

Minutes

The Faculty Senate met on November 5th 2024, in the Sunset Meeting 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 except Sujin Lee.

Yuehai welcomed everyone and thanked them for being in attendance during an historic night (it was Election Night). He also asked everyone attending remotely to turn their cameras on.

Approval of the Minutes

Riley Richards motioned to approve both the June and October minutes. Vanessa Bennett seconded the motion. There was no discussion. There was no vote, but Yuehai approved both sets of minutes.

After the approval of the minutes, Yuehai welcomed Dr. Nagi to the meeting. He explained that Dr. Nagi was in attendance in an effort to increase communication between administrators and faculty. Dr. Nagi will be joining us at least once a term in the future. Yuehai suggested a motion to alter the agenda to let Dr. Nagi speak first. Ken Usher motioned to make this change, and Riley seconded. There was no discussion or vote.

Open Floor

Dr. Nagi

- Yuehai came prepared with initial four questions that were the result of a collection/survey process among Faculty Senators and their constituents. These questions were voted on by Faculty Senators out of an initial list of nine, and then given to Dr. Nagi the previous Friday so that he could prepare responses. Yuehai said that after these initial questions, we could open up the discussion for whatever else everyone (Senators or President) want to talk about.
- The first question was about setting retention goals: what is Dr. Nagi's perspective on doing such a thing going forward?
 - Dr. Nagi explained that he looks at faculty, staff, and student retention. Faculty retention is only one part of the picture, but they are all also interconnected. He has a lot of experience hiring faculty, and he thinks that department goals should be 100% when it comes to faculty retention. It is largely the department's responsibility to handle faculty retention, and he hopes that departments are shooting for a 100% retention rate. He pointed out Civil Engineering as a "model department" when it comes to faculty retention. He said that when faculty develop professionally, they start looking for better opportunities. Universities "steal" faculty from each other all the time, and this is normal, we just haven't been as good at stealing as we've been at getting stolen from. He said that the world is different now, and the younger generation is making decisions based on different things than the previous generations did. He brought up an example of someone he knows who took a 60% pay cut to start a job that he was more excited about than his previous job. He said that it's hard to retain faculty when they are willing to make decisions like this. He then said that "when you hire somebody, you should do everything." Yuehai then interrupted him in order to move on to the next question.

- The second question asked Dr. Nagi how he thinks our limited course offerings (due to poor faculty retention) have impacted student retention in turn.
 - Dr. Nagi said that it's certainly a problem when we can't offer the courses students need to take to graduate. He referenced his previous experience as a Dean and said that he tried to have a clear statement of expectations. Where he worked previously, they would work up multi-year statement of expectations with individual faculty, to benefit both the university and the faculty member. He applauded Dr. Jang for his "proposals" and stated that it's the administration's job to find out what he needs from them and what they can do to support his work. There needs to be individualized sets of expectations established for each faculty member. Some departments are more proactive than others when it comes to advocating for themselves. He spoke of Natural Sciences, and how Dr. McClure told him that they had hired everyone they needed. He then mentioned "another department" that has failed to even submit position descriptions this far into the academic year. It's these "internal delays" that make it so that we are often behind the hiring cycle, which makes hiring *and* retention less successful.
 - Dr. Nagi digressed briefly here to thank Dr. Mott for her service, as she had just announced her pending retirement this morning.
 - Returning to Yuehai's question, he next started talking about the budgeting process and how that puts strictures on what we can do and when we can do it. He pointed to Civil Engineering and Natural Sciences as departments that navigate the various challenges of the process well. He once again mentioned the importances of creating statements of expectations with individual faculty. He said that faculty retention is not an individual problem, but a systemic one. He next spoke to diversifying the teaching load each faculty has to deal with. He repeated that we need to invest in the faculty member and what they want to accomplish. He emphasized long-term scheduling and the diversification of teaching loads.
- The third question was about shared governance. Yuehai explained that many faculty feel like they aren't being heard, and that information isn't being shared in a transparent way. With that in mind, what are some concrete steps we can take to improve this situation?
 - Dr. Nagi responded by first asking for concrete examples of what faculty find to be not transparent. While faculty thought of examples to bring up, he explained that we have a shared governance process in place. In 2022, the Board changed their guidelines around shared governance to include specific steps that required engagement. There are at least seven of these steps that ensure that Nagi meets with and hears from various stakeholder groups regularly.
 - As examples of a lack of transparency, Ken brought up two issues. First, he mentioned the issue with the Provost's Workload Guidelines from last year, which were presented to the faculty with revisions that they were not invited to weigh in on until they "raised a stink" about it. Second, he mentioned that security cameras have started being installed on campus and faculty are frustrated that they were only able to provide feedback on the cameras (and the related policies that dictate their placement and use) after they'd already started being installed.
 - Dr. Nagi immediately moved on from those examples to instead point out that there are many (five hundred-plus) "shared governance voices" and that many committees' findings are reported (it was unclear to whom, maybe the President's Office?). He said that he wants more people to know what's happening, but it's also down to committees themselves to communicate with others. Next, he told an anecdote about a faculty member who said they didn't have time to read all the emails that go

out that contain relevant information. He disagreed with this faculty member and contested the idea that emails are an ineffective or inefficient way to communicate with the faculty. He next stated that “a lot of information does go out.” He pointed out that after working with the Board to improve transparency, he now offers at least one President’s Forum every term. Additionally, he requested that John Harman hold a Finance Forum (this was held earlier in the day on the same day that the Senate met). He provided some more examples: the Facilities Master Plan and Academic Master Plan efforts were collaborative. The people who are invited to these forums and committees are responsible for informing other interested parties of what goes on there.

- He returned to Ken’s concern about workload guidelines here, and said that they had to follow the CBA guidelines and process, and so they did. Ken objected, pointing out that from his perspective the administration only followed the process outlined in the CBA after they were pressured to do so by faculty. Dr. Nagi disagreed. He briefly outlined the process as he understands it, then moved on.
- Dr. Nagi mentioned the security cameras issue as well. He said that it was mentioned multiple times in multiple meetings that the cameras were coming, and that nobody weighed in on that at the time.
 - John Harman weighed in here to clarify that the cameras have been installed strategically and that they aren’t active yet.
 - Ken pointed out that some cameras have been installed above faculty and staff doors, including above doors that have transparent transoms (and thus allow cameras to point directly into office) and that faculty are concerned about privacy as a result.
 - Dr. Nagi again stressed here that communication doesn’t have to come through a committee, and that he wants “two-way” communication, like what he’s currently getting from Ken’s comments.
- Riley said that he’s concerned less about logistics and more about “the human factor.” He feels that yes, we are able to give input, but that the decisions have often already been made in the minds of the “decision-makers” before we do (or else gets made as originally intended regardless of faculty input).
 - Dr. Nagi said that we are the last university in the state to install security cameras on this scale. We are doing it to ensure that we have a safe campus. He knows people whose children go to high schools who are amazed that we don’t already have cameras on our campus. He said that we are “in a different world” now. When he came to Oregon Tech at 2017, we had a non-functional blue emergency phone. He had it taken out because it’s worse to have an emergency phone that doesn’t work than not having one at all. We need to look at the opportunities available to us and we aren’t just using tuition money to pay for this (I think he meant the cameras here). If you have an idea, don’t wait for a report or a committee: if you have an idea, “we all want to hear it.” This doesn’t mean we will always agree, but he guaranteed that if you provide input “you will be heard.”
- Yuehai’s fourth question is about evaluation: given that faculty are evaluated in a “360-degree” way (by students, colleagues, chairs, and administrators), what mechanism do you think can be implemented to similarly evaluate senior administrators to promote their accountability to Oregon Tech students and employees?

- Dr. Nagi immediately said that faculty aren't actually evaluated in a 360-degree way, but that he already is. He knows that Faculty Senate is currently working on improving our faculty evaluation process. When he first came here, he learned that online courses were not evaluated. He was surprised by this. His experience has been that every course that's taught, students get to evaluate it and the department chair gets to see the results. He said that we at Oregon Tech have a well-formed evaluation process for our faculty that has been formed over decades. This is extremely unique because our evaluations feed into tenure decisions. He reiterated the point that feedback is always welcome. The Provost spends lots of time providing feedback to her faculty and the Deans, etc. Feedback doesn't have to be just numbers "that are interpreted differently." All of these evaluations have to be kept confidential. The Deans are evaluated every other year, by the Provosts. We all get evaluated every day by social media. Dr. Nagi also hears regularly from parents and politicians. There is always 360 degrees of input. When it comes to senior leadership, you should use existing avenues to submit feedback. He wants to hear your respectful feedback.
- Yuehai opened things up from there to anyone else who wanted to comment or to ask questions.
 - Dr. Nagi said he would like to hear from the faculty about the unique challenges that they are facing. He said he knows a little bit about MIT's issues because it came up to the Board level due to student testimony. He has provided ideas previously about hiring strategies: maybe the former Dean pursued those (it's unclear which Dean he's talking about here)? He had a conversation with a hospital CEO from Portland, and this site is currently having a contract issue with the university as one of our extern sites. Neither the CEO or Dr. Nagi knew anything about the contract: it was the first time ever such a thing had "come up to his level." In the midst of the conversation, they started talking about the hospital's fiscal challenges. The CEO couldn't think of any hospital system that is efficient because salaries are too high. Intel just laid off eighteen hundred people in Portland, despite getting "zillions" of dollars from the government. The reason he brings this up is because it leads into why he thinks it's necessary for Oregon Tech to hire good faculty. They aren't going to come to us on our own terms, however. We have to figure out ways to help our students learn from our faculty. We are good at shared governance, as evidenced by the fact that we worked for three years to draft an NTT promotion policy (Secretary's Note: it was actually seven years from when Faculty Senate voted to send the first version of the policy to President's Council to when President's Council approved the final version). He thanked Ken, Matt Schnackenberg, and Beverly McCreary for their work on that policy. There are areas like science and engineering where we have to provide new faculty with opportunities to innovate. This is not "some academic research that goes nowhere." Dental hygiene faculty do research with "others." There are lots of opportunities in the innovation space. These are all things we need to think about. When faculty retention comes up, faculty are thinking about the future. He was talking with Sandi (Hanan) the other day about how we need to be clear with recently-hired staff about what their career pathway will look like. People need to be able to see their future or else they won't stay.
 - Vanessa spoke up on behalf of her department as hardworking and dedicated, and expressed her frustration on Nagi's point of retention being "up to" the department. She pointed out how she knows faculty who don't want to leave, but when they express their concerns they feel like they don't have a way to move forward, and then they decide to leave. "People don't look for other jobs if they're happy where they're at." How do we retain faculty? We value them. With that in mind, what steps can we take to reach out to faculty to try to meet their needs before they leave?
 - Dr. Nagi said that there have been a few faculty over the years who have stopped by his office before leaving. One even gave him a gift, but still left. Once someone makes the decision to leave, it's hard to stop them. They are already "70% out the door." We often can't

match the higher salaries that R1 schools can offer. “When problems crop up, solve them at the lowest level.” Once the wife of a faculty member who was contemplating leaving Oregon Tech contacted him to ask him how he could help. By the time these cases get up the ladder to him, he often can’t do much about them, because they are no longer at “the lowest level.” Problems need to be attended to before they get to him. When things are not attended to at the lowest level, they rise to other levels. There are legalities and student “mindframes” to take into consideration. He brought up an example from a few weeks ago, where a student felt they weren’t getting the amount of credits they thought they were getting based on a department chair’s statement. The student immediately went to an attorney. This isn’t like the old days. When these kinds of issues happen, or issues with staff happen, they are best handled at the lower level. When we elevate problems, things get complicated because of all of the rules and regulations. It is easy to think of one dimension of a problem and imagine that you have a solution. He spoke with a person who left recently and they had a wonderful conversation. We cannot let certain problems escalate. This is a different “student universe” and legal universe than what it once was. We have to respect the processes, but he’s not going to say that 100% faculty retention should be our goal. It is the chair’s responsibility to consult with faculty who are considering leaving. When things are left unattended, and they rise to Dr. Nagi’s level, it’s already too late.

- Vanessa asked if there are processes in place to try to keep faculty here. What can we do to help things out when the problems are at those lower levels?
 - Dr. Nagi said that we’re bound by the CBA. He had the same concern raised to him in 1996, and his university also had a CBA at that time. The CBA limits his ability to address faculty’s problems. There are some mechanisms in place; however, we can’t just keep someone because people like them. That can’t be the mandate for the Dean or whoever has to take the case further. He has heard of some instances where things were addressed. You can’t take one instance where things *were* addressed and say “you didn’t bother to keep” the faculty member in question. With all of the legalities, we have to be careful with what we say and what we don’t say. If you want to find an answer, there are possibilities, but it has to be approached the right way: the chair has to take the issue to the Dean, and the Dean will exercise their judgment. The retention issue has to be invested in, but we can’t arbitrarily give out money (“It’s not a money issue”), it is an informed decision at various places.
- Yuehai pointed out that we’re an hour in, and asked if anyone else had any questions.
 - David Johnston asked for an update on the feasibility study on the Tech Village at the Portland-Metro campus.
 - Dr. Nagi said that it will take a bit longer to see anything tangible. They’ve identified a company that can help develop a business plan. We need to have an entry strategy and an exit strategy. We can’t go into this thinking that it’s a good idea, so we are doing our due diligence. He’s spoken up to the Governor about the concept, but are they going to immediately write the check? “That’s a different answer.” The company involved has talked to some faculty and students at Portland-Metro. “B and D” is the company that’s been engaged. It’s a large investment, and we don’t have the capacity to do that. We can’t add debt to Oregon Tech, so we need to think of ways in which others can invest in the project. He knows that students are very interested and excited about this. Dr. Nagi wants the project to be more

about students, and thinks it could help out short-term faculty on the Portland-Metro campus in particular.

- Dr. Nagi said that he had a question to ask. He acknowledged our “diversified programming” at Oregon Tech. We have nearly fifty majors, with no majors coming. What would be helpful to me, Dr. Nagi says, for example, is (he cuts off here for a moment and then changes direction). He has talked to some dental hygiene faculty and learned about dental therapy. This is a good example of “two-way communication,” it doesn’t have to be a proposal and a program developed. Many have ideas, so please share. When it comes to dental therapy, he was happy to hear from John Harman that they (it’s unclear who “they” are here) are getting interested in Semon Hall’s renovation. This is because of the uniqueness of dental therapy. Dr. Nagi then discovered a legislative leader who is very interested in dental therapy. One of the dental hygiene folks joined Dr. Nagi to present on dental therapy to this legislator. Nobody is an expert on everything. This is why we do the (President’s) Forum: it doesn’t have to be all about problems. This is why David (Johnston) asked about the Tech Village project. We need to look for opportunities and “strike.” The Tech Village is a good example of this. One year ago, he had a call with the Governor. The Governor asked what areas Dr. Nagi would like to focus on, and he told her he was interested in focusing on semiconductors and construction. We didn’t know at the time that the federal government was going to allocate five billion dollars to create three (data) centers of excellence around the nation. One has gone to Silicon Valley, one has gone to New York. Because of Intel’s presence, Oregon is still in the running for the third center. We need to “hug Intel closer.” We need to look at the talent we have so that we can bring in those faculty to teach our students (it’s unclear here if he’s talking about employees from Intel being brought on as faculty or what exactly). Dr. Nagi said he’s not an expert in many of these areas, but that’s why he wants to hear from us, the subject matter experts. He mentioned a comment that Mark Neupert made to him back in 2017 about “the clinic idea,” and now it’s a reality. He thanked Dr. Dawn Bailey and other students and faculty for “the clinic.” When you have ideas please do share: forums and meetings like this one are not just about concerns, but about generating new ideas. Dr. Nagi pointed out the example of Vanessa’s idea of creating a Medical Imaging Clinic as something that was a positive contribution. Conversations about the creation of a center for well-being have been had, and Gaylyn (Maurer) has done a great job at engaging many people. That construct is being considered as a result. We can’t afford to create such a center by ourselves, but we’ve gotten the hospital excited to help out, too. If faculty don’t come up with opportunities, we cannot give faculty opportunities. This is how to fix faculty retention.
- Dr. Nagi reiterated that he welcomes questions all the time. Send him an email, or have a one-on-one conversation. He requested the senior leadership team to be here tonight so that they could all hear the conversation as well and not have to duplicate effort down the line. Even if you aren’t satisfied with the answers you get, be sure that you are heard.
- At Yuehai’s suggestion, the Senate took a brief break after Dr. Nagi’s Open Floor item.

Reports of the Officers

Report of the President – Yuehai Yang

- President’s Council has met twice since the last Senate meeting. They were focused on discussing the five interim policies that were signed by Dr. Nagi over the summer. These were signed out of the usual timeline, and without Faculty Senate’s input, because of an emergency protocol. One policy OIT-01-004 was discussed and passed due to state law changes. Three other policies (OIT-01-020 Int, OIT-30-002 Int, and OIT-30-008 Int) were requested by Yuehai to be brought back to Senate for discussion for thirty days. Six faculty have added

comments on these policies so far. If anyone has further comments, send them to Ben or Yuehai. SenEx is compiling them and will share them with President's Council during their November 18th meeting.

- The Board of Trustees met on October 18th. Two faculty (Yuehai and Kari Lundgren) as well as two Oregon Tech students (an MIT student named Ronnie and ASOIT-KF President Uriel Torres) gave reports and shared their concerns with the Board members. Yuehai asked the Board members to write down questions that they had about the Oregon Tech faculty. Yuehai collected these questions and has already shared them anonymously with the Faculty Senators. Yuehai intends to answer the questions with data (“not just our feelings”) and get those answers back to the Board members as soon as possible.
- President's Council met again today, and mostly discussed three policies that were passed through the Faculty Senate back in June. The Final Exam Policy was passed through President's Council with a “friendly amendment.” The Student Academic Integrity policy received a lot of discussion, mostly around the additions regarding the use of Generative AI.
 - Vanessa made a comment to explain that the changes to the Student Academic Integrity policy came out of an ad hoc committee that was not part of the “regular” Academic Standards Committee.
 - Yuehai suggested either sending this policy to the Faculty Policy committee or the Academic Standards Committee. He also stressed that it's important to include ASOIT's input on the policy.
 - Christy VanRooyen asked for the latest version of the Student Academic Integrity Policy and Yuehai said he could send it to her.
 - President's Council also discussed the Faculty Emeritus Policy, but that discussion hasn't finished yet.
 - There's a new policy drafted by Tony Richey about Faculty Emeritus email addresses in particular. Yuehai explained that the purpose of this policy is to make it so that emeritus faculty have a new, special email address they can use in place of their original email address. Tony had multiple security and logistical concerns about allowing emeritus faculty to keep using their original Oregon Tech email addresses, but Yuehai also pointed out that there's a professional benefit to allowing faculty to keep their original email addresses. This conversation will continue.
- Questions?
 - Riley asked what the friendly amendment to the Final Exam Policy was. Yuehai explained that “instructor” was changed to “instructor of the course,” and the stipulation that exceptions needed to be approved by the Dean only was changed to requiring Dean *and* Chair approval.
 - Vanessa asked if alterations to summer term were discussed by President's Council. At the end of the year last year, she explained, Senate made a recommendation for the timeframe summer term should run in, and she hasn't heard anything yet in response to that recommendation. Yuehai said that it wasn't in President's Council agenda this time.
 - Dr. Mott explained that it's not a direct policy change, and nothing has reached them (presumably she means President's Council) about it.
 - Vanessa explained that last year Academic Standards was asked to come up with some recommendations regarding summer term, and those were approved by Faculty Senate. She agreed that it wasn't a policy change.
 - Dr. Mott said that it's likely that Terri Torres sent those recommendations to Wendy Ivie. She offered to check with Wendy to make sure this happened.
 - Andria Fultz asked the Klamath Falls group if they could pay more attention to those who have “hands-up” icons on their Teams windows so those attending remotely don't have to wait so long to have their questions acknowledged.

- Ashton Greer offered to keep an eye on the screen.
 - David Johnston asked if there's a time limit on how long an interim policy can go un-passed before it expires. Yuehai answered that there's no real process for interim policies, because these were one-off exceptions.
 - Dr. Mott said no, there is no limitation on how long policies can be extant. Ultimately, whether they pass or not are up to the President.
 - Ken stressed the importance of allowing emeritus faculty to keep their original, professional email addresses.
- Vanessa said it could be a possibility to send the emeritus policy back to Academic Standards because they had a version of this conversation already last year.

Report of the Vice President – Ashton Greer

- Ashton's full report has been included in this packet as **pages 16-17** for your reference. I have recorded any and all further discussion that occurred beyond the presentation of her report below.
- Questions?
 - On the subject of potential changes to the faculty evaluation process, Linus Yu clarified that based on the input he's received he wants to make it possible for faculty to choose whether or not they want lecture and lab evaluated separately or together. He also said that some faculty suggested a clause be added to the relevant policy to stipulate the evaluation results should be ready by the begin-ning of the next term, so he's going to add that as well.
 - Ken weighed in on the faculty evaluation process: in his recollection, we didn't originally allow tenured faculty members to opt out of certain evaluations to save money, but instead because (agree with it or not) the rationale was that tenured faculty could have the opportunity to develop their courses without students "always looking over their shoulders." Ken also pointed out that, intention-ally or unintentionally, this also functioned as a stopgap that helped to sort-of address the systemic problems we've long been aware of with student evaluations (such as their tendencies to be discrimi-natory and ineffective at measuring student learning).
 - Dr. Mott weighed in here to say that she's never worked somewhere (other than Oregon Tech) where all the faculty weren't evaluated for every course that they taught. Students are paying to take those courses, so they should have the right to evaluate their instructors and "have their voices heard."
 - Ken agreed that this was a reasonable perspective. He also pointed out that student evaluations are "a limited and in some ways very flat measure of teaching performance."
 - Linus agreed with the Provost as well. He acknowledged that course evalua-tions have bias, and wants to broaden the teaching evaluation process to address this. We don't want to cut student evaluations out completely, but they also shouldn't make up 100% of the picture. He hopes to work with the Faculty Senate to find better solutions in the future. On November 19th, the administration will be meeting with a company, so that they can ask the kinds of questions that faculty have raised about student evaluations and get some answers. Part of the solution might be us adding our own custom questions to existing evaluations. He encouraged faculty to attend this meeting (on 11/19 from 2pm-3pm) to get more information on the teach-ing evaluation process as it currently stands and to ask questions.

- I spoke to agree with Dr. Mott and Ken (and others) about the importance of tenured faculty being evaluated regularly. I also shared that I've spoken to other tenured faculty in the past who have expressed appreciation for the fact that they have terms where they can opt-out of evaluation, so that they can use those terms for pedagogical changes and/or experiments that might not work out so well the first time. Relying *only* on student input to evaluate faculty in these situations can give us an incomplete picture, as students often experience a faculty member experimenting with new methods but failing as incompetent, when that might not be the case. Broadening the evaluation process (as Linus suggests) would help with this.
 - Dr. Mott spoke to her previous experiences as a department chair, and said that one of the things faculty can do if they do experiment is to explain that experiment (both its successes and failures) on their APE and with their department chair. These experiments, then, even if they don't always work well initially, can be seen as a positive. She also stressed the importance of getting the evaluation questions right: some questions are ones that students can answer meaningfully and some aren't. She acknowledged that evaluations are systemically biased, but "you have to live with what's relatively easy to do."
 - Ken agreed. He added that on PAC (on which he currently serves), they look for "that kind of thing" (seeming to refer to faculty discussing pedagogical experiments in their APEs) as well.
 - I pointed out that of course all faculty have the ability to communicate such things in their APEs, but the degree to which a failed pedagogical experiment is interpreted higher up the chain as an opportunity for improvement versus as a failure isn't up to you: it's up to your chair, or Dean, etc. and not everyone has a chair or Dean that's equally forgiving of experimentation.
- Acknowledging the time, Yuehai moved us along from here into the next set of reports.

Reports of the ASOIT Delegates

Report of the Klamath Falls Delegate – Uriel Torres

- The only policy that ASOIT has concerns about right now is the aforementioned Student Academic Integrity Policy. Uriel discussed this policy in some detail:
 - The policy mostly discusses unauthorized use of AI, and it would be helpful to also explain authorized use, to aid students who want to use it productively.
 - Uriel brought up examples here of ways in which it can be unclear when students can and can't use AI, which leads to lots of fear and confusion that they might be punished for doing something that they think is allowed.
 - He said it seems like most faculty are alright with the use of AI in certain contexts, and that what those contexts are should be made clearer.
 - As a clarification, Vanessa explained that last year her committee was charged with integrating AI into the existing policy Student Academic Integrity Policy. It was important to the committee to embrace the positive uses of AI, while acknowledging that what's appropriate use changes across disciplines and even across individual cases. The committee recommended that there be a place on campus that would help students learn how to use AI in

useful ways, but that was outside their charge, and that that's not reflected in the existing policy. "It's not an AI policy, it's an academic honesty policy." She suggested that we need to have an AI policy, and a place that helps us all understand AI's place in higher education, but that's not the purpose of this particular policy.

- Uriel said this is exactly why the section on "Authorized AI use" needs to be included in revised version of the policy: it makes clear what students can do, and it likely to decrease concerns from students.
- Yuehai clarified that that portion of the policy was added *after* last year's policy revisions (that Vanessa referenced) were approved.

Report of the Portland-Metro Delegate – Ryland White/Bryce Wilson

- Ryland White had to leave the meeting, so Bryce Wilson gave the ASOIT-PM report in his place.
- Bryce began by introducing the Portland-Metro ASOIT team:
 - Bryce Wilson, Vice President
 - Ryland White, President
 - Ted Mastrangelo, Admin Officer
 - Jessica Armenta, Student Outreach Officer
- They have formulated a platform for this year, with three parts:
 - Advising
 - Push for a dedicated veteran advisor
 - Address issues with accessibility of advisors (specifically when advisors are out of the country or in different time zones)
 - Quality of Education
 - Ensure consistency in curricula across courses, making sure students are prepared for upcoming courses by their current courses
 - Advocate for more full-time professors at Portland-Metro
 - Ensure students have access to up-to-date lab equipment
 - Improving Amenities For Students
 - Includes kitchen appliances in common areas
 - Explore partnerships with local fitness centers
 - Upgrade student spaces
 - Bryce explained that ASOIT tries its best to communicate with the student body. They use the Oregon Tech app and email to get input from students. This input will help them decide how to address the issues he already shared above going forward.
- Questions?
 - On the subject of course evaluations, Uriel suggested that students should be able to evaluate courses if they drop the course before they complete it. Among other things, this would give students who struggle in a course to the point that they end up dropping it a chance to provide feedback to the instructor and their department chair on their experience.
 - Dr. Mott encouraged Uriel to go to the department chair with issues during the term.
 - Yuehai thanked Uriel for his input and suggested that we should also look into how other universities handle this sort of thing before making any changes.

Report of the Administrative Council Delegate – Carl Agrifoglio

- The most recent Admin Council meeting was on October 16th.
 - Sandi Hanan came to Admin Council and gave an update on the staff compensation study. The process is in its final stages. There will be a twelve-band salary structure. The results will be out soon, and each employee will receive an email of how the study’s outcome will affect them, if at all. A summary of the findings overall will also be sent out.
 - David Johnston asked when the information will be available.
 - Carl said “soon...in the next couple of months.”
 - There was some discussion of the Fair Labor Standards Act, and how it might make some of our employees eligible for overtime when they weren’t previously.
 - There was a question raised (during Admin Council’s meeting) about the extra holidays the President normally assigns and when they would be assigned, and then Dr. Nagi assigned them a few days later.
 - Ken Fincher came and gave a presentation on how to best address the Board.
 - The monthly Kudos Award was given to Shawni CayetanoRamos from Campus Life.
 - There was a FOAC update, where it was explained basically what FOAC does.
 - They also discussed the interim policies, especially the security and speech policies. They were/are collecting feedback from staff on these policies.
 - A TechWeb tile was added to allow people to more easily submit their kudos.
 - Campus Beautification Day was October 25th, and it was a success.

Reports of the Standing Committees

Faculty Policy Committee – Ken Usher/ Matt Schnackenberg

- Matt Schnackenberg was unable to attend the Senate meeting, so Ken Usher gave the report.
- The Faculty Policy Committee has not yet met, but it has been fully formed. It is made up of Senators but also some faculty members who aren’t Senators. There will be some “new and urgent” tasks in addition to the “old and urgent” tasks.

Academic Standards Committee – Christy VanRooyen

- The Academic Standards Committee has also received some new charges. Christy is looking for more committee members, so let her know if you’re interested or know someone who is!

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

- The DEI Committee met in October. Chitra reached out to potential committee members, and they were able to form the committee. They are progressing.

Reports of Special or Ad Hoc Committees

Student Evaluations Ad Hoc Committee – Vicki Crooks

- Vicki was no longer in attendance, so there was no report.

Unfinished Business

- None.

New Business

- Yuehai encouraged people to either provide feedback now on the interim security policies, or send them to members of SenEx via email later. The comments need to be compiled by next Monday.

Report of the Provost – Joanna Mott

- The HAS Dean search had four candidates on campus. They're currently taking the last steps before making an offer, so that offer should be coming soon.
- There are a lot of faculty searches underway in both colleges. HAS got going fast, and their positions are all posted, or close to it. Dean Alp has been encouraging ETM faculty to get theirs going as well, so that should be happening soon.
- On the enrollment front, we have a record number of freshmen now, but how do we keep them? We're looking into that. Faculty should make sure to meet with their advisees and encourage them to get registered, as this will make a big difference.
- Two new programs – BS in Allied Health and Master's in Athletic Training – went before the state Board. This lets the other public universities know what we're planning to do. It's the first step to establishing new programs.
- Linus has created a program review template that he's submitted to departments for their review before he brings it in front of "the upper levels," including Faculty Senate.
- Dr. Mott then wished the Senators best of luck with the rest of the year since she won't be at the next meeting: this is her last Faculty Senate meeting as Provost.
- Questions?
 - Riley asked about the timeline for an interim Provost announcement, and Dr. Mott said that Dr. Nagi is working on it.

Report of the President's Council Delegate – Yuehai Yang

- Yuehai explained that he already mistakenly included his President's Council Delegate report as part of the President's Report, so he would not be repeating that information here.

Report of the IFS Representatives – Cristina Negoita and David Hammond

- David gave the IFS report. The full report has been included in this packet as **pages 18-20** for your reference. I have recorded any and all further discussion that occurred beyond the presentation of the report below.
- Cristina didn't have anything to add after David's report, other than to say that it was hard to hear about the faculty layoffs at PSU and OHSU. It's really going to affect people living in the Portland metro area. There is money available that would allow them to avoid the layoffs, but the choice is being made not to use it.
- Questions?
 - Deb asked if the PSU reps mentioned why they have faced such a dramatic decline.
 - David said that enrollment has been down for a long time, and the resulting budget issues are just starting to get really pronounced because of the long time frame.
 - Cristina added that the housing and homelessness situation around the campus is affecting things, because people don't feel safe on campus. There was massive damage to the campus's library because of a sit-in that went sideways.

Report of the FOAC Representative – Ashton Greer

- Ashton’s full report has been included in this packet as **pages 21-22** for your reference. The related slides have been included as **pages 23-30** as well. I have recorded any and all further discussion that occurred beyond the presentation of her report below.
- Questions?
 - Yuehai asked if either of the other FOAC members in attendance wanted to add comments.
 - Riley encouraged everyone to attend the knowledge sessions, even if you aren’t on FOAC.
 - There was a follow-up question as to whether or not anyone outside of FOAC can attend. Ashton suggested that the invite to the knowledge sessions only went out to FOAC members, but Riley added that he’d heard the recordings of the sessions would eventually be posted for others’ viewing.
 - Cristina thanked Ashton for the presentation. She said that one of the frustrations she had last year was the length of meetings: they always wanted the meetings to be longer, because they felt like they were always getting cut off. She asked how long this most recent meeting was.
 - Ashton said it was the usual fifty minutes, so this criticism doesn’t seem to have been addressed. She agreed that a longer meeting time could be useful.
 - Krista Beaty explained that the FOAC group was responsive to Cristina’s feedback: they are considering meeting more often once the budget discussions hit in earnest. The knowledge sessions are also a response to that feedback.
 - Cristina also asked about the \$80,000 that HECC added back in: was that the total for all of the universities combined?
 - Ashton said that she thought that was specifically for Oregon Tech. Riley agreed.
 - Cristina also asked about the current funding model: if other universities aren’t happy with this model, is there collaboration among universities to pressure the legislature to change the model?
 - Ashton talked to John Harman about this, but wasn’t entirely clear on who is responsible for the design of the current model, or who might be empowered to make those kinds of changes. She said the FOAC reps could find this information out, and advocating for changes is something that is explored further.
 - Cristina said that if she understands correctly, HECC manages \$2 billion a year, but they have to spread it across not just universities but also community colleges. This introduces a friction as both of those types of institutions are fighting for the same money. She clarified that public universities are not happy with the student-success funding model.
 - Dr. Mott explained that there are two different things we’re talking about. It doesn’t actually make sense, she says, for universities to collaborate on revising the system, because they’re inherently competing with each other for funding...so each university will want to change the model in ways that will benefit it at the expense of the others.

Open Floor (cont’d)

Yuehai Yang

- Yuehai began the Open Floor session by announcing his intention to end the meeting at 9pm (it was currently 8:55pm).
- Faculty Policy Committee is going to take a look at the Faculty Evaluation Policy and then bring it to the Senate for input afterward.

- Beverly agreed that leaving it with the committee first is a good move. We can have bigger conversations as necessary from there.
- Ken asked for some help from SenEx in terms of what should be prioritized by his committee, because they have a lot on their plate, suddenly.
 - Dr. Mott suggested prioritizing the policies that are on the thirty-day timeline first.
 - Ken also said that in some cases it was unclear how much time Faculty Policy is meant to spend reviewing certain policies, especially when it comes to the policies that are on the more aggressive timeline.
 - Yuehai explained that SenEx and the Faculty Policy Committee should “divide the work.” SenEx can collect faculty feedback on the interim policies, while the Faculty Policy Committee can focus on the Faculty Evaluation Policy.
- Yuehai said that because collective bargaining is going on, there are some vacancies on standing committees (because some committee members were released to be on the negotiation team). He’s looking into how to deal with such vacancies, especially considering faculty’s limited bandwidth. Do we want to reduce committee member numbers per committee? Or is there something else we can do to help resolve this issue? He posed these questions as things for faculty to think about between now and next month’s meeting.

Adjournment

The meeting was adjourned at 9:01pm.

Respectfully submitted,
Ben Bunting, Secretary

Faculty Senate VP Report – 10/1/2024 Meeting

Academic Council Report

Academic council met on October 8, 2024. There was no old business, but several new businesses were discussed.

1. Adjunct Process Review
 - a. There have been ongoing complications with onboarding for adjuncts, and the fall term adjunct process was disastrous. Particularly, there are many cases where adjuncts are beginning the term without access to email, canvas, etc.
 - b. The Provost's office is working on an outline for a new adjunct process to guide chairs at all campus locations, including step-by-step instructions. We had some discussion about specific workflow items that hold people up. Some of it has to do with items that are unclear to chairs, some of it are things that aren't well-communicated to new adjuncts, and some of it because there are so many different parties involved in onboarding and system access. The process outline aims to address these things.
 - c. Adjunct spreadsheet
 - i. Will be distributed the first part of dead week (week 10) of the term prior to hire, and will need to be returned to the Provost Office by the end of dead week.
 - ii. For fall term, requests should be turned in by the second week of September.
 - d. Adjunct CVs need to be collected
 - e. Adjunct training needs to occur, so timing of hires matters in this regard
2. OIT-21-035 Student Evaluation of Instruction
 - a. Linus is leading some updates on this Policy, and proposes the following:
 - i. Remove specific company name (Campuslabs) from the policy, to give greater flexibility in the future
 - ii. Tenured faculty shall be evaluated each term since the process is electronic. Linus shared that the reason tenured faculty had the option to remove some evaluations in the past was because it saved money at the time, but now that it's electronic, that's no longer a concern. Additionally, it is a lot of work for Carrie to manage evaluation removals.
 - iii. Added class types: online, hybrid, et al. and ability to use different questions based on modality
 - iv. Lecture and lab sections of courses will both be evaluated, following the same reason as the tenured faculty sections.
 - v. Evaluation questions can be reviewed every 5-7 years by CCT to keep them current and relevant
 - vi. Policy is expected to come to Senate at the December meeting??
3. Comprehensive program review submitted to Dr. Mott by Linus. After review, will come to academic council
4. Faculty CVs
 - a. should be on file for each faculty member.

- b. Discussion regarding bios and CVs to website.
- 5. MarCoPa hired an external company to update the OT website; discussion regarding need for updates and difficulty in getting updates accomplished by MarCoPa
- 6. Faculty official transcripts must be submitted and on file in the Provost's office ASAP; accreditation issue
- 7. Travel Authorization forthcoming (goal: winter term)
 - a. Will be required prior to travel so department chair/budget authority is aware of costs, type and location of event, coverage during absence
 - b. If not completed and on file, no reimbursement
- 8. Syllabi
 - a. We should keep past syllabi and final exams on file
 - b. Departments should collect syllabi in a central repository.
- 9. Boeing campus/Gen ed
 - a. Will Gen Ed faculty have oversight over Boeing/Seattle campus hiring of adjuncts?
 - i. Yes. They can't hire adjuncts without proper credentials. Seattle faculty must provide adjunct credentials to department chair of gen ed subject and obtain approval prior to hire.
- 10. ANNOUNCEMENTS
 - a. HAS Dean candidates were on campus Oct 14-17 and Oct 28-29.
 - b. Notices of eligibility to apply for promotion due to candidates and provosts office week of oct 8th.

End of Academic Council Report

IFS Report

OIT's Faculty Senate Meeting

Nov. 5th, 2024

By David Hammond and Cristina Negoita (IFS Reps)

The IFS met on Oct 17 and Oct 18, in person at the University of Oregon.

IFS first heard from Ben Cannon, the executive director of the HECC. Cannon shared and discussed the new HECC strategic plan, and emphasized the need for everyone in the higher ed community to highlight the impact of higher ed to the state economy. He noted that there is sentiment among some in the state legislature that higher ed does not need additional state support. Last budget cycle, HECC was instructed to recommend no more than a 1% increase in total state funding for higher ed, indicative of a challenging funding environment in the coming year.

IFS then heard from state representative Zach Hudson, who is currently chair of the legislative higher ed committee. Much of the discussion centered on how IFS could be helpful for advocating for additional funding for higher ed. Representative Hudson indicated that specific testimonials of how students and/or faculty are negatively affected by consequences of insufficient education funding (such as programs closing, students being unable to continue their education) are more effective than just saying “we need more money”. IFS could play a role in getting such communication to state legislators. Hudson mentioned that there is a lot of support among legislators to push to make it easier for students to transfer credits between institutions.

IFS then met with Veronica Dujon, the director of the office of academic policy and authorization at the HECC. The conversation began with a discussion of how IFS could engage with the HECC. Dujon said that it was very helpful to have IFS make recommendations for specific faculty members to staff committees such as the transfer council. She shared that HECC's work on setting up direct admissions is ongoing. There was an extensive discussion on what exactly the HECC was doing to build direct admissions. She emphasized that direct admissions are not meant to replace traditional avenues for applying to college, but are meant to tap into a different population of “non hand-raising” students.

IFS then heard a from Katy Krieger, the interim directory of faculty personell and policy from the UO provost's office, about implementation of policies that University of Oregon has developed over the past few years to support academic freedom. She shared that the UO faculty senate policy on academic freedom was presented at a national virtual conference in Fall 2022 and was widely praised. Efforts at UO to consolidate and update existing policies on academic freedom are ongoing, this is a significant issue at UO where about 5-10 faculty per year encounter significant harassment (such as doxing, aggressive protests) related to their academic work.

There was a discussion about the IFS website, which is currently out of date and does not reflect well on IFS. There is concern that the state of the website could give the impression that IFS is not currently active. Some IFS members did volunteer to help maintain the website going forward.

IFS heard an update from Tad Shannon regarding the transfer council. At the last most recent council, it was finally settled that MATH 252Z will be set at 4 credit hours, and not 5 credit hours as

was supported by several community college members. Similar disagreement about credit counts (4 vs 5) is coming up in other committees, such as chemistry and biology. There does seem to be general agreement on course content matter, but credit counts remain contentious.

IFS heard updates from each of the constituent campuses, summarized as follows:

PSU :

It has been a “tumultuous and traumatic week” at PSU. Last spring PSU announced a \$18.4 M deficit. At the beginning of fall term, PSU administration announced \$12.5 M cuts to instruction. On Oct 15, PSU emailed non-renewable contract notices to 91 non-tenure track faculty, which may result in their termination by June 15 2025. Recently PSU has hired a consulting firm to analyze cost and revenue for courses across the entire university, this move is causing fear among faculty about potential program and faculty cuts. Enrollment at PSU has declined by 25% over the past 10 years. Morale is currently low among students, faculty and staff. The university’s proposal for a performing arts center in downtown Portland was approved by the City Council this week.

SOU :

SOU is searching for a new VP of finance. The school is still struggling with its budget and has sold some property. SOU is currently in phase 1 implementation of “workday” enterprise software.

WOU :

WOU has just completed bargaining under the interest-based model, and faculty will be voting on the new contract in the next few weeks. There is a new interim VPFA, the previous VPFA passed away. The school is conducting a campus climate survey of faculty, staff and students. A search is ongoing for a new dean for the college of liberal arts and sciences. Overall enrollment at WOU is down about 4% for this year, and faculty are noting that there have been a large number of last minute cancellations of classes.

EOU :

On campus enrollment is up about 5%, and the retention rate (70.6%) is the best it has been since pre-pandemic. EOU has transitioned to having professional advisors handle all primary advising, with faculty assigned in students’ year 3 as secondary advisors to do mentoring and career advising. Last year the sustainable rural communities program was cut. There were no faculty layoffs, but faculty lines were lost due to retirement without being replaced.

OIT :

There is new student services leadership at portland-metro campus, and they’re great in terms of quality of orientation for students, and brought some vibrancy to the campus. Total student enrollment is down approx. 4.5% compared to Fall 2023, but total new incoming students is up by 6.4% (as of Sept. 2024). The pressure is on student retention, as we have an increase in the number of incoming students however, we continue to lose “seasoned” students (typically in their sophomore year) likely due to faculty and staff turnover causing the university to be unable to provide a robust course menu for students to complete their studies. Executive staff continues to

increase - we have added an Associate Dean for our College of HAS (the first for our College). Our president has proposed a "moonshot" for OIT : building a college of osteopathic medicine. Our collective bargaining contract will expire June 2025, and new bargaining will begin this Fall.

UO :

The university has just completed its 7-year accreditation with northwest. UO is in the middle of collective bargaining with the faculty union, currently salary is a sticking point for negotiations.

OSU :

Core Education conversion continues with upcoming deadlines to meet catalog timelines, consuming a lot of the Faculty Senate's time. OSU has prepared a new strategic plan, initially focusing on boosting our distance education enrollment. Labor negotiations are continuing for new contracts with faculty (UAOSU) and graduate assistants (CGE). The OSU president has reported that PAC 12 work is continuing to consume a great deal of the administration's time. The 2 remaining schools from the former PAC-12 (OSU and WSU) have now been joined by 5 more schools: San Diego State, Fresno State, Utah State, Colorado State and Gonzaga. It will take 8 full members for the PAC-12 (or 8?) to retain FBS eligibility. President Murthy stated that it won't be hard to find 8 full members and that there is a lot of interest in joining the conference. Negotiations are ongoing but she said news would be forthcoming in "weeks to months. Not days to weeks". Enrollment numbers are up this fall by 3.5% bringing total enrollment to just short of 38,000 students on all campuses and across all modalities.

OHSU :

OHSU recently had a reduction of force in which 500 employees were laid off. This is part of the "strategic alignment" efforts to address budget shortfalls. Many schools and programs were affected. Morale at the institution is quite low. The merger with Legacy is proceeding, one issue is that many Legacy clinicians do not want to be teaching faculty. Kate Azizi was recently hired to be the next president of the OHSU Foundation. OHSU avoided a postdocs' strike earlier in the summer; both parties ratified an agreement on a four year contract. Members of the OHSU faculty senate, gender equity group, and other committees are joining forces to work to address the unclear process for addressing faculty reviews and grievances.

FOAC Report

FOAC met on October 11, 2024. This was the first meeting of the year, so we reviewed the charter.

1. Reviewed charter
 - Advise the president on budget and financial matters
 - Participate in the general operating fund budget planning process
 - Review the call for budget development from the President
 - Recommend fiscal management priorities to align with the strategic goals of Oregon Tech considering both the long-range fiscal priorities and budget planning as well as immediate fiscal and budgetary issues
 - Review the institution's annual budget and advise the President on the development of new budget initiatives
 - As needed, review and advise on the format for reporting the annual budget to the campus community
 - Function as an integral group in strategic planning activities, with a university-wide perspective
2. General fund monthly report – FY 2023-24 June Year End
3. Key highlights FY24 year-end summary
 - Enrollment was down 3.8%; FY24 planning used a flat enrollment assumption
 - FY24 planning used the governor's budget for state support, but final support came in \$2M higher, offsetting the tuition decrease
 - Remissions were \$1.5M over budget
 - Expenses overall came in under budget. Under budget in labor expenses, over budget in direct expenses
 - Used less reserve than anticipated (\$1.845M vs \$3M)
4. Fiscal impact of enrollment decline
 - Compared to 2019-2020 before enrollment decline began, fiscal impact of lost tuition revenue last year (23-24) was \$7.08M, projected to be \$7.2M this year even with non-ACP student credit hours slightly up
5. Inherent budget challenges
 - Balancing operating budget with reserves
 - SSCM (Student Success and Completion) funding model is up for review this fall
 - Student-outcomes (degree and certificate completions from previous 3 years, underrepresented students, STEM + health) driven formula used by HECC to allocate the Public University Support Fund
 - Governor's budget is targeting no more than 1% increase for 2025-2027
 - OPUs (Oregon Public Universities) calculated for CSL (current spending levels) we need minimum 9.5% increase, HECC calculated 6.2% increase
 - Uncontrollable PEBB and PERS benefit costs
 - SEIU increases are paid by legislature for agencies, but no OPUs
 - October HECC true-up only about \$80K more
 - "True-up" is the process by which allocations created using estimated data are reconciled with finalized allocations created using actual data.
 - Distribute the PUSF via SSCM

- Enrollment is near-flat (*recently approved up 3215 from 3174)
- HECC updated, community colleges and bachelor's degrees
- 6. Knowledge building sessions (for FOAC members)
 - OMIC Deep Dive
 - Budget Basics: funding sources, fund accounting, organizational structure, salary savings, remissions
 - Budget Process: overview of budgeting process, position budgeting
- 7. Schedule of meetings
 - 4 meetings scheduled this year, generally a week or two ahead of board meetings
- 8. Questions:
 - Riley asked about meeting date and how we were supposed to advise president
 - Commitment to get info to committee members ahead of time so that we can review and come with questions

FOAC hasn't met yet, so no report.

FOAC Representative Report

Faculty Senate

November 2024

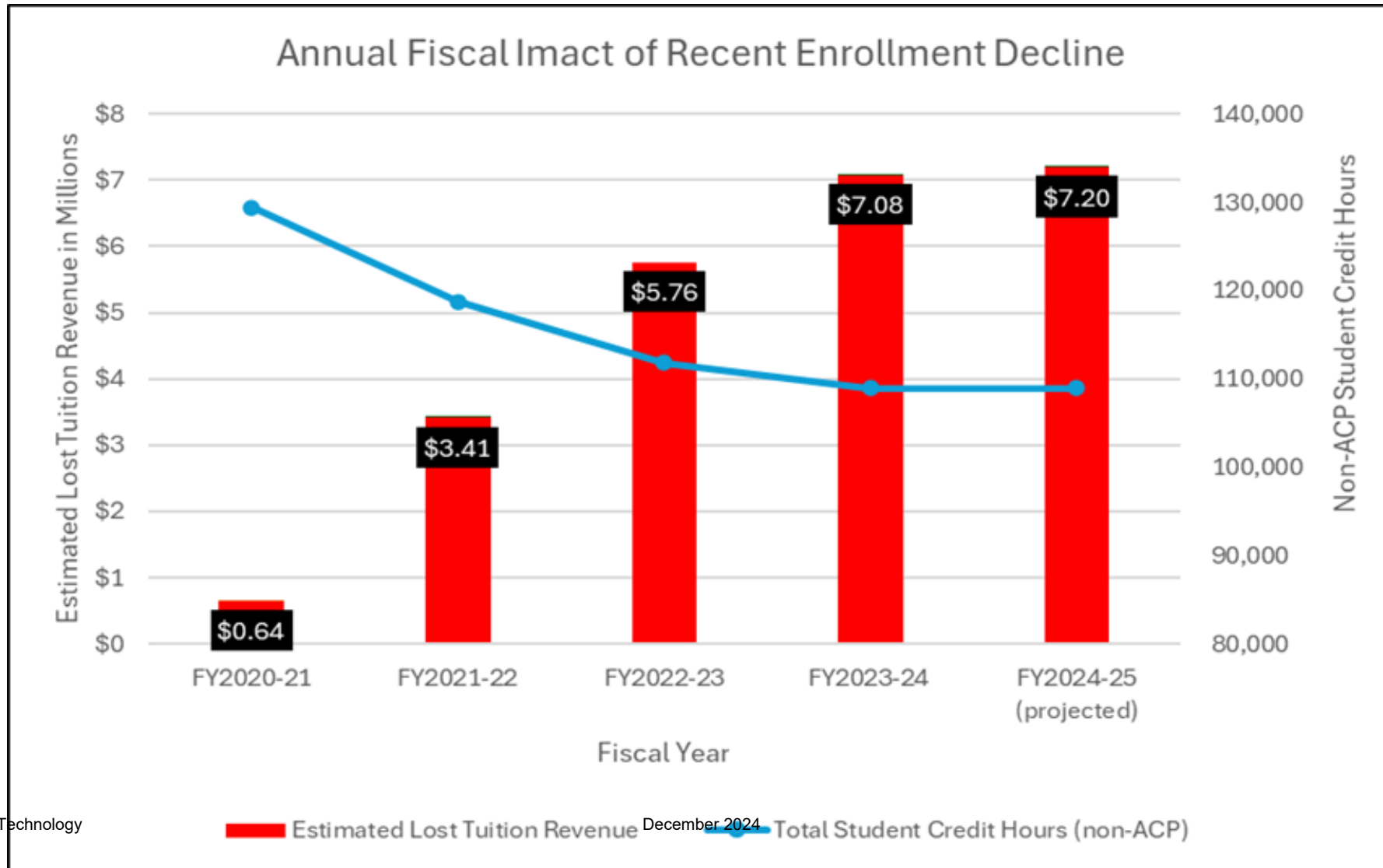
FOAC Charter

- Advise the President on budget and financial matters.
- Participate in the general operating fund budget planning process.
- Review the call for budget development from the President.
- Recommend fiscal management priorities to align with the strategic goals of Oregon Tech considering both the long-range fiscal priorities and budget planning as well as immediate fiscal and budgetary issues.
- Review the institution's annual budget and advise the President on the development of new budget initiatives.
- As needed, review and advise on the format for reporting the annual budget to the campus community.
- Function as an integral group in strategic planning activities, with a university-wide perspective.

Key highlights from FY24 year-end summary

- Enrollment was down 3.8%; FY planning used a flat enrollment assumption
- FY24 planning used the governor's budget for state support, but final support came in \$2M higher, offsetting the tuition decrease
- Remissions were \$1.5M over budget
- Expenses overall came in under budget. Under budget in labor expenses, over budget in direct expenses, over budget in direct expenses
- Used less reserve than anticipated (\$1.85M vs \$3M)

Fiscal impact of enrollment decline



Inherent budget challenges

- Balancing operating budget with reserves
- SSCM (Student Success and Completion) funding model is up for review Fall 2025
- OPUs (Oregon Public Universities) calculated for CSL (Current Spending Limits) we need minimum 9.5% increase, HECC calculated 7% increase.
- Governor's budget is targeting no more than 1% total budget increase for 2025-2027
 - ~3.7% cut to higher education funding from current levels
- Uncontrollable PEBB and PERS benefit costs

Inherent budget challenges

- SEIU increases are paid by legislature for agencies, but not OPUs
- October HECC true-up added about \$80K to initial allocation
- Enrollment is near-flat (*HECC recently approved week 4 enrollment at 3215, up from 3174)
- HECC updated, community colleges and bachelor's degrees

Future meetings

- Knowledge Building Sessions
 - OMIC deep dive
 - Budget basics: funding sources, fund accounting, organizational structure, salary savings, remissions
 - Budget process: overview of proves, position budgeting
- Regular meetings
 - 4 meetings this year, generally a week or two ahead of board meetings

Other items

- Discussion of how FOAC can best fulfill mission of advising president on budget
 - Challenges of budget process and condensed timeline in the winter months
- John Harman & team made a commitment to get information to committee members with more lead time

Oregon Tech Policy OIT-21-035

Student Evaluation of Instruction

1. Policy Statement

This policy outlines the process by which students will be able to evaluate faculty and courses on a regular basis. The purpose of these evaluations is to provide faculty with student input regarding teaching performance and the strengths and weaknesses of courses, given the student's experience in those courses. They are useful as one of many measures for assessing teaching performance, but are not, by themselves, a complete measure of teaching effectiveness. However, these evaluations are designed to give professors useful and timely feedback to improve teaching effectiveness.

2. Reason for Policy/Purpose

This policy governs how student evaluations of instruction are administered in classes and describes how their results should be considered by the university as one component of evaluation of instruction.

The policy for student evaluation of faculty is based on the following responsibilities:

- Students have the responsibility of participating, and of doing so in a mature, unbiased way.
- Faculty have the responsibility of seriously considering student input and implementing changes as appropriate. Faculty also have a responsibility to actively encourage participation from students.
- Administration must recognize that summative evaluations are useful as only one measure of teaching performance, and that their validity can be compromised by student bias or by low response rates.

3. Applicability/Scope

All students and instructional faculty, including part time and adjunct faculty.

4. Definitions

Faculty Multi Term Survey Report: is a table placed in the faculty member's Annual Performance Evaluation (OIT-20-040) form. It includes an entry for each course taught, with class size, response rate and a numerical summary rating (or ratings) agreed upon by CCT and the Provost's office that best reflect what student evaluations can tell about quality of instruction.

5. Policy

Policy Details

Students will be given the opportunity to evaluate faculty and courses on a regular basis. The purpose of these evaluations is to provide faculty with student input regarding teaching performance and the strengths and weaknesses of courses.

Teaching evaluation scores will be included on the Annual Performance Evaluation (APE) form in a Faculty Multi Term Survey Report table format.

Procedures

1. **Evaluation Frequency and Scope:** All classes, regardless of format (on-campus, online, hybrid), will be evaluated every term. Different question sets may be used for fully online classes and other formats. Evaluations will be conducted for each course registration number (CRN) or equivalent. However, if the same instructor teaches both a lecture and a lab section, they may request to combine the evaluations of the lecture and lab into a single evaluation. If the same instructor teaches two courses that are cross listed with the same meeting time and place, they may request to combine them into a single evaluation.
2. **Evaluation Schedule and Question Submission:** The day after the last day to withdraw from an individual course is the first day of the student evaluation of the term. One week before the first day of the evaluation, faculty can submit their own additional questions until 5 PM on the last business day before the evaluation starts. The last day of evaluation is 11:59 PM on the last business day before the final exam's week, except for the summer. For every summer term, the last day of evaluation is 11:59 p.m., the day before the last day of each summer term.
3. **Campus-wide Notification:** A campus-wide notification will be announced on the first day of the student evaluation period and three days before it ends.
4. **Notification by Instructors:** Every course instructor will contact their students directly during the student evaluation period, to encourage them to participate and to explain why the process matters and that it is anonymous.
5. **Submission of Evaluations:** The online evaluation system will automatically collect and forward the completed evaluations to the Office of the Provost.
6. **Availability of Evaluation Results:** The evaluation results should be made available to faculty no later than the first day of class of the next term.
7. **Review of Evaluation Questions:** The Commission on College Teaching (CCT) will review and update the evaluation questions at least every 7 years (or more often if requested by Faculty Senate or by the Provost) to ensure they remain relevant and effective. [Faculty or department can add questions if the platform allows it.] [Also reviewing and updating what numerical results are included in standardized reports as in the FMSR and promotion/tenure portfolios.]

6. Links to Related Procedures, Forms, or Information

Information about how teaching evaluation scores are used in Annual Performance Evaluation of faculty is located in OIT-21-040 (Faculty Evaluation Policy)

Information about how teaching evaluation results are used in portfolios and review for promotion indefinite tenure and post-tenure review are located in the portfolio guidelines and [20-030, 20-035, 20-040] respectively.

7. Policy Review/Consultation

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

Provost's Office / AVPAE. Faculty Senate.

8. Policy Approval

Approved by the President on XXXX XX, 20XX.

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

1. Introduction and Background

Academic Program Review (APR) within Academic Affairs is a cornerstone for advancing the Oregon Institute of Technology (OIT) academic mission. APR plays a crucial role in supporting institutional and program accreditation processes, including those by The Northwest Commission on Colleges and Universities (NWCCU) and the Higher Education Coordinating Commission (HECC) for Oregon. The national movement towards promoting outcome assessment has significantly influenced how faculty members approach the review of their programs, particularly in relation to student learning outcomes assessment. A key focus of the APR is to ensure that the information, curriculum and data for the programs are current, reflecting the most recent developments in the field, industry trends, and educational best practices.

To enhance the quality of teaching and learning, APR aims to increase faculty awareness of their educational goals and practices. It encourages the identification of both successful areas of the program and those needing improvement. For APR to be effective, it must include:

- Clear specification of desired educational outcomes
- Evidence of achievement
- Documentation of strategic planning and its implementation

OIT firmly believes that periodic, structured reviews are essential for thoughtful reflection on program outcomes and for obtaining possible external consultation on key program issues. The APR process is not a reaction to external constituencies or crises but a proactive effort to improve the program and ensure its effectiveness for students.

OIT recognizes that APR is necessary to demonstrate program effectiveness for students, provide data essential for resource allocation, and respond to constituents' needs across the university community.

APR is an ongoing process that emphasizes the importance of faculty reflecting on their advising and teaching effectiveness, leading to continuous modifications to courses and programs. This continuous process is reinforced at OIT through:

- The university's mission, vision, values, Oregon Tech's Five-Year Strategic Action Plan, and Academic Master Plan
- Annual planning and reporting processes within academic units and colleges
- Student outcomes and assessment progress

Periodic program review is considered a best practice in American higher education. It involves stakeholders in the continuous improvement of existing academic programs, includes a past performance analysis to inform present and future directions, and guides decision-making. The review process integrates with strategic planning, budgeting, regional and specialized accreditation processes, and student learning outcomes assessment. This integration involves incorporating annual assessment reports from the Assessment Committee (ACC) into the annual reporting process for the colleges.

OIT considers program review and assessment critical to campus operations. Academic programs use annual assessment reports as the foundation for preparing comprehensive program reviews for non-accredited programs and modified reviews for specialized accredited programs. These processes share the same planning cycle. The Assessment Committee monitors and reviews assessment plans and reports, while the Provost's office manages the program review process.

2. Purpose of Program Review

The purpose of the Academic Program Review (APR) at Oregon Institute of Technology is to:

- Ensure the continuous improvement of academic programs in alignment with the institution's mission and strategic goals.
- Enhance the quality of teaching and learning by increasing faculty awareness of educational goals and practices. Ensure that programs continuously update their course content, data, and outcomes to reflect current trends and practices in the field.
- Identify both successful areas of the program and those requiring changes, fostering a culture of continuous improvement.
- Provide a structured approach to assess and document educational outcomes, ensuring evidence-based decision-making.
- Support institutional and program accreditation processes, aligning with requirements from accrediting bodies such as the NWCCU and HECC. For programs with external accreditation, the internal APR process ensures that all institutional priorities and standards are fully addressed, complementing the external accreditation review.
- Demonstrate program effectiveness for students, aiding in the allocation of resources and responsiveness to university constituents.
- Integrate with strategic planning, budgeting, and student learning outcomes assessment, ensuring a holistic approach to program evaluation and enhancement.
- Facilitate external consultation on key program issues, promoting an objective review of program strengths and areas for improvement.
- Utilize annual assessment reports to prepare comprehensive program reviews, reinforcing the continuous reflection and improvement cycle.

3. Roles and Responsibilities for Academic Program Review

<p>Provost or Provost's Designee</p>	<ul style="list-style-type: none"> • Sets the APR schedule. • Approves changes to the Academic Program Review guidelines. • Acknowledges the academic unit's formal plan for integrating the APR results. • Meets with the external reviewers during the on-site review.
<p>Associate Vice Provost for Academic Excellence</p>	<ul style="list-style-type: none"> • Oversees the APR process through the Assessment Committee and with the cooperation of the colleges and academic programs. • After the scope of the external review is determined, consults with the appropriate program chairs to provide final approval to persons nominated to serve as external reviewer. • Reviews both the external accreditation report and the APR Checklist to ensure that all institutional goals, not just those addressed by external agencies, are met. • Attends the program overview and exit interview conducted by the external reviewer. • Receives the external report from the outside reviewer • Communicates with college dean after the external report response and interim report are submitted
<p>Assessment Committee</p>	<ul style="list-style-type: none"> • Maintains APR schedule and notifies departments and program chairs of upcoming program reviews. • Monitors progress of the APR and enforces deadlines from the Internal Self-Study Report through Provost acceptance. • Establishes program Microsoft Teams file. • Provides orientation and consultation to the internal self-study team, chair and external reviewer involved in the APR. • Attends meetings with the external reviewer as needed. • Receives and acknowledges the Academic Program Review Checklist for accreditation reviews. • Receives and acknowledges the Interim Report.
<p>Dean</p>	<ul style="list-style-type: none"> • Manages and monitors APR schedule for units within the college. • Participates in the planning and implementation of internal self-studies. • Approves the selection of the APR Internal Self-Study committee. • Nominates, in consultation with the academic program chair, the external reviewer. • Reviews and approves the internal self-study report, responses to external report and interim reports that are

	<p>submitted to the Office of the Associate Vice Provost for Academic Excellence.</p> <ul style="list-style-type: none"> • Develops, with the program chairs and program faculty, a formal plan that describes the implementation of the APR recommendations (may choose to not implement some). • Verifies progress in meeting recommendations derived from the APR process through annual reports. • Assumes responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the university APR Guidelines.
<p>Program Chair</p>	<ul style="list-style-type: none"> • Reviews Instructions and Timeline for all target dates, including due dates to dean. • Names the chairperson and members for the APR Internal Self-Study Committee. • Nominates, in consultation with the dean and program faculty, the external reviewer. • Initiates first contact with external reviewer nominees after final approval to determine their availability. • Coordinates the preparation of the Internal self-study report. • Submits the Internal self-study report to the dean for review and approval. • Determines the external review/site visit date with the AVPAE. • Develops the external review/site visit itinerary in consultation with the AVPAE. • Invites faculty, staff and students to the on-site interviews. • Confirms external review/site itinerary with AVPAE. • Develops, with the dean and program faculty, a formal action plan that describes the implementation of the external reviewer’ recommendations. • Communicates progress regarding these recommendations to the dean as part of the annual reports. • Prepares and submits the Interim Report as a stand-alone report with the annual report. • Assumes responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the University APR Guidelines.

4. Guidelines for Non-accredited Programs

Overview of the Review Process

The program review process for non-accredited programs is completed over the course of one academic year and is divided into three key phases:

1. **Phase 1: Self-Study (Fall Term)**

- The self-study committee assembles, gathers relevant data, and prepares the report for review.
- The self-study report must be prepared by the program and completed by December 1.

2. **Phase 2: External Review (Winter Term)**

- An external review team will conduct an on-campus site visit, which must occur by March 31.
- The review team submits a written evaluation following their visit, providing an objective assessment of the program.

3. **Phase 3: Review Feedback and Improvement Planning (Spring Term)**

- The Associate Vice Provost for Academic Excellence, along with program faculty, reviews the external report.
- An action plan for improvements based on feedback is developed, with the entire process concluding by June 15.

The timeline above provides a general schedule for the program review process. The following section offers a detailed breakdown for the self-study report. The self-study report template can be found in Appendix A. The purpose of the self-study is to help each program identify its strengths and areas for improvement. Most of the data collection should be completed during the academic annual report, and there will be a separate section dedicated to addressing the academic annual report. The External Reviewer Report Template can be found in Appendix B.

Self-Study Report Guidelines for Non-accredited Programs

The self-study report is a comprehensive analysis required for the program review process. It involves a detailed examination of various aspects of the program, as outlined below:

- A. Goals
- B. Curriculum
- C. Program Faculty
- D. Program Resources
- E. Majors/Declared Students
- F. Program Assessment
- G. Program Effectiveness
- H. Institutional Review Team

Goals

1. Educational Goals, Objectives, and Activities: Provide evidence that these goals, objectives, and activities are updated regularly to align with current industry trends and educational practices.
2. Program Integration: Explain how the program serves the general education program and other disciplinary programs on campus, if applicable.
3. Market and Industry Demand: Document market demand and/or state/industry need for careers stemming from the program.
4. Student Demand: Document student demand for the program.

Curriculum

1. Current Trends and Best Practices: Describe how the program content aligns with current thinking or trends in the field (e.g., best practices, advisory committee recommendations).
2. Program Curriculum Outline: Provide an outline of the program curriculum, including the sequence of courses.
3. Degree Requirements: State the degree requirements, including general education, institutional, college or school, and major requirements.

4. **Course Offerings:** Indicate when program courses were last offered (excluding general education courses).
5. **Course Syllabi:** Provide syllabi for discipline-specific courses and departmental objectives for each course.
6. **Introduction of New Courses:** Outline the process for introducing new courses, including internal curriculum review processes and findings.
7. **Distance Delivery Courses:** List courses in the program currently offered by distance delivery.
8. **Distance Course Interactions:** Describe the instructor-to-student and student-to-student interactions in distance courses (e.g., prerequisites, lab requirements, examination procedures, instructor response).

Program Faculty

1. **Faculty Information:** Provide curriculum vitae or faculty information forms for all full-time program faculty, including:
 - Degrees and institutions granting the degrees
 - Field or specialty of degrees
 - Number of years employed at the institution
 - Current academic rank
 - Professional certifications or licenses
 - Evidence of scholarly/research activity
 - Evidence of service activities
 - Professional activities and non-teaching work experiences related to courses taught
 - Courses taught over the past five academic years
 - Other evidence of quality teaching
2. **Adjunct Faculty Credentials:** Indicate the academic credentials required for adjunct faculty teaching program courses.
3. **Faculty Evaluation:** Describe the orientation and evaluation processes for full-time and adjunct faculty.

4. Faculty Workload: Provide the average number of courses and credit hours taught by full-time program faculty for the academic years.

Program Resources

1. Institutional Support: Describe the institutional support available for faculty development in teaching, research, and service.

2. Faculty Development: Describe the professional development activities of full-time faculty over the past two years, including institutional financial support.

3. Library Resources: Provide the annual library budget for the program or describe how library resources are provided.

4. Campus Resources: Describe the availability, adequacy, and accessibility of campus resources (e.g., research, library, instructional support, instructional technology).

5. Equipment Purchases: Provide a list of program equipment purchases for the past three years.

Majors and Declared Students

1. Student Enrollment: State the number of undergraduate/graduate majors/declared students in each degree program under review for the past five years.

2. Student Strategies: Describe strategies to recruit, retain, and graduate students.

3. Program Graduates: Provide the number of program graduates over the past five years (including certificate graduates).

Program Assessment

1. Assessment Process: Describe the program assessment process and provide outcomes data (e.g., standardized entrance/placement test results, exit test results, report to the Assessment Committee).

2. Capstone Requirements: Describe program exit or capstone requirements.

3. Teaching Evaluation: Provide information on how teaching is evaluated, the use of student evaluations, and how results have affected the curriculum.

4. **Transfer Information:** Provide transfer information for major/declared students, including receiving institutions and programs of study.
5. **Graduate Education and Service:** Provide information on program graduates continuing their education or performing volunteer service.
6. **Satisfaction Surveys:** Provide aggregate results of student/alumni/employer satisfaction surveys.
7. **Job Market Alignment:** Describe how the program aligns with current job market needs of the state or local communities.
8. **Job Placement:** Provide job placement information for program graduates, including the number placed in jobs related to the field of study.

Program Effectiveness (Strengths and Opportunities)

1. **Program Strengths:** List the strengths of the program.
2. **Areas for Improvement:** List areas of the program most in need of improvement.
3. **Recent Improvements:** List program improvements accomplished over the past three years.
4. **Planned Improvements:** Describe planned program improvements, including a timetable and estimated costs.
5. **Improvement Priorities:** Identify program improvement priorities.

Institutional Review Team

1. **Self-Study Committee:** List the names or departments of the self-study committee chair and members.
2. **Deans' Review:** Deans must review all self-study documents for the program review process before submitting the completed report to the Associate Vice Provost for Academic Excellence.
3. **External Reviewers:** External reviewers provide additional perspectives on program strengths and weaknesses. Institutions will select a minimum of two external reviewers from similar programs. At least one reviewer must conduct a site visit. The external reviewers will submit a single report to the institution.

Selection Process: The college dean submits at least three potential reviewers to the Associate Vice Provost for Academic Excellence. The Associate Vice Provost recommends reviewers to the Provost for final determination. OIT reimburses reviewers for travel and provides an honorarium upon submission of the written report.

5. Guidelines for Accredited Programs

Overview of the Review Process

External Accreditation Academic Program Reviews (APRs) are conducted by outside accrediting agencies. While external accreditation reviews provide valuable assessments, the internal APR will still be conducted to ensure that all of OIT's specific requirements and goals are met. External reviews and internal reviews should complement each other to provide a holistic evaluation. Student learning outcomes and assessments must be integral parts of the External Accreditation APR.

Using the Academic Program Review Checklist (Appendix C), the academic unit's self-study committee ensures that all aspects required by OIT are addressed. Ensure that the self-study includes a section that checks whether the program content and outcomes are up to date with current industry and academic standards. The Associate Vice Provost Academic Excellence reviews both the external accreditation report and the APR Checklist. The offices of the Provost and the Associate Vice Provost for Academic Excellence may recommend further review of specific areas of need.

Steps in the Accredited Program Review Process:

1. Verification and Supplementation

- The self-study committee verifies that the external accreditation review meets all OIT requirements using the Academic Program Review Checklist (Appendix C).
- If any requirements are unmet, the committee prepares a supplemental document addressing these areas.

2. Review and Feedback

- The external accreditation report and the supplemental document (if any) are reviewed by the Associate Vice Provost for Academic Excellence.
- The Provost and the Associate Vice Provost may recommend additional review for specific areas needing attention.

3. Action Plan Development

- After receiving the accreditation team's report, the program chair and program faculty develop a formal action plan integrating the results of the external review, the APR supplement, and any additional consultation reports.

- This action plan is submitted to the dean for review and input.

4. Approval and Submission

- Once approved by the dean, the action plan is submitted to the Office of the Provost for final approval.

This structured approach ensures that accredited programs meet all institutional requirements and leverage external reviews for continuous improvement and alignment with OIT's academic standards.

6. Annual Reports for Academic Departments

Each department chair must submit their annual report to the dean by June 10th, and the dean must provide an annual report to the provost by July 31st. The purpose of the annual report is to provide the chair and dean an opportunity to review their program annually by evaluating academic metrics and performance. It also prepares each program for its program review self-study or accreditation self-study.

This report must include the most recent data concerning the following and Appendix D for template:

1. Information from Institutional Effectiveness (fall term 4th Friday data)

Data collected and provided by the Institutional Effectiveness office, reflecting key metrics and statistics from the fall term.

2. Enrollment and Graduation Data

Comprehensive information on graduation rates, including the number of graduates, time to degree, and any trends or patterns observed.

3. DFWI Rates

Data on the rates of students receiving grades of D, F, withdrawing or incomplete from courses, with analysis and insights into potential causes and solutions.

4. Updated Faculty Information

Current details on faculty members, including their qualifications, roles, and any changes in their status or responsibilities.

5. Major Scholarly Accomplishments of Faculty and Students

Highlights of significant scholarly achievements by faculty and students, including publications, presentations, awards, and other recognitions.

6. Significant Curriculum Changes or Improvements Tied to Retention

Details on any major changes or enhancements to the curriculum that are specifically aimed at improving student retention and success.

7. Innovative Teaching and Learning Strategies Tied to Retention

Examples of new and effective teaching and learning strategies that have been implemented to enhance student retention and engagement.

8. Community engagement and professional service of faculty

The annual report serves as a critical tool for continuous improvement and strategic planning within each academic program. It ensures that programs remain aligned with institutional goals and effectively address the needs of students and the academic community. By regularly reviewing and updating this data, programs can proactively identify opportunities for enhancement and innovation, thereby strengthening their overall quality and effectiveness.

Appendix A

Full Program Review Report Template

Review Year:

College:

Program:

Section A: Goals

1. **Educational Goals, Objectives, and Activities:** Provide evidence that these goals, objectives, and activities are updated regularly to align with current industry trends and educational practices.
2. **Program Integration:** Explain how the program serves the general education program and other disciplinary programs on campus, if applicable.
3. **Market and Industry Demand:** Document market demand and/or state/industry need for careers stemming from the program.
4. **Student Demand:** Document student demand for the program.

Section B: Curriculum

1. **Current Trends and Best Practices:** Describe how the program content aligns with current thinking or trends in the field (e.g., best practices, advisory committee recommendations).

2. **Program Curriculum Outline:** Provide an outline of the program curriculum, including the sequence of courses.

3. **Degree Requirements:** State the degree requirements, including general education, institutional, college or school, and major requirements.

4. **Course Offerings:** Indicate when program courses were last offered (excluding general education courses).

5. **Course Syllabi:** Provide syllabi for discipline-specific courses and departmental objectives for each course.

6. **Introduction of New Courses:** Outline the process for introducing new courses, including internal curriculum review processes and findings.

7. **Distance Delivery Courses:** List courses in the program currently offered by distance delivery.

8. Distance Course Interactions: Describe the instructor-to-student and student-to-student interactions in distance courses (e.g., prerequisites, lab requirements, examination procedures, instructor response).

Section C: Program Faculty

1. Faculty Information: Provide curriculum vitae or faculty information forms for all full-time program faculty, including:

Full-Time Faculty Information			
Name	Program or Discipline	Year Employed in Program	Current Academic Rank
List all degrees obtained and institution(s) granting degrees. List field or specialty of all degrees.			
Degree	Institution		Field or Specialty
List all professional certifications or licenses held			
Evidence of quality and quantity of scholarly or research activity			
Evidence of quality and quantity of service activities			
Professional activities or non-teaching work experience related to courses taught			

List course number and course title taught over past five academic years			
Evidence of quality teaching			

- 2. Adjunct Faculty Credentials: Indicate the academic credentials required for adjunct faculty teaching program courses.

- 3. Faculty Evaluation: Describe the orientation and evaluation processes for full-time and adjunct faculty.

- 4. Faculty Workload: Provide the average number of courses and credit hours taught by full-time program faculty for the academic years.

Section D: Program Resources

- 1. Institutional Support: Describe the institutional support available for faculty development in teaching, research, and service.

2. **Faculty Development:** Describe the professional development activities of full-time faculty over the past two years, including institutional financial support.

3. **Library Resources:** Provide the annual library budget for the program or describe how library resources are provided.

4. **Campus Resources:** Describe the availability, adequacy, and accessibility of campus resources (e.g., research, library, instructional support, instructional technology).

5. **Equipment Purchases:** Provide a list of program equipment purchases for the past three years.

Section E: Majors and Declared Students

1. **Student Enrollment:** State the number of undergraduate/graduate majors/declared students in each degree program under review for the past five years.

Year	undergraduate/graduate majors	Annual Headcount

2. **Student Strategies:** Describe strategies to recruit, retain, and graduate students.

3. Program Graduates: Provide the number of program graduates over the past five years (including certificate graduates).

Year	Bachelor's Degree	Master Degree	Certificates

Section F: Program Assessment

1. Assessment Process: Describe the program assessment process and provide outcomes data (e.g., standardized entrance/placement test results, exit test results, data from the Committee for Assessment of Learning Outcomes reports).
2. Capstone Requirements: Describe program exit or capstone requirements.
3. Teaching Evaluation: Provide information on how teaching is evaluated, the use of student evaluations, and how results have affected the curriculum.
4. Transfer Information: Provide transfer information for major/declared students, including receiving institutions and programs of study.
5. Graduate Education and Service: Provide information on program graduates continuing their education or performing volunteer service.

6. Satisfaction Surveys: Provide aggregate results of student/alumni/employer satisfaction surveys.

7. Job Market Alignment: Describe how the program aligns with current job market needs of the state or local communities.

8. Job Placement: Provide job placement information for program graduates, including the number placed in jobs related to the field of study.

Section G: Program Effectiveness (Strengths and Opportunities)

1. Program Strengths: List the strengths of the program.

2. Areas for Improvement: List areas of the program most in need of improvement.

3. Recent Improvements: List program improvements accomplished over the past two years.

4. Planned Improvements: Describe planned program improvements, including a timetable and estimated costs.

5. Improvement Priorities: Identify program improvement priorities.

Section H: Institutional Review Team

1. Self-Study Committee: List the names or departments of the self-study committee chair and members.

Appendix B

External Reviewer Report Template

I. Review of Program Goals, Objectives, and Activities

1. Appropriateness and Assessment of Goals
 - Are the intended educational (learning) goals for the program appropriate and assessed?
2. Achievement of Goals and Objectives
 - How are the faculty and students accomplishing the program's goals and objectives?
3. Market/Industry Demand and Advanced Study Preparation
 - How is the program meeting market/industry demands and/or preparing students for advanced study?
4. Student Demand
 - Is there sufficient student demand for the program?
5. Resource Justification
 - Do course enrollments and program graduation/completion rates justify the required resources?

II. Review of Program Curriculum

1. Curriculum Appropriateness
 - Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?
2. Curriculum Currency
 - Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
3. Program Exit Requirements
 - Are program exit requirements appropriate?
4. Breadth, Focus, and Currency
 - Does the program contain evidence of good breadth/focus and currency, including consistency with good practice?
5. Workplace Experiences

- Are students introduced to experiences within the workplace and introduced to professionals in the field?
- 6. Interdisciplinary Initiatives
 - Does the program promote and support interdisciplinary initiatives?
- 7. Cultural Diversity
 - Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, program activities, assignment of program responsibilities and duties, honors, awards and scholarship recognition, and recruitment?

III. Review of Academic Support

1. Academic Advising and Mentoring
 - Does the program provide appropriate quality and quantity of academic advising and mentoring of students?
2. Student Retention and Progress
 - Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

IV. Review of Program Faculty

1. Faculty Credentials
 - Do program faculty have appropriate academic credentials and/or professional licensure/certification?
2. Faculty Orientation and Evaluation
 - Are the faculty orientation and faculty evaluation processes appropriate?
3. Faculty Workload
 - Is the faculty workload in keeping with best practices?

V. Review of Program Resources

1. Institutional Support
 - Is there an appropriate level of institutional support for program operation?
2. Resource Sufficiency
 - Are faculty, library, professional development, and other program resources sufficient?

VI. Review of Program Effectiveness

1. Program Strengths
 - Indicate areas of program strength.
2. Areas for Improvement
 - Indicate the program areas in need of improvement within the next 12 months and over the next 2-5 years.
3. Program Development
 - Indicate areas for program development based on market/industry demands that have not been identified by the institution.

VII. Review of Program Research and Service

1. Research and Creative Outcomes
 - Are the intended research and creative outcomes for each program appropriate, assessed, and results utilized?
2. Outreach/Service/Entrepreneurial Outcomes
 - Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate, assessed, and results utilized?

VIII. Local Reviewer Comments

1. Market/Industry Demand and Advanced Study Preparation
 - How is the program meeting market/industry demands and/or preparing students for advanced study?
2. Program Modifications
 - What program modifications are needed?

IX. Report Summary

1. Need for Program Graduates/Completers
 - Include reviewer comments on the overall need for program graduates/completers in the local area, region, and/or nation over the next 5 years.
2. Overall Program Quality

- Include reviewer comments on overall program quality, state program review process, etc.

Appendix C

OIT APR Checklist for External Accreditation

Program Being Reviewed: _____ Date of Submission: _____

APR Narrative See Self-Study Report Guidelines for detail	External Accreditation Source Document Found in section(s)/page(s)	Title of External Accreditation Source Document	Supplemental Information Required Yes/No
Goals			
Curriculum			
Program Faculty			
Program Resources			
Majors/Declared Students			
Program Assessment			
Program Effectiveness			
Institutional Review Team			

Appendix D

Department Annual Report

Report Due to Provost's Office July 31st annually.

Department:

College:

**Academic
Year:**

Information from Institutional Effectiveness (fall term 4th Friday data)

Enrollment Data

Provide five years of enrollment data by major.

Program Name	2020	2021	2022	2023	2024
	Number of Major	Number of Major	Number of Major	Number of Major	Number of Major

What have been the enrollment trends over the past three years? What strategies are in place to drive improvement?

Graduation Data

Provide five years of graduation data by major

Program Name	2020	2021	2022	2023	2024
	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates

What have been the graduation trends over the past three years? What strategies are in place to drive improvement?

Retention Rates

Provide five years of retention rates by major

Program Name	2020	2021	2022	2023	2024
	Rate of Retention	Rate of Retention	Rate of Retention	Rate of Retention	Rate of Retention

What have been the retention trends over the past three years? What strategies are in place to drive improvement?

DFWI Rates

Include data for current academic year (Fall, Winter, Spring)

Subject/Prefix/level	DFWI Rate	Plans for Improvement	Results of Plans for Improvement

SCH

Include data for current academic year (Fall, Winter, Spring)

Prefix:	Fall	Winter	Spring
2020			
2021			
2022			
2023			
2024			

Prefix:	Fall	Winter	Spring
2020			
2021			
2022			
2023			
2024			

Updated Faculty Information

Total Number of Full-time Faculty	
Total Number of Adjunct Faculty	

Include new faculty for current academic year (Summer, Fall, Winter, Spring)

Name of New Faculty Member	Highest Academic Degree	Area of Specialization

Major Scholarly Accomplishments of Faculty and Students

Note: Attach additional sheets if necessary. Include:

a. Faculty papers, performances, publications, and funded grants.

- Use MLA, APA, or any other professional style as long as the department is consistent.
- Papers, performances, and publications must have been published or presented. Do not include submissions or acceptances that will appear the following year.
- Attendance at a conference does not qualify as a presentation, paper, or publication.

b. Faculty grants submitted but not funded

c. Student and faculty presentations, including faculty sponsored research, performances, exhibits, community service projects completed with students, etc.

d. Other faculty accomplishments

These should be related to the profession and support promotion. Examples include awards received, an officer on a professional organization board, reviewer for a journal, and volunteering one's expertise for community improvement.

Significant Curriculum Changes or Improvements Tied to Retention

Identify the program and briefly summarize change and purpose. List each change as a separate bullet.

Innovative Teaching and Learning Strategies Tied to Retention

Include innovations in courses that have the potential to significantly improve student learning and persistence.