Oregon TECH

FACULTY SENATE

Minutes

The Faculty Senate met on March 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 6:00pm. All Senators or alternates were in attendance.

Approval of Minutes

The minutes for the February 7th 2023 Faculty Senate meeting were approved with no changes.

Reports of the Officers

Report of the President – Terri Torres

- Terri began by thanking everyone in attendance who is involved in any current searches. She also thanked her SenEx team.
- She reported that SenEx met recently with the Board of Trustees Chair John Davis. The state of our campus culture was discussed, and Terri expressed appreciation that he took the time to meet with faculty representatives directly.
- Four members of the Board will be rotating off in July and four new members will be added. This will make it "a very different Board."
- Terri enumerated items from the Academic Master Plan that faculty are supposed to be working on:
  - "Revise annual performance evaluation policies and processes to better reflect the vision mission of Academic Affairs and the objectives outlined in this plan."
  - "Expand inclusive faculty/staff recognitions for outstanding accomplishments."
  - "Revisit the assessment process of student success outcomes and APE reporting every five years for efficiency and effectiveness."
  - "Review and revise entrepreneurial-focused university policies."
- Terri announced the faculty who have been appointed to be representatives at graduation:
  - HAS Representative: Don McDonnell
  - ETM Representative: Yanqing Gao
  - HAS Student Leader: Rachel Edwards
  - ETM Student Leader: Sean Sloan
  - Readers: Carmen and Franny
- Terri also announced that two of our current SenEx members have been granted sabbatical for next year, so there will be two vacancies. If you are interested in serving on SenEx, contact Terri directly to let her know.
- Terri reported that she and SenEx have been meeting with the Provost as much as possible, considering the Provost's ongoing health issues.
- Terri met with President Naganathan.
  - They talked about the proposed academic calendar changes, and Terri reported that the President "does not have an opinion about it."
  - They discussed the Academic Master Plan and the NTT Policy.
  - Dr. Naganathan talked to Terri about his statewide fundraising efforts. She reported that we received one-fifth of the funds that we asked for from the state. The necessary $18M geothermal repair/renovation project has not been funded yet.
  - Dr. Naganathan is leading a collective effort across the four smaller Oregon universities to secure a shared $15M in funding.
- Terri reported that she put Maureen Sevigny in contact with Gaylyn Maurer in response to Maureen's question last month about Portland-Metro students' immunization records.

- Terri reported that she has no updates yet on Maureen's question about the online lab fee; she asked Carrie Dickson about it, and said that "it was new to her."
- Terri took a moment to briefly introduce Erin Miller, a student reporter who was sitting on and reporting on the meeting.
- Questions?
  - Vanessa asked if SenEx discussed any of the continuing faculty concerns with the Board Chair during their meeting. Terri said yes, and that the Chair seems to be listening.
- End of report.

Report of the Vice President – Yuehai Yang

- Yuehai spoke briefly to emphasize how much he appreciated John Davis taking the time to meet with SenEx. He also encouraged faculty to email or ask to meet with the Board Chair directly if they felt they needed to.
- Academic Council met on February 14th.
  - Dean Peterson presented the Academic Master Plan's timeline. There are three items that are intended to be implemented by spring term:
    - Review undergraduate academic programs in all delivery modalities to ensure students can pass for completion in four years.
    - Develop an industrial advisory board for each department to cultivate industry relationships, including participation in campus events, applied learning experiences, and college orientation events.
    - Develop departmental year-end accomplishment reports on research and creativity efforts and outcomes.
  - Three items that is intended to be completed by the fall of 2023:
    - An increased focus on Academic Affairs and student support programs.
    - Identify additional needs to help students succeed in their courses and develop programs that give students support, such as math and writing labs.
    - Academic Affairs and student affairs to develop a closer relationship to better streamline efforts in academic support and retention.
  - AVP McCreary also presented at Academic Council, about the transition of the APE form to DocuSign.
    - AVP McCreary shared that the additional functionality that faculty requested during last month's Senate meeting is in the midst of being added to DocuSign.
    - Yuehai also shared that the FOP form is intended to be transitioned to DocuSign next year, and that currently there are no plans to add the merit form to DocuSign.
- Questions?
  - Sean Sloan asked if *all* departments are intended to put together industrial advisory boards, including service departments. Yuehai said that his understanding is yes, all departments are expected to do so, though the original wording is unclear.
    - Dean Peterson clarified that all *programs* are intended to put together these advisory boards, not departments, and that this request is "not exceptional" for the service departments.
- End of report.

Report of the ASOIT Delegates – Thomas Long and Billy Kimmel

- Thomas's (KF Representative) Report:
  - Thomas reported that ASOIT has done more on-campus surveys since last month.
    - One survey found that students want more classes offered year-round.
    - Many students requested better intro to engineering classes.

- - - Many medical students expressed the desire for non-comprehensive finals.
        - Dibyajyoti Deb asked if the full results of the survey could be sent to Terri so that faculty could look at the details, and Thomas said yes.
    - On March 16th, ASOIT and CAB are organizing a study night on campus. Thomas expressed a desire to have willing faculty participate. There will be an email going out with more details tomorrow.
    - Questions?
      - There were no questions.
    - End of report.
- Billy's (PM President) Report:
    - Billy began by reporting on the results of the course modality survey run by Portland-Metro's ASOIT.
      - There was a 22% response rate to the survey.
      - The overall, main finding was that the majority of students preferred in-person classes and believed in-person to be the modality that they learned from most effectively.
        - Hybrid classes was a close second option behind in-person classes.
      - 78.9% of students saw open education materials as an essential resources for their success.
      - 76.4% of students saw recorded lectures as an essential resource.
      - Billy reported that contrary to the narrative that working Portland-Metro students prefer 6pm-10pm classes, the survey results show that they actually prefer 12pm-5pm classes. The only group who actually preferred 6pm-10pm classes was the group who is taking eight or fewer credits total.
      - Billy also spoke in favor of faculty making their lecture recordings available to students, thus doing a better job of "accommodating life circumstances."
      - Billy said that the full report is available on the ASOIT website for anyone who is interested to take a look at.
      - Questions?
        - Deb asked if the survey was done just for Portland-Metro students only, and Billy said yes.
        - Terri commented that we should take Billy's (and the survey's) recommendations seriously, especially in light of falling enrollment on the Portland-Metro campus.
        - Terri also asked Billy what his next steps with the survey are, and Billy shared that he will be passing it on to the Portland-Metro Growth and Enrollment taskforce, of which he is a member. He hopes this data will help the university evolve its understanding of who the typical Portland-Metro student is and what they want from Oregon Tech.
    - End of report.

Report of the Administrative Council Delegate – Kelly Sullivan

- Kelly began by sharing the names of the new unclassified staff members who have joined Oregon Tech within the last month:
    - Mike Anderson – Cross-country Coach
    - Kimberly Koops – AVP of Government Relations (Portland-Metro)
    - Victoria Seward – Accounting Operations Manager
    - Jennifer James – Changed positions to the DICE Office, working as an Equity Associate
- This month's kudos award was given to Claire Peterson, a TOP Advisor.
- A new, quarterly kudos award that faculty and classified staff are eligible for was awarded to Chris Bowman.
- There is going to be an annual Blazers event coming up on March 24th if anyone would like to attend.

- The first Portland-Metro campus family and alumni weekend will be happening on April 21st-23rd, and will coincide with another event, a Women In STEM Conference that is also being held on the Portland-Metro campus. More information will be coming out about both of these events.
- Kelly reported that the FAST account is coming to an end on March 1st. If anyone used to or currently uses FAST reports, we are now moving to Edify instead.
- The Admin Council executive team also met with Board Chair John Davis. Kelly was not at the meeting, but reported "good things" from the conversation.
- End of report.

Reports of Outside Committees

GEAC – Randall Paul
- Randall reported that GEAC has met once.
- The first thing the committee addressed was to discuss the question "What is the functional role of GEAC?".
  - He pointed out that currently there are no functional connections between the ESLOs, the ESLO committees, accreditation, and general education. Instead, decisions are typically made entirely based on a class's prefix.
    - Thus, when GEAC receives a request like the recent one from Communications department chair Franny Howes asking to consider requiring WRI 330 specifically as a part of Oregon Tech's general education curriculum, the group is unsure of how to respond.
- The second thing the committee discussed was their charge from the Provost: harmonize scheduling of general education courses with respect to programs' curriculum maps.
  - This is currently being worked on with the help of student workers. In the meantime, Randall argued that it would be to everyone's benefit if we were more intentional about scheduling in the future than we have been in the past.
- The third thing the committee discussed was any possible "small," beneficial changes that could be made to general education in the immediate future without undergoing a larger revision effort.
  - Part of the impetus for this discussion is the ongoing effort by programs to get down to one hundred and eighty credit hours: can changes be made to general education to make this move easier for programs?
  - One thing that Randall wants to resolve is the relationship between accreditation and the ESLOs.

CPC – Chitra Venugopal
- Chitra reported the CPC is currently meeting every Tuesday.
- So far this year, CPC has approved 80 proposals for minor changes, and 5 lesser program revisions.
- Chitra also reported that some programs are still slightly above 180 credits. She explained that most of these are medical and dental programs because the have board exams, etc., which makes reducing credit hours extra difficult.
- CPC has approved three new programs so far.
- There are more proposals to be considered in the future, and Chitra reported that the final date for new submissions to CPC for the year was March 1st, so there will be no more new proposals submitted.
- End of report.

Assessment – Andria Fultz
- Andria reported that the group is still reviewing assessment reports. There are a few that haven't been turned in yet.

- She reported also that the new method of collecting reports (via Canvas) "has had a few issues" but is overall working out okay.
- Next, Assessment will be going to each department to review the process and the findings from each report.
- Assessment is also working on a Canvas shell that will provide training (as opposed to using a training packet). The hope is to have this shell available by the end of spring term.
- End of report.

Note: Matt Schnackenberg suggested at the end of this series of reports that Graduate Council also be included to give a report in the future. Terri agreed.

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

- The main thing that RPT has done since last month's meeting was to fit the proposed NTT promotion policy into the new policy template. That work is now complete, but the committee still wants to get feedback from other groups before bringing a final draft to Senate. Next week, the committee will be meeting with Dr. Mott and AVP McCreary. Matt hopes to have a draft of the policy for us to vote on at the April Senate meeting.
- Matt reminded the group that the proposed policy will add four ranks for NTT faculty, and part of that ranking system includes a mechanism for hiring faculty who hold a Bachelor's degree and then allowing them to move further up the ranks after they earn a Master's degree. This mechanism only exists for the non-tenure track, though, *not* the tenure track.
- The proposed policy also allows for NTT faculty to serve on department- and college-level promotion committees. Currently, the policy does *not* allow NTT faculty to serve on PAC, though that may be part of the discussion during the April meeting.
- Another issue Matt addressed was the possibility of getting department chairs access to tenure/promotion portfolios earlier so that they would have longer to read through them and evaluate them. Matt said there's nothing in the policy that keeps this from happening. There is also nothing in the policy that says that departmental committee members can't look at the portfolio simultaneously. Matt suggested that the current timeline is a relic of the time when portfolios were physical objects instead of digital files.
  - The one thing he argued that we maintain in this timeline is making sure that the department chair's letter is written based on the departmental committee's input. He raised the question, then, of how it might change the process to make it so the chair could view the portfolio *before* getting the recommendation letter from the departmental committee.
    - Matt recommended that if we *do* make this timeline change, we should do it at the beginning of an academic year rather than in the middle of one.
      - Matt asked if we should have a vote on a recommendation on the timeline change now, and Terri suggested that RPT talk it over as a committee first, so there was no discussion/vote.
- Questions?
  - Terri asked if the proposed NTT policy would make it so that any faculty member who is hired with a Bachelor's degree would be locked into the NTT track. Matt said yes.
    - Matt expressed his own reservations about this limitation in the proposed policy, pointing out that it could easily lead to entire departments being comprised of NTT faculty in the future. He also shared Ken Usher's suggestion that incoming NTT faculty with Bachelor's degrees could get a Master's degree and then later apply to any positions in the department that open up at tenure-track positions.

- Vanessa Bennett asked why the ability for NTT faculty to move onto the tenure track after earning their Master's *can't* be written into the policy.
  - She also clarified that the restriction that *only* hires with a Master's or higher can be tenure-track is a new one, and Matt agreed.
    - Matt clarified that these changes are being introduced as a compromise with the administration, who would prefer not to hire faculty with Bachelor's degrees at all.
      - Matt said that he would personally prefer to keep an Instructor rank for both NTT and TT faculty, and faculty with Bachelor's degrees could potentially be hired in either of those tracks at that rank.
        - Vanessa supported this idea.
- Sean Sloan argued against Ken's suggestion, saying that it would really just be "shuffling around" existing faculty and not bringing in new faculty to expand our ability to cover necessary courses. Matt agreed, and said that we've already started seeing this happen.
  - Vanessa wondered about the implications of applying for a TT position as an existing NTT faculty at the university and being rejected in favor of someone from outside the university.
- Bobbi Kowash pointed out that it's already difficult to find talented MIT faculty who are willing to move to Klamath Falls and teach instead of working in industry, and that this change will make that even more difficult, since we won't be able to offer them tenure-track lines.
- Vanessa said that faculty are willing to get a Master's degree if necessary, it's just not something they would do if that requirement didn't exist.
- Matt asked if asking for candidates with Master's degrees *only* has negatively affected hiring pools in the past, and Vanessa said yes (at least in MIT). Matt suggested the possibility of changing the proposed policy to allow the dual Instructor tracks that existed previously. He offered to take this discussion back to the committee.
  - Terri recommended that RPT reach out to Imaging and Dental Hygiene to discuss the proposed policy with those departments as well.
    - Terri also warned that she doesn't see why the administration would bother opening tenure track positions for a department that was already fully staffed with NTT faculty, which might be another unintended consequence of the proposed policy.
- End of report.

Academic Standards – Vanessa Bennett

- Vanessa reported that Academic Standards has not met since the last Senate meeting.
- She reiterated the committee's charge and its recommendations regarding snow days during finals week (from last month's meeting), and told Senators to contact members of Academic Standards if they have further input on those recommendations.
  - Terri stated that we will be voting on this recommendation in April.
- End of report.

Note: Terri initially skipped the Faculty Senate DEI Committee's report, but returned to it after the Provost's Report. In order to maintain consistency between the minutes and the agenda in this packet, I've listed that committee's report below even though it didn't come after Vanessa's report chronologically.

Faculty Senate DEI – Chitra Venugopal

- Chitra reported that the DEI Committee is meeting weekly on Thursdays. They are currently working to identify the committee's goals.
  - They want to avoid duplicating what the DICE group is doing, and are working to create action plans that the DICE group can then work on directly.
  - They are collecting data from AVP McCreary, Sandi Hanan (in HR), and the Provost's Office to analyze DEI in employment, recruitment, tenure, promotion, faculty retention, sabbatical awards, etc.
    - After collecting this data, the group will try to identify any equity gaps that exist, and pass action plans they develop in response to the findings to the DICE group.
  - Chitra also said that the committee is open to any feedback or questions that Faculty Senate has.
  - Robert Melendy reiterated that avoiding duplication of effort between the Faculty Senate DEI Committee and the DICE group has been difficult. They have gathered a lot of qualitative data now, but little quantitative data.
- Questions?
  - Terri asked AVP McCreary if it would be possible for the DEI Committee to get some of the data they need. Beverly said yes, that she has already passed on some data but doesn't have access to the protected class information that goes with that data.
  - Dr. Mott asked about the previous work faculty did on developing polytechnic cultural competencies: what is the status of those?
    - Terri responded that there hasn't been any recent progress on those because they weren't included in a charge this year. She offered to work with Dr. Mott to develop a new charge for the DEI Committee, and to reach out to Franny Howes to collect the work that has already been done on this.
- End of report.

Reports of Special or Ad Hoc Committee

Student Evaluations Ad Hoc Committee – Vicki Crooks

- Vicki reminded the group that last month's report included an "abbreviated version" of the first half of the committee's report.
- She stated that the committee continues to meet every week, and is currently preparing the second half of the report, which will include some models of how and why schools have moved away from numerical evaluations and where we might go in the future.
- Vicki encouraged anyone who has thoughts on the first half of the report to talk to any of the committee members.
- End of report.

Academic Calendar Ad Hoc Committee – Kamal Gandhi

- Kamal began by reiterating the findings of the committee from last month's report. He shared the committee's recommendations based on those findings in the March packet. These recommendations have also been included in this packet, for your convenience, on **pages 29-31**.
  - Kamal pointed out during his review that the recommendation the committee ultimately landed on is the same one the previous calendar committee reached two years ago, though the methods were different in both cases.
  - Kamal moved to vote on the committee's recommendation. Randall seconded the motion.

- ▪ Terri clarified that this change would work according to Provost Mott, even though it would only leave time for a two-day Convocation, as long as faculty were willing to do some of the mandatory yearly trainings during the beginning of fall term each year.
  - • Dr. Mott spoke to clarify that ultimately the decision on the length and scheduling of Convocation is Dr. Naganathan's.
- ▪ Sean asked whether a shorter Convocation schedule would mean that Portland-Metro faculty wouldn't be able to travel to Klamath Falls and back for Convocation.
  - • Terri said the details of this would have to be worked out later, whether there would be a travel day, a separate Convocation in Portland-Metro, etc.
    - o Dr. Mott said that she would like to have one Convocation in one place, but it depends on how the dates shake out in September.
- ▪ The vote passed.
- • 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 thanked everyone who is participating or has participated recently on a search.
- • She clarified that the $15M that Terri mentioned earlier is in the Governor's budget for the TRUs, but that doesn't mean that it will make it through the state legislature. The TRU Presidents are discussing potential best uses for this money to keep the TRUs financially sustainable in the long run.
- • The Northwest Year Seven Report has been submitted on time. Dr. Mott thanked Dr. Afjeh and everyone who helped him prepare the report. It is available on the Oregon Tech Accreditation webpage.
  - o There will be some campus forums soon to prepare everyone for Northwest's site visit to the Klamath Falls campus, which will be from April 24th to the 26th.
- • Spring enrollment is down compared to last year. Dr. Mott attributed this to both lower new enrollment and lower retention rates.
- • We have our budget templates now, and the budget will need to be resized to meet the given targets.
- • The Academic Master Plan implementation is underway.
- • The Dean Of Online and Global Engagement position finalists interviewed on campus last week. An offer should be made shortly.
- • The AVP For Academic Excellence search is currently bringing candidates to campus.
- • Sabbatical applications have been reviewed and decisions went out today.
- • One Student-Faculty Innovation Grant has been approved, one other is still under discussion.
- • Equipment requests have been reviewed and approved. Deans have received word on decisions to pass on to department chairs. Equipment must be received by June 1st.
- • Creativity Grant proposals will be going out in early April.
- • Questions?
  - o Deb asked for an update on the DPT program.
    - ▪ Dr. Mott answered that the DPT program is getting close to submitting their response to the state accrediting body.

- ▪ Dean Peterson stated that he is still expecting the program to start during this coming summer term.
  - o Riley Richards asked if the Provost knew how many searches were carried out this year.
    - ▪ The Provost didn't know the number off the top of her head, but offered to send it to Riley.
  - o Terri asked Dan for an update on efforts to continue to provide our students with summer programming; in particular, she asked if there was an update on continued funding for Flight School.
    - ▪ Dan said that summer schedules have been reviewed, and that we're offering a lot of face-to-face course options. As far as other programming goes, he said that so far "not much" has been done.
    - ▪ He also said that the Strong Start program went well last summer, but the hope is to have it be "more robust" this coming summer. He is working with Carleen Drago and Deanne Pandozzi. They are finalizing a position that will help coordinate summer programming and first-year student retention.
      - • Terri asked to clarify if Dan is talking about a new position. Dan said yes, and the funding will be coming from a state grant.
        - o Terri asked when the grant funding ends, and Dan said that we have to spend the money by the end of this year. The funding will allow one person to be hired and paid through the upcoming year.
          - ▪ Dan said that he and Carleen have been working with Kimberly (Koops?) on securing additional funding that would pay for the position beyond next year.
  - o Terri asked about the future of the math learning center, which was funded by a grant that expires in June.
    - ▪ Dan said that he has asked the department to keep working with the Foundation to try to secure more funding for this resource.
- • End of report.

Report of the President's Council Delegate – Terri Torres

- • President's Council met and approved some policies, but they were not related to faculty.
- • Terri reminded the Senators that she needs their motions and votes on various policy changes that are currently in process because there aren't many President's Council meetings left before the end of the academic year.
- • The next President's Council meeting is coming up this month, but currently there is nothing from the Senate to bring to that meeting.

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

- • Maureen reported that IFS met in person for the first time in awhile on February 17th, on PSU's campus.
- • She also said that IFS meetings typically include a presentation from the Provost of the host institution (in this case, PSU). Their Provost is also the representative from the Provosts' Council to the Transfer Council. She was also part of the Washington community colleges' move to offering four-year baccalaureate degrees, and Oregon has just started going down that road.
  - o What Maureen has observed is that there is no standard process for or established lines of communication between community colleges in Oregon who want to offer these degrees and the universities who could be helpfully involved in that transition. She shared her concerns with PSU's Provost to make her more aware of the potential complications. Maureen's hope is that the Oregon universities will have more meaningful opportunities to weigh in on these changes in the future.
- • Financial issues across various campuses were also discussed:

- o OHSU has been having some serious financial difficulties, partially due to being part of a hospital.
  - o SOU is having a lot of failed searches because of the high housing costs in the Ashland area.
  - o EOU has not indicated any similar problems, though they asked if it was becoming a problem in Klamath Falls.
- Senator Dembrough said that it is going to be "a challenging budget year."
- IFS is considering adding a graduate student and a second undergraduate student to each university Board to shore up shared governance.
- The May revenue forecast is going to be the key for how budgets are formulated. Maureen said that the last revenue forecast was more positive than expected.
- In reference to the $15M in funding mentioned in Terri's and Dr. Mott's reports, Maureen reported that WOU and SOU initially asked the state legislature for $15M for *only* those two universities. They asked IFS for a vote of support for this ask, and the vote passed.
  - o Maureen explained that this effort has actually hindered the ability of the four TRUs to work together to get a shared $15M between them.
- The next IFS meeting will be in June.
- Questions?
  - o Andria commented that the $15M ask by WOU and SOU actually went through the faculty unions. Currently, the OT-AAUP has no plan to support that ask, but instead prioritize the $15M ask coming from the TRU Presidents.
- End of report.

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

- Yuehai reported that FOAC did not meet this month. However, they did receive a letter from VP Harman providing a budget update. The letter indicated that the budget plan will be completed in April, followed by a presentation to the Oregon Tech for approval in June.
  - o The seven public universities in Oregon are collectively requesting a 16.7% increase in public support. 8% of this increase is to support the current spending level, while the other 8.7% is to support student services. Governor Kotek's recommended budget only approved a 3.7% increase.
  - o Oregon Tech has a budget gap of $6.8M, and the available funding will not cover that gap. The recommendation from VP Harman is that "caution should be exercised when evaluating the need to fill vacant positions." Filling positions should be postponed, if possible, and vacant positions may be eliminated to help meet budget targets.
    - ▪ "Services and supplies" are likely to be the best area for budget reductions.
- Questions?
  - o Terri asked if there has been a decision on the tuition increase for this coming year, and Yuehai answered that there was only a brief mention that tuition *will* be increased this coming year, but even that increase will not allow us to close the $6.8M budget gap.
- End of report.

Open Floor

Dibyajyoti Deb

- Deb reminded everyone that Student Award nominations are due by March 22nd. He provided information regarding Student Awards on a handout that has been attached to this packet for your convenience, on **page 32**.

Vicki Crooks

- Vicki spoke to update Senators on some information regarding OERs, but the handouts containing this material were left in the printer. Terri explained that this information also went out via TechConnect, and includes updates on summer grants, grants for reviewing OER materials, and so on. Vicki and Terri encouraged anyone who is interested in participating to take a look at the information in TechConnect.

Maureen Sevigny

- Maureen spoke to thank Billy Kimmel and the other students who worked on ASOIT-PM's report on the course modality survey data.
- She also thanked Terri and Franny for helping out when students have needed to get into classes that don't exist or are already overenrolled.

Billy Kimmel

- Billy commented that he hopes the report on the course modality survey gets read by Portland-Metro's students, faculty, and staff. He reiterated that the report can be found on the ASOIT website.
  - Billy also hopes that there can be an open forum on the Portland-Metro campus discussing the survey results in the future.
- He also thanked faculty for allowing ASOIT members to come into their classes and promote ASOIT during the beginning of the winter term.

Ben Bunting

- I made a motion that the Senate go into Executive Session. Deb seconded the motion, and the motion passed.

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 9:00pm.

Respectfully submitted,

Ben Bunting, Secretary

Minutes

The Faculty Senate met for a Special Meeting on March 14th 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 6:00pm. All Senators or alternates were in attendance except for Robert Melendy, Krista Beaty, Andria Fultz, Maureen Sevigny, Cecily Heiner, and Sujin Lee.

Discussion Of The Resolution Regarding Attrition Of Oregon Tech Faculty

The discussion began with a motion to go into Executive Session. The motion was seconded, was voted on, and passed.

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.

Discussion Of The Resolution Regarding Attrition Of Oregon Tech Faculty (cont'd)

After returning from Executive Session, the Resolution Regarding Attrition Of Oregon Tech Faculty was voted on. Riley Richards motioned for the vote, and I seconded. The vote passed unanimously. Please find the final version of the resolution attached to this packet for your convenience, on **pages 33-42**.

Adjournment

Terri adjourned the meeting at 6:43pm.

Respectfully submitted,
Ben Bunting, Secretary

OREGON INSTITUTE OF TECHNOLOGY

Academic Rank and Promotion for Instructional Faculty
OIT-20-040

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1. Policy Statement

This policy outlines eligibility requirements, evaluation criteria and processes for promotion for all instructional faculty at the Oregon Institute of Technology. It includes criteria separately for promotion of tenure-track faculty, who have a higher expectation for scholarship and/or research as well as internal and external service, as well as for non-tenure track instructors who have generally higher teaching loads and correspondingly less expectations for service and professional development. Within both tracks, expectations of performance and leadership are higher for each succeeding academic rank. The promotion process takes place during spring term, and incorporates meaningful review by fellow faculty at the departmental, college and university levels as well as by academic administrators.

Non-tenure track instructional faculty should have the same opportunities to participate in governance and in curricular deliberations as tenure track faculty. Since their primary focus is on pedagogy, they will not be expected to participate at the same proportion of time as tenure track faculty in professional development or service and any metrics that may be used to monitor their performance should reflect that.

2. Reason for Policy/Purpose

Promotion between ranks for represented faculty is intended to reward excellence in teaching, along with satisfactory or exemplary performance in scholarship or other professional and service at the departmental, institutional, and or/external levels, depending upon the classification, the proportions between these tasks may vary. In addition, opportunity for promotion is expected to provide employment stability for both the faculty and the university.

As a public university offering innovative and rigorous applied programs in fast-evolving fields, the university, departments, and programs strive to maintain academic quality while supporting an environment that enables the emergence of new programming and the personnel to teach in those areas. This requires faculty hiring and retention policies that preserve a strong academic environment while providing the flexibility to allow development in new areas. The availability of advancement within both tenure and non-tenure tracks classification ensures faculty can pursue successful careers while providing for institutional capacity to thrive.

3. Applicability/Scope

This policy applies to all instructional faculty with annual appointments of 0.5FTE or more, in both tenure-track and non-tenure track classifications.

To the extent that there are any discrepancies or inconsistencies, the Collective Bargaining Agreement (CBA) takes precedence over this policy.

Definitions

Tenure Track Faculty: instructional faculty who either were hired into an annual tenure appointment, or who have been awarded tenure at Oregon Tech. Faculty who have voluntarily relinquished tenure within the previous three years are also included in this category.

Non-Tenure Track Faculty: faculty who teach half-time or more at Oregon Tech but are in fixed term appointments, non-tenure-track lines. These faculty may also be referred to as career-track faculty.

Assistant Professor, Associate Professor, Professor: ranks to which tenure track faculty may be appointed or promoted.

Instructor, Senior Instructor 1, Senior Instructor 2: ranks to which non-tenure track faculty may typically be appointed or promoted. Instructor II is the normally expected entry-level rank for initial appointments of non-tenure track faculty who hold a master's degree or higher in their field.

Provisional Rank: an entry-level rank reserved for non-tenure track faculty who hold a baccalaureate degree and other suitable qualifications in their field, but who lack a master's degree. They will be expected to work on earning a master's degree or higher in their field, Provisional Rank appointments allow the possibility of developing our own fully-qualified faculty in critical areas, and will generally only be made if that position cannot be filled directly by someone who already has a higher degree.

4. Policy

a. Eligibility, and Use of Portfolios

Following four full years in their current rank, faculty will be eligible to apply for promotion in spring of the fifth year. Promotion recognizes attainment of specific criteria and movement within the faculty member's career; under no circumstances should promotion be considered automatic after four years in current rank.

The provost shall inform all new faculty, at the time of initial appointment, that they may negotiate credit toward time in rank. Credit granted toward time in rank may be awarded only with mutual endorsement of the provost, dean, and department chair.

Sabbatical leave enhances the faculty member's expertise and value to the college; therefore, time spent on sabbatical leave will be credited toward time in rank to satisfy eligibility requirements for promotion.

Promotion decisions will be based on the faculty member's portfolio, outlining and providing context for the achievements within the five most recent years**.** Candidates must satisfy all promotion criteria. However, an equal emphasis across criteria is not required. In preparing

their portfolios, candidates shall refer to the Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review.

b. Tenure Track Promotion Criteria

The workload for tenure track and tenured faculty represents a combination of Instructional and Non-Instructional activities, the proportion of these activities is outlined in the current CBA. It is acknowledged that the distribution of these activities may change over the course of a faculty member's career as long as they remain consistent with the underlying classification.

Tenure Track: Assistant Professor to Associate Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, eight years appropriate professional experience, and/or postgraduate work beyond the master's degree. Indefinite tenure is required for promotion to associate professor.

Criteria for Promotion:

Demonstrate excellence in Instructional activities in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives

- Assume initiative in carrying out departmental objectives

- Remain current with best practices within the recognized field of study

- Contribute to the design and improvement of departmental courses and curricula

- Participate in professional ==development== related to teaching and learning

Demonstrate excellence in Non-Instructional activities in a majority of the following ways:

- Demonstrate service both internal to the Department, College and/or Oregon Tech as well as External service to the profession and community. This can include but is not limited to: contributing to departmental objectives, participating in campus activities outside the department, or active committee work.

- Engage in professionally-related public service and/or mentor less experienced faculty whenever possible**.**

- Show evidence of continuing professional ==development==, scholarship, and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to: continuing coursework, conference participation, professional certification, consulting work, refereed publications, pursuit of internal and

external grants, Open Education Resource (OER) development, applied and/or theoretical research, and/or by contributing to state, regional, or national/international professional organizations.

Tenure Track: Associate Professor to Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, twelve years experience, which will include a minimum of six years full-time, college-level teaching in addition to appropriate professional experience, teaching and/or postgraduate work beyond the master's degree. Indefinite tenure is required for promotion to professor.

Criteria for Promotion:

The rank of Professor is the highest rank attainable in the academic profession. Appointment or promotion to this rank therefore requires evidence of exceptional distinction by a combination of leadership, accomplishment, and service in the scholarly, educational, and intellectual life of the Institute or wider academic community. In itself a long period of service does not justify promotion to the rank of Full Professor.

Promotion to Professor recognizes that the candidate has demonstrated a history of distinction in leadership or scholarship, which goes substantially beyond what was expected for promotion to Associate Professor and has a positive impact on the academic community beyond the faculty member's own department. This may occur through leadership in shared governance or other university-wide activities, through other forms of leadership, or through distinction in scholarship.

OIT is an institution that practices shared governance, which requires that leadership qualities are fostered and rewarded among the faculty. Faculty ensure institutional success by participating in and leading decision-making processes that have far-reaching effects. Leadership requires commitment, integrity, accountability, and initiative, as well as an ability to collaborate, build consensus, apply sound judgment, and take responsibility for decisions. Leadership qualities may be evidenced in a broad variety of activities, including in the governance of the department, campus, or university, in program development, in other university-wide activities, or in the candidate's discipline.

Distinction in scholarship furthers the mission of OIT by bringing opportunities to our students, partnerships with external industries and agencies, and recognition of OIT in the broader academic community. Scholarship may take many forms in different disciplines, with many measures of success, but distinction in scholarship should include several forms over a sustained period. These forms may include involvement of OIT students in projects or research, external conference presentations, peer-reviewed publications, external funding, patents, or research partnerships with industries and agencies. This is not intended to be an exhaustive listing;

candidates should document all activities they deem relevant. Applicants are responsible for establishing the significance and scholarly nature of all activities.

In addition, all candidates for promotion to full professor are expected to satisfy the following criteria.

Demonstrate continued excellence in Instructional activities in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives

- Assume initiative in instructional improvement and curricular development in the department

- Demonstrate expertise in subject matter; remain current with best practices within the recognized field of study

- Contribute to the design and improvement of departmental courses and curricula

- Participate in professional development related to teaching and learning

Demonstrate continued excellence in Non-Instructional activities in the following ways:

- Actively contribute in service to the department, campus, or university and participate actively in university committee activities, this can include but is not limited to: leading departmental objectives, providing leadership in campus and university activities, leadership in committee work
- Engage in professionally-related public service and mentor less experienced faculty whenever possible
- Show evidence of continuing professional development, scholarship and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, conference participation, professional certification, consulting work, refereed publications, pursuit of internal and external grants, Open Education Resource (OER) development, applied and/or theoretical research, and/or by contributing to state, regional, or national/international professional organizations.

c. <u>**Non-Tenure Track promotion criteria**</u>

The workload for non-tenure track faculty represents a combination of Instructional and Non-instructional activities, the proportion of these activities is outlined in the current CBA. It is

acknowledged that the distribution of these activities may change over the course of a faculty members career as long as they remain consistent with the underlying classification.

Non-Tenure Track: Instructor to Senior Instructor 1

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, eight years appropriate professional experience, and/or postgraduate work beyond the master's degree.

Criteria for Promotion:

Demonstrate excellence in Instructional activities in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives

- Select and organize course content which reflects current knowledge, skill, and methodology

- Assess and evaluate student achievement effectively

- Provide mentorship and guidance to junior faculty on pedagogical best practices, integration of applied knowledge and classroom methodology
- Participate in professional development related to teaching and learning

Demonstrate excellence in Non-Instructional activities in the following ways:

- Participate in departmental meetings and university training activities

- Proportionate to classification, contribute to departmental objectives, such as advising, student recruitment, or assessment

- Mentor less experienced faculty whenever possible

Active scholarship and/or creative works are not required, but if present are also recognized as valuable in fulfillment of this requirement. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, conference participation, professional certification, consulting work, refereed publications, pursuit of internal and external grants, Open Education Resource (OER) development, applied and/or theoretical research, and/or by contributing to state, regional, or national/international professional organizations.

Non-Tenure Track: Senior Instructor 1 to Senior Instructor 2

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, twelve years experience, which will include a minimum of six years full-time, college-level teaching in addition to appropriate professional experience, teaching and/or postgraduate work beyond the master's degree.

Criteria for Promotion:

Promotion to the rank of Senior Instructor 2 is the highest rank attainable for non-tenure track faculty and includes expectations of a history of leadership in some area. This leadership should be in the area of instruction as this is the majority of the work in this classification. The evidence should include demonstration of exceptional distinction in instructional and pedagogical advancements (for example curricular development). Professional development or service may also contribute. In itself a long period of service does not justify promotion to the rank Senior Instructor 2.

Leadership requires commitment, integrity, accountability, and initiative, as well as an ability to collaborate, build consensus, apply sound judgment, and take responsibility for decisions.

In addition, all candidates for promotion to Senior Instructor 2 are expected to satisfy the following criteria.

Demonstrate continued excellence in teaching in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives

- Assume initiative in instructional improvement and curricular development in the department

- Provide mentorship and guidance to junior faculty on pedagogical best practices, integration of applied knowledge and classroom methodology

- Contribute to the design and improvement of departmental courses and curricula

- Participate in professional development related to teaching and learning

Demonstrate excellence in Non-Instructional activities in the following ways:

- Participate in departmental meetings and university training activities
- Proportionate to classification, contribute to departmental objectives such as advising, student recruitment or assessment
- Mentor junior faculty

Active scholarship and/or creative works are not required, but if present are also recognized as valuable in fulfillment of this requirement. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, conference participation, professional certification, consulting work, refereed publications, pursuit of internal and external grants, Open Education Resource (OER) development, applied and/or theoretical research, and/or by contributing to state, regional, or national/international professional organizations.

d. Promotion Committees: Responsibilities and Membership

1. Promotion Review Committee

   Each department shall form a Promotion Review Committee to consider faculty promotions.

   a. By the end of the eighth week of winter term, the department chair shall appoint a five-member Promotion Review Committee. For the sake of consistency in tenure and promotion decisions, members of the departmental Tenure Review Committee will also serve on the Promotion Review Committee, if eligible. Faculty ineligible to serve on the Promotion Review Committee include the department chair, members of the Promotion Advisory Committee, non-tenured faculty who have been faculty for less than 5 years at Oregon Tech, and faculty being considered for promotion. However, full-time NTT faculty who have been at Oregon Tech more than five years or senior faculty who have relinquished tenure prior to retirement are both eligible.

   b. If one or more members of the Tenure Review Committee are not eligible to serve on the Promotion Review Committee, all full-time department members, including department chair, tenured/non-tenured faculty, and candidates for tenure/promotion will elect alternate Promotion Review Committee members from eligible faculty inside or outside the department. Preference first should be given to members of other departments in which the candidate holds a split appointment and then to faculty most likely to be knowledgeable about the candidate. Whenever possible, at least one member of the Promotion Review Committee should be from the same campus/location as the candidate, even if that committee member is not from the candidate's own department.

   c. Exceptions to the committee membership rules may be requested of the college dean by submission of letters from both the candidate and department chair.

   d. The department chair shall designate a member of the Promotion Review Committee to convene its first meeting. The Promotion Review Committee will select a chair from

within its membership. Each committee member shall sign the statement of ethics document.

e. If the department chair has applied for promotion and met the eligibility requirements and criteria, the college dean will serve in place of the department chair and the provost in place of the college dean in the review process.

2. College Promotion Committee

Each college shall have a committee to recommend faculty promotions.

a. The college dean shall schedule a meeting of the College Promotion Committee by the end of the fifth week of spring term to consider departmental recommendations for promotion and all appeals. The committee will consist of a non-voting moderator, department chairs, and Promotion Review Committee chairs. The moderator will be a faculty member who has been faculty at Oregon Tech for at least six years and is appointed by the college dean. Each department shall have at least two representatives on the College Promotion Committee.

b. The moderator will convene the committee, providing all documentation on recommendations and appeals. Each committee member shall sign the statement of ethics document.

c. A department chair being considered for promotion will be replaced by a full professor or ranking faculty member to be selected by the college dean from the appropriate Promotion Review Committee.

3. Promotion Advisory Committee

The university shall have a committee to recommend faculty promotions.

a. The Promotion Advisory Committee is a peer group of instructional faculty whose purpose is to provide university-wide perspective in the promotion process for instructional faculty. In selecting members, the diverse interests of faculty, including geographical location, should be considered for committee constitution. This committee shall be a standing committee consisting of three full professors from the instructional faculty appointed by the OIT president, four full professors from the instructional faculty appointed by the president of the Faculty Senate, and the affirmative action officer, ex-officio. The OIT president shall appoint a chair from the seven members. The chair shall have served on the committee for at least two prior years and will serve a one-year term, which may be renewed.

b. Appointments to the Promotion Advisory Committee will normally be for a term of three years. However, shorter terms of appointment may be made as there shall be no more

than three new members of this committee in any given year. Any member or prior member may be re-appointed.

c. If a member of the Promotion Advisory Committee is unable to serve for a portion of his/her term, the chair of the Promotion Advisory Committee will request that an alternate be appointed; the original appointing officer (Faculty Senate president or OIT president) will appoint the alternate.

e.   Timeline and Procedure for Academic Rank Promotion for Instructional Faculty

All parties shall abide by the following timeline. However, the provost may modify the timeline if he/she determines a reasonable need to do so.

1. By the end of the first week of fall term, the provost shall inform department chairs of faculty eligible for promotion based on time in rank. By the end of the second week of fall term, each department chair shall inform faculty in writing when they have met minimum eligibility requirements for promotion. The faculty member shall apply for promotion by submitting a portfolio to the Promotion Review Committee.

2. Each applicant will submit a portfolio to the Promotion Review Committee by the end of the first week of spring term. The committee will verify eligibility as well as evaluate performance in terms of the criteria outlined above. The committee will submit a written decision to the department chair by the end of the third week of spring term, listing specific activities where the applicant has met or exceeded the promotion criteria and/or identifying specific areas where the applicant has not met the criteria. The content of the Promotion Review Committee's deliberations are confidential and shall not be divulged by its members. The committee may solicit other information to confirm documentation in the applicant's portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

3. The department chair will attach a letter of support/non-support to the committee decision and forward both to the college dean by the end of the fourth week of spring term. The chair will notify applicants, in writing, of the committee's decision by Wednesday of the fourth week.

   a. Applicants may appeal a negative decision by the Promotion Review Committee to the College Promotion Committee only after the applicant first meets with the department chair and chair of the Promotion Review Committee. In the case of disagreement, the applicant shall initiate the appeal process by submitting a letter of rebuttal to the college dean by the end of the fourth week of spring term. Upon request, the moderator of the college committee shall provide each applicant an opportunity to address the College Promotion Committee to present a case for promotion.

b. The College Promotion Committee will consider all evidence and determine whether there is just cause to further consider the applicant's request for promotion. The College Promotion Committee's decision is final. If the College Promotion Committee decides not to review the application further or the applicant chooses not to appeal the Promotion Review Committee's negative decision, the promotion process is ended and the college dean shall place copies of the documentation forwarded by the Promotion Review Committee and department chair in the applicant's provost file.

4. Each department chair will summarize the key points of the recommendation to the College Promotion Committee for each applicant advanced by the Promotion Review Committee. The College Promotion Committee will make promotion decisions based on the criteria outlined above. No secret ballots will be allowed. The content of the College Promotion Committee's deliberations are confidential and shall not be divulged by its members.

a. The moderator of the College Promotion Review Committee will submit a separate report to the Promotion Advisory Committee and the college dean, summarizing the College Promotion Committee's decision for each applicant, including all documentation from Promotion Review Committees and department chairs, by the end of the sixth week of spring term. The secretary for the Promotion Advisory Committee shall place a copy of these documents in the applicant's provost file and organize applications for promotion for the Promotion Advisory Committee's consideration. Applicants who receive a negative decision from the College Promotion Committee are not forwarded to the Promotion Advisory Committee, thus ending the promotion process.

b. The college dean will notify all applicants of the College Promotion Committee's recommendation by Wednesday of the seventh week.

5. The Promotion Advisory Committee will review all applications for promotion advanced from the College Promotion Committee and submit a list of its recommendations to the provost along with all documentation and the selection criteria used by the end of the tenth week of spring term. No secret ballots will be allowed. The content of the Promotion Advisory Committee's deliberations are confidential and shall not be divulged by its members. The committee may solicit other information to confirm documentation in the applicant's portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

The college deans will review all applications for promotion advanced from the College Promotion Committee and submit a report of recommendations to the provost along with all documentation and the selection criteria used by the end of the tenth week of spring term. The deans' report may, at their option, be submitted jointly by both deans or individually by each dean. The deans may solicit other information to confirm documentation in the applicant's portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

6. The provost, the college deans, and the chair of the Promotion Advisory Committee shall meet to discuss the committee's and the deans' recommendations. The provost, in consultation with the president, will make the final promotion decisions and communicate those decisions to the Promotion Advisory Committee. A copy of the provost's decision letter, the college dean's recommendation, and the Promotion Advisory Committee's recommendation shall be placed in the applicant's provost file.

   Applicants considered for promotion will receive written notification of the provost's decision by the end of spring term. In the case of a negative decision, the provost will provide a brief letter of explanation outlining the reasons for the decision. The applicant shall have the opportunity to meet with the provost to discuss the reasons for the negative promotion decision in more detail.

f. Faculty/Applicant Rights

1. Grievance procedures mandated by OARs 580-021-0050 and 580-021-0055 are located in the Policy and Procedures portion of the Human Resources section of the OIT website.

2. Faculty may access and respond to the documentation of the promotion decision archived in their provost file as delineated by the Faculty Records Policy: OIT-22-010.

Recommended by:

   Faculty Senate – April 7, 2009; Revised April 6, 2010; Revised Dec. 7, 2010; Revised Feb. 7, 2012; Revised June 3, 2014; Revised May 5, 2015.
   President's Council – May 19, 2009; Amended April 14, 2010; Amended April 5, 2011; Amended June 10, 2014; Amended May 20, 2015; Amended June 9, 2015

Approved: _____
                  -- , President

Date: _____

List of Changes to Promotion Policy (OIT-20-040)

Substantive:
- Added NTT criteria by rank:
  - Higher performance expectations at each rank
  - Less expectations in PD, service than for TT faculty, corresponding to higher instructional load
- Promotion to senior instructor 2 contains criteria and language that parallels the leadership etc language what we have now for promotion to full professor, but the expectations and examples have been scaled back and tailored more to what is reasonable for NTT.
- Removed Instructor to Assistant Professor section (superseded by promotion within the NTT instructor ranks)
- Implemented policy template with sections: Policy Statement, Reason for Policy/Purpose, Applicability/Scope, Definitions, Policy
- Added eligibility of NTT faculty (after 5 years) to participate on dept & college committees. Kept the same review process/committees for all instructional faculty (NTT and TT)

Minor:
- Removed grandfather clause for faculty hired prior to 1982
- Edited reporting to include letters from deans in candidates' permanent files
- Removed language about pay increases—those are in the CBA
- In definitions section, listed "career track" as an alternative term to NTT
- Added OER development as an example of professional development (for TT and NTT)
- Added description of workload, first paragraph of TT and NTT Promotion Criteria.
- Switched from teaching/professional development/service to instructional/non-instructional to coincide with the CBA.

Academic Standards Committee

April 2023 Faculty Senate recommendation

Charge 2:

Create a plan in the event of a campus closure during final examination week.

The committee would like to recommend the following:

In the event campus closes during final examination week, faculty have the following options:

1. Move in-person final exams to an online format

2. Enter an incomplete grade for the student. The student then has up to two weeks during the following term to take the final exam
   o The registrars office will create a letter (H) place holder in the system until the faculty member provides the final grade

3. Enter the current letter grade earned for each student. This option should only be pursued as a last resort and used if the following conditions are met:
   o The students have already completed substantial and/or significant amounts of the overall course-graded work
   o The student's final grades are based on a percentage of total points earned in the class thus far, excluding available points from the final exam

These options will be posted below the final schedule on the OT website. Each faculty member will have the freedom to select which option work BEST for their course.

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.

Campus
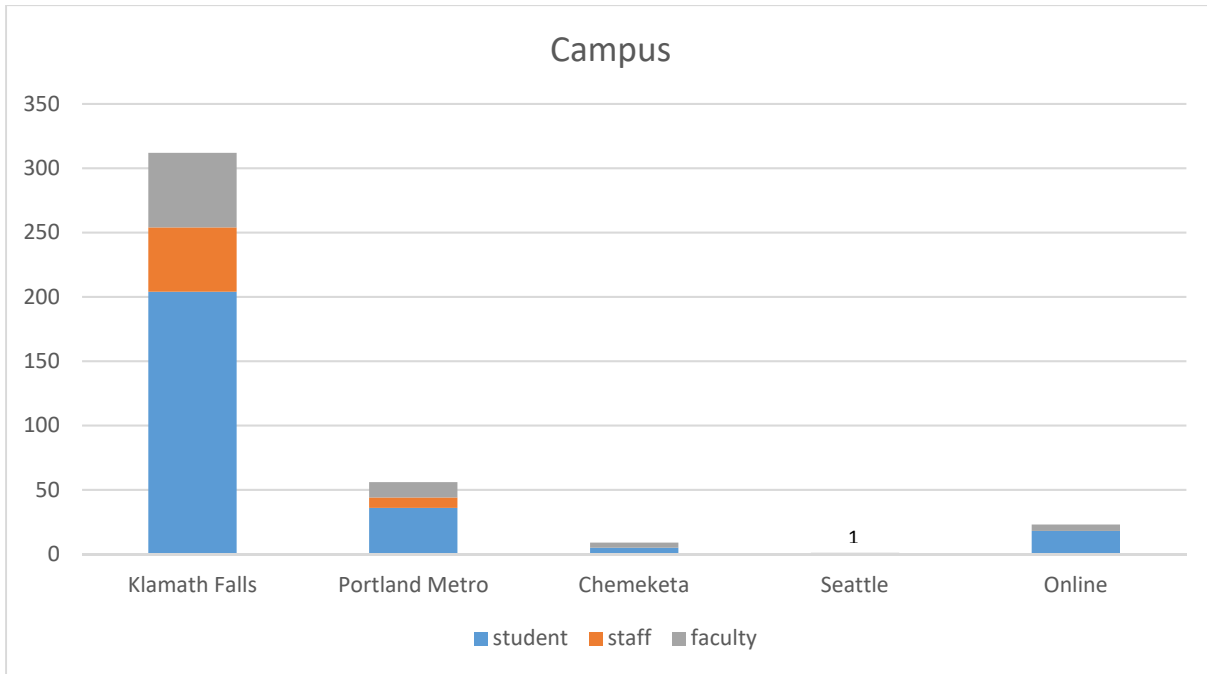
Constituents were asked if they had a preference for the start of the year, with options being a Monday start, a Wednesday start, or having no preference for either. A Monday start did have a majority (~59% of responses), but Wednesday and no preference also received significant votes (13 and 28% respectively).

Start of Fall term
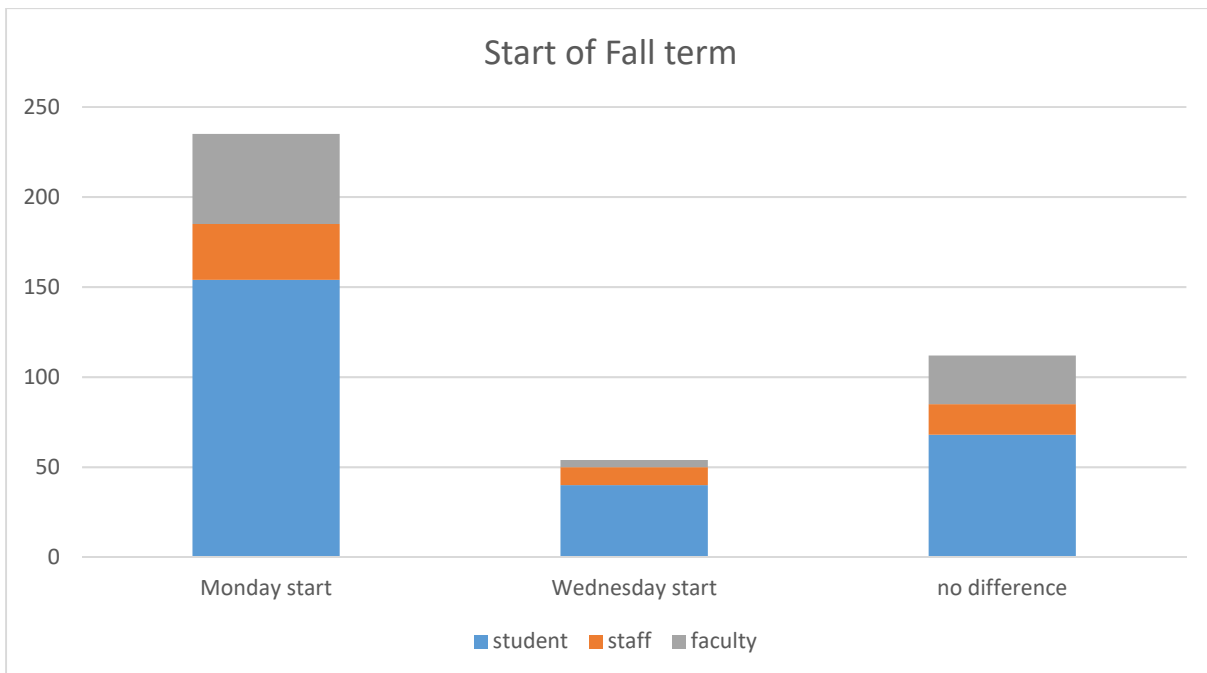
Constituents were then asked if they had a preference for the current start date, which comes with 2 guaranteed weeks of Winter break, or if they would prefer starting classes a week early, guaranteeing 3 weeks of Winter break. Staff were also offered an option of no preference, to indicate their job 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.
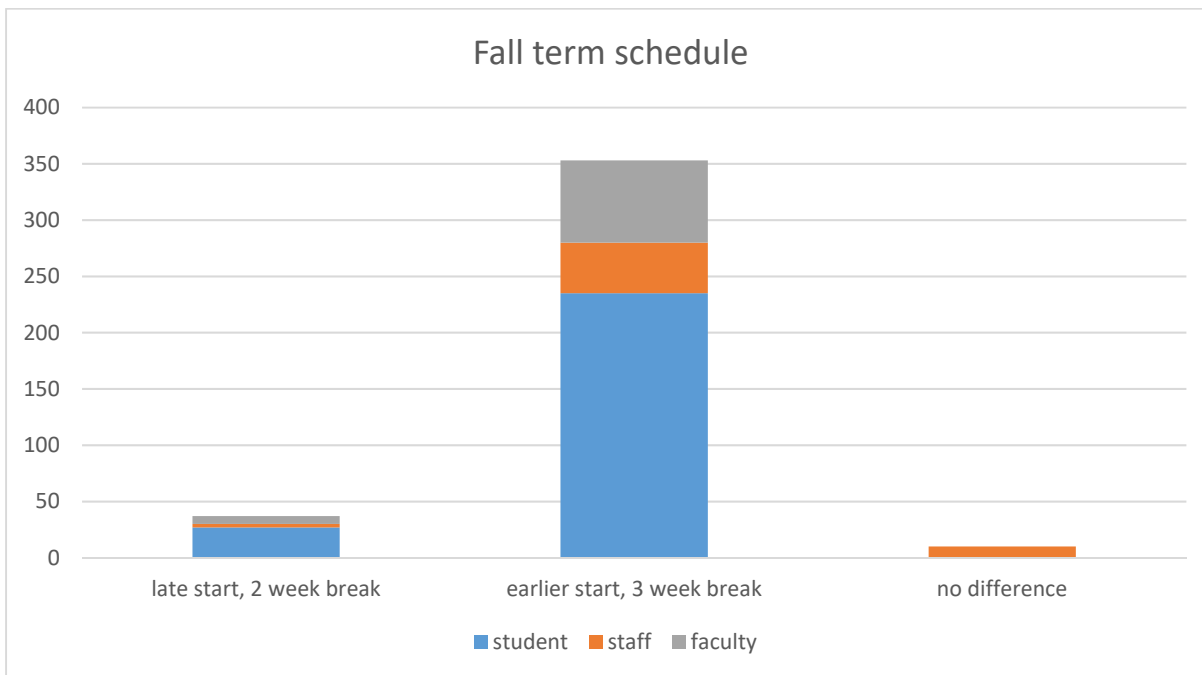
The preference for start day or date did not seem to differ between new students versus returning students, nor was there a difference based on campus. One other significant finding was that, while ~2/3 of student respondents said they attended in person classes the week of Thanksgiving, about half the 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.

STUDENT AWARDS

Nomination letter deadline is **March 22, 2023.**

Recommendation Letter(s) & Student Biography deadline is **April 19, 2023.**

List of Awards

Students from <u>any</u> campus may be nominated for these awards (www.oit.edu/studentawards):

- Hiram M. Hunt Award (academic project)
- Most Dedicated Student Award
- Oregon Tech Pride Award
- Outstanding Community Service Award
- Outstanding Non-Traditional Student Award
- Outstanding Student Veteran Award
- Owens Citizenship Award
- Student Achievement Award
- Graduate Student Achievement Award

Portland-Metro students may also be nominated for these Portland-Metro Student Awards (Portland-Metro Student Awards):

- Outstanding Academic Achievement Award PM 2023
- Outstanding Community Service Award PM 2023
- Outstanding Student Involvement Award PM 2023
- Graduate Student Award PM 2023

Faculty: watch for information about Outstanding Scholars and President's Senior Cup nominations which will be out at the start of spring term.

Please call 541-885-1011 or email rachel.winters@oit.edu if you have any questions.

RESOLUTION REGARDING ATTRITION OF OREGON TECH FACULTY

Whereas Oregon Tech has lost 80 faculty since 2019, which is an average faculty attrition rate of 10.3% annually which is almost double the national median of 5.35% Tenure-Track (TT) faculty attrition and 5.45% Non-Tenure Track (NTT) (CUPA-HR, 2021); and

Whereas the national median of 5.35% TT faculty attrition is comprised of 2.83% leaving for retirement, 2.35% voluntary separation (i.e., different employer), and 0.16% involuntary separation (CUPA-HR, 2021); and

Whereas the national median of 5.45% NTT faculty attrition is comprised of 5.19% voluntary separation and 0.26% involuntary separation (CUPA-HR, 2021); and

Whereas this attrition has resulted in an epidemic of understaffed departments leading in turn to severe burnout among the faculty who remain, further exacerbating the issue (Faculty Welfare Report, 2020); and

Whereas the average faculty search costs Oregon Tech over $5,000, excluding committee members' time and mileage reimbursement; and

Whereas failed faculty searches have resulted in an excess of wasted Oregon Tech financial resources and time for faculty serving on search committees without satisfactory results; and

Whereas this attrition has not only contributed to a drop in faculty morale, as shown in multiple campus climate surveys (Faculty Welfare Report, 2020; ModernThink, 2022) but also the loss of irreplaceable talent and a steep decrease in institutional memory; and

Whereas the replacement of experienced faculty with adjunct and other contingent positions means fewer total faculty at the university who are required to perform departmental, university, and public service to shoulder an ever-increasing service load expectations per the Strategic Plan (Goals 4, 5, 7 and 8) and Academic Master Plan (Charge 2, goal 4; Charge 3, goals 1.3, 1.9, 2.1; Charge 4); and

Whereas leaving the problem of faculty retention unaddressed also directly affects student retention, particularly when students are unable to take required courses that can no longer be offered predictably or are unable to receive consistent mentorship due to faculty turnover (OT Strategic Plan 1.2, 2.1; Academic Master Plan charge 3); and

Whereas departed faculty have frequently cited the university's failure to support their professional needs and/or misalignments between their initial contracts and the expectations of their positions as reasons for leaving (Bichsel et al, 2022; Faculty Senate Exit Survey, 2023; Faculty Welfare Report, 2020); and

Whereas faculty exit surveys and interviews are not performed consistently by Human Resources and to all outside appearances whatever data *is* collected is not analyzed, reported, or used meaningfully as part of any broader faculty retention effort; and

Whereas in response to the lack of exit interview information, Faculty Senate surveyed recent faculty who have left Oregon Tech between 2020-2023 including responses from NTT to Full Professor and members of both, HAS and ETM, colleges (Faculty Senate Exit Survey 2023); and

Whereas survey responses indicated reasons for departure based on different universities offering better salary, teaching, service, and research workload, and campus morale, climate, and overall working conditions (Faculty Senate Exit Survey, 2023); these concerns align with national data (Bichsel et al, 2022); and

Whereas these concerns have been communicated to the university's senior administration clearly and regularly during the period in question only for faculty to be told that the level of faculty attrition at Oregon Tech is normal and no cause for alarm; now, therefore, be it

Resolved, that the Oregon Institute of Technology Faculty Senate:

1. Calls on the Oregon Tech Board of Trustees and the university's senior administration to acknowledge, in writing as an amendment to the Strategic Plan or Academic Master Plan, that faculty retention at Oregon Tech is a serious problem that needs to be addressed deliberately and systemically. [Strategic Plan 6.2, 9.1]
2. Calls on the Oregon Tech Board of Trustees to work in collaboration with the university's senior administration and Faculty Senate's Welfare Committee to establish a formal and consistent employee exit survey and/or interview and a stay/retention survey and/or interview and analyze, report, and appropriately implement information to establish faculty retention efforts. [Strategic Plan 6.1]
3. Calls on the university's senior administration to collaborate with the Faculty Senate and department chairs to establish a Departmental Health Index (DHI) for each department that calculates the minimum number of full-time faculty each department needs to function effectively, taking into consideration course offering demand as well as service and professional development expectations (as indicated in the campus climate assessment; ModernThink, 2022). These DHI numbers should then be used as part of the process for making future staffing decisions. [Strategic Plan 6.2, 6.3, 6.4, Goal 10]
4. Calls on the university's senior administration to attend and participate in open forums organized and led by the Faculty Senate no less frequently than once a term beginning in the Spring term of 2023.

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Faculty Senate Exit Survey

Respondent (11 in total)	Year left	Rank at the year of leaving	College
A	2022	Associate	ETM
B	2023	Full	HAS
C	2021	Full	HAS
D	2021	Associate	ETM
E	2022	Associate	HAS
F	2020	Assistant	ETM
G	2022	Assistant	HAS
H	2022	NTT	HAS
I	2021	NTT	HAS
J	2021	Full	HAS
K	2020	Associate	ETM

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 ██████ 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.
- 8
- 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.