

Minutes

The Faculty Senate met on April 2nd 2024, in the Sunset Meeting Room of the College Union (Klamath Falls campus) and via Zoom for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

President Terri Torres called the meeting to order at 6:12pm. All Senators or alternates were in attendance except Ryan Madden. Joanna Mott and Abdy Afjeh were also not in attendance.

Approval of Minutes

The minutes for the March 2024 Faculty Senate meetings were approved without changes.

Ashton Greer made a motion to move the FOAC report by Senate VP Dibyajyoti Deb to the next item. Seconded and approved.

FOAC Report – Dibyajyoti Deb

FOAC met today i.e. April 2 at 2 PM. I apologize if my report is not as comprehensive as I didn't have much time to create a detailed FOAC report. However, VP Harmon is here, so he can elaborate on any things that I might have missed or of any questions.

1. Update on Tuition Recommendation Committee was given - met 4 times

- There was a strong showing from students - Concerns from students were - availability of classes, availability of faculty in addition to impact on tuition. At the end on March 6th the committee made a recommendation of a 5% increase in tuition.
- Tuition increase will provide about \$1.8 million. Some 2024-25 tuition scenarios were presented. With a 5% tuition increase there would be a gross tuition and fees of \$38.2M with \$7.5M in Fee remissions for a net tuition of \$30.7M. State funds amount to \$37.5M and other funds are 3.1M which adds up to about \$71.2M revenue. As far as expenses go, labor would cost \$58.3M and supplies and services would be \$17M and transfers at \$1.4M which adds up to \$76.8 which makes a deficit of \$5.7M.
- VP Harmon mentioned that there are some structural budget deficits that have gone unaddressed, an example being IT which overspent by \$1M.

2. There was an update given on the university investment report. Oregon Tech's operating assets are invested in the Public University Fund (PUF). As of December 31st 2023, OIT had \$28.6M on deposit in the PUF. PUF increased 2.3% for the quarter and 3.5 fiscal year to date. Oregon Tech's quasi-endowment fund assets increased 4.6% for the quarter and 3.8% fiscal year to date. The Endowment assets were valued at \$6.8M, as of December 31, 2023.

3. Update was given on 2024-25 budget planning - there is a projected net deficit of \$5.8M, this will be covered by using \$2.5M of reserve funds, and \$3.3M of budget reductions from various university divisions. This would leave us with \$10.7M in our reserve fund. Each division has been instructed to reduce their budget by about 5.7%. This includes an additional 1% reduction to allow for interdivisional evaluation of the severity of impacts. This would save about \$4M.

End of report.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Presentation by VPFA John Harman and AVP Alicia Dillon

-
- John indicated that Deb covered some important things from our budget.
- We have a Board meeting next week where we'll cover a lot of this as well.
- Capital project submissions are due Friday and there has been a lot of discussion around those. Submitting LRC renovation (third time it's been submitted) along with a center for student excellence. Pulling together services that are currently distributed throughout campus (CU, LRC, others). Also resubmitting Semon Hall as a renovation project. Can give us an opportunity to expand the dental hygiene program and expand and refresh the facilities in that building.
- John provided answers to questions that Senate President Torres had sent to him
 - Foundation net vs gross: a \$900k annual commitment yields a return of \$2.5M annually (5-year average). Also award \$1M in scholarships annually, beyond the \$2.5M. More details are provided in the slides attached. They restructured their investments a couple of years ago which has improved their returns. I would consider them to be a healthy foundation.
 - Sean: it seems like 50% of donor gifts may go to fund the foundation operations. John: many gifts are dedicated to specific causes while others are more general. Krista Darrah can provide you more data if you are interested.
 - OMIC net vs gross: OMIC is funded through federal and state grants (details on the slides), local government support, and revenue from the dues of members (for example PSU, OSU, commercial contracts). The assets for OMIC, while they are on our books, do not represent any debt to us. The grants require that we continue to operate through the grant period. State of Oregon capital grants are for the additive manufacturing building number two. At the end of the day, they are solvent with a fund balance of around \$1M.
 - Ken: are the commercial contracts under the commercial line item? John: yes. Ken: so do we expect that line item to grow. It seems like the initial concept was to make this an industry-funded operation.
 - Ken: who are the top 5 members? John: OSU, PSU, McDonnell Douglas, Boeing. Ken: it would be interesting to see a breakdown in the future of how much is coming from industry versus academia.
 - Riley: So, OMIC is its own entity, but you mentioned that we can't, for lack of a better term, bail on this obligation. Do other universities have this sort of arrangement? John: They are part of us, like another department, but we have partnerships that make this work. These don't require repayments unless we default on our responsibilities. So, we hold the risk.
 - Cristina: At one of our FOAC meetings, OMIC was on the heat map as something that is the second highest risk after HR. How does that square with the data you're showing us here? John: the auditor conducted that risk profile and interviewed a lot of people. They recognized that OMIC is different than what we see at other universities, so let's take a look at them. The axes on that were likelihood versus impact. So, they perceived the risk as high because it's different. The state probably would not have funded something like this without an academic host. Cristina: well, it still just doesn't sit right with me that something with a \$17M revenue like OMIC
 - Q: What is the budget for the CIO? Why are there currently three? John: There are not 3 CIOs. Connie Atchley is part time, Bruce Taggart is interim. We had a search and the person we made an offer to didn't show up. Terri: the third person was at OMIC, but that's on OMIC's budget, not ours? John: yes, and they have a fractional person in that role. They are on a totally different system (not .edu).
 - Q: What is the allocation of the most recent reductions? Details on slides. John: We thought we were on track this year, but it became apparent around our January reports that areas were spending much more than we expected. Percentages shown are the percent of the \$931k that we have identified as

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

- expense reductions. It looked like a deficit of \$4M was likely, which was more than the \$3M that the board approved as a deficit budget.
- Almost a third of reserve, reductions, tuition increase. Between those three things we're either cutting expenses or increasing revenue.
 - New budget expectation is a 3% reduction in student credit hours.
 - Q: What is Dr. Nagi's budget? Pie chart on slides with total of \$1M.
 - Q: With our current enrollment, is it expected that we will be able to fill our dorms? John: we are locked in to the project because of the bond sales. I asked the state and they said that there is no way to pull out once the bonds have been issued. \$2.1M debt service per year for 20 years. Vanessa: I thought I asked that question to Dr. Mott last month and she said it wasn't our debt. John: she might have. ENG = education and general (7:02)
 - Cristina: They are an auxiliary so this is part of the \$30M budget for auxiliaries, with \$70M being the budget for the rest of the university? John: That's correct.
 - Riley: John: we will be paying the old debt and the new debt. The pro forma...
 - Bobbi: is the old debt the original residence hall? John: It is mostly the Village with some renovation of the original residence hall.
 - Vanessa: To live in the new dorms, students will need to pay more for the new dorms. Most of my students live in the older residence hall because it's more cost effective. John: we conducted a lot of surveys to see what students would like (AC and general comfort came out of that). We also looked at Eastern, Western, and Southern to investigate their rates and this is in line with those.
 - Thomas Long: Is it predicted that the budget for building this building will be cut like it was with the Village? John: I've heard a lot of those stories about the Villages with no elevators,
 - Stefan: I am dropping something in the chat about solar. Could we save students money on energy? John: we can't expand the solar array per the contract on the existing solar array. We produce about 38% of our own energy but could be more like 70% if we could get the geothermal power plant working.
 - Q: how does the facilities master plan guide our decisions? John: it's on the website and is very voluminous (200 pages). Terri: so the master plan has investments that are numbered and the field house is not number one. John: the field house is being discussed as donation funded.
 - Q: How will "behavioral workforce development" be spent? Details in slides. Discussion.
 - Terri: semiconductor workforce, have we started developing this? It's supposed to be spent by 2030. John: The provost will be the best to answer that question.
 - Q: What is the budgeted amount vs the amount that was actually spent for the last 10 years for institutional support? Bar chart in slides and entities that fall under institutional support.
 - Cristina: So it looks like we've more than tripled since 2013. 30% increase is steep! John: a lot of expenses have gone up substantially, subscription services, energy, and the added offices since then that we took on from shared services. Cristina and Andi: This just isn't sustainable with declining enrollments.
 - Matt: So you say the numbers of administrators really haven't changed. But we have more high level administrators than we used to have. It really isn't market increase, it's an increase in roles for which the salary is very high. John: You may be right. But institutions have gotten much more complex with many more regulations.
 - Sean: When I got here in 2010 the administrative overhead was about 33% or so, which was really low compared to other universities in Oregon. John: that's about 15%, but it depends on how you categorize administrative. (see slide 13) I think it might be something else going on. This is NACUBO data and IPEDS data, but we can get you some data on the other TRUs to compare to.
 - Terri: There was a recent 2 + 2% raise. What was that for? John: historically the president has tried to mirror what the unions are doing with faculty (AAUP) and staff (SEIU). The increase for AAUP was 1% across the board and 1% merit this year, so that's the 2% and there was another 2% bump for

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

- employees. This is based on SEIU increases, which were big. Since unclassified staff are not represented, I think the president wanted to do something.
- Terri: there is a group who didn't get a raise. John: who is that? Terri: I don't want to call anyone out. There's another group, but I can talk to you afterward. I will follow up with you. John: OK, we'll connect on that.
 - Terri: For academics, we don't have someone to manage finances. Will that be you? John: Maria Depew in PM has been helping Dr. Mott with that as well since early October. So, it's not just me it is me and my staff and I know Dr. Mott wants to rehire that position, but it will be several months. My staff and I help her with the data she needs to make decisions. If you have questions, reach out to Alicia.
 - Terri: Thank you. You are always very willing to share and we appreciate that.
 - Cristina: Thank you for all of this. You're very helpful.
 - John: We're on the same team and we're glad to do it.
 - Kamal: Was this part of the packet? Or can we have the slides?
 - Terri: please email CJ and we will incorporate in the minutes.

Sandi Hannan Report on Stay Survey

Sandi walked through the slides in the attached presentation.

Sandi: This is kind of preliminary. I've only been able to work through the faculty data, but the information from administration and staff is coming. I will prepare a summary of all of them to see what the major themes are.

Questions:

Terri: Was there anything that surprised you in these results? Sandi: unsatisfied with health and retirements benefits. I think health is more along the lines of not being able to find a provider.

Terri: As our HR leader, what did you learn that you can improve or help us improve. Sandi: I know what needs to happen is more open communication and better collegiality and relationships. I know I'm in HR but I don't like people; I'm an introvert and have to learn to put myself out there more. Hoping to collaborate with Gaylyn on the wellbeing stuff to see if there's a way to bring people back together.

Ken: Can we have these slides. Sandi: yes.

Vanessa: I feel like we've done this a few times before. I know we've done this in cases that the university had to do it. But there wasn't any change. Do you have a plan for what we'll do? Sandi: I'm glad you asked. Gaylyn is going to be reporting through HR on the wellbeing work. And we'll work on action plans and how we can increase communication. Everything is so siloed, not just faculty and staff but within departments and divisions.

Vanessa: I think this is great, but do you have any plans for exit interviews so you can compare what makes people unhappy on campus and stay versus those who leave? Sandi: we do one. Vanessa: but it's voluntary, so I'd have to go find you to do that. Sandi: I'll check with Sarah. There's an email that goes out when you leave. You can also have an in-person conversation with me or Sarah and the person needs to agree to that information being shared. Vanessa: So, how many people have done that and what do you hear. I'm concerned that what we hear as reasons doesn't match what people say there. Sandi: There are some other things we can try. If the person agrees to share, that goes to the Deans, Provost, etc. Vanessa: How many people participate in that? Sandi: I'd say around 60%. Most people want to come in and see people face to face. Vanessa: And you relay that information to all these people. Okay. Sandi: It comes down to, are people being honest when they complete the survey. We can't require anything.

Sean: You said responses are confidential. Why are they confidential? Sandi: Some employees don't want people to know. They want to say it, but they don't want it to impact their future relationships. Sean: but you can share the data in aggregate? Sandi: Yes.

Sujin: Who created those questions. Sandi: There was a committee that put that together (listed names).

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Terri: We keep getting these emails about things like lifting paint. Can you help us with that? Sandi: Are they Vector emails? I'll see what I can do.

Reports of the Officers

Report of the President – Terri Torres

1. I would like to thank Kristen Whitman for her work on the OER grants. Since the inception of the library's OER grant program, we've given out over 60 faculty grants to update their courses to use open materials, and saved students over \$1.6 million in textbook costs. As a result of the Library's OER grant, two faculty in the MLS department, Dawn Taylor and Caroline Doty, have published two new Hematology and Urinalysis eBooks that contain images of cells taken by Oregon Tech students.

2. The Faculty Promotion Policy has been signed by President Nagi. It amazingly went through the whole President's Council, legal, Nagi's office process in less than a week. It's done!

At President's Council, Ken Fincher gave an update from the Foundation that you all may be interested in. The Foundation hopes to increase funding to \$38-44M for the next five years. Currently \$2.7M is raised per year. There is a capital campaign to raise \$3.5M for a field house to be built next to the gym. About \$1.5M has already been committed. Dr. Mott asked for additional funds to be raised and set aside for Faculty Innovation grants since we have more requests than funds to be allocated.

3. I would like to congratulate Mark Neupert on being elected by the faculty to serve as the faculty member on the Board of Trustees. He still needs to be approved by Governor Kotek, but we have faith that this will happen. Note, when going through all of these policies on Board appointments, I discovered that the Faculty Senate President should be included on the review committee for determining new board members according to policy OIT-01-002 that was signed by Jay Kenton in 2016. I have never been included and I would have liked to voice an opinion that represents faculty. The ASOIT Presidents are supposed to be on this committee as well. We need to pay attention to this in the future to make sure we aren't conveniently forgotten.

4. Stay Survey- We invited Sandi to come and speak with us tonight.

5. Board Presentation in April. I asked for a meet-and-greet for faculty. Joanna will talk more about that in her report. I ask that you please attend if you can. It's a good thing for the Board members to put a face with our faculty that they hear so much about.

6. The selection of the faculty board member position process has been updated with your suggestion to open the eligibility to serve to all faculty. The Senate Executive Committee chose to not change the way voting takes place.

7. I have not been invited to meet with Dr. Nagi this month. I have been asked to invite Dr. Nagi to Faculty Senate. I will do so for next month.

8. I have communicated multiple times with Dr. Mott.

9. The NSSE survey runs April 8 – May 13 and please encourage students to complete it.

10. Supplemental Instructors and Teaching Assistants are now being allowed access to Canvas through a new process handled by the Registrar's Office.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

End of report.

Questions:

Matt: I liked how John said that we're going to have a 5% cut and see if that hurts any department or division unfairly. Do you know how we'll know what is unfair? I don't really want to leave it entirely in the hands of administration.

Cristina: I want to support that question. This is all moving very quickly and the details in FOAC gave me this same question. Terri: It was asked if we should form a PREC, which is something the president does. But apparently it would be hard to form that committee on this short timeline. I did ask Dr. Mott and she has no intention of not renewing or getting rid of any faculty lines.

Ken: Related to those cuts. There have been cuts made already with positions frozen or cancelled just this year. We were hiring a one-year physicist and they didn't come. So how are those accounted for? Terri: There was a pause and then there were nine positions... Dan: We are looking at other positions based on priorities as we can open those back up. Terri: Where would those additional funds come from? Dan: I don't know. Magic? No, I don't know where those come from specifically. Terri: So, Dan I'm sure you're aware of this that it is now April and some of these positions are needed in the fall and the probability of not filling these is high. Dan: I share that concern. I know some think that this pause was about making it harder to find people. Matt: Dan partially answered this. I know there was a pause or freeze. It would be interesting to know which searches went forward.

Report of the VP – Deb

1. Faculty trustee election results - Thank you all for voting in the faculty trustee election. Mark Neupert received the most votes and has been nominated as the faculty trustee. We would like to thank Bobbi Kowash and Phong Nguyen for their willingness to serve in this role and their continued commitment to OIT.
2. Academic Council Update - AC met on March 21st. There was no old business that was discussed. There were a couple of new business items that were discussed.
 - a. Jennifer Wilson was in attendance and she talked about Title 9 training for department chairs.
 - i. There was a handout given containing definitions and types of sexual misconduct.
 - ii. There were explanations of each and the sanctions for regulation non-compliance
 - iii. Obligations of department chairs include
 - b. Report all conduct; any person subjected to the behavior because they can see it, hear it, etc. can bring forward a complaint of unwanted behavior
 - c. Know policies and procedures for reporting misconduct; specifically, OIT-01-003, -004, and -005
 - d. Chairs were asked to not attempt to determine if conduct happened prior to reporting
 - i. Oregon Tech has a reporting procedure that must be followed to avoid potential claims
 - ii. Chairs were also asked to not attempt to dismiss the report
 - iii. Personal bias can prevent recognition of misconduct
 - iv. Dismissing the claim puts OT at risk for a "Deliberate Indifference" charge from the DOE-OCR; sanctions have the potential to be very large and have multiple ramifications
3. There were some information provided about the APE and FOP deadlines.
 - a. FOP/APE will be completed during spring moving forward; reporting term examples below
 - i. For spring 2024
 1. APE -- S23, F23, W24
 2. FOP -- S24, F24, W25
 3. If 12-month contract, include summer, research activities
 - ii. FOP/APE can be assigned at any time by the Provost's Office; chairs can begin process early
 - iii. Timeline presented at the meeting to be distributed to chairs after final edits
 - iv. Policies and timeline will be misaligned until policies and practice are brought into alignment
 - v. Boxes in documents have character limits; add attachment(s) if more space

End of report.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Questions:

Terri: Question that came in about whether the FOP changed. Beverly: It changed in that now it is in Docusign. It now has text boxes with character limits and you have the ability to click the paper clip to add attachments. You can have your conversation with your chair, approve. What was added: a percentage indication in the areas. Cecily: I'm looking at it and there are separate boxes for scholarship and research. What is the difference? Beverly: Some people think of their work as one or the other. You can use either. Deb: Is there a penalty if I don't have something in a box like research? Beverly: No, you would have a conversation with your chair and then fill in either one. Cecily: Is this based on a 40-hour work week or how would we do this. Beverly: It would be nice if it added to 100% but this is not enforced in the form.

Randall: Do I understand you right that these would not cover the same time periods? Beverly and others: No, they are now APE (spring, fall, winter as it has been) and FOP (spring, fall, winter ahead).

Terri: Beverly, can you tell us when the letters will go out about reappointment? Beverly: they are in process.

Cristina: Beverly I have a couple of questions: the CBA for a typical faculty requires that they have 36/45 workload units as instructional. So that would be 80% instruction, but you're telling folks you want to say something else. Is that what you want the percentage to be. Beverly: Well they should be the same. Ken: should I represent how I spend my time or what my expectations are? At this point in my career, I've taught these classes for a long time, so my instructional time is probably 50% and I spend proportionally more on service and research. Is that what you are trying to understand? Beverly: Yes. Terri: What do you hope to learn from this? Beverly: It was desired to know more about how work is actually being performed. Cecily: is this internal or external auditing? Beverly: internal. Cecily: so to clarify, this is how we spend our time. Beverly: yes.

Sean: do we have an estimate of how to calculate non-instructional workload. I've only seen information about advising so many students. Beverly reiterated CBA (tenure/tenure track, service, scholarship, research). Sean: So how much is 1? Beverly: it is not defined.

Matt: I tend to do more service than scholarship. If I record that I do more service (15%) than scholarship (5%) would I then be marked down as meets rather than exceeds. Beverly: This is the FOP area. That would be a conversation with your department chair. If you do 15% and 5%, but your department chair wants you to up your game in the 5%. No, it should be part of a conversation with your chair about what your expectations and goals are. Matt: So it should be 10 and 10? Beverly: No, each person has a different path and where you are in your career might mean you have more or less service, teaching, or research, depending on your unit.

Vanessa: If someone is teaching 80 or 90 credits and has no time for research or scholarship and they enter zero. Are they penalized? Beverly: The zero would have to be accompanied with what it is they are doing. If the credits are 90 and there's no scholarship or service, there needs to be an articulation of the lack of time due to teaching overload. That would initiate further conversations. I get what you're saying. There is a need to articulate the work being done in what areas. Vanessa: I want to make sure when I go back to my constituents with this who are teaching so many credits, I want to know how to advise them.

Christy: Can you speak to what training was given to department chairs about how to use these forms and these changes? I know we see a lot of discrepancies between departments when people go for promotion. Has there been training for chairs? Beverly: There has been very little at this point and that's something we need to do more of. You're absolutely right.

Me: Can you perhaps put some of the guidance you have provided here into a document to help guide how we use this? Beverly: yes.

Ken: Is there something changing about the FOPs that is not just a conversation between faculty and department chairs that is making this now part of a permanent record and being held by the university? According to the policy, that document is purely between the chair and faculty member and does not become part of the record. If we are doing that, I have some concerns, and we should be pretty open about that fact. Beverly: that's a good point.

Sujin: My situation is different than some others. I am going to be interim chair for my department. I'm going to submit my document to myself. I'm clearly going to spend more time on service. Will this impact my tenure and promotion? Beverly: that's an important conversation to have with your Dean. In those cases, the Dean serves as the "department chair." Ken: I would recommend you also talk to some past or current department chairs about this.

Chitra: I want to clarify what falls under scholarship. Beverly: Production or dissemination of new knowledge and engagement with the community of scholars or industry that the work impacts. Chitra: Guest lectures? Keynote

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

speaking? Beverly: I would consider that service, but have a conversation with your chair about how that is regarded in your area.

Cristina: In light of what CJ has said and the conversation at the table, I would appreciate the current FOP to include the kind of explanations you're providing now. This is unfair to ask faculty on the timeline we're given.

Report of ASOIT Rep – Thomas Long

We have been looking for the new student trustee for the Board of Trustees. We have made our decision for applicants on the voting position and are still working on the non-voting position.

I finished up a survey on how students feel. I'm looking to conduct an exit survey with students who are leaving if I'm able to do so.

Vanessa: When will you have your final determination? Thomas: We will put forward three with a recommendation.

Vanessa: but the governor doesn't have to take your recommendation? Thomas: No. Kamal: It's the same for the faculty member. Thomas: It's like the tuition recommendation committee; we offer a recommendation and they do what they want.

Administrative Council Report – Kelly Sullivan

- New Staff
 - Promotion – Jim Lake – Assistant Director of Facilities
- Kudos Awards
 - Unclassified winner - Ryan Henley in Disability Services
- Updates & Discussions
 - Creating a Policy Work Group to update policies related to staff
 - Discussion – SEIU contract with 14% increase in salary
 - Background on the negotiations - all 7 public universities negotiate together – there are 130 staff at Oregon Tech (3% of the total population represented by the union)
 - Concerns from Unclassified Staff – the salary adjustments for unclassified staff haven't been matching the cost of living increase; concern that some classified staff would be making more than their unclassified supervisors after increases; concern that this change is happening at the same time that departments are being asked to cut 5% of budget
 - Admin Council was asked to gather ideas on creative ways to compensate unclassified staff beyond salary that HR & others will review
 - The Compensation Study is also still underway & on track with the hope of creating salary structures and a merit based system for regular salary increases.
- Monthly Spotlight on the University Advancement team – the non-profit arm of the university
 - Annual Events – biggest giving days are Giving Tuesday and Give A Hoot Day (April 17th)

Questions:

Vanessa: Can you repeat Jim Lake's new title? Isn't he already in that position? Kelly: I believe so. Others confirmed.

Reports of the Standing Committees

Faculty Policy Committee – Ken Usher

We've been working on the promotion policy for library faculty. Alla and I have met multiple times and there have been a lot of edits. We are working with Beverly and things are going well. Anywhere it makes sense to use the language in the newly revised Instructional Faculty Promotion Policy we are attempting to use that language. There are places where this does not work, for example there is no tenure for library faculty even though they have the asst, assoc, full path. They also don't answer to a Dean or Provost, so the library director serves as chair and something like these roles. They use external reviewers as a result and we will continue using that approach. Our goal is to have a

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

complete policy and pass it at the May meeting. The path is being adjusted to match in terms of reaching the Provost with recommendations only offered at each preceding review. Ken articulated many other elements that are being adjusted including the removal of a “provisional instructor” classification that just is not used because the MS degree required for librarians is so available and well established.

Alla: Thank you to Ken and Matt and Beverly for spending the time on this. It was very badly needed.

Matt and I are in the process of an initial round of the review of indefinite tenure review policy. That won't be ready for the May meeting. Maybe June.

Matt: reminder that the updated promotion policy will not go into effect until July 1.

Academic Standards – Vanessa Bennett

Just a quick report. Our AI Committee met today. Thank you to everyone on that committee. We have done a lot of really cool work on this. Final recommendation on AI coming next month.

Academic standards committee is meeting and working on the finals schedule (Riley and Kevin) and dead week policy. We have a survey coming regarding summer term. When you get that, please participate in answering those questions even if you don't teach summer term. Hoping to have this complete by May, but we want solid data to present.

DEI Committee – Chitra Venugopal

No meeting, no report.

Ad-hoc Committee on Student Course Evaluations – Vicki Crooks

I'm absolutely convinced that making changes is going to be very good for us. I'm disappointed that being away has caused this to go slower than I'd hoped. Dan and I had a good conversation about this just today. If you're interested in doing syllabus reviews or peer evaluations, let me know. That's all I have for now.

Unfinished business

None

New business

Presentation by VP Harman above.

Report of the Provost

Terri presented based on notes from Provost Mott:

- Dean Peterson is leaving at the end of Spring Term
- Board meeting next week in Klamath Falls
- Please send any questions to Dr. Mott and she will respond

Questions:

Sean: Do we know which department will spearhead the semiconductor funding? Terri: That's a good question for the Provost.

Kamal: Is the associate dean position moving forward and will they serve as the interim dean. Terri: We do not know.

Vanessa: do we have someone as an associate dean? Terri: I know nothing. I know there were three good candidates and that these candidates were put forward. There is a quick search planned. Dr. Afjeh and Dr. Alp did not know anything more.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Terri: The AVP of Academic Excellence position was offered.

Kamal: Do we potentially know if any of the administrator positions were put on pause with some of the others?

Terri: I know that they were not.

Report of the President's Council Delegate – Terri Torres

Included in earlier report of the Senate President.

Report of the IFS Representative – Cristina Negoita and David Hammond

Cristina Negoita reported based on notes from David Hammond:

The IFS met on March 15 at WOU. The first major discussion item was how to respond to the HECC, which was soliciting input from the IFS regarding credit variance for courses that are part of the common course numbering effort. Briefly, the common course numbering efforts have encountered difficulty with certain courses that have historically been taught with a different number of credits (either 4 vs 5 credits or 3 vs 4 credits) at different schools. Following a lengthy discussion within IFS, the IFS drafted a letter to the HECC responding to the particular questions that HECC asked, wherein IFS endorses permitting up to a single credit of variance in the credit count for courses covered by common course numbering.

The IFS heard from the WOU provost Jose Coll, as well as the WOU legislative affairs liaison Ricardo Valerio. The most recent legislative session did not approve funding for Strong Start initiatives (which would have supported summer bridge programming for new students), or for student basic needs requests. Provost Coll mentioned concern about SB 1552, which permits community colleges to provide applied baccalaureate degrees, as being a potentially serious threat to higher education institutions.

Also, WOU moved to a new grading system, see [here](#).

We learned from the Summary of funding for Public Uni in Budget Omnibus:

OIT got

1. HB 5204 \$666,667 for Behavioral Health Workforce Investments
2. SB 5701 Semiconductor Workforce Investments \$671,141
3. SB5701 - Educator Equity Plan - all uni got \$1mil

There was also \$1,000,000 allocated to the Educator Equity Plan Grants to go to all Public Universities, under SB 5701.

The IFS then heard updates from constituent campuses, summarized below:

EOU : The school was disappointed in not getting TRUE funding. EOU is currently reviewing its general education requirements, and is continuing to work with its new president, who seems optimistic and engaged with the campus.

WOU : WOU has developed a new strategic plan. The school is discussing streamlining its curriculum approving process, and is working to reconfigure programs to deal with understaffed programs. Collective bargaining has recently begun.

OSU: The school is still dealing with large financial strains caused by the collapse of the PAC 12. Faculty do feel that the provost has been transparent with them. The school is looking at asking for a large tuition increase (~7%) that would require HECC approval. Classified staff recently bargained a good contract. OSU is currently revising its baccalaureate core.

SOU: A new provost just started at the start of March. The school is searching for a new VPFA. The current CIO

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

recently left, in the middle of the school's transition to the workday software suite. The president has stated that the current financial trajectory is better than recent years. There has been debate around the structure of advising, the new dean of students wants to recentralize advising, but there has been pushback.

UO: The GTFF reached an agreement with administration in January, avoiding a strike. The UO is looking for a new provost. A new centralizing push for shared services across departments has upset many faculty. Faculty morale at UO is currently poor.

PSU: PSU is in the process of creating a strategic plan. Currently, searches for 5 deans are underway. PSU AAUP bargaining will begin in May. The PSU faculty senate is trying to pass an amendment to include adjunct faculty in the faculty senate. PSU is facing a budget crisis, the president has requested using 20M of reserves for next year. There is a forecast shortfall of 98M for the next 3 years if no action is taken. Faculty are demoralized and enrollment is down.

OHSU: Match day just occurred for placements for medical residency. School finances are not as bad as last year. Several sexual harassment and discrimination cases are going to trial soon. There is a new dean of the joint school of public health with PSU. The teaching and learning center is growing. Dentistry school and school of medicine accreditation visits are coming in fall.

OIT: A New Academic Rank and Promotion for Instructional Faculty promotion policy adopted, which describes a process for promotion for NTTF. A controversial point is requiring PhD degrees by default for tenure track. Faculty have been trying to pass this for ~10 years.

7.2 M budget deficit forecast for next year. Enrollment down 20% over last 3 years. ~3M from reserves will be tapped. A 5% decrease in each division is forecast.

Pause in faculty hiring has been lifted.

The school is moving to have full year schedule, starting fall term 2024. The school will be posting a full year schedule, enabling better student planning. "coursedog" software will be introduced soon.

The school is purging all courses not taught for 3 years from the catalog (either hide or delete). OIT is the process of hiring a new AVP for strategic enrollment management. We have hired a new dean of ETM (Nesli Alp), coming from Pennsylvania College of Technology where she was a provost and VP for academic affairs. The accounting major is "paused". There will be a new construction management (BS/MS) program, with new students planned to begin fall 25.

End of report.

Questions:

Randall: I feel so much better! Cristina: You would have been amazed at how long we took talking about this one credit variance.

Terri: Can you tell us what was said about Oregon Tech? Cristina: Good question. I will send some minutes to you (these are incorporated above)

Report of the FOAC Representative – Dibyajyoti Deb

Included in earlier report prior to VP Harman's presentation.

Open Floor

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Sean: I don't have an idea for a motion to make, but I do have a concern. There has been a proposal to remove labs from senior project workload, which would dramatically change how we allocate workload. That would reduce MMET senior projects down to 5 WLU for the year. This would make it difficult. One faculty member submitted 5 grant proposals to support their senior project teams. It's kind of unfair to expect faculty to do this with such limited workload. We need to keep this method balanced and fair. I want everyone to understand that the proposal is to remove workload for lab sections of senior projects.

Me: I am on that committee and this was going to be one of my open floor items. The proposed changes to workload came direction from Beverly to the Union per a process outlined in the CBA for changes to the Provost's Workload Guidelines. The committee consists of myself, Dawn Taylor, Robyn Wilde, Beverly McCreary, Abdy Afjeh, and Dan Peterson. We have met twice and are looking at the proposed workload guidelines. The union has been asking for input through union communication avenues. If you haven't responded to those you should. That's how we're gathering information about how these changes will impact departments. We are also in those meetings stressing the fact that this was done improperly. That a lot of these conversations should have happened prior to giving a notice of change to the workload guidelines. That has fallen on deaf ears and we are moving forward with this process. In one month's time we need to have recommendations based on those proposed guidelines. We are looking at them line by line and this is one of the items coming up in conversation. I don't think our administrators know what those changes will do to our programs and they are looking for that information from us. The three faculty on this committee can't capture all of the impact this is going to have so we are encouraging them to go back through appropriate avenues. Academic Council is probably the best one, but according to the Academic Council report we just hear this wasn't discussed even though the changes had come out prior to that meeting. It's not good. I would contend that this is another example of broken shared governance at the institution. I was going to propose something like a resolution saying yet again that we need to fix shared governance here and not jump right to the CBA as the way we handle all things at the institution. It shouldn't be the first thing we use, but the last thing. We should abide by it.

Bobbi: We're not even following our own policies and this is just another example.

Christy: The feedback that you have received, like the union survey. I jumped on that because it would have a heavy impact on our department. I'm just curious what you're doing with that.

Me: We're consolidating it and bringing it into the conversation. As we hit each line item we're trying to bring the concerns of every program at the institution into this. It's a very challenging task. I'm terrified we're going to miss something and I don't want to. It's been a process of telling our administrators, this is who you need to talk to and asking them to set up meetings with them. Once they have those meeting arranged, at least one member of the faculty and administrator side of this committee will be in attendance so we have a record. But the timeline is painfully short and the impacts are dramatic. The goal is to have this in place for fall and implemented in the fall, but we already have completed the full 2024-25 schedule with the assumption of the current guidelines. So, this could create a big mess.

Sean: This doesn't account for the fact that faculty could bail because it's not worth it for 5 workloads to work on the Baja Car this year.

Me: It could have that effect if you assume that these guidelines are going to be THE guidelines. So far there's listening happening and consideration of how those proposed changes might not be the right thing. But there are no teeth in this. At the end of this process, the Provost can make whatever changes she sees fit.

Sean: It would be good to do this without teeth, if an irrational decision is made it could bite everyone. If you need, I could bring the MMET faculty perspective because we have 4.5 senior projects on the KF campus along.

Me: Your current chair is on the committee. Sean: Hi Abdy.

Vanessa: Did I understand you correctly that you are directing the administration to meet with affected faculty and programs. And if that is what you said, how likely is it that that is going to happen.

Me: I wish Beverly and Dan hadn't left this meeting, but yes, those are the action items that have come out of our meetings thus far. In addition to the proposed guidelines being redrafted and annotated, the same thing that Ken and Matt have been doing the last many months.

Vanessa: But do they sound like they are willing to come and meet MMET, MIT, and programs that might be affected.

Me: Yes. Vanessa: Really? Me: Yes.

Kamal: All your chairs should be bringing this up as often as they can. Why was this proposed without talking to any chairs? So, your chairs should definitely be talking about this at any meeting with administration.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Bobbi: We've already been told that they are going to come after externship, which is the biggest money maker they have because these students aren't even on campus and they don't want to pay us to make sure they're...

Me: That was the last conversation in the last meeting. And they will be talking to you.

Terri: It seems like there are two issues: the actual changes and the process. So, what I heard you say is that you'd like a resolution addressing process; how this was done.

Me: Yes, I move to draft a process. And second.

Vote taken to draft a resolution regarding the poor process taken to develop proposed new workload guidelines.

Terri: This resolution will have to be crafted and emailed to you, because we don't have a month to wait. But the good news is we have a board meeting.

Bobbi: Can we include the lack of adherence to other policies? That could show a lack of following policies that are already published. That there are a lot of policies that they aren't following.

Thomas: Can a student representative be a part of this? It sounds like this will have an impact on students as well.

Who will be speaking to the board? Thomas: Devon. Terri: Ok, can you pass that along to him? Thomas: yes.

Me: Quick answer on the representation on the committee. There is no student representation on the committee outlined in the CBA.

Ken: Related to not following policy. Changes to timeline on the FOP seem to have been popular with many faculty, but this thing with the change to the FOP. This seems like another broken process. Vanessa: I agree that policy is not followed so often we don't know.

Cristina: I second Matt and Ken's thoughts. What can the board do when trying to address this? I don't want this to be just another resolution that goes in the stack. I want them to respond.

Terri: Part of the advantage of SB273 is that the board now has to respond.

Cristina: But they won't offer an explanation because it's too complicated.

Me: I think SB273 gives us an enormous amount of power, because in the past they have just allowed us to talk and then they say thank you. Now they have to respond. If a bunch of us came and said there's a big issue with shared governance on this campus they would need to address this.

Terri: I have been bringing this up for a long time, but I think they just think it's Terri, not all the faculty. The Board meeting is Friday April 12. Cristina: I would ask students to demand a response from the board because your education is hugely impacted by these decisions. Your voices are super powerful.

Sujin: Our department has about 10 adjunct faculty who teach multiple courses throughout the year. We recently hired a new faculty member in January. To this day, he does not have his email address and access to campus resources used for teaching. Who is the person who activates this? Even though they have received the form two months in advance we still don't have this access for someone teaching currently.

Deb: Sandi was in that Academic Council meeting and she gave an update on adjunct hires (reviewing his notes). Sandi would be the one to contact.

Sujin: There was a checklist, but I don't think there's some kind of system that we can follow through TechWeb or anything.

Deb: Your Dean is here. Terri: Dr. Alp can you respond to this? Dr. Alp: I don't know exactly where this is stuck. I think someone in HR or the candidate has not signed something or not taken a necessary training.

Ken: It sounds like Sujin's point is still important. There should be a clear process that everyone has access to.

Cristina: The union received notice to bargain over the newly approved promotion policy using something called impact bargaining. Myself and David Johnston. Cristy Meadows, Beverly, and Sandi are bargaining on the other side.

Oregon Institute of Technology Faculty Senate Minutes – April 2, 2024

Ken: When did the 90 days start? Cristina: Good question. There is law regarding this as the meeting between the two parties. As per https://oregon.public.law/statutes/ors_243.698, the "expedited" timeline of 90 days stipulated in the CBA begins from the employer's notice of changes that impose a duty to bargain, which we received from Beverly on March 13th. We sent a formal "demand to bargain" on March 22nd, Friday of finals week.

Cristina: Ken, I may also want to ask you about the library faculty since they are non-tenure track. Ken: I'd be happy to have more conversation in another venue.

Terri: Okay, thank you all!

Adjournment

Meeting adjourned at 9:30pm.

Respectfully submitted,
C.J. Riley, Secretary

FACULTY SENATE | 04.02.24



John Harman, MBA, CGMA, CMPE
Vice President of Finance & Administration

Question Asked: Foundation – net vs gross amounts

Response: A \$900,000 university commitment yields a return of \$2.5 million annually.

The average 5-year support provided to Oregon Tech from the Foundation is \$2.5 million per year. Oregon Tech supports Foundation development with \$896,579 annually predominantly for personnel, most of whom are fundraising professionals. The Foundation supports \$822,000 of its own operating costs. This includes personnel and costs related to system and record management, alumni expenses, printing and mailing, travel, location costs, insurance, auditing services, and legal fees.

Highlights of Impact:

- Scholarships – Awarding over \$1M annually
- Capital Projects – Revives the campus and encourages students to enroll
- Development and support of academic programs through grants and gifts
- Student Support – Beyond scholarships, students may receive support in other ways



More detailed information on Foundation impact can be found here (double click):

Priority Review for April 2, 2025

Overview about Foundation – net vs gross amounts

Range: A \$900,000 university commitment yields a return of \$2.5 million annually

The average 5-year support provided to Oregon Tech from the Oregon Tech Foundation is \$2.5 million per year. Oregon Tech supports Foundation development with \$896,579 annually predominantly for personnel, most of whom are fundraising professionals. The Foundation supports \$822,000 of its own operating costs. This includes personnel and costs related to system and record management, alumni expenses, printing and mailing, travel, location costs, insurance, auditing services, and legal fees.

Highlights of Impact

Personnel and costs related to system and record management, alumni expenses, printing and mailing, travel, location costs, insurance, auditing services, and legal fees.

Development and support of academic programs through grants and gifts

Student Support – Beyond scholarships, students may receive support in other ways

Question Asked: OMIC – net vs gross amounts



OMIC Consolidated Activity	
	For the Year Ended June 30, 2023
REVENUES	
Grant and Contracts	
Federal	\$ 1,987,713
State	5,624,203
Local	7,262
Commercial	17,686
Other	3,093
	<hr/>
	7,639,958
	<hr/>
State of Oregon Capital Grants	8,135,444
	<hr/>
Membership Dues	
Cash	1,209,295
In-kind	575,040
	<hr/>
	1,784,335
	<hr/>
F&A Indirect Rate	191,614
	<hr/>
Misc. Sales and Services	178
	<hr/>
TOTAL REVENUES	\$ 17,751,528

OMIC Consolidated Activity	
	For the Year Ended June 30, 2023
EXPENDITURES	
Employee Wages and Benefits	\$ 1,789,816
Supplies and Services	
Cash	2,246,712
In-kind	575,040
Capital Outlay	13,440,807
F&A Indirect Rate	638,713
Transfers, Net (In) Out	(140,000)
	<hr/>
TOTAL EXPENDITURES	\$ 18,551,087
	<hr/>
TOTAL NET OPERATING SURPLUS (DEFICIT)	\$ (799,559)
	<hr/>
BEGINNING FUND BALANCE	\$ 1,814,528
	<hr/>
ENDING FUND BALANCE	\$ 1,014,969

Question Asked: What is the budget for the CIO? Why are there currently three?

Response:

- There are not 3 CIOs
- The FY 2023-24 CIO budget is \$229k, including OPE
- We had a failed search last fall with Parker Search
- Connie Atchley is leaving and is only 50% FTE
- Bruce Taggart is on temporarily contract from the Registry to provide some continuity of leadership
- We are considering reconfiguring the department



Question Asked: What is the allocation of the most recent reductions?



Response:

FY 2023-24 Mid-Year Reductions

Allocation was not pre-determined, each Division was asked to be thoughtful and document realistic reductions to the best of their ability, taking operational impacts into consideration.

Division	Percent of FY24 Reductions
Academic Affairs	36.4%
University Advancement	2.1%
Enrollment Management	4.4%
Finance and Administration	49.3%
Student Affairs	5.5%
President	2.3%

Question Asked: What is the allocation of the most recent reductions?
(continued)

Response:

FY 2024-25 Reductions

- The starting point for budget build is an incremental 5.7% reduction to each Vice President and President's budget.
- Senior Leadership will evaluate the institutional impacts of reductions at the end of April, so final allocation is not yet known.

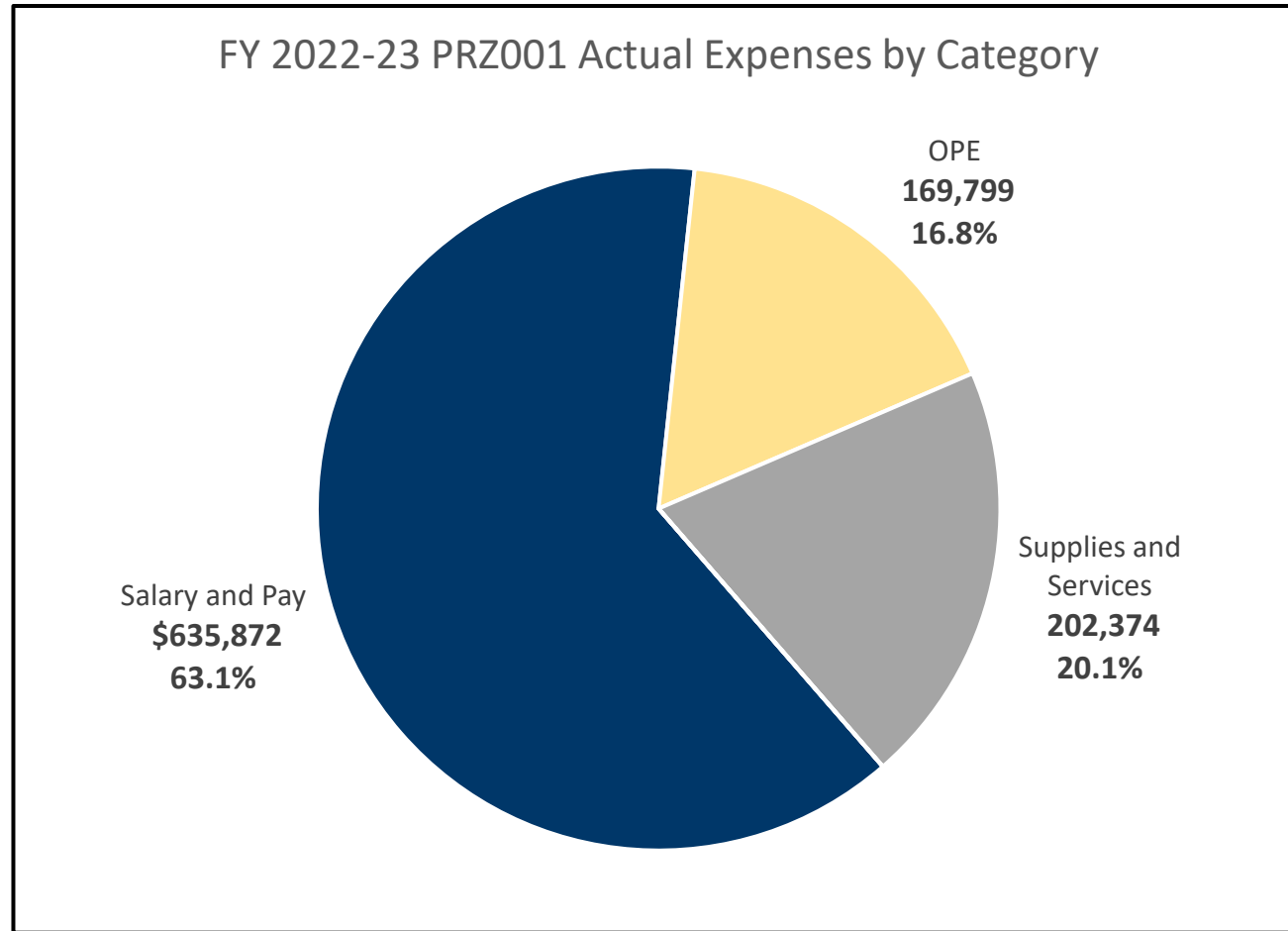


Question Asked: What enrollment projection were used for the 2025 budget?

Response: A 3% reduction in SCH, in consultation with Strategic Enrollment Management.



Question Asked: What is President Nagi's budget, and what is it spent on?



President's Office FY 2023-24 Budget: \$999,951

Question Asked: With our current enrollment, is it expected that we will be able to fill our dorms?

Response: Yes, the plan has been to vacate the old residence hall once the new student housing is completed. The old residence hall may be used for overflow or other housing opportunities.



Question Asked: How does the Facilities Master Plan guide our decisions?

Response:

Facilities Master Plan Approach

It serves as a reference in evaluating how the campus growth will be managed and prioritized with regard to new/renovated facilities, infrastructure and related components.



Question Asked: We just received money for the “behavioral workforce development”. How will that money be spent?



Response:

- The plan for this initiative will be determined by the Provost and Deans but will most likely be invested in the ABA and MFC and related programs.
- The HECC agreement may spell out more specifically how the funding is to be spent.
- Reference [HB 5204](#) - Behavioral Health Workforce Investments (per SB 1592)

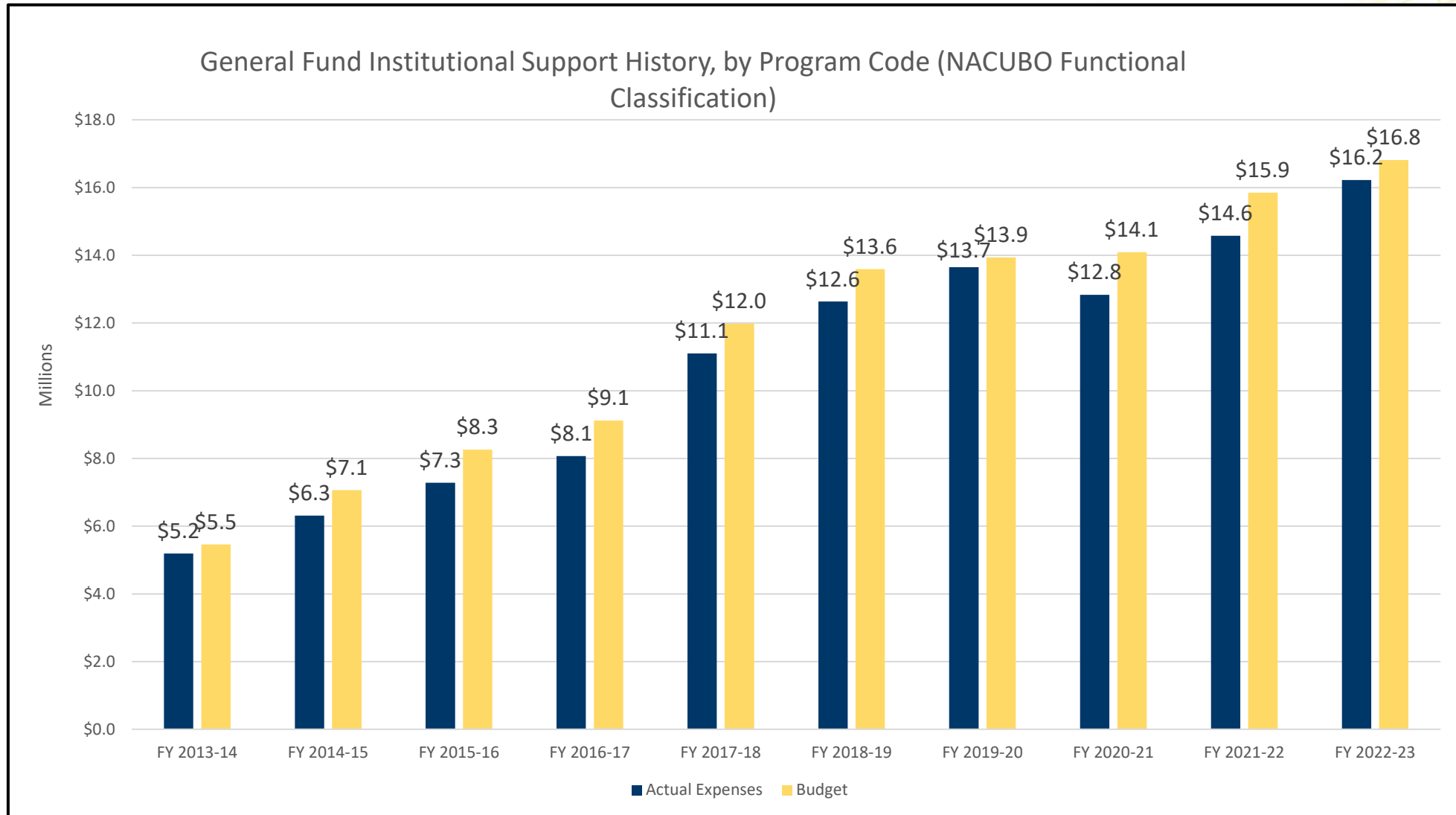
Question Asked: How will the money received for the semiconductor training (hopefully you know what I mean) be used?



Response:

- The plan for this initiative will be determined by the Provost and Deans but will most likely be invested in those programs that support these education and training opportunities.
- The HECC agreement will spell out more specifically how the funding is to be spent.
- Reference [SB 5701](#) - Semiconductor Workforce Investments (per HB 4154)

Question Asked: What is the budgeted amount vs the amount that was actually spent for the last 10 years for institutional support?



NACUBO Functional Classification - Institutional Support



Includes support departments (not an exhaustive list):

Marketing

ITS

PACS

HR

President's Office

Receiving and Delivery

Campus Security

Government Relations

Institutional, USSE/Audit

Business Affairs

Budget Office

VPFA

College Union Switchboard

DICE

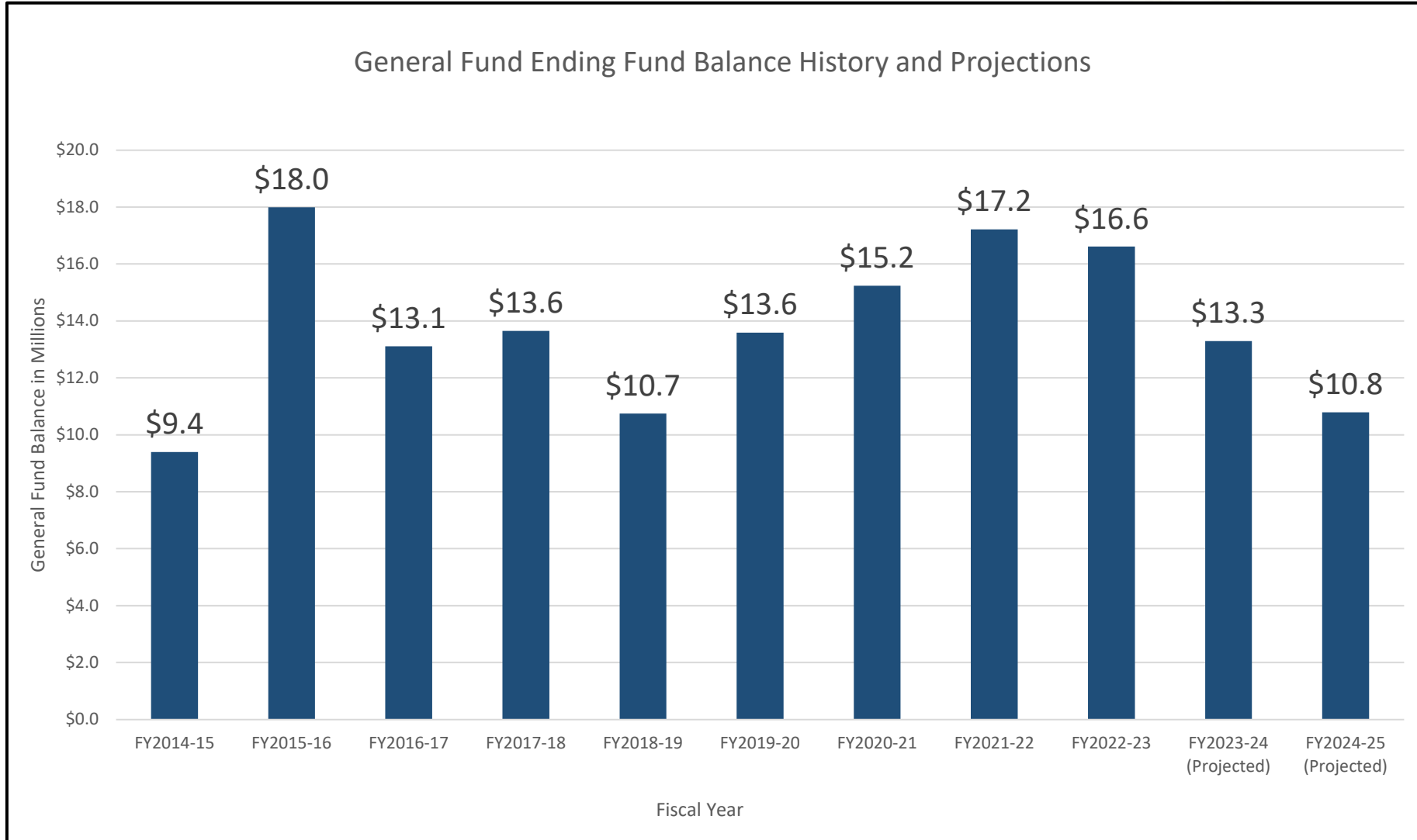
REMS

Legal Counsel

Governance Board

Foundation

Question Asked: What is the fund balance for the last 10 years?



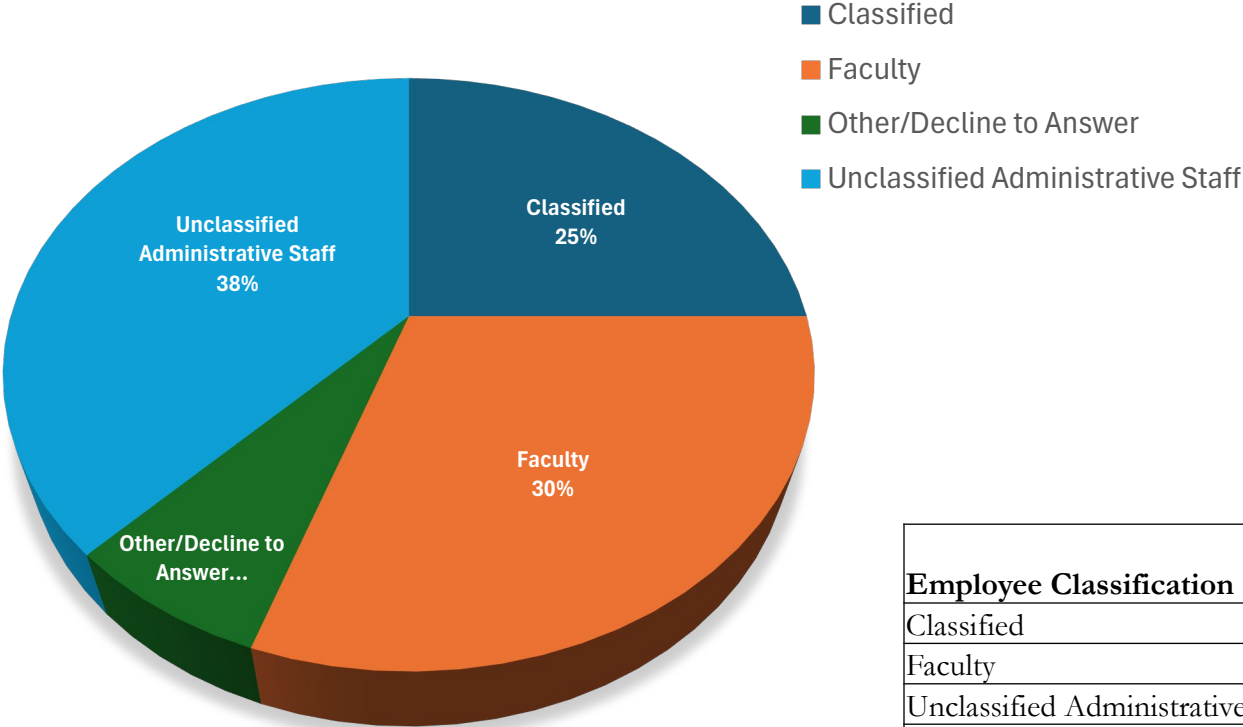


Questions?



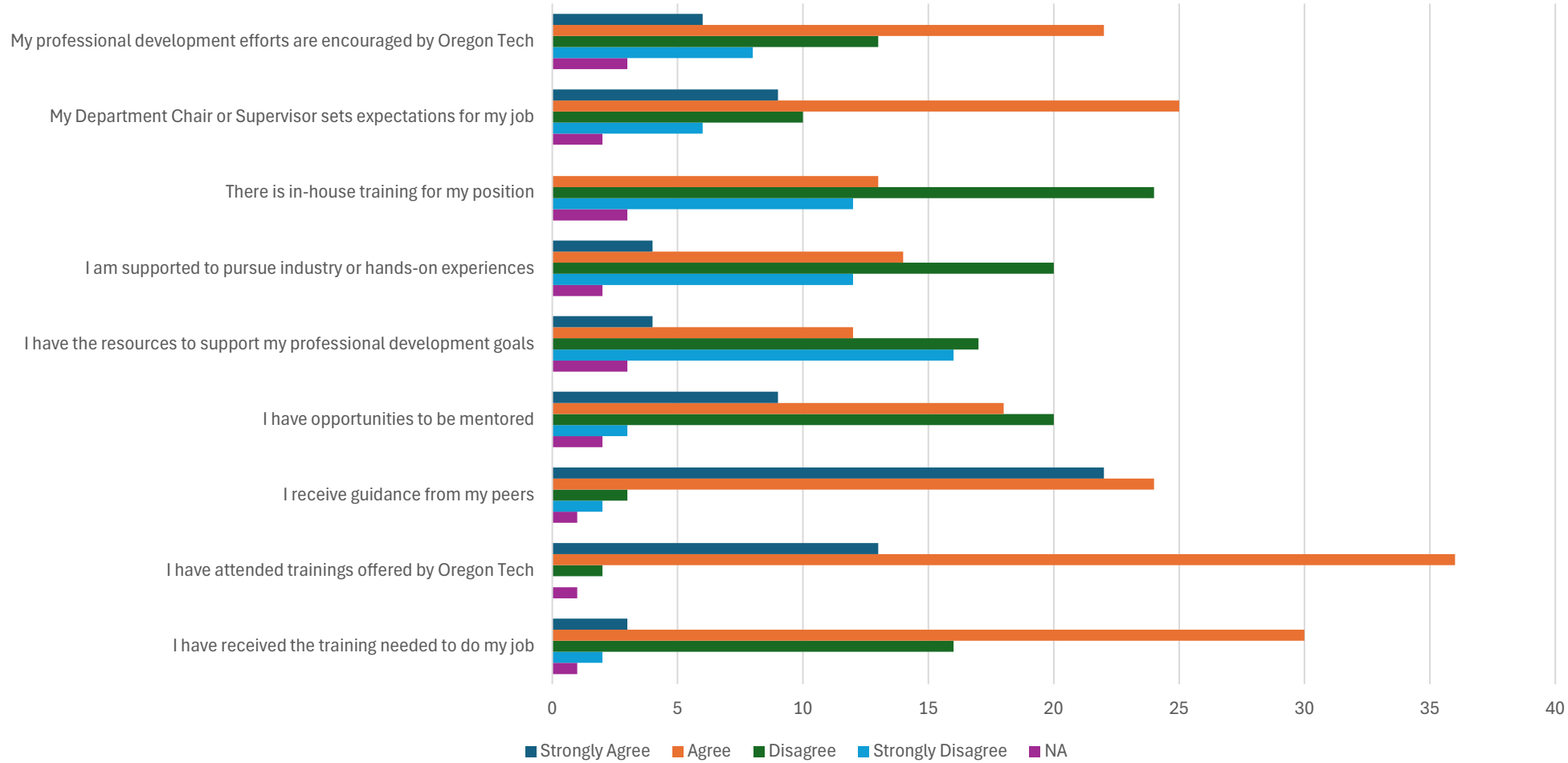
Preliminary Faculty Retention Survey Results

Response Rate

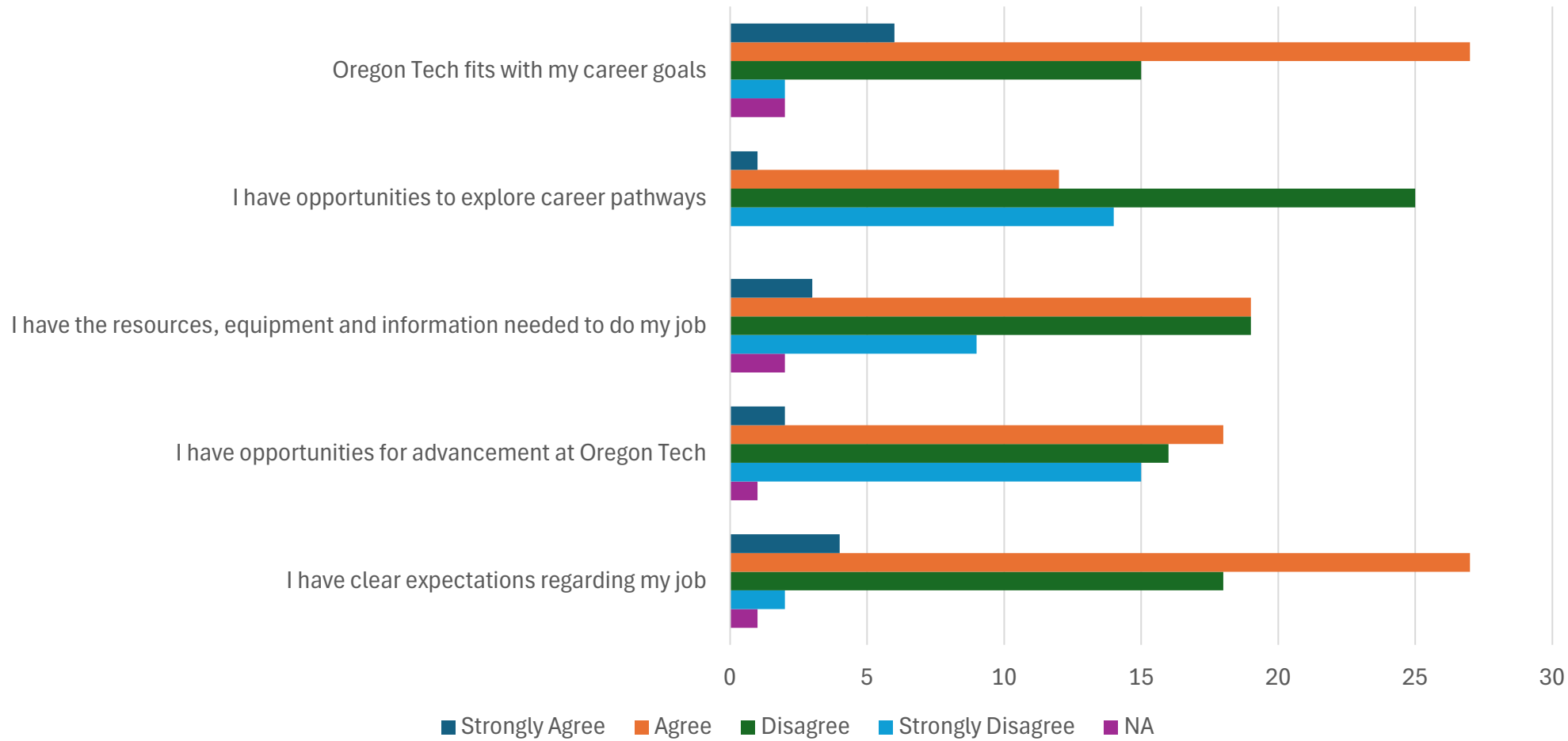


Employee Classification	EE Responses	Total EE 11/30/24	Response by EC	Total Response
Classified	43	127	34%	25%
Faculty	52	171	30%	30%
Unclassified Administrative Staff	65	154	42%	38%
Other/Decline to Answer	12	0	7%	7%
Grand Total	172	452	38%	100%

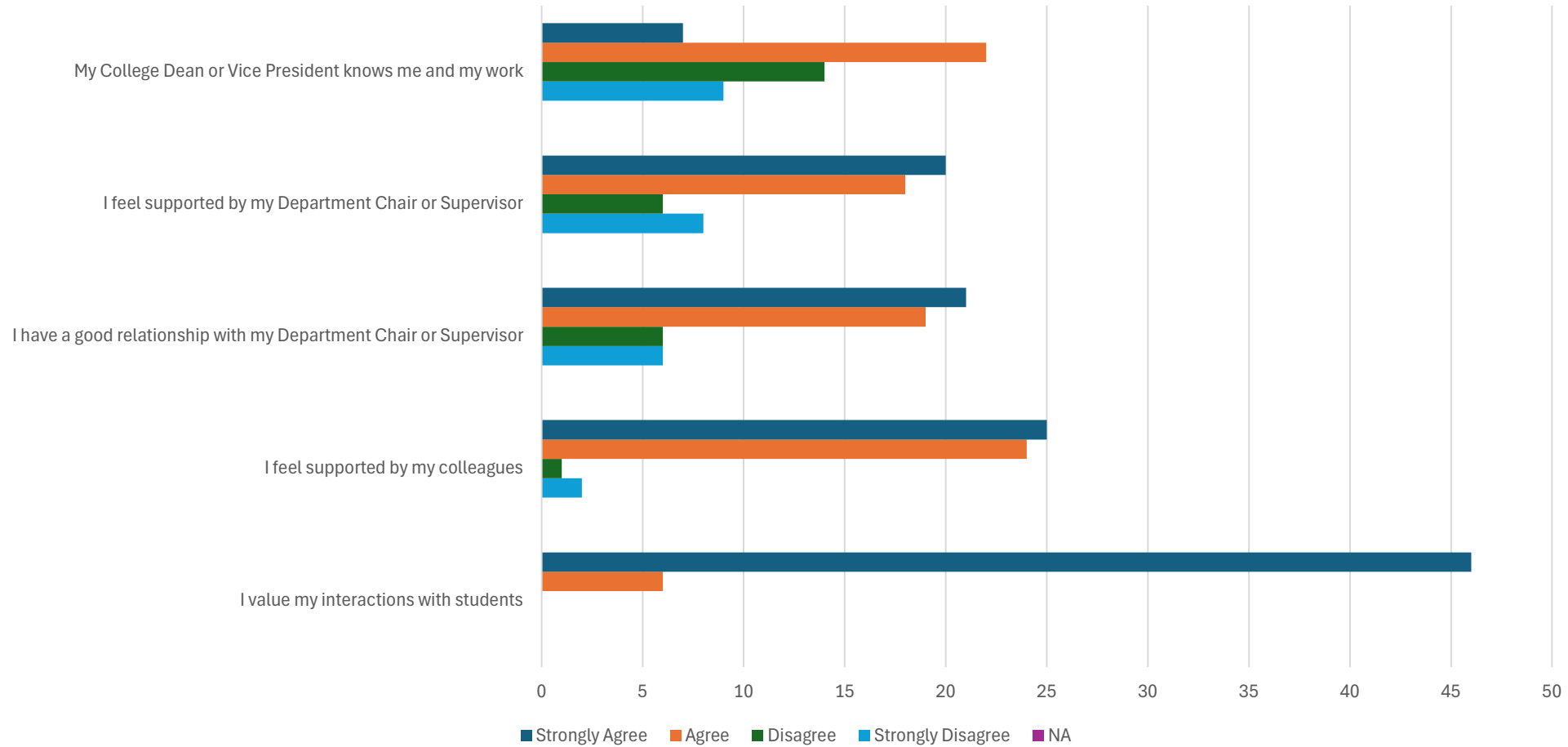
Job Training & Professional Development



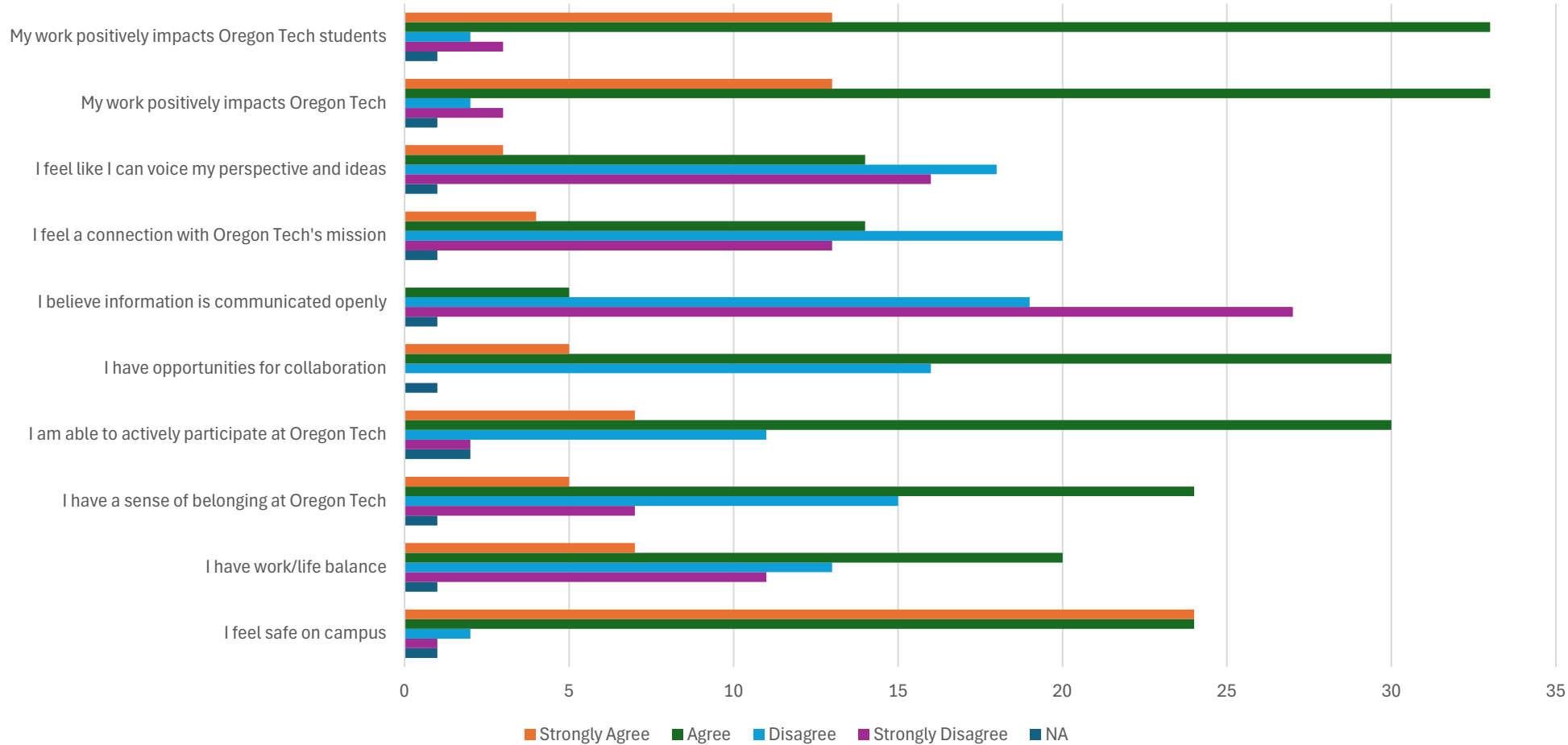
Job Expectations & Advancement



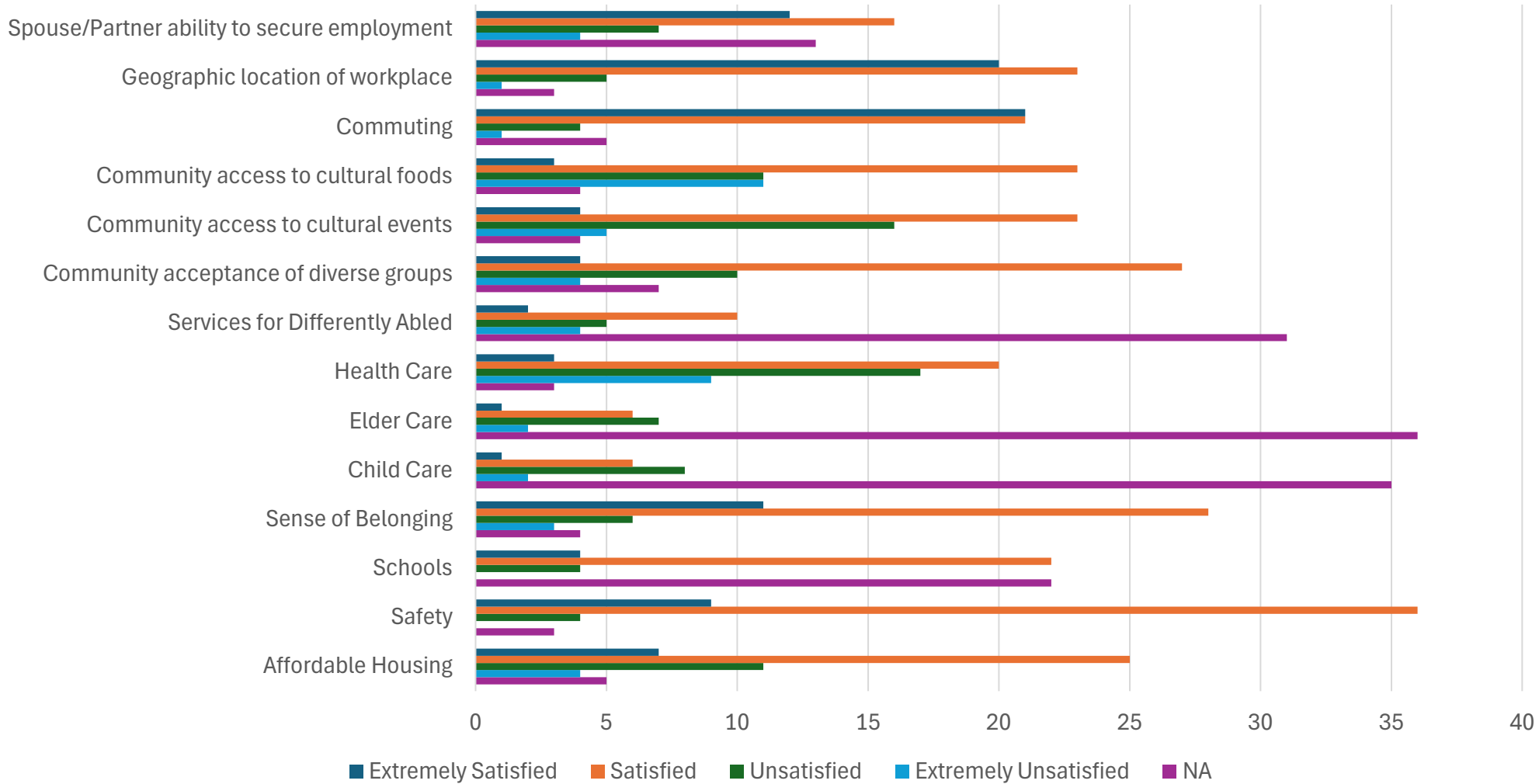
Relationships



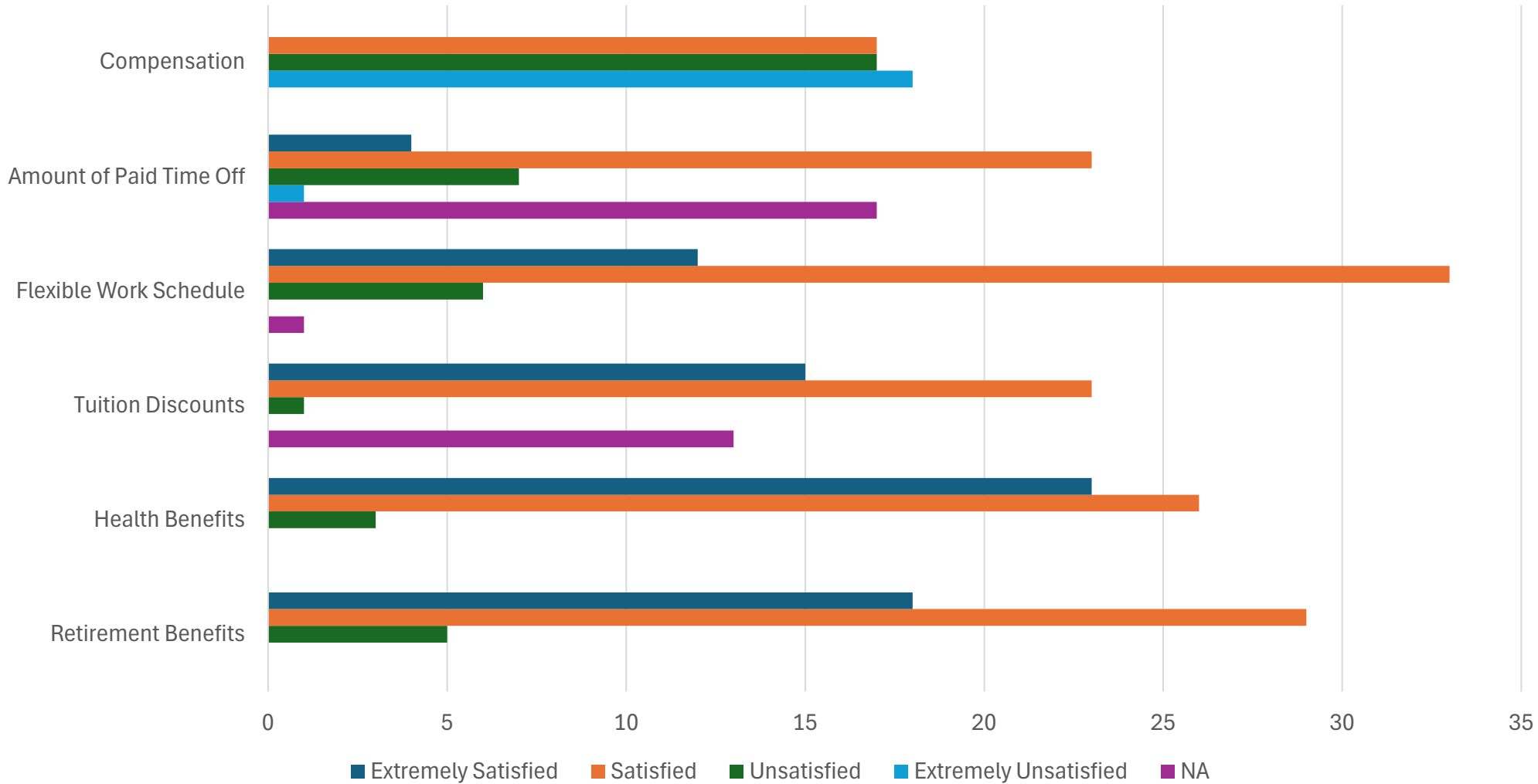
The Oregon Tech Community



The Local Community



Benefits and Compensation



Oregon Tech Policy

OIT-20-041

Academic Rank and Promotion for Library Faculty

1. Policy Statement

This policy outlines eligibility requirements, criteria for promotion, and promotion process for library faculty at Oregon Tech. For each succeeding academic rank, expectations of performance and leadership are higher. Library faculty with the rank of Professor, for instance, are expected not only to be excellent in their profession and show evidence of continuing professional development, but also to demonstrate outstanding leadership activity outside the library. Appointments to intermediate ranks are judged on the basis of a candidate's progress along these lines of development. The promotion process takes place during winter and spring terms and incorporates meaningful external review by librarians at other academic institutions, as well as by fellow Oregon Tech faculty and academic administrators at the departmental and university levels.

Library faculty should have the same opportunities to participate in governance and in curricular deliberations as instructional faculty. Since their primary focus is on librarianship, their proportion of effort in professional engagement or service will be different from tenure-track instructional faculty; any metrics that may be used to monitor their performance should reflect that.

Reason for Policy/Purpose

Promotion between ranks for library faculty is intended to reward excellence in librarians' professional performance, including satisfactory or exemplary performance in scholarship or other professional engagement, and service at the departmental, institutional, and/or external levels. In addition, opportunity for promotion is expected to provide employment stability for both the faculty and the university.

As an important part of a public university offering innovative and rigorous applied programs in fast-evolving fields, the Library strives to maintain academic quality while supporting an environment that enables the emergence of new programming and scholarship. This requires librarian faculty hiring and retention policies that preserve a strong academic environment while providing flexibility to allow development in new areas. The availability of advancement within librarian track classification ensures faculty can pursue successful careers while providing for institutional nimbleness and capacity to thrive.

2. Applicability/Scope

This policy applies to all library faculty with 9- or 12-month annual appointments of 0.5 Full Time Equivalent (FTE) or more.

To the extent that there are any discrepancies or inconsistencies, the Collective Bargaining Agreement (CBA) between Oregon Tech and the Oregon Tech Chapter of the American Association of University Professors (OT-AAUP) takes precedence over this policy.

3. Definitions

Assistant Professor, Associate Professor, Professor: ranks to which library faculty may be appointed or promoted. An earned American Library Association (ALA) accredited Master's in Library and Information Science (MLIS) degree or a master's in a closely-related field is required for appointment as library faculty. The standard professional degree in librarianship is a master's degree. The underlying appointment for these positions is a fixed term appointment.

Librarianship: professional performance, or librarianship, occupies a central position among librarians' duties. Librarianship may include some or all of the following activities:

- Fostering learning environments that promote information competencies, inquiry and analysis, and critical thinking while encouraging lifelong learning.
- Contributing to the design, improvement, and assessment of courses, curricula, and research activities.
- Managing, developing, and creating the libraries' collections, as well as facilitating intellectual and physical access to the libraries' collections that foster diverse perspectives.
- Performing professional service for the library, the institution, and outside agencies such as consortia or library associations.

External review: the process of evaluation of librarian candidate's e-portfolio provided by external reviewers who are librarians from other academic institutions. The goal is to achieve an objective professional assessment of the candidate from the other professionals in the field. The following categories are evaluated: librarianship, professionally related public service, and professional development. External evaluators' reports contribute to the clear and unbiased understanding of librarian candidate's professional performance by their instructional faculty colleagues.

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

In preparing their e-portfolios, candidates should refer to the [e-Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review](#).

FTE years: for eligibility purposes, four full years of service are required. Part-time faculty will have their service pro-rated accordingly: for example, a candidate with a 0.5 FTE appointment will be required to complete eight years of service. A mix of part-time and full-time appointments are possible, in any combination that adds up to 4 FTE years. For the purposes of this calculation, 9-month and 12-month appointments are both equal.

5. Policy

5.1 Eligibility

Following four full years (FTE years) of service in their current rank at Oregon Tech, library faculty will be eligible to apply for promotion in spring of the fifth year. The promotion, if awarded, shall be effective for the fall of their sixth year. For the faculty hired in the middle of the academic year (such as in winter or spring terms), the following academic year usually serves as their first year of service at Oregon Tech for promotion purposes, unless deemed differently by the Provost.

Promotion recognizes attainment of specific criteria and movement within the faculty member's career; under no circumstances should promotion be considered automatic after four FTE years in current rank. At the time of hire, credit granted toward time in rank may be awarded only with the recommendation of the University Librarian and the approval of the Provost. Candidates must satisfy all promotion criteria. However, an equal emphasis across criteria is not required.

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

Promotion decisions are based on the faculty member's e-portfolio, outlining and providing context for the achievements within the five most recent years. In preparing their e-portfolios, candidates should refer to the *E-Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review* (located on TechWeb).

5.2 Promotion Criteria

5.2.1 Assistant Professor to Associate Professor

Eligibility Requirements

Four full years (FTE years) in current rank including credit awarded at the time of hire, ALA accredited master's degree. Indefinite tenure is not a requirement, because library faculty members are not currently eligible for tenure.

Criteria for Promotion

- Demonstrate excellence in librarianship, as defined above.

- Demonstrate excellence in continuing professional development, scholarship, and creativity. Evidence may include but is not limited to applied and/or theoretical research, contributing to state, regional, or national/international professional organizations such as Oregon Library Association (OLA) and American Library Association (ALA), pursuit of internally and/or externally sponsored grants, refereed publications, professional certification, consulting work, Open Educational Resource (OER) development, continuing coursework, or conference presentation or participation.
- Demonstrate excellence in service internal to the library and/or Oregon Tech, and/or external service to the profession and community. Internal service may include but is not limited to contributing to departmental objectives, participating in campus activities outside the department, active committee work, and/or mentoring less experienced faculty. External service may include but is not limited to a role in a professional society, editorship, external review, or community leadership related to the academic field of the candidate.

5.2.2 Associate Professor to Professor

Eligibility Requirements

Four full years (FTE years) in current rank including credit awarded at the time of hire, ALA accredited master's degree. Indefinite tenure is not a requirement, because library faculty members are not currently eligible for tenure.

Criteria for Promotion

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

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

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

Distinction in scholarship furthers the mission of Oregon Tech by bringing opportunities to our students, partnerships with external industries and agencies, and recognition of Oregon Tech in the

broader academic community. Scholarship may take many forms, with many measures of success, but distinction in scholarship should include several forms over a sustained period.

These forms may include leading students in projects or research, external conference presentations, peer-reviewed publications, external funding, or research partnerships with professional library organizations. This is not intended to be an exhaustive listing; candidates should document all activities they deem relevant. Candidates are responsible for establishing the significance and scholarly nature of all activities.

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

- Demonstrate continued excellence in librarianship, as defined above.
- Demonstrate continued excellence in professional development, scholarship, and creativity. Evidence may include but is not limited to: applied and/or theoretical research, contributing to state, regional, or national/international professional organizations such as Oregon Library Association (OLA) and American Library Association (ALA), pursuit of internally and/or externally sponsored grants, refereed publications, professional certification, consulting work, Open Educational Resource (OER) development, continuing coursework, or conference presentation or participation.
- Demonstrate continued excellence in service internal to the library and/or Oregon Tech; and/or external service to the profession and community. Internal service may include but is not limited to: contributing to departmental objectives, participating in campus activities outside the department, active committee work, and/or mentoring less experienced faculty. External service may include but is not limited to a role in a professional society, editorship, external review, or community leadership related to the academic field of the candidate.

5.3 Promotion Committees: Responsibilities and Membership

5.3.3 Library Promotion Advisory Committee (LPAC)

The library forms a Library Promotion Advisory Committee (LPAC) to consider library faculty promotions.

a. By 5:00 pm Friday of Week 8 of the fall term, the University Librarian appoints a five-member Library Promotion Advisory Committee (LPAC). Three library faculty with at least the rank of assistant professor with two years or more experience at Oregon Tech are eligible to serve on library faculty members' LPAC. Two instructional faculty members familiar with the candidate's work also serve on the Committee. Faculty ineligible to serve on the LPAC include the University Librarian, members of the University Promotion Advisory Committee (UPAC), non-tenured instructional faculty who have been faculty for less than five years at Oregon Tech, and library faculty being considered for promotion or with less than two years of experience at Oregon Tech. However, full-time non-tenure track faculty who have been at Oregon Tech for five or more years or faculty who have relinquished tenure prior to retirement are both eligible.

b. If the library does not have enough eligible members to serve on the LPAC, all full-time library faculty members, including the University Librarian, faculty with less than two years of experience at Oregon Tech, and candidates for promotion elect alternate LPAC members from eligible faculty outside the library. Preference should be given to members of other departments in which the candidate is well known. Whenever possible, at least one member of the LPAC should be from the same campus/location as the candidate, even if that Committee member is not from the candidate's own department.

c. Exceptions to the Committee membership rules may be requested of the Provost by submission of letters from both the candidate and the University Librarian.

d. The University Librarian designates a member of the LPAC to convene its first meeting. The LPAC selects a Chair from within its membership. Each committee member shall complete the statement of ethics document via DocuSign, as provided by the Provost's Office before access is granted to the committee to the e-portfolio(s) for their department.

e. If the University Librarian has applied for promotion and met the eligibility requirements and criteria, the LPAC Chair serves in place of the University Librarian in the review process.

5.3.4 University Promotion Advisory Committee (UPAC)

The University Promotion Advisory Committee (UPAC) is a peer group of seven instructional faculty whose purpose is to provide university-wide perspective in the promotion process for instructional and library faculty. The Committee reviews nominations from the LPAC for library faculty promotions and makes recommendations to the Provost. UPAC as described here is the same committee with the same membership and role as is defined for UPAC in OIT-20-040 Academic Rank and Promotion for Instructional Faculty.

5.4 External Review

The process of awarding promotion requires a fair and objective evaluation of the candidate's portfolio. Library faculty are evaluated in part based on the evaluations provided by their colleagues from other academic institutions. Promotion to the higher rank requires evaluations by three external reviewers.

It is the responsibility of the candidate to select five potential external reviewers whose areas of expertise are similar to their own, and to secure their willingness to perform a review.

By 5:00 pm Friday of the 2nd week of winter term the list of five external reviewers is given by the candidate to the University Librarian and to the Library Promotion Advisory Committee (LPAC) Chair. By 5:00 pm Friday of the 4th week of winter term, LPAC meets to select three of those external reviewers, the LPAC chair contacts the three that are selected, and confirms that they are willing to serve and provides them all needed materials. If an external reviewer agrees to participate, the LPAC Chair forwards that person a letter of intent that outlines the review process and highlights review deadlines. If the LPAC determines that an external reviewer is not appropriate, the candidate is asked to submit an alternate external reviewer.

External reviewers must have the ability to provide an independent, objective, and knowledgeable assessment of the candidate's work, with no significant conflict of interest with the candidate. External reviewers should themselves be experienced in librarianship as defined in this policy. External reviewers must have a Masters in Library and Information Science or equivalent, and have a minimum of 4 years of professional experience in a higher education context. External reviewers should have no personal, professional or academic relationship with the candidate that would cause them to be invested in the candidate's promotion. Specific examples of reviewers to avoid include but are not limited to:

- Someone the candidate has a close personal relationship with.
- Someone whom the candidate has a position of authority over, or who has authority over the candidate, such as recent (within the last five years) or current supervisors, or current mentors or mentees.
- Co-authors of papers, books, grants or conference presentations in the last five years.
- Current or upcoming direct committee member/chair relationships.

Ideal external reviewers may include but are not limited to:

- Those with experience in a closely related area of practice to the candidate.
- Those of similar or higher academic rank for which the candidate is applying.
- Those with experience with consortial groups, like the Orbis Cascade Alliance.
- Former members of committees and similar groups to the candidate.

In cases of disagreement between the Library Promotion Advisory Committee (LPAC) and the candidate on the suitability of external reviewers (or if there are fewer than three suitable reviewers), the University Librarian is asked to supply a final list in consultation with the candidate and the LPAC chair.

Each external reviewer shall complete a statement of ethics document as provided by the Provost's Office before access is granted to the candidate's e-portfolio. That statement affirms that they have no significant, undisclosed conflict of interest as defined in this policy, that they will base their assessment of the candidate on information found in the e-portfolio, and that they will not share the e-portfolio nor the results of their review, except with the LPAC chair.

The LPAC Chair provides each external reviewer with a copy of this policy and a copy of the candidate's complete e-portfolio. The LPAC Chair is responsible for all further communication with external reviewers, including receiving the reviewers' letters 5:00 pm Friday of the 2nd week of spring term and ensuring that those are forwarded promptly to the Provost's Office, other LPAC members, and the University Librarian.

5.5 Timeline and Procedure for Academic Rank Promotion for Library Faculty

a. All parties shall abide by the following timeline. However, the Provost may modify the timeline if a reasonable need to do so is determined.

- b. By 5:00 pm Friday of the 1st week of fall term, the Provost shall inform the University Librarian of faculty eligible for promotion based on time in rank. By 5:00 pm Friday of the 2nd week of fall term, the University Librarian shall inform faculty and the Office of the Provost in writing when they have met minimum eligibility requirements for promotion.
- c. By 5:00 pm Friday of the 5th week of fall term library faculty eligible for promotion notifies the Provost's Office and the University Librarian of either their intent to apply for promotion or that they are not applying for promotion. Once submitted the application is provided securely to all reviewing bodies articulated in the process per the timeline below.
- d. By 5:00 pm Friday of 8th week of fall term, the University Librarian appoints a five-member Library Promotion Advisory Committee (LPAC).
- e. The applicant submits their application electronically to the Provost's Office no later than 5:00 pm Friday of the 1st week of the winter term. The document is secured after this deadline so that there can be no changes. It is then released to all reviewing bodies simultaneously as long as the ethic statements have been received by the Provost's Office. This allows each level to begin to review the documentation submitted by the candidate.
- f. Each level of review is charged with completing an independent assessment of the e-portfolio, considering any prior levels of assessment, and developing a recommendation. This written recommendation must contain supporting rationale; this should include rationale for any difference in recommendation from a prior level of review. Any split votes should have documentation of the underlying rationale. All deliberations of the review committees are confidential and may not be discussed outside of the committee.
- g. All assessments and recommendations must be provided to the Office of the Provost no later than 5:00 pm Friday of the week that they are due. The Office of the Provost will insert the assessment and recommendation into the e-portfolio for review by the next level. The Office of the Provost will also provide it to the candidate. Any reference to external reviewers must avoid use of names to preserve reviewer confidentiality.
- h. The applicant submits a list of five potential external reviewers to the University Librarian and to the chair of LPAC by 5:00 pm Friday of the 2nd week of winter term.
- i. **Library Promotion Advisory Committee (LPAC):** verifies eligibility of external reviewers, as well as evaluates performance of the candidate in terms of the criteria outlined above. By 5:00 pm Friday of the 5th week of winter term, LPAC meets to select three of those external reviewers, the LPAC chair contacts the three that are selected, and confirms that they are willing to serve and provides them all needed materials. In week 9 of winter term, the LPAC chair should send external reviewers a reminder that their letters are due by 5:00 pm Friday of the 1st week of spring term.
- j. The external reviewers submit letters to the LPAC Chair for inclusion with the candidate's e-portfolio by 5:00pm Friday of the 1st week of the spring term.
- k. LPAC submits a written recommendation to the Provost and the University Librarian by 5:00 pm Friday of the 4th week of spring term, listing specific activities where the applicant has met or exceeded the promotion criteria and/or identifying specific areas where the applicant has not met the criteria, and a description of any split votes. The content of the LPAC's deliberations is

confidential and should not be divulged by its members. In making their assessment, the committee will consider materials in the e-portfolio as well as the letters from external reviewers. The committee may solicit other information to confirm documentation in the applicant's e-portfolio, however, no anonymous input may be solicited or accepted, nor can sources be kept confidential. Like other assessments and recommendations, the external reviews will be provided to the candidate, but only after the LPAC chair has redacted identifying details to preserve the confidentiality of the reviewers. The redacted version for the candidate to access will be completed by 5:00pm Friday of the 2nd week of spring term.

l. **University Librarian:** will receive access to the e-portfolio submitted by the candidate no later than 5:00 pm Friday of the 2nd week of winter term. They may begin to review the e-portfolio; however, their independent assessment and recommendation must include a review of the recommendations provided by LPAC and the external reviewers. Should their assessment and recommendation differ from the prior levels of review, the documentation should reflect the rationale. The University Librarian will submit their assessment and recommendation no later than 5:00 pm Friday of the 6th week of spring term.

m. **The University Promotion Advisory Committee (UPAC):** will receive access to the e-portfolio submitted no later than 5:00 pm Friday of the 1st week of spring term. They may begin to review the e-portfolio; however, their independent assessment and recommendation must include a review of the recommendation provided by LPAC, external reviewers and the University Librarian. UPAC will submit their assessment and recommendation to the Office of the Provost no later than 5:00 pm Friday of the 9th week of spring term. This assessment will provide documentation of the recommendation and a description of any split votes. Should their assessment and recommendation differ from the prior levels of review, the documentation should reflect the rationale.

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

n. The Provost, the University Librarian, and the UPAC Chair meet to discuss the committee's and the University Librarian's recommendations. The Provost, in consultation with the President, makes the final promotion decisions and communicates those decisions to the UPAC. Should the Provost's decision differ from the prior levels of review, the documentation should reflect the rationale. A copy of the Provost's decision, along with the advisory letters and other materials from the e-portfolio, shall be placed in the candidate's evaluative file no later than 5:00pm Friday of the 11th week of spring term.

Promotion Timeline Summary for Library Faculty

Term	Week	Activity
Fall	1	The Provost informs the University Librarian of library faculty eligible for promotion based on time in rank.
	2	The University Librarian informs library faculty in writing that they have met minimum eligibility requirements for promotion. The University Librarian also confirms eligibility to the Provost's Office.
	5	Library faculty eligible for promotion notifies the Provost's Office and the University Librarian of either their intent to apply for promotion or that they are not applying for promotion.
	8	The University Librarian appoints a five-member Library Promotion Advisory Committee (LPAC).
Winter	1	The applicant submits their application electronically to the Provost's Office.
	2	The applicant submits a list of five potential external reviewers to the University Librarian and to the Chair of LPAC. LPAC and University Librarian receive access to the e-portfolio.
	5	LPAC meets to select three of the five external reviewers, the LPAC Chair contacts the three that are selected, and confirms that they are willing to serve and provides them with all needed materials.
	9	The LPAC Chair sends external reviewers a reminder that their letters are due by 5:00 pm Friday of the 1st week of Spring Term.
Spring	1	The external reviewers submit letters to the LPAC Chair for inclusion with the candidate's e-portfolio. UPAC receives access to the e-portfolio.
	4	LPAC submits a written recommendation to the Provost and the University Librarian.
	6	University Librarian submits a written recommendation to the Provost.
	9	UPAC submits their written recommendation to the Provost.
	11	Provost meets with UPAC chair and University Librarian, then makes a decision. The Provost notifies the candidate of the promotion decision in writing, and places all relevant materials in the candidate's evaluative file.

Note: This Promotion Timeline Summary for Library Faculty table is a summary of deadlines from the other, narrative parts of the policy. In the event of any inconsistency, the dates in the narrative section take precedence over the ones here.

6. Faculty/Candidate Rights

1. Appeal procedures mandated by OARs 580-021-0050 and 580-021-0055 are located in the Policy and Procedures portion of the Human Resources section of the Oregon Tech website.
2. Faculty may access and respond to the documentation of the promotion decision archived in their evaluative file, which is held in the Provost's Office as delineated by the Faculty Records Policy: OIT-22-010.

7. Links to Related Procedures, Forms, or Information

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

8. Policy Review/Consultation/Responsible Officer

This policy was updated by the library faculty of Oregon Tech in accordance with the changes made to the Academic Rank and Promotion for Instructional Faculty Policy.

It was then reviewed by the following Oregon Tech committees:

- Oregon Tech instructional faculty, members of the Faculty Senate Committee on Policies
- Faculty Senate

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

9. Policy Approval

- Approved by the President

To: Faculty Senate

From: Faculty Advisory Committee on Emeritus Status

Re: Emeritus Faculty designation for Professor Jack Walker

April 26th, 2024

As per OIT-21-090 Emeritus policy, the Faculty Advisory Committee on Emeritus Status met during the third week of April to select candidates for the designation of Emeritus Faculty, and to discuss their qualifications and prepare supporting documents.

Professor Jack Walker (Geomatics) meets the eligibility criteria and submitted an overview of their contributions to the committee, per policy timeline.

We strongly recommend Professor Walker receives the designation of Emeritus Faculty.

During his 40 years of service to OIT, Professor Walker has shown excellence in teaching, demonstrated a history of leadership, and academic growth through scholarship or professional development, and has been of excellent service to our institution.

Teaching:

Prof. Walker has excelled in teaching since he started in 1984. His Annual Performance Evaluations consistently rated Professor Walker as exceeding or meeting expectations in this category. He mentored and advocated for several adjuncts in his department, and set an example by teaching numerous overloads in his tenure at OIT. He also reviewed and acquired remote sensing and other state-of-the-art equipment to keep students in Geomatics at the leading edge of technology.

As one example of the success of the Geomatics program of note is 2012 graduate Rhonda Dodge who is now Oregon Department of Transportation's Lead Remote Sensing Surveyor.

Oregon Tech is well represented at the state and national level by Geomatics students who undoubtedly received high quality education from Prof. Walker.

Leadership:

Prof. Walker has served as the department chair of the Geomatics Department since it was created in 2006. He has served as the department chair for over 18 years now.

In addition to his leadership role at the departmental level, he is well recognized among his peers outside of the institution.

To address the critical national shortage of license surveyors, the National Council of Examiners for Engineering and Surveying (NCEES) developed a national Surveying Program Excellence Award, which has been offered for 7 years. Oregon Tech's Geomatics program is only one of two programs in the nation to receive an award each year of the program. In addition, in 2023, the Geomatics program received the Grand Prize. Prof. Walker's leadership was the impetus for this program being recognized as one of the best in the nation!

Among his many achievements, most recently, in 2024 Professor Walker was the recipient of the Professional Land Surveyors 2024 Surveyor of the Year award. Truly outstanding as a leader, and often as a pioneer in programmatic offerings, Professor Walker also supports programs in other departments such as in Civil Engineering, Mathematics, Management and Natural Sciences, including the new Construction Management program, the nascent Data Science major, and Population Health Management.

Academic Growth:

Prof. Walker is a member of seven prestigious professional organizations that help him remain current with modern geospatial technologies. He also has worked on several UAS projects for Klamath County, and Klamath Basin organizations. He embeds his professional skills in many of his courses, directly impacting students' professional preparation as future surveyors.

Service:

Prof. Walker has served and chaired various committees on campus, and he is presently serving as CPC Chair. In 2023, he was awarded \$60,000 OT Equipment Proposal with \$30,000 Geomatics Department funding to acquire a LiDAR UAS to support Geomatics, Civil Engineering, and Natural Science department projects. He is well respected colleague and a thoughtful leader.

We reiterate our strong recommendation for the designation of Emeritus Faculty for Professor Walker.

To: Faculty Senate

From: Faculty Advisory Committee on Emeritus Status

Re: Emeritus Faculty designation for Professor Richard Bailey

April 26th, 2024

As per policy OIT 21-090, the Faculty Advisory Committee on Emeritus Status met during the third week of April to select candidates for the designation of Emeritus Faculty, and to discuss their qualifications and prepare supporting documents.

Based on Professor Bailey's achievements in the last 33 years of service to Oregon Tech, the Committee strongly recommends Professor Bailey receives the designation of Emeritus Faculty. Professor Bailey has shown excellence in teaching, demonstrated a history of leadership, and academic growth through scholarship or professional development, and has been of excellent service to our institution, the region, and the state of Oregon. Some of his colleagues also expressed their support for an Emeritus designation.

Teaching: Professor Bailey is well known and recognized by his accounting students as an inspirational and an empathetic professor. He has taught his students not just accounting but the more nuanced skills of how to exercise professional judgments and practice ethics while in positions of great responsibility with various employers. He maintained a Certified Public Accountant license and imported into his teaching lessons learned in this process. Professor Bailey supported many students' senior projects that resulted from the contacts he made as an accounting professional in the local area.

Leadership: Professor Richard Bailey served as Chair of the Fiscal Operations Advisory Council (FOAC) for 6 years, while being a member of FOAC for another 6 years. He served for 6 years on the Promotion Advisory Committee, which is instrumental in advancing high quality faculty at Oregon Tech.

Academic Growth: Professor Bailey met continuing education requirements of being a CPA of 40 hours per year through attending annual conferences at the regional or national level. He had various consulting engagements and kept current in the accounting profession through tax compliance assignments facilitated by his CPA license. He embraced online education first through using eCollege, then converting to WebCT, Blackboard and now Canvas.

Service: Much of Professor Bailey's service has been to the Optional Retirement 401(a) plan and the Tax Deferred Annuity 403(b) plan. In 2007 he was appointed to the Oregon University System Retirement Plans Redesign Committee which was tasked with creating a simplified platform of investments for both plans. These plans impact not just Oregon Tech faculty and staff, but many public employees across the state. Professor Bailey also served on the Oregon Savings Growth Plan Advisory Committee, appointed to this position by PERS' board in 2015.

We reiterate our strong recommendation for the designation of Emeritus Faculty for Professor Richard Bailey.

To: Faculty Senate

From: Faculty Advisory Committee on Emeritus Status

Re: Emeritus Faculty designation for Prof. Sandra Bailey

April 26th, 2024

The Committee met during the third week of April to select candidates for the designation of Emeritus Faculty, and to discuss their qualifications and prepare supporting documents.

Professor Sandra Bailey, Business-Management Department, meets the eligibility criteria and submitted an overview of their contributions to the committee, per policy timeline.

We strongly recommend Professor Sandra Bailey receives the designation of Emeritus Faculty.

During her 30 years of service to OIT, Professor Bailey has shown excellence in teaching, demonstrated a history of leadership, and academic growth through scholarship and professional development, and has been of excellent service to our institution. Several of her colleagues communicated to this Committee their support in designating Professor Sandra Bailey as Emeritus Faculty for her outstanding service to Oregon Tech and the community.

Teaching:

Professor Bailey has taught business and accounting courses in every configuration, on campus, online, remotely, and by flex. In her efforts to support student learning she has developed programs, created classroom activities, mentored students, and encouraged students to engage in numerous and varied ways.

Leadership:

In the role of Director of Academic Excellence, Professor Bailey participated at the state and national level to develop benchmarks for assessment. She contributed to the development of the National Excellence in Assessment designation and then served as a reviewer. She also organized and led a statewide faculty conference on transfer that included all public universities in Oregon.

During her tenure as Director of Academic Excellence she was invited to be a National Institute of Learning Assessment Outcomes Assessment (NILOA) coach. Since that time, she has worked as a consultant to numerous colleges and universities in several states.

Professor Bailey has also been a faculty leader at Oregon Tech. She has worked to implement processes and policies involving assessment, general education, and support for professional development opportunities for faculty.

Academic Growth:

Throughout her career, Professor Bailey has been both participant and presenter at numerous state and national conferences. Her engagement in professional networks led to consulting opportunities which deepened her understanding and shaped her teaching and leadership.

One especially notable opportunity was participating at the Teaching and Learning Studio at Stanford's Design School. These lessons on design thinking have also benefited her students as she incorporated the material into her own classes.

Service:

Professor Bailey has served her department and the university through her work and leadership in numerous committees including: the Assessment Commission, Curriculum Planning Commission, Commission on College Teaching, General Education Advisory Committee, and the General Education Review Task Force.

She has also extended her service to high schools by connecting them to Oregon Tech through business clubs and program such as Ready, Set, Innovate.

We reiterate our strong recommendation for the designation of Emeritus Faculty for Professor Sandra Bailey.

To: Faculty Senate

From: Faculty Advisory Committee on Emeritus Status

Re: Emeritus Faculty designation for Professor Stephen Schultz

April 26th, 2024

As per policy 21-090, the Faculty Advisory Committee on Emeritus Status met during the third week of April to select candidates for the designation of Emeritus Faculty, and to discuss their qualifications and prepare supporting documents. The following constitute our recommendation in this process.

We strongly recommend Professor Schultz receive the designation of Emeritus Faculty.

Professor Schultz has had an illustrious career marked by notable contributions to the Radiological Sciences program as well as the Nuclear Medicine and Molecular Imaging program. His dedication to medical imaging education has been instrumental in shaping the field and inspiring countless individuals, including myself.

What truly sets Professor Schultz apart is not only their impressive scholarly achievements but also their unwavering commitment to mentorship and fostering intellectual growth in others. I have seen many others flourish under his mentorship. His commitment to advising students is second to none. He takes the extra time with each and every student to confirm they are on the correct path to success within any of the imaging programs here at Oregon Tech. He is a great supporter to our military students as well.

Beyond his impact with advising students, Professor Schultz is known for his integrity, professionalism, and collegiality. He is highly respected within our academic community for their collaborative spirit and their willingness to support and uplift his colleagues and students. In a letter of recommendation, it was noted that Professor Schultz “is pretty level-headed and a thoughtful colleague. He is good at analyzing an issue and presenting logical solutions. I have learned to trust his judgement many times and I have relied on his counsel as well”.

During his 29 years of service to OIT, Professor Schultz has shown excellence in teaching, demonstrated a history of leadership, and academic growth through scholarship or professional development, and has been of excellent service to our institution.

Teaching: His teaching philosophy has consistently and continually focused on student success. With teaching a diverse content of 7 different courses within the MIT department. His teaching helps support the Diagnostic Medical Sonography program, the Radiological Sciences Program and the Nuclear Medicine and Molecular Imaging Program. His average student evaluation score is above 4.5 throughout his tenure. Students of Professor Schultz’s have gone on to be successful as there has been a 100% pass rate on the ARRT national registry exam in Computed Tomography, his topic of expertise within the Radiological Sciences program.

Leadership: His leadership roles have been numerous throughout his instruction here at Oregon Tech. Professor Schultz has led the Medical Imaging Department in many positions including RDSC Program Director, Curriculum Coordinator, Assessment Coordinator, and Radiation Safety Officer to name a few.

Professor Schultz showed his commitment to the institution in roles as faculty senator, faculty senate secretary, executive committee as well as influential committees such as the Committee on Salary and Compensation, Faculty Senate Compensation Committee, and a leader in the Oregon Tech - America Association of University Professors (OT-AAUP). These just brush the surface of the roles that Professor Schultz has engaged in within his tenure here at Oregon Tech.

Academic Growth: The evidence that Professor Schultz has submitted is the epitome of practicing what we preach to students. He showed commitment to being a student mentor by realizing the need that, to better mentor students, he should return to the classroom as a student and engage in the learning of the Nuclear Medicine and Molecular program to better help understand the platform of learning to address the evolution in industry of the integration of Computed Tomography into Positron Emission Tomography (PET).

Service: One of the most influential areas that Stephen has been a presence in is Pre-Medical Imaging student advising. He has consistently had a load of 50 Pre-MIT students. He emphasizes connections between students and faculty. He is an advocate and mentor to the students and it is recognized by his advisees. It is evident the care and commitment he has to them. He further shows his support to students with his road to success pathway of Minors to Majors which he initiated in 2017.

The community has been beneficially impacted by the commitment that Professor Schultz has made to the Klamath Basin. His positive influences have been far reaching and the impact he has had has been appreciated. One component is his 30 + year Military Service as part of the United States Air Force retiring at the rank of Lieutenant Colonel.

Professor Stephen Schultz met the eligibility criteria and submitted an overview of their contributions to the committee, per policy timeline.

We reiterate our strong recommendation for the designation of Emeritus Faculty for Professor Schultz.

Resolution on Shared Governance, Workload Guidelines, and Changes to Procedures

WHEREAS, a core principle of Oregon Tech is shared governance, where faculty, staff, students, and administration collaborate on decisions impacting the university; and

WHEREAS, the Faculty Senate and Academic Council serve as established bodies for faculty input on academic policy and changes impacting academic program delivery; and

WHEREAS, recent changes to faculty workload guidelines have been proposed without prior discussion or approval by the Faculty Senate, Academic Council, or Graduate Council; and

WHEREAS, the process of announcing these proposed changes has resulted in confusion, frustration, and a potential negative impact on academic program delivery;

THEREFORE, BE IT RESOLVED, that the Oregon Tech administration should reaffirm its commitment to shared governance principles, specifically its commitment to including faculty in decisions that will impact academic program delivery, evaluation, and academic personnel management; and

BE IT FURTHER RESOLVED, that any future changes to workload guidelines that will impact academic program delivery be brought before Academic Council for discussion, feedback, and approval prior to formal notice of changes being delivered to the Oregon Tech AAUP; and

BE IT FINALLY RESOLVED, that any future changes to other procedures, for example the processing of Faculty Objectives Plans and Annual Performance Evaluations, that will impact academic program administration and faculty promotion be brought before Faculty Senate and Academic Council for discussion, feedback, and approval prior to implementation.

Submitted by: Terri Torres, Faculty Senate President

Date: April 4, 2024