

Minutes

The Faculty Senate met on June 7th 2022, in the Sunset Meeting Room of the College Union (Klamath Falls campus) and via Zoom for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

President Terri Torres called the meeting to order at 6:00pm. All Senators or alternates were present except for Chitra Venugopal and Janette Isaacson.

Approval of Minutes

The minutes for the May 3rd 2022 Faculty Senate meeting were approved with no changes.

Reports of the Officers

Report of the President – Terri Torres

- Terri began her report by thanking all the Senators for their work throughout the year and for their participation in the pre-session barbeque.
- She reported that President’s Council recently met and the NTTF promotion policy was tabled again.
 - Sean Sloan asked if there were any particular concerns from the members of President’s Council about the policy.
 - Terri responded that there were new concerns voiced that have not been voiced in the past. A list of these concerns is forthcoming from the Provost.
- Terri, Christopher Syrnyk, and Ken Davis met with Dan Peterson to discuss the previously discussed bridge program for students. There will be opportunities in the future for faculty to participate in this program.
- She also reported that Jill Goldsmith has been hired as a mediator for the university to sift through responses given and issues raised by the climate survey, Casa Grande interviews, etc.
- Terri explained that the purpose of the just-finished barbeque event had originally been to provide a forum for the Provost and academic leadership to address the concerns raised during previous campus forums held throughout the year. She reported that before the event, the Provost decided to put off that conversation until the fall.
- She also thanked the Senators who attended the meet and greet event with the Board of Trustees. She expressed hope that there will be more events like this in the future.
- Terri’s presentation to the Board touched on many of the same subjects her previous presentations have.
- She also reported that she has not been able to meet with Dr. Naganathan since February.
- Terri explained that the Portland-Metro campus was not “forgotten” this year, but that unexpected issues got in the way of SenEx making its way up to that campus for a Senate meeting. She said that next year Portland-Metro will host one of our Senate meetings.
- Lastly, she reported that she looks forward to working with the Provost over the summer to prepare charges for all of the Senate committees and that she hopes that we can all work together to make progress.
- Questions?
 - Vanessa Bennett asked if Terri knew the overall cost of hiring the various outside entities that the administration has employed to survey the campus climate.
 - Terri reported that Jill Goldsmith is being paid \$300/hour to serve as a mediator. These costs are separate from the cost of the original climate survey.
 - Vanessa then asked who Jill Goldsmith is contacting.
 - Terri explained that she has met with senior leadership, OT-AAUP, SEIU, and Senate leadership and has familiarized herself with our policies.

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- Vanessa also asked when Jill Goldsmith’s final report is due, and Terri said she did not know, but that she would find out.
- Dibyajyoti Deb asked if this kind of mediation has been done at other universities, and Terri said yes.
 - Kyle Chapman asked if anyone has the full results of the climate survey yet, and Terri said that no, nobody has access to the full report yet.
- End of report.

Report of the Vice President – Lindy Stewart

- Lindy was unable to attend the most recent Academic Council meeting, but summarized its content as best she could.
 - During the meeting, Dan Peterson summarized the most recent draft of the Academic Master Plan. He asked that chairs share the draft with their departments, and provide feedback.
- Questions?
 - There were no questions.
- End of report.

Note: Before the ASOIT Delegates’ report, Terri made a motion to amend the agenda to move up Dean Peterson’s presentation because he needed to leave the meeting early. This motion was seconded by Cecily Heiner, and passed unanimously.

Report of the ASOIT Delegates – Brie Landis and Jack Zoucha

- The slides that Brie used for their presentation have been included for your reference **on pages 13-17 of this packet.**
- Brie spoke to ASOIT’s work throughout the year. The bylaws and constitution were restructured, which lead to the appointment of new officers:
 - Natalie Arnot will be the new Academic Affairs officer, and the delegate to Faculty Senate next year. She will also be representing Oregon Tech students on HECC.
 - Sasha Rabich will be the new ASOIT President in Klamath Falls, and Finn Anders will be the Vice President.
- Brie also presented ASOIT’s recommended changes to the Board’s policy on shared governance for the Senate’s consideration.
 - The Senate had no immediate comments, but we can provide feedback to Brie via email until her term is up and then to Sasha afterwards.
 - CJ seconded the idea of Senate taking up their part of revisiting this document in the fall.
- They expressed their frustration that the Board took credit for successfully “negotiating” getting the recommended tuition raise lowered without mentioning the role ASOIT and student advocacy more generally played in that change.
 - Brie spoke at the Board meeting about this and provided the positive example of ASOIT’s press release as a way of forwarding shared governance and the importance of collaboration instead of only giving credit to one group.
- Questions?
 - It was asked what the Board’s response to Brie’s input was. They explained that the Board essentially just said “Okay, thanks!”.
- The slides that Jack used for his presentation have been included for your reference **on pages 18-22 of this packet.**

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- Jack reported that he also talked to the Board to emphasize how most of our problems are internal and not external.
- He also introduced Billy Kimmel, who will be Portland-Metro’s new ASOIT President.
- Lastly, he mentioned that there’s an end-of-year barbeque from 4pm-8pm on Friday in Memorial Park for any Portland-Metro faculty who are interested.
- Billy briefly introduced himself to the group. He’s already been part of ASOIT, and has worked on the Academic Master Plan and attended all the Board meetings this past year.
 - One thing Billy said he is interested in in the fall is exploring the possibility of more collaboration between ASOIT, Faculty Senate, and Admin Council.
- End of report.

Open Floor

Dan Peterson

- Dan spoke on the Academic Master Plan. He spoke assuming that most (if not all) faculty have already seen the most recent draft and perhaps provided input to their department chairs. But, he wanted to introduce the newest version of the document to Senate directly and seek any remaining feedback or discussion we might have.
 - Each charge that drove the development of the plan was designed to drive Academic Affairs into the future.
 - Dan specified that the Academic Master Plan group was encouraged to “be bold and challenging,” but to also make a plan that can be meaningfully integrated with the University Strategic Plan and various department-level plans.
 - He also explained that he will be presenting this draft Plan to *many* other groups of stakeholders as well.
 - Dan asked for feedback from attendees on each section of the plan individually.
 - Rather than excerpting pieces of verbiage from the Academic Master Plan draft into the minutes directly, I have referenced those passages indirectly where appropriate and have provided the entire Plan for your reference on **pages 23-36 of this packet**.
 - He started by asking for discussion on the mission, vision, and value statements.
 - There were not comments/input here, and Dan encouraged anyone with any future input to provide that to Dede Williams via email.
 - Dan then asked for discussion on the Plan’s second charge.
 - Kyle pointed out that the Plan lists a lot of objectives and goals, but that it isn’t clear to him how our success (or lack of success) in reaching these goals will be measured. He also suggested that we plan to regularly reflect on whether or not the goals we set are actually helpful and meaningful goals to strive for.
 - Dan explained that so far the Plan doesn’t have many well-defined timelines, but that’s something that is being worked on currently. He also said that later iterations of the plan will likely have more measurables and deliverables clearly stated, but that some latitude will remain in for departments to determine precisely how they want to approach achieving particular outcomes.
 - Terri asked how Dan sees Faculty Senate being involved.
 - Dan pointed out that the development of the Plan is happening with Senate now, while we’re having this conversation. As far as the execution of the Plan goes, Dan suggested that Senate should try to identify itself where it can best help carry out the Plan and be accountable for its goals.

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- Vicki Crooks asked if Dan sees new committees and other groups being involved in ultimately reaching the goals laid out in the Plan, or if this will be work for departments only.
 - Dan said, essentially, that there will definitely be groups outside of departments (or collaborative groups built across departments) that will be involved in the execution of the Plan.
- CJ suggested that “departmental health” be something that the Plan considers; specifically, that all departments should have a set minimum number of faculty they need in order to be “healthy.”
 - Bobbi Kowash added to CJ’s suggestion to say that we should also consider setting a minimum amount of support staff necessary for each department and building to function.
 - Dan expressed appreciation for both of these suggestions.
- Maureen Sevigny pointed out that a lot of the language in the Plan uses the language “on campus” and that this suggests that the Plan does not apply to Oregon Tech Online.
 - Dan answered that of course the Plan *does* apply to courses taught online and that this needs to be corrected in the Plan’s wording.
- Dan reiterated that anyone with feedback or input is welcome to talk directly with him or any other member of the Academic Master Plan committee.
- Then he asked for input on the Plan’s third charge.
 - Sean Sloan pointed out that ABET is interested in how students are doing five years after graduation, not just up to graduation. He asked if there’s any verbiage in the Plan that signals that kind of interest on the part of the university.
 - Dan said this concern could be included under the “quality of student experience” wording found under charges 2 and 3, but could also be more explicitly addressed in later drafts of the Plan.
 - Kyle asked about goal 2, and expressed concern that as currently worded it implies that we intended to grow every aspect of the university in the near future. He pointed out that many of our programs are well-established and sustainable already, and perhaps focusing our efforts for growth more strategically could be helpful.
 - Dan agreed that while we don’t necessarily want to “pump the brakes” on currently successful programs, we should also be looking at new opportunities.
 - Ashton Greer pointed out that DEI efforts are currently only directly addressed by an individual goal in the Plan, when really, considering the importance of those efforts, they should be integrated into the Plan more fundamentally.
 - Dan agreed.
- Dan asked for input on the Plan’s fourth charge.
 - Yuehai Yang spoke to the wording in the Plan that speaks to the need to move *from* a “relaxed academic environment,” concerned that this does not represent the current experience of faculty at Oregon Tech. Dan agreed about needing to change this wording.
 - CJ suggested that the Plan’s rationale for trying to create a more research-focused culture at Oregon Tech be reworded to be “more high-minded”; essentially, we should be able to articulate *why* we want to create more entrepreneurship and connections to industry, not just treat the potential value of those ends as self-evident.
 - Christopher spoke to agree with CJ, and to also argue for a more cohesive document that emphasizes each concern equally.
 - Andria Fultz spoke to point out that not all faculty have the same skills or the same interests, and so that maybe the drafting of the Plan could be an opportunity to better develop faculty professionally.

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- Terri asked Dan what the timeline and next steps on the Plan’s development are.
 - Dan said he will be working on the Plan throughout the summer. The idea is to launch the Plan in the fall.
- Dr. Mott spoke to point out that the Plan’s broadness can help departments be more creative and have clearer boundaries when designing their department strategic plans. She also stressed that the Plan should be of use to each and every department, and should be revisited over time to make sure that it is still relevant.
 - Sean asked about programs that are currently in development or don’t exist yet: if they aren’t listed explicitly in the Plan, will they be ignored?
 - Dr. Mott explained that this would fall under the second charge, with its focus on innovation.
- Dan reiterated one last time that any other thoughts should be sent to Dede Williams.

Reports of the Standing Committees

Faculty Rank Promotion & Tenure (Yuehai Yang)

- RPT met last week to revise the language in their proposal to adjust the FOP/APE timeline. Yuehai reiterated that the purpose of this charge/change is to make the FOP/APE review more efficient and more meaningful than it currently is, primarily by having each faculty member have only one meeting with their chair per year about both documents rather than two separate meetings held months apart.
- Yuehai motioned to vote to accept RPT’s changes to the policy wording. Vanessa seconded the motion.
 - The policy change has been included on **pages 37-40 of this packet for your reference.**
- Terri reminded everyone that this change is an attempt to improve things, but if it doesn’t work, we can always change it back later.
- Kyle asked to clarify what has changed in the proposed policy language from last month, and Yuehai explained that nothing has changed.
- The vote passed.
- Iris spoke to point out that the librarians’ promotion policy was revised in 2015 and their evaluation policy was revised in 2010 and so there are inconsistencies between the two. She requested that this be a charge for RPT in the fall so these two documents can be reconciled. Terri agreed.
- Dr. Mott spoke to express concern that the chairs and Deans have not yet been consulted about the FOP/APE changes.
- End of report.

Academic Standards (Laurie Yates)

- Laurie began by bringing up Academic Standards’ proposed changes to the waitlist policy for a vote.
 - She said that the committee ultimately agreed on giving students 24 hours to respond to a waitlist request, but that Wendy Ivie is working on verbiage to send out to affected students via email to let them know the situation so they are less likely to be caught off guard. Instructors would still be able to override students into their course beyond the course capacity using the usual process.
 - Terri pointed out because this is a procedure change, not a policy change, if passed it will go to the Provost rather than going to President’s Council.
 - Laurie motioned that the change be accepted, and Christopher seconded.
 - The motion passed.
 - The procedure change and accompanying form have been included for your reference on **pages 41-42 of this packet.**
- Laurie also spoke to the charge of revising the academic calendar.

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- She said that everyone her committee spoke to had the same first concern: everyone wants a Monday start for the fall term, not a Wednesday start.
- There was a lot of discussion about how to handle Thanksgiving break: some schools take a whole week while others' calendars are similar to our current one. Opinion was divided on which was best for Oregon Tech.
 - Laurie said that Ryan Brown had another potential solution to this issue: he suggested that the entirety of Thanksgiving break by a “virtual week.”
- Kyle asked Laurie if the schedule for the upcoming year will be the same as this year's schedule. Laurie said yes, but that we will be getting an extra week for the holiday break this coming year.
- Christopher asked is there was any truth to the idea that students like to start later so that they can work later into the summer.
 - Laurie deferred the question to Dr. Mott, but pointed out that much of the way we do the calendar is a holdover from the old OUS system and that she thought we would be better served by breaking the old mold.

Faculty Senate DEI (Franny Howes)

- Franny was unable to give a report, so Ashton gave the report instead.
- Ashton reminded us that the DEI committee was charged with developing academic practices that support HB2864, a bill that requires public institutions to oversee the implementation of cultural competency standards. She spoke of the three major efforts the committee has undertaken to address this bill:
 - The first one is encouraging faculty to participate in professional development related to DEI.
 - The second is empowering chairs to take the lead on DEI efforts within their own departments.
 - The third is the development of a “DICE Fellows” program.
 - This program will train willing faculty to serve as champions for relevant DEI efforts occurring across Oregon Tech.
- Questions?
 - There were no questions.
- End of report.

Reports of Special or Ad Hoc Committee

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

Unfinished Business

- There was no unfinished business.

New Business

- There was no new business.

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Open Floor (cont'd)

Thomas Acre

- Thomas began by introducing themselves as the Director for Student Involvement and Belonging, and Zoe Smiley introduced herself as the new Student Programs Coordinator on the Klamath Falls campus.
- Thomas spoke about student orientation programs at Oregon Tech. They said that in the past, students were offered a 1-2 day orientation, during which they met with other students and got familiarized with the campus. Now the idea is to grow the orientation beyond *only* the office of Student Involvement and Belonging and to look at orientation as a High-Impact Practice that can more widely affect students' experience of the university.
 - Toward this end, Zoe looked at the TRUs and our ten peer institutions to see how they are handling student orientation(s) to help inform how we developed our own offerings. The office has also been getting input and feedback from various Oregon Tech stakeholders and now they've come to get Senate's perspective on the proposed, new plan for student orientation.
 - The new acronym for student orientation is "SOAR." Students should be able to segue smoothly from New Wings into the SOAR program.
 - Zoe spoke to the agenda of the first day of orientation, stressing the importance of allowing parents to be engaged in their children's first day on campus as well as the importance of students being able to meet their instructors before the beginning of classes.
 - Zoe continued to talk through the orientation schedule; rather than recounting each item in detail in the minutes, I have included the schedule as part of the SOAR packet made available to Senators on **pages 43-54 of this packet**.
 - Thomas then spoke about the importance of creativity and innovation as themes for student orientation.
 - Questions/Comments?
 - Vicki spoke to suggest we look into activities that would make Klamath Falls students who aren't already local more knowledgeable about and more likely to visit downtown and the rest of the city as opposed to only staying on campus because they aren't familiar with their larger environment.
 - Thomas said that orientation will already link up with the Klamath Falls Farmer's Market, and that there will be a service opportunity for new students within their first month in town that will be another way to connect students with the larger area.
 - Vanessa mentioned that a lot of local businesses helped to organize a downtown scavenger hunt in the past, and suggested that they might be willing to do so again.
 - Sean asked if Thomas's office had access to a vehicle to transport students to downtown, so more activities could be planned there. Thomas said no.
 - Thomas explained also that he and Zoe are in touch with the people running Strong Start to make sure that the programs compliment each other without overlapping or repeating information.

Vanessa Bennett

- Vanessa spoke to express her frustration over the inability of the university to provide working equipment for her program's students to use. She said that multiple equipment requests have been denied and that students currently going out on extern have never worked directly with functioning equipment over the entire year. This summer they will be interviewing students for acceptance into a program that currently has no functioning equipment.
 - Sean spoke to say that there is potential for his department to procure equipment that could help Vanessa's department, but currently there are limitations in place that keep this from happening.

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- Deb reminded the Senate that Vanessa has brought this issue up to the Senate multiple times and that previously it was stated that the Dean would meet with Vanessa’s department to address the issue.
 - Vanessa explained that the department was asked to write a proposal to justify the expenses, which they did. Even after the department wrote two separate proposals at the administration’s request, there has been no response. Vanessa expressed frustration that there has been no response now that it is the end of the academic year, and that other conversations have suggested that much of the available money is going to be rolled over into next year when the department is lacking equipment now, and has been all year.
- Lindy spoke in understanding of Vanessa’s frustration, but also asked what Vanessa thought the Senate could do (or should be doing) to help support Vanessa and her department.
 - Christopher asked if it was the case that Senate used to have a committee that spoke on behalf of faculty making these kinds of requests.
 - Terri said that these sorts of things are under the purview of FOAC to some degree. She then asked Dr. Mott to speak to the equipment request process.
 - Dr. Mott explained that she solicits departments to make equipment requests. The requests that are received are prioritized by the Deans, then they are passed on to the Provost. She asked Vanessa if the concern is the two cameras that need to be replaced. Vanessa confirmed.
 - Dr. Mott explained further that the cameras would be so expensive to fund with our limited budget that it would preclude any other requests from being granted.
 - Vanessa responded to Lindy, saying that she sees this lack of equipment as an academic concern and so she thought that it was appropriate to bring to the Senate.
 - Lindy suggested that we consider if there is currently a committee or other group within Senate that can work on this problem, and if there isn’t, we should consider making this a charge for a new committee next year.
 - Vanessa agreed that this is something that should be a charge for a Senate committee, whether such a committee exists already or not.
 - CJ brought the Senate’s attention back to his previous comment regarding “departmental health” needing to be in the academic master plan. Functioning equipment should certainly be part of the university’s consideration of departmental health.
 - Dr. Mott said we can look into changing the process for approvals, but she is uncertain whether that will change the outcome, due to our limited equipment funds overall.
 - Vanessa asked about potentially using some of the funding for rural health, and Dr. Mott agreed that this could be discussed outside of Senate, which including Vanessa’s department chair.
 - Sean stated that we should consider the balance between the tuition programs like this bring in and the costs of maintaining the program’s equipment: he stated that the question is whether or not the state is willing to continue to fund programs like this one, not necessarily whether or not Oregon Tech is.
 - Maureen pointed out that it’s “basic business planning” to have the low-cost/high-tuition programs support the expenses incurred by the high-cost/low-tuition programs. She said that it’s notable that we do not acknowledge this anywhere in our university/academic/program strategic plans, despite it being a basic business plan that the university runs on.

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- Randall said that Mark Neupert actually suggested this be acknowledged in the master plan, but that it didn't make it into the final draft.

Bobbi Kowash

- Bobbi spoke to the lack of support (staff) for online instruction and her impression that this is causing widespread frustration.

CJ Riley

- CJ spoke to address the President's contract renewal. Specifically, he asked whether we discuss this issue in a group as a whole, or if the Senators should first move into executive session to do so.
 - I spoke to suggest that it be discussed during executive session to better protect any non-tenured Senators who might want to speak their minds about the issue.
 - Terri agreed, but suggested that we finish the standard agenda before moving into executive session.

Report of the Provost – Dr. Joanna Mott

- Dr. Mott thanked everyone for the work they've done this year. She hopes we can continue to move forward productively next year.
- She reported that enrollment for fall looks okay. We are down a little on freshmen enrollments. There is a particular focus on keeping existing students over summer break: she encouraged advisors to be in touch with their advisees and make sure they get registered for fall.
- Enrollment growth is going to be very important going forward, and there are 10,000 fewer Oregon students to compete for than there were a decade ago. Admissions and Financial Aid will be looking into ways that we can improve our enrollment growth.
- Dr. Mott will be looking into getting a firm deadline for having the 2023-2024 academic calendar in place.
- Provosts' Council has begun conversations about possibly moving from quarters to semesters.
- The Convocation schedule isn't finalized because there were so many requests submitted for sessions. Many of those will be cut in order to limit Convocation to three days. It will be from Tuesday to Thursday on the week before classes. It will be on the Klamath Falls campus and Portland-Metro faculty will be asked to travel as they did pre-COVID.
- Twenty-three summer creativity grants were submitted this year, and fifteen of them were at least partially funded.
- Candidates have been brought to campus for the position of Dean of Online and Global Engagement. The one candidate the committee deemed acceptable did not decide to take the position, so the committee will be returning to the candidate pool at the beginning of the fall term.
- IdeaFest went very well. Dr. Mott thanked Kyle and Yasha Rohwer for their work on the event.
- Simple Syllabus has been adopted and trainings will be offered starting in the fall.
- There are three new department chairs for the fall:
 - Caroline Doty will chair MLS.
 - Franny Howes will chair Communication.
 - Nate Bickford will chair Natural Sciences.
- End of report.

Report of the President's Council Delegate – Terri Torres

- Terri did not give a report here.

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Report of the Administrative Council Delegate – Kelly Sullivan

- Admin Council met recently and held elections, meaning there are new members:
 - Desire Wooten
 - Carl Agrifoglio
 - Taylor Burke
 - Carleen Drago Starr
 - Kelly Sullivan
 - These new members will start serving in July.
- Upcoming meetings will focus on discussions regarding shared governance.
- During the previous meeting, parking on the Klamath Falls campus was discussed at length.

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

- IFS did meet remotely, though the next meeting will be in person and will be held on the Portland-Metro campus.
- Many Oregon universities – including SOU and OSU – have taken steps toward revising their general education programs.
- SOU resolved their impasse and have settled on a new contract. Maureen spoke of some of the steps their university has undertaken to promote healing: they have a new President, there is increased contact between the administration and students, and so on. She suggested this could be an example to our university.
- Maureen shared that the OUS system considered moving to semesters from quarters years ago, but decided not to follow through at the last minute. She expressed concern about how such an effort would work in tandem with the Common Course Numbering effort that's currently underway.
- The statewide Common Course Numbering effort is still moving forward. In particular, Maureen noted that this effort may lead to an eventual need to make *all* of our general education four credits apiece instead of three. This could be something Senate starts thinking about next year.
- Maureen talked about Future Ready Oregon, a program that helps fund (mostly) community college apprenticeship programs. She said that some of our programs might qualify, however, and the RFP is going to go out next year.
- Questions?
 - Christopher pointed out the incompatibility between the pressure to make general education courses four credits apiece but also make sure all programs are at or under 180 credits.
 - Vicki spoke in support of the idea that this is already becoming a problem.
- End of report.

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

- Lindy reported that FOAC met in May, and there was a presentation on next year's budget.
 - Lindy did not go into many details, but instead said she would send out the slides so that they could be included in the meeting minutes.
 - Overall, the budget broke down this way:
 - Instruction – 46%
 - Institutional Support – 22%
 - Instructional Support – 12%

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- Students Services – 10%
- Physical Plan – 7%
- Auxiliary – 2%
- Lindy pointed out that budget planning is very uncertain because of a number of factors, including the new governor who will be coming in in the fall.
- Budget goals for next year include:
 - Return to pre-COVID operations
 - Sustain student support service levels
 - Maintain academic degree program quality
 - Enhance continuity and availability in program offerings
 - Maintain investments in enrollment and retention initiatives
- The tuition increase was discussed, but Lindy did not outline this discussion in depth, deferring to Brie’s earlier discussion of the issue.
- Among other studies that are or will be performed, the faculty equity study is still underway.
- Deb spoke to say that the projected revenue was \$69 million while proposed expenses were \$72.7 million, leaving a shortfall of almost \$4 million.
 - Despite this, these costly studies have to be done this year, apparently.
- Questions?
 - Christopher pointed out that Dan Harman had mentioned previously that salary savings are not a sustainable, long-term strategy for balancing the budget. He asked if this came up again during the budget discussion.
 - Lindy said that this did not come up at this meeting. Deb agreed.
 - Dr. Mott acknowledged that we’ve been using salary savings to balance the budget over the last few years. She also said that in addition to the previously stated shortfall, we won’t have access to the \$3 million in COVID funding we had this year.
 - Brie shared that we have \$16 million in reserves that we could use as well.
 - CJ asked if Dr. Mott knew how merit for the sake of faculty pay raises was going to be determined. Dr. Mott responded that addressing the equity study is prioritized in the CBA and that that may well use up all the money currently available for merit raises.
- End of report.

Note: Terri excused all non-Senators, with the understanding that after a short break, we would hold a second meeting to seat the new Senators. Then, all Senators whose terms are expiring would be excused and the new Senate would then vote to proceed into executive session to discuss CJ’s previously-mentioned Open Floor item regarding the university President. Because neither organizational meetings or executive sessions of the Senate have recorded minutes, the minutes for this month’s meeting end here.

Adjournment

Terri adjourned the general meeting at 8:27pm. There were no follow-up items for the general meeting after the conclusion of the organizational meeting and the executive session.

Respectfully submitted,
Ben Bunting, Secretary



KF-ASOIT Faculty Senate June 2022

Brie Landis, ASOIT President

Internal Governance

- ASOIT Elections for 2022-2023
 - Welcome Sasha Rabich, ASOIT President-elect
 - Welcome Finn Anders, ASOIT Vice President-elect
- ASOIT Officer Selection
 - Cabinet is selected! New faces and some continued leadership
 - Expect to see new organization and communication

Shared Governance

- Current Iteration of Revisions
 - See in the attachments/reading material
 - Added section on AGB recommended Governance Council
 - Being reviewed by Administrative Council, Faculty Senate, and ASOIT Council
- Next Steps
 - Consider recommendations from stakeholders, take comments
 - Revision iterations, passing the torch to the next Cabinet

Tuition Recommendation

- University Press Release
 - No mention of student engagement or advocacy
 - Opportunity missed to highlight shared advocacy and interest
 - Opportunity for Improvement: dedication to Shared Governance needs to be tangible and actively practiced by all stakeholders
- ASOIT Press Release
 - Commended all stakeholder efforts
 - Focus on areas for growth and space for advocacy
 - Setting the precedence for student engagement and University shared leadership

Questions?





Oregon TECH
ASOIT
Associated Students
of Oregon Institute of Technology

**PM-ASOIT
Faculty Senate Report**

Jack Zoucha, President

1

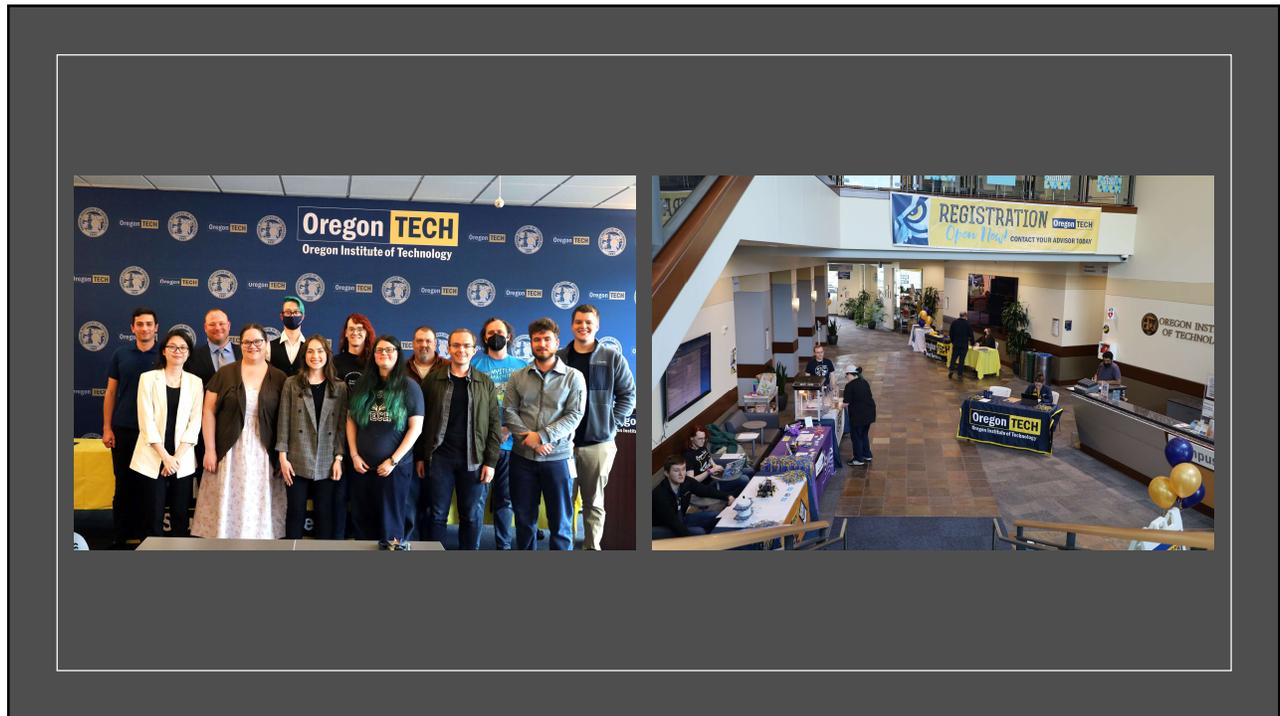
Campus Involvement

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

2



3



4

ASOIT Helping Students

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

5

ASOIT Helping Staff

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

6

ASOIT Helping Administration

- **Recruitment**

- Give a Hoot! – COVID, lack of institutional support made it hard to connect with school groups
- Housing alternatives, especially in Portland – had 5 parents ask FIRST at open house

- **Relaying the student voice**

- Been telling the school EVERYTHING that has been in AGB, climate assessment all year long
- Conducting surveys, presenting information, little to no action or follow-up

- **Lobbying/advocating for Oregon Tech at the state level**

- University Day – list of talking points made by schools, only 1/4 even applied to Oregon Tech!
- HECC meetings – met with Finance director, but HECC committee hearing cancelled
- Wilsonville city leaders – everything going thru school first

7

The Illusion of Shared Governance at Oregon Tech

- **No real power for Faculty Senate, ASOIT, or Admin Council at Oregon Tech, much less equal footing**

- No real direct line to Board, no real opportunity for conversation – much less a debate or time for questions/answers!
- ASOIT time in front of Board? 40 minutes / year for more than 5,000 students

- **Ignored recommendations from other governing bodies**

- Faculty Senate – NTTF Policy, CCT committee/activities
- ASOIT – Tuition/fees recommendation, class/schedule/staffing requests

- **Questionable ethics at OIT**

8

Questions for Oregon Tech

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

9

Conclusion

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

10

Oregon Institution of Technology Academic Master Plan—Draft

Definition of an Academic Master Plan

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

Principles to Guide the Master Planning Process

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

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

Steering Committee Structure

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

Charges

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

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

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

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

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

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

Timeline

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

Goals and Objectives of the AMP

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

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

Values

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

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

Vision Statement

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

Academic Affairs Mission Statement

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

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

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

Goals

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

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

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

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

1.3.1 Models of sustainability and equity from our peer comparators should provide input to this step.

1.3.2 Focus on developing new programs and increasing enrollment in current programs including but not limited to Allied Health, Applied Computing, Engineering, Business, Arts and Sciences compatible with market demands.

1.3.3 Attract and retain students from diverse backgrounds in the above areas to help achieve the university's diversity and equity goals.

1.3.4 Emphasize the unique place of Oregon Tech in responding to the needs of rural communities across the state in healthcare and engineering.

Implementation Timeline: Start date, Fall 2022

Responsible person/Office: Provost

Consult: Department Chairs, experts from other departments, faculty experts in the field, Admissions, Institutional Research, Career Services, Provost Leadership Team, Industrial Boards

Approve: Provost and Board of Trustees

Resources: US Labor Department, Burning Glass, university comparators, industry partners, executive think tank, program advisory boards, Board of Trustees

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

Timeline:

Responsible people/Office: Provost, Deans, Department Chairs, General Education Advisory Committee

Resources: Office of Academic Excellence, Admissions, Institutional Research, Registrar

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

Timeline:

Responsible people/Office: Provost, Associate Vice Provost Academic Excellence, Deans, Department Chairs

Consult: Faculty, students

Resources: Office of Academic Excellence, Admissions, Institutional Research

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

Timeline:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Implementation Timeline:

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

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

Implementation Timeline:

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

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

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

Goals

Goal 1: Support admitted students

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

Timeline: Over the next 5 years

Responsible people/Office: Departments, Deans and other units in Academic Affairs led by the Provost

Resources: Academic Retention and Advising, Admissions, faculty advisors, embedded advisors

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

Timeline:

Responsible people/Office: Academic Advising and Retention, faculty in academic programs, AVP Academic Excellence

Resources: Institutional Research, Civitas

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

Timeline:

Responsible people/Office: Office of Advising and Retention

Resources: Faculty programmatic advisors

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

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

Timeline: Within one year of the adoption of this plan.

Responsible people/Office: Provost, Associate Vice Provost for Academic Excellence, Deans and Department Chairs

Resources: Enhance supplemental instruction, peer consulting and testing services at all Oregon Tech locations.

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

Timeline:

Responsible person/Office: Provost Leadership Team, Deans, Chairs, Program Directors

Resources: MARCOPA, Advising and Retention, Admissions

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

Timeline:

Responsible person/Office: Academic Affairs led by Provost

Resources: Office of Sponsored Projects, AVP Academic Excellence

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

Timeline:

Responsible person/Office: Faculty, department chairs

Resources: Institutional Research, Registrar

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

Timeline:

Responsible person/Office: Chairs, faculty

Resources: Institutional Research

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

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

Timeline:

Responsible people/Office: Admissions Office

Resources: Academic affairs student support offices and staff

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

Timeline:

Responsible people/Office: Admissions and The Office of the Provost

Resources: Institutional Research, Oregon and National Labor statistics, EPO

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

Timeline:

Responsible person/Office: Provost Office, Dean of Online Learning and Global Engagement

Resources: Provost Leadership Team, Student Affairs

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

Timeline:

Responsible person/Office: Vice Provost for Research and Academic Affairs

Resources: Departments, Programs, Faculty, Sponsored Projects Office

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

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

Timeline:

Responsible people/Office: Provost, Deans, Department chairs

Resources: Office of Advising and Retention

3.2 Foster a sense of community among online students

Timeline:

Responsible people/Office: Dean of Online Learning and Global Engagement

Resources: Admissions, students, faculty

3.3 Sponsors interactive events involving students, staff, and faculty

Timeline:

Responsible people/Office: The Provost's Office

Resources: Deans, Department Chairs, Admissions, Student Affairs

Goal 4: Offer a selection of appealing program options

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

Timeline:

Responsible people/Office: Provost, faculty, chairs, deans

Resources: Innovation team, Provost's office, Provost leadership team

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

Timeline:

Responsible people/Office: Faculty, Department Chairs, Deans

Resources: Office of Academic Excellence, Admissions, etc., Institutional Research

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

Timeline:

Responsible people/Office: Deans, Department Chairs

Resources: Institutional Research, Admissions, Innovative faculty, Industry Boards

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

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

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

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

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

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

1.1 Facilitate growth of existing CDRC in colleges.

Timeline: constant and iterative process

Responsible people/Office: Vice Provost for Research and Academic Affairs, faculty, chairs, deans

Resources: Deans, SPGA

1.2 Explore opportunities for future centers using enrollment, retention, and careers services data to project programmatic and industry growth. Establish a highly qualified and experienced body (a commission) for on-going evaluation of the areas of growth, interest and promise.

Timeline: constant and iterative process

Responsible people/Office: Provost Office, Vice Provos for Research and Academic Affairs, Deans, Faculty, Department chairs

Resources: SPGA, Provost's Office, IR, US Labor Bureau

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

Timeline: constant and iterative

Responsible people/Office: Deans, Faculty, Department Chairs, Associate Vice Provost Academic Excellence, Assessment Committee, Accreditation Committee

Resources: SPGA, Provost's Office, IR, US Labor Bureau, Associate Vice Provost of Academic Excellence and Vice Provost for Research and Academic Affairs

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

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

Timeline:

Responsible people/Office: Academic Affairs led by the Provost

Resources: Career Services, Industry boards

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

Timeline: Two times per year

Responsible people/Office: Deans, department chairs, faculty experts

Resources: Industry partners, programmatic industry boards

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

Timeline: advisory boards to be developed within 6 months of finalization of AMP

Responsible people/Office: Department chairs, deans, faculty experts

Resources: Provost's office, Dean's Office, faculty, Board of Trustees

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

Timeline: Three workshops per year

Responsible people/Office: Academic Affairs

Resources: Academic Departments, Office of Diversity Inclusion & Cultural Engagement (DICE), Office of Student Involvement and Belonging (SIB)

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

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

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

Timeline:

Responsible people/Office: Vice Provost of Research and Academic Affairs, Academic Departments

Resources: Academic Affairs, Career Services

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

Timeline: Two times per year

Responsible people/Office: Vice Provost of Research and Academic Affairs, Department Chairs

Resources: Career Services, Office of Sponsored Projects and Grant Administration

3.3 Create publications for highlighting consortium partnerships and research.

Timeline:

Responsible people/Office: Vice Provost of Research and Academic Affairs, Academic Departments, chairs, faculty

Resources: Deans, Office of Institutional Advancement, Office of Academic Affairs, MARCOPA

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

Timeline:

Responsible people/Office: Academic Departments, chairs, faculty, financial aid office

Resources: The Office of DICE, career services, the office of institutional advancement, the office of student affairs,

3.5 Evaluate and prioritize faculty/staff recognition, including:

3.5.1 Foundation awards for community partnership.

3.5.2 Rising scholar achievement award and endowment

3.5.3 Release time necessary for faculty to develop partnerships with businesses and organizations in the local community. Eg positions on school boards, associations, etc.

3.5.4 Academic Affairs to assess the direct impact of faculty release time and student success.

3.5.5 Assessment of the efficacy of implementing this work as non-instructional workload periodically, no less frequently than once every two years.

Timeline:

Responsible people/Office: Department Chairs and Provost's Office

Resources: Deans, Provost Leadership team, faculty

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

Timeline:

Responsible people/Office: Deans, Academic departments

Resources: Academic Affairs, Provost

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

Timeline:

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

Resources: Academic Affairs, Provost

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

4.1 Identify opportunities to foster involvement in international philanthropic efforts, at a minimum of twice per year. These must be administration-enabled, faculty-empowered, and student-executed.

4.1.1 Conduct assessment on deliverables in 5-year intervals.

4.1.2 Establishment of partnerships with other institutions (nationally and internationally) to collaborate on faculty and student exchange, and the exchange of ideas, information and shared initiatives.

4.1.3 May re-evaluate these goals, their timelines, and their implementation.

Timeline:

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

Resources: Office of Institutional Advancement

4.2 Develop a framework for establishing community/industry partnerships.

4.2.1 Charge department chairs to customize this framework to fit their specific needs.

4.2.2 Encourage learning-through-service models.

Timeline: framework to be developed within 6 months of finalization of AMP

Responsible people/Office: Department chairs, Deans, Vice Provost of Research and Academic Affairs

Resources: Academic Affairs, Career Services, Office of Institutional Advancement

Goal 5: Assess entrepreneurial and applied research efforts.

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

Timeline: Framework developed within 1 year of AMP implementation

Responsible people/Office: Deans, Department chairs

Resources: Career services, office of student affairs, office of academic excellence, student involvement and belonging, office of diversity equity and inclusion

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

Timeline:

Responsible people/Office: Provost Office, Provost Leadership Teach

Resources: Faculty, students, Vice Provost of Research and Academic Affairs

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

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

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

Timeline: reports done once per year, at end of year

Responsible people/Office: Deans, Department chairs

Resources: Vice Provost of Research and Academic Affairs, Faculty, MARCOPA

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

Timeline: once every five years

Responsible people/Office: AVP of Academic Excellence, Vice Provost, Academic Affairs

Resources:

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

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

Timeline:

Responsible people/Office: Provost, deans, department chairs, faculty

Resources: Vice President of Finance and Administration

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

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

Timeline: Immediate review of these policies and periodic review once every 5 years

Responsible people/Office: Provost's Office, Faculty Senate, President's Council

Resources/Consult: Legal Counsel and the Office of the Provost.

OREGON INSTITUTE OF TECHNOLOGY
Faculty Evaluation Policy
OIT 21-040

Introduction

A regular review of faculty can improve the quality of the teaching, service and professional development functions of the university. In addition, it may benefit individual faculty members by assuring that they are regularly informed of their status. Such a review shall include input from the faculty member's department chair, colleagues and students. With the exception of student numerical evaluations, no anonymous input will be accepted. The written summary of the review shall be provided to the faculty member and he or she shall have an opportunity to respond, if desired.

The department chair plays a critical role in ensuring the Annual Performance Evaluation (APE) is meaningful and useful to both the faculty and administration.¹ Therefore, mandatory annual department chair workshops will be facilitated by the Provost's Office in order to review the purpose and process of the APE. A key component for properly conducting the APE is the meeting in the fall term between the chair and the faculty member at which time the Faculty Objectives Plan (FOP) is completed and agreed upon.

Purpose

It is assumed that the faculty member has basic competency, professional integrity and cooperates with colleagues in a civil and respectful manner. The goal of faculty evaluation is to assess contributions over and above these basics, that distinguish him or her for consideration for reappointment, salary increases (OIT-20-015), indefinite tenure (OIT-20-030), promotion (OIT-20-040), or post tenure review (OIT-20-035). The focus of a faculty member's professional activities may shift over time. As faculty progress through their careers they may devote proportionately more time to different activities, such as institutional or departmental leadership, program and curriculum development, teaching, or advising. Consequently, the expectations for individual faculty members may change.

Criteria

According to the Administrative Rules of the Board of Higher Education (OAR 580-021-0135), "criteria for faculty evaluation is [sic] established as a guide in evaluating faculty in connection with decisions on reappointment, promotion and tenure; and as a basis for assessing those aspects of the faculty member's performance in which improvement is desirable, whether the faculty member is tenured or nontenured, with a view to stimulating and assisting the faculty member toward improvement through the resources available under the institution's staff career support plan."

Faculty will be evaluated in three areas: (1) instruction, (2) professional development, and (3) institutional and professionally-related public service. The following guidelines are intended as an institution-wide standard to which each department and faculty member is held, yet allow for the flexibility to include other criteria warranted by the varying disciplines and professions represented at OIT.

¹ See OIT Department Chair Job Description, section 3, a, b, c and e.

Instruction

Given that the primary focus at Oregon Institute of Technology is teaching, faculty will excel in instruction in the following ways:

- Demonstrate knowledge of subject matter.
- Develop and revise curriculum to meet departmental and course objectives, as appropriate.
- Organize and deliver course materials to stimulate interest and discussion.
- Demonstrate growth in instruction.
- Employ a variety of assessment tools for evaluation of both teaching effectiveness and student learning.
- Maintain student numerical evaluations at a departmentally established standard.

Professional Development

Faculty will advance knowledge in education and/or areas consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Write and publish scholarly papers based on relevant research.
- Participate in conferences and conventions in education and/or discipline.
- Participate in workshops and classes in education and/or discipline.
- Hold membership and participate in professional organizations within discipline.
- Participate in professionally relevant employment or consulting.
- Earn a higher degree.
- Earn continuing education units (CEUs).

Institutional and Professionally Related Public Service

Institutional Service: Faculty will contribute to the advancement of the institution consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Serve on institutional, departmental, and/or faculty senate committees.
- Participate in student advising.
- Participate in student activities.
- Serve as department coordinator (assessment, advising, curriculum, program, scheduling, etc.).
- Contribute to student recruitment and/or retention.
- Serve as department chair.

- Serve on faculty senate.
- Develop and maintain equipment maintenance budgets, schedules, etc.
- Participate in special projects (i.e., grants, on-campus presentations and conferences, documentation development, etc.)
- Develop and/or provide distance delivery courses.
- Teach summer session courses.
- Write grants to support or participate in development of sponsored programs.

Professionally Related Public Service: Faculty may choose to make connections in the public sector for no fee consistent with institutional, departmental, and personal goals and objectives. Examples include but are not limited to:

- Provide consulting services in area of expertise.
- Serve on boards and committees.
- Hold office in professional organizations.
- Serve in field of expertise or education (i.e., high school mentoring, public speaking, math contests, fund raising, etc.)
- Participate in outreach programs (TWIST, Expanding Your Horizons, etc.)

Procedure

All faculty with an FTE of 0.5 or more shall be reviewed annually. The Annual Performance Evaluation will be based upon the following:

- Faculty Objectives Plan
- Student Evaluations of Instruction

Faculty Objectives Plan

The purpose of the Faculty Objectives Plan (FOP) is to ensure that individual and departmental objectives support and address institutional objectives. The FOP accounts for the upcoming academic year.

The FOP (Attachment A) will be completed and a copy provided to the department chair during convocation. The department chair will meet with the faculty member by the end of week 4 of fall term to discuss objectives and, as necessary, to provide direction to assure contribution in the criteria. The faculty member's accomplishment of those objectives will be the basis of the Annual Performance Evaluation (APE). The FOP will be signed by the faculty member and the department chair.

Student Evaluations of Instruction

Every other term (fall and spring of one year, winter of the next) tenured faculty are required to give all their students the opportunity to participate in numerical and written course evaluation. Full-time untenured faculty will provide this opportunity every term. Summer terms are excluded. Faculty members teaching lecture and lab sections of the same course may request of the chair to give one evaluation for both. Individual faculty members may request, or be required, to be evaluated more frequently.

A copy of the Faculty Multi-Term Summary Report (FMSR) table for the F-W-S evaluation period will be provided to each faculty member by the administration. A copy of this form will be appended to the APE form. Additional voluntary evaluations done at the request of the faculty member may be included on the APE form at the discretion of the faculty member.

Annual Performance Evaluation

The APE form (Attachment C) will be completed by the faculty member and a copy provided to the department chair during convocation together with FOP. The APE accounts for fall, winter, spring and summer terms of the previous year.

The department chair will meet with the faculty member to discuss

- the progress made toward meeting the objectives established in the previous year's FOP
- the results of the student numerical evaluations relative to the departmental established standard

Based on the discussion with the faculty member, the department chair completes the APE form and submits it to the faculty member for concurrence or nonconcurrence, and comments, if any. Chairs shall finalize these documents with faculty by Friday of week four, fall term. Completed APE forms are due to the Dean's Office by Friday of the sixth week of fall term.

The dean will review and comment on the APE form. The dean will consult with the department chair regarding the faculty member's performance as needed. The dean will return the original APE form to the faculty member and send a copy of the APE form to the Provost's Office by Friday of week eight, fall term.

Recommended by:

Faculty Senate – June 7th, 2022
President's Council –

Approved: _____

Date: _____

Course Registration Waitlist Procedure

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

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

<p>For Office Use Only</p> <p>Process Date _____</p> <p>Initials _____</p>

Waitlist Exception Form

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

ADDS					
CRN	COURSE/ NUM	SEC	INSTRUCTOR SIGNATURE	DATE	AUDIT?
					<input type="checkbox"/>

Justification for Exception:

REGISTRAR SIGNATURE **DATE**

ADVISOR SIGNATURE **DATE**



ORIENTATION: S.O.A.R.-ING INTO SUCCESS
STRATEGIC PLAN
2022 - 2023

WHERE WE WERE

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

Parent Schedule

10:00 am – 11:15 am | The Art of College Parenting with David Coleman

11:15 am – 12:00 pm | Parent Panel with Student Affairs Directors

Student Schedule

9:30 am – 10:30 am | NSO/Week of Welcome Student Check-In

10:30 am – 11:30 am | Student Welcome Session

11:30 am – 12:45 pm | Details with the Dean & photo

1:30 pm – 3:30 pm | Building TECH Nation (Hooray) with David Coleman

3:30 pm – 4:30 pm | Student Affairs: Staff & Silliness

Summary of Event:

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

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

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

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



WHERE DOES THAT TAKE US

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

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

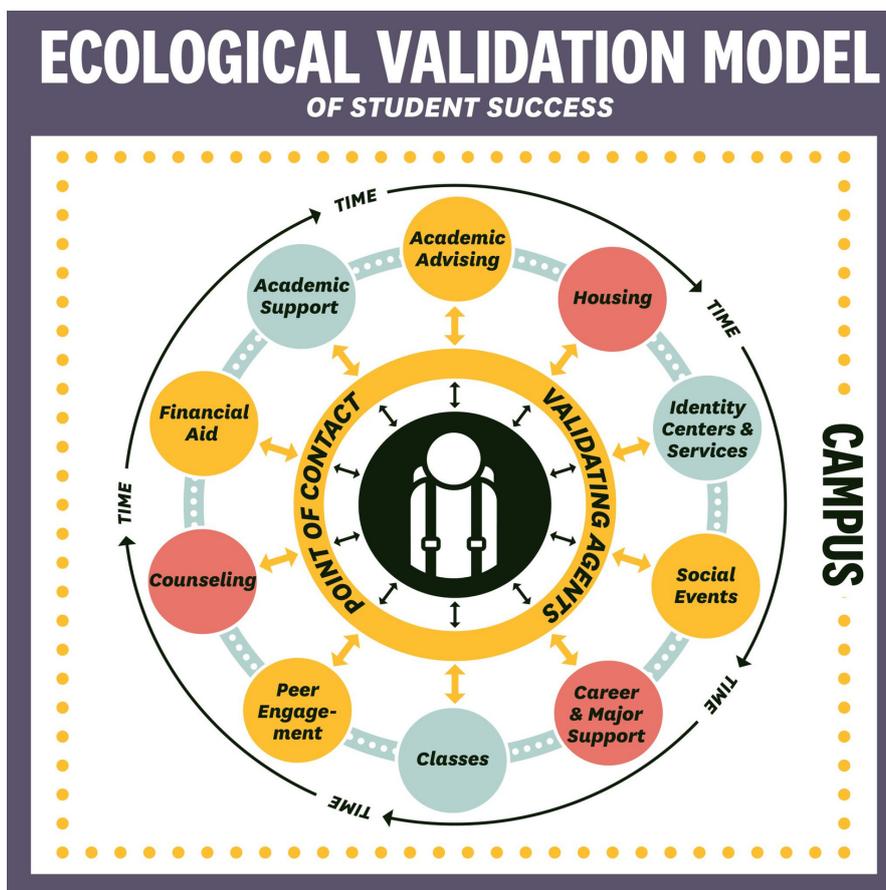
What makes a high-impact practice?

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

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

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

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



The model is described in terms of:

- what is being validated (Student- i.e., student characteristics, experiences, identities),
- how validation occurred (Process- academic and interpersonal validation);
- the multiple curated environments where validation occurred (Context- academic and student affairs departments, personnel, and events/activities); and
- when validation happens (Time- throughout college).

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

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

Mission and Outcomes

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

S.O.A.R. Vision:

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

Outcomes	Details
SUPPORT	<ul style="list-style-type: none"> • Students and Parents/Supporters will be able to identify 3 resources that can help them at Oregon Tech • Students who attend S.O.A.R.-ing into Success will have the opportunity to understand transitional issues (social and academic) they may encounter during their time at university and how to manage them.
OPPORTUNITIES	<ul style="list-style-type: none"> • Students will be able to identify opportunities available to them during their time here at Oregon Tech that will support their holistic development. • By attending this S.O.A.R., students and families will be able to describe the importance of seeking out co-curricular involvements while obtaining a degree
ACCADEMIC SUCCESS	<ul style="list-style-type: none"> • Students and families will be able to understand how to connect and receive services from university resources to help with their academic careers. • Students will develop transferable skills that can be used throughout their academic and co-curricular activities.
RESILIENCY	<ul style="list-style-type: none"> • Students will develop their “why” for coming to Oregon Tech and what motivates them to be in school. • Students will identify at least one coping skill they plan to utilize to overcome adversity.

Connection to Oregon Tech Strategic Plan

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

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

Schedule at a Glance

Sunday, September 25, 2022

Student and Parent check-in

University Welcome

Technology on a TECH campus (ITS and the APP)

Campus Security, Safety, and Parking

Payments, Fees, and Funding for the next four years

"OWL" THAT: supporting your owl's involvement

Coaching your Student to Success

Discover your Academic College

Foundation mixer downtown/on-campus

CU After Dark

Monday, September 26, 2022

Student Check-in and Welcome to the stadium

OT Photo

"We Know an Owl"- Playfair/Family Time

ISHC Lunch and Tour

Family Time

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

Getting Involved, where do I fit into Oregon Tech?

Hike to the O

Tuesday, September 27, 2022

"How to Hustle" Academic Excellence Breakfast

How to build healthy relationships with your professors

Never have a feather out of place: Time Management

Need academic help? Peer Tutoring is here to help

College Breakout

The most important project at Oregon Tech is Me

Welcome to the Hill: Life on Campus

How to ACE your first year:

Amazing Race/Campus Scavenger Hunt

We are Oregon Tech

SOAR-ING

Klamath Falls

Sunday, September 25

Student and Parent check-in

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

University Welcome

SIB, VP Student Affairs, Provost, University President

Technology on a TECH campus (ITS and the APP)

ITS, SIB

Campus Security, Safety, and Parking

Campus Security

Payments, Fees, and Funding for the next four years

Cashire Office, Financial Aid, Foundation

"OWL" THAT: supporting your owl's involvement

- Opportunities at Oregon Tech are at the tip of your wings. Learn how involvement can impact your university experience.
SIB, DICE, CARES

Coaching your Student to Success

Academic Advising and Retention

Discover your Academic College

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

Foundation mixer downtown/on-campus

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

CU AFTER DARK

See You at the College Union

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

DAY 2: Student Schedule

WHO and WHAT

<p>S Check-in and Welcome 9:00 AM - 10:00 AM</p>	<p>Check-in to the stadium, where after you are checked in we start setting students upon a way that spells out OT. <i>Student Involvement and Belonging</i></p>
<p>O OT Photo 10:00 AM - 10:30 AM</p>	<p>Organize students in OT fashion and snap a picture. <i>Marketing and SIB</i></p>
<p>S "We Know and Owl"- Playfair (90 min)</p>	<p>This is an opportunity for our SOAR Leaders to help lead a mingle activity with the students that help break the ice and build new relationships</p>
<p>S ISHC Tour and Lunch</p>	<p>ISHC Leads their annual lunch and tour, with everyone walking from the stadium to the health center.</p>
<p>S Family Time</p>	<p>Opportunity for students and their SOAR Leader to do an interactive family session to build bonds</p>

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

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

<p>Greek Student Experience</p>	<p>Religious & Spiritual Student Experience</p>	<p>Cultural/Identity Student Experience</p>
<p>Non-Traditional Student Experience</p>	<p>Veteran & Veteran Affiliated Student Experience</p>	<p>Gender/Sexuality Student Experience</p>
<p>Hike to the O Outdoor Programs works to Hot the annual Hike to the OT</p>		

DAY 3: Student Schedule

WHO and WHAT

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

Current Student's Involvement

There are four groups of student leaders on campus that we want to utilize throughout this program:

- Admission Counselors
- Resident Assistants (RA)
- Peer Consultants
- SOAR Leaders and SIB Assistants

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

SOAR

Portland-METRO

Monday, Sept. 26th (midday)

- SOAR-ing into Success Luncheon: Invite key faculty across majors to mingle, student panel, student resources, and grab a bite to eat!

SIB- PM, Key Faculty, select Student Leaders

Monday, Sept 26th (early evening)

- Faculty and Adjunct Orientation Dinner promoting student resources to make sure they are aware of all the support mechanisms, early alert)

SIB- PM, Student Resources, Academic Leaders

Tuesday, Sept 27th (early evening)

- New Student Orientation Dinner (invite key faculty in these majors to mingle? student panel, student resources)

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

SIB- PM, Key Faculty, select Student Leaders

Wednesday, Sept 28th – Thursday, 29th

Week of Welcome & First Days of School:

- BBQ
- Pop Shop
- Shaved Ice/Ice Cream Truck
- Music
- Donuts and Directions
- Hootie Birthday
- Spirit Swag

Planning:

We want to make sure the PM has a similar experience on campus that our KF new students get to attend. We would like to weigh several questions when creating this program:

- *What would this look like as a one-day event that students/supporters attend before school starts?*
- *What would it look like to create come-and-go events for students to attend over a week period?*
- *Is this adaptable to PM and what can we do to make it adaptable?*
- *What ideas do you all have?*

ONLINE

Oregon Tech App

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

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

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

- What thoughts do we have on the online experience?



Portland-Metro

Faculty Senate 10/4/2022

Billy Kimmel

ASOIT-PM OFFICERS



PORTLAND-METRO **ASOIT OFFICER**
President

PORTLAND-METRO **ASOIT OFFICER**
Vice President

PORTLAND-METRO **ASOIT OFFICER**
Administrative

PORTLAND-METRO **ASOIT OFFICER**
Student Outreach

REE

MET

Pre-MLS

REE



ASOIT-PM Proactive Priorities (Draft)

1. Approachability and Outreach
2. Events and Campus Presence
3. Transparency and Communication
4. Professional Development and Teambuilding
5. Student Advocacy

Fall Term Schedule

- Executive Meetings: Fridays @ 10AM
- Parliament Meetings @ 12PM in Rm 209:
 1. October 11th
 2. November 8th
 3. December 6th
- Involvement Expo Table: October 4th
- Voter Registration Event: October 18th
- Week of Relaxation: Nov. 28th – Dec 2nd

Working with Faculty Senate

- Sharing student concerns
- Collecting student feedback
- Inviting ASOIT to classes (pm-asoit@groups.oit.edu)