

Minutes

The Faculty Senate met on April 8 2025, in the Sunset Room of the College Union (Klamath Falls campus) and via Teams for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

President Yuehai Yang called the meeting to order at 6:00pm. All Senators or alternates were in attendance.

Approval of the Minutes

Riley Richards made a motion to approve the minutes. Rebeka Yocum pointed out that her name was misspelled and I confirmed (via chat, as I was ill and couldn't speak) that I would correct the misspelling. After this discussion, Matt Schnackenberg seconded Riley's motion. The minutes were approved.

Reports of the Officers

Report of the President – Yuehai Yang

- Yuehai began by mentioning that he invited Dr. Afjeh to the meeting to talk about how the university is responding to the accreditation recommendations given to it by Northwest back in 2023, but because Dr. Afjeh wasn't in attendance (yet), Yuehai decided to continue first with his own report.
- **Note:** The text of Yuehai's report is paraphrased below, for your reference. He also supplemented this report with some slides that have been included in this packet on **pages 23-39**. There were questions asked during his presentation as well as discussion after; the former have been added inline in the text of his report while the latter has been included *after* the text of the report.
 - Yuehai said that he hopes to present the facts and raise some questions for all of us to think about and possibly help improve our situation. In scientific terms, he hopes to present the true phenomenon (sometimes the phenomenon is not easy to see) so that we can generate hypotheses (possible and plausible explanations) and provide some test/treatment to the situation.
 - He began here by showing how student enrollment looks like it's increased over the last few years (after a drop previously), but how this is a figment in the data created by our counting dual credit and ACP student credit hours as equivalent to "normal" university student credits.
 - David Johnston asked about the numbers presented on the second slide: do these credit hour numbers shown *include* dual credit and ACP? Yuehai said that yes, they do.
 - Yuehai went on to point out that dual credit students pay \$25/credit, and ACP students pay \$100/credit, while our university students pay over \$300/credit. If we exclude ACP credits, though, we see that enrollment is "actually" dropping. This data is shown in the second slide of the set.
 - Here is the phenomenon: OIT dropped for 5 years in a row, for a total of 18% decline. Yuehai reported that earlier today, he asked Dr. Nagi for an explanation. Dr. Nagi said it is the pandemic and that students don't want to come back to class after COVID, which is a national trend. This could be a factor, and Dr. Nagi's explanation may be a plausible one. Yes, there are other universities that are experiencing a similar trend; other universities like PSU are actually doing worse than us. Meanwhile, though, OSU Cascades rose 37% in the last 5

years. The trend is clear. They used to be similar to the size of our PM campus; now they are ~4 times bigger than our PM campus.

- At this point, Dibyajyoti Deb asked about the scales on both of the graphs included on the second slide: they aren't equivalent. Yuehai agreed, and explained that this reflects the fact that OSU Cascades is much smaller than Oregon Tech *overall*, but his comparison of that school to our Portland-Metro campus *only* is still accurate.
- Cristina Negoita mentioned at this point that Dr. Afjeh had joined the meeting. Dr. Afjeh offered to give his remarks after Yuehai had finished his report.
- Yuehai then explained that, as he sees it, the question to all of us based on this data is: what strategy or action are we taking to deal with this challenge? Are we making our programs more competitive and more attractive for students and faculty to stay or join?
- Next, he got into more specifics about the data set: first, he mentioned that KF enrollment dropped 16% over the last five years, and PM dropped 41%.
 - Stefan Andrei asked if we know how many of these credit hours are from face-to-face course versus online. Yuehai said that the data along the top row of the third slide only shows credit hours for face-to-face courses, but the bottom row shows data for online courses as well.
- Meanwhile, when it comes to ACP, after the first 1-year enrollment dip, our ACP has been rising quickly; it doubled in 4 years. Was this the plan to deal with the credit hour downturn?
- Online has been fluctuating. Yuehai suggested that this might be because our students come to us for hands-on education. With that in mind, if there is an approach to move students online, it might not be a sustainable one, because students will leave if they aren't getting the education they expect from us.
 - At this point, David Johnston asked a question: how was the decision made to classify a student as an "Online" student versus, say, a "Portland-Metro" student when this data was aggregated? Are the credit hours classified based on the modality/location of the class, or on the location of the student taking the class?
 - Yuehai wasn't sure about this, and offered to reach out to Farooq to get clarification. He explained that he received all of this data in sheets, and converted that data into bar charts to make these slides.
- Yuehai continued from there to discuss the examples of a few departments in particular. In EERE department, both campuses have suffered heavy faculty losses. Some were replaced after significant delays; some have never been replaced. Meanwhile, student numbers dropped, and that was used to justify not replacing faculty.
- Our campus student-to-faculty ratio is 17:1, but this doesn't automatically mean that we're doing well. For example, in the EE program, the student-to-faculty ratio is 120:1, since there is only 1 EE faculty in the department.
- Service departments have seen significant drops too: Communications saw a 16% drop over the last five years while Math saw a 24% drop. This data is shown on the fifth slide in the set. For Math, there are multiple factors that have contributed to this; for example, some majors don't require the same amount of math credits now as they did five years ago.
 - Stefan spoke up at this point to say that some programs' enrollment are increasing. He mentioned EE and "engineering in general," and SEM. He asked Yuehai if he plans to talk with faculty in these programs to see how they are increasing enrollment during this general downward trend.
 - Yuehai clarified here that "engineering in general" (shown on the fourth slide as ENGR) is not actually a program, but just a course prefix. He also

agreed that there would be value in reaching out to those departments to see what they've been doing to increase their numbers successfully.

- Yuehai went on from here to report that faculty numbers have dropped 19% over the last five years. The data supporting this claim can be seen on the sixth slide in the set. He pointed out that our student credit hours have also dropped by 18% over the same time period, so our student-to-faculty ratio stayed roughly the same, and we balanced our budget. But are we doing well? That's the question. How can we improve our situation? According to a conversation Yuehai had with him, Dr. Nagi insists that the money to hire faculty is there, we just need to figure out how to get them here. Yuehai agreed but mentioned to Dr. Nagi the hiring freeze from last year, and the "pause and delay" from this year as behaviors that are not helping our chances. Dr. Nagi added that we need to hire people based on budget projection and should not go beyond the budget. In the President's words, "sometimes we just need to do more with less."
- Yuehai next shared the text of the four recommendations Northwest provided us with in 2023.
 - At this point, Matt asked a clarifying question: did Dr. Nagi both say that we have the money to hire faculty, but also hiring faculty doesn't fit into our current budget?
 - Yuehai explained that Dr. Nagi said that "the money is there" for hiring more faculty, but there are difficulties during the hiring process...we need to figure out how to improve that process.
 - Deb asked what difficulties he was referring to, and Yuehai said "all factors" could be improved. Yuehai again reiterated that the President said we should hire people only based on the budget projection and should not go beyond the budget, and that we sometimes must do more with less.
 - Matt pointed out that this sounds like circular reasoning on the part of the President, and Yuehai agreed that this sounds like "a logical fallacy" to him, but emphasized that this is based on his notes and his recollection and he doesn't want to take the President's words out of context.
- Returning to the recommendations from Northwest, Yuehai first focused on Recommendation 2, asking whether we are following through on it currently. Technically, our student-to-faculty ratio hasn't risen since this recommendation was handed down, but that's only because both numbers have been falling at a similar rate.
- He discussed Recommendation 1 with Dr. Nagi during their meeting, and Dr. Nagi clarified that, from his understanding, that the first recommendation is not advocating for more shared governance but rather for a publicly available structure. Yuehai asked Dr. Nagi where he can find the publicly available decision-making process for (for example) hiring two government relations personnel, including one associate vice president. Dr. Nagi responded that the structure is: if you ask me a candid question, I will answer. So Yuehai asked why we hired two government relations administrators. Dr. Nagi responded because, quote: "I see there is an urgent need." But in terms of faculty hiring, where faculty see it as an urgent need, why is that need not treated in the same way?
- From here, Yuehai transitioned into welcoming Dr. Afjeh to the meeting and requesting that he share his perspective on our reply to the four recommendations from Northwest.

- Yuehai suggested making a motion to move Dr. Afjeh's New Business item (the aforementioned discussion) up to be the next item on the agenda. Riley made the motion. It was unclear from the recording who seconded the motion, but it was seconded. There was no discussion, and the motion passed.

New Business

Dr. Afjeh

- Dr. Afjeh began by clarifying that Northwest's second recommendation actually says that we must employ faculty "sufficient in [number]," *not* that we must hire more faculty. Dr. Afjeh then reasoned that if the number of students at Oregon Tech has declined, it's actually to be expected that the number of faculty will decrease in kind: in his opinion, we are in fact employing faculty "sufficient in [number]" currently. He then pointed out that we did not fire any faculty during COVID when other universities in Oregon were letting faculty go. He said that we have "retained faculty to the extent that our budget has allowed us to do that."
- Next, Dr. Afjeh explained that we went through Northwest's comprehensive review in the spring of 2023, and afterward we received the commission's decision: that we are "substantially in compliance" but need improvement in four areas (these are the four areas that Yuehai shared previously in his slides). Dr. Afjeh summarized the first two recommendations, pointing out that the wording of each come from the original wording of Northwest standards. He said that Northwest provided these recommendations in 2023, expecting us to improve based on them between then and now.
 - Ken Usher acknowledged that Recommendation 2 isn't explicitly recommending that we need to hire more faculty; however, he also pointed out that if student *and* faculty numbers have both gone down since 2023, it seems that while we haven't necessarily gotten worse, we certainly haven't gotten better either. He asked Dr. Afjeh if this was a fair reading of our situation or not.
 - Dr. Afjeh responded by explaining that the reviewers were only here for a few days (in 2023) and so they don't have the full picture of what's going on at the university.
 - Next, he pointed out that our enrollment has gone up as of fall of this year, showing a reversal of the trend that Yuehai displayed previously. He stressed that we have already approved and budgeted for thirty-six new faculty positions this year, and seventeen of those have been filled so far. Dr. Afjeh said that this shows that the university recognizes the relationship between enrollment and staffing: enrollment goes up, so we hire more faculty.
 - Dr. Afjeh said that there are issues with hiring faculty because a lot of universities are hiring right now, and there is a lot of demand for faculty. Ultimately, the deans and the department chairs are responsible for putting positions out there and bringing candidates here and getting them hired once the university has approved those positions.
 - Yuehai clarified in response to Dr. Afjeh that he's been using publicly available data, and there is no data from this academic year available through those channels yet. He invited Dr. Afjeh to send him data from this year so that he can update his slides.
 - Ashton Greer had two questions from one of her constituents:
 - First, how do we actually determine which programs are and aren't staffed sufficiently? Is there a mechanism for determining that?
 - Dr. Afjeh explained that requests for new faculty have to come from the department chair to the Dean, and the Dean has to make the case for a particular faculty line. He said he does not believe that there is a formal process beyond that. It does have to be a "data-driven" decision based on student enrollment and other factors. There is no prohibition against asking for positions: they will either be granted or they won't.

The funding for any positions has to come from Finance. There are positions that get authorized, like the thirty-six positions that are already approved for this year.

- Second, a concern about how the recent report (the ad hoc report from our accreditation commission to Northwest) was reviewed: did the accreditation commission only see the report for the first time this morning? This constituent is concerned that the report wasn't reviewed broadly enough internally before being sent off to Northwest.
 - Dr. Afjeh first said that the original, comprehensive report was put together a year and a half ago and was viewed and vetted by a large number of people. For the more recent ad hoc report, that report came from the same committee, but only a limited number of those committee members were involved because the scope of this follow-up investigation was much smaller. Also, the commission was limited to 2-3 pages per item in this shorter ad hoc report. Ultimately, there was no need for anyone else to be involved beyond those who were included because of the limited scope of the report. Next year's midcycle report will include everyone again, because that will deal with all forty-seven of the standards and not just the four ones that are currently under consideration.
- Deb asked how the administration decides how it hires faculty for a particular departments. He brought up the example of his math students who are double-majors (in either electrical engineering or mechanical engineering) and end up leaving Oregon Tech because there aren't enough faculty to teach classes in their "other" major. If these programs are currently short on faculty, which is decreasing their enrollment, the process as previously described would make it so they could never hire new faculty in the future, because their enrollment numbers are never going to go up first. Deb suggested it might be a more effective policy to hire faculty first to incentivize students to come to Oregon Tech (or to stay in their majors if they're already here).
 - Dr. Afjeh clarified he has no authority to hire faculty or make faculty hiring decisions. He gets the information about hiring from elsewhere and then reports it to Northwest when he is required to do so. He did say that the number of credit hours you teach is what staffing decisions are based on, not the number of students. As far as he knows, there is no correlation between the number of students in a major and the number of faculty in that department.
 - Ken tried to clarify Deb's original question here, as it seemed to him that Dr. Afjeh answered a different question than the one that was asked.
 - Dr. El-Rewini interrupted at this point to answer Deb's question in place of Dr. Afjeh. He explained that Deb's question has more to do with hiring and less with accreditation.
 - Deb interjected here to explain that his question was in fact based on Northwest's Recommendation 2.
 - Dr. El-Rewini interrupted to say that as he sees it, something happens everywhere in academia: when enrollment drops, resources decrease. When resources are less, it makes sense that we don't hire and wait instead. When there are new programs, though, it makes sense to invest *before* there is enrollment.
 - Krista Beaty asked where we can see the answers to Northwest's recommendations.
 - Dr. Afjeh said that the ad hoc report should already be on the university's website, and if it isn't up there, it should be up soon. It has been sent to Ken Fincher, who has to vet it before it is posted. The report is about thirty pages long. He offered to send it to Krista directly, but reiterated that it should be up on the website soon as well.

- Dr. Alp spoke next to clarify that they are all aware of the enrollment problems with the renewable and electrical engineering departments. One of the difficulties with these two programs, she said, is that there are programs on both campuses as well as Online. She explained that the enrollment numbers tied to the ENGR prefix (from Yuehai's slides) are actually the numbers for the graduate program. In terms of faculty hiring, three additional faculty members have been approved for EERE, in spite of the declining enrollment numbers. These will be in addition to the current ten faculty members in that program. This will hopefully help them grow. She spoke highly of the renewable energy engineering program here, too.
- Cristina said that to her there is some disconnect between what she hears from students and the administration in terms of what course we're able to offer: students are frustrated and can't find the courses they need to graduate on time, but the administration is emphasizing all the new faculty we're hiring. "The disconnect is palpable." Students are frustrated and can't get the classes that they need regardless of what's being said elsewhere.
- Cristina also had a question about the ad hoc report. Regarding the "in a sufficient [number]" verbiage that was previously discussed: does Northwest have any sort of number or formula to determine what "sufficient" looks like for particular universities, departments, etc.?
 - Dr. Afjeh said no, they really don't have such a number or formula. He said that when he was a department chair in engineering, the student-to-faculty ratio was 20:1, but it will of course be different in different places, different departments, etc., based on lots of different factors. It's left up to the institution to determine what's "sufficient."
 - Cristina then asked what the target number was for us in particular.
 - Dr. Afjeh said that the commission never came down to one "goal" number directly, but numbers that have been discussed have been between 14:1 and 16:1, because at different points over the last few years those were what our student-to-faculty ratio was at that time.
 - Cristina asked if those numbers were averages for the university or for departments, and Dr. Afjeh explained that they were averages for the university.
 - Cristina then asked if adjuncts are included in these numbers.
 - Dr. Afjeh said that the numbers that are reported are "basically instructional faculty," regardless of what rank they are. The focus is on credit hours and then deriving the total number of FTEs from that.
- Yuehai thanked Dr. Afjeh for attending and for sharing his knowledge.
- David Johnston shared that CJ Riley had mentioned in the chat that the ad hoc report can be found online. (**Secretary's Note:** Unfortunately, it seems that Teams does not save chat logs from meetings for future reference so I can't directly share the link that CJ mentioned.)
 - Dr. Afjeh stressed again that the report will be added to our website soon.

Report of the Vice President – Ashton Greer

- Ashton began her report by recapping two recent Academic Council meetings.
- **Note:** Ashton's Academic Council reports have been pasted in full below. Any follow-up questions and/or discussion have been added below the text of the reports.
 - Academic council met on March 11, 2025. There was no old business. Several new business items were discussed.
 - Faculty Positions Updated

- Dr. El-Rewini updated us on the approved faculty positions. All requests have been reviewed and processed if approved. Some are being moved to next year unless departments want to move forward right now
- Academic Master Plan Update
 - Linus updated us on the progress towards the academic mater plan
 - Summarized completed items and spring action items for deans and department chairs
- Senior Exit Survey
 - We reviewed a list of programs with and without senior exit surveys
 - Need to update/consolidate list and create surveys for programs where they don't exist
- Curriculum Process
 - For new programs, the process for getting approval is really intensive and requires a lot of work that could potentially be wasted. CPC is working to come up with a streamlined process
 - Moving from curriculog to coursedog in June, fully operational by fall term. Simplified process and more user friendly forms for things like course changes and revisions
- Faculty Workload
 - Followed up on workload guidelines for FIF and underenrolled courses
 - Discussed some of the challenges with workload for graduate programs
- Data Access for Department Chairs
 - Farooq shared new IR system for accessing departmental reports online.
 - Includes headcount, credit hours, degrees awarded, and detailed course lists
 - Accessible to provost teams and department and major, intended to be used for annual reports and departmental planning. Access has been given to Yuehai as senate president
- Academic council met on April 8, 2025. There was no old business. Several new business items were discussed.
 - Roundtable updates from all 29 – highlights from multiple departments and/or units
 - New department chair for MMET starting in August, Sean Tuan
 - Farooq gave us a tutorial on how to use the IR dashboards for retention, graduation, and DWFI
 - Beverly followed up to request feedback on the process for determining & submitting workload document for courses requiring a FIF or underenrolled courses
- Discussion
 - David Johnston asked about the thirty-six faculty hires/approved positions: how many of those have been budgeted for before and have been empty and how many are completely new faculty lines?
 - Riley pointed out where this data is provided in the previous month's Senate packet (sixth to the last page of the packet). He thanked the Deans for providing that information.
 - David clarified that he wanted to know how many of those are new faculty lines and how many are lines that have previously existed, but were empty until now.

- Dr. El-Rewini said that “there are a limited amount of reallocations.” He wasn’t sure about the number of how many positions are “reallocations” in this vein.
- Vanessa Bennett asked about the exit surveys. Her program does an exit survey with their seniors. Do we have a general exit survey that all students do before graduation?
 - Christy VanRooyen explained that students get an email during their graduating term. There are general questions that are asked of all students who are graduating, plus programs can have specific questions added. That’s been happening out of Online, which means Carrie Dickson has been running it. It’s not required to be done at all, so response rates have been really low. The effort Ashton mentioned is the effort to update this survey in particular. Carrie sent out an email at the beginning of the academic year asking departments to take a look at the survey and suggest improvements, and some changes have been made based on that input.
 - Stefan asked if there is a required exit interview for students, and Christy confirmed that there is one, but it’s run through Financial Aid, and Vanessa added the observation that it doesn’t ask much about the students’ experience at the university.
 - Stefan asked if the results of this interview are reported to Northwest or ABET. Christy said no.
 - Vanessa asked where the information from these surveys (and interviews?) goes.
 - Linus Yu answered here. He said that there are multiple interviews students complete on campus. One is from the assessment point of view and the other one is from Career Services. They are trying to combine a few of these things together into one overall survey. The program chairs and/or program directors will receive the information from these surveys in July in the future. This will enable them to do their assessment reports earlier and more effectively.
 - Vanessa asked how and why the department chairs get this information if the surveys are about the students’ general university experience.
 - Linus said that the survey will cover both general questions and specific questions about the students’ programs. The data collected from the more specific questions is what will get sent to the chairs and/or program directors.
 - Rebeka Yocum asked if such a survey could be made mandatory. She explained that when she was an undergrad, she had to apply for graduation, and we could make applying to graduate from Oregon Tech include a required survey.
 - Vanessa said that we have a petition for graduation, but it currently doesn’t include filling out such a survey.
 - Linus raised the concern that if we made such a survey mandatory, it might skew the results (i.e., students marking “1” for every answer just to complete the survey quickly).
 - Rebeka pointed out that this isn’t necessarily worse than having a dramatically low response rate to begin with.
 - Linus said that this is why running any such future survey through the department is a good idea: it will increase the response rate without us having to require the survey be completed.

- Riley said that he sets aside time in his capstone class for his students to finish the survey.
 - Stefan said where he worked previously, the exit interview/survey was required. He thinks that we should require the survey before graduation in a similar way.
 - Leah Jolly asked about when the new faculty jobs are going to be posted. In particular, she asked for more detailed about some of the postings being delayed.
 - Ashton explained that most people start looking for faculty positions in the fall. She doesn't have specific numbers for how many positions are being pushed back to the fall, but when people wanted to post positions earlier than the fall, they were allowed to do so.
 - Beverly McCreary said that the timing for the posting of each position has been ultimately left up to the department chairs and Deans.
- Ashton also talked about Senate elections for next year:
 - There will be no ETM openings.
 - Four HAS openings (one at Portland-Metro and three at Klamath Falls).
 - One or two At-Large openings.
 - One open IFS position.
 - If your term is ending this year, you'll get an email soon notifying you of this. Before the month is up, the call for nominations will go out.
- Discussion
 - No discussion.

Reports of the ASOIT Delegates

Report of the Klamath Falls Delegate – Heather Ritter

- Heather said that there's nothing to report.
- Discussion
 - No discussion.

Report of the Portland-Metro Delegate – Bryce Wilson

- **Note:** Initially, this report was skipped and the Senate proceeded directly to the Admin Council delegate's report. After Carl's report was over, Yuehai recognized the mistake and Bryce gave his report next. I am keeping the reports in their usual order in the minutes just to preserve standard agenda order.
- Yuehai apologized to Bryce for accidentally skipping over his report initially.
- Bryce reported that at the beginning of spring term, ASOIT met with Government Relations to prepare for the upcoming lobby days (April 21st in Salem, then later on May 7th and May 12th). They discussed federal projects that Oregon Tech is involved in (he mentioned medical imaging and advanced manufacturing here). They also talked about the shared agenda with other public Oregon universities (like Oregon Opportunity Grants, student needs packages, Strong Start). They also talked about some of Oregon Tech's priorities (including a Semon Hall renovation, a Learning Resource Center renovation, the College of Medicine study, and the Tech Village development).
 - They are still trying to look for other students to join them during the lobby days. There's still some time.
- They're also reviewing their constitution and bylaws. They will soon collaborate with KF-ASOIT to review those documents and to make changes. That should happen soon.

- This week, there will be a “fireside chat” with Dr. Nagi, administrative faculty, and department chairs about senior capstones. This event will be open to everyone on the Portland-Metro campus.
- They’ll also be talking about career advising: what are faculty doing that helps students get onto career paths? What are the expectations of graduate students?
- Discussion
 - No discussion.

Report of the Administrative Council Delegate – Carl Agrifoglio

- Carl reported that Admin Council met on March 19th. The meeting was only an hour.
 - The meeting started with the introduction of two new employees.
 - Then they gave a brief update on the compensation study: Sandi Hanan and John Harman are going to meet with Dr. Nagi to discuss next steps.
 - A lot of time was spent talking about professional development: in particular, they discussed managing anxiety and time management.
 - This month’s kudos award winner from our classified staff was Nicole Ayers. The unclassified staff winner was Emy Martin.
 - Andie Fultz gave a Faculty Senate update.
 - President’s Council gave an update.
- The Admin Council Policy Workgroup is working on creating a policy regarding office space: how it should be distributed across campus and how people should be notified of upcoming moves. This charge was precipitated by the Registrar’s move into Boivin.
- There are some Wellness events that are coming up. There was a movie night at Pelican Cinemas recently, there is a Well-being Fair coming up in April, and a Fun Run in May.
- Discussion
 - Vanessa asked if the compensation study is a public document or not.
 - Carl said that he forwarded the presentation given at the previous Faculty Senate meeting to HR to see if it could be shared publicly, but then they forwarded it to Legal and he hasn’t heard back since. He said that the full report hasn’t even been made available to classified staff yet, so it is currently *not* public.
 - He briefly reiterated what he talked about last month about there being twelve salary bands and so on. He’s going to ask again for this report. He also said that the next Admin Council meeting will be a special meeting focused on the compensation study. It will include an update from Sandi Hanan and John Harman.
 - Vanessa also asked about the office space policy: will this policy apply to only staff? She pointed out that her department’s faculty already have a policy for their own office space.
 - Carl said that the Admin Council Policy Workgroup is just starting the conversation, but that question will certainly be part of it. He also shared that the same Workgroup is looking to make changes to the staff’s Emeritus Policy after the recent changes to the faculty’s Emeritus Policy to bring both of those into better alignment with each other.
 - Cristina asked if Dave Groff could speak to the legal dimension of sharing Carl’s previous presentation and/or the full compensation study publicly.
 - Dave said he’d have to talk to Sandi Hanan or John Harman before answering the legal dimension of this question. Once he knows what *their* question is, he can answer it. He’s been a bit overloaded since January, but he will try to get answer(s) soon.
 - Cristina then asked about the office-moving policy: isn’t there already a policy about moving offices?

- Carl said that he isn't aware of there being a campus-wide one.
 - Ken said that there *is* a policy, but it only has to do with individual faculty moves between offices. He suggested that this could be a reference point for the Admin Council Policy Workgroup, though it doesn't speak to the moving of entire departments (like the Registrar's Office) or to what "timely notification" might look like.
 - Carl said that there is a Faculty Office Assignment Policy, and it was last updated in 2002.
 - Beverly said that this particular policy has been superseded since by the CBA.
 - Carl said this new policy got brought up in response to some unclassified *and* some classified people moving.

Reports of the Standing Committees

Faculty Policy Committee – Ken Usher/Matt Schnackenberg

- Ken reported that they were almost ready to submit the Faculty Evaluation Policy for Senate approval at this meeting, except that there are a few small things that haven't been solved yet. One example was clarifying which student evaluation numbers faculty should be reporting on their APE form. Along with clearing up those small things, they also want to check in with the Provost one more time. But, they are about ready and this policy will be submitted for the Senate's review and discussion next month.
- It's come up somewhat urgently that the policy for Academic Rank and Tenure For Unclassified Administrators needs review. This was enacted in the early 2000s because of some issues with previous university President Larry Wolf. As it is, we don't even come close to following this policy at all now. But now that we're soon going to hire a new Provost and a new Dean and that it's been a different process each of the last five times we've given unclassified staff tenure, it's time to update this policy. This policy exists in a weird space because it is sort of a faculty policy but also sort of an administrative policy. Dr. El-Rewini has made some changes to the policy, and the Faculty Policy Committee has provided some input as well. However, it's possible that the updated version of this policy will not go through the whole Senate approval process due to its dual nature. It's likely, though, that the Senate will have an opportunity to weigh in on it in some capacity before the updates are finalized. Ken asked if Beverly and Dr. El-Rewini were going to meet about this policy again soon, and they agreed that they would.
 - Matt reiterated that this policy isn't going through the "normal" Faculty Senate process, but that he and Ken are consulting on this policy as it's developed. It's possible it will come back to Senate from President's Council if Yuehai sees issues with it and requests a Senate review.
 - Matt also said that there's another place where we're hiring people and then giving tenure to them: external chairs. There isn't currently a policy for this, and as a result we are currently making these kinds of decisions in different departments and for various external chairs on an ad hoc basis.
 - Matt then asked for clarification, saying it seems that we've hired one and are searching for four more external chairs this year.
 - Dr. El-Rewini clarified that we aren't hiring "external chairs" specifically, but are doing national searches that local candidates are also welcome to apply to.
 - Ken clarified that the Academic Rank and Tenure For Unclassified Administrators Policy could help make decisions about how to tenure (or not tenure) externally-hired chairs, but it isn't *designed* to do that. He mentioned some "good ideas" that other universities have, like including external reviewers and allowing for an "expedited tenure" process. He stressed the importance of recognizing that these people should be teaching regardless, since they are chairs.

- Ken said that he doubts that there will be a lot of progress made on the tenure review policy before the end of this year, since we only have eight weeks left.
- Yuehai thanked the committee for their work so far this year.
- Discussion
 - Vanessa began a question here, but Krista Beaty suggested that they wait until Open Floor to bring it up.

Academic Standards Committee – Christy VanRooyen

- Christy had no report because Academic Standards hasn't met yet this quarter.
- Discussion
 - There was no discussion.

Diversity, Equity, and Inclusion (DEI) Committee – Chitra Venugopal

- Yuehai reported on behalf of Chitra that the DEI Committee has not met and therefore has no report.
- Discussion
 - There was no discussion.

Reports of Special or Ad Hoc Committees

Ad Hoc Committee on AI

- Christy began by reporting on a meeting that both Carl and Dave Groff were included in. She requested that they step in to explain anything that needs further clarification.
 - The committee put together a draft of an AI Policy, and started distributing it to a few strategic people on campus to get feedback, including Carl and Dave. Through this process, Tony Richey got looped into the conversation as well, and Christy ended up meeting with the three of them to discuss the policy draft.
 - She said that Dave suggested that it's helpful to avoid having information about one topic in different places (i.e., information about AI in more than one policy) from a legal standpoint. They discussed this alongside the fact that AI is a multifaceted topic that affects different elements of the university in different ways and how that might be acknowledged in policy without making things too onerous.
 - Tony mentioned that the Computer Use Policy is currently being updated, and some of the things in the draft AI Policy seemed to fit well into that policy as well.
 - After this meeting, Christy went back to her own committee, and there was “great concern” that the faculty voice be represented in whatever policy (or policies) end up going forward.
- Christy proposed that we discuss these concerns here, now: is there a dedicated place the AI policy language should “live”? Multiple such places? Who should be working on this policy or policies?
 - Christy suggested that there should be one group working on this project so that we aren't duplicating effort (or worse) and so that any resulting policy language represents everyone's concerns accurately.
 - She also suggested that we have a central location on campus(es) where people can go to get AI-related questions answered and access resources.
 - Carl noted three things, based on the meeting he had with Christy and the others:

- The Computer Use Policy is outdated (about ten years old) and needs updating. He likened AI to cloud computing, and said it is a tool that fits in with the purpose of the Computer Use Policy as its currently written.
- The idea of forming a committee for AI use came up. This committee would be a resource for information (in the way that Christy was talking about previously). It would help “guide the way” when it comes to student, staff, and faculty questions about AI.
- We should try to provide educational information for everyone on campus, especially for faculty who are using AI in research, teaching, and day-to-day work.
 - He reported that he and Tony are already working on some of these things, and that ITS is creating some “AI student positions.”
- **(Secretary’s Note:** I attended this meeting remotely due to illness, and due to the camera angles available during this next comment, I was unable to tell who was speaking, hence the vague language on my part. My apologies to the speaker.) It was suggested that Christy, et al consider “an encouragement policy.” For example, how can the committee help researchers who want to do research *on* AI? This could involve students as well. There is a lot of research work on AI to be done, and our faculty cannot enable students to get involved if they themselves aren’t familiar with the topic.
- Ken said he appreciates hearing about these overlapping but distinct considerations while also appreciating Dave’s suggestion that we want to avoid covering the same topic in multiple different places. There are solutions to these issues, however. Ken pointed out that there is also verbiage about AI in the student conduct code, for example, and that might mean we could say something like “In the event of overlap between the Computer Use Policy, and the student conduct code, the student conduct code ‘wins’.”
- Ken also mentioned that the Library might be able to provide input on some of these issues, too.
 - Christy shared that her ad hoc committee already has Cate Guenther on it, so the Library is represented there.
- Next, Ganghee Jang compared AI with how Wikipedia was first received: originally, it was seen as inappropriate as an academic source, but that has changed over time. The implication here seems to be that we should expect the same thing to happen when it comes to AI. From his perspective, we should distinguish between when AI is used as a tool versus when it’s used in a more generic way. He thinks that ITS should be involved in the generation of any policy that covers the use of AI tools, and that we should have a “high-tier” policy that lets us enforce something about applications or services later. If the AI policy is dominated by the Computer Use Policy, then we can’t change it later. We already have issues with “secretive things” on campus that are killing research. With that in mind, the AI Policy should add some things so that we can change things later when it becomes necessary.
- Christy asked if other ad hoc committee members have strong feelings about this. Do we want to keep developing the policy at the “high-tier” level apart from the Computer Use Policy? Should we instead continue with the policy draft we have and integrate it with what ITS is working on? Or should we try to reform a single committee to all work together across the involved groups?
 - David Johnston asked why we create policies in the first place? He has a reason or why he thinks policies exist, but he wants to hear what other folks think, too.
 - Yuehai chimed in to point out that when we were discussing the AI piece of the Academic Integrity Policy, we realized that that piece wasn’t enough on its own to address what students (and others) want to see in regard to AI. For example, many students are advocating for trainings, and so are faculty. This is the kind of thing that he thinks the policy draft generated by Christy’s ad hoc committee is meant for.

- David reiterated here that he isn't talking about this policy in particular, but more wondering why we create policy in the first place: does any AI policy we're currently working on or might produce later adhere to these expectations/goals?
- In response to David, Krista explained that what she'd like to see is an overarching AI policy that can then guide you to other, more specific things (like the Computer Use Policy and the Academic Integrity Policy). She wants the committee to keep working on this in its current form as a result. Such a policy would give everyone the same starting point regardless of what in particular they're trying to find out or learn about. She sees the purpose of such an overarching policy as "guidance."
- David then asked if it makes more sense to have a statement of principles or something similar than an overarching policy?
 - Christy said that many universities are going beyond having an AI policy specifically, and instead just providing centralized information, resources, and recommendations.
 - David said that one thing the committee talked about was possibly having a policy that forbids the creation of deepfakes, but then another committee member came up with examples where creating deepfakes could be part of a legitimate research project, so all of these questions are complicated.
- Ganghee said that we have two problems. First, creating a policy is hard because AI is changing things so fast it's "a moving target." He is also concerned about people making their information (like photos) available online and then those files being fed into AI (the example he used here was people's photos being regenerated as Studio Ghibli-esque images). He doesn't think that these issues and questions should be entirely delegated to ITS, as faculty need to be having relevant conversations about how AI affects things like the IRB process. We (faculty) need more training about AI. He also advocated for an ongoing committee or organization that is consistently updating their guidance on AI issues to keep up with how fast those things are going to change as time goes on. Ultimately, Ganghee said that he thought establishing such an ongoing committee and then tasking it with generating the "top level" AI policy would be the best way to proceed.
- Next, Matt mentioned that it might be useful to have references to other policies within any overarching policy. He mentioned the Intellectual Property Policy we currently have as an example of a related policy.
 - Christy agreed. She said that that policy hasn't been changed in a long time, but pointed out that AI introduces a lot of new questions about intellectual property and that we as faculty likely don't want our original course content given over to public AIs or shared publicly on the internet.
 - Matt expressed concern about the "Trumpian" things currently going on, especially with regard to the documents we share on OneDrive: if those are made public and we talk "too much" about diversity in them, what might happen? Do we have any privacy protection in this regard?
 - Christy said that ITS is working on developing some recommendations in this regard. These are going to be brought forth to the campus soon.

- Carl also said that the current Computer Use Policy already has some recommendations in this regard (though not pertaining to AI specifically). He explained that, currently, if you put information into ChatGPT, they then own that information, but if you're signed in to your Oregon Tech account and use Copilot, then that data still belongs to you.
 - Matt said that it seems like there's a distinction between how we use AI as a tool and what regulations we need to have, but the two can't be completely separated from one another.
 - Christy said that it sounds like there's a general feeling we need some overarching policy or set of guidelines that will eventually tie into the more specific policies. She also suggested that some of her committee's members collaborate with Tony and ITS (and vice versa), and Carl agreed with this.
- Christy thanked everyone for their input.
- Yuehai thanked everyone on the committee as well for their work on a difficult charge. He said that the question on his mind is whether we should join the ad hoc committee to the ITS committee or vice versa. He said we can continue to discuss this in the future.

Unfinished Business

- There is no unfinished business.

New Business

- **(Secretary's Note:** This agenda item was skipped at this point in the meeting, presumably because the only New Business item was Dr. Afjeh's presentation, which was given earlier in the meeting.)

Report of the Provost – Hesham El-Rewini

- Dr. El-Rewini thanked everyone for being here and taking their time to participate. He also congratulated Leah Jolly for receiving her tenure, as well as Marybeth Grant-Beuttler and Jessica Luebbers.
- He reported that there were twelve faculty that went through post-tenure review. He appreciates that we do this at this university, and he congratulated all twelve faculty.
- Next, Dr. El-Rewini returned to the earlier talking point about the approval of the thirty-six faculty positions. He thanked Riley for requesting the data on these and getting it included in the Senate packet for this month.
 - He said that there are seventeen accepted offers already. Five of those people are already here. Two will start in June, and ten will start in September. The other fifteen positions are being searched for now. **(Secretary's Note:** It's worth noting here that these numbers as presented add up to thirty-two positions, not thirty-six.) The decisions on these remaining positions are being left up to the Deans, and the Deans chose to do fifteen. Four of those fifteen searches have been chosen to start in the fall instead of now.
 - Dr. El-Rewini suggested that we should mentally add these thirty-six positions to the faculty number that Yuehai presented earlier: Yuehai presented the number at 146, but if you add these thirty-six positions, that total changes to 182. He said that it's time to change the narrative. We shouldn't say we have 146 faculty anymore, we should say we have 182 based on these positions that have been approved.

- He said that we have a lot of work to do, and we can't advance this university if we keep dwelling on the past. The future is very bright, and we can all work together. He reiterated again that we have 182 faculty, not 146. (**Secretary's Note:** This is perhaps more editorializing than I normally do – and maybe more than is professional to include – but I still believe that it's worth making the point here that thirty-six positions approved does not necessarily equal thirty-six new faculty members on campus. Dr. El-Rewini reported that we have seventeen accepted offers already, and that five of those faculty are already working on campus, which would put the current count at 151. By September, once the other twelve hired faculty join us, we will have 163 total faculty. If we're fortunate enough to be successful with the other fifteen searches – and I hope we are! – that number will eventually rise to 178.)
- He also suggested a correction to one of Yuehai's earlier numbers, saying that it was impossible to have a student-to-faculty ratio of 120:1 in renewable energy when that department has ten faculty and will soon have thirteen.
 - Yuehai clarified that currently there is only one full-time faculty member in electrical engineering (not renewable energy).
 - Dr. El-Rewini said that there are three more faculty coming to the electrical engineering program. He said that it is incorrect to say that we only have one faculty member in electrical engineering because we now have four. He reiterated the idea that we need to change the narrative. (**Secretary's Note:** There seems to be some confusion at different points in this meeting as to whether the three new faculty members hired for EERE are going to be working in electrical engineering or renewable engineering. Dr. El-Rewini's comments here seem to indicate that *both* are getting three new faculty members (so, six EERE faculty total), but that is not the case as per the spreadsheet of data provided to Senate by Dean Alp. There are three total new faculty approved for EERE. It is unclear to me from this discussion which program they will be teaching in.)
- Next, he addressed the proportions of T'T and N'TT positions among the thirty-six approved positions. He said that six of the positions are chair or director positions (three in HAS and three in ETM). There are twenty assistant or associate professors. There are four positions that either have been or will be advertised as being either instructor or assistant professor positions. There are four instructors, and there are two visiting faculty. Therefore, "if you do the math" there are thirty of the thirty-six positions that are T'T or tenured (**Secretary's Note:** It seems that this number includes the chairs and directors).
- Dr. El-Rewini reported that Yuehai asked if we were going to delay any searches, and he said definitely not. It's up to the Dean to decide when to start each of these searches. It's up to all of us to help recruit for and fill these positions.
- Regarding retention: since he began working here, he keeps hearing that we need to approve retention, everyone keeps saying this. He looked at the data to see if we really have a retention problem. He looked at students who have stayed here a year or more, and said that the retention rate for these students is 92% over the last five years. This means that if students come here and stay for a year, they stay for good. So if we have a retention problem, it must lie with new students. He found that the retention of transfer and post-baccalaureate students was around 80%, so they aren't the problem either. Then he looked at the freshmen, and found that the retention rate there was 69%. So, this is the problem. If we focus our efforts on our freshmen, we'll do better. He said we must be doing a good job, because once students are here long enough to form relationships with us (the faculty) they want to stay.

- He said that Greg Stringer and Linus, as well as the advisers, the chairs, and the Deans are all working together to improve retention.
- Dean Alp was contacted by RCC in Medford about us potentially offering courses there, as they have available space and labs. The Provost, the Dean, and Greg drove to Medford after this, went to the RCC campus, and checked it out. This is an opportunity that we should explore.
- Next, he requested an answer from faculty: when you complain about administration, who are you talking about? He can't answer your questions if you aren't more specific. Ask about the Provost, or the Dean, or whomever, but you need to be more specific.
 - Cristina clarified that, to her, "administration" means "decision-makers."
- Dr. El-Rewini reiterated that we need to all work together and cannot do things alone. He requested that when we want an answer to a particular question, you should ask a particular person.
- He took an aside at this point to congratulate Rebeka on becoming a PE. Rebeka clarified that she took the exam today, but won't find out the result until tomorrow.
- He also talked about how impressed he was by the Civil Engineering students' senior projects.
- Discussion
 - Deb asked about the thirty-six positions: four of those positions will start in the fall. Which ones?
 - Dr. El-Rewini said that they are all in HAS, but he doesn't know the details offhand.
 - Deb followed up to ask if these are "traditional faculty positions" or if they are some of the aforementioned chair/director positions.
 - Dr. El-Rewini said that these positions are "most likely" some of the chair/director positions.
 - Dr. El-Rewini also answered the question Deb asked of Dr. Afjeh earlier in the meeting. He said that when you talk about university resources, there are good days and bad days and normal days. When things are normal, they are normal. When days are good, we invest in new things. When things are bad, the university tries to control the spending more than usual. He said that they will consider increasing staffing in struggling programs rather than letting them continue to flounder (as an answer to Deb's earlier question).
 - With that in mind, he said, when you go to the chair, don't complain that once you had two positions and now you only have one. Leave the past in the past. Just express your needs as they are now, and you're likely to be taken care of.
 - He said that the Provost's job is to listen, gather data, make the decision, and then communicate that decision clearly. He said that when he takes a position from you, he is going to explain his reasoning for why he has done so. You might not agree, but it's not his job to convince you it was the right decision.
 - Dr. El-Rewini thanked everyone again.
- Discussion
 - Vanessa said that she appreciates Dr. El-Rewini's attempts at transparency and the offer of straightforward communication, as that is unique to her among administrators during her eighteen years at Oregon Tech. On the other hand, she said that it's hard to let go of the past because the old patterns just keep repeating. She had asked last month about allowing room for negotiations with faculty candidates last month, and was told at the time that yes, we should allow that to happen. Recently, though, she had an experience where negotiations with a potential new faculty member fell apart. She talked with the Provost during the process and he encouraged her to talk to her chair and her Dean. She did so, and advocated for the position at that level, but things still fell apart because of the inability to negotiate. She started to formulate a question, but Dr. El-Rewini interrupted.

- He thanked her for her question, and then said that he can't talk about personnel issues. Only the Dean and the chair and the candidate have a right to know exactly what happened. He reviewed the case and supports what the chair and the Dean decided. He reiterated that she doesn't know what happened, ultimately.
 - Vanessa pointed out that it would be valuable for the Provost to take faculty input into consideration as well in cases like these.
 - Dr. El-Rewini agreed, but also said that it's unreasonable to include a hundred people in each hiring decision. There are protocols that search committees have to follow. Their work ends when they make a recommendation. They cannot be included in the negotiations with one particular candidate because that's wrong. Ultimately, it's all about trust. He says that he trusts us to give him names, and we trust him to make the right decisions.
- Riley wants to clarify for the minutes: if searches aren't going to be delayed (as per Yuehai's early discussion with the Provost), then why have three of those searches been delayed (as per Deb's early comments)?
 - Dr. El-Rewini said these three searches weren't "delayed," per se, but instead put off at the discretion of the Dean. The Dean is hired to make decisions like this. This is not a "delay," but putting the posting off for a strategic reason. Why does everything become controversial? We just need to let go of certain things. You can ask the Dean if you don't like the decision. This is the culture he wants to promote. Talk to the person involved and you will get answers that way.

Report of the President's Council Delegate – Yuehai Yang

- There was no President's Council Report.
- Discussion
 - There was no discussion.

Report of the IFS Representatives – Cristina Negoita and David Hammond

- There is no report from IFS. IFS is meeting next on Friday.
- Discussion
 - There was no discussion.

Report of the FOAC Representative – Ashton Greer

- **Note:** Ashton's FOAC report has been pasted in full below. Any follow-up questions and/or discussion have been added below the text of the report.
 - FOAC met on March 19th for a Budget Strategy Review & Q&A with VPs
 - I was only able to catch the end of this meeting because of a conflict with a final exam, but essentially each of the VPs shared their essential operations and budget approach, including hiring plans and strategic investment request.
 - Co-chairs budget agrees with governor's budget (7% increase to higher education versus 9.5%)
 - TRC recommended a Tuition increase – 4%
 - Riley has very kindly volunteered to share some of the key points, and Krista can feel free to jump in as well.
- Riley deferred to Krista, who had prepared a set of notes.

- There were reports from each of the key financial stakeholders. They provided a lot of information, and she appreciates all that she's learning.
- Everyone has been waiting to find out what the Governor's budget is going to be. They had contingency plans in case there were drastic cuts, but they learned earlier that very day that the budget is staying pretty stable. We're pretty much going to be where we were last year.
- The standing of Oregon Tech in particular is that we're holding our own financially when compared to other state universities. We *will* have a tuition increase of 4%, however. This might have been a higher number if there had been bigger budget cuts, but that didn't happen.
- Ashton said that in her understanding the Oregon universities requested an increase to the overall state higher education budget of 9.5%. Then, HECC reduced that ask down to 7%. The Governor approved that request (the 7% one). It's possible that that number will decrease further as it works its way through the legislative process, but it's helpful that both the co-chairs and the Governor have approved the 7% number.
 - David Johnston said that the next budget forecast for the state will be coming out in May. There's concern that it will be bad because of layoffs and the tariffs, which will both hurt the state's revenue. There's concern too about the Medicaid cut that's going through Congress. If that happens, the state is going to adjust the budget to try to backfill some of that (though they won't be able to cover all of it). What he has been hearing is that the public universities might not be getting an increase at all. It would just stay at current service level. So, keep an eye out for that May revenue forecast.
 - Ashton thanked David for the update.
 - David said that the legislators "laughed" when the possibility of increasing higher education funding was brought up.
- Krista continued to say that the Medicaid costs and their affect on the higher education budget were discussed at FOAC as well.
- There was also discussion of specific line items. Finance is trying to make cuts where they can in preparation for the upcoming legislative sessions. 75% of their overhead is labor, though, so there isn't much that they can change. Also, their benefits packages are getting much more expensive this year, which will increase labor costs.
- We're also seeing increasing costs associated with utilities, ITS, and Facilities, which we can't do much about. The switch to city water, for example, has hit the university's budget hard. Some strategic cuts are being made where possible, with the assumption that funding is going to stay flat. There are going to be two major retirements in Facilities soon, which will be an important change.
- Riley added that Facilities, Student Health, and Housing all come out of the General Fund. As per John Harman's report from the President's Forum, they are planning to stick to a flat budget this year.
- He continued to say that all divisions are planning on submitting strategic investment fund requests for various positions. Each position seemed logical to Riley. Speaking as a committee member and not as a Senator, he doesn't necessarily think that making position requests out of strategic investment funds is a great idea.
- Riley called this the "most collaborative FOAC meeting" he's ever been in.
- Discussion
 - Riley asked when the next FOAC meeting is, and Krista said that it should be on April 18th, but it might be rescheduled as it's already been rescheduled a few times.
 - Deb asked if they still send the minutes from the previous meeting the day before the current meeting. Riley said that now it's the day of the meeting that they go out.

Open Floor

Vanessa Bennett

- Vanessa asked if she would be able to serve on a promotion committee if she is going up for promotion? The review would be outside of her department.
 - Ken said probably not, but it might be possible if there's a good justification and you get the consent of the person being reviewed, their department chair, their Dean, and the Provost.
 - Vanessa asked why it has to be done this way, and Krista clarified that it's because this is stated in the faculty promotion policy.
 - Deb suggested that it's done this way to minimize possible quid pro quo situations.
 - Ken said that it might not necessarily be to deal with quid pro quo situations specifically, but that it's at least done to try to avoid conflicts of interest. He reiterated that there can be exceptions, though.
 - Stefan asked if a faculty member can serve on both CPAC and DPAC committees.
 - Ken said yes. He explained that the chair of DPAC is actually required to be on CPAC. CPAC is usually comprised of the department chairs and the chairs of the DPACs.
 - Matt added the note that if a chair is going up for promotion, you get another member of DPAC to sit in their place on CPAC.
 - Stefan clarified that he has two department members in his department's DPAC from outside of his department, but they are in CPAC as members of their department.
 - Ken said that that has happened before.
 - Vanessa asked for clarification: can the department chair be eliminated from the process and instead there would be two members of the DPAC presenting the department's recommendations to CPAC?
 - Ken said that this is typically not done, unless it's a situation where the chair is disqualified for serving in that role because they themselves are also up for promotion.
 - Matt asked where Vanessa's question was coming from, and she said that a current candidate for promotion asked her if such a switch was possible and she wasn't sure.
 - Ken stated that it's not really the job of the DPAC representatives (whoever they are) to advocate to CPAC for their people, so you aren't being shortchanged in the case that one of those DPAC representatives is less prepared to serve in that role than they could be. In short, he said that as a candidate works their way up the levels, they should be getting evaluated based on how well they are known and regarded by their peers less and less and getting evaluated based on how they meet the promotion criteria more and more.
 - Ken added that if Vanessa's current department chair doesn't want to serve on CPAC and everyone else is okay with someone else substituting into that role, then it could be done.

Riley Richards

- Riley asked which department or office processes our student visas.
 - Vanessa and Yuehai said that it might be Ruth Black.

- Christy said that she thought she'd worked with someone else (other than Ruth Black) about a work visa recently, but she wasn't sure who.
- Carl said that it's between Ruth Black and Mandi Clark.

Nesli Alp

- Dr. Alp asked about faculty numbers Yuehai cited earlier: did he say that there is only one faculty member in EERE?
 - Yuehai said that no, he was saying that there's only one full-time electrical engineering faculty member in the EERE department.
 - Dr. Alp said that EERE is a department, and that many faculty teach in both programs within that department. It's hard to say as a result that any one faculty member is "just" for one program or the other. She said that there are three faculty members in Klamath Falls full-time, and four in Portland-Metro full-time. There is also 1.75 FTE online. She just wanted to clarify those numbers.
 - Yuehai agreed that many faculty in EERE teach across multiple areas, but pointed out that that practice began in the first place *because of* faculty shortages and is not the ideal situation.
- Dr. Alp also commented on the earlier discussion about chairs serving (or not) on CPAC. She said that she is the current interim chair of MMET until the new chair comes to campus, so she cannot serve on CPAC (being the Dean as well). So, in this case, there's another faculty who is representing the department in her place.
 - Ken said that her reasoning is correct.
- Carl followed up here to share that it is Niko Pearson who is the Global Engagement Coordinator. Christy shared that it was Josie Hudspeth from Student Affairs who she worked with regarding the work visa. Dr. Alp seconded this information.

Stefan Andrei

- Stefan asked if the attendees in Sunset had pizza tonight, then asked if there were "other items" to lure people into attending the meeting in person.
 - Yuehai reassured him that it was just pizza.

Adjournment

The meeting was adjourned at 9:19.

Respectfully submitted,
Ben Bunting, Secretary

Faculty Senate Report based on the prepared Board Report for April, 2025

Yuehai

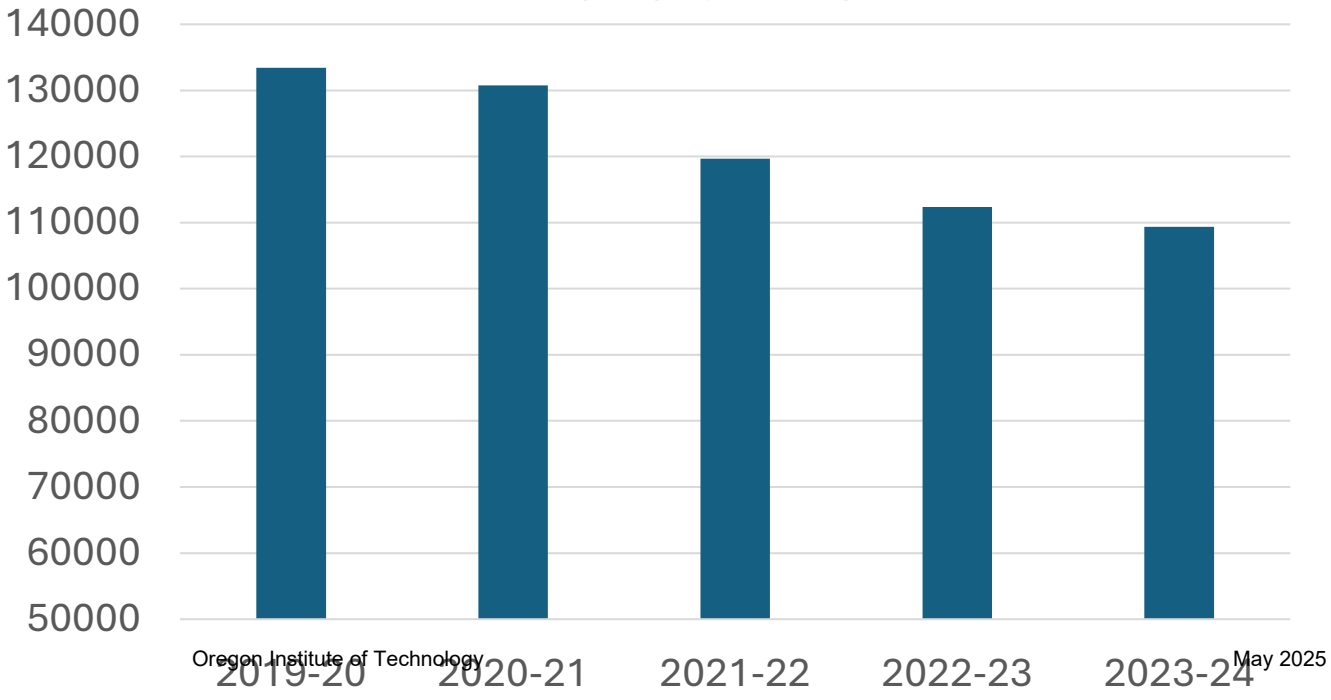
Apr. 8th, 2025

Fall 2024-Summer 2025 DUAL CREDIT PROGRAM (HST) & ADVANCED CREDIT PROGRAM (ACP)		
	Dual Credit Program (HST) \$25.00/Credit	
	Advanced Credit Program (ACP) \$100.00/Course	

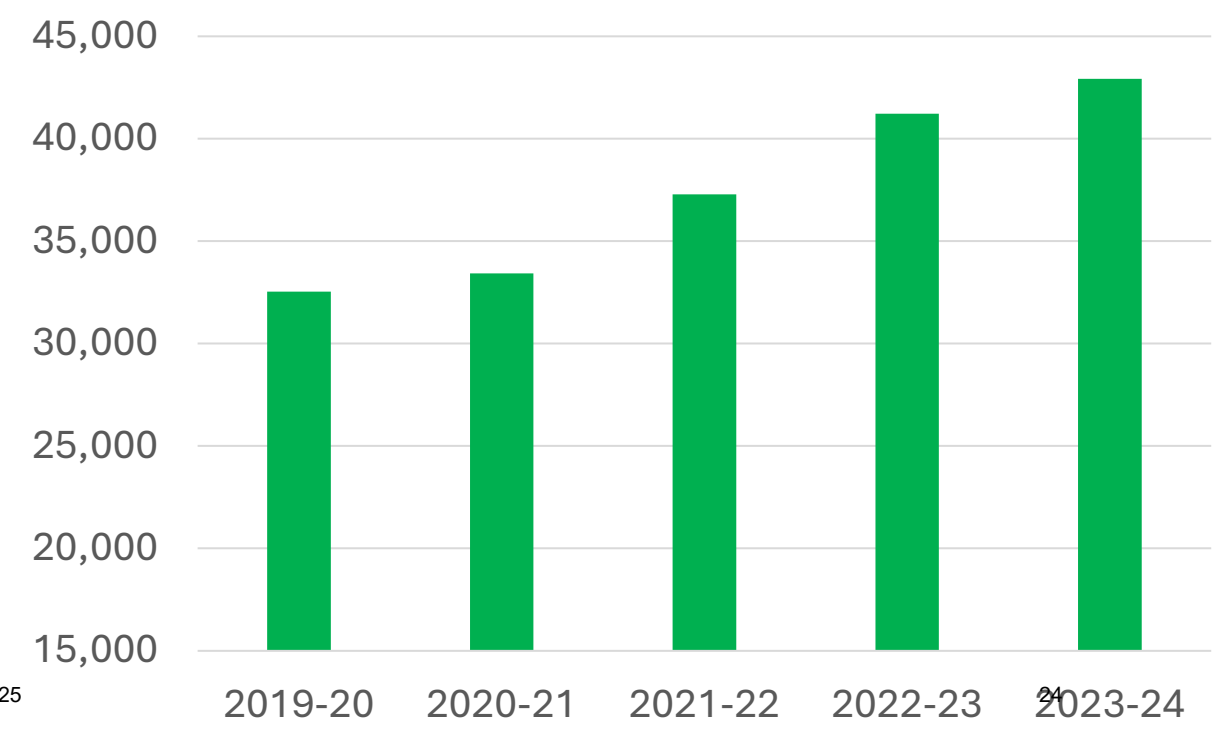
* Data based on courses assigned to departments in Banner

	2019-20	2020-21	2021-22	2022-23	2023-24
Grand Total	151,333	146,052	136,937	137,496	141,157

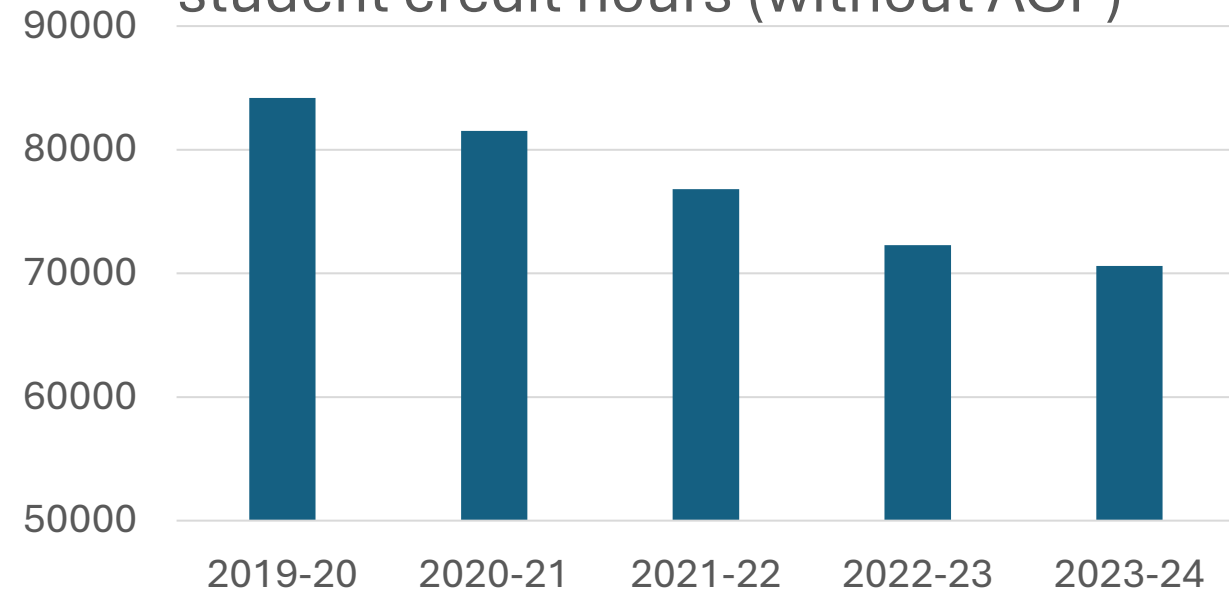
Total student credit hours (without ACP) at Oregon Tech - all campuses and online



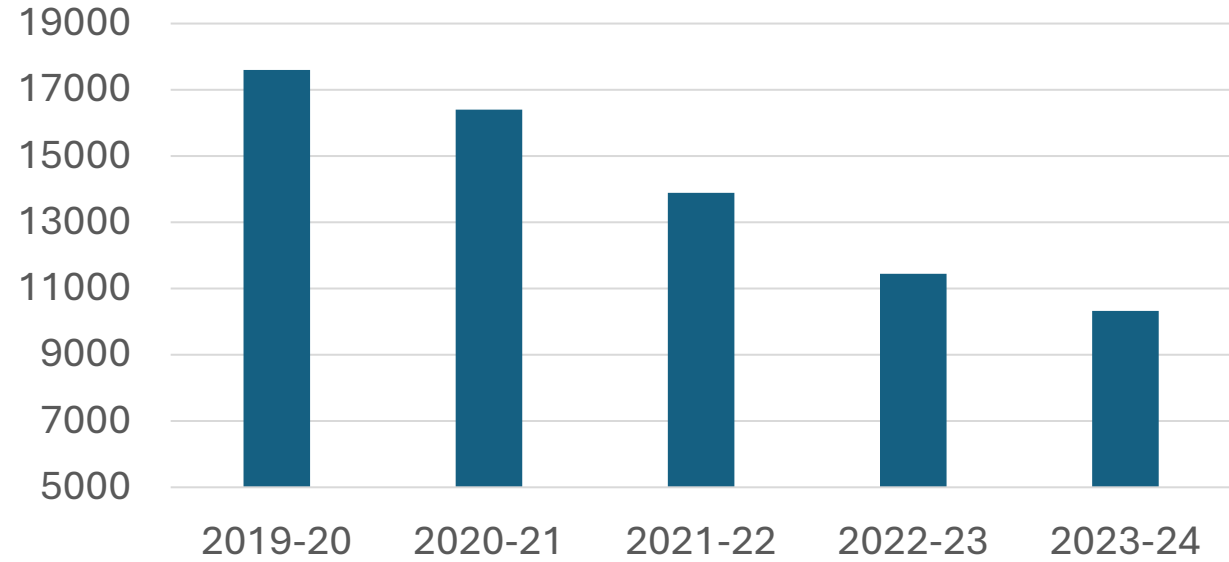
Total OSU Cascades campus student credit hours (without ACP)



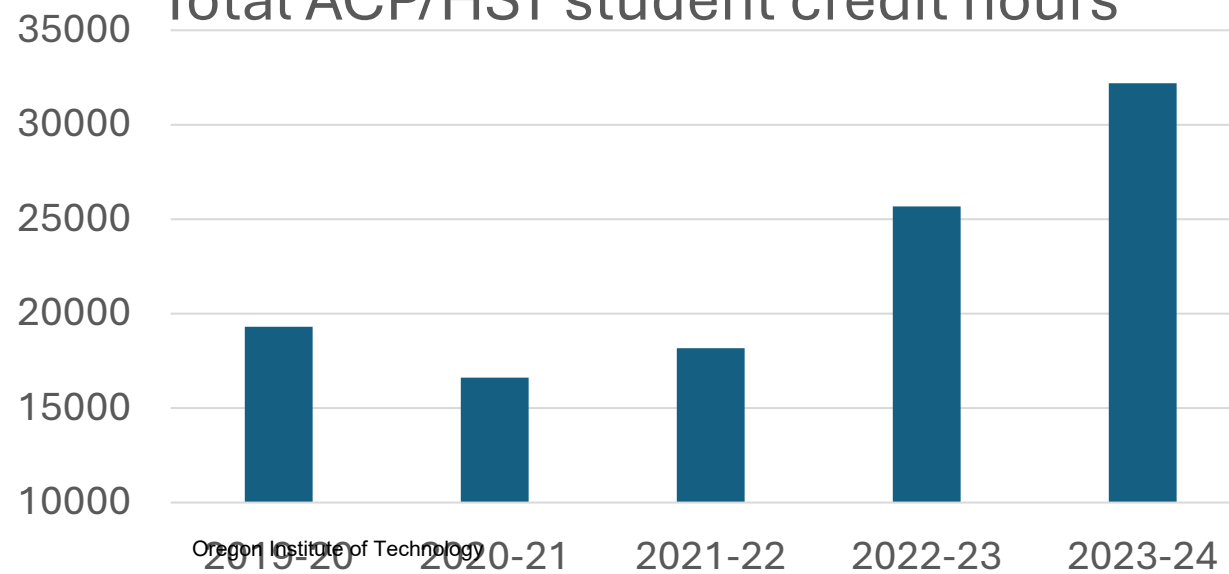
Total Klamath Falls campus
student credit hours (without ACP)



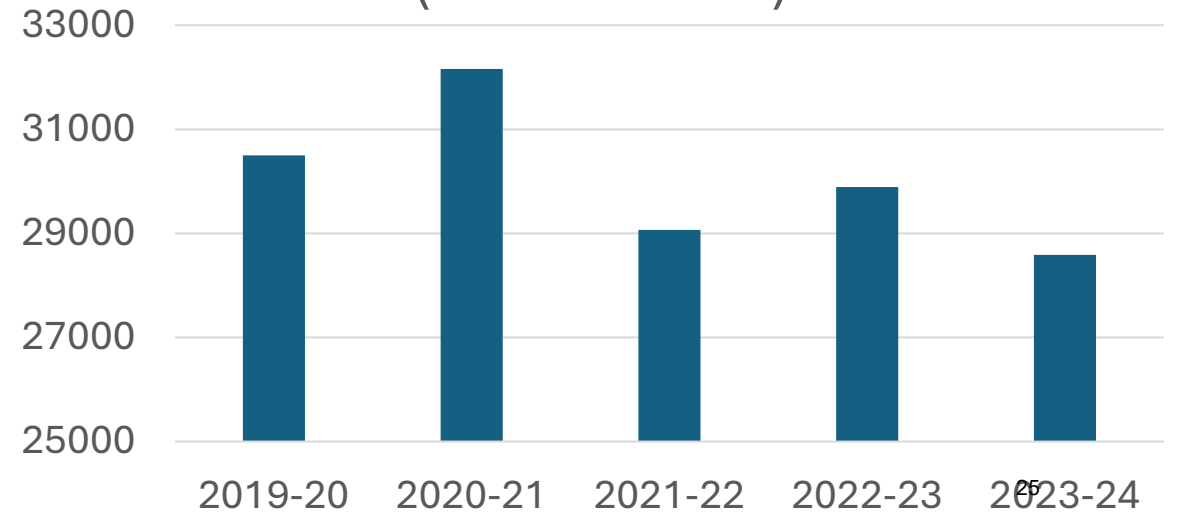
Total Portland metro campus
student credit hours (without ACP)



Total ACP/HST student credit hours



Total Online student credit hours
(without ACP)



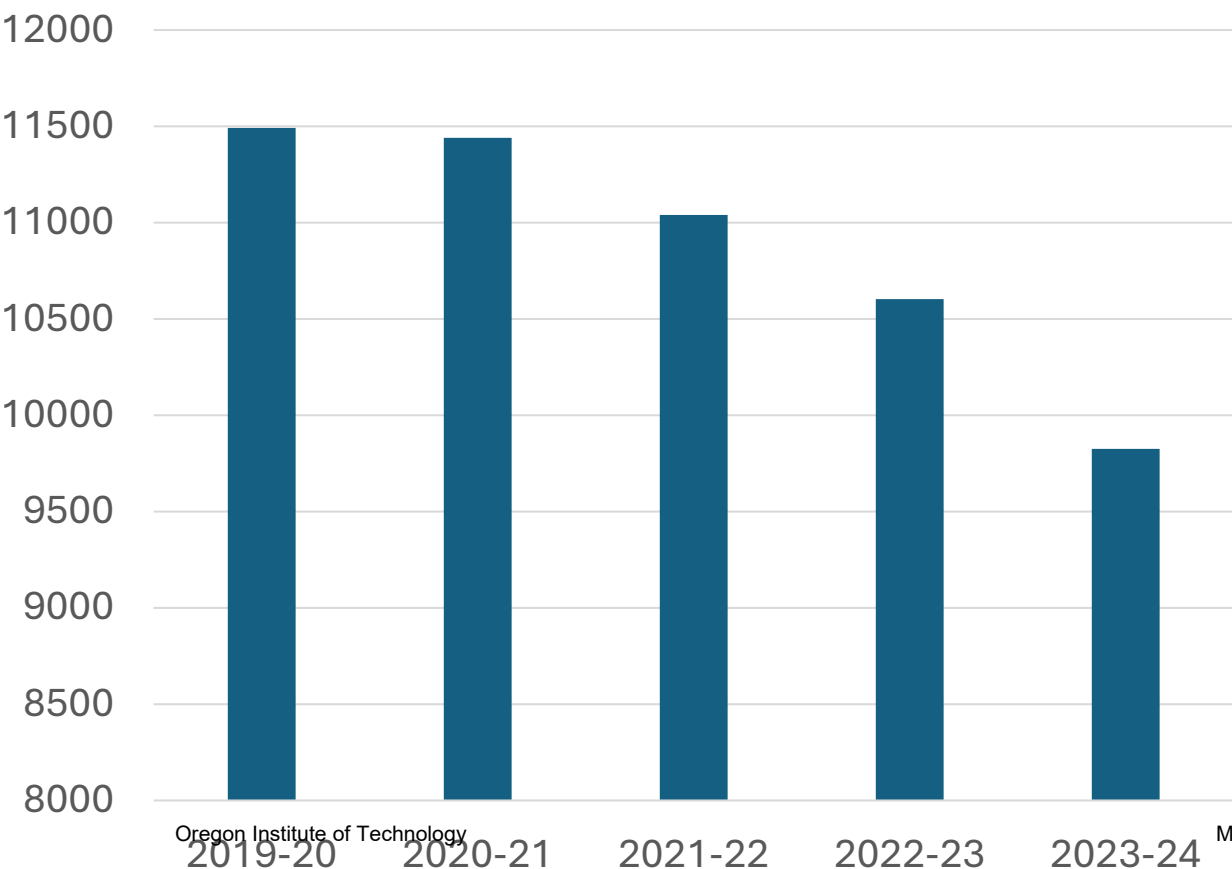
Department/Program Examples

* Data based on courses assigned to departments in Banner

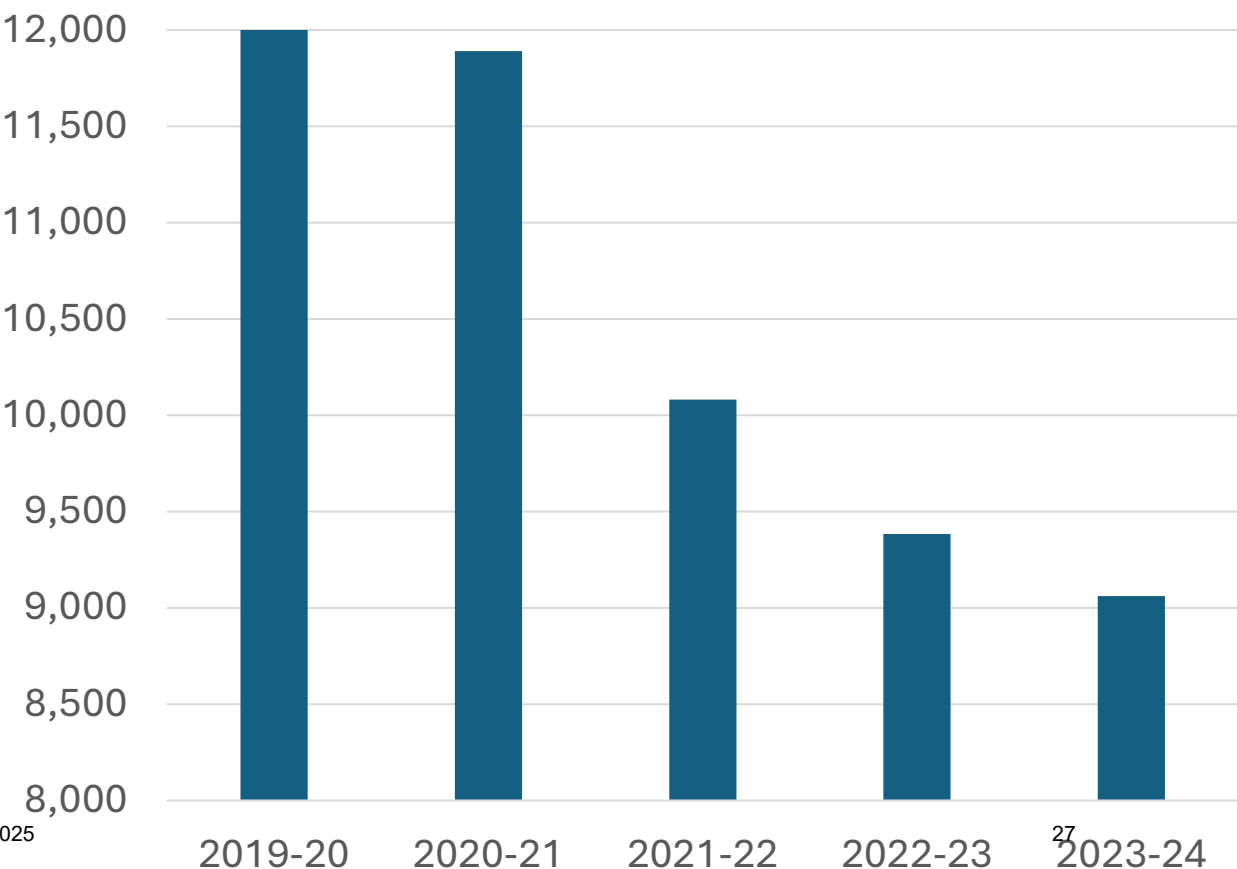
	2019-20	2020-21	2021-22	2022-23	2023-24
Electrical & Renewable Energy	7,448	5,824	5,079	4,350	3,839
Klamath	3,267	2,549	2,233	1,673	1,410
EE - Electrical Engineering	1,991	1,399	1,129	754	776
ENGR - Engineering	478	382	410	460	243
REE - Renewable Energy Engineering	798	768	694	459	391
Online Learning	1,124	986	1,060	1,387	1,378
EE - Electrical Engineering	659	537	530	737	589
ENGR - Engineering	224	285	183	233	409
REE - Renewable Energy Engineering	105	96	243	341	276
SEM - System Engineering and Technology Managemen	136	68	104	76	104
Portland-Metro	3,006	2,279	1,722	1,200	979
EE - Electrical Engineering	1,856	1,319	943	781	629
ENGR - Engineering	286	221	271	138	125
REE - Renewable Energy Engineering	864	739	508	281	225

Impact on Gen-Ed-focused (service) Departments

Total Communication Dept. credit hours (without ACP)



Total Math Dept. credit hours (without ACP)



Long-term **full-time-equivalent** faculty numbers
based on the faculty list used by other colleagues at the time

2019-2020: ~183 (When almost all department chairs were
elected from long-term faculty at Oregon Tech, and would return to
be faculty after their terms)

2022-2023: ~156 (When the recommendations were
made by NW to employ more faculty/staff)

2024-2025: ~148 (~140, without counting internal chairs
who are long-term faculty)

*Note: All of these numbers include everyone who has/had been a full-time equivalent faculty at Oregon Tech;
it does not include visiting faculty or externally hired department chairs.

The 4 Northwest Commission recommendations to the Oregon Institute of Technology in Spring 2023 In Need of Improvement:

- Recommendation 1: Spring 2023 Evaluation of Institutional Effectiveness - **Develop decision-making structures and processes, which are documented and publicly available, and which include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.**
- Recommendation 2: Spring 2023 Evaluation of Institutional Effectiveness - **Employ faculty and staff, sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.**
- Recommendation 3: Spring 2023 Evaluation of Institutional Effectiveness - **Use an ongoing and systematic evaluation process to inform and refine its institutional effectiveness** and assign resources.
- Recommendation 4: Spring 2023 Evaluation of Institutional Effectiveness - **Provide evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Oregon Tech Policy OIT-21-040

Instructional Faculty Evaluation

1. Policy Statement

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

The department chair plays a critical role in ensuring the Annual Performance Evaluation (APE) is meaningful and useful to both the faculty and administration.¹ Therefore, mandatory annual department chair workshops will be facilitated by the Provost's Office in order to review the purpose and process of the APE. Oregon Tech employs the APE in conjunction with the Faculty Objectives Plan (FOP) to provide a complete assessment. These reviews are both completed in the Spring Term; however, each has a unique focus.

The APE provides an opportunity to review the work of the Spring quarter of the prior academic year as well as the fall and winter quarters of the current academic year, while the FOP provides a year-long plan for the following year, with objectives for faculty growth and progress. The APE provides the faculty member with the opportunity to review the FOP developed the prior academic year and assess how they have met or exceeded identified objectives. The APE will lead faculty to identify changes or plans for the upcoming year which will be included in the FOP. This assessment creates a concrete record of the work accomplished, provides a way to identify areas that need attention, and articulates ways to improve the areas of deficiency.

2. Reason for Policy/Purpose

The goal of faculty evaluation is to provide regular feedback to faculty, to assess contributions, and evaluate performance, as well as to provide concrete guidance on ways to improve in any areas that do not meet expectations. The focus of a faculty member's professional activities may shift over time. As faculty progress through their careers, they may devote proportionately more time to different activities, such as teaching, scholarship/research, institutional or departmental leadership, program and curriculum development, or advising. Consequently, the expectations for individual faculty members may change.

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

3. Applicability/Scope

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

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

4. Definitions

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

Non-Tenure Track Faculty: these appointments refer to instructional faculty who teach half-time or more at Oregon Tech but are in fixed term appointments or non-tenure track lines.

Faculty Objectives Plan (FOP):

The FOP is a form (see attachment A) and a process that helps faculty communicate with their department chairs about their planned activities, workload and priorities for the coming year, spanning from spring term of the current academic year to the end of winter term of the following year. The FOP process allows department chairs to provide feedback about those plans and how they fit with professional, departmental and university objectives, but does not evaluate the faculty directly. The FOP should not be viewed as a contract or template for whether performance met or exceeds expectations. If plans made via the FOP change during the year, the faculty member and their department chair are expected to communicate about those changes, but they generally do not need to be formally documented via a revised FOP.

Evaluation Period: the Faculty Objectives Plan (FOP) documents plan for the spring term in which it is submitted through the winter term of the upcoming academic year

Annual Performance Evaluation (APE):

The APE is a form (see attachment B) and a process that evaluates what the faculty member has done in the previous year, spanning from spring term of one academic year to the end of winter term of the current year. It may include activities done while the faculty member was off-contract, but such activities are not required. It documents what the faculty member has actually done, whether it was listed on their previous FOP or arose since then. It also evaluates the quantity and quality of that work and how it fits with professional, departmental and university priorities, and provides feedback for future improvement. The completed APE form becomes part of the faculty member's permanent employment record and is subsequently used in evaluative processes such as tenure review (if applicable) and promotion. It may also be used to articulate merit performance.

Evaluation Period: the Annual Performance Evaluation (APE) documents work completed in spring term through winter term immediately prior to it, but not the spring term in which it is submitted.

Student Evaluation of Instruction:

These evaluations are conducted by the university each term in accordance with policy OIT-21- 035, and summary numerical results from them are included on the APE form (attachment B), with instructions about which numerical results and how they are to be reported provided in attachment C. Student evaluations are intended as a tool to help evaluate some aspects of instruction, but should only be used in combination with other sources of information.

5. Policy

5.1 Criteria for Evaluation

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

The following guidelines are intended as an institution-wide standard to which each department and faculty member is held, yet allow for the flexibility to include other criteria warranted by the varying disciplines and professions represented at OIT. Faculty will be evaluated in three areas: (1) instruction, (2) scholarship/research (3) service to the department, university, and/or profession. Both tenured/tenure track faculty and non-tenure track faculty will be evaluated relative to all three areas, but expectations of non-tenure track faculty will generally be substantially lower in scholarship/research and service, due to their increased instructional workload and lower non-instructional workload. In some instances it may, with the agreement of their department chair, meet expectations for a non-tenure track faculty member to have no accomplishments in one of the two non-instructional areas, with increased expectations and workload in the other.

In order to align with OIT-20-040 Academic Rank and Promotion for Instructional Faculty, this document utilizes the same wording for first-order bullets in the Criteria for Evaluation section as the bullets that appear in OIT-20-040 Rank and Promotion of Instructional Faculty. Assistant to Associate Faculty should consult the appropriate section for their rank. However, faculty evaluations occur every year while eligibility for promotions occur every fifth year. For this reason, there are additional second-order bullets in this document that are more granular, providing shorter-term examples. Further, Instruction/Teaching in OIT-20-040 Promotion requires that faculty demonstrate excellence in all of the first-order bullets, but this policy does not because of the shorter timeframe. In other words, faculty must demonstrate excellence in all of the first order bullets over a 5-year period but not necessarily every year.

Instruction/Teaching

Oregon Institute of Technology is committed to providing exceptional student learning experiences. To achieve this, faculty will excel in instruction in the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives. Doing this generally includes:
 - Demonstrate knowledge and expertise of subject matter, including regular revision of course curriculum to remain current with best practices and knowledge within the field of study. Organize and deliver course materials to stimulate student interest and discussion.
 - Provide an inclusive learning environment for students; be responsive to student questions and feedback and grade and return assignments and exams in a timely manner.
 - Employ a variety of assessment tools for evaluation of teaching effectiveness and student learning.
 - Maintain student numerical course evaluations at a departmentally established standard.
 - Follow best practice of use of pedagogical practices and delivery modalities.
 - Demonstrate continuous improvement in teaching style, delivery, and course materials.
- Take needed initiatives in carrying out departmental objectives.
- Contribute to the design and improvement of as well as creating new departmental courses and curricula.
 - If applicable, this includes revisions to reflect changes at the national level, in accreditation requirements, and in industry standards.
- Participate in professional engagement related to teaching and learning.

Scholarship/Research

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

- Applied and/or theoretical research,
 - Including mentoring undergraduate or graduate students in research.
 - Including research leading to patents, intellectual property, or innovations.
- Contributing to state, regional, or national/international professional organizations,
- Pursuit of internally and/or externally sponsored grants,
- Refereed publications,
- Professional certification,
 - Including earning continuing education units related to licensure or accreditation, or earning a higher degree.
- Open Educational Resource (OER) development,
 - May include other public scholarship in education and/or their discipline.
- Continuing coursework,
 - Related to licensure, professional expertise or accreditation.
- Conference participation,
 - Especially presenting or being on an expert panel.

Service

Faculty will demonstrate service internal to the department, college, and/or Oregon Tech; and/or external service to the profession and community. These contributions should be consistent with institutional, departmental, and professional goals/objectives. While there may be modest honorarium for this work, it is done as a part of the faculty role which does not amount to work that would be considered an outside activity.

Internal service may include but is not limited to:

- Contributing to departmental objectives
 - Some examples include academic advising of students, student recruitment or retention activities
 - Some examples include leading or participating in program accreditation or assessment.
- Participating in campus activities outside the department,
 - Some examples include leading or participating in university grants, on-campus presentations, workshops and conferences, or advising student chapters or clubs.
- Active committee work, and/or mentoring less experienced faculty.

External service may include but is not limited to:

- A role in a professional society, editorship, manuscript reviewer
 - A further significant example is a role in organizing a professional meeting, either at Oregon Tech or elsewhere.
- Community leadership related to the academic field of the candidate.
 - Some examples include university outreach to high schools, or professionally-related public speaking.

Professional consulting work relevant to department, college, and university goals and strategic directions.

5.2 Timeline and Procedure for Evaluation

All instructional faculty with an FTE of 0.5 or more shall be reviewed annually. To provide a comprehensive assessment, the review of the FOP and the APE will occur within the same time period during spring term. All parties shall abide by the following timelines. However, the Provost may modify the timelines if a reasonable need to do so is determined.

New faculty hired will meet with the department chair to discuss the components and possible objectives for their FOP and submit a FOP to the department chair for comment by the end of the second week of the term they are employed. department chairs may provide feedback to the faculty member with suggested edits (if any). This will be reviewed with the APE in the following Spring.

5.2.1 Annual Performance Evaluation Timeline

- a. In the first week of spring term, faculty members will be assigned an APE for the just completed evaluation year and a FOP for the current evaluation year.
- b. By 5:00 pm Friday of the 2nd week of spring term the faculty member will submit the APE to the department chair together with the prior year FOP.
- c. During the 3rd and 4th weeks of spring term the department chair will review the APE, meet with the faculty member, and provide feedback and recommendations. The meeting may include discussion of the plans for the upcoming FOP.
- d. By 5:00 pm Friday of the 4th week of spring term the faculty member will submit the final

- e. APE to the department chair.
- e. By 5:00 pm Friday of the 5th week of spring term the department chair will complete the assessment comments and ratings and submit them to the faculty member.
- f. By 5:00 pm Friday of the 6th week of spring term the faculty member will submit the response to both the department chair and the dean. The response will have the options to concur, not concur, or not comment, along with the opportunity for additional comments.
- g. By 5:00 pm Friday of the 10th week of spring term the dean will complete review, comments, and approval and submit them to the Provost, department chair and the faculty member.

5.2.2 Faculty Objective Plans Timeline

- a. By 5:00 pm Friday of the 7th week of spring term the faculty member will provide an initial version of their FOP to the department chair.
- b. During the 8th through 10th weeks of spring term the department chair will review the FOP, meet with the faculty member, and provide feedback and recommendations.
- c. By 5:00 pm Friday of the 10th week of spring term the faculty will submit the final FOP to the department chair for approval.
- d. By 5:00 pm Friday of finals week of spring term the chair will submit the FOP with approval to the dean.
- e. By 5:00 pm of the last working day of June the dean will submit the FOP with signature to the Provost's office for inclusion in the academic file, along with copies returned to the faculty member and department chair.

6. Links to Related Procedures, Forms, or Information

Attachment A: blank Faculty Objectives Plan (FOP) form

Attachment B: blank Annual Performance Evaluation (APE) form

Attachment C: instructions for filling out the student numerical evaluation table of the APE form

7. Policy Review/Consultation

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

- Faculty Senate

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

8. Policy Approval

Approved by the President on April 29, 2025.

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

Adoption Date

May 19, 2009

Supersedes, Renames, and Renumbers

OIT-21-040 dated May 29, 2014

Revision Dates

May 29, 2014

May 19, 2009