

Minutes

The Faculty Senate met on May 6 2025, in the Sunset Room of the College Union (Klamath Falls campus) and via Teams for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

President Yuehai Yang called the meeting to order at 6:12pm, due to some initial technical difficulties. All Senators or alternates were in attendance except for Fuat Karakaya and Vanessa Bennett.

Approval of the Minutes

Riley Richards motioned to approve the minutes from last month. Christy VanRooyen (?) seconded the motion. Riley had a minor correction on page twenty, which has since been made. The motion to approve the minutes passed unanimously.

Reports of the Officers

Report of the President – Yuehai Yang

- Yuehai began by explaining that Dr. Nagi will attend next month's Senate meeting. We have three meetings in the spring term instead of the two we had during winter term, so he will be attending the June meeting.
- **Note:** The majority of Yuehai's report was based alternatively on his written report and the text of the slides he shared with the group. I have pasted the text of the report immediately below, and have included the relevant slides in this packet on **pages 28-35** for your reference. Any discussion that occurred during the report is included inline below. Any discussion that occurred after the report is included at the end of this minutes item, as usual.
 - First 3 slides, text is in the slides.
 - Slide 4: I appreciate VP Harman's (and his team, including Anna, Alicia, and Sandi) effort in synthesizing the data and delivering this presentation in response to concerns raised by faculty and staff, as well as the data request.
 - Slide 6: VP Harman mentioned that if we hire 10 more faculty members, we will surpass the peer average, but we have struggled with faculty recruitment. It is reasonable to compare the spending as a percentage of the total expense. However, we will to be clear how these percentages can be misinterpreted, if not understanding them well. The comparison of the percentage representations between us (OIT) and our chosen peers seems to show that we are comparable. However, the difference should be demonstrated by the ratio of these two percentages: $15\%/13\% \approx 1.15$, indicating that our chosen peers are outspending us by about 15% in full-time faculty salary investment. Trustee Vijay Dhir raised a question about the data on total faculty spending (including part-time). VP Harman did not have the data at the time but explained the reasoning behind the data selection. Dr. Nagi added that if all faculty were included, OIT's data would appear even more favorable. Is that true?
 - Slide 7: Using the exact same method (IPEDS data, salary as a percentage of total expense, peer average), and including all faculty salary/wages as requested by Trustee Dhir, the results show that we are not doing well—tied for second to last among 10 other comparators (11 total) in faculty salary spending. The last institution, Rogers State, did not offer its first engineering degree (chemical engineering) until 2023, three years after being chosen as our comparator (although it does offer a technology degree). The institution we tied with, Missouri Western State, does not offer any engineering degrees either but does offer a couple of technology degrees. Perhaps these are the reasons they were

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chosen as comparators? However, even when compared to these peers, our chosen institutions are still outspending us by 23% in total faculty salary investment.

- Here, Ken Usher asked if other universities' data on this slide includes "all faculty" and not just full-time faculty, like Yuehai has done with our data. Yuehai said yes, it does.
 - To match their average, we would need to spend an additional 3.9% of our total expenses on faculty salaries, which translates to approximately \$4 million—or 65 full-time new faculty (assuming half TT, half NTT).
 - Here, Christy asked if our faculty number includes external chairs. Yuehai said yes it does, and it also includes visiting positions.
 - Notably, if we were able to hire 65 more faculty members, we would just match our peer average in faculty investment among our chosen comparators. Doing this could also potentially eliminate the need to spend ~4% of our total on part time faculty (current spending this much, according to IPEDS data). Instead, a large portion of that 4% of the total budget could be used to hire tens of more full-time faculty. This can happen if we chose to be "normal among our peers, in faculty investment. The questions: Would we do that (choose to be normal, among our chosen peers)?
 - Conclusion: slide 8.
- After concluding his formal report, Yuehai emphasized that he wants us all to work together to improve things.
- Next, he delivered an update from Carrie Dickson: Canvas courses for the Summer Term will be populated in Canvas on May 19th. Canvas courses for the Fall Term will be populated on June 2nd. Students will not be populated into Canvas until the Friday before the term begins.
- Discussion
 - Sujin Lee asked about the wording used on the final slide, which is Northwest's wording: what does "adequately staffing the programs" mean?
 - Yuehai responded: "That's the question. That's a good question." He explained that "our faculty and our senior administration have a slightly different interpretation" of what this means: administration doesn't read this as meaning we should hire more faculty, but faculty *do* interpret it that way.
 - Matt Schnackenberg followed up on this, asking what Yuehai meant by saying it was "up for interpretation": don't we currently not have enough faculty? Yuehai seemed to agree, but also pointed out that Dr. Afjeh made it clear during the May Senate meeting that he doesn't believe the recommendation is asking us to hire more faculty, and because our student numbers have dropped, it is to be expected that faculty numbers will drop in kind.
 - Matt also asked when Northwest's response to their recent visit would be made public. Yuehai said that it should be out in July.
 - Next, Ken asked for details about the algorithm that was used to determine our new comparators.
 - Yuehai said he's reached out to Farooq Sultan about this already. He was told that Farooq knows the person who generated the algorithm, but that person has since left Oregon Tech. Farooq needs time to prepare a detailed response to Yuehai's request, but would be willing to present to the Senate on how the comparators were chosen.
 - Yuehai also said that he's gotten some slides that somewhat explain the algorithm and he can forward those out to the full Senate.
 - Ken expressed concern here that our comparators have been changed via a "black box," without the involvement of the Senate.
 - Riley suggested that we should have a special meeting of the Senate to meet with Farooq and make sure these concerns are addressed.

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- Here, Cristina Negoita provided a link in the chat to show how IPEDS defines FTE for faculty. They count part-time instructors as “a third” of a full-time instructor. (**Secretary’s Note:** My apologies here, but I wasn’t able to copy this link from the chat in real time and unfortunately Teams does not seem to save the chat history with the video of the meeting, so the link mentioned is not included in these minutes.)
 - She also shared a link (<https://www.oit.edu/sites/default/files/2021/documents/2021.07.15%20Minutes.pdf>) to the minutes of a Board of Trustees meeting where our current comparators were introduced for the first time. During this meeting, it was suggested that we revise our comparators list every five years. It’s been nearly five years since this 2021 meeting, so we should start the process of revising this list now.
 - Yuehai agreed, and said he would reach out to get this process started.
 - Krista Beaty pointed out that in those 2021 minutes, it was said that our comparators wouldn’t be used for salary comparisons.
 - Yuehai explained that he thinks that John Harman was not using this comparator list to compare individual salaries but only overall salary expenditures.
- Dibyajyoti Deb said that he’s heard that we have different lists of comparators for different situations. How many different sets of comparators do we have?
 - Yuehai said that he thinks this is the only list of comparators we currently have.
 - Ashton Greer pointed out that there are some differences between the list presented in John Harman’s slides and what shows up in the 2021 minutes.
 - Yuehai clarified that the list John Harman is using is the same list that was reported to IPEDS for this year. He thinks this is the same as the list provided by Cristina via the 2021 Board meeting minutes.
 - Cristina said that comparators list provided in the 2023 IPEDS data is different than the list in the 2024 IPEDS data, so something changed during that year.
 - Yuehai clarified that the 2023 list was first generated in 2010.
 - Yuehai said that he isn’t sure what comparators are used to compare salaries (to Deb’s initial question). He thinks the current comparators are meant to be used to compare both academically and financially.
 - Cristina said that it’s not uncommon for universities to have different lists for different purposes. If we *do* have different lists for different purposes, we aren’t unique in this regard.
- Ken said that we (Senate) shouldn’t worry too much about compensation because that’s in OT-AAUP’s court. Senate’s role should instead be looking into how the university is spending its money and who we’re comparing ourselves to in order to make decisions about how to do that. This is the real shared governance matter. Yuehai agreed.
 - Christy suggested we tap into our own faculty and staff’s knowledge (as is relevant) rather than paying a lot of money for outside resources that are instead creating these black boxes that generate these lists for us without our input.

Report of the Vice President – Ashton Greer

- **Note:** I have pasted the text of Ashton’s report immediately below. Discussion that occurred after the report is included at the end of this minutes item, as usual.
 - Academic Council has not met since our last Senate Meeting. We are scheduled to meet again this Thursday, May 8th.

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- Elections:
 - The call for nominations for senators has been sent out. The call for nominations is open until next Monday 5/12, and then elections will be open from Friday 5/16 to Friday 5/23.
 - The following Senators' terms are ending:
 - Sujin Lee (ETM 2 year term)
 - Vanessa Bennett (HAS 2 year term)
 - Dibyajyoti Deb (HAS 2 year term)
 - Ken Usher (HAS 2 year term)
 - Christy VanRooyen (HAS 2 year term)
 - Ben Bunting (At-large 3 year term)
 - The open positions are as follows:
 - ETM (2-year term):
 - 1 open positions
 - HAS (2-year-term):
 - 1 Portland Metro position
 - 3 Klamath Falls positions
 - At-Large (3-year term)
 - 1 position, any location
- Facilities Planning Commission:
 - Capital Projects Update
 - New Student Housing (NSH): 44% complete; fully erected, on schedule and within budget
 - Geothermal System Renovation: 13% complete; within budget
 - ABA Clinic Renovation: 21% complete; within budget
 - Campus Security Cameras: 79% complete; on track for completion by December 2025
 - Discussion:
 - Discussed recommending a working name for the new student housing to the President.
 - John Harman and Mandi Clark will solicit survey information from students and FPC will put forward a recommendation
 - Space Utilization Group
 - Work group was formed in December in response to a directive from the Board (via Dr. Nagi)
 - Reviewing buildings based on current usage, occupancy and departmental allocations to identify available space for repurposing, reconfiguration or future use.
 - Repurposing of the old student housing is under consideration, but will likely continue as student housing for overflow
 - The results of the work group will be presented to the Commission once completed, later this academic year.
 - Portland-Metro Elevators
 - Student representative Ted Mastrangelo noted concerns regarding serviceability and possible need for full replacement

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- Owl Sculpture Donation – Chair Harman led a discussion on the possibility of receiving an owl sculpture donation:
 - Potential sculpture donation (approx. 6 ft. tall) under consideration by sculptor, subject to fund raising efforts
 - A survey link has been shared with committee to suggest possible (temporary) placement locations
- Stadium Access Improvements – Chair Harman provided an update on the parking lot used for stadium access (Parking Lot O):
 - A vendor has been selected to pave the parking lot near the stadium to improve ADA access
- Discussion
 - Ken asked about the paving near the stadium that Ashton mentioned: there are significant ADA concerns about that area, so is the paving meant to address those? Ashton said yes. Ken clarified then that this space is the area directly behind the main seating area, because that's been a concern for a long time.
 - Ken also mentioned that his department faculty received an email from their chair earlier today about space utilization, and that they are expected to respond “on a very short timeline.” To him, this seems like it must be overlapping with some larger space utilization plan.
 - Ashton said that she isn't totally sure, but that this could be the case. She said that the only specific item that was talked about at the meeting she attended was the question of what to do with the old residence hall.
 - Dr. Alp said that she is on the committee that's working on this, and so is Michelle Preston. There is also library faculty. It is a sort of a mixed committee, and they're looking into how spaces are being used, and how they will be used in three to five years.
 - Ken asked who is chairing this committee, and Dr. Alp said it was John Harman, in response to a Board request to Dr. Naganathan.

Reports of the ASOIT Delegates

Report of the Klamath Falls Delegate – Heather Ritter

- Heather reported that on April 25th, half of ASOIT and several students were able to attend the Ways and Means Lobby Day. They were able to successfully lobby for an increase in college funding. There are two more lobby days left, and they hope to increase student participation.
- Discussion
 - There was no discussion.

Report of the Portland-Metro Delegate – Bryce Wilson

- Bryce reported that at the last parliament meeting, the student body voted on three things:
 - Updating their constitution. There is now a shared constitution between both ASOIT bodies.
 - Updating their bylaws. Each campus's ASOIT still has its own bylaws.
 - ASOIT ended up with some extra money they hadn't planned on having due to the increase in student fees (which in turn was due to the increase in students). There were four options for spending this money that the group voted on: 1) split the money across SIB, PM-ASOIT, and student clubs, 2) split the money by percentage based on the previous incidental fee vote, 3) give it all to SIB, earmarked for new student positions, or 4) upgrade the current outside space on campus.

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- Ultimately, they're going to use the money to update outside space, based on the vote.
- The next parliament meeting is on May 22nd. It's the last one of the term. It'll be a review of what's happened throughout the year.
- PM-ASOIT met with Dean Alp and the department chairs over the group's concerns, and there has been some progress.
 - There were some updates about MMET in particular:
 - MMET's "problematic adjunct" contracts have been terminated. Full-time faculty will be overseeing future adjuncts in the classroom for quality control reasons.
 - Klamath Falls' lab manager will be coordinating with Portland-Metro's lab manager to regularly review lab equipment at the main campus and the Canyon Creek campus. There's also talk of having the Klamath Falls lab manager visit in the summer to help calibrate equipment.
 - MMET students and faculty will now have an open forum once a month.
 - There were some updates about EERE as well:
 - There is a new equipment reporting system. It is QR-code-based. These notifications will go directly to Lara Pracht and Richard Ellis and involved faculty.
 - Lab courses will improve equipment refreshers for fall term. Also optional sessions are being considered for fall term as well. All instructors must test equipment before labs.
 - CSET updates:
 - CSET wants to standardize course content in the future. There wasn't a specific standard curriculum across professors and adjuncts before, and this made classes significantly different based on who your instructor was.
 - CSET will also be moving toward having more daytime and weekday courses.
- Discussion
 - Ken asked if there are any HAS-centric concerns that have been brought up and/or addressed (since most of the updates have been about ETM)?
 - Bryce said that from what he's heard there aren't any concerns from HAS folks currently.
 - Dean Seabert said that she was on the PM campus recently and met with the paramedic program, medical lab science, and the Chemeketa campus. Those meetings went well.

Report of the Administrative Council Delegate – Carl Agrifoglio

- Admin Council met on April 24th. They introduced some new hires: Molly Covey, Erin Martin, and Anwen Jones. There were some internal moves as well: Josh Winter is now a service desk manager for ITS, and Corey Allender is now an instructional librarian. The meat of the meeting was a presentation by Sandi Hanan and John Harman about Phase 2 of the compensation study. There were quite a few questions and answers. Dr. Naganathan also had some comments. Carl explained that Phase 1 of the study was completed in December, and Phase 2 is in process. John Harman and HR are going to be working with each affected person individually to see if any salary adjustments need to be made. Notifications will go out in mid-June to those whose salaries are changed as a result.
- HR has formed a performance evaluation workgroup.
- This month's kudos award winner was Katie Cavendish.
- There are three Admin Council executive positions that are opening up. A request for nominations has been sent out, and those nominations were due by April 30th. New members will be elected between May 8th to May 15th, and Carl will announce the results at the next Senate meeting in June.

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- Discussion
 - There was no discussion.

Reports of the Standing Committees

Faculty Policy Committee – Ken Usher/Matt Schnackenberg

- **Note:** Since the majority of this committee’s report and the ensuing discussion are based on changes made to OIT 21-040, the newest version of that policy has been included in this packet as **pages 36-42**, for your reference.
- Ken began by saying that the committee is hoping that we’re finished with the Faculty Evaluation Policy and can vote on it now.
- He then provided a brief review of the changes:
 - The new policy version explicitly includes expectations for NTT faculty, and says that they are allowed to focus on research/scholarship *or* service to a heavy degree and put minimal emphasis on the other category without being penalized.
 - Examples of activities in each evaluation area were changed to align with the language in the Assistant Professor to Associate Professor section of the existing Faculty Promotion Policy.
 - This policy has a timeline that matches with what we’re currently doing regarding FOPs and APEs. It also mandates that faculty and their chair should meet twice in the spring: once to discuss the APE and once to discuss the FOP.
- Ken motioned that the Senate endorse the new version of the Faculty Evaluation Policy. Christy seconded the motion. Discussion commenced.
 - Riley asked if attachments A, B, and C (which are mentioned in the policy) have been changed at all alongside the “main” policy document.
 - Ken said that those attachments *did* change, but that they haven’t been included directly in the policy because they should be able to be changed in the future separately from the policy and without the full review process required for policy changes.
 - Matt compared these attachments to the guidelines for the tenure and promotion portfolios: they are kept separate from the policy itself so that they can be changed more quickly and easily.
 - Cristina said that we should have a more specific process for changing these attachments because they are important documents.
 - Ken said he can’t actually speak to who has the authority to change the attachments. He said one of the attachments was meant to be sent out to all faculty for their review, but it never got sent. He asked Linus Yu if he knew what had happened to that document, and Linus thought it had already been sent out. Riley said it went out to everyone, albeit a bit late.
 - Cristina asked if it would be reasonable to have a sentence in the policy that stipulates how these attachments can be changed and what that process looks like.
 - Matt agreed that this makes sense, but he wasn’t sure where in the policy it would fit.
 - Cristina explained that she doesn’t want to delay the vote on the policy, but wants to make sure that revisiting the process for changing the attachments is “on the radar.”

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- Matt agreed, and suggested that we can move forward on the policy now, but that we also need to address this concern about the attachments meaningfully, and soon.
- David Johnston asked why the evaluation areas in the policy are labeled “scholarship” and “research” as opposed to mirroring the language from the promotion policy, which mentions “professional engagement,” “scholarship,” and “creativity.”
 - Ken explained that the committee was never entirely sure what “professional engagement” and “creativity” were supposed to mean. So this change was meant to be an improvement in clarity in language.
 - Matt added that if you look at the content (that describes each area), they really aren’t different.
 - David clarified here that he was asking why the details (the sub-bullets) are the same across both the Evaluation and Promotion Policies but the headings for each are different. Matt responded that yes, the headings were “contested,” but the intent in both policies is still the same.
- Here, Linus went back to the email concerning the changed attachment that Ken had mentioned earlier: it was stuck “at his desk” for a few days, but remembering that prompted him to also give an update on course evaluations.
 - A small group is working on the student evaluation questions. They are coming up with both a new question set and a new numerical method. These changes to student evaluations will in turn change the tenure and promotion processes. We’re going to change how we do the numerical evaluations (for example, we may not be using a five-point scale anymore), so some of the aforementioned attachments will need to be changed in the future to reflect that.
 - Cristina pointed out that we’ll also have to change the APE form to match any changes to the evaluation process/numbers that result from Linus’s group’s work.
 - Linus clarified that Dave (Johnston?) is a co-chair of this group, and that we should send questions and input to him if we have any.
 - Cristina argued that this actually just reinforces the need to be specific about how such changes (to the APE form, to the three attachments, and so on) get made.
 - Linus said that in the policy, it says that only Faculty Senate or the Provost can initiate a review of the student evaluation process. There is also a timeline that says that every five to seven years the process should be reviewed at least once.
- Rebeka Yocum asked where the appendices are.
 - Ken said that he doesn’t actually know, but that they should actually be included with the policy.
- Riley suggested a small wording change in the policy at 5.2.1a to clarify when instructors for filling out the APE should be sent out.
 - Ken suggested that this change could be added to the original motion as a friendly amendment. He reiterated that we’re also concerned about where the appendices are and how we

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formalize a process of changing/updating them going forward (as per the previous conversation). He asked Matt if he had a quick way to at least implement Riley's suggestion before we vote.

- The language change (in bold below) that Matt suggested was “In the first week of spring term, faculty members will be assigned an APE for the just completed evaluation year and a FOP for the current evaluation year, **and a copy of the instructions will be provided.**”
 - Ken and Christy agreed on this as a friendly amendment to the original motion.
- Riley next suggested that maybe the attachments *should* go through the full policy approval process in the name of shared governance.
 - Ken and Matt both agreed that the full policy approval process is too onerous for these secondary documents, but that there should be *some* review process that involves Faculty Senate, the Provost's Office, and potentially others.
 - Matt said that we definitely need to make this process more transparent, but we don't need to treat the attachments as if they are policy themselves.
- For the sake of clarity, Yuehai asked here that the original motion and its friendly amendment be summarized.
 - Matt reiterated the change suggested by Riley and accepted by Ken and Christy.
 - Ken explained that when the APE is assigned, directions for how to fill it out will be provided as per this addition to section 5.2.1a of the policy.
- The motion was voted on, and it passed unanimously.
- Next, Ken reported that the committee was asked to consult on the policy for tenure for academic administrators. The Provost and Beverly McCreary brought this up to he and Matt initially.
 - Ken explained that the committee had some productive input into this policy, and that it has since been forwarded on to President's Council and has been passed through there. He emphasized the need for doing this review quickly, as the new version of the policy will apply to the future searches for a Dean of HAS and a Provost.
 - Ken said that one of the changes is that there is no longer an expectation that administrators under that policy will be teaching. There is an affirmation that their tenure process will involve getting feedback from their “home department,” but that department approval will not be required for tenure to be granted. The idea here is that the department in question will at least “be able to see what they're getting.”
 - Another change is a stipulation that this applies to administrators within Academic Affairs but not elsewhere in the other major divisions of the university.
 - Otherwise, it does leave “fairly open” who the policy can be applied to: for instance, would it apply to department chairs who are externally hired? Beverly says that it doesn't, but there are others who disagree. Beverly suggested updating the policy that oversees the hiring of department chairs as a way of making this clearer.
 - The policy also states that if an academic administrator later returns to the faculty from an executive position, their salary would be adjusted to a faculty level.
 - Ultimately, Ken didn't think that this particular policy needed to be brought back to Senate for review because it's only “on the edge of” being a faculty policy.

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- Matt and Ken both recommended to Yuehai that he not pull this from President's Council for further consideration by the Senate. Ken said that faculty's concerns were addressed during President's Council to his satisfaction. He then asked if there were other comments or discussion.
 - Dr. El-Rewini said that he was very happy with the spirit of collaboration that helped get this policy passed and accepted.
 - Riley asked about the department-feedback portion of this policy: at what point in the process does the department weigh in with their feedback? Is it pre- or post-job-offer?
 - Yuehai explained that "if time allows," the candidate will be able to meet their "home department" during the interview process. Input from *all* faculty will be collected during the interview process, and during that process, the faculty can weigh in on whether that person should be given tenure or not. So yes, it will be possible to provide feedback before an offer is extended.
 - Riley asked if the candidates will be provided with this feedback or not. Yuehai said the policy doesn't specify one way or the other.
- Ken said that his biggest concern about hiring academic executive staff is that tenure "typically just happens," and that we don't want to be in a position as a result where we're hiring someone who isn't going to work out *and* giving them tenure.
 - Matt added that we've been dealing with this question on an ad hoc basis (and thus, erratically and in a non-standardized way) over the last few years, and this policy just standardizes how we do it going forward.
 - Riley expressed a concern that this process seemed like it was treating tenure in a "token" way. Matt didn't entirely disagree, saying it makes tenure "ceremonial" to a degree, but he also pointed out that the administrators who might receive tenure through this policy have all already earned tenure elsewhere, so they aren't getting it "for free" at Oregon Tech, so to speak.
- Matt said next that this policy doesn't cover external chairs, and that we don't have any other policy that does. It's something that should be at the top of the list next year in terms of Faculty Policy Committee charges next year. He also mentioned that lots of universities already do forms of what's called "expedited tenure," and that we could implement something like that for academic executive staff via this policy in the future.
- Ken also mentioned the necessity of updating the Library Faculty Evaluation Policy in line with the recent changes to the Faculty Evaluation Policy (that we just approved). He said that these changes wouldn't be that hard and could possibly be done before the June meeting and voted on and passed there.
 - Cristina said that librarians at other universities are often on tenure lines. Is it possible for librarians here to be hired with tenure or as tenure-track faculty? She said that this isn't possible currently.
 - Ken explained that his committee adjusted policy to change how librarians are promoted last year. They still can't be tenure-track, though. He's not ruling that out as a future possibility, but said that would be separate from an update to the existing Library Faculty Evaluation Policy.
 - In response, Cristina suggested we survey the library faculty to see how they feel about introducing the possibility of tenure track lines.

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- Ken said that there hasn't be a recent conversation about this. Over a decade ago, there was conversation about this, and what we have now is the compromise that was reached at the time. We haven't asked the librarians for their opinion on this lately.
 - Jim Cloen said that it would be a quick survey, as there aren't many librarians.
 - Cristina reiterated the value of surveying the librarians.
 - Cate Guenther mentioned in the chat that she would talk to the current librarians about this.
- Discussion
 - There was no further discussion.

Academic Standards Committee – Christy VanRooyen

- Academic Standards will meet later this month, so there will be more to report at next month's meeting.
- Christy did have another item for the group, though. She explained that when Nate Bickford was Dean, he asked her committee to look at the graduation policy. In particular, he was interested in the line that requires that at least forty-five credit hours be taken from Oregon Tech by our graduates: he wanted to change this requirement to only thirty hours specifically for our online degree-completion students. She got feedback from the affected programs and found out that the existing requirement can be a hindrance to students trying to complete their degree while working full time. She is looking for input from the Senate on this particular charge before proceeding further.
 - Cristina said that she wants to know how many students would be impacted if this change was made.
 - Christy said that Wendy Ivie could come up with a number for this, but it's likely to be about fifty currently. The idea behind making the change is that it might draw in additional degree-completion students in the future.
 - Ken has two concerns:
 - First, he's concerned about this change rendering his own online course useless: if these students have to take fewer credits from us, they're less likely to take his course in particular.
 - Second, if we (for example) get 10% more students as a result of this change but those students are each taking 20%-30% fewer credits from us, we're still not coming out ahead. So simply increasing the number of degree completion students might not actually lead to more credits being taken at Oregon Tech.
 - Andie Fultz said that this would be a nice change for transfer students, but if they're taking fewer credits from us, are they really still getting "an Oregon Tech degree"?
 - Christy said that there's a perception (whether it's true or not) among the people running these programs that students are leaving Oregon Tech because our degree-completion credit requirement is too high. There's no way to verify this, really, because we can't survey the students who leave once they're gone.
 - Riley asked if we're able to ask about where their transcripts get sent (so we can see where they go from Oregon Tech).
 - Christy said that we haven't been tracking that data, but there's potential that we could do it in the future.
 - Stefan Andrei asked if it's true that students have to take 50% of their credits at Oregon Tech in order to get an Oregon Tech degree.

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- Christy explained that the policy only requires forty-five of the student's credits be taken here. She said that we're talking here about online degree-completion programs specifically here.
- Ken asked for more input from any faculty here who would be affected by this.
 - Krista said that they're seeing increased competition at the undergraduate level from other universities and community colleges. The idea was that by lowering this requirement, we might be able to be more competitive.
 - Christy clarified that these programs would still maintain the autonomy to decide which courses are required to be taken from Oregon Tech. This policy change would just change the general guideline, not what specific programs can decide to do or expect.
 - Tara Guthrie said that she just recently took over her program's degree-completion program. They're looking to revise how that program works and restructure it, so it's unclear to her how this change would affect things going forward since the program is already changing.
 - Riley broke the change down into percentages here, and pointed out that this change would change the percentage of total credits students had to take from Oregon Tech from 25% to 16%. In his opinion, 16% of total credits is "not an OIT degree."
 - Jessica Luebbers added that she is an alumni from Oregon Tech because of degree-completion. She wanted to be a part of Oregon Tech's degree-completion process specifically because of Oregon Tech's reputation. She implied that our degree-completion process has such a good reputation specifically because of the high credit requirement, and that that reputation could be lost if things change.
- Ken asked here who this input would be getting reported back to: the Dean? The Provost? Etc.?
 - Dean Seabert said that she's happy to be involved but hasn't been involved so far.
- Discussion
 - There was no further discussion.

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

- The DEI Committee hasn't met yet this term.
- Chitra said that the question for Senate this month is how we should react to what's been going on with DEI around the country. She once again mentioned the ADVANCE Program at the University of Michigan as a DEI program that her committee has been viewing as an aspirational program. But then she shared that recently the University of Michigan stopped their DEI efforts and abolished their DEI committee. Elsewhere, similar committees are being abolished or otherwise reorganized and/or rebranded. She then deferred to Jessica to discuss what the committee thinks its options are currently.
- Jessica mentioned a few possible options that essentially boiled down to two paths forward:
 - First, the committee could restructure. They could "go incognito" by changing the name of the committee to fly under the radar, so to speak.
 - Second, the committee could cease to exist.
 - In response, Christy mentioned that if the committee *did* want to try rebranding, she had come across the "JEDI" acronym (justice, equity, diversity, and inclusion) elsewhere and liked it.
 - Christy also said that it's important for the faculty and the university to have a committee focused on these issues, and we will send the wrong message if we abolish the committee.

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- Chitra explained that this committee is about *faculty* DEI, while Dr. Wilson’s DICE group is about *student* DEI.
- Ken agreed with Christy: having a committee like this one is becoming more important, not less.
- Riley deferred to General Consul for any input from Dave Groff.
 - Dave said that “we shouldn’t go looking for a fight.” The Executive Orders that have come from Washington thus far have been “vague and overbroad,” and there’s a significant chance that they are eventually overturned. He’s not even sure that changing the committee’s name would be necessary or even meaningful at this point.
 - Ken asked if Dave has any advice for the DEI committee or hiring committees (especially people writing position descriptions). In the past, we’ve explicitly written about seeking diverse faculty. What now?
 - Dave said that it’s clear that anything that has a particular quota based on race is illegal. Therefore, anything that could even potentially be interpreted as a quota should be avoided. If we’re saying we’re open to people from diverse backgrounds applying for a position, then we’re okay from a legal standpoint. If we say we’re giving a preference to someone from certain communities, that could lead to trouble. We can be welcoming to folks, that’s fine. We *can’t* be seeking particular kinds of people for certain positions. He encouraged us to send other questions to him if we have them.
 - Dave said that we can define what the DEI committee is *not* about, which might help.
 - To clarify, Chitra asked if what the Senate wants is to restructure the committee, not abolish it. She said if so, she and Jessica can start working on that.
 - Yuehai said that he doesn’t think we need to restructure the committee. Just be careful not to use negative language or language that expresses a racial preference.
 - Ken added that renaming the committee doesn’t seem necessary, either, and in fact might draw *more* attention than leaving it as-is.
 - I briefly mentioned that the new CERT group – Current Events Response Team – which is organized out of the DICE office might be a good resource for Chitra and Jessica if they are seeking more perspectives on this question. I offered to send them information about CERT’s next meeting and encouraged them to attend if they could.
- Discussion
 - There was no further discussion.

Reports of Special or Ad Hoc Committees

Ad Hoc Committee on AI – Christy VanRooyen

- Christy reported that the committee met. They met with Tony Richey and Carl from ITS. There is going to be a more permanent AI group formed that includes members of the ad hoc committee and others. Christy’s committee are putting guidelines into circulation, even if those aren’t a formal policy per se. They’re hoping to get those guidelines in front of the Senate for a vote during the June meeting.

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- Yuehai said that he received an email from Mandi Clark explaining that she has two student employees working on an AI User Guide for students. She wants to include faculty's and ITS's input in that Guide, so we should include Mandi in our process as well.
 - Christy said she would include Mandi in the process of reviewing the committee's draft guidelines.

Unfinished Business

- There is no unfinished business.

New Business

- There is no new business.

Report of the Provost – Hesham El-Rewini

- Dr. El-Rewini began by discussing faculty hiring. He first reported on the college of ETM. Of the seventeen approved positions in the college, nine offers have been accepted. Six positions have ongoing searches, and two positions' searches haven't started yet. He pointed out that this is progress compared to where we were during last month's meeting.
- Next, he reported on HAS hirings: there are already eight offers accepted, there are three positions with applications under review (two are in Psychology and the other is in a different department), and four are getting reposted (most of these are in MIT). These position will be posted on LinkedIn "and things like that" soon.
- He said that overall, we have seventeen positions out of thirty-six that have been accepted so far. **(Secretary's Note:** I wanted to note here for the record that yet again the numbers shared here — seventeen positions in ETM and fifteen in HAS — do not add up to the often-touted thirty-six positions, but only thirty-two. This has been a recurring discrepancy over the last few Senate meetings. It's unclear where the other four positions are coming from in the larger count if not from ETM or HAS, though they may be chair positions.) Dr. El-Rewini said that they will continue to make progress, and they are figuring out how to speed things up as they go.
- Next, Dr. El-Rewini announced that he's made a change to how the budget is done. Instead of the Provost doing the Academic Affairs budget, he wanted to empower the Deans and the Associate Provosts, so each one did their own budget, and each of those was approved by the Provost in the end.
 - The budget was flat, and there's no deficit for next year. It's a balanced budget at the start. The Provost thanked Paul Titus for his work here.
 - As a follow-up, the Provost reported that over the last month, Paul Titus was given additional budget duties along with his normal duties. This was because the Director of Academic Budget position is empty. They've tried to fill it twice, but both searches failed. After that, they decided that they don't need a Director of Academic Budget, but a "lower" position than that. As a result the Director position was changed to the Manager of Academic Finance and Operation position. This position costs the university less, but is necessary. The plan is that Paul will move into this new position.
- Next, Dr. El-Rewini reported on the outcome of last week's faculty and Provost conversation: he was very happy with how the meeting went, and there will be a follow-up meeting on May 13th led by some of the people who sent in recommendations for action items.
- Discussion
 - Cristina congratulated Paul and asked the Provost what is going to happen with his previous position.
 - The Provost said that they will be searching for and filling Paul's old position ASAP.

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- Cristina then asked if there were any updates from Provost Council.
 - Dr. El-Rewini shared that the next Provost Council meeting is on May 14th. He said that he's attended all of them so far.
 - He reported that there have been a number of programs that were approved by our Board of Trustees on April 11th. As a result, early notice for the BS in AI was submitted to the Provost Council, as well as approval for the BS in Allied Health, and for “a bunch of certificates.” He plans to explain these submissions to the Council during that upcoming May 14th meeting. Oregon State University also has an early notice for an AI degree program submitted. He has reached out to OSU's Interim Provost already, and says that she's been “very supportive” of our efforts in this area. The point of contact for any future collaboration between these two programs is Dean Alp.
 - He also mentioned that he attended a meeting last Friday that was attended by fourteen faculty who are interested in the BS in AI. It was a great demonstration of interdisciplinarity.
 - Hopefully these new programs and certificates will all be approved by the Provost Council on the 14th, and then move upwards through the chain from there.
- Deb asked what the rationale is behind the creation of a Bachelor's in AI when we already have a Data Science and AI Bachelor's program.
 - The Provost said that these two Bachelor's programs are not the same thing. Our existing program is “Data Science” only, not “Data Science and AI.”
 - Deb said that most of the courses in the existing program are “related to” AI, and he thinks they are changing the name of the program to “Data Science and AI” soon.
 - The Provost said that what we currently have is great, but it's not a Bachelor's in AI. He sees himself as an expert in this area, and he says we don't already have a Bachelor's in AI. This new program will draw from what we already have and be interdisciplinary. The two programs that Deb is comparing can be meaningfully distinct and both will be useful. The question is to how to distinguish our Bachelor's in AI from other universities who are offering the same degree.
 - Dean Alp weighed in here as well to say that “everybody agreed” that we can benefit from having both programs, and that we will have tracks. One track will be math. (**Secretary's Note:** Dean Alp mentioned two more tracks here, but because of the audio recording quality, I was unable to understand what she was saying after multiple listens. My apologies.) The different tracks will have a common core of courses, and based on students' interests, they will be directed to specific tracks.
 - Deb asked if the two programs (Data Science and AI) will run in parallel and also be distinct from each other. The Provost said yes.
 - He went on to encourage anyone who has input on how to make this new program fit in and/or work better to provide that input. “Join the group,” he said.
 - Riley asked if Dean Alp would be heading up the new program and Dr. El-Rewini said yes.
 - During the Provost's response to Deb's initial question, Stefan sent what appeared to be an AI-generated description of the differences between a Data Science Bachelor's program and

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an AI Bachelor's program. Here, he read that description out loud for the group. Stefan also said that he thinks this new program will be good for Oregon Tech and that we should work together to make the program successful.

- Ashton explained that there are concerns about faculty about past, present, and future nationwide searches for chairs. She's interested in figuring out which of those concerns, if any, are legitimate. She then asked directly: when we have nationwide chair searches, do we expect the hires that result from those searches to come in and teach the same load as our internal chairs? She started to explain that there's at least a perception that external chairs are coming to Oregon Tech and teaching less, but was interrupted by the Provost.
 - Dr. El-Rewini said that when there are issues like this, it's best to ask him directly so that he can clarify. He then said that "a chair is a chair," it doesn't matter where that person is hired from. Anyone who has the skills can be a chair. It doesn't matter where they're from, in terms of location. He understands that there's a perception that the university only wants to hire external chairs, but that's not the right way to translate what the President wants. Dr. Naganathan wants qualified people to lead departments, regardless of whether they're external or internal. So, when searching, we should look for the best person to lead.
 - Dr. El-Rewini explained that sometimes universities need "a push," and sometimes that push comes from outside of the university. We shouldn't think of things in terms of black and white: if we need "a push," we'll hire from outside. If we don't, we might hire internally.
 - He also explained that whenever a search is carried out, regardless of whether it's an internal or national search, you are welcome to apply. When we do external searches it's not because your internal candidate(s) is not good enough, it's because we needed "a push."
 - Ashton explained that she has already talked with John Harman about the specific case of the current math chair hiring situation, which she has concerns about. First, she was concerned about the teaching load question that she already brought up. She asked if our internally-hired chairs current get a half-time release from teaching.
 - Dr. El-Rewini said that the Deans would know "who teaches what." He also said that all chairs should be treated the same.
 - Ashton said that there is at least a perception of difference in who has to teach what amount among chairs: external chairs are seen as teaching less and internal chairs are seen as teaching more. She doesn't actually know if this perception is true, but she would like to know.
 - Dr. El-Rewini responded that "the guiding principle is that all the chairs will be treated the same," but emphasized that that doesn't mean that all chairs will be doing the same thing.
 - Matt asked if this means that internal chairs should have the same opportunities as external chairs in terms of release time, etc.
 - Dr. El-Rewini said that as long as everyone's workload is getting filled and everyone is fulfilling the objectives of the college and the university, you should have

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- access to the same opportunities as everyone else.
 - Dean Alp seconded this response: everyone should be treated the same. Every chair gets a half-time release from teaching by default. If someone's doing research, they might get even more release time. It is not about internal vs. external.
 - Dean Seabert said that all departments are very different, so some chairs might need to be more administratively involved than others, for example. Some chairs need more time for managing the department, and there are some who might be able to do more with less. It's not perfect, and our departments are all different. She agreed that this isn't currently very transparent, and we could work to make it more transparent.
- To Ashton's initial question about chair teaching loads, Dr. El-Rewini said that "I want to close it today so I don't hear it again." "Internal" and "external" chairs is not the right way to talk about it. Different chairs have different work to do based on the nature of their department. This is not any different than how we handle individual faculty positions: sometimes different people do different work, but they aren't treated differently.
 - Matt said that he understands this point, but he encourages administration (or, specifically, the Provost) to make the differences more transparent. There *is* a perception that external chairs don't teach as much. If that's incorrect, this could be an opportunity to communicate better. If that *is* happening, maybe it can be made into an opportunity for internal chairs who want or need it to get more release time as well.
 - Dr. El-Rewini agreed, and said "let not keep any secrets here." He told Ashton that he appreciated her question.
 - Dean Alp added here the example of needing to have a department chair teach an extra course in a case where the department can't find an adjunct at the last minute.
 - Dr. El-Rewini asked if this was as overload, or in load, and Dr. Alp responded that it was in load. He then encouraged the Deans to explain in the college meetings "who is doing what." He also encouraged the faculty to ask these questions to the Deans.
 - Cristina asked if the Provost would share which university he was previously at that had a Bachelor's program in AI. Dr. El-Rewini answered that that was Marymount University.
 - Dean Seabert shared that, in her opinion, "being a department chair is the hardest job on campus."
 - Yuehai said that since it is apparently the last time we're going to discuss this issue (as per the Provost's previous comments), he wanted to ask about compensation across internal and external chair

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positions. There is a perception that internal chairs get a stipend on top of their salary, while external chairs get “a significant” pay raise compared to their departmental colleagues in the same rank.

- Dr. El-Rewini said that as far as he knows, every chair gets a \$5,000 stipend and that’s it.
- Dean Seabert said that she is aware of this perception, and that “it’s a challenging situation that probably needs to be tackled a little bit.” She acknowledged that it disincentivises internal candidates from putting themselves forward. She explained that in her college there is only one external chair. She doesn’t know what happened when that one external person was hired, but if she was to look at the data, she would suggest that there are some disparities or differences. She seemed to be implying that the perception Yuehai was asking about is accurate, though she never said this directly.
- Dean Alp said that in her college all of the department chairs are similar. Most of them are on ten-month contracts, but one is on a nine-month contract because that’s what they prefer. She said that there is no difference between internal and external chair salaries.
 - Yuehai said that he has the data and it shows that there is quite a difference. Dean Alp seemed surprised by this.
 - Dr. El-Rewini then said he wanted to “warn” everyone about data. He compared data to “AI tools” and said that both “are not accurate.” It depends on which snapshot you took, what time it was taken, and “all that stuff.” He said that he would “trust most Deans.” He said that he would believe Dean Alp even if the data suggests otherwise.
 - Yuehai pointed out that it is not “his” data, but data he obtained through publicly available sources, and Dr. El-Rewini responded “Exactly! It’s not your data,” implying that that fact somehow invalidated the data in question. He reiterated that he trusts Dean Alp more than he trusts any data. He then said that we need to learn to trust each other, because data can be misleading.
 - Yuehai responded that he trusts Dean Alp as well, but pointed out that she has access to the same data that everyone else has access to.
 - Dean Seabert said that this conversation is very important. There are many factors that go into these decisions (**Secretary’s Note:** It’s not entirely clear to me what decisions she’s talking about here), and so we get caught up on details, when “it’s not just one thing or the other.” We need to have conversations like these to help clear things up.
 - Dave Groff spoke up to say that we can’t talk *very* specifically about compensation because of the CBA.
 - Ken then asked if this is still true if chairs aren’t actually part of the collective bargaining unit. Nobody seemed to answer this question directly for some reason.
 - Dr. El-Rewini said that he doesn’t feel comfortable talking about specific personnel “situations.” He feels bad about it, so he encouraged everyone to speak in generalities. He repeated that we are treating everyone the same and we will continue to do that.
 - Next, Ken had a question about ETM chairs: they are mostly ten-month contracts now, but is that also true of the HAS chairs now? He said that Natural Sciences wanted to search for an external chair

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on a ten-month contract, so he wanted to know how far this idea has spread through the college since.

- Linus said that most of the HAS chairs are ten months now, though there are exceptions. Ken mentioned that one such exception is the MLS chair: because that is the twelve-month program, the chair is a twelve-month position.
 - Linus said that they are talking about giving chairs training the beginning of September in the future.
- Stefan said that we should keep both the DEI Committee and “the lawyer.” (**Secretary’s Note:** It’s unclear to me what conversation this second point is in reference to.) He also said that the Provost is correct in saying that departments are different (and CSET is especially different from other departments).
- Cristina said she didn’t hear the Dean’s answer to Ken’s question about the length of HAS chairs’ contracts.
 - Dean Seabert said that she doesn’t actually know the answer, but that she will look into it.
- Deb asked if the Provost and Dean Seabert would be willing to meet with the Math department before the posting goes up.
 - The Provost said he’s planning to have such a meeting before the posting goes up. He also said that he wants to meet with more departments in general, too.
- Riley said that the request for the Math chair came to FOAC and it was for \$176,000. He suggested that we could compare that to the previous Math chairs’ salary to see what’s going on.
 - Dean Seabert stressed that that number includes benefits (not just salary). Yuehai shared that you can divide this number by 1.63 to get the salary number (in this case it comes out to about \$108,000).
 - Dr. El-Rewini said that sometimes budget requests are “exaggerated.” Riley then shared that this budget item request came from Academic Affairs (i.e., the Provost). Dr. El-Rewini said that he “can ask for whatever I want,” and once the person is hired faculty can question the salary of that person.
 - Riley pointed out that if there is truly a salary difference between internal and external chair salaries, we could be incentivizing faculty who would otherwise want to be department chairs to leave the university.
 - Dr. El-Rewini said “We settled that thing already, so let’s not bring it back.” He encouraged us to think about the future and not “be stuck in the past.” He requested that we give them (**Secretary’s Note:** It’s not clear to me who either group is here) the benefit of the doubt, because he gives us the benefit of the doubt.
 - He also reiterated that we have to believe what the Deans say if we want to move forward. If we see data that contradicts what the Deans say, then he’s going to doubt the data, not the Deans. If you don’t believe the Deans, that’s not their problem, it’s your problem.
 - Dr. El-Rewini finished by literally telling Ashton that she should “let it go.”

Report of the President’s Council Delegate – Yuehai Yang

- As it was getting late by this point, at the beginning of his report, Yuehai asked if the Senate would prefer to continue through the remaining agenda items tonight, or adjourn for the night and have a special meeting to

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finish the agenda a week from now. There was no formal vote, but the majority consensus was that we should continue and finish the meeting tonight.

- **Note:** I have pasted the text of Yuehai's report immediately below. Any discussion that occurred after the report is included at the end of this minutes item, as usual.
 - Ken, Matt, AVP McCreary, and Provost El-Rewini communicated in person and over email over the last month or two to draft and revise the Academic Rank and Tenure policy for Unclassified Administrators. This policy is intended for administrators on the academic side, and therefore, faculty were involved in the policy discussions. I appreciate the work of Ken and Matt on behalf of faculty, and the efforts of AVP McCreary and Provost El-Rewini, and their willingness to involve faculty. The final draft was voted on and passed last Tuesday, with friendly amendments.
 - The President's Council met with NW accreditors Dr. Carol Long and Dr. Bernadette Jungblut (a political science professor at Central Washington University). As a council, we articulated our collaborative efforts between administration, students, and faculty in drafting, discussing, and revising university policies over the past year. Examples include, but are not limited to, our Academic Integrity policy (AI piece), camera policy, and the recent Academic Rank and Tenure policy for academic administrators. I was asked by Dr. Jungblut how faculty feel about their involvement in university decision-making processes. While acknowledging that faculty input is collected, I expressed a few concerns:
 - Our role in decision-making typically ends at making recommendations.
 - As a council that is supposed to be inclusive, faculty should have more representation as voting members.
 - As long-term stakeholders, our classified staff currently have no representation on the President's Council or in shared governance. They have expressed to the board their desire to have a voice in our shared governance structure.
- Discussion
 - There was no discussion.

Report of the IFS Representatives – Cristina Negoita and David Hammond

- **Note:** Because of the late hour, Cristina gave an abbreviated version of the IFS report. For the sake of transparency, I have been given and have pasted the *full* text of Cristina and David's IFS report immediately below. Any discussion that occurred after Cristina's abbreviated report is included at the end of this minutes item, as usual.
 - The IFS met on April 11th 2025 at WOU Grad Studies in Salem.
 - The group spent some time talking with President Jesse Peters of WOU (a relatively recent new president, about 2 years). Mainly how can IFS work with Presidents' Council to improve the state of higher education in Oregon.
 - IFS is proposing some changes to their own bylaws to provide for more meaningful leadership. A lot of discussion around possible changes for the term of the President, and the duties of the Vice-President/ President-elect.
 - Report back from 3 work groups:
 - Legislative Agenda Report ([link here](#))
 - IFS Toolkit group (training for new representatives, logistical matters)
 - How to show-up as IFS vis-à-vis Sanctuary Campuses (information to educate campuses, actions to show solidarity with affected groups).
 - Eastern Oregon University Update:

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- Stairs were completed – come visit (Fall 2025 IFS meeting will be at EOU in La Grande).
- Oregon Health & Sciences University:
 - Research funding cuts causing major disturbances at OHSU. Their work to acquire Legacy Health has stopped (just recently). Many are demoralized by cuts to their research.
- Oregon Institute of Technology:
 - The OIT faculty senate president will be presenting to the board of trustees on April 11, sharing data showing that total student credit hours (not counting ACP) have declined by 18% in the past 5 years, with a similar decline in total faculty numbers.
 - Faculty Senate is making changes to some policies, notably one related to AI.
 - We continue to bargain for our second contract, and are getting close to exchanging economic proposals.
 - Many faculty are concerned about new faculty positions, and the ability of the university to attract faculty if the starting salaries are not competitive with market.
- Oregon State University:
 - Interim provost Belinda Batten, former senior advisor to the provost for strategic initiatives, began April 1.
 - Our bargaining team is in mediation with the university. Word is that we have received a tentative agreement that is positive so it probably means that items still under negotiation have been resolved positively.
 - Big wins to date:
 - Continuous appointments for instructors
 - Workload protections
 - Compensation for late cancellations, and
 - Paid leave protection
 - Still under negotiation
 - Compensation (so far no COLA)
 - Workload guidelines (want weighting of different classes)
 - Union membership for all who teach or conduct research
 - Contract lengths (admin wants 5 years)
 - Budget exercise plan for 3-5% cuts
 - Due to an administration-determined duplication in central administration and confusion over roles, we no longer have a Graduate School. Functions are being moved to other units: Graduate School's admissions; information technology function into the Division of University Information and Technology (UIT); and remaining programs and activities being moved under the Division of Academic Affairs and into a new unit called the Office of Graduate Education. Most visibly, the role of Vice Provost and Dean of the Graduate School will be discontinued. We now have a Dean of Graduate Education.
 - Still struggling with LOCR (replacing our Bacc Core) implementation for fall: <https://leadership.oregonstate.edu/strategic-plan>
- Portland State University:

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- Contract agreement, ratification vote ongoing. Main wins: reasonable COLAs, funds to **address compression**, layoff protections
- Continued "downsizing" and continued stress between faculty and administration and Board of Trustees. Departure of CLAS Dean.
- Better than expected revenue for the current fiscal year. Projected \$18 million deficit for FY 2025 now expected to be about \$15 million.
- Projected \$13 million budget deficit looming for next year.
- PSU legal counsel presentation to Faculty Senate on rights and privileges of students on campus, faculty obligations re. sanctuary campus/state
- Faculty Senate resolution of no confidence in the "Bridge to the Future" strategic plan – what they are calling the effort to achieve financial sustainability -- with a healthy dose of criticism of the Board.
- Southern Oregon University:
 - Entering bargaining soon
 - Enrollment isn't great but looking slightly better than the worst-case predictions
 - Academic restructuring (two Deans have fled. One failed Dean search)
 - Strategic planning process has begun
 - Finally hired a VPFA: Dr. Carson Howell. We hope for some stability and improved function of many offices. Time will tell
 - Interim Financial Aid Director, Interim Registrar, no more Associate Registrar (messy)
 - Potential changes in advising model. Controversial and points out issues with the dual role of our Provost/EVP (Student Affairs)
 - Workday rollout continues to be a challenge
 - Capital projects (selling some vacant university properties; demolition of old dorms with the idea of eventually building a retirement community in that footprint, re-modeling a building one floor at a time as we come up with the money)
- University of Oregon:
 - No Report
- Western Oregon University:
 - WOU has a new VPFA, Kwabena Boakye, who arrived on campus March 1. WOU also has a new General Counsel, Craig Ashford, as of March 31. Evan Sorce, who is the Secretary to the Board of Trustees, has been named Acting Executive Director of Government Relations.
 - The Provost has agreed to work with a new Faculty Senate Academic Sustainability Committee to establish a framework for assessing the financial sustainability of individual academic programs.
 - The new faculty **CBA implementation** is behind schedule. Administrative churn and the financial crisis are exacerbating the already fraught process of **negotiating faculty workloads**.
 - Previously announced reductions in instructional faculty headcount have been walked back. Some reductions are still expected for next year, but the previously announced 30% reduction is on hold.

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- Discussion
 - Ken had a comment about U of O's undergraduate student workers being on strike. They are currently still on strike.
 - Cristina said that their grad students and faculty both almost went on strike recently as well.
 - I asked Cristina if she wanted me to send out the full text of the IFS report to all Senators immediately following the meeting as opposed to having them wait for four weeks to receive the report in the June Senate Packet. Cristina agreed that this was a good idea.

Report of the FOAC Representative – Ashton Greer

- **Note:** Because of the late hour, Ashton gave an abbreviated version of the FOAC report. For the sake of transparency, I have been given and have pasted the *full* text of her report immediately below. She also utilized slides, and those have been included in this packet on **pages 43-44** for your reference. Any discussion that occurred during the report is included inline below. Any discussion that occurred after the report is included at the end of this minutes item, as usual.
 - FOAC met on April 30th
 - YTD March FY 24-25 Management report
 - Presented overview of management report (see graph in slides) – projecting to not need to withdraw from reserves, and to have about \$979K left over.
 - Deb asked why we need to use the reserves.
 - Ashton said that we projected that we'd need to, but didn't end up needing to in the end. She also explained that our surpluses came from an increase in student credit hours and decreased labor expenses were a result of salary savings.
 - David Johnston asked why the chart Ashton shared (Slide 1 in the included slide set) said "March 2024," and Ashton said that was a typo and that it should have said "March 2025." He continued to ask if what we're seeing on the slide is the differences between what we would have expected the budget to be and what it ended up being.
 - Ashton agreed, and explained that it's explaining our forecasted end-of-year totals to the Board-adopted end-of-year totals. Both are forecasts, but they get more accurate the closer we get to the end of the year.
 - She also explained that we increased our direct expenses because we got sustainability funding. Some of the "transfers out" were due to the switch to city water, some ABA money that went unspent and got transferred into future years, and some capital project spending.
 - FY 25-26 Budget Build
 - Timeline:
 - April – BOT meeting/Approve tuition & fees, BPO template review, all funds budget to FOAC & senior leadership for review
 - May - BOT docket due, strategic investment decisions
 - June – BOT meeting & budget approval, board approved budget loaded in FENXT June 30/July 1
 - Review New Strategic Investment Requests

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- From F&A, Academic Affairs (SEM, ETM, HAS), Advancement & Marketing
- 15 requests totaling 1.3M
 - Stefan asked about the “Restore Applied Computing and Geomatics department chair” investment item (from Slide 2): is \$190,277 the salary for this position?
 - Ashton pointed out that this is likely total compensation for the position – so salary and benefits added together.
 - David Johnston asked how to compute the salary only given that larger number. Yuehai said that you take the number and divide it by 1.63, and you will get a rough salary number.
 - Ashton pointed out that the reason the investment item is described as “Ongoing” is because it would be used to hire for that position but then the position would be part of the ongoing ETM budget.
 - Stefan said that he’s never seen these numbers until tonight. A few Senators agreed.
 - SuJin asked if “Ongoing” means that the position is not approved yet.
 - Ashton said no, it actually refers to the ongoing nature of the investment. These strategic investments come from a pool that will be available for the upcoming academic year’s budget. For that first year, then, this salary would come from that pool. Afterward, though, the salary would be rolled into the overall ETM budget.
 - SuJin said that the position in question hasn’t been approved yet, and he’s not sure when it will be approved.
 - Christy asked to move up the hazardous waste disposal item on Ashton’s list. She said that there are a bunch of chemicals that have been requested to be removed but haven’t been removed because the hazardous waste removal budget has already been spent. They are in lab spaces and chemical stockrooms, etc., and there are compliance concerns.
 - Riley and Krista both said that they ranked it very high on the list of priorities.
 - Ken expressed some frustration because there was some money used for lawn chemical disposable that “was probably poorly spent” because some of it was taken away while some of it was left behind. Nonetheless, he advocated for this item to be moved up in the rankings.
 - Ashton said that they already turned in their rankings yesterday.
 - Christy said that RMS has had their funding for waste disposal cut, which may lead to legal issues.
 - Next FOAC meeting Thursday May 22nd
- Discussion
 - There was no further discussion.

Oregon Institute of Technology Faculty Senate Minutes – May 6, 2025

Open Floor

Yuehai Yang

- Yuehai said that he sent out an email earlier in the day to all the Senators about voting for our Emeritus Faculty candidates. He asked that Senators please consult that email and use the link to vote online, because only a few have voted so far, and we need more to have a quorum and a majority vote as per policy.
 - Ken asked if he needs to vote tonight, and Yuehai said yes. Yuehai was hoping we could do it during the Senate meeting and in person.
 - Yuehai explained that we are compressing the usual timeline for this Emeritus Faculty vote, and that if Senators want to make public comments about any of the Emeritus candidates they can send them in to him *after* the vote is complete and they will be recorded.
 - He also explained that the voting is via “secret ballot” and the names of those who have voted are not connected to their vote.
- We waited for enough Senators to vote that the vote could be formalized.
 - At the completion of the vote, all three Emeritus Faculty candidates were approved.

Matt Schnackenberg

- Matt said that two years ago when his committee was revising the promotion policy to include NTT faculty, they considered the concern that “non-tenure-track faculty” isn’t a great name. The concern was that “you’re naming people by what they were not.” At the time, the committee had no power to change this, as they were told that once the CBA was renegotiated, the name for this track would be decided in that document. That process is, of course, going on right now.
- Matt said that he’s shared this concern and the previous conversations about it with the bargaining team, and that they also had thoughts about the verbiage. This discussion brought up another concern: that “non-tenure-track” as a label reinforces a hierarchy that we don’t want to emphasize unnecessarily. He’s also discussed this with current NTT faculty, many of whom wanted us to use language that was consistent with what’s used across the rest of the nation.
- Ultimately, Matt suggested “career faculty” as a new label. He said that this is what the U of O uses, and that the bargaining team liked this suggestion as well. Either “career faculty” or “professional track” were popular options.
- Matt clarified that he’s not asking the Senate to decide between these new labels; instead, we’re just approving the idea of handing the decision over to the bargaining team.
 - Matt made a motion to confirm Senate support of having the bargaining team make a name change to the non-tenure track. Christy seconded the motion.
 - To clarify, Deb asked if this name change would encompass instructors and other classifications that are outside of the tenure track process.
 - Ken said that it includes Instructors, Provisional Instructors, Senior Instructor Is, and Senior Instructor IIs. He said that he isn’t sure how to categorize library faculty.
 - Matt said that technically they would just be considered career instructional faculty.
 - Deb said that he’s okay with the change, but pointed out that we still need to say “non-tenure track” to explain what “career faculty” or “professional track” is.
 - Matt admitted that “it doesn’t change anything substantial.” Instead, it’s about connotation: “career” has a better connotation than “non-tenure track.”
 - Cristina explained that this is a job title rather than a rank.

Oregon Institute of Technology Faculty Senate Minutes – May 6, 2025

- Matt agreed, and reiterated that affected faculty's *rank* wouldn't change, just their title would change.
- SuJin said that at his previous university, there was a different system. They had "Assistant Professor in Teaching," "Assistant Professor in Research," and so on. This, to him, is a better way to represent our NTT faculty than by using "career faculty" and "professional faculty."
- Stefan agreed with SuJin. Other places use a "teaching track" and a "research track."
- For clarity, Ken wanted to restate what the motion is here.
 - Matt clarified that we're voting to support a name change to the non-tenure track that our bargaining team *might* do during negotiations.
 - Ken suggested this wording as the official wording of the motion: "The Faculty Senate supports a possible change from the classification of 'Non-Tenure Track' to 'Career Track' or 'Professional Track.'"
 - This was suggested as a friendly amendment, and Matt accepted. Cristina seconded the change to the original motion.
 - The vote was unanimously in support.

Adjournment

The meeting was adjourned at 9:58pm. Wow.

Respectfully submitted,
Ben Bunting, Secretary

Senate Report

05-06-25

NW accreditation visit:

As Faculty Senate Executive representatives, Ben and I met with Dr. Carol Long, a long-term faculty member—previously an English professor at Willamette University for 30 years—who now serves as their Provost (Senior Vice President) and will be retiring soon. We appreciated her efforts in visiting Oregon Tech to follow up on the recommendations made by NW during their 2023 visit. We conveyed *faculty perspectives* on how these recommendations have been implemented at Oregon Tech and how circumstances have changed, particularly regarding the **recommendations to improve the structure of shared governance and faculty/staff employment**. The 2025 Ad Hoc Self-Evaluation Report, prepared by Dr. Afjeh and submitted to NW in March 2025, is currently available on the website:

<https://www.oit.edu/provost/accreditation>

April, Board--Finance and Facilities, Board Meeting - April 9, 2025

VP Harman's report:

- Oregon Tech **does not expect a direct heavy impact** from funding revenue cuts at the federal level, although Chair Davis and Trustee Gopalpur cautioned that there might be a possible indirect impact on Oregon's higher education fund due to resource relocation caused by possible federal cuts in areas such as Medicaid.
- **We are likely looking at a 7% increase in state funding for higher education** this year. Dr. Nagi added that this likely will only translate into **~3.5% of Oregon Tech's revenue** bucket, as we are roughly half funded by the state, and he added that "there is nothing like enrollment that we have control over".

Thom Darrah's report:

- The **New Student Housing Project** is 43% complete as of the end of February 2025. It tracks in the budget and on time. As of his report's date, its exterior structure is 100% complete.
- **Campus Security Camera Project** is on schedule (66% complete as of the report date) and scheduled to be 100% complete by the end of the calendar year.



Data Source Defined

- **2023 IPEDS Data**
 - Occupational category: "Management" and "Instructional".
 - IPEDS classifies management as "*fulltime involved in management of the institution, planning, directing, or coordinating policies and programs*" (i.e., managers and above).
 - IPEDS classifies instructional as "*full-time instructional faculty*".
 - IPEDS does not report by classified or non-classified employee categories.
 - Management is not synonymous with administrative staff or unclassified.
- **Full-time Employees (not FTEs)**
 - Does not include adjunct or other part-time positions.
- **Human Resources Survey Component:**
 - Salary expense of full-time employees, does not include benefits.
- **Finance Survey Component:**
 - All university operating expenses, including labor and benefits.
- **Oregon Tech Full-time Employee Count and Expense includes all Locations.**

Conclusion

Oregon Tech full-time employee counts and salary expense by faculty, management and all other employee categories are reasonably comparable to recognized peer group benchmarks.



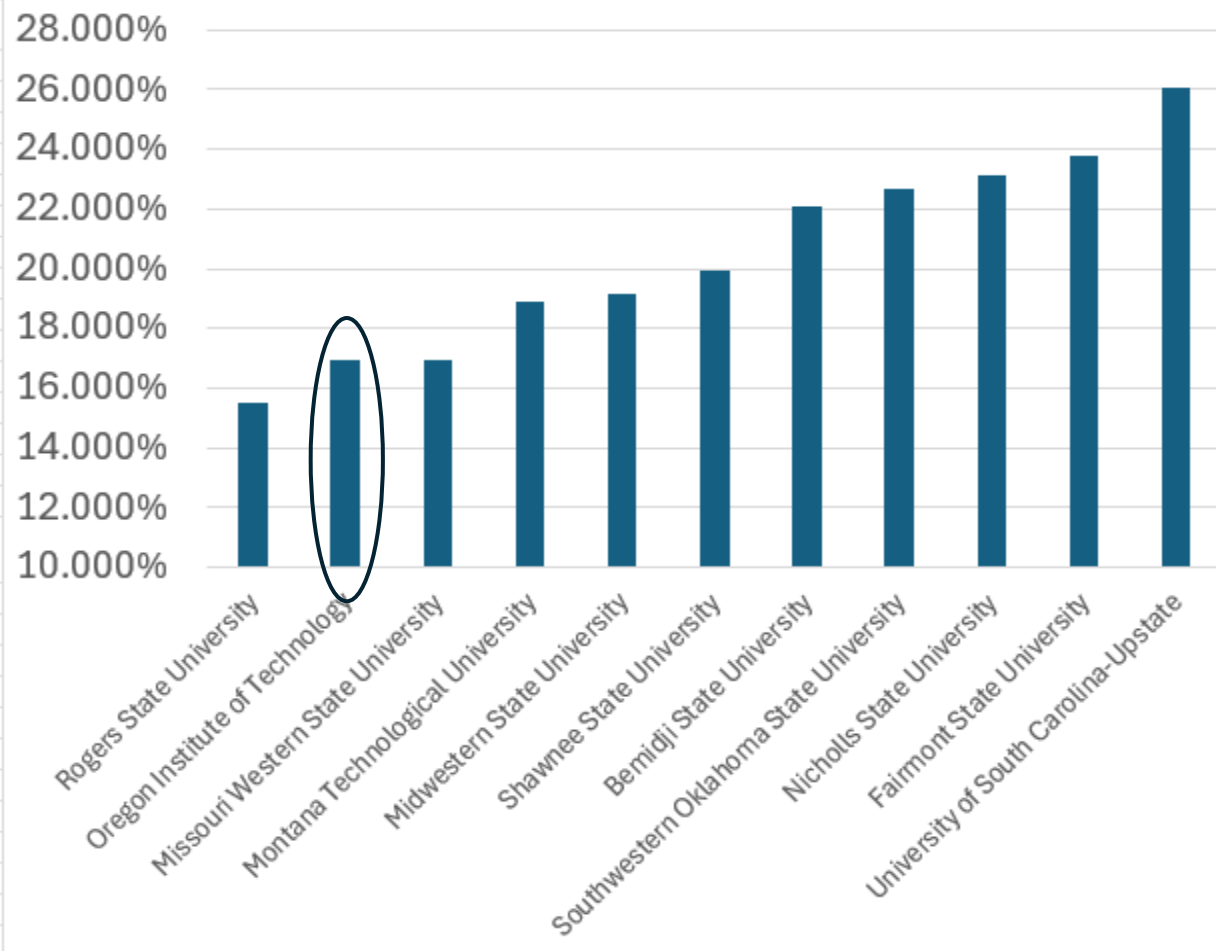
Full-time Faculty Count & Salary Expense to Peers (not FTEs)*

Faculty Percent		Faculty Salary Expense Percent	
<u>Oregon Tech**</u>	<u>Peer Avg.</u>	<u>Oregon Tech**</u>	<u>Peer Avg.</u>
166 Fac.	165 Fac.	\$ 13.1M Fac.	\$ 11.9M Fac.
<u>447</u> Total	<u>435</u> Total	<u>102.4M</u> Total	<u>78.1M</u> Total
37%	38%	13%	15%

*Source: 2023 IPEDS

**Impacted by vacant budgeted faculty positions

Faculty Salary/Wage as a Percent of Total Expenses 2023



Comparable institutions	Faculty Salary/Wage as a Percent
Rogers State University	15.517%
Oregon Institute of Tech	16.940%
Missouri Western State University	16.960%
Montana Technological University	18.876%
Midwestern State University	19.129%
Shawnee State University	19.952%
Bemidji State University	22.059%
Southwestern Oklahoma State Universi	22.687%
Nicholls State University	23.104%
Fairmont State University	23.790%
University of South Carolina-Upstate	26.040%
Peer average	20.811%

Our chosen peer group, on average, is out-investing Oregon Tech on **faculty salary/wage** (in percentage) by **~23%**

Just to **match** our chosen **peers' average**, we will need to spend an additional **~3.9% of our total expense** on **faculty salary/wage** investment.



~\$3,950,000



~59 new Assistant Professors



~65 new full-time long-term faculty (if half TT, half NTT)

The “apple to apple” data comparison suggested a slightly different conclusion:

To maintain the integrity and continuity of our academic programs and **to be comparable to our chosen peers**, we should/could have **a lot more** (~46% more) full-time, long-term faculty, as **recommended by NW**.

Adequately staffing our programs also requires a true Shared Governance structure, **also recommended by NW**, and your continued advocacy.

Oregon Tech Policy OIT-21-040

Instructional Faculty Evaluation

1. Policy Statement

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

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

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

2. Reason for Policy/Purpose

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

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

3. Applicability/Scope

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

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

4. Definitions

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

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

Faculty Objectives Plan (FOP):

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

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

Annual Performance Evaluation (APE):

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

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

Student Evaluation of Instruction:

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

5. Policy

5.1 Criteria for Evaluation

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

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

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

Instruction/Teaching

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

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

Scholarship/Research

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

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

Service

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

Internal service may include but is not limited to:

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

External service may include but is not limited to:

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

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

5.2 Timeline and Procedure for Evaluation

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

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

5.2.1 Annual Performance Evaluation Timeline

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

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

5.2.2 Faculty Objective Plans Timeline

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

6. Links to Related Procedures, Forms, or Information

Attachment A: blank Faculty Objectives Plan (FOP) form

Attachment B: blank Annual Performance Evaluation (APE) form

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

7. Policy Review/Consultation

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

- Faculty Senate

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

8. Policy Approval

Approved by the President on April 29, 2025.

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

Adoption Date

May 19, 2009

Supersedes, Renames, and Renumbers

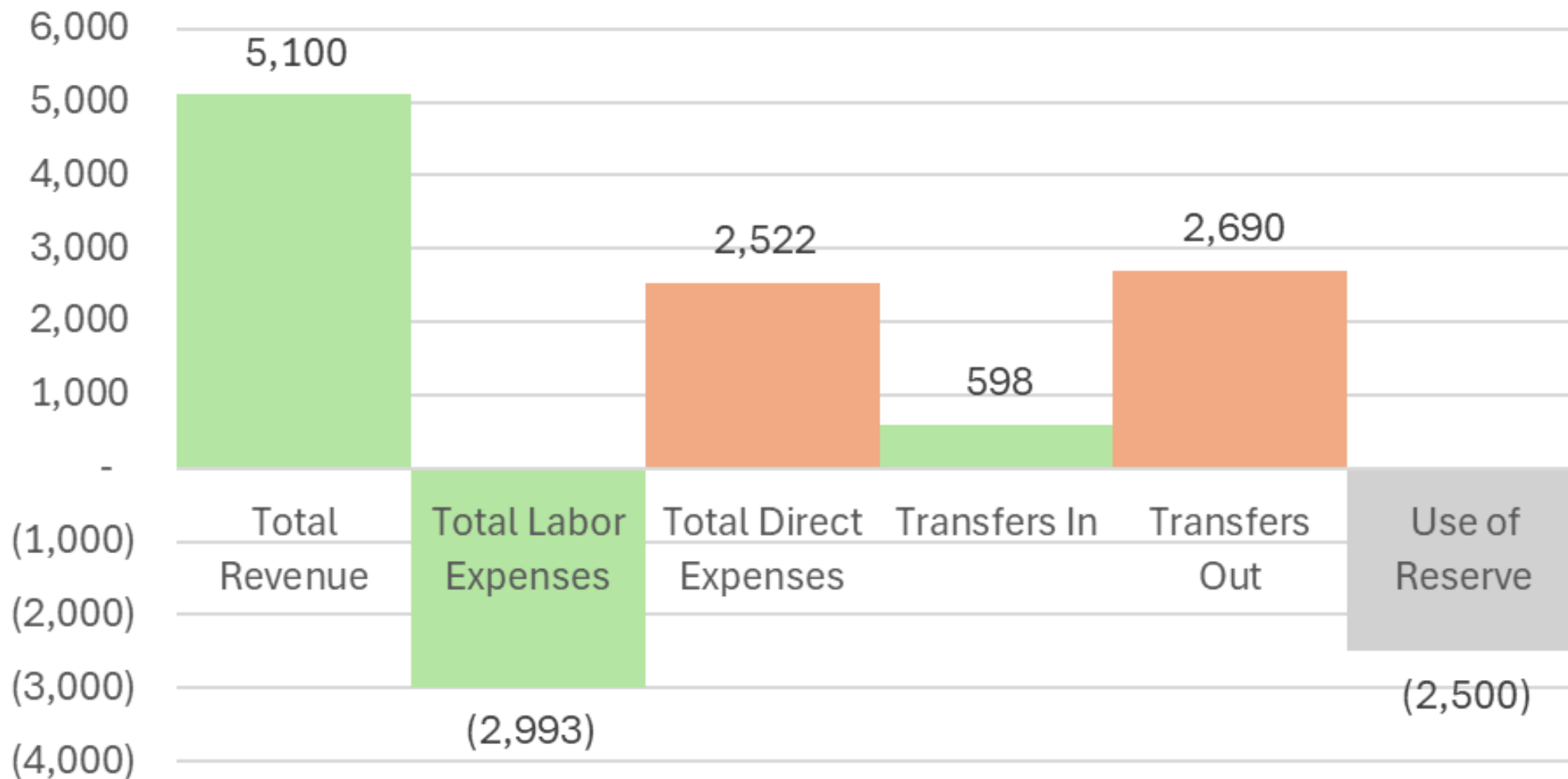
OIT-21-040 dated May 29, 2014

Revision Dates

May 29, 2014

May 19, 2009

Forecast to Budget Variance (in thousands of \$) March 2024



$$\$5,100 - (-\$2,993) - \$2,225 + \$598 - \$2,690 - \$2,500 \approx \text{\textcolor{yellow}{\$979}}$$

Strategic Investment Requests

Division/Department	Amount	Request	Type
F&A/REMS	\$23,882	Body worn cameras for safety officers	5 Year Commitment
F&A/REMS	\$5,397	Body armor for Asst. Director of Campus Safety	One-Time
F&A/REMS	\$77,500	Business continuity software; \$50k software (ongoing) \$27,500 service (one-time)	Ongoing & One-Time
F&A/REMS	\$3,376	Hazardous waste removal	Ongoing
F&A/REMS	\$9,902	Campus Safety reporting software	Ongoing
F&A/HR	\$98,667	HR Generalist	Ongoing
F&A/Facilities	\$6,575	Facilities overtime rate increases	Ongoing
F&A/ITS	\$250,000	MS Co-Pilot licenses & Google Gemini research & grant AI tools	Ongoing
UA/Advancement	\$125,000	Space renovation for Advancement off-site location for emergency use purposes	One-Time
AA/ETM	\$190,277	Restore Applied Computing and Geomatics department chair	Ongoing
SEM/Advising & Retention	\$75,000	Space renovation to create a consolidated academic support and advising location	One-Time
AA/ETM	\$155,042	Applied Computing & Geomatics assistant professor – tenure track	Ongoing
SEM/Admissions	\$98,667	Recruiting professional for graduate programs	Ongoing
AA/Graduate Program	\$75,000	Increase in graduate student stipends	Ongoing
AA/HAS	\$176,183	Mathematics department chair	Ongoing

Oregon Tech Policy
OIT-XX-XXX
Posthumous Degree Policy

1. Policy Statement

Oregon Tech awards posthumous degrees and posthumous certificates of completion to celebrate the life and contributions to the university community of a student who dies prior to completion.

2. Reason for Policy/Purpose

The purpose of this policy is to document the requirements for a posthumous degree and posthumous certificates of completion.

3. Applicability/Scope

This policy applies to all posthumous degrees and posthumous certificates of completion.

4. Definitions

Posthumous: following or occurring after death.

5. Policy

Policy Details

Posthumous Degree

- A. Generally, to be considered for a posthumous degree, the student should have completed at least two-thirds (2/3) of all required coursework for the degree and be in good academic standing with the university. The request for a posthumous degree will be reviewed by the dean of the college in which the student was enrolled and then sent to the Provost for consideration.
- B. If the Provost approves the request, they will direct the University Registrar to record the posthumous degree. The notation of “posthumously awarded” will be reflected on the student’s transcript with the date of the award.

Posthumous Certificate of Completion

- A. In cases where it is determined that a student did not meet the above criteria for a posthumous degree, a posthumous certificate of completion may be awarded, at the request of the Provost, by the University Registrar. The certificate of completion will be noted on the student’s transcript.

6. Links to Related Procedures, Forms, or Information

7. Policy Review/Consultation

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

- **Academic Standards Committee**
- **Faculty Senate**

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

8. Policy Approval

Approved by the President on May 26, 2025.

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

Adoption Date

Sample: 02/16/2023

Supersedes, Renames, and Renumbers

Sample: Former OAR 580-021-0040

Revision Dates

Sample: 4/20/23

6/15/23



Guiding Principles for the Use of AI at Oregon Tech

Introduction

Artificial Intelligence (AI) has the potential to transform education, research, and administrative processes at Oregon Tech. These guidelines establish a framework for the responsible and ethical use of artificial intelligence (AI) technologies ensuring alignment with legal requirements, accreditation standards, and university values while promoting the use of AI to further the mission of Oregon Tech.

Ethical Use

AI technologies must be used in ways that respect human rights, privacy, and dignity. All AI applications should avoid causing harm to individuals or groups. The use of AI tools is not an effective replacement for developing competencies or understanding within a subject area. Accredited programs have the responsibility to abide by AI related policies or ethics statements as outlined by their governing body. All course syllabi should include an AI statement that explains the instructor's expectations for the appropriate use of AI in their courses.

Transparency

AI systems should operate transparently. This includes clear documentation of AI algorithms, data sources, and decision-making processes. Stakeholders should be informed about how AI is being used and its potential impact.

Accountability

There must be clear accountability for AI systems. This includes assigning responsibility for the development, deployment, and monitoring of AI technologies. Mechanisms should be in place to address any issues or concerns that arise. AI users assume responsibility for legal and policy violations.

Inclusivity

AI should be designed and implemented to be inclusive, ensuring that it benefits all members of the university community. Users of AI have a responsibility to understand the limitations of these technologies and to critically evaluate any AI-generated content for

inaccuracies and biases. Efforts should be made to ensure equitable access to AI technologies.

Privacy and Security

AI systems must prioritize the privacy and security of data. Personal and sensitive information should be protected. The following are some examples of protected information.

- copyrighted materials
- information protected under a nondisclosure agreement
- patented information
- data under Health Insurance Portability and Accountability Act (HIPAA)
- private health or financial information
- information under Family Educational Rights and Privacy Act (FERPA)
- location data for ESA listed endangered or threatened species without US Fish and Wildlife consent.
- proprietary experimental data
- use of intellectual property beyond what is outlined in course syllabi

This list is not finite or limiting and users must consider appropriate security measures for their application of AI systems. The university's Information Technology Services department recommends the use of particular AI services for general queries.

Departments are encouraged to establish their own AI guidelines that support their unique objectives. Data usage should comply with Oregon Tech policies and relevant state and federal laws and regulations.

Sustainability

AI initiatives should consider their environmental impact and strive for sustainability. This includes optimizing resource usage and minimizing the carbon footprint of AI technologies.

Continuous Improvement

AI technologies should be subject to continuous evaluation and improvement. Feedback from users and stakeholders should be actively sought and incorporated to enhance the effectiveness and reliability of AI systems.

Education and Training

The university will provide access to education and training on AI to students, faculty, and staff. This includes fostering an understanding of AI principles, ethical considerations, and practical applications.

Collaboration

Oregon Tech will encourage collaboration between departments, researchers, and external partners to advance AI research and applications. Sharing knowledge and resources can lead to innovative solutions and best practices.

Conclusion

By adhering to these guiding principles, Oregon Tech aims to harness the potential of AI responsibly and ethically, ensuring it contributes positively to our academic community and society at large.

Oregon Tech Policies Pertaining to AI Use

Academic Integrity Policy [OIT 14-030](#). Information regarding use of AI by students in classes and violations of academic integrity.

Violence Free Campus Policy [OIT 01-010](#). Covers Oregon Tech's commitment to safety and expectations of civility and respect.

Intellectual Property [OIT-24-010](#). Provides the campus definitions for intellectual property.

Institutional Review Board for Use of Human and Animal Subjects in Research [OIT-25-010](#). Provides information and expectations on doing research on human or animal subjects.

Computer Use Policy [OIT-30-005](#). Gives software recommendations and outlines campus policies related to inappropriate use of computer resources.

Interinstitutional Faculty Senate

Resolution in support of Public Universities in the State of Oregon

Date: May 16, 2025

1.1 Whereas recent and escalating actions by federal governmental bodies pose a significant threat to the foundational principles of American higher education, including the autonomy of university governance, the integrity of scientific research, and the protection of free speech; and

1.2 Whereas the federal government has targeted individual institutions with legal, financial, and political incursion designed to undermine their public mission, silence dissenting voices, and/or exert improper control over academic inquiry; and

1.3 Whereas the federal government is actively censoring curricula, undermining due process, targeting scholars and students, and carrying out politically motivated detentions; and

1.4 Whereas this has already resulted in the creation of oversight committees and offices to surveil intellectual and academic activities; and

1.5 Whereas the public universities in the state of Oregon hold a longstanding tradition of academic collaboration, research excellence, and commitment to democratic values and shared governance; and

1.6 Whereas four presidents of Oregon's public universities signed the national [A Call for Constructive Engagement](#) issued by the American Association of Colleges and Universities and the American Academy of Arts and Sciences, signaling a shared commitment to democratic principles and the public mission of higher education; and

1.7 Whereas in light of increasing public scrutiny and political pressures on Oregon's public universities, this resolution seeks to build upon such leadership through collective efforts to protect academic freedom and defend the public mission of Oregon institutions; and

1.8 Whereas the preservation of one institution's integrity is the concern of all, and an infringement against one member university in the State of Oregon shall be considered an infringement against all; and

1.9 Whereas the Interinstitutional Faculty Senate consists of elected faculty from all public institutions of higher education in the State of Oregon.

2.1 Be it therefore resolved that the Interinstitutional Faculty Senate calls on the presidents of Oregon's public universities to demonstrate courageous leadership not only in words but through concrete, material actions that advance equity, protect

academic freedom, strengthen shared governance, and invest in the faculty, staff, and students who are the foundation of public higher education.

2.2 Be it further resolved that the Interinstitutional Faculty Senate urges the Governor of Oregon and the Oregon Legislature to demonstrate a sustained commitment to the state's public universities by materially supporting their core academic missions, safeguarding academic freedom, and investing in the long-term vitality of public higher education as a public good essential to Oregon's future.

Interinstitutional Faculty Senate

Resolution in support of Sanctuary and Public Universities in the State of Oregon

Date: May 16, 2025

1.1 Whereas international students across the country, including in Oregon have had their visas revoked by the current Department of Homeland Security (DHS), and DHS is pressuring universities to disenroll students whose visas have been revoked; and students facing visa revocation are given fifteen days to determine whether to leave the US, a.k.a., “self deport;” and

1.2 Whereas the current federal administration’s policies of mass deportations, threats of targeted deportations, and forced removals of noncitizens, international, and undocumented students and scholars have spread terror and fear in our university communities; and

1.3 Whereas Oregon has been a Sanctuary State since 1987, committed to protecting the well-being, respect, and fundamental rights of all Oregonians; and

1.4 Whereas [in 2021, the Oregon State Legislature passed HB 3265, the Sanctuary Promise Act](#), reaffirming the state’s commitment under law, since 1987, to avoid use of state and local resources toward federal immigration enforcement activities. HB 3265 ensures that “public bodies and Oregon law enforcement agencies cannot deny services and benefits... or inquire about immigration status” and prohibits local law enforcement and state entities from “gathering and sharing information with federal immigration authorities” or otherwise aiding or assisting federal immigration enforcement activities; and

1.5 Whereas the Interinstitutional Faculty Senate consists of elected faculty from all public institutions of higher education in the state of Oregon.

2.1 Be it resolved that the Interinstitutional Faculty Senate calls upon Presidents, Provosts, and other relevant administrators of Oregon’s public universities to work together and make explicit that, to the extent possible and legal, institutional resources will be used to protect immigrant, undocumented, and international students, faculty, staff, and visiting scholars whose wellbeing and continued affiliation with Oregon universities is at risk due to aggressively unwarranted federal immigration enforcement activities.