

## Minutes

The Faculty Senate met on February 11 2025, in the Mount Mazama 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 for Jim Cloen and Chitra Venugopal.

## Approval of the Minutes

Riley Richards motioned to approve the December minutes. Ashton Greer seconded the motion. There was no discussion.

## Reports of the Officers

### Report of the President – Yuehai Yang

- Yuehai's report was based on a set of PowerPoint slides, which has been included in this packet as **pages 20-36** for your reference.
- Discussion
  - There was no discussion.

### Report of the Vice President – Ashton Greer

- The full text of Ashton's report is pasted below. If there were any deviations from the content of the report as it was being delivered (questions, related discussion, etc.), that has been added inline by the Secretary. Any discussion that occurred after the report is included below the pasted report starting with a new top-level bullet.
  - Academic council met on **December 10, 2024**. There was no old business, but several new businesses were discussed.
    - Introduction of new provost Dr. Hesham El-Rewini
    - Department chair workspace for Tech Faculty/Advising
      - Registrar's office needs names of academic dept. personnel assigned to access advising coordinator menu by Dec. 13
      - Major change/advisor change process
        - Discussion regarding whether students switching majors should be an approval or notification; decision to use notification
        - Concern regarding differential tuition levels; hiding within majors
        - Process is manual; dept. chairs can email RO with advisor or major changes, or provide information on a spreadsheet
    - Workload/New calculations
      - Workload sheet due by Dec 12
      - Any that require corrections will need to be reviewed again by dept. chairs
    - Announcements
      - Submit GTA requests for winter term; late requests only harm students

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- MMET chair search update – candidates on campus last week, no other update
- HAS Dean search update – none yet
- Academic council met on **January 14, 2025.**
  - Academic Standing
    - Academic Progress & Petitions Committee (AP&P) oversees grades and academic records of students placed on academic suspension and reviews and acts upon student appeals and requests for special academic consideration
    - AP&P worked in conjunction with Dr. Mott, Dr. Yu, and Advising and Retention to propose revisions to the academic standing process
    - Goals:
      - Use better language not affiliated with the criminal justice system
      - Find ways for quicker intervention when students are struggling
      - Help students find corrective measures to attain success
    - Proposed changes will come to faculty senate tonight
  - Academic Master Plan (AMP) Reporting
    - Review of document
      - 3 areas of focus: academic programs, student success and enrollment, applied research
    - Ideas for execution and implementation
    - Dr. Yu is going to create a plan of execution for the AMP
  - Considering the Cost of Education
    - Generate and optimize long-term scheduling for classes
    - Costs of education (instruction, labs, equipment, space, et al.) must be considered when offering courses
    - Be mission-centric, margin conscious
    - More will be discussed at a future AC meeting
  - ANNOUNCEMENTS:
    - Interim College of HAS Dean Denise Seabert begins January 21
    - Nate Bickford named Director of Graduate Studies
- Academic council met on **February 11, 2025.**
  - Academic Mitigation Plan
    - 4 reasons why we need to address lost week of classes:
      - Accreditation – minimum number of student involvement hours/contact hours. Some can be inside and some can be outside of classroom (“equivalent amount of work over a different amount of time”)
      - Law – a number of weeks that we need to meet
      - Learning outcomes
      - Student perception
    - Provost met with Senate leadership (Yuehai) and met with Beverly McCreary and union leadership on a couple of occasions
    - Conclusion was that faculty are best situation to decide how to handle the situation, but we need to document what has been/what is being done
      - Asking chairs to meet with faculty and find out how they have or will ensure that student involvement for the week is met

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- Department chairs will share this information with deans to ensure consistency
  - Faculty need to work with students to ensure we accommodate them
  - Spreadsheet needs to be populated by the end of winter quarter (except in special cases)
- Academic Master Plan
  - Goal is to implement AMP
  - Documenting what has been completed – due 2/7, extended to 2/14
  - Chairs will work with Linus to implement AMP and prioritize what needs to be done
  - Presentation from Linus: Complete, 6-month goals – some involve annual reporting
  - Program review is being postponed so new leadership can have more input, but annual reporting is still moving forward
- Announcements
  - Faculty Positions: those in finalist & offer stage are being approved, some positions were held.
  - Dr. El-Rewini traveling to PM - 19<sup>th</sup> feb student meeting, 20<sup>th</sup> faculty and staff open forum (2-3pm?)
- Discussion
  - Diyajyoti Deb asked a question here about the purpose of the program review process.
    - Linus weighed in to explain that the program review process is distinct from what department chairs currently do with programs' assessment because both processes utilize different sets of data. Individual faculty's efforts can be documented in different (and sometimes more granular?) ways via the program review process. He also pointed out that the information faculty collect during this process can also be beneficial to them when they're completing their annual performance reviews.
      - Deb followed up by asking if this process was related to anything like the Program Reduction Committee, or if it is related to the current budgetary issues.
        - Linus explained that is not his intent with this process. There are three goals related to the annual report process, which can all be met by department chairs doing the annual report. Linus then said that we have to consider DFWI rates: is it better to have them made public in connection with assessment reports? He also pointed out that lots of departments collect information on DFWI rates in their general education courses, but that data doesn't end up in assessment reports (for the obvious reasons). Program review *would* include this important data. Program reviews would also ask department chairs to look at five-year trends and attempt to address any outstanding issues that become apparent.
  - Vanessa Bennett asked if the program review is done in addition to programs' assessment reports.
    - Linus said yes, they are separate and different from one another. He reviews the assessment reports in October, but those don't include the level of data (he gave the example of DFWI information again here) that is sometimes necessary, because access to that data is only given to the Chairs. The program review process will require individual program faculty to collect and report on more detailed and different data in some ways that aren't captured in the assessment reports.

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- Dr. El-Rewini explained further, saying that program review is a common practice among other universities, done in the name of continuous improvement. It also supports our Academic Master Plan. He stressed that there is no “hidden agenda” in making faculty do these new reports. What’s important here isn’t the making of the report, but the actions that follow from the creation of it, which will lead us to improve as a university.
- Vanessa wanted to know what the difference between the two processes (assessment vs. program review) is.
  - Linus said – in summary – that both processes focus on different data. He explained that in his opinion the DFWI data shouldn’t be part of the assessment reports, and should be reported elsewhere (in the program reports). Assessment reports are based on certain data that only the department chair has access to, but the program review process is based on data that’s available to all faculty.
    - Riley Richards asked if SPGA can “run those reports” (it wasn’t entirely clear to me which set of reports he was talking about here).
      - Linus said that that “isn’t one hundred percent correct” because not all the grants in question are under SPGA.
    - Riley then described the program review process (I think?) as “a summary of our APEs.” Linus agreed with this description, and said that the program review process will help department chairs to collect all relevant information about their faculty’s development over the course of the year together in one place in an official capacity and consistent format.
      - Linus went on to say that each department can determine what format is most appropriate for their particular program review report(s), and that this would also help faculty keep their CVs updated more regularly.

### **Reports of the ASOIT Delegates**

#### **Report of the Klamath Falls Delegate – Uriel Torres**

- Uriel started by introducing Heather Ritter, the new Academic Affairs officer. She will now be giving the ASOIT-KF reports instead of Uriel.
- Heather said that ASOIT has gone over some changes to the Academic Integrity Policy (OIT-14-030). Uriel and Dr. Nagi reached a compromise with some wording changes in the policy, though she was unable to specify what those changes were at the moment.
- She hasn’t heard a lot of complaints from students about the snow days, or adjusting to them after the fact. There was like one more sentence here, but I missed it.
- Discussion
  - There was no discussion.

#### **Report of the Portland-Metro Delegate – Bryce Wilson**

- ASOIT-PM has written an open letter to Dr. Nagi, upper administration, faculty, the Board, and the student body expressing their concerns over the actions of the new President-Elect on Oregon Tech’s student body. More specifically, he mentioned four concerns:
  - Financial planning resources

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- Institutional support
- Communication updates
- Proactive advocacy and resolutions
- ASOIT-PM have spoken with Portland-Metro leadership and Academic Affairs about concerns regarding the repair and recalibration of lab equipment. These things used to be able to be taken care of in the library, but now problems need to be reported directly to professors or to Academic Affairs.
- Tomorrow, ASOIT-PM will be meeting with Dean Alp to address concerns expressed by students in ETM. Some examples of concerns include: instructors showing up unprepared for class, lab equipment not working, and TAs not being capable of assisting students who need help in classes and labs.
- Later this month, there will be a bigger parliamentary meeting, and they will be revoting on incidental fees. Once that happens, that money will be going toward SIB, ASOIT, and student club budgets.
- Discussion
  - Riley asked where faculty could access the open letter, and Cristina Negoita then suggested that Bryce send it to Yuehai so that it can then be sent out to all faculty. This letter has been included in this packet as **37-38** for your reference.
  - Christy VanRooyen thanked ASOIT for being so engaged with issues that are currently affecting our students. Cristina seconded that thanks.
  - Riley asked all three ASOIT reps if they were happy with the compromise reached regarding the Academic Integrity Policy.
    - Uriel said that students overall were happy with the outcome, especially the part where professors are required to provide evidence of unauthorized use of AI when accusing students of same.
    - Riley asked if ASOIT could send the updated policy version out, and Uriel said it had already been sent out to the entire university.
    - Andria Fultz said that ASOIT-PM was not involved in the discussion of this policy.
      - Uriel responded that they were invited, but that there was no response to that invitation from ASOIT-PM.

### Report of the Administrative Council Delegate – Carl Agrifoglio

- There was a meeting on January 15<sup>th</sup>. The company that did the compensation and market study (Segal?) came in and talked about how the study was carried out. There were five main phases to the study:
  - Initiation and discovery
  - Job structure design
  - Salary market assessment
  - Salary structure development
  - Presentation of final results
    - The presentation was first given to the administration, and then to Admin Council.
    - Segal covered all of this, and then John Harman and Sandi Hanan spent an hour covering how the implementation of all the changes would go.
  - Segal talked about how there are two main phases to the market study. Thirty individuals were identified as being below the market salary range. Those peoples' salaries have been adjusted appropriately. The process is currently in phase two, where HR will be looking at *all* of the affected positions, and seeing if any other increases need to be made based on how long people have been in their positions and/or industry experience. Everyone will be individually reviewed.

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- There are now twelve salary “bands.” This twelve-band model is new for administrative staff, and everyone was placed into one of those bands based off of their salary and their job family.
- There were a lot of questions about the changes at the meeting, but Carl didn’t talk much to Senate about any of these as he said they were mostly questions about edge cases that were only directly relevant to the individuals asking them.
- Discussion
  - Cristina had multiple questions. First, when Segal presented the salary market portion of their five-step process, was the market comparison based on comparative institutions? Or was it based on a national, professional benchmark?
    - Carl said this same question was asked at the time. Segal said that they did consider comparative schools of similar types and sizes, though they did not provide a list of specific schools at the time. Apparently, this list was asked for at the time and may be coming eventually.
  - Cristina next asked to make sure that unclassified staff were *not* union represented, and Carl confirmed this.
  - She then asked how people felt about the results of the study and how it affected them (or didn’t).
    - Carl said that the reactions were “mixed.” Everyone got an email assigning them to a salary band, and what that meant for them was revealed at the Admin Council meeting. Lots of people were happy to see the study done, since it’s never been done before despite there being a lot of desire to see such a thing happen. Many people are still waiting to see how phase two plays out.
  - Cristina asked if we could have access to the recording of Segal’s report, and Carl said that he’d look into it.
    - Carl also said that Dr. Nagi announced the creation of a merit-based system for unclassified staff. This could lead to a merit-based 1% salary increase for some, which would be separate from (and in addition to?) any COLA increase(s).
  - Yuehai asked about the hiring process for unclassified faculty. He explained briefly how faculty are asked to justify a new hire or position when they want to ask for one. He’s curious how it works for unclassified staff.
    - Carl said that it’s fairly similar to what faculty do. Instead of going to a Dean or Chair, a department goes to the appropriate VP, makes the justification for the position, and things go from there. Every department is a little bit different, but that’s how the general process works. Figuring out the budgeting and undertaking the interview process are also similar to how faculty do it.
      - Yuehai asked if this was a top-down or bottom-up process.
        - Carl said he’s only familiar with the process’s details from within IT, and he can only speak to his particular experience. He also emphasized that he’s only familiar with the process for refilling existing positions, not creating new positions. He therefore can’t really talk about the process of creating an entirely new position.

## Reports of the Standing Committees

### Faculty Policy Committee – Ken Usher/Matt Schnackenberg

- Ken and Matt presented an updated version of OIT-21-040 for the Senate’s consideration, along with a summary of the committee’s proposed changes. The summary of changes as well as the policy itself have been included in this packet for your reference, as **pages 39-40** and **pages 41-47**, respectively.

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- The committee is not bringing anything for a formal vote this month, but are hoping to hold a vote next month. Ken asked that anyone with feedback provide it now so that the vote can go quickly next time around.
- He then thanked Beverly and the committee's members for their work on revising the Faculty Evaluation Policy (Policy). The committee would like to see this name revised to Instructional Faculty Evaluation, because it's more descriptive and will get rid of the redundant, implied "Policy" in the title. The committee would also like to look into the equivalent policy for library faculty sometime soon.
- Major proposed changes to the Faculty Evaluation Policy (Policy) include:
  - Aligned the language in this policy with the language within the promotion policy, which was revised last year. This turned out to be difficult because the criteria in each section within the promotion policy don't use the same language.
    - They chose as their "prototype" from the promotion policy the process of promotion from Assistant to Associate Professor. They took those criteria, inserted them into the Faculty Evaluation Policy, and then updated them based on recent feedback and any lingering historical issues that need cleared up. The two sets of criteria across both policies are more consistent now than they were.
  - They edited language around external service to make it clearer that faculty are welcome to "be a Scout Leader or whatever," but the external service that's being recognized in the APE should be professionally-related.
  - Changed some language to make clear that external work might be counted as service, but it shouldn't be a second job that you get paid for. Having such a position isn't *bad*, but instead it's just clarifying that such a thing shouldn't be counted as service to the university.
  - Acknowledged that expectations for NTT faculty's research and service are smaller than for TT faculty. This also potentially makes room for allowing them to focus *only* on research *or* service in a given year and agree that there's "no expectations" for the other category and then allowing them to "meet expectations."
  - Changed some language about how we reference and use student evaluations of instruction.
  - Restated how the FOP and APE are meant to relate to each other. The FOP is supposed to inform the APE, but the APE should not be just a checklist you have to meet. You should be judged on what you did throughout the year, not whether you lived up to the expectations you set at the beginning of the year.
  - There was a recommendation to delete language saying that the Provost's Office would provide annual department Chair workshops to review the FOP/APE purpose and process. This hasn't actually happened often in the last decade, hence the recommendation to delete the language. Ken said that in his opinion, we'd actually benefit from leaving this *in* the policy, as more norming of how FOPs/APEs are evaluated across departments would be helpful.
    - Ken mentioned that a few years ago in Faculty Senate, we agreed to change the FOP/APE timeline, but didn't actually change this policy to suit that, so language changes have been made to reflect those timeline changes in the policy now.
- Discussion
  - Yuehai pointed out that last time we talked about letting NTT faculty "skip" one of their secondary evaluation categories each year. He asked if anyone had any further thoughts on that potential change. Ken reiterated that the revisions allow this to happen, so to approve the changes would essentially be saying "yes" to this change.
  - There was no other feedback on the proposed policy changes.

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- Matt added that the committee talked a little bit about exactly mirroring the wording from the promotion policy in the evaluation policy, but ultimately they decided not to because evaluation happens yearly while promotion happens every five years. The policy has been thus revised to encourage faculty to think about incremental changes that can happen (or should happen) from year to year as they're working through the process toward the next five-year benchmark.
- Christy thanked the committee for their work and said that the changes will help faculty be better prepared for promotion in the future. She also suggested (seconding Ken's earlier opinion) that we use department meetings and/or Chair trainings to better norm how departments evaluate their faculty a bit more.

### Academic Standards Committee – Christy VanRooyen

- The AI subcommittee of Academic Standards met a couple of weeks ago to start talking about an AI policy. The group felt that this is a daunting task, so to narrow things down they decided to focus on acceptable use of AI, preventing security and legal breaches from the use of AI, and promoting the use of AI when it can be used productively. The subcommittee's goal is to have a draft to circulate around campuses and get various stakeholders' input (especially ASOIT and students). The subcommittee will meet again next week.
- Discussion
  - Vanessa shared that the Academic Standards committee that worked on the AI portion of the Academic Integrity Policy last year found then that lots of other universities are already ahead of us when it comes to working on this. She suggested that Christy's subcommittee shouldn't try to reinvent the wheel, but look into work that's already been done.
    - Christy agreed, and said that David Johnston (who was on Vanessa's previous committee as well) is on the committee, so he's carrying his previous knowledge over. Christy also asked for input from anyone who is interested. She then said that the subcommittee thinks that trainings on this should be held for all interested Oregon Tech community members on this in addition to her committee formulating the policy.
  - Kari Lundgren asked if the committee started with the assumption that the policy should be promoting ethical use of AI (as opposed to not using AI at all).
    - Christy said that the subcommittee did discuss this, and ultimately concluded that there are many benefits to using AI in the education landscape that shouldn't be ignored.
      - Kari followed up with a question about the moral dimensions of the use of AI, especially in terms of its connections with slave labor and environmental destruction, and while Christy said that those kinds of considerations are outside of the scope of the policy, she agreed that we need to consider those questions as a university.
  - David Johnston spoke up to mention that Carl had interesting information about how one of our software engineering students uses AI in his work.
    - Carl said that IT is looking for students who have experience with generative AI. They're hoping to create some positions so that these people can help faculty better understand how they can use AI constructively in their research and teaching. He asked us to send along recommendations for students to reach out to in particular if we have ideas.
      - Cristina then recommended that Carl reach out to Joe Reid, who is likely to know students who would fit this particular bill.
  - Christy shared that her subcommittee has found that some other universities have a "simple" policy on AI and then a larger guidebook. She suggested that this might be something to consider as a Senate in the future.

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

- Chitra was not in attendance, so Jessica Luebbbers gave the committee's report instead.
- It's been challenging for the committee to coordinate their schedules and meet, but they've been trying to look into what other universities have been doing regarding DEI in the current "challenging climate."
  - One example they looked at was the ADVANCE Program at the University of Michigan. The committee identified areas like faculty climate, faculty recruitment and retention, (Jessica was breaking up a bit here and it was impossible to understand the next item on her list), faculty network, department climate, and salary equity studies. These were all things that the ADVANCE Program sees as important to consider, and the DEI Committee agrees.
  - Next, they want to survey Oregon Tech faculty to see what's important to us in our particular university and community.
  - They would also like to analyze faculty exit surveys and work with faculty mentoring in order to facilitate faculty retention.
- Discussion
  - Matt asked Jessica if the committee has had a chance to look into how other universities are responding to the current President's antagonistic stance toward DEI. Jessica said yes, and that they are probably going to harness the power of AI for this. She acknowledged that this is a very scary time for learners and her community of patients in Salem. She's open to feedback, research, or relevant articles that others can provide. The biggest thing she's finding so far is that each university has to find its own "community spirit" in the name of protecting and empowering each other.
  - Cristina thanked Jessica for the committee's work. She suggested that Faculty Senate reach out to our General Counsel to see what of our attempts to uphold DEI initiatives is supported by law (and what isn't).
    - Jessica agreed that this is important, especially in the College of HAS, and said that she hasn't seen any guidance from higher up yet about how to navigate these legal waters.
      - Cristina pointed out that in Jessica's particular disciplinary area, we're unlike many other universities (except for maybe OHSU). We might look to see what they're doing specifically.

### **Reports of Special or Ad Hoc Committees**

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

### **Unfinished Business**

- There is no unfinished business.

### **New Business**

- Yuehai introduced this item of New Business by introducing Kari as a "concerned faculty member" who had attended this meeting to help bring this matter to the Senate's attention.
  - Kari explained that recently she talked with Dr. Nagi, hoping to persuade him to provide some guidance for the university community in the face of the U.S. President's recent executive orders, but it appears that he plans to make a public statement about it in March at the earliest. So, in light of that news, Kari wanted to instead encourage the Faculty Senate to start working on a statement that we could discuss as a group and hopefully pass as a Senate Resolution. She provided an initial draft of

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this potential resolution. This initial draft of the resolution as well as the final version produced by SenEx after this meeting have been included in the packet for your reference, as **page 48** and **page 49**, respectively.]

- As Kari was passing out copies of the draft text on the KF campus and a digital copy was being sent out to those attending remotely, she briefly spoke about certain recent Executive Orders that have targeted research into certain topics, funding for education, and certain students' ability to remain in the U.S. legally as examples of why it is important for Senate to speak up. The wording in the draft text is vague on purpose, so that the resolution is widely applicable.
  - Yuehai seconded these concerns, and mentioned examples of students who may lose their financial aid, as well as students with undocumented parents and how those adverse conditions may negatively affect their education at Oregon Tech. As he said, the intention of putting out a Resolution like this one would be to help “remove the fears” that we don’t support these students.
    - Christy shared that many agencies are experiencing hiring freezes as of this moment. She also said she has a grant through the EPA that’s been put on pause and it’s unclear if it will continue in the future. She thinks that this Resolution is timely and necessary.
  - Riley asked (charged, really) that SenEx (along with Kari) formalize a version of this resolution so that we can move forward on this without having to wait for next month’s full Senate meeting.
- Stefan Andrei asked if there were plans to post the Resolution for students to see so that they can understand that we’re in support of them.
  - Kari said that an approved Resolution could be distributed however the Senate chose.
  - Uriel said that Klamath Falls ASOIT meets this coming Wednesday, and could discuss the Resolution if it was finished by then.
    - Andria Fultz said that she thinks that Portland Metro ASOIT meets on the 20<sup>th</sup>.
- Riley’s motion was amended to charge SenEx and Kari with finalizing the text of this Resolution without needing a broader Senate vote. SenEx has been “pre-approved,” in a sense, to expedite the process of getting this resolution out more publicly.
  - Christy then suggested that SenEx include the ability for interested parties to add their individual names to the Resolution so that they can be recognized as being in support. This amendment was also made to the motion, in addition to the stipulation that the Resolution is distributed to both ASOIT groups, to be passed on to the larger student body.
- Ultimately, the motion was approved without any opposition.

### Report of the Provost – Hesham El-Rewini

- This was his first time at Senate, so he had no report, just some remarks.
- He discussed the importance of having “guiding principles.”
- He’s been very impressed by everyone he’s met so far. We have a lot of problems, he said, but they aren’t unique to Oregon Tech: they exist in some form on all campuses in the U.S.

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- One specific concern he mentioned was DEI: based on what he knows of the university so far, he sees DEI as one of the core values of our institution. We should continue to uphold it and encourage it. It is our obligation to protect and assure our students, faculty, and staff.
- He's happy to discuss these "guiding principles" with anyone who is interested:
  - Foster a culture of positivity, trust, openness, debate, dialogue, in an academic way. He wants to work with faculty to maintain this culture. We trust each other and give each other the benefit of the doubt. We have to stick together, and building this sort of culture will help make that happen.
  - Student success: it's why we're here. They pay tuition to experience it. We want them to learn, to stay on campus, and to find good jobs after they graduate.
  - Our faculty and staff are our biggest assets.
  - Innovation. We need to innovate. Higher education, of all industries, has been stagnant for a long time. This is true of not just Oregon Tech, but all universities. We need to think more innovatively to meet societal and community needs. We need to meet the needs of different kinds of learners. The pool of young learners is shrinking in general, so we need to think about different kinds of learners. In particular, he called out Portland-Metro and Online as places (physical and virtual) that can cater well to nontraditional students.
  - We need to emphasize our unique, distinguishing factors: applied research and hands-on experiences. He called out humanities and social sciences in particular, and how it's necessary to help teach out students how to become good citizens, think globally, have empathy to others.
  - We need to engage with all stakeholders. He then mentioned that we should consider expanding into the Medford area.
  - He reiterated that we need to emphasize our distinguishing factors. He acknowledged he's said this already, but we face a lot of competition and our uniqueness is going to be our best asset, and that's worth saying again.
  - We can't do the things we want to do if we continue to cut the budget. We need to increase our revenue and diversify our revenue streams instead. In his talks with faculty, there was a common theme: everyone needs more of something that they're currently short on, and that needs to be fixed.
    - These are his own guiding principles. He's used them before successfully and wants to use them at Oregon Tech as well. One thing that's always different is the "distinguishing factors," as every university has different ones. He mentioned applied humanities and social sciences as one of ours again.
    - He said again that he needs our help to cultivate a good university culture, and repeated the importance of that first guiding principle he mentioned.
- He said that it always seems like the grass is always greener on the other side, but that's been true at every university he's been at.
- He mentioned lots of opportunities for tea meetings, walks, and open forums. He also wants to play soccer with anybody who is interested. There will be open forums on both the Portland-Metro and Klamath Falls campuses soon.

### **Report of the President's Council Delegate – Yuehai Yang**

- The full text of Yuehai's report is pasted below. If there were any deviations from the content of the report as it was being delivered (questions, related discussion, etc.), that has been added inline by the Secretary. Any discussion that occurred after the report is included below the pasted report starting with a new top-level bullet.

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- OIT-14-030 Academic Integrity: The ASOIT collaborated with the Faculty Senate to review and update the policy. Academic Integrity and General AI were defined, and an exception for unauthorized use was included. A motion was made and seconded to approve the amended policy, and the motion carried.
- Provost El-Rewini reviewed Presidents' Council (PC) Responsibilities. It was emphasized that the PC serves as a role model for its collaboration between different parts of campus.
- There is a pressing need for policy updates to enhance relevance and functionality.
- PC members are encouraged to review and prioritize policies, with the aim of identifying those that can be quickly updated.
- There was a request to create an easier way for students to find or search for policies, particularly those that are new or have been updated. ITS may look into policy management software for the PC.
- I raise the question about Campus Representation in the PC: Out of 180 administrators, there are 13 representatives from various offices and departments. Among 167 faculty members, there is one representative. However, of the 141 classified employees at Oregon Tech, many of whom are long-term stakeholder employees such as office managers, there is currently no representation for them in PC. During our last board meeting, SCIU president Alicia also presented a clear message urging the board to consider allowing classified staff a seat in our shared governance.
- The Feb PC meeting was delayed to Feb 25, so I guess we will have 2 PC meetings in 8 days. Senex has been drafting many languages on the Campus Speech Policy based on faculty's input so that we can share them with the council members to discuss them.
- Discussion
  - Cristina thanked Yuehai for the report, and asked if the Board has indicated when they might get back to Alicia Jones on her request for representation. Yuehai said there was no timeline for this, and Cristina pointed out that some of the new legislation *requires* the Board to respond to those kinds of requests, so we should follow up to make sure the law is being followed.
  - Ken asked about three policies that have gone through Senate semi-recently (he mentioned promotion for library faculty and final examinations specifically) but haven't yet been addressed by President's Council. What's going on with those?
    - Dr. El-Rewini said that those three policies have all been signed by the President and need to be distributed back out to the faculty. The library promotion policy in particular was held up because there were two versions that were generated over two consecutive President's Council meetings, and the President wasn't clear on which version was the "final" one. Dr. El-Rewini recommended that in the future the person bringing the policy to President's Council meet with the President directly to avoid these kinds of misunderstandings. Ultimately, he said that the other two policies have already been signed and will move forward soon, and the library promotion policy problem should be cleared up shortly as well.
  - David Hammond brought up the Provost's concern that students don't have the ability to find and search relevant policy documents. David said that instead of looking for a new search tool to fix this problem, we just need to better publicize the existing policy website so that people know where it is. There's no need to buy more software.
    - Ken seconded that the existing policy page is easy to find from the main Oregon Tech website using the search bar.
  - Stefan asked if the staff has a "Staff Senate," as an equivalent of our Faculty Senate. Yuehai said that they don't, they just have their union for broad representation.

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

### Report of the IFS Representatives – Cristina Negoita and David Hammond

- The full text of Cristina and David’s report is pasted below. If there were any deviations from the content of the report as it was being delivered (questions, related discussion, etc.), that has been added inline by the Secretary. Any discussion that occurred after the report is included below the pasted report starting with a new top-level bullet.
  - The IFS held a virtual meeting on Jan 24, 2025. This was the first IFS meeting led by the new president Roberta Riportella. There was a wide-ranging discussion regarding clarifying the mission of the IFS, discussing practices for onboarding new IFS members, and discussing how IFS can get a sense of what is happening in the state legislature currently, to support our goal of legislative advocacy for higher ed. As a group we looked together at the legislative website and discussed how this tool can track progress of bills during the legislative session. Following this discussion, we agreed that each campuses IFS reps should meet with government relations staff from their own schools, and return with these insights for the next IFS meeting.
  - We heard from Christopher Walsh regarding the Provost Council and an update from the Transfer Council. It was noted that all of the provosts on Provost Council (with the exception of PSU) are new. Not a whole lot is happening on Provost Council currently. The Transfer Council is continuing to work on common course numbering (CCN), core transfer maps (CTM) and major transfer maps (MTM).
  - IFS then heard campus updates from individual campuses, as summarized below :
    - OIT : The OIT IFS reps shared that OIT faculty senate president gave a presentation to the board of trustees indicating concerns about administrative bloat at OIT. We also discussed the new policy on security cameras on campus that was recently put into place.
    - OHSU : The legacy hospital merger continues. New federal government policies with the new federal administration are having the impact of holding up grant funding disbursement, with several programs being suspended and a lot of uncertainty.
    - PSU : School administration is reporting an 18M budget deficit. Recently 17 full-time, non tenured faculty members have been laid off, some of whom had worked for PSU for decades. More layoffs are expected. Labor negotiations have declared impasse, and mediation is underway. The school is profoundly demoralized. There is ongoing debate about athletics at PSU, which is taking an inordinate amount of money from the budget yet seems to be exempt from cuts.
    - EOU : Significant percentage budget cuts are expected at EOU. There is a move towards integration of research, experiential learning and internships.
    - UO: Faculty senate is conferring with UO general counsel to address senate regarding possible legal responses to the current political climate, including training for “dreamer” students.
    - WOU: The dean of education was recently fired, and there is no new dean of research and sponsored programs. Accreditors are concerned about the financial situation at WOU, the current total deficit is about 3.5M which is worse than previously thought. There is a new curriculum management system which had a rocky start but is getting better. WOU has a significant leadership vacuum currently.
    - OSU : The current provost is leaving OSU. Revenue is tightening at the school. Faculty are currently working without a contract (last contract expired June 2024). There is concern that administration has been slow-walking negotiations, causing intentional delay.
- Discussion

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

- Cristina mentioned after David's report that there are currently a lot of bills flying in the Senate (at the state level). Some are good for higher ed and some aren't. Both her and David are both knowledgeable about the legislative things, but IFS in general is trying to become more involved. If individual faculty are willing to testify about a particular bill, let her or David know.
- Deb asked how Oregon Tech stands compared to the other Oregon universities health-wise, since so many other universities are having such big problems.
  - David said that other universities are sharing in the kinds of problems we're facing. In particular, though, PSU is really struggling and we aren't (hopefully) at that level.
  - Cristina said that David's summary was good, and she echoed the Provost in saying that we have unique programs, and leaning into our strengths would be beneficial. Some other Oregon universities have invested heavily in things like international student enrollment that have quickly dwindled away. If we play to our strengths and emphasize our programs that already have good reputations, we'll be more stable in the future.

### Report of the FOAC Representative – Ashton Greer

- The full text of Ashton's report is pasted below. If there were any deviations from the content of the report as it was being delivered (questions, related discussion, etc.), that has been added inline by the Secretary. Any discussion that occurred after the report is included below the pasted report starting with a new top-level bullet.
  - FOAC met on January 9, 2025
  - YTD November FY 2024-2025 Management Report
    - Overall positive news through November
    - Revenue:
      - State appropriations increased slightly due to PUSF October true-up
      - Tuition & fees forecast reflects 7.5% increase in student credit hours over board adopted budget assumptions (had projected a 3% decrease, depends on winter and spring enrollment) – up \$2.9M
      - Increase in budgeted indirect grant recovery and investment earnings
      - Overall revenue projected at approximately \$4M over budget in revenue at year end
    - Expenses:
      - Total expenses about 272K over budget
      - Labor expenses - \$1.45M on salary savings - some positions were removed from budget, not as much room for salary savings
      - S&S -increased because we received Sustainability funds that will go towards that (\$888K)
      - Growing structural deficit in utilities (\$648K)
    - Transfers in/out:
      - In: Offset for projected spend of Sustainability State Appropriation
      - Out: Switch to city water – about \$280K/year and a one-time hookup fee, future spending of behavioral health state appropriations (future fiscal years), misc. capital projects

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

- Overall, use of reserve forecast is lower than budgeted – \$2.3M less - due to increased tuition revenue and unspent salary budget due to vacant positions
- FY 2024-2025 Q1 Investment Report
  - Endowment going back up to \$ 7.1 M (board no longer mandates payout)
  - Was \$7.5M when OUS dissolved. Maybe around \$7.25M at EOY
- January 2025 Finance, Facilities, and Audit Committee of the Board
- FY 2025-2026 Budget Build
  - 2025 legislative session has begun
  - First and second TRC meeting were held in January. 3rd meeting is tomorrow.
- FOAC setting up a meeting with VPs of each division so that we can ask questions and provide feedback to VPs as they build their budgets
  - If you guys have questions, let one of your FOAC reps know
- Our next committee meeting is scheduled for April 3rd
- Discussion
  - Deb asked how much salary savings contributed to the increase in revenue that Ashton mentioned in her report.
    - Ashton explained that salary savings isn't budgeted as revenue. Our labor expenses are budgeted as expenses and often, we end up not spending as much as we budgeted for them: that's salary savings. She said that she herself had a sort of misunderstood initially what salary savings actually are. It's not that we are intentionally avoiding hiring people and then saving money as a result. Instead, salary savings show up in the budget when we have a full-year position budgeted and that position isn't filled for the entire year. If they're trying to save money, a position would need to be removed entirely from the budget to save that money. \$1.45 million is what's being projected in terms of salary savings in the upcoming budget.
  - Cristina asked about the increased revenue of \$4 million that Ashton mentioned in her report. What is our total operating budget?
    - Ashton said that she thinks that it's \$35.8 million, but Cristina said it should be around \$70 million. Cristina asked if she could look it up for next time or ask John Harman about it.
      - After a moment, Ashton said that our total expenses are forecasted at \$74 million.
    - That cleared up Cristina's question.

### Open Floor

#### Ashton Greer and Linus Yu

- Ashton and Linus presented a document summarizing the proposed changes to Academic Standing. An updated version of these changes along with a supporting "Q&A" were generated based on the feedback from this meeting. All three documents have been added to this packet for your reference, as **page 50, page 51, and pages 52-55**, respectively.
- Ashton explained that AP&P worked with Dr. Mott and Linus and some others to come up with and propose the changes that are described in the relevant handout.
- The suggested changes to the academic standing levels are meant to:
  - Change language that doesn't reflect the language used by our criminal justice system.
  - Make the process easier to students who are struggling don't struggle more.

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

- Ashton explained that, essentially, the new “Academic Notice” category is sort of a synthesis of “Academic Warning” and “Academic Probation.”
- In the current standings, the student has to get above a 2.0 once they’re put on Warning/Probation. In the proposed standings, getting “out” only requires one term of a 2.75 GPA or higher, which makes the process easier.
- Discussion
  - Krista Beatty asked what happens to a student who gets out of Notice and then gets another below 2.0 term: are they disqualified or placed back on Notice?
    - Linus said that they just get put back on Notice.
  - Ken asked what “getting a clean slate” means. It’s likely that for this student who earns a 2.75 for one term, that they may still have an overall GPA below 2.0.
    - Linus explained that they’d have to keep getting a 2.75 or above to avoid getting put back on Notice.
  - David Hammond said that simplifying this into two categories make sense, and he supports the 2.75 change and the overall idea of the changes, but disagrees with the category label changes: he thinks the new wording makes things more confusing when compared to the previous wording.
    - Ken followed up to suggest that Notice is renamed to Warning, and Disqualification to Suspension, thus still leaving out the term Probation.
  - Ken also pointed out that we should clarify how long students would be on Disqualification.
  - Rebekah Yocum asked why students who get a 0 GPA take two terms to get put on Probation but it only takes one term to get put on Probation if you get a 1.0 GPA.
    - Linus agreed that this is odd, and said that he would look into it.
    - Christy said that the only reason this might make sense is if it’s to allow students to take a medical withdraw or something similar.
      - Riley pointed out that this would not actually affect their GPA because a withdraw is different than failing.
  - Riley suggested adding the “all Fs, withdrawals (W) and/or incompletes (I)” language from the current “Academic Probation” definition to the second bullet point of the new “Academic Notice” definition.
  - Deb asked if there has been any student feedback on these changes so far.
    - Linus said he didn’t know, but said that this would be a good thing to look into.
      - Deb was concerned that students may be more stressed by the new process because there are fewer steps to “fall through” before you fail completely.
        - Linus explained that he doesn’t think this is the case, because the intent is that once they’re on Notice, they will receive advice and support much earlier in the process than they used to to help them get out of Notice, precisely because there *are* only two steps now.
          - Deb said that he understands this, but wonders why we went from three categories to two categories. To him, this seems to make the policy much more lenient than it once was. He reiterated his desire to know what students think about this change.
  - (Ganghee Jang asked a question here, but because of where he was sitting in the room, the mics barely picked it up in the recording, so I am unable to record it in the minutes)
    - Linus explained that under the current proposal, students who are on Notice will be worked with to see how they can improve their GPA. They will still be able to register for future

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

classes during this stage of the process. (Linus said more in response to Ganghee here, but because of the way he was facing, his voice wasn't picked up clearly by the mics)

### Diyajyoti Deb

- He asked about the status of the Instructional Designer position.
  - Beverly said that the search is being redone. The previous two iterations of the search failed.

### Christy VanRooyen

- Christy asked about the status of the Dean and Provost searches. (This was also hard to make out on the recording due to the positions of the mics in the room)
  - Beverly said the Provost and Dean searches are both on pause. Her understanding is that we're going to move forward with the Provost search first, and then follow up on the Dean search afterward, so that the Provost can have some input on the Dean candidates.

### Vanessa Bennett

- Vanessa mentioned that SenEx has discussed the need to receive more guidance from higher up about how to handle weather-based campus closures in the future. She pointed out that during the last, long snow closure (the Snow Week) many faculty took dramatically different approaches to handling things, which was confusing for the faculty themselves and also made things very confusing for students. She wasn't sure who this guidance should come from, but reiterated that it would be appreciated and helpful.
- Discussion
  - Leah Jolly said that previously Dr. Mott had said that faculty aren't allowed to do anything with our courses during snow days because we can't guarantee that everyone is going to have access to electricity, internet, etc.
  - Beverly said that having guidance ahead of going into any future long-term closures is a good idea. She shared that this time around, the administration met with the union and the Senate President on the third day of cancellations to figure out how to proceed from there. She said that going forward, having a firmer plan in place is a good idea.
  - Cristina said that the CBA says if campus is closed for weather reasons, we are off from teaching. Again, this is at least partly because people may not have access to power and/or internet, which creates inequities.

### David Johnston

- David wanted to speak briefly about CCT's perspective on revising the student evaluation questions.
- CCT met last week (or the week before?) and the committee discussed the IDEA Student Evaluations. There was also a student rep joining the group. They got a lot of good feedback from the students. The overall impression he got is that the IDEA evaluations are a legacy product and they (IDEA Center) have no intention of updating it. It is currently not actively marketed to new customers.
- For these reasons, CCT unanimously recommended that we begin moving away from using IDEA for our student evaluations.
- Linus had a "nice idea" that we should try to time this so that we don't end up having an overlap in evaluation of faculty mid-process if we switch evaluation providers.
- CCT is going to be looking at what other universities do. The plan is that by this time next year we'll have a new set of questions prepared for spring 2026 while also looking for a new provider.

## Oregon Institute of Technology Faculty Senate Minutes – February 11, 2025

- It was unclear to me here, but it seemed like David was talking about finding a new provider immediately while Linus was talking about re-upping our contract with IDEA, but only for two years this time.
- Linus wondered who would “take the lead” on generating a new set of questions: should this be a charge for Senate to tackle, or should it be directed to CCT?
- Discussion
  - Riley asked what other evaluation services (if any) CCT has discussed. Have they considered doing student evaluations “in-house”?
    - David said they haven’t gotten that far yet, they just don’t want to use IDEA anymore. He added that the question of what we would use instead of IDEA should definitely be part of the conversation going forward. He also expressed interest in looking into what other universities are doing, and said that CCT was interested in having evaluations that are tailored to some degree to individual courses. We would, of course, also maintain consistency across departments and disciplines.
  - Riley asked if the reports from the Ad Hoc Committee on Student Evaluations ever made it to CCT.
    - David said that he’s familiar with those reports, but he isn’t sure if all members of CCT are. He said that the ad hoc committee’s work *should* be considered when making decisions about what we’re going to do in the future. He also stressed that CCT is looking at how we should collect specifically student evaluations of faculty instruction, while the ad hoc committee’s charge was a bit broader than that (focused on faculty evaluation more widely).
      - I suggested that CCT look in particular at the University of Oregon as a potential example or influence in terms of student evaluations: they have a very holistic evaluation system and provide many useful materials on their website.
  - Yuehai asked about the possibility of CCT taking this on as a formal charge.
    - David said that the committee is interested, especially since they now have student representation on the committee.

### Adjournment

The meeting was adjourned at 9:11.

Respectfully submitted,  
Ben Bunting, Secretary

# Senate Report

02-11-25

Menu 1218.24 Agenda, Exec.c. x + Create

All tools Edit Convert E-Sign Find text or tools Q Share

## Agenda Item 3.1

### Proposed 2024-25 Institutional Goals

1. Achieve new freshman growth in new freshman in Fall 2025 at a rate at or above the most recent three-year averages (currently at 5%).
2. Achieve a 1% increase in retention of new undergraduate students, from the current level of 70% to 71%.
3. In partnership with Oregon Tech Foundation, raise \$5,000,000 between annual and capital campaign gifts.
4. Conduct a space utilization plan for the university, including repurposing the current residence hall in alignment with the university's Facilities Master Plan.
5. (i) Develop and launch the Health & Wellness initiative and a plan for its long-term sustainability in collaboration with community partners and state agencies and (ii) initiate the concept of a School of Medicine at Oregon Tech.

The above goals are to be pursued while giving continued attention to the following:

- implementing the University's Strategic Plan and Academic Master Plan,
- elevating a healthier and thriving campus culture by implementing the ongoing action steps,
- building strong leadership at all levels,
- elevating the importance of faculty, staff, and student retention at all levels of the university, and

## Focus Area - 2

### People are Our Biggest Asset



- Recruit and retain the best talent
- Revise and improve policies and procedures
- Clear expectations for success
- Training and professional development opportunities

*Hands-on education for real-world achievement.*

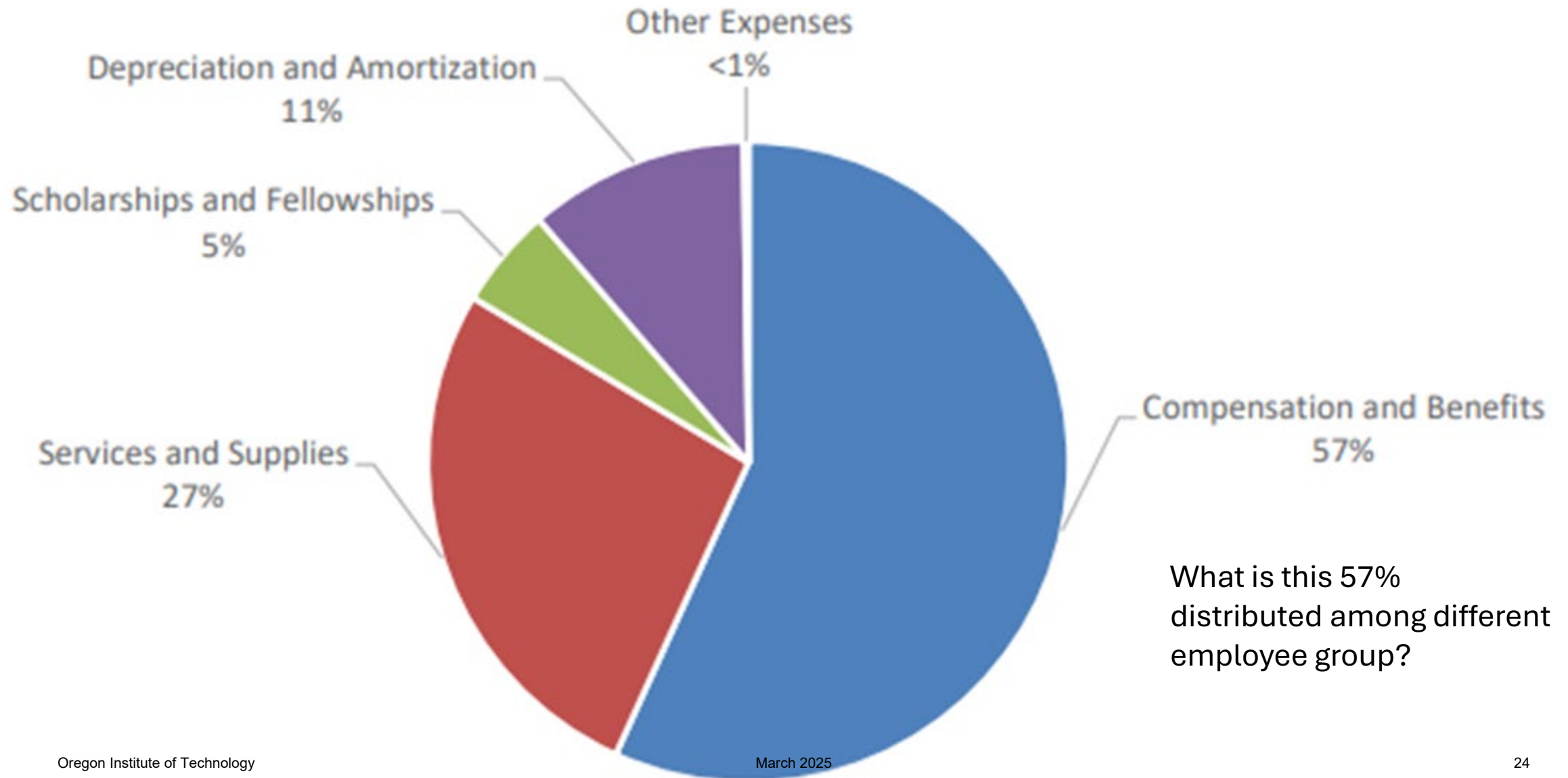
## Focus Area - 6

### Collaborative Effort to Manage the Financial and Academic Resources Effectively



- Understand the cost of delivering education
- Utilize data to ensure sustainable financial practices
- Work closely with the CFO and related constituents to ensure resource allocation consistent with strategic priorities

# 2022 Operating Expenses by Natural Classification



# Who do we hope to be (or claim to be)?



how to calculate student to faculty ratio for a university

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## AI Overview

To calculate a university's student-to-faculty ratio, **divide the total number of enrolled students by the total number of full-time equivalent (FTE) faculty members**, essentially giving you the number of students per faculty member; this calculation often involves converting part-time students and faculty to FTEs using a standard formula, like adding one-third of part-time students/faculty to the full-time numbers.

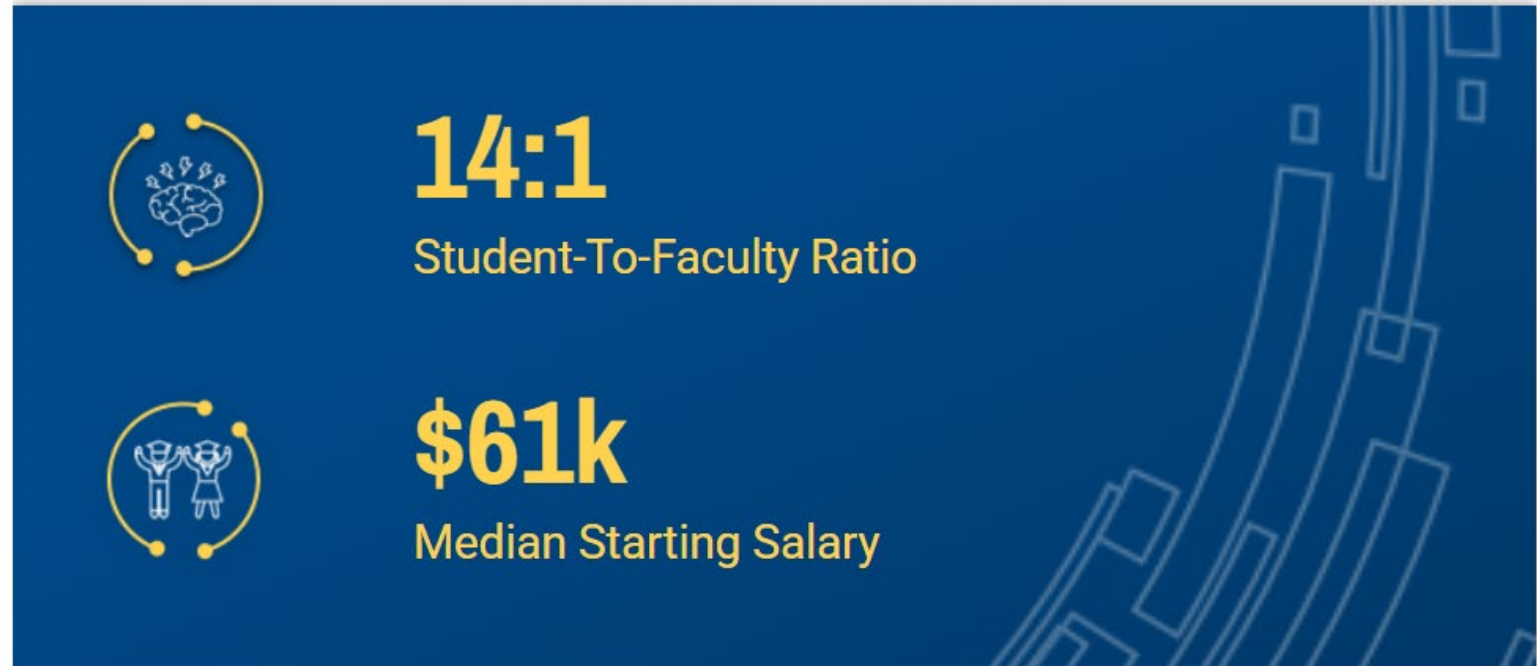
## Key points to remember:

### Full-time equivalent (FTE):

When calculating the ratio, both students and faculty are usually converted to FTEs to

Show more

The math is simple—**divide the total number of enrolled students by the total number of teachers (or full-time equivalent faculty) at a school**. Your answer will be the student-teacher ratio or how many students per teacher at the organization.



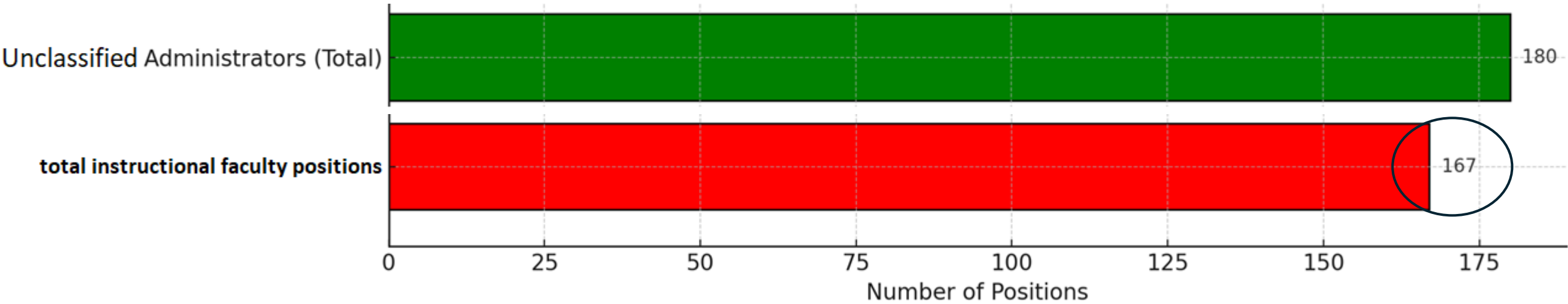
Founded in 1947 as an institution to train and re-educate World War II veterans, Oregon Tech has grown immensely in size, scope, and service. Today, we're accredited by the [Northwest Commission on Colleges and Universities](#) and our student population is near 5,000, with an **average student-to-faculty ratio of 14:1**.

# If true, we should have had ~357 full-time equivalent faculty

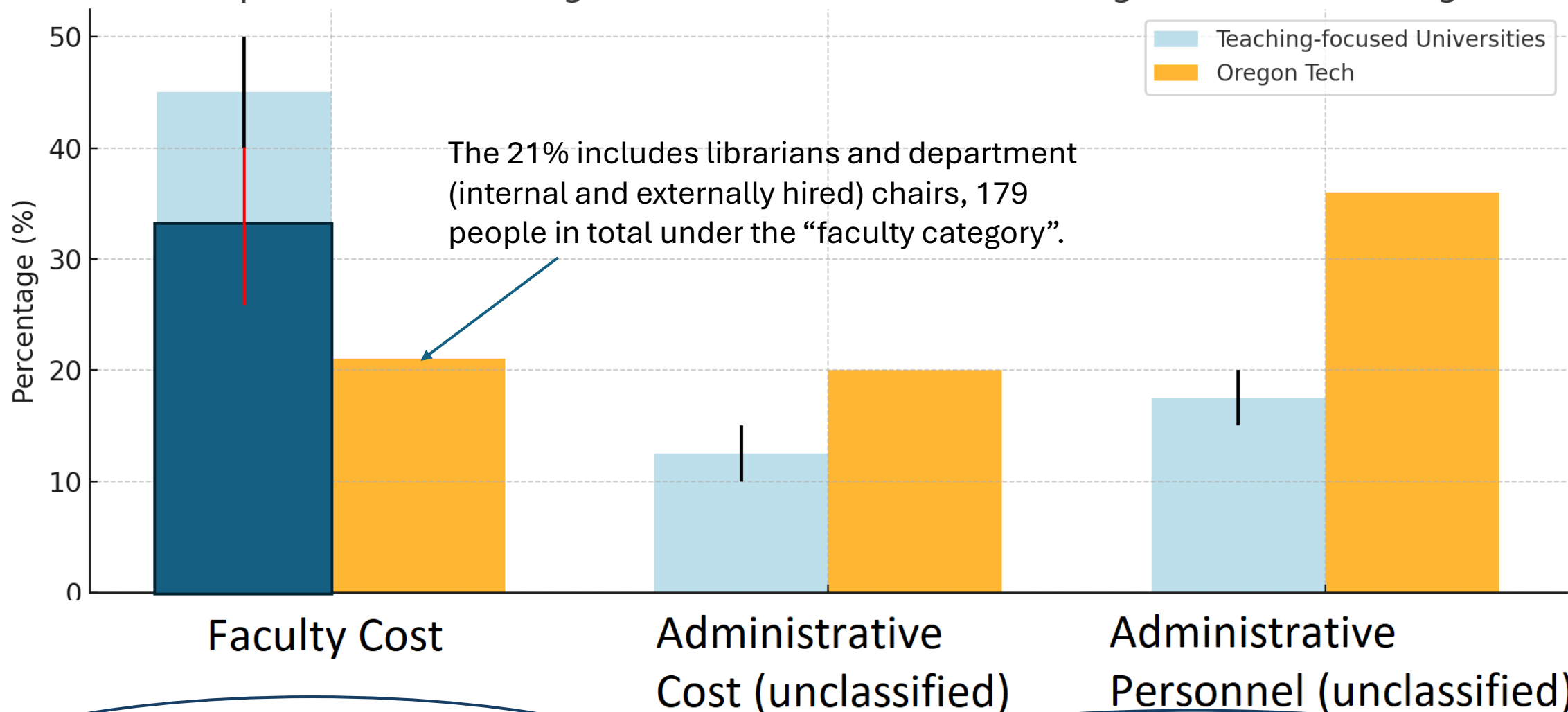


Who we truly are:

“Through our **nearly 50 bachelor's and master's degree programs**, and a Doctor of Physical Therapy, Oregon Tech offers a rigorous, experiential education.”



## Comparison of Teaching-focused Universities and Oregon Tech Percentages



**\*OIT is significantly short on faculty personal investment, even when treating ourself as a bigger university with more complex personnel.**

Oregon Institute of Technology

**\*We need to hire and retain more faculty to fulfill what we have promised our students while paying attention to our continuously growing overhead cost.**

March 2023

27

## Board Comments at the 01-17-25 meeting:

**Chair Davis:** “Administrative bloat, it is a concern for us to keep an eye on. As we have shared cost that not necessarily unique to our university, I will encourage administration to look into ways where we can strategically collaborate with either other university or other side parties for administrative burdens that we can cover elsewhere.”

**Trustee Amuchestegui:** “I really look into the student retention. I also look into the faculty retention, as we heard from the report today, there is still concerns around that, to make sure our students are getting the type of the service they need. We continue to look at these areas and focus on them because we found that when we do focus on them, we are getting very good results.”

**Trustee Dhir** raised a questions to all trustees: “While maintaining the quality of the education, how can we reduce the cost of the education?”

**Trustee Starr:** “Would like to see the concept of the success of faculty, staff and students.”

**Student Trustee Dentinger:** “For as long as I can remember, Oregon Tech has been pitched as small-class-sizes, really get to know your professor. As start to talk about the possibility of med-school, as we continue to further those facility expansion, we will need to discuss whether we want to continue to be the small college, small class-size, or goes to the separate direction, grow into a more traditional large-scale university setting, where’s our nitche gonna be?”

**Trustee Gopalpur:** “My goals break into 2 things, 1 is student retention, recruitment and success, the other one is faculty recruitment and retention. Everything else just means to those goals, whether is new facilities, new program, they are all very important, but we all need keep in mind those 2 main goals first. All others are secondary to these 2 main goals”

**Dr. Nagi,** agreed that trustee Gopalpur summarized well here, adding at the same time we need to be cognize of what retains people. I am a data guy, but we can easily get mired in data. But the same time how to use the data to inform strategic decisions.

Appendix (from this page on):

# Ask a direct question to GPT-4o



Our percentage:  
~36%

Without counting classified staff, give me a reasonable range of administrative personnel's percentage in terms of total personnel for a US university.

A reasonable range for the percentage of administrative personnel (excluding classified staff) in terms of total personnel at a U.S. university typically falls between **15% and 30%**. However, this varies depending on factors such as the size of the university, its mission (e.g., research-focused vs. teaching-focused), and whether it is public or private.

- **Small, teaching-focused universities:** Administrative personnel may account for around **15-20%** of total personnel since they prioritize teaching over administrative functions.
- **Large, research-focused universities:** Administrative roles may rise to **25-30%** due to the complexity of managing research grants, larger student bodies, and extensive auxiliary services.

This range generally excludes faculty, staff directly supporting academic programs, and classified personnel like custodians or facilities workers.



\*All **percentages** are calculated based on the number and total compensation data **for regular employees** (full or part-time faculty, classified, or administrative staff **who are not on temporary contracts**).

## Another AI answering the same question

### Excluding classified staff, give

- Staffing in teaching/learning departments often involves hybrid roles (e.g., faculty development, instructional design), where administrative tasks are integrated into academic positions <sup>2</sup> <sup>4</sup>.
- The AAUP reports that contingent faculty (non-tenure-track) now dominate the workforce (68%), suggesting that administrative roles may occupy a smaller share of total personnel <sup>13</sup>.

Estimated Range: **10–25%**

(A broader range, but centered at the same percentage, **17.5%**)

- Lower Bound (10–15%):** Applies to smaller teaching-focused institutions with lean operations, where administrative duties are shared among faculty or part-time staff.
- Upper Bound (20–25%):** Likely for mid-sized institutions requiring more structured support for compliance, student services, and academic coordination <sup>6</sup> <sup>15</sup>.

For precise figures, institutional budgets and IPEDS data (e.g., faculty vs. non-faculty employment categories) would be needed, but the above range aligns with trends in workforce dynamics and resource allocation highlighted in the search results.



Message DeepSeek



DeepThink (R1)



Search



# Double-check the validity of the data

How do you get this range, and what data source(s) do you use for this estimate?



The estimate of 15-30% for administrative personnel as a percentage of total personnel in U.S. universities comes from analysis of trends reported in higher education staffing data and institutional research studies. This range is not absolute but is based on commonly cited figures and practices. Here's how this range is derived:

## Sources of Information:

### 1. Integrated Postsecondary Education Data System (IPEDS):

- IPEDS collects detailed staffing data from U.S. colleges and universities, including the number of personnel in administrative, faculty, and other staff roles. Studies derived from IPEDS data often show trends in administrative growth relative to faculty and total personnel.

### 2. Higher Education Research Studies:

- Studies such as those from the **Delta Cost Project** and reports by organizations like the **American Council on Education (ACE)** often analyze shifts in personnel and funding. Many have highlighted the growth of administrative staff over the years relative to academic staff.

### 3. Industry Reports and Audits:

- Publications from associations like the **National Center for Education Statistics (NCES)** or audits by state education boards provide benchmarks for administrative costs and staffing levels.

### 4. Peer Comparisons:

- Individual universities often benchmark their administrative staffing against peer institutions. While exact percentages can vary, a significant portion of institutional resources is often allocated to administration.

# At least the faculty data matches our estimate from our annual compensation report

← → ↻ nces.ed.gov/ipeds/institution-profile/209506 ☆

IES NCES National Center for Education Statistics MENU Search Go

Home > Institution Profile Help

**Navigate to:**

- Institution Characteristics
- Admission and Test scores
- Student Charges
- Student Financial Aid
- Average Net Price
- Enrollment
- Completions
- Retention and Graduation
- Outcome Measures
- Finance
- Human Resources

**Number of full-time instructional, research, and public service staff, by tenure status: Fall 2023**

Download

	Total	Instructional Staff	Research	Public Service
Total	170	166	1	3
With faculty status	167	166	1	0
Tenured	91	91	0	0
On tenure track	34	34	0	0
Not on tenure track	42	41	1	0
Multi-year contract	0	0	0	0
Indefinite contract	0	0	0	0
Annual contract	41	41	0	0
Less-than annual contract	1	0	1	0
Without faculty status	3	0	0	3

Excluding classified staff, give me a reasonable range of administrative cost percentage in terms of total operating expense of a university .



A reasonable range for administrative costs (excluding classified staff) as a percentage of total operating expenses for a university typically falls between **10% to 25%**, depending on the institution's size, type, and operational priorities.

### Factors Influencing Administrative Costs:

#### 1. University Type:

- **Research Universities:** Higher administrative costs (closer to 20-25%) due to grant management, compliance, and complex administrative structures.
- **Teaching-Focused or Community Colleges:** Lower administrative costs (closer to 10-15%) as their primary focus is on instruction rather than research or complex programs.

#### 2. Size of the Institution:

- Larger universities may have more economies of scale, keeping the percentage lower.
- Smaller institutions might have a higher proportion due to fixed administrative costs spread over a smaller budget.

Our percentage:  
~20%

Similarly, give me a reasonable range of faculty cost (including faculty salary and benefits) percentage in terms of total operating expense of a university.

Our percentage:  
~21%



The reasonable range for **faculty costs** (including salaries and benefits) as a percentage of total operating expenses at a university is typically between **25% and 50%**, depending on the institution's mission, size, and priorities.

### Factors Influencing Faculty Cost Percentages:

#### 1. University Type:

- **Teaching-Focused Universities:** Faculty costs are often on the higher end (closer to 40-50%) because instruction is their primary mission.
- **Research Universities:** Faculty costs may be lower as a percentage (closer to 25-40%) due to significant expenditures on research, facilities, and administrative support for grants.

#### 2. Size of the Institution:

- Smaller colleges may have a higher proportion of their operating budget dedicated to faculty, especially if they prioritize small class sizes and personalized education.
- Larger universities often balance faculty costs with other significant expenses, such as research facilities and administrative layers.

Assumption checked:  
Assumption: “Regular employees” are the majority of the “total employees” at Oregon Tech.

Total Compensation **\$56,569,687** calculated from the Regular Employee Total Compensation Report (23-24)

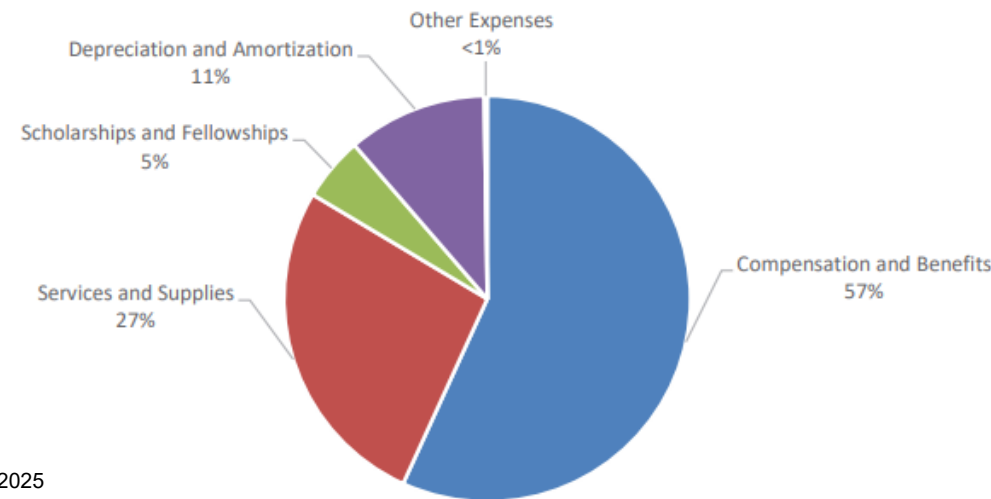
Vs.

Total Compensation **\$57,395,000** from the [\(2023\) Annual Financial Report](#)

Operating Expenses by Natural Classification

For the Years Ended June 30,	2023	Restated 2022	2021
Compensation and Benefits	\$ 57,395	\$ 54,527	\$ 58,681
Services and Supplies	27,054	21,599	21,759
Scholarships and Fellowships	5,142	7,604	6,638
Depreciation and Amortization	11,208	11,172	7,706
Other Expenses	245	46	267
Total Operating Expenses	\$ 101,044	\$ 94,948	\$ 95,051

2022 Operating Expenses by Natural Classification



# Regular Employee Total Compensation Report

## Fiscal Year 2023-24 (July 1, 2023 - June 30, 2024)

### Introduction:

This is a regular employee total compensation report. Total compensation includes all payroll expenses paid to employees (salary and pay) and on employees' behalf (benefits).

### What this data is:

All payroll expenses paid by the university to or on behalf of regular employees (full or part-time faculty, classified, or administrative staff who are not on temporary contracts).

### What this data is not:

Salary data. This data is an employee's actual compensation, not annual salary. Employees who started mid-year will have partial earnings reported, and likewise employees who left mid-year will have partial earnings reported.

### Contact:

Anna Clark

Budget and Planning Office

541-885-1610

[anna.clark@oit.edu](mailto:anna.clark@oit.edu)



**To: President Nagi Naganathan, Interim Provost Hesham El-Rewini, Dean Neslihan Alp, Dean Nate Bickford, Vice President John Harman, Vice President Mandi Clark, Vice President Ken Fincher**

**From: Portland-Metro Associated Students of Oregon Institute of Technology (PM-ASOIT)**

**Subject: Request for Clarity and Support on Potential Changes to Federal Education Funding**

Date: 12/4/2024

Dear esteemed members of the Oregon Tech community,

As representatives of the Oregon Tech student body, we write to express the growing concern among our peers regarding recent political developments that may directly impact our ability to afford and access higher education. During his campaign, President-Elect Donald Trump publicly announced his intent to abolish the Department of Education, raising questions about the future of federal loans, grants, and other essential resources currently provided through this department.

Given the reliance of many Oregon Tech students on federal financial aid programs, such as Pell Grants and Direct Student Loans, this proposal has caused understandable anxiety about our educational futures. While the exact feasibility and timeline of such a policy remain uncertain, it is prudent to begin preparing for potential changes that could disrupt our financial planning and access to higher education.

We respectfully request that the administration address the following:

1. **Financial Planning Resources:** Provide information and guidance for students to proactively plan for potential disruptions in federal aid, including exploring alternative funding sources.
2. **Institutional Support:** Clarify what steps Oregon Tech would take to assist students in the event of federal funding cuts or program eliminations, such as expanded institutional grants, scholarships, or payment plans.
3. **Communication Updates:** Commit to regular updates on this issue, offering transparency about how the institution is monitoring and responding to policy changes at the federal level.

4. **Proactive Advocacy and Resolutions:** Consider adopting and publishing a resolution that reinforces Oregon Tech's commitment to protecting the privacy, safety, and educational access of all students, including undocumented and financially vulnerable students.

We believe that Oregon Tech's commitment to student success and well-being includes anticipating challenges and equipping us with the tools to navigate uncertainty. By proactively addressing this issue, the administration can provide reassurance to students and affirm its dedication to supporting us in achieving our academic goals.

Thank you for your attention to this critical matter. While the situation remains speculative, we stress that preparation is key to mitigating potential disruption to Oregon Tech. We look forward to your response and collaboration in addressing the financial concerns of our student body.


Sincerely,



Ryland White  
President, PM-ASOIT



Bryce Wilson  
Vice President, PM-ASOIT



Ted Mastrangelo  
Administration Officer, PM-ASOIT



Jessica Armenta  
Student Outreach Officer, PM-ASOIT

#### Summary of the main revisions made to OIT-21-040 Instructional Faculty Evaluation:

- Made language for the instruction, scholarship/research and service categories that closely align with what's in 20-040 (Academic Rank & Promotion for Instructional Faculty).
  - Essentially we copied/pasted the details from 20-040 (Assistant to Associate professor), then added some 2<sup>nd</sup>-level sub-bullets that included additional examples that are in our existing Faculty Evaluation Policy, plus a couple of new ones.
    - Added a note that this mirroring cannot be exact, since it is not identical in the various levels of 20-040.
  - we also mostly merged internal and external service, which were described pretty separately in the old policy but are considered together in 21-040.
  - Edited language around external service to make it clearer that it should be professionally related.
    - Also added that “While there may be modest honorarium for this work, it is done as a part of the faculty role which does not amount to work that would be considered an outside activity.” [Old policy stated “Faculty may choose to make connections in the public sector for no fee...”]
- NTT: Wrote a statement (in 5.1 Criteria for Evaluation) stating that “Both tenured/tenure track faculty and non-tenure track faculty will be evaluated relative to all three areas, but expectations of non-tenure track faculty will generally be substantially lower in scholarship/research and service, due to their increased instructional workload and lower non-instructional workload. In some instances it may, with the agreement of their department chair, meet expectations for a non-tenure track faculty member to have no accomplishments in one of the two non-instructional areas, with increased expectations and workload in the other.”
- Deleted part of the section on Student Evaluation of Instruction and referred to that policy (OIT 21-040) instead. Revised language about how those results are to be reported and used on the APE. Suggested that we should have “Attachment C: instructions for filling out the student numerical evaluation table of the APE form”.
- Wrote definitions for tenure-track and non-tenure track faculty and of student evaluation of instruction as they pertain to this policy.
- Re-stated how the FOP and APE are meant to relate to each other.
- Did **\*not\*** delete: “mandatory annual department chair workshops will be facilitated by the Provost's Office in order to review the purpose and process of the APE.”
  - This has seldom happened in the past decade
  - Some folks feel it's unnecessary.

- Ken feels (based on reading many APEs in portfolios over the years) that we'd benefit from more consistency and communication between academic departments about how APEs are filled out and evaluated by chairs.
- Edited the timeline to reflect our current/recent practices, as agreed upon a couple of years ago by Faculty Senate
  - FOP & APE both in spring
  - FOP not due from faculty member until after APE is returned with feedback from chair
    - [APE also gets feedback from Dean, but not in time to incorporate on next-year FOP]
- Re-titled the policy to "OIT-21-040 Instructional Faculty Evaluation" instead of "OIT-21-040 Faculty Evaluation Policy"

## **Oregon Tech Policy OIT-21-040**

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### **Instructional Faculty Evaluation**

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#### **1. Policy Statement**

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

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

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

#### **2. Reason for Policy/Purpose**

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

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

### 3. Applicability/Scope

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

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

### 4. Definitions

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

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

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

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

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

### 5. Policy

## 5.1 Criteria for Evaluation

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

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

In order to align with OIT-20-040 Academic Rank and Promotion for Instructional Faculty, OIT-21-040 Instructional Faculty Evaluation utilizes the same wording for first-order bullets in the Criteria for Evaluation section as the bullets that appear in OIT-20-040 Rank and Promotion of Instructional Faculty, Assistant to Associate (e.g., “Foster student learning . . .” and “Assume initiative . . .” in the Instruction/Teaching section). Faculty should consult the appropriate section for their rank. However, faculty evaluations occur every year while promotions occur every 5 years. For this reason, there are additional second-order bullets in OIT-21-040 Evaluation that are more granular, providing shorter-term examples. Further, Instruction/Teaching in OIT-20-040 Promotion requires that faculty demonstrate excellence in all of the first-order bullets, but OIT-21-040 Evaluation does not because of the shorter timeframe. In other words, faculty must demonstrate excellence in all of the first order bullets over a 5-year period but not every year.

### Instruction/Teaching

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

- Foster student learning in an environment that promotes student mastery of course objectives. Doing this generally includes:
  - Demonstrate knowledge and expertise of subject matter, including regular revision of course curriculum to remain current with best practices and knowledge within the field of study. Organize and deliver course materials to stimulate student interest and discussion.
  - Provide an inclusive learning environment for students; be responsive to student

questions and feedback and grade and return assignments and exams in a timely manner.

- Employ a variety of assessment tools for evaluation of teaching effectiveness and student learning.
- Maintain student numerical course evaluations at a departmentally established standard.
- Demonstrate growth in instruction.
- Assume initiative in carrying out departmental objectives.
- Contribute to the design and improvement of departmental courses and curricula.
  - If applicable, this includes revisions to reflect changes at the national level, in accreditation requirements, and in industry standards.
- Participate in professional engagement related to teaching and learning.
- 

### **Scholarship/Research**

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

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

### **Service**

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

Internal service may include but is not limited to:

- Contributing to departmental objectives
    - Some examples include academic advising of students, student recruitment or retention activities
    - Some examples include leading or participating in program accreditation or assessment.
  - Participating in campus activities outside the department,
    - Some examples include leading or participating in university grants, on-campus presentations, workshops and conferences, or advising student chapters or clubs.
  - Active committee work, and/or mentoring less experienced faculty.
- External service may include but is not limited to:
- A role in a professional society, editorship, manuscript reviewer
    - A further significant example is a role in organizing a professional meeting, either at Oregon Tech or elsewhere.
  - Community leadership related to the academic field of the candidate.
    - Some examples include university outreach to high schools, or professionally-related public speaking.

## 5.2 Timeline and Procedure for Evaluation

All faculty with an FTE of 0.5 or more shall be reviewed annually.

To provide a comprehensive assessment, the review of the FOP and the APE will occur within the same time period during the Spring Term.

1. Faculty members will be assigned an APE and a FOP in the first week of Spring term. The review and assessment involved in the APE should occur first in relation to the prior year FOP, with the FOP built from the feedback and discussions.
2. The faculty member will submit the APE to the Department Chair by the end of the 2<sup>nd</sup> week of Spring Term together with the prior year FOP.
3. The Department Chair will review the documents, meet with the faculty members, and provide feedback and recommendations during the 3<sup>rd</sup> and 4<sup>th</sup> week of Spring Term.
4. The faculty member will submit the final APE by the end of the 4<sup>th</sup> week of Spring Term.
5. The Department Chair will complete the assessment and ratings the 5<sup>th</sup> week of Spring Term and the faculty member will have the opportunity to make comments.
6. APEs are due to the Deans by the end of the 6<sup>th</sup> week of Spring Term; Deans review, comment and provide approval by the end of the 10<sup>th</sup> week of Spring Term.
7. While faculty may begin the work on their FOP at any time during Spring Term, an initial version is due to the Department Chair by the end of the 8<sup>th</sup> week, and their final version with any revisions is due by the end of the 10<sup>th</sup> week of Spring term.

New faculty hired will meet with the Department Chair to discuss the components and possible objectives for their FOP and submit a FOP to the Department Chair for comment by the end of the

second week of the term they are employed. Department Chairs may provide feedback to the faculty member with suggested edits (if any). This will be reviewed with the APE in the following Spring.

### **Faculty Objectives Plan**

The purpose of the FOP (Attachment A) is to ensure that individual faculty objectives support and address institutional and departmental objectives. The Department Chair will review the documents and provide comments, suggestions and feedback, and meet with the faculty to discuss objectives and, as necessary, to provide direction and assurance contribution in the three areas of required criteria. The faculty member's accomplishment of those objectives will be the basis of the APE. The FOP will be signed by the faculty member and the Department Chair. The FOP will then be forwarded to the Dean for approval.

The FOP may be completed in conjunction with the APE but must be turned no later than the end of the 8<sup>th</sup> week of Spring Term to the Department Chair. Department Chairs are to review this document in light of the conversations and assessment of the APE. The Department Chair is to provide any feedback to the faculty member during the 9<sup>th</sup> and 10<sup>th</sup> week of Spring term. The final FOP is due to the Department Chair by the end of the 10<sup>th</sup> week. The Department Chair will review and forward to the Dean by the 11<sup>th</sup> week of Spring Term.

### **Annual Performance Evaluation**

The APE form (Attachment B) will be completed by the faculty member and a copy will be provided to the Department Chair by the Friday of the second week of Spring term. The APE provides a review of the current Academic Year's accomplishments. It should utilize the prior year's FOP as a guide for accomplishments (the prior AY FOP should be appended). This part of the review allows for the Department Chair and Dean to provide concrete feedback on the work of the faculty member. The Department Chair will meet with the faculty member to discuss the APE and FOP, align goals with departmental needs, review student evaluations and other assessments of instruction, and provide feedback and guidance on non-instructional work.

The APE forms will be assigned to the faculty the first week of Spring Term. The faculty member will provide the Department Chair with a draft by the end of the 2<sup>nd</sup> week of Spring Term. The Department Chair will meet with the faculty member during the 3<sup>rd</sup> and 4<sup>th</sup> week of Spring Term. The faculty member will submit a final APE no later than the end of the 4<sup>th</sup> week of Spring Term.

Based on the discussion with the faculty member, the Department Chair completes the APE and submits it to the faculty member for concurrence or nonconcurrence, and comments, if any by the 6<sup>th</sup> week of Spring Term. The faculty member signs the APE form and adds any comments. The APE is then routed to the Dean for review and approval by the 10<sup>th</sup> week of Spring Term. The Dean will consult with the Department Chair regarding the faculty member's performance as needed. The Dean will review, assess and approve the APE form. The Dean will complete their review by the end of Spring Term and the form will be routed to the Provost's Office, as well as copies returned to all parties.

### **Student Evaluation of Instruction**

Student Evaluation of Instruction is conducted in accordance with OIT 21-035. A copy of the faculty's student evaluation results will be provided to each faculty member by the administration. A numerical summary of these results for all courses will be included in a table within the Instruction section of the APE form. Additional voluntary evaluations done at the request of the faculty member may be included on the APE form at the discretion of the faculty member.

## **6. Links to Related Procedures, Forms, or Information**

Attachment A: blank Faculty Objectives Plan (FOP) form

Attachment B: blank Annual Performance Evaluation (APE) form

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

## **7. Policy Review/Consultation**

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

- Faculty Senate

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

## **8. Policy Approval**

Approved by the President on January 28, 2025.

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

### **Adoption Date**

May 19, 2009

### **Supersedes, Renames, and Renumbers**

OIT-21-040 dated May 29, 2014

### **Revision Dates**

May 29, 2014

May 19, 2009

**New Business—Draft Resolution for Discussion**  
**2/11/2025**

In response to current federal executive orders that target for harm specific populations of people, remove or censor existing research, and penalize research on specific topics,

and in keeping with Oregon Tech’s mission statement stating that the university “emphasizes innovation, scholarship, applied research” and has “a commitment to diversity and leadership development,”

the Faculty Senate of Oregon Tech hereby expresses

support for members of the Oregon Tech community, including students, faculty, and staff, who are targeted by current federal executive orders by virtue of their identity or their research, and

commitment to finding creative and equitable ways to both maintain safety for our community members and to ensure the continuation and integrity of research.

**Faculty Senate Resolution on Recent Federal Executive Orders--DRAFT**  
2/13/2025

Whereas current federal executive orders target for harm specific populations of people, remove or censor existing research, and defund research on specific topics; and

Whereas Oregon Tech stakeholders, including students, classified staff, faculty, administrative staff, senior leadership, and members of the broader Oregon Tech community have expressed fears regarding the negative impacts of these federal executive orders; and

Whereas Oregon Tech's mission statement states that the university "emphasizes innovation, scholarship, applied research" and has "a commitment to diversity and leadership development"; and

Whereas time is of the essence and university leadership has not yet publicly addressed the recent dramatic changes in our national political situation themselves; now, therefore, be it

*Resolved* that the Faculty Senate of Oregon Tech:

- 1) Stands in support of members of the Oregon Tech community, including students, classified staff, faculty, administrative staff, senior leadership, and members of the broader Oregon Tech community, who are targeted by current federal executive orders by virtue of their identity or their research; and
- 2) Commits to finding creative and equitable ways to maintain the safety and belonging of our community members and to ensure the continuation and integrity of research, education, and student life, in collaboration with all levels of the university; and
- 3) Urges the university leadership to provide resources, guidance, and support for the Oregon Tech community as we collectively navigate the uncertainty and fear of these times; and
- 4) Invites all Oregon Tech stakeholders, including students, classified staff, faculty, administrative staff, senior leadership, and members of the broader Oregon Tech community, to add their names in support of this public statement.

Signatures of Support:

# Academic Standing Changes

In Academic Year, 2023-2024 the AP&P committee in conjunction with Provost Mott, Dr. Yu, and Retention/Advising, have proposed a revision to our academic standing. The change includes renaming the different levels to be more student friendly and success minded; as well as changing the criteria for each level. The focus is to find ways to intervene quicker when students are struggling, to help them find corrective measures before it is too late.

## Proposed Academic Standing

### GOOD STANDING

Students with a term and cumulative GPA of 2.0 or above are in good academic standing.

### ACADEMIC NOTICE

- Students who have attempted 1 or more terms at OT and have a cumulative GPA below 2.0 will be placed on Academic Notice.
- Students who have 2 consecutive terms of no earned credits will be placed on academic notice.

*Students who attain a term GPA of 2.75 or better are removed from Academic Notice.*

### ACADEMIC DISQUALIFICATION

Students on Academic Notice who have a subsequent term GPA of below 2.0.

## Current Academic Standing

### Academic Warning

Students, including first term freshmen, who do not achieve a 2.0 in any given term will receive an Academic Warning. Students who have no earned credits, withdrawals (i.e., all Fs, withdrawals (W) and/or incompletes (I)), for two consecutive terms will also receive an Academic Warning.

### Academic Probation

Students who have attempted two or more terms at Oregon Tech and have an Oregon Tech cumulative GPA below 2.0 will be placed on Academic Probation. Students who have no earned credits, (i.e. all Fs, withdrawals (W) and/or incompletes (I)), for three or more consecutive terms will also be placed on Academic Probation.

### Academic Suspension

Students on academic probation for one term who do not meet the 2.0 cumulative GPA requirement in the successive term of enrollment will be placed on Academic Suspension for at least one term.

# Academic Standing Changes

In Academic Year, 2023-2024 the AP&P committee in conjunction with Provost Mott, Dr. Yu, and Retention/Advising, have proposed a revision to our academic standing. The change includes renaming the different levels to be more student friendly and success minded; as well as changing the criteria for each level. The focus is to find ways to intervene quicker when students are struggling, to help them find corrective measures before it is too late.

## Proposed Academic Standing

### GOOD STANDING

Students with a term and cumulative GPA of 2.0 or above are in good academic standing.

### ACADEMIC NOTICE

- Students who have attempted 1 or more terms at OT and have a term or cumulative GPA below 2.0 will be placed on Academic Notice.
- Students who have 2 consecutive terms of no earned credits will be placed on academic notice.

*Students who attain a term GPA of 2.75 or better are automatically removed from Academic Notice.*

### ACADEMIC DISQUALIFICATION

Students on Academic Notice who have a subsequent term GPA of below 2.0. Students must appeal to AP&P to return.

## Current Academic Standing

### Academic Warning

Students, including first term freshmen, who do not achieve a 2.0 in any given term will receive an Academic Warning. Students who have no earned credits, withdrawals (i.e., all Fs, withdrawals (W) and/or incompletes (I)), for two consecutive terms will also receive an Academic Warning.

### Academic Probation

Students who have attempted two or more terms at Oregon Tech and have an Oregon Tech cumulative GPA below 2.0 will be placed on Academic Probation. Students who have no earned credits, (i.e. all Fs, withdrawals (W) and/or incompletes (I)), for three or more consecutive terms will also be placed on Academic Probation.

### Academic Suspension

Students on academic probation for one term who do not meet the 2.0 cumulative GPA requirement in the successive term of enrollment will be placed on Academic Suspension for at least one term.

## Academic Standing Changes

### 1. Clarification on Status Progression

- If a student achieves a **2.75 GPA for one term**, do they receive a **clean slate**?

Yes, they will be moved back to Good Standing. Example being: A student attended OT 10 years ago and has a 1.6 GPA. They start to retake courses the first term they are back they get a 3.5 but their CUM is still below a 2.0. Because they did well that term they would be moved back to good standing. The committee realizes that students may only take a few credits and go back to Good Standing and that is ok, it is good for the student.

- If their **GPA falls below 2.0 again after a 2.75 term**, do they go back on **academic notice**?

Yes.

- Does a student need to **maintain a 2.75 GPA for multiple terms** to stay off academic notice?

No.

### 2. Disqualification Criteria

- Does **academic disqualification last forever**, or is there a path for students to return?

Students will appeal to the AP&P Committee to return, the same as they do for suspension now. Clarified new language.

- How does **disqualification differ from previous suspension rules**?

This looks at term GPA rather than CUM. One recent example is a current student that has 5 terms of below a 2.0 GPA but never get any sort of intervention because there is CUM is over a 2.0.

- What is the **minimum period** a student remains in disqualification status?

There is no minimum, they have the right to appeal to return.

### 3. Consecutive vs. Total Terms

- Does academic disqualification happen after **two consecutive terms** or **three total terms** below 2.0?

Two consecutive terms.

- How does the policy handle students with fluctuating GPAs?

The same as the previous standards but this one is more focused on early intervention as it uses term GPA to be removed from Notice or placed on Disqualification.

#### 4. Students with Low or Zero GPA

- Why does a student with a **GPA of 1.0** get placed on warning immediately, but a student with a **0.0 GPA** takes **two terms** before they are placed on notice?

This is the same as the old policy, but we moved the terms of 0 GPA from 3 to 2 again to help with early intervention. The thought is that it will allow students that completely withdraw a chance to redeem themselves before being placed on notice. However, students who have below a 2.0 CUM their first term, will be placed on notice.

- Should students with **two consecutive terms of no earned credits** be placed on notice?

Yes. The current policy allows them to go three terms and what the committee has found is that these students will be here over a year before they get any sort of intervention.

#### 5. Terminology Changes

- Some faculty **prefer “probation” and “suspension”** instead of “notice” and “disqualification,” arguing that the old terms are clearer. Others believe **“disqualification” sounds harsher** than “suspension.”

Noted.

- Could we **rename the statuses differently** without removing the three-tier system?

The current system is not working and it takes the process too long in some cases in order to help our students. By the time the committee sees them, many of them can't turn it around. In the current standards it can take a student 36 credit hours (1 year) until they reach the committee.

#### Implementation and Student Impact

##### 6. Effect on Student Stress

- Could the shift from **three levels (warning, probation, suspension) to two (notice, disqualification)** create **more anxiety for students**, since the next step from notice is immediate disqualification?

The warning process is being taken over by the Advising office and they will be working with students who do not achieve a 2.0 during any given term to talk to them about what the next steps will be.

- Would students **prefer a more gradual progression** instead of immediate removal?

What AP&P is finding is that if we don't intervene sooner we are going to keep having students get to a point where they can't turn it around.

## 7. Intervention & Support

- How will **advisors and financial aid** step in to help students on notice?

The Advising office will be working with these students. Financial Aid follows an entirely different process called SAP that is based off of Department of Education guidelines.

- Can **students who are on notice still register for classes**?

Yes.

- How will advisors **help students plan GPA recovery strategies**?

That will be determined by faculty and professional advisors.

- What **specific resources** will be provided to students on notice?

They get a letter and email from the Registrar's office as well as outreach from the Advising office. We encourage them to meet with Advising and their academic advisor on a regular basis as well as advise them to limit their credits to 12.

## 8. Student Representation

- Has **student input been gathered** in this policy change?

This is not a policy change. These proposed changes to academic standing have been created by the AP&P Committee (standing committee), vetted by the SEM group including Advising and Retention, Financial Aid and Academic Council.

- Are there **student representatives** involved in these committee discussions?

We do not have students on this committee due to FERPA restrictions since it where students go to appeal.

## Policy Implementation & Next Steps

### 9. Formal Review & Decision Process

- How will faculty **provide feedback** before a final decision is made?

You can submit feedback directly the AP&P Committee and Academic Council.

### 10. Addressing Potential Loopholes

- Are there any **loopholes in the new system** that allow students to remain on notice indefinitely?

No. The AP&P Committee frequently recommends that students reduce their course load to enhance their study time and develop effective learning habits. While this approach can lead to a higher term GPA, it is crucial to maintain a consistent academic performance in subsequent terms to avoid placement into Academic Notice again.

- What happens if a student **takes terms off**—does their standing reset?

No.

- Should the policy **include students who withdraw or receive all incompletes** in a term?

The guidelines do include this.