well-being.
- I would have needed to have a pathway from non-tenure track to tenure-track status.

3. **Rate between 1 and 10 what your experience was at OIT.**
- If 1 is the worst, then I'll say a 3.
- Students: 10
  Departmental leadership: 10
  Other faculty: 10
  Dean: 5
- It started at an 8. By the time I left, it was a 3 - with my students being the only thing keeping me going. And it was not a before or after Nagi problem in my opinion - it was the totality of the toxic environment (which admittedly seemed to come about amongst faculty after Dr. Nagi was hired) and the damage it was doing to my professional and personal life. For me, the toxicity was more of a before and after strike problem, with my rating of the year prior to the strike still being around a 7, but quickly declining to a 4 or 5 by the following fall.
- Rating = 3. I despised the lack of transparency in the administration. My department was also heavily understaffed, which led to teaching overloads when I did not want to (even after the new CBA was implemented).

- This is difficult to estimate. My day-to-day job satisfaction was high because I liked both the students and my coworkers. However, I did have concerns about the administrative changes during the time that I worked there.
- Which year and in what context? Student interaction, encouragement of high-quality teaching, my department, a 10. Watching the dismantling of a successful educational model put the number much lower.
- My overall experience at OIT prior to Dr. Naganathan's arrival was generally quite positive - 8 or 9 depending on the year (no job is perfect, particularly if it involves committee meetings 🙄). After Dr. Naganathan's arrival, things rapidly deteriorated, and during the 2019-20 and 2020-21 academic years, I can honestly say that conditions for me were a 1. The only reason I did not leave earlier was that I had made commitments to other faculty to continue in my ▊▊▊▊▊ positions - otherwise I would have quit sooner.
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- I think my rating evolved over time and there's so much nuance to my experience at Oregon Tech that it's hard to put a number on it.

4. **Can you discuss something positive about your experience at OIT? What was good?**
- I enjoyed teaching classes and liked my coworkers. The campus is in a very beautiful location with the view of the lake and mountains.
- I absolutely loved my students – I'm still in contact with many. I also believed so deeply (still do!) in the program we created – and the quality of ▊▊▊▊▊ we were training. I was able to develop a strong curriculum within the program that not only strengthened our studen▊▊▊▊▊ training – but allowed me to tap into some creativity on a topic in which I am extremely passionate about. I also thoroughly enjoyed my departmental colleagues and still consider some of them friends.
- My experiences with my fellow faculty members were and continue to be extremely positive - I am constantly impressed by how they value their students and do their best to provide them with the education and guidance they need to make them successful after they graduate. I also valued my experiences with OIT's ▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊▊ - in contrast to higher management, they did their jobs well, and were (and are) just as committed as the faculty to serving students.
- It is truly unique to have a small, public university have a focus on undergraduate education. The faculty and student interactions that occur at Oregon Tech are duplicated in very few other places. Collaborating with other faculty across disciplines on education is also unique. As universities become larger and when the focus is on research and funding, undergraduate education suffers. It was amazing having the opportunity to be a better teacher every day. It

was wonderful having so many amazing colleagues available to discuss and collaborate on education. Students were great, mature, and focused. Faculty colleagues were close and dear friends.

- My faculty colleagues were a very positive aspect of my career at OIT. I very much enjoyed working with them.
- I would not be the instructor I am today without my years of experience at OIT. My colleagues challenged me to be better, and I was given opportunities to improve my teaching and better serve my students through internal and external opportunities, like the OTET workshop and CCT initiatives.
- I had many positive experiences at OIT! It was extremely painful for me to make the decision to leave. For the most part, the students were motivated to learn, the faculty excelled at teaching and did a great job preparing students for industry, non-senior staff were helpful and I enjoyed living in Klamath Falls. I doubt I will ever again be a part of a university where the faculty are so close and committed to working together for the good of students as the faculty of Oregon Tech.
- The most positive part about OT was how Administration and Faculty were able to work together to build and grow a university that centered around student success and outcomes. It was a tight net community that looked after each other and what was best for the institution. I was so proud to be a part of an institution that didn't need a Union to find workable solutions for all stakeholders. It was a sad day when the environment changed to a "us" against "them" mentality.
- Student attitudes, faculty commitment to student success and educational value, collegiality among peers in faculty, and the natural beauty of the campus were all exceptionally good.
- Faculty, support stuff (excluding administration) and STUDENTS!
- I enjoyed so much about my time at Oregon Tech -- particularly my students, my departmental colleagues, and the work-life balance that living close to my job in a small community afforded. I certainly wish the institution and my former colleagues the very best in attempting to move forward during a difficult time.