

Minutes

The Faculty Senate met on February 6th 2024, 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 6:05pm. All Senators or alternates were in attendance except

Approval of Minutes

The minutes for the December 2023 Faculty Senate meetings were approved without changes.

Ashton Greer moved to move new business to the next item on the agenda. Seconded and approved.

New Business

Reports of the Officers

Report of the President – Terri Torres

- Girls basketball is currently beating SOU 37-34
- Welcome to our new Dean of ETM, Nesli Alp.
- Provost Mott is back.
- Enrollment update
 - From last winter to this winter, enrollment is down 4.2% and credits hours are down 2.8%, not including high school ACP students. Headcount at all sites is down to 2,817, not including high school ACP.
- Ruth Clare Black offered an update regarding Simple Syllabus, which we are retiring without ever launching.
- Thanks to Jordan from ITS who sets everything up for us each night and plays music that I like.
- The stay survey is complete! But I can't get results and I have asked.
- President's Council meeting: the council will now follow the procedure for any policy that comes to the council. Provost Mott assured me that this will be the case moving forward.
- I presented to the board at the last meeting
 - Failed searches, large turnover, low application rate, resignations, faculty time to search, cover gaps, pay adjunct employees. I asked some questions: What percentage of faculty have met or will exceed their workload by the end of winter term, and what is being done to address this issue? Is this a department specific problem?
 - I requested a form with the president that includes a majority of time devoted to Q&A rather than scripted forums. What we would ask: Where do we want to take this university? What steps are we going to take to get there and what support is needed?
 - At the end of my report, Dr. Nagi contradicted everything I said.
- We have a new procedure for appointing faculty members of the board in response to Senate Bill 273:
 - The faculty trustee position on the Oregon Tech Board of Trustees is up for appointment for a term beginning July 1, 2024 and lasting through June 30, 2026. All interested faculty shall create an application to submit their candidacy. The application should be no more than three pages and should include: their vision of the university, relevant experience, and their understanding of the role. Applications are due by Monday, March 4th, 2024. All candidates will be invited to speak at the March 5th Faculty Senate meeting. Voting will take place amongst all Oregon Tech faculty with .5 or greater appointments. If there are any questions, please contact a member of the Senate Executive Committee.

End of report. Questions?

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Randall: has the voting status on the board for faculty represented changed or do they still not get to vote? Terri: they voted on important things before, but yes they no longer need to leave the room for certain votes. ASOIT will do something similar to identify a nominee for a student member of the board.

Report of the VP - Deb

- Elections - The Faculty President and the At-Large IFS rep. election ballots were emailed to all faculty yesterday. Please vote if you have not yet. The voting ends midnight of Sunday February 11. There were several nominations for the faculty senate president position. In this regard, only Yuehai Yang accepted the nomination. Current president Terri Torres has agreed to serve as president until the new president takes over. For the at-large IFS rep. position, Cristina Negoita is the only faculty in the ballot.
- Academic Council Report - The council met on December 12th.
 - The library rep. talked about Article Galaxy - This is an on-demand article delivery service funded with indirect research funds. There is a step-by-step guide on the library website on how to use. The product is expensive; hence we can only use it a limited number of times per term. It is available via interlibrary loan service. If the library has the article, it can be accessed via normal subscriptions. If the library does not have the article, the Article Galaxy link will appear, and a purchase can be made.
 - There is a faculty mentoring program that will be introduced. Gaylyn Maurer, and Beverley are working to roll it out during the winter term. It will begin with tenure track faculty. Email forthcoming at end of week to gauge faculty interest/availability in becoming a mentor; afterward, begin matching seasoned faculty mentors with faculty mentees, from differing departments but within the same college. It will count towards non-instructional workload. This will be a one-one mentoring and may have some group sessions for future information distribution. Mentors will be intensively, thoroughly trained. This is not the same as new faculty training.
 - There was a discussion about the Wellbeing Initiative. Gaylyn is conducting needs assessment with each department, and academic departments are next; she will provide a conversation summary to department chairs. The plan is to develop a mental health referral pipeline into the community for employees.
 - Gaylyn can provide immediate help if someone is in crisis
 - Longer term needs/care will be external referral
 - One goal of this initiative is to establish employee connections (ex. Oregon Tech Games during convocation, Thanksgiving potluck)
 - There is also a Student resilience campaign being launched in winter term. The Employee phase of resilience campaign is forthcoming.
- There was discussion about Academic Program Review. Specifically, Academic Master Plan item 1.5 - establish a regular process for program review.
 - Parts of review include focus on programmatic relevance, marketability, student interest, return on investment, student outcomes, resource availability, and alignment with NWCCU accreditation assessment requirements. These program reviews are in a 7-year rotation, with 3-4 programs under review each year. Provost Mott will bring a draft program review document to Senate and Academic Council in winter term. There were several questions and comments that chairs had about this review process. I'm not going over the details of every comment in this report, but here are some notable ones.
 - Who is doing the work; workload for chair, other faculty - This will be a Department wide initiative.
 - Will everyone produce a similar review, or will reviews be different - Standard sections will exist for each department
 - Cost for external review borne by Provost's Office
 - Program review will incorporate assessment information to reduce redundancy
 - Departmental strategic planning will be incorporated into the review process
- There was a discussion of Credit for Prior Learning (CPL)

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- Funding provided to figure out a plan to attract non-traditional students to OT's programs; hired KAEL to conduct workshops and training
- Focus on recruiting students from adult population
- Incentivize by giving them credit for what they have learned and know, such as through employer or military trainings
- For this, Chairs will be working with departmental faculty to develop list of standards for students to determine, on their own, whether their learning experiences will likely receive college credit. The Business Management department is already doing that.
- The CPL process already exists in the catalog, but looking to make process easier for students
- Admissions is working on developing ways to reach out to students with credit for prior learning and market programs to them
- Send Provost Mott an email if you have ideas about CPL

End of report.

Report of the Provost – Joanna Mott

- Academic Affairs hosting a forum for students addressing student concerns about the campus. Primarily Q&A with Provost and Deans. A similar event will be held in Klamath Falls in the future.
- Academic Affairs and HR working on distributing the 1% merit increases.
- Both APE and FOP documents will be due during the spring term.
- We have decided to offer some merit awards:
 - NSF Fellow and Mentor – Cristina Negoita
- Simple Syllabus
- Canvas shells should be used for all courses. This is in your notice of appointment.
- Enrollment. We are still down this year. Enrollment for new students looks promising based on deposits, but there are no guarantees.
- Gregory Stringer, New AVP for Strategic Enrollment Management is operating at a distance and will be on campus soon.
- Sabbatical awards are in process.
- Equipment request forms have been sent to departments.
- Program reviews coming as Deb reported.
- AVP for Academic Excellence search wrapping up soon. Program reviews will wait until that person is hired.
- Welcome again to Dean Alp!

End of report.

Questions: Terri – Northwest is visiting us in the fall again. Abdy: no, we are expected to submit our annual reports, but there is not a visit associated with that. The next visit is three years from the last one.

Terri: Faculty searches update? Joanna: Some are released others are not. There is a temporary hold on some searches as we review finances to ensure we meet the board expectations for this year. Terri: are there any exceptions for departments that would be in very bad shape? Joanna: yes, I have talked to Dr. Nagi about certain departments. Some have minimal staffing requirements and others have accreditation challenges. Vanessa: I have an active search that appears as failed now; is that related to the temporary hold? Joanna: No, it shouldn't be. Vanessa: hmm, ok.

Report of the ASOIT President – KF

- Process for student trustee position is in progress.
- Elections for ASOIT are open now on Handshake. Let students know that all positions are open. Pres and VP close Feb 16, all others close at the end of winter term.
- Blackout for Hunger game this Friday. 500 shirts given away for food donations!

End of report.

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Report of the ASOIT President – PM – Stuart Lane filling in for Aaron Hill

- 100+ responses to the student survey. We will be reporting results at Dr. Mott's townhall meeting.
- We will be hosting the tuition recommendation committee forum on 2/21.
- Terri: can you explain what the survey is about? Stuart: Some of the topics that came out of the survey: scheduling, once a year courses, overlapping courses, accessibility (recording lectures), bookstore issues (book ordered but then not needed for the course, online access requirement surprises), advising (but my advisor is wonderful), instructor satisfaction (scheduling), disagreement about course modality, prerequisite requirements. We will discuss all of these in more detail as we form our report tomorrow.

End of report.

Report of the Administrative Council Delegate – Kelly Sullivan

- No meeting in December
- Last meeting – Wed. Jan. 17th (snow day for PM Campus)
- New Staff
 - Elizabeth Stovall - Director Career Services
 - Adam Neiwert - MMET Lab Manager
 - Emy Martin - Disability and Testing Services Assistant
 - Bonita Bontrager - Director of Housing and Residence Life
- Kudos Awards
 - Celia Green - Operations Assistant Business Affairs
 - Katie Cavendish - Donor Relations & Stewardship Manager
- Staff Feedback
 - Question: Are there guidelines for supervisors & employees regarding remote work & adjusted schedules?
 - Currently OIT has no policy and Dr. Nagi has stated that they do not want to have a remote policy and would like to keep the decisions with the VPs to accommodate for the needs of different departments.
- Mike Stafford gave a Department Spotlight on Athletics at Oregon Tech
- 13 Intercollegiate sports. Over 200 student athletes with a cumulative GPA of 3.53.
- Open Floor – promotion to participate in the Health Active Challenge, run by ISHC for the month of February

End of report.

Reports of the Standing Committees

Faculty Policy Committee – Ken Usher and Matt Schnackenberg

- We move that Faculty Senate approve the document that is in the packet, then we can discuss how we got here.
- Terri: Motion to approve this policy? Ken, yes. Second? Matt.
- Discussion
- Ken: Thank you. I hope everyone has had a chance to read this revised policy. Through the fall and early winter we worked on this. There were suggestions from Faculty Senate in the December meeting that we took back and worked on actively based on senator input: Masters-qualified appointments in health fields, what kind of consultation and discussion would happen with departments and Provost before announcing a position with a Master's requirement, and assurance that tenure-track faculty hired with MS degrees would not be required to get another degree. Other comments related to portfolios and letters that should go into files in the Provost's Office; I think we all agree on that. Matt and I proposed a set of changes to address those points and for the most part administration said, no we won't do that. In some cases, I don't know that we arrived at the compromise I hoped for, but we did find more common ground. See the page 3 PhD

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requirement: “Faculty who were hired prior to December 1, 2023, and are in tenured or tenure track positions, whose highest degree is a master’s degree, will not be expected to go on to a doctoral degree unless that was specified in their initial letter of appointment.” For faculty who are already here, they cannot be told to go get a doctorate. However, the Provost has indicated that new hires are promotable but that the Provost could change their mind in the future. There are external reasons like accreditation why this could be needed, but when we suggested we incorporate this as a reason we didn’t get any traction. So we are where we are with that. A MS degree could be handled differently at the different ranks and there’s language about that. There are also some changes in the language near the end of the policy, all yellow highlighted. The effect of that was the same as the timeline document we handed out earlier. These are just small changes fixing that timeline. That’s pretty much where we’re at. Any questions or discussion?

- Bobbi: any future hires could be asked to get a PhD...there’s no such thing as a PhD in ultrasound. I’m concerned for future faculty who might be asked to do something that doesn’t exist and isn’t going to serve them or the program. It just feels like allied health is being shoved off to the side with expectations that aren’t realistic. Matt: that allowance is really for changes in the field if a PhD becomes relevant. Bobbi: but I’m concerned with verbiage and there are a lot of others who are as well.
- Caroline Doty (chair Medical Lab Sciences), also speaking on behalf of Jamie Kennel. I know Senate has worked hard on this proposal, but I want to talk about the MS in a field or related field. A lot of our health professions do not have a Master’s degree. An exception is not a long-term sustainable strategy. We want stronger more specific language for allied health departments. Without defined language there could be future tenure track openings going unfilled. If we don’t have enough tenure track faculty, we lose our voice. This policy as written ends up making our faculty an exception to the policy.
- David Hammond: It’s my feeling that this move to require a PhD is profoundly misguided. I understand that the intent is to raise the stature of the school, but I’m concerned that this is going to have the effect of relegating faculty in fields where the PhD is not the terminal degree to second class citizens. I’m profoundly disappointed.
- Vanessa read comments from a constituent: “Oregon Tech chooses not to support allied programs and faculty, then Oregon Tech should consider abolishing these allied health programs and transfer these successful programs to OSU, OHSU, or other communities’ colleges that support industry and faculty. This Policy draft creates the following issues:
 - Job insecurity
 - Limited benefits
 - Unequal pay
 - Limited career advancement
 - Unreasonable Workloads
 - Professional Isolation
 - Lack of Institutional support
 - Lack of inclusion in academic governance
 - Limited hiring pool”
- Vanessa: Move allied health programs to a different university where they are appreciated. The Provost should not have sole decision making authority and should have a requirement to speak with chairs, etc.
- Sean:
 - Why do a majority of teaching award winners have MS degrees, not PhDs?
 - If we want to maintain quality, don’t hire from the bottom of the barrel of PhDs, hire from the cream of the MS crop. Why would we cut our throats like this? We’ll hire faculty who are more interested in teaching rather than padding their resume.
- Paula Russell: I want to talk about the state of education in the country. The number of qualified applicants is dropping. We have had to grow our own or draw from practitioners. The majority of dental hygiene faculty have an associates degree, because that’s what is required to practice. There is no PhD in dental hygiene. If you want a doctorate, you usually do that after being hired as a faculty member. It’s going to be very difficult for us to recruit faculty if a PhD is required. We’re already short of qualified educators. I agree with everything Caroline said.

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- Terri: I hope you have some clarifying comments. Ken: Yes, I'm going to have to step back through a few things. Regarding the expected consultation by the Provost, I was willing to step back from that because faculty hiring and expectations are already set by the department and chair and works its way up through the Dean to the Provost. We can't legislate how such a consultation, even if in policy, would go. But the consultation is built in.
- Terri: I want to put this out there (correct me if I'm wrong). If an individual is hired after 2/21/24 and hired into a tenure track position with a Master's ... try to get all of Terri's question here... if a faculty member decides not to get the PhD, they would still have their position, they would just not be eligible for promotion.
- Matt: I think this comes down to policy versus politics. This policy does allow administration to do that. But, what we emphasized is that this would be completely unfair; it would be really difficult and probably wouldn't come up very often. We have seen administration make some poor decisions about the degrees that are expected for some positions. Administration indicated that they are learning and making better calls about this.
- Krista: I back what everyone in allied health has already said. This policy is very subjective, which is the fear. We already have a low application rate and these are for our current searches. If someone were to be hired at a Master's level. These standards could be applied in different ways to different faculty. This seems subjective and unclear. There seem to be pitfalls for those who want to seek promotion. A lot of work has gone into this policy and the NTT policy is wonderful and is so needed. Could we approve the NTT policy and table the other. Ken: we have asked that question very directly and were told very clearly, no. The president basically said we need to look all aspects of our promotion. I don't think we'll be able to follow that idea. Matt: we could choose to take that direction, but it could fail.
- Beverly: wanting to respect the conversation that the faculty are having. I understand the concerns that are being expressed. I understand the fear, but the policy does allow for promotion with a Master's degree.
- "Unless formally notified" on pages 5 and 6.
- Beverly: that was added to address the fact that there were concerns about an arbitrary change so that due notice would be provided.
- Terri: Provost Mott? Mott: I need to talk to Beverly about that wording. We needed to have a way if (a very remote if) if there was a reason to ask a faculty member to seek a terminal degree we had a way to notify them.
- Andi: I had a question someone wanted me to ask. Ken, there are some things that the administration has the power to do. If the administration already has the ability to put expectations into hiring. What if a different provost comes in and abuses this as it is currently written.
- Bobbi: We are nationally recognized for our program and have a majority of OIT grads in our program, but a PhD would not be a good return on investment. Ken: in my view, our administration is not trying to tell you that you're not valued with your degree. They just want to have flexibility just in case, and in very remote cases. Beverly: I was going to say the same thing. There is a path to promotion with a Master's, but higher ed changes and things change and we want to be nimble to handle those future situations.
- Terri: Was there any money discussed to support faculty obtaining these degrees. Ken: no. Matt: that seems like something that could be taken up with the union. A faculty member should be supported in earning a degree in such a situation. Terri: This should definitely be in place to support this. There was also discussion of changing accreditation bodies. This should be stated directly in the policy that accreditation changes could drive this, not just the whim of a Provost. Ken: I agree with that. Vanessa: is that programmatic or university accreditation? Ken: potentially either. Vanessa: in allied health our programmatic accreditation would never do this. A PhD would never be required.
- Terri: We can do a number of things in this case: We can separate the policies and I can take them forward. We can work on some language based on this discussion. We can vote on it as is.
- Sean: question about CSET and cyber...Ken: you're offering a number of hypotheticals there. Sean: does this apply beyond allied health? Ken: we could have hires in other fields, but that's going to be rare because we also have an NTT track with this.
- Chat (via Ashton): Stefan shared a paragraph about accreditation from ABET (education or experience). Paula: CODA only requires a MS to teach, BS for directors.

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- Cecily: We in computer science have hired doctorate degree holders, even into NTT positions. So I have seen that shift.
- Ken: If I can speak more broadly to Sean's suggestion, yes the Provost has authority in this but they also have outcomes like the person leaving to keep their negotiations reasonable.
- Kamal: In terms of the promotion piece "unless formally notified" can be read two ways: notification at the time of hire or notification at any time. Without including accreditation change as a reason, it seems like someone could be asked for any reason. Unless there is a change in the job description, I don't think you can change the requirements for the job. If someone doesn't have a change in their job description at the time of hire I don't think you can change the job description after hire. It seems like changes would need to be taken up in the hiring language. If there is a change due to accreditation, it seems like that would come with a grandfather clause anyway for all those who are already working. It seems like the current language leaves a question about how much can be asked for in the future.
- Riley: Words don't have meaning, we give meaning to words. It sounds like from this conversation that we need to table this, so I move to table this until our March meeting. Bobbi: second. Matt: Discussion and counterpoint. I would encourage moving forward with some of this, particularly NTT while we keep other components for future wordsmithing. Terri: Are you saying you want to separate this from the NTT policy that we already approved? Matt: Yes, but I get confused. Terri: so we need a second on your counterpoint. Vanessa: second. Can you now talk about this timeline about when we might be able to move this through? If we wait a month, is that a problem? Terri: we have some options (a special meeting). Discussion of the President's Council timeline.
- David: I just want to comment on the motion to table while we work on language. I don't think that captures the level of concern with this.
- Jintai: you said separating them. Are you talking about creating a separate document? Matt: I just don't want this to go on another year.
- Randall: we have done this so many times and we move it forward and it dies in the summer. I don't think separating it is helpful because it didn't go anywhere that way last time. We need to decide if we're going to move forward with this whole document. Matt: We had conversations with the administration where we pointed out that these are some of our best programs and why would we want to hurt them. The administration said they wouldn't do something that would hurt these programs and they convinced me.
- Ken: we're three layers deep in motions and I'll vote against it if we're talking about separating. I have some ideas for language changes and we could push this out one more month.
- Matt: I withdraw the motion to separate the policies.
- Terri: There are consequences to that. Matt: can you be specific? I would say to the board that this passed the senate and president's council and the president vetoed it. That would be a consequence.
- Ken: What I want is once we've hired someone tenure track with a Master's degree, please don't hold this potential over them that they need to seek another degree for promotion. That's what I want to see. I could see this applying to allied health, management fields.
- Terri: we have a motion to table this until the March meeting. All in favor, most. All opposed, three or more. Motion passed.

Academic Standards – Vanessa Bennett

Academic Standards met last week to continue discussion of charges.

- Charge 2: Dead week – Kevin Brown documented discussions with students during his fall COM321 course. We are scheduled to discuss his findings at our next meeting.
- Charge 3: Summer term duration – We are working closely with Wendy from the registrar's office to review what the other 7 universities do and will review that data at our next meeting. We will come up with options and formulate survey questions for faculty and students. Kamal will create survey once we have options.
- Charge 5: Emeritus – We made some language changes and will present those at the next meeting.
- New Business – We were given a new charge to review and discuss a current catalog language change regarding 300-400 level courses. The committee discussed in depth with Wendy Ivey the need to strike the

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current language regarding transferring of 300-400 level courses. We reviewed and would like move forward with recommending a language change to the catalog to reflect the new requirement:

- The requirement now:
 - Baccalaureate students must complete a minimum of 60 credits of upper-division work before a degree will be awarded. Upper-division work is defined as 300- and 400-level classes at a bachelor's-degree-granting institution.
- Approved proposal
 - The proposal is to strike the 'at a bachelor's-degree-granting institution' from this requirement. This would allow the institution to transfer in 300 and 400 level courses from all accredited institutions including the new BAS degrees at Oregon community colleges. These credits would count towards the upper division requirement only unless the departments have reviewed the courses and have determined equivalencies with our institutional 300 and 400 level courses.
- Charge 1: Academic integrity policy – The ad hoc committee met last week to discuss charge 1: Review and revise, if necessary, the student academic integrity policy with special attention to generative artificial intelligence.
- I am happy to present our first rendition of the recommendation:
 - Academic Dishonesty: cheating, plagiarism, *unsanctioned AI-assistance*, or otherwise obtaining grades under false pretenses.
 - Cheating: obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text, and other materials; obtaining or providing unauthorized information concerning all or part of an examination prior to that examination; taking an examination for another student or arranging for another person to take an exam in one's place; altering test answers after submittal for grading; changing grades after grades have been awarded; altering other official academic records; or otherwise interfering with the accurate evaluation on an individual's knowledge.
 - Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own or assisting in the act of plagiarism by allowing one's work to be used in this fashion.
 - *AI Assistance: Submission of AI-assisted work without written permission to do so by the course instructor is academic dishonesty equal to plagiarism. Written permission may take the form of a syllabus policy, an assignment instruction, an individual email, or otherwise.*
- The committee would like to encourage Senators to bring this proposed language back to their constituents. If there are any suggestions please direct them to committee member David Johnson as he will be collecting suggestions for our next meeting.
- For any additional thoughts/inquiries regarding this charge or any others please feel free to reach out to committee members or Vanessa Bennett.

End of report.

- Ken: I have a lack of understanding. If a community college is awarding applied baccalaureate degrees then they are a bachelor's awarding institution and we don't need the language change. Are we making the change for CCs that might be offering credits that could be applied to bachelors degrees but aren't offering them themselves? Vanessa: this means that if someone takes a 300 or 400 level course at a CC it could be transferred here as upper division. The BAS does not make a CC a bachelor's awarding institution.
- Christy: Wendy indicated that we are the only institution that still has this language, so this change also makes us consistent with the other universities.
- Vanessa: I'll bring the back to Wendy. The proposal is to strike "at the baccalaureate granting institution"
- Christy: With this current policy, if a student transfers a 300-400 level course from a CC it's given a 200-level fall-through credit.
- Vanessa: That's all from Academic Standards, but we also had an ad hoc meeting to discuss the AI charge. We have had some really good conversations about how to use AI. We added into the academic dishonesty policy "unsanctioned AI use" as noted above in italics.

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- We are asking for feedback from all your constituents and discussion at the March meeting. Dr. Black has already posted language.
- Ruth Clare Black: We have language already. She read this and indicated it was a document that was being worked on as a replacement for Simple Syllabus. Carrie Dickson is working on it with her.
- Cecily: Is this currently live? Ruth: no, but we can make this live after passing it by Terri and Senate. Ruth provided a lot of discussion about what this might be.
- Joanna Mott: I want to distinguish the difference between a syllabus template (what Ruth is talking about) and a formal university policy (what Vanessa is talking about).
- Ken: This sounds like a campus-wide syllabus statement. Many of us already include this because it is auto-populated in Canvas. So is this an update to that? Ruth: yes, that is what this is.
- Kamal: something
- Chat: links regarding AI submitted by Stefan.
- Vanessa: any other questions or comments, please email anyone on the committee

DEI Committee – Chitra Venugopal

- The DEI committee met with Sandi. We discussed the data collected by the HR during faculty recruitment and onboarding. We requested the data collected in the past years for DEI analysis. The HR data would be provided to the DEI committee by masking the personnel identification information by unique id. The DEI committee is waiting for the HR data.

End of report

Student Evaluation Committee – Vicki Crooks

- I don't have a lot to report, but I will say the Provost has agreed that the Deans can participate with our committee. What has happened with Matt and Ken has been a cautionary tale. We want to have open conversation with the Deans. I'm still recruiting other members of the committee and hope to have more to report next time.

Unfinished Business

Charter and Bylaws – Ashton Greer

- Ashton presented slides to support her presentation summarizing changes to the charter and bylaws.
- We voted in senate to pass our revisions last spring and they went to Dr. Nagi. He requested that we meet with Beverly and Dr. Afjeh to get feedback. Minor changes resulted from those meetings.
 - Discussion about the membership and representation of 1 senator for every 10 or 15 faculty.
 - Two senators from Academic Council MAY be elected (not should).
- Ashton moved to approve the changes to the charter and bylaws. Riley seconded.
- Discussion:
 - David suggested that there's an issue with having no representative from Portland-Metro on the Senate Executive Committee. I moved that language be added that "representation from multiple locations on the Senate Executive Committee is encouraged." Ken seconded. Terri took a vote and motion passed.
- Terri took a vote to pass the charter and bylaws with the language above. Motion passed.

IFS Representative – David Hammond

- The IFS heard an update from the HECC given by Veronica Dujon. Most of the conversation concerned how the HECC is developing plans to implement direct admission, which would provide a pathway for high school students to be automatically admitted to public universities if they meet criteria. It was emphasized that the HECC sees this as complementary to the current application/admissions process, rather than replacing it, and that the emphasis is on tapping into a population of capable students that are currently not going to public universities. She also discussed that the HECC is working with the provost council on developing standards for credit for prior learning.

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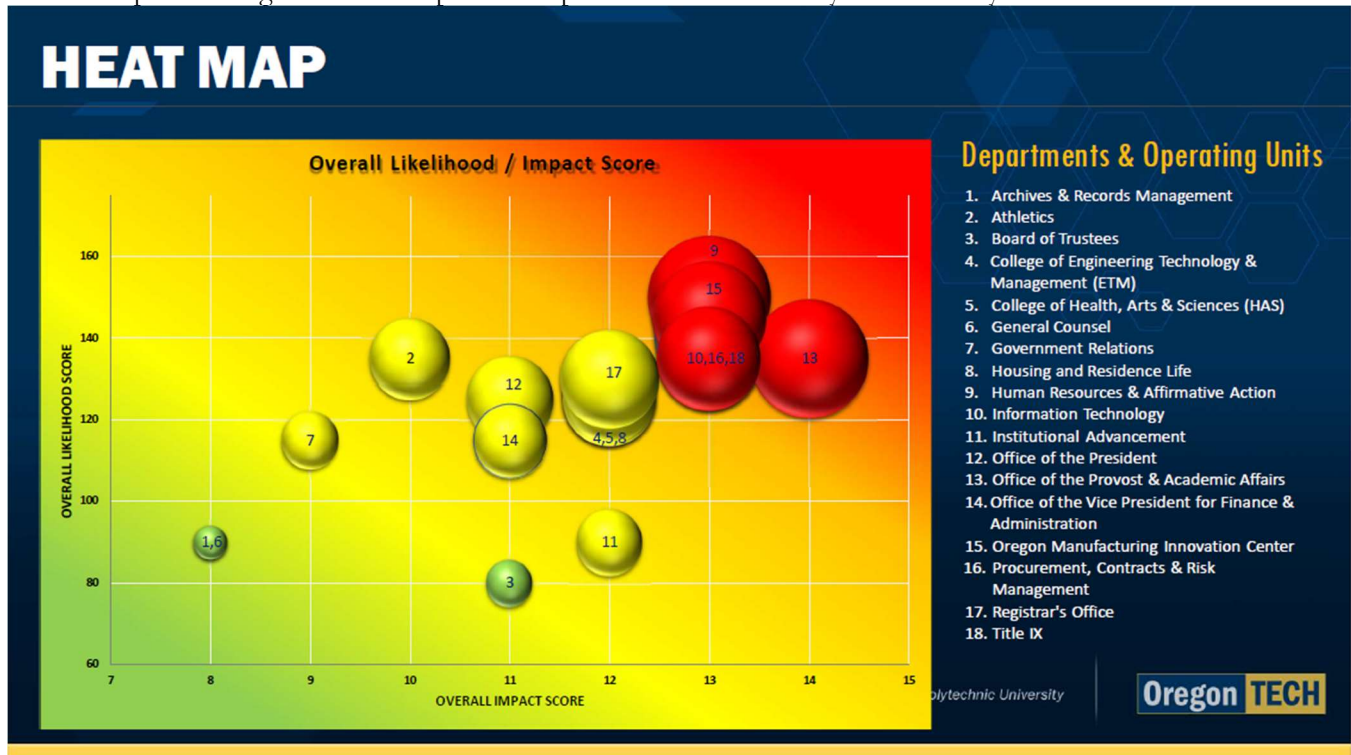
- The IFS heard from Tad Shannon regarding the transfer council and common course numbering. A major issue for common course numbering is how to deal with courses that are taught with different numbers of credits (4 vs 5) at different institutions. Recent legal interpretation of the relevant statute indicates that it is not required by statute that credit numbers be uniform, potentially allowing for a compromise whereby the same course with uniform objectives may be offered with different numbers of credits at different schools. Such a compromise proposed draft Oregon administrative rule (OAR) was approved by a majority of the transfer council, but has not passed a required 3/5 supermajority, and has not yet been formally adopted.
- The next IFS meeting will be held on March 15 (rescheduled from Math 1) at WOU.
- The IFS heard campus updates from member institutions, summarized below :
- WOU :
 - The provost has implemented a large change to grading at WOU. The grades of D- and F are removed, students scoring below a D will receive a “no credit” grade, which will not be used for GPA computation. Faculty response is mixed, with many faculty concerned at the way that this major change was introduced without debate.
 - The school is considering major revisions to the curriculum approval/revisal process, with the goal of getting faculty “out of the business of proofreading catalog copy”
 - Faculty bargaining will begin soon. Faculty will be using the “interest-based bargaining” method.
- SOU :
 - A new provost begins working in march. The previous VP of finance abruptly left the school and will need to be replaced. SOU is proposing to switch it’s internal software systems from Banner to Workday. Many faculty have reported problems with the bookstore services contracted from Barnes and Noble.
- PSU:
 - PSU I is beginning a national search for a VP of finance. Several dean searches, including for the schools of education and social work are underway. Faculty overall are feeling demoralized by several years of continuing enrollment decline. The university is in initial stages of preparing a new strategic plan.
- OSU:
 - OSU recently launched its strategic plan, which is highly ambitious. Plans include doubling the research budget over the next 6 years, and increasing e-campus student population to 30,000 by 2030. OSU is facing major negative financial implications due to the dissolution of the PAC 12, many at OSU feel blindsided by this change. OSU has started a new practice of capping at \$500 the amount of unpaid tuition students may accrue before being unable to register for classes, the previous limit was \$2500. OSU has a new dean for the college of liberal arts, and has opened a new performing arts center. Three different unions representing staff (SEIU), grad students (GGE) and faculty (UA-OSU) have contracts that are expiring in June.
- EOU:
 - The current interim provost has left, so now EOU has an interim interim provost. A national search for a new provost is underway. The school’s relatively new president (having served for almost a year) has been focusing on enlivening campus life. EOU faculty senate has been asked to form an ad-hoc committee to study gen ed requirements.
- OHSU:
 - The new dean of public health starts February. Medical school’s assistant associate dean resigned in November, it was made public that he was being investigated for sexual harassment. This has been in the news, generating a lot of negative publicity for the school. The postdocs at OHSU have recently formed a union.
- UO :
 - UO is currently searching for a new provost.
 - Graduate students in fall were threatening to go on strike. At that time UO admin defined a labor disruption as an "emergency", and the academic council was asked to create a contingency plan that would provision replacement staffing in classes in the event of a strike. Faculty senators were

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unhappy that they were undermining grad student labor. While the final outcome was positive, and the university settled with grad students, many faculty believe the Academic council should not play such a role in labor disputes. The faculty senate is considering withdrawing powers delegated to academic council that allowed it to develop such a continuity plan.

Report of the FOAC Representative – Dibyajyoti Deb

A Heat Map describing risk of interruption to departments was shared by Michelle Meyer:



- The meeting started with Michelle Meyer reviewing the Internal Audit Risk Assessment & Heat Map. There were several questions that were asked as the heat map felt a little alarming. It was inquired as to how the risk rating was calculated. Michelle replied that the overall risk scores are a weighted average based on the combination of each risk's likelihood and impact, and are assigned by the external Internal Audit firm. The external Internal Audit firm takes into consideration programmatic, operational, and financial data, including the strategic plans, when assigning risk categories for the weighted average calculations. Michelle replied that the "Overall Likelihood Score" is a measure of the possibility a given event will occur, whereas the "Overall Impact Score" is a measure of the potential consequence across the University. In addition, Michelle added that a larger sphere indicates a wider, far-reaching impact across the University; a smaller sphere indicates a more localized, or minimal, impact. The Internal Audit risk assessment is performed annually by the external Internal Audit firm.
- A question was asked as to how often each department will revisit the audit process. Michelle replied that there is no specified timetable for when departments will be audited. Departmental involvement is determined based on factors such as nature of department operations and if the department has previously been reviewed by Internal Audit, and when. In addition, question was asked as to how department chairs and staff are prepared for these audits. Michelle responded that Eide Bailly will be hosting a kick-off meeting to facilitate planning and communication with departments. The Board of Trustees and the Board's Audit Committee have approved a multi-year audit plan to allow audits to be conducted with advance notice, with the goal of aligning audit timing with departmental business cycles.
- It was asked what the FOAC's advisory role is when it comes to contracting services such as auditing firms. Michelle explained that Internal Audit reports directly to the Board of Trustees Audit Committee; therefore,

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the contract was approved by the Board of Trustees. Information provided by the external Internal Audit firm may provide information FOAC might find helpful when making advisory recommendations on items like capital projects, for example.

- YTD November FY2023-24 Management Report
 - A slideshow was presented about the Fiscal Year 24 November YTD summary. Key Highlights from that slide were:
 - Enrollment is down 5.6%; FY 24 planning used a flat enrollment assumption resulting in a tuition decrease of \$2 million
 - FY24 planning used the Governor's budget for state support but final support came in \$2M higher offsetting the tuition decrease
 - Remissions are projected to be \$1.7M over budget
 - Expenses overall are currently projected to be slightly over budget
 - Then a slideshow was presented on FY 24-25 Budget Planning - Early budget planning forecasts indicate we will be in a budget deficit scenario for FY2024-25. Based upon these early planning figures, we anticipate needing to use a combination of reserve and budget reductions.
 - Projected Budget Deficit - \$5.5 million
 - Planned Use of Reserve - \$2.5 million
 - Budget Reductions - \$3 million
 - Projected Ending Fund Balance - \$11.6 million which is about 16.5%. Board Policy requires we maintain a fund balance of 10-15%
 - Then there was a slideshow on what was causing the budget deficit?
 - Declining Enrollment: Three consecutive years of declining enrollment (now nearly 22% overall from fall 2020); due to these historical trends and enrollment uncertainty, we are remaining conservative with recent trends for projections.
 - Increasing Remissions: Student remissions and scholarships have increased from \$5.8M in FY22 to a projected \$7.5M for FY24.
 - Increasing Expenses: Increasing labor costs as well as S&S expenses. Many of these increases are contractually obligated or due to inflationary pressures.
 - I inquired as to whether there was a deficit of \$3 million. Alicia Dillon replied that the plan in the Board's adopted budget was to use \$3 million from the reserve. Reserve funds should be maintained at 10-15% of operating expenditure, following Board policy. I also asked how much is placed in the reserve each year. In response, Alicia explained that if there is a surplus at the end of the year, this surplus will be added to the reserve fund, while if there is an overspend, this fund will be utilized.
 - Dr. Mott expressed concern that we may be overly conservative when planning budgets, particularly in areas with a history of overspending. There is concern that unnecessary budget cuts may be made in anticipation of shortfalls, leading to the loss of necessary service lines, faculty, and other resources. In the past, we have had significant surpluses in our ending budget, so why aren't we utilizing it? Alicia replied that our budget has been reduced for the past few years, we've experienced 3 consecutive years of enrollment decline, and discretionary funds are shrinking. Budget cuts have led to overspending in areas we have not experienced before, and structural deficits are becoming more evident. The University used over \$700 thousand of reserve funds in FY23 and we are currently on pace to use all of the \$3 million in reserve funds approved for FY24. Anna Clark added that a surplus in the budget reflects the desire to keep and account for essential vacant positions and service lines.
 - Rose McClure expressed concern about the use of salary savings as a source of funding. Anna responded that we are not intentionally leaving positions open to create savings. Alicia added that the deployment of budget cuts is made at the local division and department level rather than at the direction of Finance & Administration.
 - Cristina Negoita suggested that we speak directly with the Medical Imaging Department (MIT), since many students have expressed interest in this field. It is important that we investigate ways to assist this department in growing.

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- Dr. Mott responded that MIT has been involved in Academic Affairs budget conversations in the recent past.
- It was asked as to how we can access Quasi-Endowment funding. Anna and Alicia responded that the Board would need to approve it.
- It was also asked as to what is preventing us from using more of our fund balance. Alicia responded that the figures were presented to Dr. Nagi, and this was his recommendation on use of fund balance.
- FOAC was asked for feedback on the idea of doing a university wide budget survey. Cristina suggested that it might be beneficial to tailor each question by department to obtain more comprehensive feedback. Chair Don DaSaro recommended asking each department for two revenue generating ideas.

Heat map discussion was interesting. Beverly summed up the concept, that offices indicated by red dots are more complex and have greater impact if something disrupts that office, meaning efforts should be made to address challenges in those offices.

Riley: Did the provost use the word cut or alteration? She was in favor of not cutting. Deb: She thinks we shouldn't be doing budget cuts in anticipation of shortfalls right now.

Vanessa: How do they use salary savings? Is it a fund? What do they do with that money?

Matt: They cover shortfall. Did you say Rose McClure asked about instructional deficits? Cristina: No the statement is about structural deficits.

David: As I recall, Provost Mott's comments were that she was given a budget and that she was following that budget strictly, meaning she wasn't spending more and being conservative. She was frustrated that there was more money available that she wasn't able to spend to address problems.

Sean: Was there any discussion of the \$2M more for scholarship funds? That would make up 2/3 of the shortfall.

Cristina: I think that's mostly for the WUE programs. Kamal: John Harmon presented here last time about increasing tuition but offering tuition remission to offset the cost to students.

Open Floor

- Bobbi Kowash – I want to know if we need a charge related to the rights of faculty. If a student threatens a faculty member are they allowed to come back into the classroom?
- Vanessa: We had an issue in Medical Imaging where a student threatened violence against faculty and classmates and that the student was allowed to be re-enrolled back into a classroom without the approval of the faculty member. We've been trained and taught to take these sorts of things seriously. Many policies were broken including the student code of conduct. It's egregious that we are in this situation.
- Bobbi: I just want to know, do we have any rights to say they can't come into my classroom.
- Sean: it violates the student handbook.
- Bobbi: oh yeah, but do we have something in place about the rights of faculty? I was put in a position to have a student back in my classroom who had threatened violence against me. I felt like as a faculty member I had no rights. Can we have someone look at this? Can we make this a charge? I think as faculty we should have something in place, not just saying that the student didn't mean it and then inviting them back on campus. But it was "well they never came back on campus so you were never in danger."
- Vanessa: I think in this environment with school shootings that we should have something in place. Like the Faculty Policy Committee.
- Randall: That sounds like faculty welfare to me but we don't have that anymore.
- Vanessa: I think it's important that our faculty knows that this was an occurrence on campus and this is what happened. With policy not being followed willy nilly, we need something.
- Terri: I need some clarification. I agree there should be a policy. I think what I hear you saying is there is a policy that wasn't followed or that there isn't a policy?
- Vanessa: There were policies that were not followed: student code of conduct, grievance policies.

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- Bobbi: We have a technical standards policy in Medical Imaging that was not followed, completely outside of our control. I just feel like we need something that says that a student can't come back on campus.
- I brought up an issue similar to this many years ago that had faculty warned about a student who had threatened violence and they weren't allowed back on campus. Why wasn't this a bigger deal?
- Bobbi: It was deemed a downgraded threat. The student indicated they would grieve their grade, so in order to let the grievance process play out they were re-enrolled. When confronted, the student said "oh I didn't mean it that way." Admitted to saying it but didn't mean it that way or could see it could be construed as a threat to somebody else, but that's not what they meant. I just feel like I had no rights. And we're so little regarded or respected that that would be allowed.
- Matt: maybe we need something more than the student code of conduct? Is it sufficient or do we need to add something. Vanessa: I think the student code of conduct is clear, but it wasn't followed.
- Andi: After working with criminal offenders, HR should have been all over this. I wish there was more I could do. You should absolutely be able to feel safe. I think there are options with labor and the CBA that may relate to this.
- Ken: I think this is something we could certainly review from a policy perspective. If it's clear the code of conduct was violated, maybe there isn't a process in place to address it. Bobbi: I just want to make sure faculty have rights and are protected.
- Ken: We can't create policies to fix when policies aren't followed. But we can do a review to ensure our policies are leakproof, that things like this can't happen within policy.
- Cristina: Beverly can you speak to this because it puts not just faculty at risk, but employees in general.
- Beverly: I feel a bit conflicted because there are ongoing processes. So, no, I can't speak to the specifics of this. But I do think that ensure that people feel safe on campus is an important process, whether you are faculty, staff, student, or public.
- Vanessa: You mean a student can threaten violence and they get due process? How is that gray? That's black and white. Somehow if the student gets through the grievance process they can go back into Bobbi's class, that's okay?
- Beverly: That's not what I said.
- Vanessa: That's how I understand it.
- Beverly: That's the way that you heard it. That's not what I said.
- Vanessa: Well you said due process, so I'm just clarifying that a student gets to threaten faculty and students on campus and can work through due process to get back into a course with the people they were threatening.
- Bobbi: It just seems like this is a forum. With the rights of faculty. I just don't want this to happen to anyone else in the future.
- I asked why there wasn't a zero-tolerance policy on this.
- Bobbi: We have a violence-free campus policy. Me: if the policy is there and it wasn't followed, I guess I want to know why not and by whom.
- Bobbi: There's no, that I could find, direct policy that says I do not want them in my class. No place where faculty could just say no.
- Cristina: I second Andi. There is language in the CBA regarding imminent danger. If you feel you are in imminent danger, you can leave your place of work. I would recommend talking to someone in the union about details.
- Deb: This isn't a question of whether they said it. They said and there were witnesses. The student said they said it but didn't mean it. The student shouldn't be able to come back to the university again. Are we trying to figure out if the student said that or is the faculty lying?
- Beverly: This has been brought up to HR and HR is looking into it. That's where this needs to happen, not Faculty Senate.
- Terri: There is a question of whether there's a policy and that's Faculty Senate. And a question of whether policy was followed.
- Beverly: That's HR.

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- Bobbi: But I also wanted to bring it up to Faculty Senate because there is no policy for the rights of faculty that I could find going through this. So, I want moving forward, I don't want that to happen to any other faculty. I just felt like there was nothing to support me, it was all about the student. So I brought it to Senate. If there's zero tolerance, do we have the support of administration? I don't want this to happen to anyone else.
- Stefan quoted from D15 of the student code of conduct: "Promote the safety and welfare of the Oregon Tech community by not causing harm or threatening harm to the safety of Oregon Tech students or other members of the Oregon Tech community."
- Sean: OSHA has a policy on this and state law trumps OIT.
- Vanessa: Can I propose to this body do something to support this?
- Terri: Absolutely, we are all in agreement on this.
- Cecily: There is a policy on firearms that I'm reading now and trying to consider.
- Terri: I once taught an entire class with campus safety at the door.
- Bobbi: How is that a conducive environment to anyone else. Terri: Exactly. We will look at that.
- David: I want to ask, what is Faculty Senate's role if there is a written policy and it looks like the policy was not followed. Can we do anything more than just issue a resolution. What is our role? Terri: We can pass a resolution. David: OK.
- Riley: Were you asking if you could make a motion?
- Vanessa: I would like to make a motion – I ask that this Faculty Policy Committee come up with a policy regarding faculty rights and safety. Kamal seconded. Motion passed.

- Terri: Public service announcement – we're about to get raises again. Do the math. My personal payroll check was wrong and it was fixed, but it would not have been if I didn't do the math. Look at your check and make sure everything is right.
- Matt: do we have the math on that? Terri: I volunteer to do that on your behalf. The one is straightforward because it's 1%. The other will be explained.

- Sean: Is there any update on putting student ID photos on Canvas. Terri: No updates, but I have asked about it.

Adjournment

Meeting adjourned at 9:19.

Respectfully submitted,
C.J. Riley, Secretary



Responsible Office: Provost/Academic Affairs
Contact Number: 541.885.1663
Contact Email: provostoffice@oit.edu
Revision Date: 05/26/2023

Oregon Tech Policy OIT-20-040 Academic Rank and Promotion for Instructional Faculty


1. Policy Statement

This policy outlines eligibility requirements, evaluation criteria, and processes for promotion for all instructional faculty at the Oregon Institute of Technology (Oregon Tech). 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 engagement (including but not limited to scholarship and research). 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 engagement 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 engagement, 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 flexibility to allow development in new areas. The availability of advancement within both tenure- and non-tenure track classification ensures faculty can pursue successful careers while providing for institutional nimbleness and capacity to thrive. 

3. Applicability/Scope¹

This policy applies to all instructional faculty with annual appointments of 0.5 Full Time Equivalent (FTE) 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) between Oregon Tech and the Oregon Tech Chapter of the American Association of University Professors (OT-AAUP) takes precedence over this policy.

4. Definitions

Tenure Track and Tenured Faculty: these appointments are distinct, and, 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. Promotion is only within the tenure track. The underlying appointment for these positions is in either annual tenure or indefinite tenure appointment. While faculty are welcome to apply for any open position for which they are qualified, these appointments are distinct and other than through an open recruitment, there is no way to change to a fixed term appointment or non-tenure track position.

Non-Tenure Track Faculty: these appointments are distinct, instructional faculty who teach half-time or more at Oregon Tech but are in fixed term appointments or non-tenure track lines. Promotion is only within the non-tenure track. The underlying appointment for these positions is a fixed term appointment. While faculty are welcome to apply for any open position for which they are qualified, these appointments are distinct and other than through an open recruitment, there is no way to change to a tenure track position.

Assistant Professor, Associate Professor, Professor: ranks to which tenure track faculty may be appointed or promoted. An earned doctoral degree in the field of recruitment or a closely related field is required for appointment to the rank of assistant professor, associate professor, or professor. For select positions, a master's in the field of recruitment or a closely related field along with appropriate professional experience and/or graduate work beyond the master's may be deemed appropriate by the Provost. *Faculty who were hired prior to December 1, 2023, and are in tenure or tenure-track positions, whose highest degree is a master's degree, will not be expected to go on to a doctoral degree unless that was specified in their initial letter of appointment.*

Instructor, Senior Instructor 1, Senior Instructor 2: ranks to which non-tenure track faculty may be appointed or promoted. A master's degree or higher in the field of recruitment or a closely

¹This policy, when approved, will replace the current policy dated 6/922/2015. There are currently fixed term faculty (non-tenure track) who hold the title of Instructor, Assistant Professor and Associate Professor. Any faculty member with an underlying appointment as a fixed term faculty member will be laterally moved into the appropriate new rank in the Non-tenure track ranks, based upon qualifications – degree, years of service and years in current rank. All current faculty who are fixed term and in the “Instructor” rank, will remain in that rank. As of the date of the adoption of this policy, those fixed term faculty who ~~referred to themselves as~~ have the working titles of Assistant Professor or Associate Professor will be allowed to continue to use those honorific titles in the classroom for the remainder of their employment at Oregon Tech. However, their official rank for the fixed term appointment will be converted as previously mentioned for their official Human Resources file.

related field is required for appointment to the rank of Instructor, Senior Instructor 1, or Senior Instructor 2.

Provisional Instructor: a provisional, entry-level rank reserved for non-tenure track faculty who hold a baccalaureate degree and other suitable qualifications in the field of recruitment or a closely related field, but who lack a master's degree. As a condition of their hire, they will be required to work on earning a master's degree or higher in the field of recruitment or a closely related field within a specified number of years. The degree being pursued will be specified in writing by the department chair and dean, with the approval of the Provost. Upon successful completion of the master's degree, the faculty will be moved from the provisional rank to the fixed term rank of Instructor. Failure to complete the master's degree within the specified years shall result in discontinuation of employment unless the Provost deems it appropriate to extend the period to complete the degree. The decision of the Provost shall be final. 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 in the field of recruitment.

E-Portfolio: A secure electronic file where candidates submit their application for promotion where they articulate how they meet the criteria for promotion. The candidate is the only person who can make any changes to the application until the submission deadline. The e-portfolio process is managed by the Provost's Office. Subsequent to the submission deadline, the application is secured so that no further changes or alternations can occur to its contents. The e-portfolio contains the candidate's application and the assessments and recommendations at all levels of review which will be added to the e-portfolio as they become available during the review process. The Provost's Office will provide access to appropriate persons relevant to the review process and to the candidate to view the application. Each level of review will submit their final assessment and recommendation to the Provost's office by the designated date. The Provost's office will add these documents to the e-portfolio and notify both candidate and the next level of review. The e-portfolio represents the official source of documents for the promotion process to ensure security and consistency. At the end of the process, the e-portfolio remains as part of their evaluative file in the Provost's Office.

5. Policy

5.1 Eligibility

Following four full years (FTE² years) of service in their current rank at Oregon Tech, faculty will be eligible to apply for promotion in spring of the fifth year. The promotion, if awarded, shall be effective for the fall of their sixth year. For faculty hired in the middle of the academic year (such as in winter or spring terms), the following academic year will usually serve as their first year of service at Oregon Tech for promotion purposes, unless deemed differently by the Provost. Promotion recognizes attainment of specific criteria and movement within the faculty member's career; under no circumstances should promotion be considered automatic after four FTE years in current rank. At the time of hire, credit granted toward time in rank may be awarded only with the recommendations of the department chair and dean, and approval of the Provost.

² For example, a candidate with a 0.5 FTE appointment will be required to complete eight years of service.

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 e-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 e-portfolios, candidates shall refer to the E-Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review (located on TechWeb).

5.2 Tenure Track or Tenured 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.

5.2.1 Tenure Track & Tenured: Assistant Professor to Associate Professor

Eligibility Requirements

A minimum of four, completed, full years as a full-time 1.0 FTE Assistant Professor³, and an earned doctoral degree in the field of recruitment or a closely related field is required for promotion to the rank of associate professor. For select positions, a master's in the field of recruitment or a closely related field along with appropriate professional experience and/or graduate work beyond the master's deemed appropriate and approved by the Provost *at the time of hire, unless formally notified due to an external change in programmatic or institutional accreditation, is sufficient for promotion to the rank of Associate Professor.* 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 engagement related to teaching and learning.

Demonstrate excellence in Non-Instructional activities in both areas below:

- Show evidence of continuing professional engagement, scholarship, and creativity. Evidence may include but is not limited to: applied and/or theoretical research, contributing to state, regional, or national/international professional organizations, pursuit of internally and/or externally sponsored grants, refereed publications, professional certification, consulting

³ For example, a candidate for promotion to Associate Professor with a 0.5 FTE appointment will be required to complete eight years of service as a tenure-track Assistant Professor.

work, Open Educational Resource (OER) development, continuing coursework, or conference participation.

- Demonstrate service internal to the department, college, and/or Oregon Tech; and/or external service to the profession and community. Internal service may include but is not limited to: contributing to departmental objectives, participating in campus activities outside the department, active committee work, and/or mentoring less experienced faculty. External service may include but is not limited to a role in a professional society, editorship, manuscript reviewer, or community leadership related to the academic field of the candidate.

In itself, a long period of employment in the rank of Assistant Professor does not justify promotion to the rank of Associate Professor.

5.2.2 Tenure Track & Tenured: Associate Professor to Professor

Eligibility Requirements

A minimum of four, completed, full years as a full-time 1.0 FTE Associate Professor⁴, and an earned doctoral degree in the field of recruitment or a closely related field is required for promotion to the rank of Professor. For select positions, a master's in the field of recruitment or a closely related field along with appropriate professional experience and/or graduate work beyond the master's deemed appropriate and approved by the Provost *at the time of hire, unless formally notified due to an external change in programmatic or institutional accreditation, is sufficient for promotion to the rank of Professor.* Indefinite tenure is required for promotion to Professor.

Criteria for Promotion

The rank of Professor is the highest rank attainable in the tenure track. 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 university 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 scholarship or leadership, 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.

Distinction in scholarship furthers the mission of Oregon Tech by bringing opportunities to our students, partnerships with external industries and agencies, and recognition of Oregon Tech 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 Oregon Tech 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. Candidates are responsible for establishing the significance and scholarly nature of all activities.

⁴ [For example, a candidate for promotion to Professor with a 0.5 FTE appointment will be required to complete eight years of service as a tenure-track Associate Professor.](#)

Oregon Tech 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. Candidates are responsible for establishing the significance and impact of all leadership activities.

In addition, all candidates for promotion to 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 engagement related to teaching and learning.

Demonstrate continued excellence in Non-Instructional activities in both areas below:

- Show evidence of continuing professional engagement, scholarship, and creativity. Evidence may include but is not limited to: applied and/or theoretical research, contributing to state, regional, or national/international professional organizations, pursuit of internally and/or externally sponsored grants, refereed publications, professional certification, consulting work, Open Educational Resource (OER) development, continuing coursework, or conference participation.
- Actively contribute in service to the department, campus, or university, participate actively in university committee activities and/or demonstrate service to the profession or community. This can include but is not limited to: leading departmental objectives, providing leadership in campus and university activities, leadership in committee work, engaging in professionally-related public service, and/or mentoring less experienced faculty. Service to the profession or community should be related to the candidate's academic field and may include a role in a professional society or the community.

In itself, a long period of employment in the rank of Associate Professor does not justify promotion to the rank of Professor. ~~000~~

5.3 Non-Tenure Track Promotion Criteria

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 member's career as long as they remain consistent with the underlying classification.

5.3.1 Non-Tenure Track: Instructor to Senior Instructor 1

Eligibility Requirements

A minimum of four, completed, full years as a full time 1.0 FTE Instructor⁵ and a master's degree or higher in the field of recruitment or a closely related field.

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.
- Participate in professional engagement 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, assessment, and/or mentoring less experienced faculty.
- Active scholarship and/or creative works are not required, but if present are also recognized as valuable in fulfillment of non-instructional activities. Professional engagement may be evidenced in a broad variety of activities. This may include but is not limited to: applied and/or theoretical research, contributing to state, regional, or national/international professional organizations, pursuit of internally and externally sponsored grants, refereed publications, professional certification, consulting work, Open Educational Resource (OER) development, continuing coursework, or conference participation.

In itself a long period of employment as an Instructor does not justify promotion to the rank of Senior Instructor 1.

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

Eligibility Requirements

A minimum of four, completed, full years as a full-time 1.0 FTE Senior Instructor 1⁶ and a master's degree or higher in the field of recruitment or a closely related field.

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

⁵ For example, a candidate for promotion to Senior Instructor 1 with a 0.5 FTE appointment will be required to complete eight years of service as an Instructor.

⁶ For example, a candidate for promotion to Senior Instructor 2 with a 0.5 FTE appointment will be required to complete eight years of service as an Senior Instructor 1.

should include demonstration of distinction in instructional and pedagogical advancements (for example curricular development). Professional engagement or service may also contribute.

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.
- Contribute to the design and improvement of departmental courses and curricula.
- Participate in professional engagement 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, assessment, and/or mentoring less experienced faculty.
- Active scholarship and/or creative works are not required, but if present are also recognized as valuable in fulfillment of this requirement. Professional engagement may be evidenced in a broad variety of activities. This may include but is not limited to: applied and/or theoretical research, contributing to state, regional, or national/international professional organizations, pursuit of internally and externally sponsored grants, refereed publications, professional certification, consulting work, Open Educational Resource (OER) development, continuing coursework, or conference participation.

In itself a long period of employment as a Senior Instructor 1 does not justify promotion to the rank of Senior Instructor 2.

Promotion Committees: Responsibilities and Membership

5.3.3 Department Promotion Advisory Committee (DPAC)

Each department shall form a Department Promotion Advisory Committee (DPAC) to consider faculty promotions.

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

Commented [MS1]: Between drafts there has been some problems with formatting the section numbering. Needs to be fixed in final version.

- b. —If one or more members of the Tenure Review Committee are not eligible to serve on the DPAC, all full-time department members, including the department chair, tenured/non-tenured faculty, and candidates for tenure/promotion, will elect alternate DPAC 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 DPAC 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 DPAC to convene its first meeting. The DPAC will select a chair from within its membership. Each committee member shall complete the statement of ethics document via DocuSign, as provided by the Provost's office, before access is granted to the committee to the e-portfolio(s) for their department.
- 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.

5.4.2 College Promotion Advisory Committee (CPAC)

Each college shall have a committee to recommend faculty promotions.

- a. —The college dean shall schedule a meeting of the College Promotion Advisory Committee (CPAC) by the end of the fifth week of spring term to consider departmental recommendations for promotion. CPAC membership should be sent to the Provost's Office by 5:00 pm Friday of the 9th week of Winter Quarter. The committee will consist of a non-voting moderator, all the college department chairs, and DPAC 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 CPAC.
- b. —The moderator will convene the committee, providing all documentation on recommendations. Each committee member shall complete the statement of ethics via DocuSign as provided by the Provost's Office. Before access is granted to the e-portfolio.
- 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 CPAC.
- d. By the beginning of the ninth week of the Winter Quarter, the Dean's office will notify the Provost's Office of the membership of DPAC and CPAC. The Provost's Office will send each committee member the ethics statement, which must be completed, via DocuSign.

e.4.2 University Promotion Advisory Committee (UPAC)

The university shall have a committee to recommend faculty promotions.

- a. —The University ~~and~~ Promotion Advisory Committee (UPAC) 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 Provost, four full professors from the instructional faculty appointed by the president of

the Faculty Senate, and the Executive Director of Diversity, Inclusion and Cultural Engagement (DICE) as-ex-officio. The Provost 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 UPAC 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 UPAC is unable to serve a portion of the term, the chair of the UPAC will request that an alternate be appointed; the original appointing officer (Faculty Senate president or Provost) will appoint the alternate.
- d. Each committee member shall complete the ethics statement via DocuSign, provided by the Provost's Office. A copy of the signed ethics statement should be [HYPERLINK "mailto:"](#) before access is granted to the committee to the e-portfolios.

5.5 Timeline and Procedure for Academic Rank and Promotion for Instructional Faculty

- a. All parties shall abide by the following timeline. However, the Provost may modify the timeline if a reasonable need to do so is determined.
- b. By 5:00 pm Friday of the 1st week of Fall Quarter, the Provost shall inform department chairs of faculty eligible for promotion based on time in rank. By 5:00 pm Friday of the 2nd week of Fall Quarter, each department chair shall inform faculty and the Office of the Provost in writing when they have met minimum eligibility requirements for promotion.
- c. By 5:00 pm Friday of the 9th week of Fall Quarter faculty eligible for promotion will notify the Provost's Office of either their intent to apply for promotion or that they will not be applying for promotion. Once submitted the application will be provided securely to all reviewing bodies articulated in the process per the timeline below.
- d. All faculty applicants will submit their application electronically to the Provost's Office no later than 5:00 pm Friday of the 1st week of Spring Quarter. The document will be secured after this deadline so that there can be no changes. It will then be released to all reviewing bodies simultaneously as long as the ethic statements have been received by the Provost's Office. This will allow each level to begin to review the documentation submitted by the candidate.
- e. Each level of review is charged with completing an independent assessment of the e-portfolio, considering any prior levels of assessment, and developing a recommendation. This written recommendation must contain supporting rationale, this should include rationale for any difference in recommendation from a prior level of review. Any split votes should have documentation of the underlying rationale. All deliberations of the review committees are confidential and may not be discussed outside of the committee.
- f. All assessments and recommendations must be provided to the Office of the Provost no later than 5:00 pm of Friday of the week that they are due. The Office of the Provost will insert the assessment and recommendation into the e-portfolio for review by the next level. The Office of the Provost will also provide it to the candidate.
- g. **Department Promotion Advisory Committee (DPAC)**; will receive the e-portfolio including the application submitted by the candidate, no later than 5:00 pm Friday of the 1st week of

Spring Quarter. DPAC will conduct an assessment of the candidate in accordance with the criteria outlined above and submit an independent recommendation to the Office of the Provost no later than 5:00 pm Friday of the 3rd week of Spring Quarter. This assessment will provide documentation of the recommendation and a description of any split votes.

- h. **Department Chair:** will have access to the e-portfolio no later than 5:00 pm Friday of the 1st week of Spring Quarter. They may begin to review the portfolio. However, their independent assessment and recommendation must include a review of the recommendation provided by DPAC. Should their assessment and recommendation differ from DPAC, the documentation should reflect the rationale. The Department Chair will submit their assessment and recommendation no later than 5:00 pm Friday of the 4th week of Spring Quarter.
- i. **College Promotion Advisory Committee (CPAC):** will receive access to the portfolio submitted by the candidate no later than 5:00 pm of the Friday of the 1st week of Spring quarter. They may begin to review the portfolio; however, their independent assessment and recommendation must include a review of the recommendations of DPAC and the Department Chair. CPAC will turn in their assessment and recommendation no later than 5:00 pm Friday of the 5th week of the Spring Quarter to the Office of the Provost. This assessment will provide documentation of the recommendation and a description of any split votes. Should their assessment and recommendation differ from the prior levels of review, the documentation should reflect the rationale.
- j. **Dean:** will receive access to the portfolio submitted by the candidate no later than 5:00 pm Friday of the 1st week of Spring quarter. They may begin to review the portfolio; however, their independent assessment and recommendation must include a review of the recommendations provided by DPAC, the Department Chair, and CPAC. Should their assessment and recommendation differ from the prior levels of review, the documentation should reflect the rationale. The Dean will submit their assessment and recommendation no later than 5:00 pm Friday of the 6th week of Spring Quarter.
- k. **The University Promotion Advisory Committee (UPAC):** will receive access to the portfolio submitted no later than 5:00 pm Friday of the 1st week of Spring quarter. They may begin to review the portfolio; however, their independent assessment and recommendation must include a review of the recommendation provided by DPAC, the Department Chair, CPAC, and the Dean. UPAC will submit their assessment and recommendation to the Office of the Provost no later than 5:00 pm Friday of the 9th week of Spring Quarter. This assessment will provide documentation of the recommendation and a description of any split votes. Should their assessment and recommendation differ from the prior levels of review, the documentation should reflect the rationale.

1. Candidates may appeal a negative assessment by any level of review, prior to UPAC. If the candidate wishes to appeal, the candidate shall initiate this by submitting a letter indicating their intent to appeal to the Chair of UPAC no later than 5:00 pm Friday of the 7th week of Spring Quarter. The candidate must provide their appeal, in writing to the Chair of UPAC by 5:00 pm Monday of the 8th week of Spring Quarter.

- l. **The Provost** will meet with the college deans, and the chair of the UPAC 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 University Promotion Advisory Committee. Should the Provost's decision differ from the prior levels of review, the documentation should reflect the rationale. A copy of the Provost's decision, along with the advisory letters and other materials from the e-portfolio, shall be placed in the candidate's evaluative file no later than 5:00 pm Friday of the 11th week of Spring Quarter.

5.6 Faculty/Candidate Rights

- a. Appeal 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 OT website.
- b. Faculty may access and respond to the documentation of the promotion decision archived in their evaluative file, which is held in the Provost's Office as delineated by the Faculty Records Policy, OIT-22-010.

6. Links to Related Procedures, Forms, or Information

[E-Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review](#)

7. Policy Review/Consultation/Responsible Officer

This policy was reviewed and open to consultation by the following Oregon Tech committees and/or advisory groups:

- Faculty Senate

This policy was revised pursuant to Oregon Tech's policy review and making process.

8. Policy Approval

—Approved by the President on February 26, 2024.

Nagi G. Naganathan, Ph.D., ASME Fellow
President

Adoption Date

May 19, 2009

Supersedes, Renames, and Renumbers

OIT-20-040 dated June 22, 2015

Revision Dates

April 14, 2010

April 5, 2011

— June 10, 2014

May 20, 2015

June 9, 2015

Statement for nomination for Oregon Tech Board of Trustees faculty representative

Bobbi J. Kowash MHS Sc RDMS RVT

Associate Professor / Clinical Coordinator

Medical Imaging Technology Department

The current environment at Oregon Tech feels like we are on the cusp of change. Some would describe it as the calm before the storm; or maybe we may be in the eye of the storm, confirming we have survived a tumultuous time and waiting for the next phase. Oregon Tech has weathered quite a bit in the last few years and there are emerging challenges in the future. These challenges need to have all stakeholders contribute and collaborate to determine the resolution to successfully move forward. These challenges Oregon Tech is currently facing include faculty deficits which directly impact students and student retention. Students come to Oregon Tech for the unique and successful programs. A deficit in faculty significantly hinders these programs. Oregon Tech has a significant contribution to the sustainability of the industries we support as the Pacific Northwest's Industry's University. The current plague of fracturing relationships between stakeholders contributes to the obstacles to Oregon Tech achieving its presence as greatness in the higher education realm.

As a health care professional who calls Oregon Tech my alma mater, my loyalty to this university cannot be questioned. We have done well in addressing the needs of engineering, sciences, management, and health care industries. As these industries continue to evolve, Oregon Tech must evolve with it. Embracing emerging technologies but also staying true to the unique entity we have been in the past.

Being a native Oregonian, I have been deeply involved with two of the biggest industries of Oregon, agriculture and health care. I grew up on a seven-generation family farm where I learned to utilize and preserve the natural beauty and resources to create sustainability in the agricultural industry. Thus, preserving and respecting what the land supplied. I learned the benefit of tapping into and growing the resources that Oregon has of plenty.

Through my academic tenure as a student of Oregon Tech, I was given the opportunity to grow the necessary skills to contribute to the other leading industry of Oregon, health care. I have been blessed with a successful and fulfilling career with over 25 years within the allied health field. My master's degree is in Healthcare Leadership, giving me the unique perspective of clinical, academic as well as administrative components of health care. Through these experiences I see the benefits of Oregon and the unique resources this state and this school offers to help sustain the large industry presence. I have been an advocate for academic faculty as a member of the Board of Directors of the national society, Association of Educators in Imaging and Radiological Sciences (AEIRS). This role has given me the opportunity to advocate for faculty within the imaging academic environment. I would like to continue that advocacy for faculty with a role on Oregon Tech's Board of Trustees.

As faculty member of Oregon Tech's Board of Trustees, I would make sure that Oregon Tech faculty continues to have a voice and presence in moving forward with evolving environment of higher education in Oregon. To preserve what we have done well and be an active participant in how Oregon Tech's existence in higher education evolves.

The role of the faculty representative on the Board of Trustees maintains a seat at the table as Oregon Tech navigates this growth and sustainability. To be a faculty advocate to represent what makes this institution so valued in producing successful graduates who will contribute so much of Oregon's industry. Without faculty's in-depth knowledge of industry, it would not be the gem of the Pacific Northwest that it is.

To advocate for all of Oregon's higher education, it is necessary to recognize the distinctive contributions each of the Oregon universities bring to the academic environment of Oregon. It has been recognized that each has unique contributions and as such we should embrace and help evolve these exceptional qualities to help build the Oregon university system to be recognized for the quality and integrity it is. In acknowledging the expertise of each institution, we are better able to support collective progression and growth in moving forward with cohesive strength.

This is imperative to create a unified and collaborative environment for Oregon education.

My directive to continue to support and maintain commitment to diversity, equity, and inclusion, is to act in accordance with the golden rule. Thus, recognizing and respecting the uniqueness of each individual as well as their contributions to the collective good.

Thank you for your consideration,

Bobbi J. Kowash MHSc RDMS RVT

Board of Trustee Application for Mark Neupert, Ph.D., Professor of Anthropology

Submitted to the Oregon Tech Faculty Senate, 2/23/24

Five Topics, Five Values*

*For this application, I have paired each of the five discussion topics requested by Senex with “*Oregon Tech Values*” which can be found in our strategic plan or on pop-up banners in a hallway near you. -MN

1) **Vision for the University.** *Value – Excellence: Embracing and celebrating the highest quality standards in teaching, research, and innovation.*

Oregon Tech is an incredibly valuable asset of the State of Oregon and all of us share in the responsibility to put it to its “best and highest use.” This responsibility, I believe, is the supreme charge to the Board of Trustees.

Of course, ideas on “best and highest use” may differ. Indeed, a foundation of shared governance is that all stakeholders of our institution have a voice in determining our vision. While I have a personal vision for Oregon Tech, which I will share, I understand that mine is just one voice at the table. But, like all voices, it has the right to be heard and valued.

I believe that above all, Oregon Tech needs to focus on *Excellence*. We are a small university without a well-recognized brand in a polytechnic niche that is becoming more crowded and competitive every year. As such, we must provide our students with the highest quality education we can manage within our fiscal reality. We must preserve our hands-on learning approach by supporting excellent classroom experiences, laboratories, externships, and relationships with industry partners. We must also provide excellent, innovative, and relevant general education courses and minors that differentiate us from community college competitors and add value to our degrees. We must not undermine our commitment to *Excellence* in teaching and learning. If we lose touch with this, we put our institution in peril.

Additionally, after researching our institutional comparators, I have come to believe that Oregon Tech needs to broaden its portfolio of programs. With shifting State funding models, a limit to tuition increases, a demographic “cliff,” and increasing overhead costs, we need a different balance in our academic portfolio. Specifically, we need to increase enrollment in areas that fit our mission but create much needed net revenue. Arts and Sciences and Business Schools fill this role and are standard at other polytechnics. Being over-balanced in Allied Health and Engineering has led us into a budgetary cul-de-sac from which we must escape. That is, we must diversify to better support our flagship programs. If this path is not taken and our financial health worsens, then we should support discussions with HECC on banding together with the other TRU universities to reduce overhead costs by sharing services, perhaps including a joint Board.

We are now seeing the consequences of dissolving the Oregon University System; increased competition and inflated administrative overhead costs, made worse by a demographic trough. We need to be willing to adapt to this reality in new ways.

2) **Relevant experience.** *Value – Service: Contributing to the well-being of our university and external communities.*

For 25 years I have been Oregon Tech's resident anthropologist and have applied my professional perspective in service to our institution. I am able to see Oregon Tech holistically; to appreciate the varied perspectives of its people, understand its organizational culture, the external influences that shape its opportunities, and its finances and built environment. I try to understand all sides of an issue and seek mutually beneficial solutions. This perspective enables me to be both a leader amongst faculty and a collaborative partner with administration. As a result, I have had many service opportunities, some appointed by faculty, others by administration, including (but not limited to):

Department Chair, Humanities and Social Sciences - 8 years
Fiscal Operations Advisory Commission (FOAC) - 7 years, 1 year as Chair
Facilities Planning Commission - 3 years
Faculty Senate President - 2 years
Faculty Senate Executive Committee - 5 years
Faculty Senator, College of Health, Arts, and Sciences - 8 years
Faculty Compensation Committee, Chair - 1 year, founding Chair
Rank, Promotion, Tenure Committee – 8 years, 3 years as Chair
Academic Leadership and Structure Committee (ad hoc), Chair
Program Reductions and Eliminations Committee (ad hoc)

Two roles on this list are most relevant to being a Trustee. First, as Chair of HSS, I collaborated extensively with colleagues across the university (Budget, Contracts, Legal, Facilities, Payroll, Registrar, Admissions, Marketing, Sponsored Projects, and HR), as well as with 3 Presidents, 4 Provosts, 3 Deans of HAS, and 4 VPF&A (including interims). I understand the functions and importance of all our administrative units and have witnessed a diverse range of leadership styles. I know that Oregon Tech faculty are capable of amazing things given effective administrative support and leadership.

Second, with 7 years on FOAC I am well prepared for the fiduciary role of the board. Trustees need a strong understanding of the financial workings of Oregon Tech, including state revenue models, OT budgeting practices, different types of state bonds, capital fund request and tuition setting processes, and the role of the fund balance and other reserves, such as the Board's quasi-endowment. I also have seen, first hand, the many different ways finance administrators present information and can cut through confusion and potential misunderstanding. I have a well-deserved reputation for asking question after question until I thoroughly understand a point. As a faculty on FOAC, I am keenly aware of the role that clarity on budget matters can play in the harmonious working of the institution.

3) Understanding of the role. *Value – Accountability: Taking responsibility for our actions and demonstrating leadership.*

The Board of Trustees has broad authority in several areas and plays an outsized role in establishing the value of *Accountability*. The key areas of Board authority are (but not entirely limited to):

- Appointing, reviewing the performance of, and making employment decisions for the President.
- Approving the university budget and other fiduciary responsibilities, including authorizing capital requests, setting tuition, accepting bonds based on University revenue (such as F-bonds for the new residence hall), and so on.
- Approving major changes in academic programs.

- Approving capital projects, facility operation and property controls.
- Approving university policies.

From my list of service experience, it is clear I have relevant preparation in all these areas. In addition, I served as Planning Commissioner for the City of Klamath Falls for 12 years and I am familiar with the zoning conditions of the Campus PUD. Indeed, I have been seated on the City-side of the table on applications from OT and can bring that experience to the Board.

But, more broadly, I believe that the Board of Trustees must embody and exemplify the Value of *Accountability: Taking responsibility for our actions and demonstrating leadership*. The Board must hold itself accountable to the State and the Governor in its management of this valuable asset, as well as to the stakeholders of the institution. In turn the President and the university community must be accountable to the Board. The Board must demonstrate leadership itself as well as demand excellent leadership from the university administration.

- 4) **Advocating for all of Oregon’s higher education institutions.** *Value – Confidence: Exhibiting pride and conviction in our university, our talent, and our contributions to those around us.*

I am a staunch and able advocate for higher education in the State of Oregon and I welcome any opportunity to champion the value and importance of our shared enterprise. I look forward to communicating with the Governor’s Office and the State Legislature, as well as industry and community organizations, on the importance of supporting both general fund (PUF) and capital project budgets, and other matters important to higher education. If given the chance, I will represent Oregon Tech and its sister institutions well.

- 5) **Commitment to diversity, equity, and inclusion.** *Value – Diversity, Equity, and Inclusion: Welcoming and empowering individuals of differing backgrounds, identities, and life experiences.*

As a Ph.D. anthropologist, my commitment to DEI is steadfast. I always try to treat all people with respect and create environments of inclusion and friendship in all parts of my life, both personal and professional. In the classroom, the Diverse Perspectives is at the center of my teaching. As a Professor/Chair, I have worked to improve the diversity of our faculty. Most recently, I attempted to recruit a Ph.D. in Linguistics, who is also a member of the Klamath Tribes. Oregon Tech recently signed a MOU with the Klamath Tribes, which obligates us to undertake many actions, including developing coursework and programming in Native American Studies. After months of meetings with my Chair and Dean to try to develop a line, find budget, and design an offer, the prospect was hired by Brown University. I believe that to execute on such rare opportunities, Oregon Tech must be ready to take swift and bold action. This will need the support of the Board as it will likely require special Strategic Initiative funding approval. Therefore, even though I failed in my effort, I wrote up my work and submitted a precis to the academic administration and the Board. If appointed, I hope to impress upon the Board the importance of moving forward on this and similar fronts to make us better “prepared for students.”

Thank you for considering my request to be nominated as the next Faculty Trustee of the Oregon Tech Board of Trustees. Serving in this capacity would be an honor that I would take very seriously.

APPLICATION FOR OIT FACULTY MEMBER-AT-LARGE TRUSTEE
Phong Nguyen – Incumbent Faculty Trustee

For the last two years, I was the Faculty Trustee of OIT's Board of Trustees (BOT) where I learned that, as a Trustee, the State of Oregon is what I served and, as a faculty, OIT's students, faculty and administrators are whom I teamed up with in service of Oregon. If chosen again by the State of Oregon via the Faculty Senate, I intend to continue as a Faculty Trustee for the next two years. In light of this, I hereby provide justifications for your considerations.

Vision

Glancing backward and glaring forward, my steadfast vision for OIT is based on the following summarized visions of our state, students, faculty/administrators and President's Council. With the most efficient amount of funding, the State of Oregon expects OIT to provide the best scholars and workers for its industry, health care facility, infrastructure, schools, citizens... Our students come to us because they know that with good effort, within a reasonable time and with manageable debt, they will be the highest paid, most-hired and well-respected university graduates in the U.S. In support of students, our faculty/administrators wanted an environment where there is open communication downward and upward, collegiality, respect for their expertise and room for professional growth. As for our President's Council, theirs is a vision of moving forward to a university with more research, new programs, additions/improvements to campus facility, updated faculty and administrative manning model...

As a faculty member and current Trustee, I am resolute in my conviction that all stakeholders of OIT- Oregon, students, faculty/administrators, President's Council- have and will devote all efforts to achieving their visions. Having said that, for the past few years, well-intentioned pursuits of these visions have resulted in struggles and, in turn, these same struggles have evolved into conflicts and obstacles among all parties. In an institution such as OIT, no single issue can be attributed to as the cause of so complex a struggle. But for the sake of brevity, I assert that one simple word describes the root of the current contentious atmosphere, CHANGE. More specifically, RAPID changes! This then leads to my vision, which is to effectively manage this change so that all stakeholders of OIT return to the main reason for which they existed- educating students who will serve Oregon!

Hopefully, as the BOT faculty member-at-large for the next two years, I will complete what I have started but have yet to finish, guiding the visions of all OIT stakeholders to a point where a collegial and equitable compromise is reached to best serve our students. Subsequently, I will now support my vision with my experience.

Relevant experience

My experience in dealing with changes, whether foisted upon me or labored relentlessly for, began when I was a boy growing up in Vietnam. By coping with these changes, my life has been fatefully and faithfully tempered and bettered.

- Change 1 - In April, 1975, I left Vietnam and spent time in an orphanage at Camp Pendleton, CA.
- Change 2 – In July, 1981, I was the first Vietnamese refugee with the common last name Nguyen to enter the United States Naval Academy after the end of the Vietnam war. It was an institution where former POW, sailors, Marines and midshipmen still harbored fresh memory of a savage war where family and friends were lost. Furthermore, my upperclassmen were some of the first-ever female midshipmen allowed into the academy.
- Change 3 – After graduating from USNA in 1985, I served in Operations Praying Mantis, Earnest Will (Persian Gulf during Iran/Iraq War) after which my ship was the first to receive female officers.

- Change 4 – In mid-1990's, I was the only U.S. officer chosen to accompany a Foreign Military Lease warship manned by an All-Moroccan crew to sail from San Diego to Casablanca, Morocco. I spent a year training and sailing with a crew which was predominantly Muslims.
- Change 5 – During my graduate work, I based my thesis on adapting a Neural Network to a cryptographic engine. In those days, I remembered many of my professors predicting that Neural Networks would in time be the springboard for Artificial Intelligence.
- Change 6 – After 11 years in the active Navy, I left as a Lieutenant Commander to work for Lockheed Martin as an engineer in the Terminal High Altitude Air Defense (THAAD) system. THAAD is now a part of the Iron Dome System. When I first worked for THAAD, the chance of it intercepting an incoming missile was ridiculed by its critics to be forever at zero. It is now part of an Iron Dome System that claims a 90% interception rate.
- Change 7 - In Spring quarter of 1999, I began working as an Assistant Professor in CSET OIT, Klamath Falls where my father and two uncles graduated with AS degrees from the same CSET department in 1978. In 1980, my cousin graduated from the OIT Dental Hygiene program. Coincidentally, she was in the same class as a BOT Trustee in 2022. In 2005, my wife graduated from the OIT Vascular Ultrasound program. In 2015, I moved to the PM campus.
- Change 8 – When first arrived at OIT, my ambition was to stay low-key, instruct my required 36 WL a year, enroll my wife in OIT then move on after she graduated. Contrary to my original plan, I have now taught 26 different CSET and Music classes at OIT. I've received the OIT Foundation Excellence in Teaching Award in 2021 and was inducted as an Honorary OIT Alumnus in 2022. Outside of teaching, I volunteered as a wrestling coach, Little League Umpire, Concert Master for the Klamath Symphony, performer at the Ross Ragland, actor for the Elsinore Theater. As a string trio and musical duo, my sons, wife and I have played over 50 concerts at OIT, Klamath Falls, Oregon and throughout the U.S. In 2022, I became the faculty member-at-large for OIT Board of Trustees.

Orphaned, first Nguyen after the war at the Naval Academy, support of females at the academy and females in U.S. warships, shipboard service with a Muslim-dominated Moroccan Navy , THAAD Iron Dome, Klamath Falls/PM service inside and outside of OIT! Though singly diverse, collectively, these monumental changes have one common thread. In the end, these changes, which I contributed personally and directly to, all led to the betterment of my family, OIT, community, Oregon, U.S. ...

Among so many, whenever I am asked what was the most significant change of all, I return to CSET students. In the last 5 years, 5 CSET students, who were nominated by me, received university and/or campus-wide awards. Graduates of my program are now working and winning awards on the lunar rover, crypto currency, AI, cryptographic engines... Within the last two years, my program has seen the first-ever Latina graduate in the Dual ESET/SET degree and first-ever black male graduate in the Embedded degree. This June, our software degree will be conferred to a first-ever black female. These accomplishments marked the greatest and most satisfying changes of my career!

Subsequently, these experiences and successful/positive results thereof most qualify me to continue my work with the BOT. Whenever I voiced an opinion at the board meetings- and I do this most often - it is always backed with experience born of 25 years at OIT and 18 years at the Academy, U.S. Navy and industry. I've felt the pain and elation of the OIT students, faculty and administrators. In recent years, I have averaged greater than (20 WL + 6 NIL) per quarter. I've seen faculty coming and going – at times in the middle of a quarter - gained/lost students, led accreditation and assessment efforts, served in faculty senate, departmental, institutional, community, state and national boards/committees.

Understanding of the role of a Trustee

For the privilege of serving the last two years in the BOT, I am grateful that it has allowed me to learn so much and to understand better the role of a trustee. At first glance, there is the videotaped part,

attending four Trustees meeting events and one retreat yearly. I've attended 100% assigned committee and full-board meetings. In addition, I've sat in 85% of other committee and sub-committee meetings.

During meetings, most Trustees sat and listened without adding/detracting to the conversations. Outside of the board chair and vice-chair, I am always one of the top-three contributors to the discussions. I spoke out first as the proponent for the State and second as an experienced faculty member who can clarify matters that can better forward OIT.

Experience is not the only tool in my bag when I speak out. Throughout the year, I visited the campus and gathered input from students, faculty and administrators. I talked to individual students, ASOIT officers, tenured/non-tenured professors, instructors, adjuncts and all levels of administrators. I sat in various campus meetings. The voice of all stakeholders from a faculty point of view is what I articulated in all issues during BOT meetings. For example, in videos of meeting, you'll hear me repeatedly bring up overload, rapid exit of experienced faculty, low enrollment, difficult scheduling of required classes, misconceptions of internal OIT processes...

In summary, I am currently a trustee. I am active in that role. But my work is not finished. I hope to complete that role in the next two years.

How I would advocate for all of Oregon's higher education institutions

A trustee's work is not limited to the board meetings at OIT. This is where the non-videotaped part comes into play. Much is done off campus: fundraising events, appearance at the State Capitol, Gala, retreat, visibility... It is in these other venues that opportunities arose for raising awareness of the importance of Oregon's higher learning institutions.

At these venues, I have highlighted students' successes, especially those from underrepresented communities, as well as my wife's and children's to emphasize the importance of higher education. My wife's post-Vietnam war life was more traumatic than mine yet, thanks to higher education institutions like Klamath Community College (KCC) and OIT, she became a university graduate and contributed greatly to Oregon. High School Transition KCC/OIT classes helped with my two sons' acceptance to the Naval Academy as well as prepared them for its academic rigor. Professional work and collaboration with students/faculty/administrator outside of OIT have enhanced my life and forwarded the cause of higher education.

As a Trustee, I understand fully my duties outside of OIT and have done my best to advance the visibility and needs of Oregon's higher education institutions.

Commitment to diversity, equity, and inclusion

Overall, diversity, equity and inclusion mean a happier and more productive working/social environment for everyone, everywhere.

Diversity relates to percentages of different races/ethnicity/cultures in a group of people. Compared to most other countries, America, which is often described as a "melting pot", boasts remarkable diversity which can/should be turned into a definitive strength. Smaller institutions such as OIT should strive to reach the diversity seen across America.

Equity signifies that all people of diverse backgrounds need to be allowed to have equal opportunity and access to personal achievements. Historically, there exists a continuous effort to reach equity in American institutions such as OIT. If equity is to ever be realized, however, one must constantly keep it at the forefront of every institutional mission.

Inclusion is one major means of achieving equity. To ensure that institutions/groups are comprised of different races/ethnicity in proper proportion, one must make an effort to embrace all. Proactive steps should be taken to be inclusive when it comes to equity.

Selection Process for Faculty Member of the Board of Trustees

Rationale:

Selecting a faculty representative to serve on the University Board of Trustees is a crucial process that requires transparency, fairness, and inclusivity. Below is a procedure that the Faculty Senate, in conjunction with the Oregon Tech Association of American University Professors (OT-AAUP), will follow to ensure a robust selection process.

Eligibility:

All full-time tenured faculty (0.5 FTE or greater) are eligible to serve.

Nomination Committee:

The Selection Committee shall consist of five members and will include one senator from each of the colleges: HAS and ETM. In addition, two representatives from OT-AAUP shall be included. The Vice-President of Faculty Senate will serve as a voting member as well as the chair of this committee.

Criteria:

The Nomination Committee will consider such factors as experience, leadership, academic achievements, academic rank, the university's mission, as well as commitment to diversity, equity, and inclusion.

Vacancy:

The announcement of the vacancy for the faculty position on the Board of Trustees will be given during the October Faculty Senate meeting before the end of the previous faculty trustee's term. This announcement shall include the selection criteria, application process, and deadline for submissions. It is the responsibility of the election chair (Vice-President of Faculty Senate) to post this announcement.

Nominations shall be sent to the Vice-President of Faculty Senate.

Application Process:

- Nominations shall be sent to the Vice-President of Faculty Senate via email. An interested candidate shall submit their interest by the November Faculty Senate meeting.
- The application shall be no more than three pages and should include: aspirations for the university, how time on the Board will advance those aspirations, relevant experience,

and understanding of the role of a board member. This application is due no later than Monday at 5:00 p.m. of week two of winter term.

Review:

The Nomination Committee shall review all applications. At most three, shortlisted candidates, based on their alignment with the established criteria, shall be submitted to the President of Faculty Senate by the Monday before the regularly scheduled Faculty Senate meeting in February.

Election:

The short-listed candidates will be invited to the March Faculty Senate meeting to participate in a panel interview. Each will be given five minutes to make a statement about their desire and qualifications to serve.

A vote of the entire faculty with 0.5 FTE or greater will take place, organized by the Nomination Committee Chair, starting on the Monday after the senate meeting and ending on the next Monday at 5:00 p.m. The individual receiving the most votes shall be recommended to the governor. In case of a tie, there will be a runoff election.

The recommendation shall include a letter of support signed by President of the Senate and the President of the Union outlining why this individual was selected. While it would be preferable that the Senate and the Union collaborate on the submission of one faculty recommendation, each body may submit their own recommendation if they cannot reach a consensus. This approach ensures that the chosen representative effectively represents the recommendation of the faculty.

Special Election:

In the case of an unexpected vacancy, the Nomination Committee will hold a special election.

Basic Responsibilities of the Board of Trustees:

See ORS 352.025

Responsibilities of the faculty member on the Board of Trustees:

See Oregon Tech Board of Trustees Resolution 15-1

Nominees will also be required to complete the State of Oregon's additional application, which includes Oregon Ethics requirements and Conflict of Interest conditions.