Oregon TECH
FACULTY SENATE

Minutes

The Faculty Senate met on April 5th 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 Andria Fultz, Janette Isaacson, Laurie Yates, and Lindy Stewart.

Approval of Minutes

The minutes for the March 1st, 2022 Faculty Senate meeting were approved with no changes.

Reports of the Officers
Report of the President – Terri Torres

- Terri thanked all Senators for their continued support and help this year.
- She also said that the Provost requests that Senators reach out to and interact with their constituents even more in the future. As part of this effort, SenEx has created door signs for all Senators, and these signs were distributed during the meeting.
- Terri said that faculty are "anxiously awaiting" a response from the Provost to the mid-level committees' draft charges that were presented during last month's meeting.
- President's Council will meet at April the 14th at 2pm to discuss (among other things) the NTT promotion policy.
- Terri said that the recent "Don't Stop Believing" faculty meeting was a success. The feedback from faculty that was generated during this meeting is available on **pages 29-39** of this packet for your reference.
  - There will be a follow-up meeting that includes the Deans and Provost on April the 19th at 2pm. Terri encouraged Senators to let their constituents know of this meeting so that they can attend.
  - The date of the end-of-year barbeque hasn't been determined yet, so more information on that will be forthcoming.
- The upcoming Board of Trustees meeting will be happening on the Klamath Falls campus, and the results of the climate survey will be presented during this meeting.
- Items that Terri has discussed recently with the Provost include:
  - Convocation, and the involvement of Senators in the planning and execution of the Convocation schedule.
  - The continuing need to make more general education electives available for our students. The hope is that the new hires will help to solve this issue. There are thirty-one faculty positions being searched for right now.
  - Increased communication from the Provost's Office. The Provost agreed to this.
  - The Dean evaluation process. This evaluation is in process, and faculty should be able to provide feedback via email now.
- Terri said that PEBB is offering $100 rewards for people who get COVID booster shots.
- Questions?
  - Kyle Chapman asked to clarify the date of the upcoming faculty/administration joint meeting, and Terri said it would be held on April 19th at 2pm.
  - Christopher Syrnyk asked how the climate survey results would be shared with faculty. Terri said that she wasn't sure yet, but that the results have to go to the Board first, and then will likely be shared with faculty afterward.
    - Dr. Afjeh spoke to clarify, saying the the climate survey company intends to have a summary of the results for the April Board meeting, with a more complete report to follow later.

- End of report.

Report of the Vice President – Lindy Stewart

- Lindy Stewart was unavailable, so there was no report from the Vice President.

Report of the ASOIT Delegates – Brie Landis and Jack Zoucha

- Brie Landis brought to the Senate's attention the letter of disagreement that they and the rest of ASOIT put out in response to the Tuition Recommendation Committee's proposed 8% tuition increase. This letter will be presented to the Board on Tuesday. This document has been included in this packet, on **pages 9-12**, for your reference.
- Brie also said that Klamath Falls ASOIT is undergoing a total restructuring to better support shared governance as outlined in the recent AGB report.
- Questions?
    - There were no questions.
- Jack shared a PowerPoint presentation to update the Senate on Portland-Metro's ASOIT activities. These slides have been included in the packet, on **pages 13-22**, for your reference. All the points Jack raised are cap-tured well by the PowerPoint slides. Anything *not* included in the slides that was part of his report is recorded below.
- Questions?
    - Sean Sloan asked if a 5% tuition increase would still leave us short on the university's budget. Jack replied that it would still leave us $5.7 million short. He said that a large part of this shortfall is a result of the changes to the HECC's funding model.
    - CJ Riley spoke in support of Jack's idea to lobby more for funds from outside sources as a way of keeping tuition raises low. He asked if Jack has worked with lobbyists as part of the institution. Jack said yes.
- End of report.

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

- RPT has met twice this month to discuss the current misalignment between the timelines of the FOP and APE forms for faculty evaluation. The solution to this problem that RPT is proposing is that in the future faculty should be asked to submit both the FOP and the APE together during Convocation. Chairs would then have the first four weeks of fall term to sign and respond to the documents. He asked if Senators had feedback or questions.
- Questions?
    - Cecily Heiner asked if this was a policy that will take effect in the future, or if it is currently just a suggested change. Yuehai responded that it is only a suggested change coming from RPT.
    - Vanessa Bennett asked what is common in other institutions, and Yuehai responded that that isn't something that RPT has investigated so far.
- End of report.

Academic Standards (Laurie Yates)

- Terri reported on behalf of Laurie (who was not present) that Academic Standards has met twice and is currently working on their charge regarding the Academic Calendar.

Faculty Senate DEI (Franny Howes)

- Terri also reported on behalf of Franny, who was not present. She said that the committee has been working with Dina Battaglia.

Reports of Special or Ad Hoc Committee

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

Unfinished Business

- There is no unfinished business.

New Business

- There is no new business.

Open Floor

Vanessa Bennett

- As head of the Emeritus Committee, Vanessa asked how revisions should be made to the Emeritus policy, as it hasn't been reviewed or revised since 2003.
  - o Terri answered that this should be done through Faculty Senate, and suggested that it could be a charge for next year.

Jack Zoucha

- Jack raised the concern from students that at the end of last term they were shut out of their classes on Canvas at 5pm on Friday of finals week. He wanted to know how faculty felt about this.
  - ◦ Christopher spoke up to say that he was able to extend the length of student access to his course shells by making a request directly to Carrie Dickson.
  - ◦ Cecily asked if it costs more to keep the course shells open later, but no one knew the answer.
  - ◦ I spoke in support of Jack's concern as well: I had many students last term who couldn't access my feedback on their final projects because they were cut off from accessing the course so quickly.
  - ◦ Maureen Sevigny said that she has had this happen with courses that are supposed to be open year-long as well. She can contact Carrie to make sure this doesn't happen again, but questions why this change was made to begin with.
    - ▪ CJ agreed as well; he stated that it is "a point of transparency" to make sure that our students are able to access their grades and feedback on their work at the end of the term (and, potentially, beyond).
  - ◦ Randall Paul asked about who is in charge of setting when the Canvas shells close, broadly, for the university.
    - ▪ Terri said that Carrie sets the default.
  - ◦ Terri told Jack she would follow up on this matter and provide an answer at the next Faculty Senate meeting.

CJ Riley

- CJ brought up a concern forwarded to him by Joe Reid: whether or not the link we got requesting that we fill out the FSSE was actually a "real" link and not spam.
  - o Terri said that it is a real link.

Kyle Chapman

- Kyle announced that now the Student Symposium is going to be called "Idea Fest." It will now have an event dedicated to faculty research, and the University Research Committee is looking for volunteers to speak on panels, make presentations, and/or participate in a poster session. If you are interested, please contact Kyle or Yasha Rohwer. Also, there will be an email request going out to all faculty shortly. This will be an afternoon event getting expanded to a four-day event:
  - ◦ The Portland-Metro Student Symposium will be on May 18th.
  - ◦ Faculty sessions will happen on May 19th.
  - ◦ The Klamath Falls Student Symposium will be on May 20th.
  - ◦ The Klamath Falls Music Garden will happen on May 21st.

Report of the Provost – Dr. Joanna Mott

- Enrollment continues to be an ongoing issue. The Provost will be reporting on this at the upcoming Board meeting.
- Deposits are up a little for fall.
  - o In particular, the deposits for WUI students are up, while deposits from Oregon residents are down.
  - o Also, Portland-Metro's numbers of admitted students are down, but their deposits are up a little.
- Dr. Mott said are reliance on transfer students is becoming a liability as less students attend (and transfer from) community colleges.
- She also cited Cal Poly Humboldt (fka Humboldt State) as a threat to our growth.
- Our unclassified legislative funding ($5.5 million) is still "up in the air" as we continue to see where we can and can't spend it, and what needs are most immediate.
- A search has been set in motion for a Director of the Applied Computing center.
  - o If anyone has any ideas for or input on the Applied Computing center, Dr. Mott asks that they send it to the Provost's Office.
- Dan Peterson will be presenting the Academic Plan Vision and Mission for review at the upcoming Board meeting.
- Trustee Brown is interested in getting program data to better understand the cost/revenue relationship for various programs.
- Sabbaticals have been approved.
- Equipment requests were approved based on the Deans' priorities.
- Summer Creativity Grant proposals will be solicited soon.
- Dr. Mott asked that if anyone has a Convocation session to propose, they send that proposal to Paul Titus.
- The Dean's evaluation process is underway.
- Questions?
  - o Terri asked if a decision has been made regarding the adoption (or not) of Simple Syllabus.
    - ▪ Dr. Mott said that the decision has been made to adopt it. Training opportunities will be forthcoming. She also supported Randall's suggestion that something be offered during Convocation.
  - o Terri also asked about the development of the Academic Master Plan: when will the faculty body see it, or have the ability to weigh in on it?

- Dan Peterson responded that there are current faculty involved in working on the Academic Master Plan, and that questions can be addressed to them.
  - It was pointed out that one of these faculty is Randall Paul.
- Dan also said that there *will* be a point where faculty at large will be able to provide feedback. He hopes that this will happen within the next few weeks.
- Terri also asked Dan to provide an update on the new Summer Bridge Program.
  - Dan has been working on this program alongside Carleen Drago-Starr, to help students who need it to transition more smoothly into college life.
    - This is intended as an extension of/assistance for bridge programs that already exist at Oregon Tech for particular groups of students (like TOP students, for example).
    - In particular, the hope is to expand the academic portion of our bridge program offerings. Dan has reached out already to the Communication and Math departments in this effort. There might also be attempts to get Natural Sciences faculty involved. The overall idea is that the program would better prepare our incoming students a) for college life in general, but also b) the academic challenges they may face in their first year courses.
    - Questions?
      - Terri asked how much money was received from the state for this program.
        - Dan said they received $350,000, part of which will be used to hire a staff position to support and further develop the program.
      - Sean suggested that engineering faculty would be able to help out with this program as well.
        - Dan said he'd be happy to bring it up to the program development group.
      - Terri asked how the success of the program will be assessed.
        - Dan said that part of the staff hire's job will be to assess the program's success.
      - Vanessa asked if the $350,000 was intended only for the bridge program, and if they can be used elsewhere if they aren't used on the program.
        - Dan said that the money is available *only* for the program, and the hope is that if the program is successful, there will be more money available in the future.
      - Sean asked how long the program will run for: will it be summer only, or will it run through the fall?
        - Dan said it will run into the fall to continue to support students once the academic year begins.
      - Cecily asked out the program's selection criteria.
        - Dan said that the selection criteria are mainly based on the selection criteria for TOP currently.
      - Sean asked why we need to make the program available *only* to certain students and not any student who wants to participate.
        - Dan said that the problem is mainly staffing issues: we need the program to be successful, so we need to be mindful of how many students we can meaningfully serve with the resources we have.
          - Sean suggested that we could ask students to pay for their place in the program, but Dan said that at least at first we aren't going to charge students so that the program is more accessible to those who need it the most.
      - Iris asked if there could be an element of the program based on improving reading comprehension.
        - Dan said he would pass this suggestion on as well.

- End of report.

Report of the President's Council Delegate – Terri Torres

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

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

- Maureen reported that IFS has not met.
- She also reported that SOU's faculty union had declared an impasse in their contract negotiations, but they were able to ultimately able to come to an agreement. She said that she isn't sure if they have voted yet, but that is what she knows so far.
- End of report.

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

- As Lindy Stewart was unavailable, Dibyajyoti Deb gave a report in her place.
- Deb reported that FOAC was shown the budget planning and tuition formula for next year, and every scenario showed us ending up with a deficit, even with an 8% tuition increase.
- Oregon Tech will be submitted three capital projects for the next biennium:
  - Student Services and Success Center (new construction)
  - Renovation of the Learning Resource Center
  - Renovation of Semon Hall
    - The hope is that one of these three projects will be approved; there is little hope that all three will be funded.
- The CEET Building is 95%, with projected completion in May.
- The Boivin renovation is 5% completed, with projected completion in June 2023.
- The Campus Way roundabout is on hold, despite being 75% done.
- The OMIC Innovation Center is 12% complete, and is projected to be done by the end of this year or early next year.
- Dr. Mott added that there's no guarantee that *any* of the new (3) projects are going to be funded.
- Vanessa asked where the proposed Student Services and Success Center would be, and Dr. Mott answered that it would be between the CU and Snell Hall.
- Vanessa asked about the roundabout: what does it mean that it's 75% complete?
  - Deb wasn't sure exactly what that meant in detail.
  - Christopher explained that he'd heard from the city arborist that the city ran out of funding for the project and that's why it's stalled.
- Deb also mentioned the currently stalled student housing project, and Dr. Mott added that a modified version of this project proposal will be presented to the Board this week.

Report of the Administrative Council Delegate

- There is currently no Administrative Council delegate, so there is no report.

Open Floor (cont'd)

Terri Torres

- Terri explained briefly that even though Dan was not on the agenda to speak about the development of the bridge program, he spoke on it to inform faculty at her request, and she thanked him for being willing to do so.

CJ Riley

- CJ expressed his frustration on behalf of current CCT members that CCT's fall programming has seemingly been cancelled for the coming year with "no real explanation." He brought this up at Senate hoping to get a better sense of what CCT can and can't do with the time remaining in this academic year.
  - Dr. Mott explained that she has been in conversation with Dina Battaglia about charges for CCT and that the conversation is still ongoing.
    - CJ responded to say that he has been very disappointed to see activities and initiatives that faculty have developed in the name of uniting faculty around pedagogical development being brought to a stop "with no sense of what might replace them."
      - Randall followed up by asking if it was possible to get any idea of why CCT's programming has been eliminated.
        - Dr. Mott responded that they are "reevaluating" CCT and this will be accompanied by a faculty survey. The ultimate outcome will be between Dr. Battaglia and CCT. She also offered to talk to CJ directly about this issue, but stated that now was not the appropriate time for the conversation.
          - Terri stated that new information had just come to light, and that a lack of response "should not hinge on it not being the right time in the meeting." She claimed that this is an issue that many faculty are concerned about due to their previous experiences working for and with CCT.
            - Dr. Mott stated that the conversation will be had with CCT, not at Faculty Senate.

Adjournment

Terri adjourned the meeting at 7:17pm.

Respectfully submitted,
Ben Bunting, Secretary

March 24, 2022

President Nagi Naganathan
Oregon Institute of Technology
Sent via Email only

Dr. Nagi,

Oregon Tech's Tuition and Fees Recommendation Committee (TRC) met four times, beginning in January, and completing its work on February 25, 2022, after holding two virtual TRC/ASOIT student forums, one for Klamath Falls and another for the Portland-Metro campus. The TRC met all requirements set forth by ORS 352.102 as outlined in Attachment B – TRC Staff Report.

ASOIT, with support of Student Affairs and Finance and Administration, advertised TRC meetings, student forums and provided links to materials and feedback opportunities on the TRC website at www.oit.edu/trc to facilitate student and community feedback. The Klamath Falls open forum had 1 non-committee attendee, and the Portland-Metro forum had 3 non-committee attendees, representing an insignificant portion of the student voice. The committee said there would be an additional, university-wide forum for us to ask follow-up questions, but no such forum was held.

During the ASOIT forums, students from each campus provided comments and/or asked questions. Students had questions about the overall university budget and its pressures, and how tuition is used, a couple of the students also remarked that any tuition increase makes it more difficult for some students to afford college. One student noted that the amount of resident undergraduate tuition now exceeds the maximum Pell grant. A number of students' questions went unanswered at each campus forums with the promise to "get back to them" at the university forum, and questions were even collected at a Portland-Metro Parliament meeting to better represent the student body as a whole, but the opportunity was never given to ask.

On top of the lack of additional fora, the only amount ever discussed in the public campus forums was 5%. There would have been much more pushback from students and from ASOIT if administration members had been up front with us about the 8% that was voted on – without warning, without notice, and without any real chance to object. The tuition setting scenarios were changed on the unannounced day of the vote, and the motion to increase was made by a future Board of Trustee member without any meaningful discussion at all. ASOIT must firmly object to this being recognized as a "student representative", when both their motion and their vote was the deciding factor in a 5-4 vote, and an ASOIT representative on the committee, unaware of the vote, did not get to vote.

The lack of preparation of the committee should also be considered. During the first TRC meeting, a request by ASOIT representatives was made for the distribution of preparatory materials prior to each meeting, as well as access to the annual financial report for fiscal year '21, neither of which were ever provided. The

original recommendation also comes prematurely compared to previous years, with 43% fewer meetings than the previous three years before a final vote was called. Questions went unanswered, students went unheard, and the process was much too rushed to produce a result agreeable for all sides.

During TRC meetings, and at the campus forums, the Committee discussed internal budget projections for the upcoming academic year, tuition rates at peer institutions, reduced state funding, recent enrollment shortfalls, increasing organized labor wage and benefits costs, state mandated cost increases and other factors impacting the university's operating budget. This information was used to develop the Tuition and Fees Recommendation for the 2022-2023 academic year and can be found on the TRC website.

Additionally, the committee discussed the possibility of the differential tuition historically being increased to avoid the required HECC or Legislative Assembly approval for base tuition increases greater than 5%. The committee was unable to deny this possibility or provide the programmatic expenditures that would justify increases to the differential tuition. A number of students expressed an interest in vocalizing their dissatisfaction with the recent changes in the HECC funding formula that resulted in reduced funding for Oregon Tech moving forward, as well as the lack of investment in higher education from the state of Oregon.

At its first meeting on January 21st, the Committee was briefed on the Oregon Revised Statute establishing the requirement for the Committee along with the applicable Board Policy outlining the Committee's principles and responsibilities. These principles are as follows:

- Consider long-term factors when recommending the single year decisions (important to have a forward-looking vision)
- Recognize the importance of affordability for students
- Tuition levels should be developed using data and information, including internal budget, comparator institutions, and external cost indices
- Ensure we maintain the current service level, quality and support that Oregon Tech provides to students

The TRC recognizes the continued uncertainty regarding state funding, especially related to the recent reconfiguration of the Higher Education Coordinating Commission's funding formula, coupled with recent enrollment shortfalls and the continuing rise in faculty and staff healthcare and retirement costs which are not within the university's control. Those factors place a significant burden on the university's commitment to ensure continued investments in equipment-intensive degree programs, ensuring small class sizes and supporting new initiatives. ASOIT representatives worked with the Office of Student Affairs in developing the recommendation for mandatory fees including the student health fee.

Last week Oregon Tech was notified by the HECC that it will receive an additional $343K during FY 2023 from the Student Success and Completion Model (SSCM) due to the discovery of a HECC formula error. This increases Oregon Tech FY 2023 SSCM funding from $29.1 to $29.4 million. As such, the ASOIT recommendation for FY 2022-23 is revised from the TRC Staff Report recommendation dated March 4th because the Committee had already completed its work before the additional funds were identified.

TRC Tuition and Fees Recommendation:

- Increase academic year 2022-23 base tuition and fees by 7.0%, contingent upon HECC approval, and if that approval is not forthcoming the increase shall be 5.0%, and;
  - o This is comprised of a 6.6% tuition increase and increasing the health service fees at

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the Klamath Falls campus to $195 from $172 and at the Portland-Metro campus to increase to $63 from $43 for students enrolled for the regular academic year.

- If allocations to Oregon Tech for FY 2022-23 from the Student Success and Completion Model (SSCM) exceed the amount previously forecasted by HECC ($29,137,735), consideration be given to reducing the amount of the 2022-23 increase, and;
- Differential tuition related to Health and Engineering Technology programs remain at the current 37% premium on base tuition rates, and;
- Tuition remissions continue at approximately 14% of tuition revenue and that an additional $200,000 be targeted for underserved and disadvantaged students.

Service Recommendation:

- Oregon Tech administration should create a lobbying task force comprised of students, faculty, and administration focused on securing affordable education for students by increasing available aid and working to decrease costs, while still maintaining the current service level, quality, and support Oregon Tech provides to students.
- Expedite recruitment for budgeted vacant faculty positions.
- Increase monitoring of movable equipment on Portland-Metro campus to evaluate replacement.

ASOIT TRC Tuition and Fees Recommendation:

- Increase academic year 2022-23 base tuition and fees by 5.0%, and;
  - This is comprised of a 4.6% tuition increase and increasing the health service fees at the Klamath Falls campus to $195 from $172 and at the Portland-Metro campus to increase to $63 from $43 for students enrolled for the regular academic year.
- If allocations to Oregon Tech for FY 2022-23 from the Student Success and Completion Model (SSCM) exceed the amount previously forecasted by HECC ($29,137,735), consideration be given to reducing the amount of the 2022-23 increase, and;
- Differential tuition related to Health and Engineering Technology programs remain at the current 37% premium on base tuition rates, and;
- Tuition remissions increase to approximately 17% of tuition revenue and that an additional $200,000 be targeted for underserved and disadvantaged students.

ASOIT agrees with all service recommendations given above but cannot agree to a recommendation of more than 5% until proper preparation, communication, and exploration of alternatives to an 8% increase are given to students or student representatives. These tuition increases are unsustainable, and continue to impact both recruitment and retention at Oregon Tech. There needs to be a greater effort to cut costs, increase university funding through state, federal, and institutional funding, and reduce the burden to students.

The school needs to be soliciting funding and government support, not searching for industrial partnerships to increase our reputation. Our students ARE our reputation, and as the school continues to make it harder for students to attend Oregon Tech, these students will start taking their talent elsewhere. We strongly recommend university leadership weigh the short-term gains against the long-term goals for this university – there is already a national trend of young adults avoiding college due to the cost, and the financial impact it can have for decades afterwards, don't give them 8% more of a reason to be an electrician instead of an electrical engineer, a welder instead of a mechanical engineer, or a CAN instead of a nurse. Support the future of Oregon, and the future of Oregon Tech, and force others see the impact we have on the world around us.

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We look forward to further discussion on this matter,

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Brie Landis
ASOIT President, KF

Jack Zoucha
ASOIT President, PM

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Justin Echternacht, KF
ASOIT- TRC Committee Rep.

Billy Kimmel, PM
ASOIT- TRC Committee Rep.

Cc: John Harman, VP for Finance & Administration, TRC Chair
        Dr. Erin Foley, VP for Student Affairs, TRC Ex Officio
        Dave Groff, Interim Board Secretary, Oregon Tech Board of Trustees

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PM-ASOIT
Faculty Senate Report

Jack Zoucha, President

Campus Involvement

- Engineer's Week
  - Trivia
  - Hands-on workshops – Arduino, 3d Printing, Fusion 360,
  - Tech Teardown
  - Dean's dinner with students, faculty, and administration
- Dead Week
  - Donuts & Coffee, meet the new librarian
  - Lunch/Dinner for study groups
  - Paper Airplane Contest
  - Pi-Day

Oregon SGA Conference

- Reality vs. Expectations
  - 11 schools said they would come…only 3 showed!
  - 4/6 schools that were going to give talks didn't cancel…or show up
  - Besides all that, food was great, talks were even better!
  - Established some long-term relationships, people already asking each other for help/advice via email/chat!

- Future plans:
  - Still going to do more conferences – it was a great tool for everyone who attended!
  - Pre-registration/pre-payment?
  - Alternative location?

Other Updates

- Lobbying efforts
  - Working with some members in Wilsonville, surrounding area to get Oregon Tech, Renewable Energy Engineering program out into the community
    - Pedestrian Bridge at Willamette River
    - Traffic study for I-5 Bridge at Willamette River
    - Diesel->Electric boat conversion for Willamette Riverkeepers
    - In return, getting some help talking to city, government leaders about dorm proposal
  - ASOIT is actively looking for ways to increase state, federal funding, lobby HECC against recent changes to funding formula
- General campus notes

2022-23 Incidental Fee

- Chance to hire full-time student engagement coordinator at PM Campus
  - Aligns perfectly with PM-ASOIT goals all year
  - Give future officers a chance to work on other issues
  - Continue some of the traditions we've tried to start, without all the effort!
- Started with a proposed increase from $50 to $150
- After teamwork, collaboration, budget cuts with SIB, got the required fee from to $100 – and only for students taking 6+ credits
  - Based on 10% decrease in enrollment, fee could be lowered with enrollment increases or extra revenue can be used to further "community" feeling at PM Campus!

2022-23 Health Fee

- Also had a proposal to help fund a full-time counselor at PM Campus
  - Resource that has been needed, but lacking at PM
  - Previous counselor used to be pretty busy before COVID
- After working with Dr. Foley/SIB, we were assured that a decrease in Incidental Fees would not ruin our plans for the engagement coordinator
- Took $20 of incidental fee, added to Health Fee
  - Same increase of $50/term for 6+ credits, increase of $20 for the others
- Final fee recommendations:
  - Incidental Fee = $80 (6+credits), $50 (<5 credits), remain at $50 for summer
  - Health Fee = $63 for all students

2022-23 Tuition Increases

- As pointed out in our recommendation memo to Dr. Naganathan:
  - Lack of preparatory materials, participation at either campus forum
  - No chance for follow-up, University-wide forum was never held
  - A 5% increase was the only number ever discussed in public
  - Vote was unannounced, missed by an ASOIT rep – only passed with 5-4
  - Additionally, the 8% increase was proposed by a "student representative" without any meaningful discussion, proof of accurate representation of student body
- University leaders need to be soliciting funding and government support, not searching for the next big industrial partnership to increase our reputation!

2022-23 Tuition Increases

- ASOIT **WILL NOT** endorse more than a 5% increase until proper preparation, communication, and exploration of alternatives
  - Differential tuition now more than a maximum Pell Grant – Every. Single. Cent. of these increases now fall DIRECTLY on students
  - Tuition increases are unsustainable, continue to impact both recruitment and retention at Oregon Tech
  - Financial discussion focused solely on increasing revenue
    - What about cutting costs? Pausing construction? Using reserves?
    - What about other sources of revenue? State, federal funding, grants, etc.

Assessment Overview

FACULTY/STAFF

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

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

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

STUDENT

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

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

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

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Preliminary Findings

- **Findings reflect more than just:**

  o A vocal minority of faculty

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

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

- *The sentiment is widespread and deeply held.*

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Preliminary Findings
Institutional Strengths

FACULTY/STAFF SURVEY & INTERVIEWS

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

STUDENT SURVEY & INTERVIEWS

- Faculty Interaction
- Academic & Career Support

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Faculty Senate - May 2022

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Preliminary Findings
Institutional Opportunities

PRIMARY ISSUES

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

Significant Leadership Concerns
President; Senior Leadership; Board of Trustees

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

Eroding Faculty Experience
Appreciation; Workload & Staffing; Collaboration

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

Oregon TECH
Oregon Institute of Technology

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Preliminary Findings
Institutional Opportunities

SECONDARY ISSUES

Communication & Collaboration
Within and across departments and the Institution

Faculty & Staff Well-being
Lack of Institutional support

Diversity, Inclusion & Belonging
Institutional commitment and welcoming environment

Professional Development
Onboarding, training and career development

Performance Management
Effectiveness and accountability

Recognition & Respect
Formal and informal

ModernThink

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Next Steps

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

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

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

Oregon **TECH**
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1. What is working well at Oregon Tech?

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

2. What is NOT working well?

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

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

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

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

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

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

4. <u>What is not talked about that should be?</u>

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

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

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

We Can Work It Out

Discussion Question answers (04-19-22)

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

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

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

Celebrating "What We Do"

Open Forum

OTET/research conference

Less one-way communication

Genuine recognition of accomplishments

Faculty/Staff/Admin input on programming

Generate value

New president

Informal gathering—faculty takeover

College meeting

Faculty-led panels on teaching – related matters

Meeting with or presentations by ESLO committee

Integrate OTET activities into convocation

More focus on teaching

Relevant training, not checking boxes for insurance

Back to social events, like breakfast

More speakers like "Burning Glass"

CCT sessions

Q&A focus group

Schedule in a timely manner

A concrete plan on assessment for the ESLO of the year

Earlier Schedule

Two faculty staff mixers

Shorter! We need more time to prep for classes.

1 day, all on Zoom

Everyone is on Zoom

Integrate the Zoom people better

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

Empower faculty (like how faculty empowered our students)

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

Both-way communication channel between upper admin and faculty

Meetings

Model ESLOs

Fave to face contact

Seeking out feedback

Stop pretending there is no problem with morale

Listening and responding

Asking questions

Stop being defensive

Regular open office hours for admin

Management by "walking around"

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

Senate to take a more active role in governance

Time for questions and discussions

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

Periodic walks around campus

Don't always have authority to answer questions

Transparency, email updates on processes

Address concerns - "head-on"

Faster turnaround on questions/concerns

Face to face meetings

Fewer power points

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

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

Responsive communication with us, same other way around.

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

See "institutional betrayal"

Aligning words and actions

Have your expertise known and appreciated

Try to retain people

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

Acknowledgement that harm was done to me

Be advocated for---Knowing someone has your back

Time (goes both ways)

Know what we do

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

Use faculty expertise when appropriate to help with university level issues

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

Direct communication

Maybe more (less?) "not considered"

Not disrespected

More acceptance of shared gov

Being able to participate and offer expertise

Trust!

Feeling valued + supported + compensation

Streamline processes

Being part of processes

Understanding positions

Valuing opinions

To listen

Taking thoughts suggestions into consideration for actions

My opinion and professional experiences matter

Listening

Shared governance doesn't mean one-way communication

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

Salary matters [admin vs faculty compensation and hiring ratio]

Promotion track for non-tenure track and security

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

Guarantee some release to make research program – research takes time

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

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

Support financially + in terms of staffing

Understanding how you connect to the university mission

Fill positions!

Respect that I don't what to work on overload

Need incentive for non-tenure track faculty

Let me do my job!

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

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

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

Hire faculty and staff, rather than admin

More transparent (example, Boivin renovation)

Opportunity for input on Semon Renovation

Support programs/equipment needs

Address staffing shortages

Fair and reasonable processes

"Hand to recruit"

Limit non-tenure positions + follow policy

Individual conversation (And department meetings)

Understanding what our program actually are and what we do

What people left and why they left

Why is our retention for faculty so poor right now?

Stop driving away my colleagues

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

Team us up

Hire enough faculty to stop cancelling classes

Pass NTT policy

Stop insulting student's intelligence

Listen to them!

More staffing

Make Oregon Tech a place people want to keep working for

Focus on building relationships (to help with student success)

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

Put their interests first – resolves a lot of problems

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

Provide equipment that works

Provide qualified faculty to teach

Stop relying on adjuncts --- decreases college quality

Student support

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

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

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

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

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

Let some do more teaching and others do more research.

Like our students: give us objectives in writing

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

Measurable outcomes for us.

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

Flexible way of accepting 'outside work".

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

Working off bureaucratic mindset rather than being flexible.

KF-ASOIT Faculty Senate May 2022

Brie Landis, ASOIT President

Internal Governance

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

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

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

Advocacy Efforts

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

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

Advocacy Efforts

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

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

Questions?

**PM-ASOIT
Faculty Senate Report**

Jack Zoucha, President

1

Faculty Promotions

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

2

2022-23 Tuition Increases

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

3

2022-23 Tuition Increases

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

4

2022-23 Tuition Increases

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

5

2022-23 Tuition Increases

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

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Conclusion

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

7

Academic Standards Committee

Proposal for Waitlist Policy with Comments

The Academic Standards Committee proposes that Oregon Tech utilize an auto waitlist software. Details and comments:

- 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.
- Staggered registration dates will continue as is. This should help eliminate some issues for students, especially seniors.
- 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 a signature, and then to the student's advisor for a signature.
- The ability to register for more than one section per course will remain in effect for now. This will allow the Registrar's office to gather data on the new policy. Once the automatic waitlist system is fully implemented, other changes will be considered. At this time, the committee is hesitant to remove a tool that students have used to counter enrollment and scheduling issues over which they have no control. It seems prudent to allow administration to fix those issues which may eliminate this problem.

![Oregon TECH]

Waitlist Exception Form

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

ADDS

CRN	COURSE/ NUM	SEC	INSTRUCTOR SIGNATURE	DATE	AUDIT?
					☐

Justification for Exception:

_____
REGISTRAR SIGNATURE   **DATE**

_____
ADVISOR SIGNATURE   **DATE**

MEMO

Date: April 18, 2022

To: Faculty Senate

From: Concerned Faculty

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

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

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

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

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

Oregon TECH
Excellence in Teaching

Model

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

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

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

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

Oregon Tech's Excellence in Teaching (OTET) Workshop

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

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

Oregon Tech's Excellence in Teaching (OTET) Conference

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

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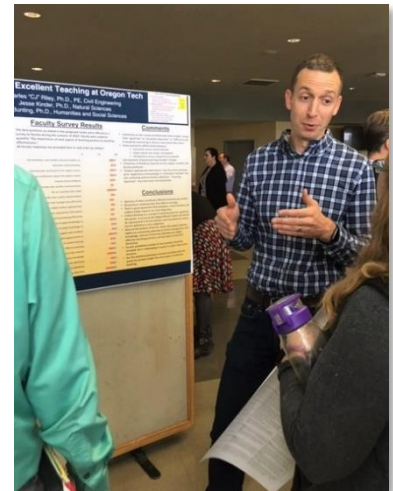
Oregon Tech Teaching Grants

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

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

Connections to ESLO | Assessment Committees

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

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

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

New Faculty Training

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

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

Excellence in Teaching Award

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

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

Grants Awarded to CCT

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

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

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

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

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

Research: Published & Presented

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

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

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

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

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

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

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

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

Summary

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