

Minutes

The Faculty Senate met on December 6th 2022, in the Sunset Meeting Room of the College Union (Klamath Falls campus) and via Zoom for Portland-Metro faculty and others attending remotely.

Attendance/Quorum

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

Approval of Minutes

The minutes for the November 1st 2022 Faculty Senate meeting were approved with no changes.

Reports of the Officers

Report of the President – Terri Torres

- Terri began her report by thanking those who contributed to the recent honey sale, which benefitted the students' beekeeping club. She also reported that the bees are still alive.
- Terri also thanked everyone for their work on the Academic Master Plan so far.
- She reported on her recent meetings with the Provost:
 - They discussed the grant money that the university received for credit for prior learning. The administration has decided to hire a company to determine how best to use those funds to meet requirements.
 - They discussed retention, and specifically what faculty can do to help with retention. Terri reiterated the importance of faculty posting their office hours.
 - Terri expressed a need for ADA training for faculty. She reported that Jamie Irish and Jennifer James will be dropping into department meetings soon to provide this.
 - They discussed the difficulties of having a second "college hour" on Thursdays at 2pm; Terri says that if you have input on this recent change to let your department chair and your Dean know.
- She will have a meeting with the President this coming Thursday, and plans to ask about tenure relinquishment, which is a recent faculty concern due to it not having been granted to any applying faculty over the last few years.
- SenEx has discussed the need for consistently getting exit surveys from departing faculty. Possibly Senate needs to collaborate with HR to make sure this happens.
- Dr. Mott met with SenEx and the two agreed on charges for CCT:
 - Attend conferences on higher ed teaching to remain current on the latest research
 - Continue to work on "traditional" CCT initiatives (the OTET Workshop and Conference)
 - Begin developing a center for teaching and technology
- They also developed charges for GEAC:
 - Looking into "block scheduling"
 - Integrating departments' curriculum maps with the broader academic schedule
- Terri reported that we aren't yet ready to look at revising our general education program; we are first going to wait for the state-level common course numbering effort to conclude.
- Graduate Council was going to look at running IRB through a local company, but the university now has an outside contract with an IRM company that we will be working with for the foreseeable future.
- There are no new charges for the Assessment Commission, other than "doing what they usually do."
- There will be no Faculty Senate meeting in January; however, there will be a Board meeting. Terri requested input from Senators on what to bring to their attention during her report to them.
- Next, Terri reported to the Senate the answers she received from Disability Services regarding how accommodations work. For the sake of brevity, I am providing those questions and their provided answers as a separate document, which can be found on **pages 11-12** of this packet.

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- Questions?
 - There were no questions.
- End of report.

Report of the Vice President – Yuehai Yang

- Yuehai reported that there was an Academic Council meeting on November 7th.
 - AVP McCreary hosted the first half of the meeting, raising the question of whether labs and lectures need to be listed as separate courses with separate CRNs. Yuehai said that this matter is still under discussion between the AVP and the department chairs. The reason for this discussion is to make sure that labs and lectures are both being counted fairly as workload in the terms spelled out by the CBA.
 - The second part of the meeting was Robert Evory introducing Oregon Tech's new advising tool, called Inspire. There are a lot of benefits to using this software for advising. Yuehai said that Franny Howes is intending to set up opportunities for faculty to test this software.
- Earlier today the University Research Committee hosted a research roundtable. Yuehai thanked Riley Richards for organizing the meeting and reported that twenty-five people attended. Attendees were surveyed, and their input will be used to improve the next roundtable.
 - Yuehai also reported that Zoe Smiley would like to support our students in taking on undergraduate research projects in theory; however, she sees students struggling to register for their classes due to our significant staffing losses and is also unable to follow up or finish previously begun research projects due to faculty leaving suddenly.
- Yuehai also reached out to see if Vanessa would be able to survey our MIT faculty about their concerns and the issues they are facing, and what they think Faculty Senate can do to help.
- Questions?
 - There were no questions.
- End of report.

Report of the ASOIT Delegates – Sasha Rabich and Billy Kimmel

- Sasha's (KF President) Report:
 - Sasha reported that ASOIT had an officer leave last month, and so they are currently hiring for a replacement Academic Affairs officer. ASOIT hopes to fill this position by the end of the semester.
 - He also thanked everyone who attended the memorial service for Theodore Giles, which was held last Sunday.
 - ASOIT has held a few study events near the end of the term to support students.
 - Sasha reported that even though the FAC – Financial Allocations Committee – has been a primarily ASOIT-led venture in the past, it is actually, according to policy, required to include a wider set of student voices. Changes are being made to make sure policy is being better followed in the future.
 - ASOIT is also preparing for the winter term's meeting of the Tuition Recommendation Committee.
 - Sasha reported that ASOIT is looking into better “long-term continuity.” He pointed out that officer terms are typically nine months, and the first three of those months are just learning the roles of the position. To combat this, ASOIT will start holding elections in the winter term instead of in the spring term.
 - ASOIT will be holding three forums next term in addition to their usual weekly meetings. One forum will be on tuition, the others will be on subjects that are of most interest to students. Subjects Sasha mentioned as possibilities include:
 - Food on campus (Sodexo)
 - How student money is being used

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- Housing
- Class selection, and “teachers in general”
- Questions?
 - Randall Paul asked what was meant by “teachers in general” during Sasha’s last comment.
 - Sasha responded that student concerns on this point included questions like:
 - Why are classes so limited?
 - Why are there so few teachers?
 - Why is there such variability in the quality of teachers?
 - Why is it so difficult for medical students to take an engineering course?
- End of report.
- Billy’s (PM President) Report:
 - ASOIT recently held an event to collect feedback on student frustrations. He reported that some of this feedback included:
 - Expectations around communication with faculty
 - Billy suggested that interested faculty try to be clear with their students about when and how they can expect email responses to their questions.
 - Frustrations with how Canvas is organized
 - Frustrations with how and when materials are updated on Canvas
 - Frustrations “about finals in general”
 - One of the things ASOIT is focusing on going into winter term is a survey about preferred course modality among students. ASOIT is in conversations with other stakeholders to make sure that the results of this survey are useful to everyone who is interested.
 - Andie Fultz asked if Billy communicated to PM students that the Final Exam Schedule listed on the Oregon Tech website is not the one that is followed at Portland-Metro.
 - Billy said he had not communicated this yet, but Kelly Sullivan reported that the schedule was actually updated online today to make a distinction between the KF and PM finals procedures.
 - Finally, Billy reported that PM ASOIT is also gearing up for the meeting of the Tuition Recommendation Committee in the winter term. They are looking at hosting a few forums to allow students to provide their input on tuition.
 - One thing that PM students are requesting is the ability to have course evaluations open a bit longer, so students can complete the evaluations after finishing their assignments.
 - Questions?
 - Randall asked what the students’ complaints about finals were, and Billy responded that it was just a general frustration with the number and difficulty of finals.
 - End of report.

Report of the Administrative Council Delegate – Kelly Sullivan

- Terri thanked Kelly for dealing with the aforementioned website change to the posted Final Exam Schedule.
- Kelly spoke first to clarify her previous comments (at the last Senate meeting) about the compensation study. She explained that Administrative Council represents all unclassified staff, who are *not* part of a union. It is often difficult to tell which staff positions are unclassified (vs. classified). Kelly explained that there is a list on the HR website of example positions that might fall under the “unclassified” category. One distinction she mentioned is that classified staff are hourly employees, while unclassified staff are salaried. The compensation study she spoke of previously is being used to see if changes need to be made to unclassified staff’s payscale, since they don’t receive regular or annual raises.

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- Kelly clarified further that the results of the study will not lead to anyone having their salary *decreased*, regardless of the results. She stated that it is likely that the results will reveal that some positions have to have their pay rate increased to ensure that all staff are being compensated fairly.
- At Admin Council's last meeting, two new unclassified staff were introduced, both Assistant Directors in Admissions (KF and PM campuses).
- The November Kudos Award was awarded to Su Reyes.
- Admin Council is having a book club this winter term, where they will be reading *Wait, What?* by James Ryan.
- Kelly also shared some subcommittee updates:
 - The Welcome and Welfare subcommittee is working on ways to engage with employees and make them feel more supported. Affinity groups are being developed to connect people based on shared experiences and/or interests. The subcommittee is also looking into a volunteer mentorship program.
 - The Professional Development subcommittee is collaborating with Career Services to provide a training on how to be a good supervisor for student employees.
 - The Communications subcommittee shared two items:
 - The PM Holiday Party will be on Tuesday, December 13th. Those interested can still RSVP up through Friday.
 - The alumni group is seeking nominations for the Distinguished Alumni award. Kelly encouraged Senators to forward any nominations they have to her.
- Questions?
 - Riley Richards asked who the comparator institutions are that are being used for the compensation study, and Kelly replied that she did not know off the top of her head. She offered to follow up later.
- End of report.

Reports of the Standing Committees

Faculty Rank Promotion & Tenure – Matt Schnackenberg

- Matt began by passing out physical copies of the NTT promotion policy draft that RPT has been working on. I have included a copy of this draft on **pages 13-24** of this packet for your reference.
 - Matt explained that he took a “first pass” at revising the document, then Ken Usher did the same. From there, the whole of RPT met to discuss.
 - He also explained that early on he and Ken met with the Provost and with AVP McCreary about revising this document, and reported that they found “a lot of common ground.” He said he perceives a growing belief that NTT faculty positions “are meant to be long-lasting” and that we need a way for those faculty to move up through various ranks.
 - The current draft of the NTT policy is based on/in the existing promotion policy for tenure track faculty. RPT's work so far is therefore adding language about the promotion of NTT faculty to the existing OIT-20-040 document.
 - The changes/additions to the existing policy are indicated in the attached document, and RPT's thinking regarding many of those changes is relayed in the margin comments on that document. For the sake of brevity, I only record below comments that Matt made during his report that *aren't* addressing directly on the document:
 - The committee is currently discussing what criteria should be included in the consideration of promotion for an NTT faculty: how closely should the criteria parallel those for TT faculty promotion, considering that NTT faculty have diminished time (and little to no expectation) for service and professional development?
 - Matt said that in his opinion, NTT faculty making it to the proposed “Professor of Practice” level should have their workload adjusted so that they have time and opportunity to share their expertise in teaching with their colleagues at and beyond Oregon Tech.

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- Matt asked the Senate to consider that as policy stands now, only tenured faculty can serve on promotion and tenure committees; this would mean that in future, NTT faculty going up for promotion could never be evaluated by other faculty in their “track.”
 - Matt suggested that perhaps we could require “five years’ experience” for such committee members in the future instead of requiring strictly tenure.
 - He also pointed out that we have historically required tenure for people serving in this way in part because that tenure allows them more freedom to speak their minds and express themselves in committee; NTT faculty serving in such a role would not have the same protection and might feel pressured to speak or vote a certain way due to their contingent status.
 - Kamal Gandhi spoke to agree with the idea that NTT faculty should be evaluated by (at least some) NTT faculty.
 - Vicki Crooks asked if there is the expectation that the NTT faculty lines at Oregon Tech will be primarily in certain disciplines or will this be an adjustment we need to make across the university?
 - Matt acknowledged that there are certain disciplines that have picked up more NTT lines recently than others, and Vicki suggested that the promotion policy thus take into consideration the possibility that faculty from certain disciplines might be more or less familiar with the work of NTT faculty than others.
 - Matt also pointed out that requiring NTT faculty to serve on all promotion committees could lead to certain candidates not having many (or any) faculty members from their department on their promotion committee.
 - Randall spoke to say that it remains confusing that we may in the future have a NTT “instructor” rank as well as a TT “instructor” rank. Can we come up with different names for each to minimize the confusion?
 - Robert Melendy spoke to say that lots of universities have begun offering NTT faculty rolling two- or three-year contracts instead of making the contract year-to-year. He suggested that this would help with attracting and retaining NTT faculty in the future.
 - Bobbi asked what the benefit of hiring NTT faculty over TT faculty is.
 - Matt guessed that it was because NTT faculty have a higher teaching load for less cost to the university.
 - Cecily Heiner added that sometimes NTT faculty are hired because to hire a TT faculty, candidates would be required to have a Ph.D., and that would limit the hiring pool.
 - Kamal asked if there is any strategic vision at a higher level for how much of our faculty ranks might be made up of NTT faculty in the future? This would help us better plan how to make this policy work effectively.
 - Matt also pointed out the need to clarify the unclear wording at the top of page two of the policy: “However, instructors who complete the master's before serving four full years in rank will be eligible to apply for promotion the following April if they meet all other criteria.” He said the committee will be considering how to clarify this wording in the future.
 - Maureen Sevigny spoke in support of leaving open a “ramp” from Instructor to Assistant Professor (as described on page two) for faculty from departments that this “legacy policy” was originally drafted to serve.
- End of report.

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Academic Standards – Carrie Giacomelli

- Carrie explained that she is sitting in for Vanessa this month.
- Members for the committee have been determined and charges have been sent out.
- The first meeting of the committee will be held in January.
- End of report.

Faculty Senate DEI – Chitra Venugopal

- Chitra reported that the committee has been formed, but one of the committee members is resigning from Oregon Tech. The committee will be meeting in two weeks' time.
- End of report.

Reports of Special or Ad Hoc Committee

Student Evaluations Ad Hoc Committee – Vicki Crooks

- Vicki announced that Brandon Holter has joined the committee.
- The committee has met several times already, and is collecting and synthesizing research. They plan to have a written update for Senate when we reconvene in the new year.
- End of report.

Academic Calendar Ad Hoc Committee – Kamal Gandhi

- Kamal reported that he has been able to form a full committee, with faculty, student, and staff representation.
- The committee met briefly before Thanksgiving break, and agreed that they wanted to move forward quickly on the charges because most of the impacts of the calendar that are being investigated happen in fall term.
- One thing that has come out during the committee's meetings so far is that some of the changes to the calendar that faculty broadly consider negatives are in fact seen as staff and students as positives.
 - In light of this information, the committee decided to hold an open forum, which occurred earlier today. Kamal reported that during the forum, many faculty who see the Wednesday fall term start as a hardship began to understand it as a benefit to our students thanks to the conversations that occurred.
 - If we start on a Wednesday, families are more likely to be able to help their students move in over a weekend (versus a Monday start).
 - A Wednesday start also gives students a few days to get used to campus before their courses start.
 - After taking this new information into account, the committee still plans to make a survey available to gather more data. Kamal hopes that the survey will go out soon, giving people time over break to respond.
 - Kamal also reached out to Communications instructors specifically to see if they would be willing to survey their students in class about the state of the academic calendar. The information gathered from this will be added to the information gathered from a larger student-focused survey to go out later to help the committee understand our students' thoughts on the calendar as it stands.
- Questions?
 - Randall asked when the deadline for getting calendar changes set for the AY 2024-2025 is. Dr. Mott answered that she isn't sure what the exact date is, but it will be during spring term (spring 2023 to make changes for fall 2024).
- End of report.

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Unfinished Business

- There was no unfinished business.

New Business

- There was no new business.

Report of the Provost – Dr. Joanna Mott

- Dr. Mott began her presentation by sharing a series of slides. For the sake of brevity and for your convenience, those slides have been included on **pages 25-34** of this packet. I've recorded all questions and answers below.
 - Dr. Mott clarified that the reason it was recently reported publicly that our headcount was up is because that total figure includes our ACP enrollment; without that number, our headcount has in fact dropped.
 - Terri spoke to clarify for the group that ACP students do not pay tuition in the same way that on-campus students do, and so we do not get the same financial boost from ACP enrollment.
 - Dr. Mott encouraged departments to look at their department-level enrollment over the last three years and consider what they can do to boost their enrollment internally.
- Questions?
 - Kamal asked how our current numbers compare to pre-COVID numbers (the slide only goes back to fall of 2020).
 - Dr. Mott explained that the AY 2019-2020 data was collected and is available. She said that she believes that our fall 2019 numbers were similar to the fall 2020.
 - Riley spoke to suggest that we look into how many credit hours were taken compared to how many were offered. This would let us know if declining credit hours of enrollment are to some degree an effect of a decrease in credit hours we are able to offer.
 - Dr. Mott addressed an earlier question from Terri regarding what faculty can do to help boost enrollment. She said that PLT has been brainstorming on this very question, and Beverly is collating the results of those conversations into a resource that faculty can use in the future.
 - Vicki asked if Oregon Tech collects information from students who leave regarding why they chose to leave, and the Provost said yes. She explained that often students don't want to *provide* that information, but that we collect it when we can. This data has shown that students leave for a large variety of reasons across the board.
 - In response to an earlier chat question from Yuehai, Dr. Mott explained that the Inspire platform is already in place and some academic advisors are already using it. She encouraged faculty to use the platform, and clarified that we will all (faculty) start receiving more and more alerts about our students that originate from Inspire as more advisors adopt it. Because Inspire gets much of its information about student participation and success from our Canvas shells, the Provost also encouraged us all to use Canvas for our courses and keep our shells updated (grades especially) as regularly as possible. Inspire won't work as well without up-to-date information to operate based on.
- The Provost continued her report beyond the slide presentation to share that a forum on the Academic Master Plan was held last week, and an updated draft of the Plan is available on the Provost's website. The next step will be the Deans and Chairs looking at the items in the Plan to decide which goals to prioritize.
 - She also encouraged everyone to make sure to keep track and report when and where goals are being met.
- The sabbatical application email went out: applications are due on 1/13, and the forms and instructions are available through TechWeb.

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- The Student Faculty Innovation Grants RFP is out now, and proposals are due by 1/16. The RFP and faculty resources are both in TechWeb.
- President’s Council is soliciting comments on draft policy OIT-20-045 (Unclassified Staff Timely Notice). You can send comments to Dede or directly submit them via TechWeb.
- Dr. Mott echoed Terri’s earlier comments that charges are being developed and released, and she reported meeting with a number of committee chairs (GEAC, CCT, Graduate Council, etc.).
- The ETM vacancy on the Wellbeing Committee is still open; if you are interested in serving, please email Dede.
- The search for a new AVP of Academic Excellence is open, as is the search for the Dean of Online and Global Education. The Director of Academic Advising and Retention search is open as well, which will leave a bit of a gap between Deanne Pandozzi’s retirement and any new hire.
- Dr. Mott reminded faculty of the university’s final exam policy.
- More questions?
 - Terri asked about the grant we previously received for developing a summer bridge program: the bridge program ran this summer and we hoped to be able to continue it dependent on more future funding. Is there an update on this?
 - Dr. Mott said that we are currently searching for a director for summer programming. HECC has said that they are looking at making this funding ongoing so we can continue to offer a summer bridge program regularly in the future.
 - Terri also asked about the status of the DPT program.
 - Dr. Mott said that the program has to go through reconsideration for accreditation, and we will hear an update in April. We are currently interviewing and admitting students, who will enrolled to start in the summer if we receive the accreditation. She further clarified that the DPT students will be “our” students in terms of the tuition and central location, but OHSU will be providing the clinical sites and (some) faculty.
 - Dibyajyoti Deb asked why the accreditation for the program needed to be reconsidered and Dr. Mott explained it was because some elements of the program were “not evident” during the initial review so now more evidence must be provided.

Report of the President’s Council Delegate – Terri Torres

- President’s Council did meet recently, and considered a draft of policy OIT-20-045. Terri clarified that this policy applies to unclassified staff, *not* faculty.

Report of the Inter-institutional Faculty Senate (IFS) Representative – Maureen Sevigny

- IFS did not meet since the previous Senate meeting, but will be meeting again in February. No report.

Report of the Fiscal Operations Advisory Council (FOAC) Representative – Yuehai Yang

- Yuehai stated that John Harman previously said there would be a December FOAC meeting, but one was never scheduled so there is nothing new to report at this time.

Open Floor

Kristin Whitman

- Kristin spoke to introduce herself (Library Director at PM) briefly and explain that she is the OER coordinator for all of Oregon Tech. She reports to a state agency called Open Oregon that exists to promote textbook affordability and OER development across the state.

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- Kristin said she would like to report to the Senate more regularly so she can pass on recommendations and information about possible opportunities to our faculty.
 - She will be providing relevant information weekly (when appropriate) through Tech Connect.
- Kristin also reported that the library will be forming a Textbook Affordability Committee in winter term. Part of the point of this committee is to review our textbook affordability plan and to come up with an accountability mechanism for making sure it stays up to date in the future: these are requirements that are coming down from the state.
- Kristin also shared that she will be hosting virtual OER workshops at least once a term going forward, and that the first one (held earlier in the fall) was already a great success.
 - She said that participants in these workshops can also take advantage of an opportunity to review an OER in exchange for a \$200 stipend.
- Another opportunity that Kristin mentioned was a four-to-eight-week-long Equity and Open Education course, which faculty can take and receive another stipend for their work. She explained that this course is not *only* about how OERs can save students money, but also about open pedagogy and Universal Design can meaningfully change your teaching for the better.
 - She encouraged faculty to reach out if they are interested and/or if they have suggestions on how to more comprehensively spread the word about some of these opportunities.
- Another thing Kristin mentioned was that Open Oregon is currently considering OER work in the context of promotion and tenure processes: in short, they want to make sure that this work is meaningfully recognized when faculty go up for promotion and/or tenure.
 - Open Oregon has already produced a resource to help out faculty who do work with OERs and are coming up for promotion and/or tenure, and Kristin asked how to effectively disseminate that resource to the relevant Oregon Tech faculty.
 - Terri thanked Kristin for providing all this information and repeated her question to the Senate at large.
 - Randall suggested that we could edit the existing faculty promotion policy to explicitly list OER work as one of the things that “count” as service/professional development.
 - I suggested that a link to the document Kristin mentioned be included in the one page “Portfolio Guidelines” document that is currently associated with the OIT-20-040 policy document.
 - Randall reiterated that it is important to be explicit about the importance of OER work when it comes to promotion and/or tenure decisions so that faculty aren’t going out on a limb when dedicating their time to this important work.
 - Andria Fultz suggested that we look at how University of Oregon and OSU handle this and take a note from them, if appropriate.

Kristin Whitman

- Sean Sloan asked if we would be holding an election soon for the Senator who is resigning, and Terri said yes.

Adjournment

Terri adjourned the meeting at 7:55pm.

Respectfully submitted,
Ben Bunting, Secretary

1. How do accommodations work now?

The process for students receiving accommodations has not changed. Students must fill out an application for Disability Services, provide supporting documentation of their disability, and complete the intake with me. Once the intake is completed, I determine if their accommodation requests coincide with the ways in which their disability impacts their academic functioning. Once their accommodation approvals are finalized by me, I send the student an eligibility letter detailing their approved accommodations. The student then needs to request to use their accommodations for each of their classes every term. Once they do this, the system sends out the notification letter to faculty for review. Faculty then can contact us if they have questions about how to apply the accommodations or if they feel that the accommodation requires a fundamental alteration to the course. If faculty believes the accommodation would create a fundamental alteration of course, they need to complete the form. Faculty who do not complete the fundamental alteration form or have their fundamental alteration form denied and do not provide students with their accommodation, will be reported to their Dean and the Provost for further education or discipline. Failure to provide students the accommodations that they have a legal right to receive leaves the faculty, department, and university vulnerable to legal liability. As Counsel Groff has provided legal precedence as established by the Office of Civil Right, Disability Services determines whether or not claims of fundamental alterations are appropriate.

2 How does testing work?

When professors receive their Faculty Notification Letters, these include an 'Alternative Testing Agreement'. Professors need to complete this form in order for students to be able to schedule their exams with the Testing Center through AIM. Professors only need to complete one agreement per course, you don't need to do if for each individual student. Once the agreement is completed, students can schedule with the Testing Center, and they are shown how to do this during our intake. When a student's exam is scheduled in AIM, faculty will automatically receive an email with a link to upload the exam. If for some reason the professor doesn't receive this email or isn't sure how to use AIM, they can email the exam to the testing center (Testing@oit.edu for Klamath Falls and Portland@oit.edu for Portland-Metro). Also, when a student schedules to take their exam in the Testing Center, the system will only let them schedule at the same time that the rest of the class is taking it.

3. What flexibility does the professor have over the list of recommended accommodations?

The accommodations that we offer at Oregon Tech are all nationally recognized as reasonable academic accommodations and are offered at every university in the nation. When a student is approved for an accommodation, this is because they provided the necessary documentation to prove their need for it. Once this occurs, we cannot deny their accommodation without risking legal repercussions. Faculty must adhere to nationally recognized accommodations. Flexibility is only permitted in cases in which DS determines that there would be a fundamental alteration to the course without adjusting the accommodation.

4. Where did the Fundamental Alteration form originate?

The Fundamental Alteration form originates from the ADA Title II Technical Assistance Manual that outlines how organizations must provide supportive documentation of fundamental alteration prior to denying an accommodation.. All higher education institutions have a similar form in the case that faculty would like to claim that an accommodation would require a fundamental alteration. As David Groff shared, it is then up to the Disability Services department to determine if it is in fact a fundamental alteration.

5. What are the actual laws behind these changes? Please attach the source.

Under the Americans with Disabilities Amendments Act of 2008, "A public entity must reasonably modify its policies, practices, or procedures to avoid discrimination. If the public entity can demonstrate, however, that the modifications would fundamentally alter the nature of its service, program, or activity, it is not required to make the modification" (ADA Title II Technical Assistance Manual). Through various Department of Justice Office of Civil Rights case resolutions, the federal government has clarified that colleges and universities must:

1. engage in an individualized, interactive process with each student request for accommodations and avoid blanket statements or policies regarding accommodations (OCR No. 10-16-2203),

2. the student must not be put in the place of requesting their accommodation more than once and must not be left to negotiate their accommodation with faculty (OCR No. 01-16-2113)
3. the decision of whether an accommodation may fundamentally alter an essential course/ program objective must be made by a group of knowledgeable and trained individuals at the college within the program and the disability services office (OCR No. 01-16-2120; 03-14-2248),
4. the group pursues a thoughtful, careful, rational review of the course/program essential objectives and requirements (OCR No. 01-16-2120), and considers a series of alternatives and modifications that does not fundamentally alter the course/program even if it is not the accommodation originally requested (OCR No. 01-16-2120).

Additional resources:

Furthermore, college students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973. The Department of Education and Office of Civil Rights have information specifically pertaining to 'hidden disabilities' at this link below. While this is specified to enforce the inclusion of 'hidden disabilities' within the protected classes, the page also offers great information on the general application of these laws and legislations in the college setting.

<https://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html#:~:text=Section%20504%20of%20the%20Rehabilitati on%20Act%20of%201973%20protects%20the,that%20may%20not%20be%20apparent.<https://nam02.safelinks.pr otection.outlook.com/?url=https%3A%2F%2Fwww2.ed.gov%2Fabout%2Foffices%2Flist%2Focr%2Fdocs%2Fhq5 269.html%23%3A~%3Atext%3DSection%2520504%2520of%2520the%2520Rehabilitation%2520Act%2520of%2 5201973%2520protects%2520the%2Cthat%2520may%2520not%2520be%2520apparent.&data=05%7C01%7CTerr i.Torres%40oit.edu%7Ce345a13b6cb84a0afdf408dabd00feec%7Cf4db50f235d14e0694e2167755273558%7C0%7C 0%7C638030109218930950%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLC JBTiI6Ik1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=Vxlcxz3GgXp6woCDe6MPIxNjmL%2BoS ReZeSRjEwXXtMs%3D&reserved=0>>

The National Network for the ADA has a couple of webpages with great information and explanations regarding the application of disability accommodation in higher education settings:

<https://adata.org/factsheet/postsecondary<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fa data.org%2Ffactsheet%2Fpostsecondary&data=05%7C01%7CTerri.Torres%40oit.edu%7Ce345a13b6cb84a0afdf40 8dabd00feec%7Cf4db50f235d14e0694e2167755273558%7C0%7C0%7C638030109218930950%7CUnknown%7C TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCi6Mn0%3D%7C3000 %7C%7C%7C&sdata=qXxtskDII1LrPF%2Fn46Mvq1UQfTOPmL98jPg2lMbw%3D&reserved=0>>

https://adata.org/research_brief/higher-education-and-ada<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fadata.org%2Fresearch_brief%2Fhigher -education-and-ada&data=05%7C01%7CTerri.Torres%40oit.edu%7Ce345a13b6cb84a0afdf408dabd00feec%7Cf4db50f235d14e06 94e2167755273558%7C0%7C0%7C638030109218930950%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAw MDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=RaBqScfx4% 2Bk4zik5V4qGPxK5qtVNg8VKpRXr5evgG8A%3D&reserved=0>

6. Where is the value of “72 hours” mentioned in law?

The law does not limit the time frame that is allowable for students to utilize extended deadlines for assignments. Oregon Tech procedure is to provide a 72 hour time frame in which the faculty should work with the student in good faith to determine a reasonable amount of time and verify an agreed upon alternate deadline to ensure the completion of assignments utilizing extended deadlines does not constitute a significant loss of the educational experience.

Let us know if you have any other questions.

Best,
Jamie

OREGON INSTITUTE OF TECHNOLOGY

Academic Rank and Promotion for Instructional Faculty OIT-20-040

This policy outlines eligibility requirements and criteria for promotion. For each succeeding academic rank, expectations of performance and leadership are higher. Faculty at the instructor level, for instance, are expected to have effective teaching skills and current knowledge of the discipline, but they cannot be expected to make a strong administrative contribution. Faculty with the rank of full professor, on the other hand, are expected to be excellent teachers, and show evidence of continuing professional development. Appointments to intermediate ranks will be judged on the basis of a candidate's progress along these lines of development. The promotion process will take place during spring term.

Following four full years in their current rank, faculty will be eligible to apply for promotion in spring of the fifth year. Under no circumstances should promotion be considered automatic after four years in current rank.

The provost shall inform all new faculty, at the time of initial appointment, that they may negotiate credit toward time in rank. Credit granted toward time in rank may be awarded only with mutual endorsement of both the provost and department chair.

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

Promotion decisions will be based on the faculty member's portfolio, outlining and providing context for the achievements within the five most recent years. Candidates must satisfy all promotion criteria. However, an equal emphasis across criteria is not required. In preparing their portfolios, candidates shall refer to the Portfolio Guidelines for Promotion, Tenure, and Post-Tenure Review.

Non-tenure track instructional faculty should have the same opportunities to participate in governance and in curricular deliberations as tenure track faculty. Since their primary focus is on pedagogy, they will not be expected to participate at the same level as tenure track faculty in professional development or service and any metrics that may be used to monitor their performance should reflect that.

Those qualifying for promotions who were hired prior to 1982 and whose educational degree is the baccalaureate degree may not be promoted to the rank of professor until they meet all eligibility requirements.

Tenure Track: Instructor to Assistant Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, six years appropriate professional experience, and/or postgraduate work beyond the master's degree.

Formatted: paragraph, Space After: 0 pt, Font Alignment: Baseline, Tab stops: Not at 0.25" + 0.5" + 0.75"

Commented [MS1]: Statement taken directly from the denied NTT policy.

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However, instructors who complete the master's before serving four full years in rank will be eligible to apply for promotion the following April if they meet all other criteria.

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Deleted: ¶

Criteria for Promotion:

Demonstrate competency in teaching in all of the following ways:

- Select and organize course content which reflects current knowledge, skill, and methodology
- Foster student learning in an environment that promotes student mastery of course objectives
- Assess and evaluate student achievement effectively
- Participate in professional development related to teaching and learning

Demonstrate service by contributing to departmental objectives and by participating in activities outside the department as in Faculty Senate, active committee work, and professionally-related public service.

Show promise of continuing professional development, scholarship, and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, consulting work and participation in professional organizations at the state, regional, or national/international level.

Tenure Track: Assistant Professor to Associate Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, eight years appropriate professional experience, and/or postgraduate work beyond the master's degree. Indefinite tenure is required for promotion to associate professor.

Criteria for Promotion:

Demonstrate excellence in teaching in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives
- Assume initiative in carrying out departmental objectives
- Contribute to the design and improvement of departmental courses and curricula
- Participate in professional development related to teaching and learning

Academic Rank and Promotion for Instructional Faculty

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Demonstrate service by contributing to departmental objectives and by participating in campus activities outside the department as in Faculty Senate or active committee work.

Engage in professionally-related public service and/or mentor less experienced faculty whenever possible.

Show evidence of continuing professional development, scholarship and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, or professional certification, consulting work, publication, applied research, and/ or by contributing to state, regional, or national/international professional organizations.

Tenure Track: Associate Professor to Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, twelve years experience, which will include a minimum of six years full-time, college-level teaching in addition to appropriate professional experience, teaching and/or postgraduate work beyond the master's degree. Indefinite tenure is required for promotion to professor.

Criteria for Promotion:

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

Promotion to Professor recognizes that the candidate has demonstrated a history of distinction in leadership or scholarship, which goes substantially beyond what was expected for promotion to associate professor and has a positive impact on the academic community beyond the faculty member's own department. This may occur through leadership in shared governance or other university-wide activities, through other forms of leadership, or through distinction in scholarship.

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

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Distinction in scholarship furthers the mission of OIT by bringing opportunities to our students, partnerships with external industries and agencies, and recognition of OIT in the broader academic community. Scholarship may take many forms in different disciplines, with many measures of success, but distinction in scholarship should include several forms over a sustained period. These forms may include involvement of OIT students in projects or research, external conference presentations, peer-reviewed publications, external funding, patents, or research partnerships with industries and agencies. This is not intended to be an exhaustive listing; candidates should document all activities they deem relevant. Applicants are responsible for establishing the significance and scholarly nature of all activities.

In addition, all candidates for promotion to full professor are expected to satisfy the following criteria. Demonstrate continued excellence in teaching in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives
- Assume initiative in instructional improvement and curricular development in the department
- Contribute to the design and improvement of departmental courses and curricula
- Participate in professional development related to teaching and learning

Continue to actively contribute in service to the department, campus, or university and participate actively in university committee activities. Engage in professionally-related public service and mentor less experienced faculty whenever possible.

Show evidence of continuing professional development, scholarship and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, or professional certification, consulting work, publication, applied research, and/ or by contributing to state, regional, or national/international professional organizations.

Salary Increase for Promotion in Rank: Either 10% or to the discipline floor for the new rank, whichever is greater. Total raises resulting from post-tenure review and promotion procedures for associate professors in any 5-year period shall not exceed the greater of 10% or the discipline specific salary floor of full professors.

Commented [MS2]: Cut for CBA clean-up?

Non-Tenure Track: Instructor to Senior Instructor I

Eligibility requirements and criteria for promotion from Instructor to Senior Instructor I are the same as those for promotion from Instructor to Assistant Professor, excluding the stipulation

Commented [MS3]: Note: I started the non-tenure track ranks by cutting and pasting the tenure track ranks, but I did not track this as a change to make it easier to view the more distinctive changes.

Deleted: Assistant Professor

Academic Rank and Promotion for Instructional Faculty
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stated in the policy introduction [preamble?] stating that NTT faculty are not required the same degree of service or professional development.

Commented [MS4]: Arguably with this paragraph we would not need to repeat the below eligibility requirements and criteria for promotion for Instructor to Senior Instructor 1.

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, six years appropriate professional experience, and/or postgraduate work beyond the master's degree.

However, instructors who complete the master's before serving four full years in rank will be eligible to apply for promotion the following April if they meet all other criteria.

Commented [MS5]: The instructor rank has until now been intended for hires with a bachelor's degree, and it should continue to serve that purpose. The question is whether OT should be able to hire NTT at the rank of Senior Instructor 1, similar to how we hire TT at the rank of assistant professor. I would argue that OT should be able to do so, because it would make the two tracks more parallel. However, the paragraph as a currently stands could be interpreted to require hiring NTT at instructor level but then allowing them to apply for promotion to Senior Instructor 1 the following April if they already of a master's or higher in hand.

Criteria for Promotion:

Demonstrate competency in teaching in all of the following ways:

- Select and organize course content which reflects current knowledge, skill, and methodology
- Foster student learning in an environment that promotes student mastery of course objectives
- Assess and evaluate student achievement effectively
- Participate in professional development related to teaching and learning

Demonstrate service by contributing to departmental objectives and by participating in activities outside the department as in Faculty Senate, active committee work, and professionally-related public service.

Show promise of continuing professional development, scholarship, and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, consulting work and participation in professional organizations at the state, regional, or national/international level.

Non-Tenure Track: ~~Senior Instructor 1 to Senior Instructor 2~~

Deleted: Assistant Professor to Associate Professor

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, eight years appropriate professional experience, and/or postgraduate work beyond the master's degree.

Deleted: Indefinite tenure is required for promotion to associate professor....

Criteria for Promotion:

Demonstrate excellence in teaching in all of the following ways:

Academic Rank and Promotion for Instructional Faculty

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- Foster student learning in an environment that promotes student mastery of course objectives
- Assume initiative in carrying out departmental objectives
- Contribute to the design and improvement of departmental courses and curricula
- Participate in professional development related to teaching and learning

Demonstrate service by contributing to departmental objectives and/or by participating in campus activities outside the department as in Faculty Senate or active committee work.

Engage in professionally-related public service and/or mentor less experienced faculty whenever possible.

Show evidence of continuing professional development, scholarship and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, or professional certification, consulting work, publication, applied research, and/or by contributing to state, regional, or national/international professional organizations.

Non-Tenure Track: Senior Instructor 2 to Professor of Practice

Eligibility Requirements:

Four full years in current rank including credit awarded at the time of hire, master's degree, twelve years experience, which will include a minimum of six years full-time, college-level teaching in addition to appropriate professional experience, teaching and/or postgraduate work beyond the master's degree.

Criteria for Promotion:

The rank of Professor of Practice is a unique non-tenure track rank that includes expectations of leadership in curricular development. Appointment to this rank therefore requires evidence of a history of excellence in instruction and evidence of promise in leadership ability. In itself a long period of service does not justify promotion to the rank of Professor of Practice.

A history of excellence in instruction is evidenced by more than regular high course evaluations. It requires examples of successful course development and continued reflection on practice, which may be accompanied by assessment.

Promise in leadership requires commitment, integrity, accountability and initiative, as well as an ability to collaborate, build consensus, apply sound judgment and take responsibility for decisions. Though the Professor of Practice will be expected to lead in the area of curricular development, leadership qualities may be evidenced in a broad variety of activities, including in the governance of the department, campus or university, in program development, in other

Commented [MS6]: Can the wording for this stay the same as TT? We would expect them to show evidence but to a lesser degree.

Deleted: Associate Professor to Professor

Deleted: Indefinite tenure is required for promotion to professor.

university-wide activities, or in the candidate's discipline. Note that promise in leadership is not equivalent to the leadership expected at the tenure track Full Professor rank.

In addition, all candidates for promotion to Professor of Practice are expected to satisfy the following criteria. Demonstrate continued excellence in teaching in all of the following ways:

- Foster student learning in an environment that promotes student mastery of course objectives
- Assume initiative in instructional improvement and curricular development in the department
- Contribute to the design and improvement of departmental courses and curricula
- Participate in professional development related to teaching and learning

Continue to actively contribute in service to the department, campus, or university and participate actively in university committee activities. Engage in professionally-related public service and mentor less experienced faculty whenever possible.

Show evidence of continuing professional development, scholarship and creativity. Professional development may be evidenced in a broad variety of activities. This may include, but is not limited to, continuing coursework, or professional certification, consulting work, publication, applied research, and/ or by contributing to state, regional, or national/international professional organizations.

Salary Increase for Promotion in Rank: Either 10% or to the discipline floor for the new rank, whichever is greater. Total raises resulting from post-tenure review and promotion procedures for associate professors in any 5-year period shall not exceed the greater of 10% or the discipline specific salary floor of full professors.

Promotion Committees: Definitions and Membership

1. Promotion Review Committee

Each department shall form a Promotion Review Committee to consider faculty promotions.

- By the end of the eighth week of winter term, the department chair shall appoint a five-member Promotion Review Committee. For the sake of consistency in tenure and promotion decisions, members of the departmental Tenure Review Committee will also serve on the Promotion Review Committee, if eligible. Faculty ineligible to serve on the Promotion Review Committee include the department chair, members of the Promotion Advisory Committee, non-tenured faculty, and faculty being considered for promotion.

Commented [MS7]: Copied from Full Professor expectations of leadership. They would seem to still apply here, though they would not be expected at the same level.

Deleted: The rank of Professor is the highest rank attainable in the academic profession. Appointment or promotion to this rank therefore requires evidence of exceptional distinction by a combination of leadership, accomplishment, and service in the scholarly, educational, and intellectual life of the Institute or wider academic community. In itself a long period of service does not justify promotion to the rank of full Professor.¶
Promotion to Professor recognizes that the candidate has demonstrated a history of distinction in leadership or scholarship, which goes substantially beyond what was expected for promotion to associate professor and has a positive impact on the academic community beyond the faculty member's own department. This may occur through leadership in shared governance or other university-wide activities, through other forms of leadership, or through distinction in scholarship. ¶
OIT is an institution that practices shared governance, which requires that leadership qualities are fostered and rewarded among the faculty. Faculty ensure institutional success by participating in and leading decision-making processes that have far-reaching effects. Leadership requires commitment, integrity, accountability and initiative, as well as an ability to collaborate, build consensus, apply sound judgment and take responsibility for decisions. Leadership qualities may be evidenced in a broad variety of activities, including in the governance of the department, campus or university, in program development, in other university-wide activities, or in the candidate's discipline.¶

¶ Distinction in scholarship furthers the mission of OIT by bringing opportunities to our students, partnerships with external industries and agencies, and recognition of OIT in the broader academic community. Scholarship may take many forms in different disciplines, with many measures of success, but distinction in scholarship should include several forms over a sustained period. These forms may include involvement of OIT students in projects or research, external conference presentations, peer-reviewed publications, external funding, patents, or research partnerships with industries and agencies. This is not intended to be an exhaustive listing; candidates should document all activities they deem relevant. Applicants are responsible for establishing the significance and scholarly nature of all activities.¶

Deleted: full professor

Commented [MS8]: I'm not totally comfortable with the using the same wording as the Full Professor rank here, but I can't put my finger on what should be different. Maybe it is general enough to work for both?

Commented [MS9]: Cut for CBA clean-up?

Commented [MS10]: This needs to change. Maybe connect with ranks, because the idea that NTT faculty could never participate in promotion review committee for NTT is not fair. However, maybe the philosophy is that members need to have tenure to not be concerned about retaliation?

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However, full-time, senior faculty who have relinquished tenure prior to retirement are eligible.

- b. If one or more members of the Tenure Review Committee are not eligible to serve on the Promotion Review Committee, all full-time department members, including department chair, tenured/non-tenured faculty, and candidates for tenure/promotion will elect alternate Promotion Review Committee members from eligible faculty inside or outside the department. Preference first should be given to members of other departments in which the candidate holds a split appointment and then to faculty most likely to be knowledgeable about the candidate. Whenever possible, at least one member of the Promotion Review Committee should be from the same campus/location as the candidate, even if that committee member is not from the candidate's own department.
- c. Exceptions to the committee membership rules may be requested of the college dean by submission of letters from both the candidate and department chair.
- d. The department chair shall designate a member of the Promotion Review Committee to convene its first meeting. The Promotion Review Committee will select a chair from within its membership. Each committee member shall sign the statement of ethics document.
- e. If the department chair has applied for promotion and met the eligibility requirements and criteria, the college dean will serve in place of the department chair and the provost in place of the college dean in the review process.

2. College Promotion Committee

Each college shall have a committee to recommend faculty promotions.

- a. The college dean shall schedule a meeting of the College Promotion Committee by the end of the fifth week of spring term to consider departmental recommendations for promotion and all appeals. The committee will consist of a non-voting moderator, department chairs, and Promotion Review Committee chairs. The moderator will be a tenured faculty member who is appointed by the college dean. Each department shall have at least two representatives on the College Promotion Committee.
- b. The moderator will convene the committee, providing all documentation on recommendations and appeals. Each committee member shall sign the statement of ethics document.
- c. A department chair being considered for promotion will be replaced by a full professor or ranking faculty member to be selected by the college dean from the appropriate Promotion Review Committee.

Commented [MS11]: Again, shift to rank?

Commented [MS12]: Could include NTT?

3. Promotion Advisory Committee

The university shall have a committee to recommend faculty promotions.

- a. The Promotion Advisory Committee is a peer group of instructional faculty whose purpose is to provide university-wide perspective in the promotion process for instructional faculty. In selecting members, the diverse interests of faculty, including geographical location, should be considered for committee constitution. This committee shall be a standing committee consisting of three full professors from the instructional faculty appointed by the OIT president, four full professors from the instructional faculty appointed by the president of the Faculty Senate, and the affirmative action officer, ex-officio. The OIT president shall appoint a chair from the seven members. The chair shall have served on the committee for at least two prior years and will serve a one-year term, which may be renewed.
- b. Appointments to the Promotion Advisory Committee will normally be for a term of three years. However, shorter terms of appointment may be made as there shall be no more than three new members of this committee in any given year. Any member or prior member may be re-appointed.
- c. If a member of the Promotion Advisory Committee is unable to serve for a portion of his/her term, the chair of the Promotion Advisory Committee will request that an alternate be appointed; the original appointing officer (Faculty Senate president or OIT president) will appoint the alternate.

Commented [MS13]: Again, really seems like NTT should be able to serve, especially if Professor of Practice. Should Professor of Practice include tenure?

Procedure for Academic Rank Promotion for Instructional Faculty

All parties shall abide by the following timeline. However, the provost may modify the timeline if he/she determines a reasonable need to do so.

1. By the end of the first week of fall term, the provost shall inform department chairs of faculty eligible for promotion based on time in rank. By the end of the second week of fall term, each department chair shall inform faculty in writing when they have met minimum eligibility requirements for promotion. The faculty member shall apply for promotion by submitting a portfolio to the Promotion Review Committee.
2. Each applicant will submit a portfolio to the Promotion Review Committee by the end of the first week of spring term. The committee will verify eligibility as well as evaluate performance in terms of the criteria outlined above. The committee will submit a written decision to the department chair by the end of the third week of spring term, listing specific activities where the applicant has met or exceeded the promotion criteria and/or identifying specific areas where the applicant has not met the criteria. The content of the Promotion Review Committee's deliberations are confidential and shall not be divulged by its members. The committee may solicit other information to confirm documentation in the applicant's

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portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

3. The department chair will attach a letter of support/non-support to the committee decision and forward both to the college dean by the end of the fourth week of spring term. The chair will notify applicants, in writing, of the committee's decision by Wednesday of the fourth week.
 - a. Applicants may appeal a negative decision by the Promotion Review Committee to the College Promotion Committee only after the applicant first meets with the department chair and chair of the Promotion Review Committee. In the case of disagreement, the applicant shall initiate the appeal process by submitting a letter of rebuttal to the college dean by the end of the fourth week of spring term. Upon request, the moderator of the college committee shall provide each applicant an opportunity to address the College Promotion Committee to present a case for promotion.
 - b. The College Promotion Committee will consider all evidence and determine whether there is just cause to further consider the applicant's request for promotion. The College Promotion Committee's decision is final. If the College Promotion Committee decides not to review the application further or the applicant chooses not to appeal the Promotion Review Committee's negative decision, the promotion process is ended and the college dean shall place copies of the documentation forwarded by the Promotion Review Committee and department chair in the applicant's provost file.
4. Each department chair will summarize the key points of the recommendation to the College Promotion Committee for each applicant advanced by the Promotion Review Committee. The College Promotion Committee will make promotion decisions based on the criteria outlined above. No secret ballots will be allowed. The content of the College Promotion Committee's deliberations are confidential and shall not be divulged by its members.
 - a. The moderator of the College Promotion Review Committee will submit a separate report to the Promotion Advisory Committee and the college dean, summarizing the College Promotion Committee's decision for each applicant, including all documentation from Promotion Review Committees and department chairs, by the end of the sixth week of spring term. The secretary for the Promotion Advisory Committee shall place a copy of these documents in the applicant's provost file and organize applications for promotion for the Promotion Advisory Committee's consideration. Applicants who receive a negative decision from the College Promotion Committee are not forwarded to the Promotion Advisory Committee, thus ending the promotion process.
 - b. The college dean will notify all applicants of the College Promotion Committee's recommendation by Wednesday of the seventh week.
5. The Promotion Advisory Committee will review all applications for promotion advanced from the College Promotion Committee and submit a list of its recommendations to the

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provost along with all documentation and the selection criteria used by the end of the tenth week of spring term. No secret ballots will be allowed. The content of the Promotion Advisory Committee's deliberations are confidential and shall not be divulged by its members. The committee may solicit other information to confirm documentation in the applicant's portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

The college deans will review all applications for promotion advanced from the College Promotion Committee and submit a report of recommendations to the provost along with all documentation and the selection criteria used by the end of the tenth week of spring term. The deans' report may, at their option, be submitted jointly by both deans or individually by each dean. The deans may solicit other information to confirm documentation in the applicant's portfolio; however, no anonymous input may be solicited or accepted, nor can sources be kept confidential.

6. The provost, the college deans, and the chair of the Promotion Advisory Committee shall meet to discuss the committee's and the deans' recommendations. The provost, in consultation with the president, will make the final promotion decisions and communicate those decisions to the Promotion Advisory Committee. A copy of the provost's decision letter and the Promotion Advisory Committee's recommendation shall be placed in the applicant's provost file.

Applicants considered for promotion will receive written notification of the provost's decision by the end of spring term. In the case of a negative decision, the provost will provide a brief letter of explanation outlining the reasons for the decision. The applicant shall have the opportunity to meet with the provost to discuss the reasons for the negative promotion decision in more detail.

Faculty Rights

1. Grievance procedures mandated by OARs 580-021-0050 and 580-021-0055 are located in the Policy and Procedures portion of the Human Resources section of the OIT website.
2. Faculty may access and respond to the documentation of the promotion decision archived in their provost file as delineated by the Faculty Records Policy: OIT-22-010.

Recommended by:

Faculty Senate – April 7, 2009; Revised April 6, 2010; Revised Dec. 7, 2010; Revised Feb. 7, 2012; Revised June 3, 2014; Revised May 5, 2015.

President's Council – May 19, 2009; Amended April 14, 2010; Amended April 5, 2011; Amended June 10, 2014; Amended May 20, 2015; Amended June 9, 2015

Academic Rank and Promotion for Instructional Faculty
OIT-20-040
Page 12

Approved: _____
Christopher G. Maples, President

Date: _____
June 22, 2015

Fall 2022 Census Enrollment (4th week)

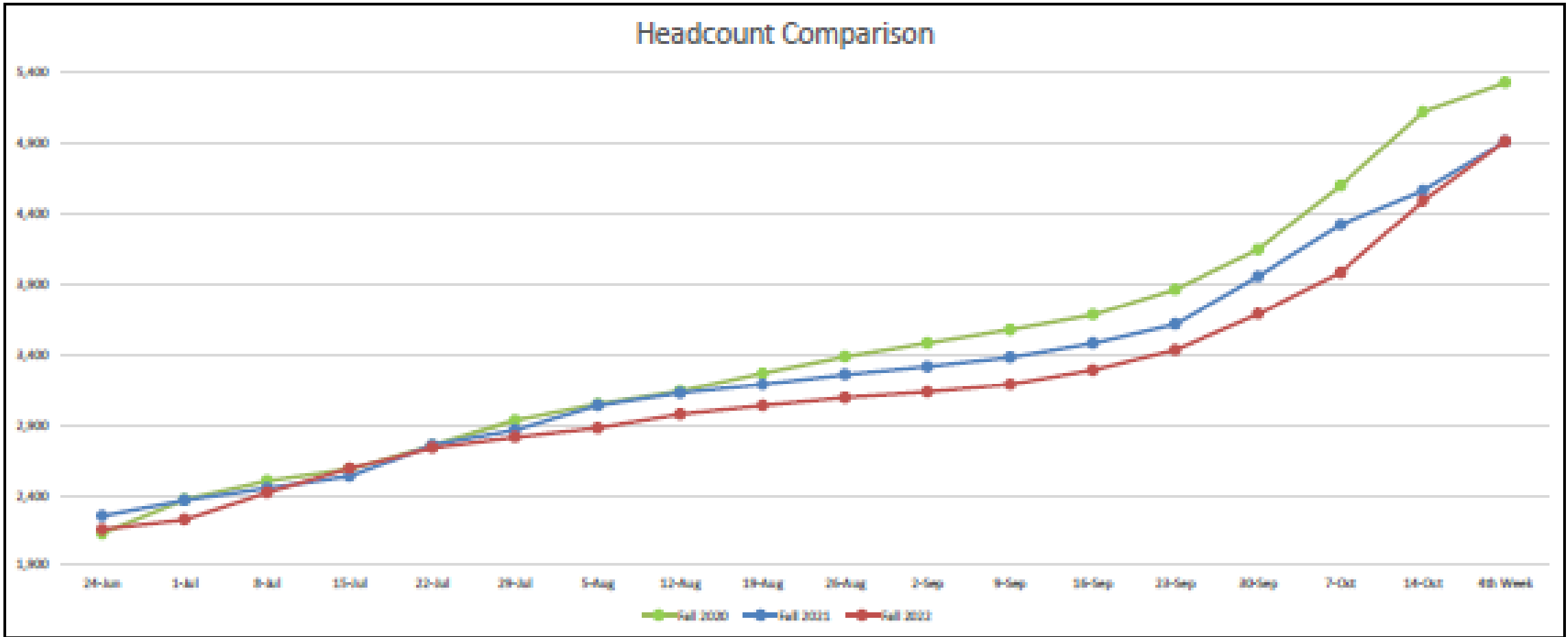
Provost report

Faculty Senate

12/6/22

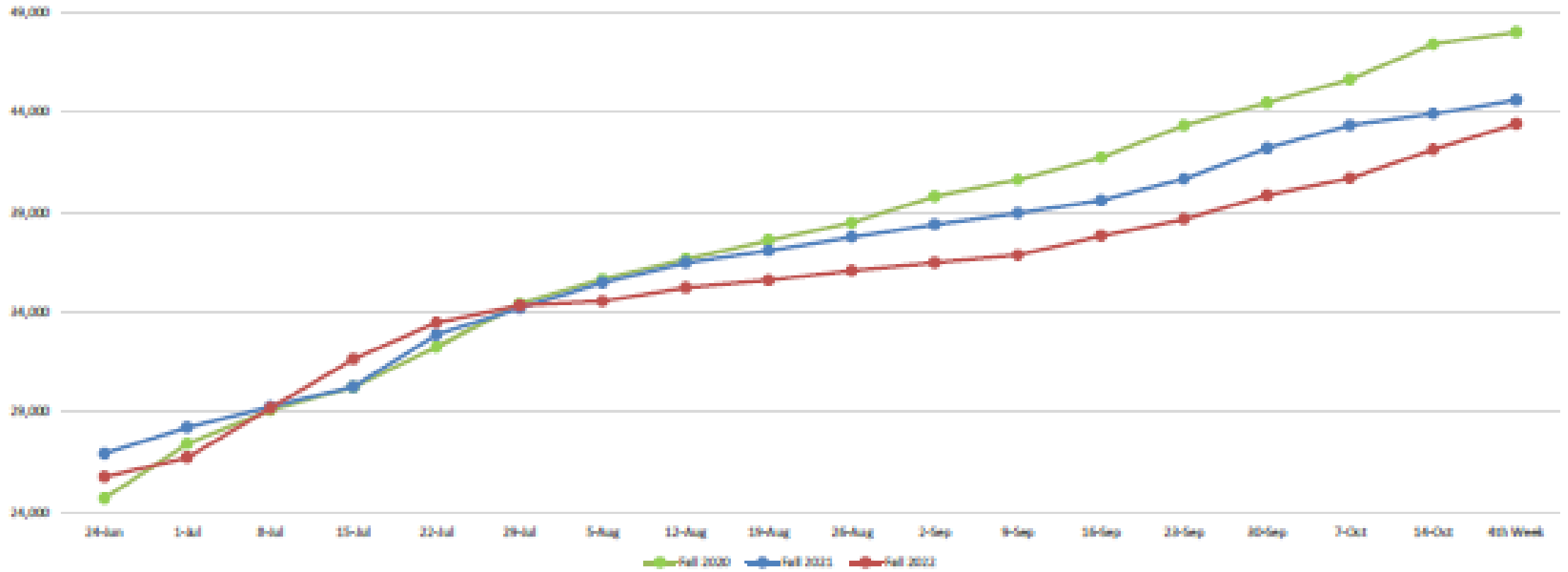
The following report compares enrollment on weekly basis leading up to 4th Week

New Wings event weeks are identified by gray box



	24-Jun	1-Jul	8-Jul	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep	7-Oct	14-Oct	4th Week
Fall 2020	2,130	2,375	2,501	2,585	2,753	2,881	3,045	3,139	3,265	3,384	3,480	3,573	3,680	3,839	4,143	4,596	5,120	5,325
Fall 2021	2,253	2,365	2,446	2,534	2,757	2,862	3,037	3,124	3,186	3,256	3,313	3,378	3,478	3,613	3,952	4,318	4,561	4,910
Fall 2022	2,160	2,228	2,418	2,590	2,738	2,812	2,877	2,974	3,035	3,092	3,132	3,186	3,288	3,431	3,685	3,980	4,488	4,913
% Change (Prior Year)	-4.1%	-5.8%	-1.3%	2.2%	-0.7%	-1.7%	-5.3%	-4.8%	-4.7%	-5.0%	-5.5%	-5.7%	-5.5%	-5.0%	-6.8%	-7.8%	-1.6%	0.1%

Credit Hour Comparison



	24-Jun	1-Jul	8-Jul	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep	7-Oct	14-Oct	4th Week
Fall 2020	24,898	27,438	29,124	30,277	31,278	34,434	35,877	36,852	37,610	38,496	39,798	40,837	41,753	43,347	44,496	45,662	47,419	48,020
Fall 2021	26,946	28,251	29,283	30,293	31,892	34,211	35,488	36,481	37,089	37,772	38,401	38,971	39,589	40,676	42,216	43,358	43,937	44,624
Fall 2022	25,772	26,753	29,222	31,665	31,488	34,341	34,561	35,233	35,623	36,061	36,490	36,872	37,828	38,664	39,862	40,709	42,153	43,432
% Change (Prior Year)	-4.4%	-5.3%	-0.7%	4.5%	1.8%	0.4%	-2.8%	-3.4%	-4.0%	-4.5%	-5.0%	-5.4%	-4.5%	-4.9%	-5.8%	-6.1%	-4.1%	-2.7%

Headcount (Based on Primary Campus)

Same Week Comparison

Fall 2021 vs. Fall 2022

	Fall 2020	Fall 2021	Fall 2022
On Campus (Klamath Falls)	2,232	2,109	1,984
Online	726	592	563
Onsite Total	1,004	873	816
* Portland Metro	779	698	642
* Seattle	78	50	58
* Chemeketa	59	58	60
* Joint Program	1	0	1
* HST at OIT	87	67	55
Sub-Total	3,962	3,574	3,363

Difference	% Change
-125	-5.9%
-29	-4.9%
-57	-6.5%
-56	-8.0%
8	16.0%
2	3.4%
1	-
-12	-17.9%
-211	-5.9%

High School (ACP)	1363	1,336	1,550
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214	16.0%
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Grand Total	5,325	4,910	4,913
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3	0.1%
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Credit Hours (Based on Course Campus)

Same Week Comparison

Fall 2021 vs. Fall 2022

	Fall 2020	Fall 2021	Fall 2022
On Campus (Klamath Falls)	25,989	24,353	22,684
Online	8,479	7,759	8,465
Onsite Total	8,031	6,935	5,862
* Portland Metro	6,892	5,918	4,917
* Seattle	467	322	324
* Chemeketa	608	606	621
* Joint Program	64	89	0
Sub-Total	42,499	39,047	37,011
High School (ACP)	5,521	5,577	6,421
Grand Total	48,020	44,624	43,432

Difference	% Change
-1,669	-6.9%
706	9.1%
-1,073	-15.5%
-1,001	-16.9%
2	0.6%
15	2.5%
-89	-100.0%
-2,036	-5.2%
844	15.1%
-1,192	-2.7%

p. 3

- # applications
- #admits
- #enrolled (Fall only)

Fall 2022 Weekly Enrollment by Major
As of October 25, 2022 - 4th Week

p. 4-6

The following data represents Fall 2022 enrollment compared to prior years (October 16, 2020 vs. October 26, 2021 vs. October 25, 2022).

Majors with asterisk (*) have been discontinued; however they can have students enrolled as part of teach out.

Klamath Falls

Same Week Comparison

	Fall 2020	Fall 2021	Fall 2022
*Business Accounting Option	6	0	0
Accounting	19	17	12
Applied Behavior Analysis	7	5	2
Applied Behavior Analysis - (GR)	8	10	7
Applied Mathematics	27	13	12
Applied Psychology	75	69	78
Biology-Health Sciences	168	148	127
Business Management Option	34	50	39
Business Marketing Option	30	23	21
Civil Engineering	112	101	84
Civil Engineering - (GR)	2	0	4

Fall 2021 vs. Fall 2022

Difference	% Change
0	-
-5	-29.4%
-3	-60.0%
-3	-30.0%
-1	-7.7%
9	13.0%
-21	-14.2%
-11	-22.0%
-2	-8.7%
-17	-16.8%
4	-

p. 7 total and by campus

Student Status (All Locations)

Same Week Comparison

	Fall 2020	Fall 2021	Fall 2022
Total New	2,297	2,201	2,220
- New Freshman	462	443	463
- New Transfer	489	437	358
- New Post Bac	72	64	51
- New Graduate	40	51	34
- New Non-Admit UG	1,223	1,201	1,310
- New Non-Admit GR	11	5	4
Continuing	2,738	2,420	2,358
Returning After Absence	290	289	335
Total	5,325	4,910	4,913

Fall 2021 vs. Fall 2022

Difference	% Change
19	0.9%
20	4.5%
-79	-18.1%
-13	-20.3%
-17	-33.3%
109	9.1%
-1	-20.0%
-62	-2.6%
46	15.9%
3	0.1%

College of HAS

Department	Spring Census Students	Registered For Fall	Not Registered				Total Not Registered for Fall
			Have Graduation Application	Have Registration Holds	Have Academic Suspension	Non Degree Seeking Students	
Applied Mathematics	18	11	2	2	1	2	7
Communication	34	20	11	1	0	0	14
Dental Hygiene	197	146	9	5	0	24	51
Emergency Medical Services	52	18	14	4	0	3	34
Humanities & Social Sciences	184	117	33	15	2	4	67
Medical Imaging Technology	696	465	148	10	1	13	231
Medical Lab Science	55	55	0	0	0		
Natural Sciences	156	111	20	5	3	3	45
Respiratory Care & Polysom	86	55	22	0	2	1	31
Total HAS	1,478	998	259	42	9	50	480

Percent Retained (Excludes Those with Graduation Apps)
68.8%
87.0%
77.7%
47.4%
77.5%
84.9%
100.0%
81.6%
85.9%
81.9%

Retention Fall 2019 Cohort Returning Fall 2020

	Started	Retained	% Retained
New Freshmen (Full-Time)	380	288	75.8%
New Transfers (Full-Time)	315	268	85.1%
Total	695	556	80.0%

Retention Fall 2020 Cohort Returning Fall 2021

	Started	Retained	% Retained
New Freshmen (Full-Time)	424	288	67.9%
New Transfers (Full-Time)	295	230	78.0%
Total	719	518	72.0%

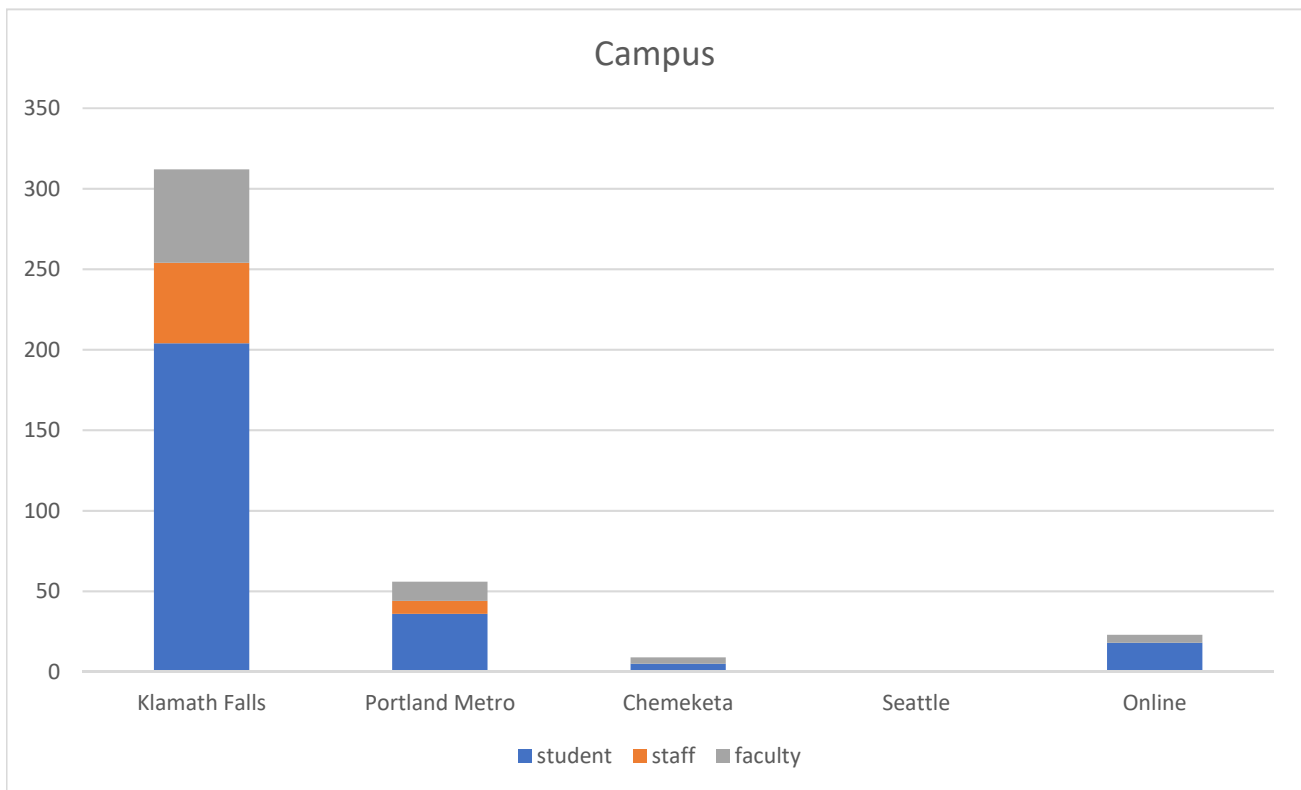
Retention Fall 2021 Cohort Returning Fall 2022

	Started	Retained	% Retained
New Freshmen (Full-Time)	403	291	72.2%
New Transfers (Full-Time)	270	216	80.0%
Total	673	507	75.3%

Results of Academic Calendar surveys (as of 1/19/23)

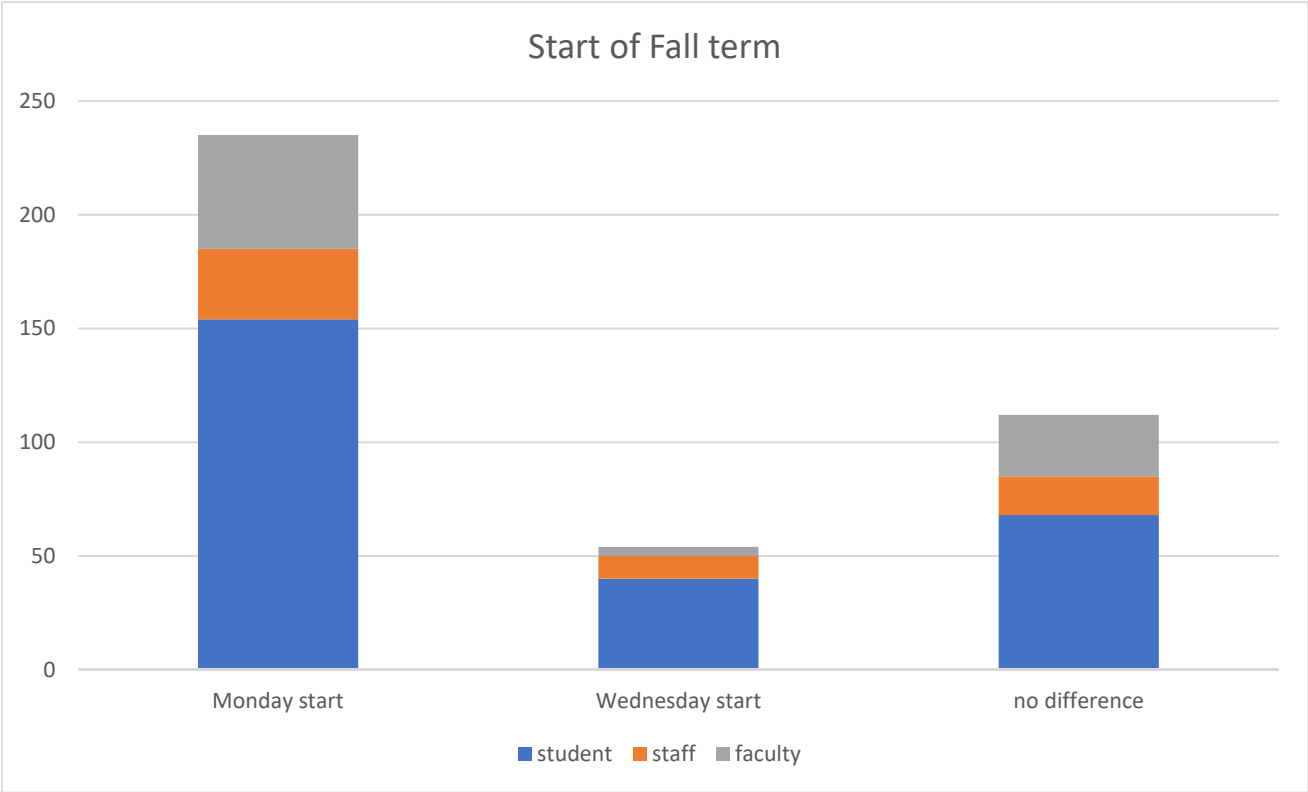
Please select your campus affiliation.

	student	staff	faculty
Klamath Falls	204	50	58
Portland Metro	36	8	12
Chemeketa	5	0	4
Seattle	0	0	1
Online	18	0	5



Do you have a preference for the start day for Fall term?

	student	staff	faculty
Monday start	154	31	50
Wednesday start	40	10	4
no difference	68	17	27



What is your preference for the Fall term schedule?

	student	staff	faculty
late start, 2 week b	27	3	7
earlier start, 3 wee	235	45	73
no difference		10	

*no difference option only offered to staff

