



Terri reported that she has no updates yet on Maureen's question about the online lab fee; she asked Carrie Dickson about it, and said that "it was new to her."  
Terri took a moment to briefly introduce Erin Miller

*f*

The first Portland-Metro campus family and alumni weekend will be happening on April 21<sup>st</sup>-23<sup>rd</sup>, and will coincide with another event, a Women In STEM Conference that is also being held on the Portland-Metro campus. More information will be coming out about both of these events.

Kelly reported that the FAST account is coming to an end on March 1<sup>st</sup>. If anyone used to or currently uses FAST reports, we are now moving to Edify instead.

The Admin Council executive team also met with Board Chair John Davis. Kelly was not at the meeting, but reported "good things" from the conversation.

End of report.

#### GEAC | Randall Paul

Randall reported that GEAC has met once.

The first thing the committee addressed was to discuss the question "What is the functional role of GEAC?".

- o He pointed out that currently there are no functional connections between the ESLOs, the ESLO

She reported also that the new method of collecting reports (via Canvas) " has had a few issues" but is overall working out okay.

Next, Assessment will be going to each department to review the process and the findings from each report.

Assessment is also working on a Canvas shell that will provide training (as opposed to using a training packet). The hope is to have this shell available by the end of spring term.

End of report.

Note: Matt Schnackenberg suggested at the end of this series of reports that Graduate Council also be included to give a report in the future. Terri agreed.

### Faculty Rank Promotion & Tenure | Matt Schnackenberg

The main thing that RPT has done since last month's meeting was to fit the proposed NTT promotion policy into the new policy template. That work is now complete, but the committee still wants to get feedback from other groups before bringing a final draft to Senate. Next week, the committee will be meeting with Dr. Mott and AVP McCreary. Matt hopes to have a draft of the policy for us to vote on at the April Senate meeting.

Matt reminded the group that the proposed po

Vanessa Bennett asked why the ability for NTT faculty to move onto the tenure track after earning their Master's ~~F D o w n~~ into the policy.

- o She also clarified that the restriction that **only** hires with a Master's or higher can be tenure-track is a new one, and Matt agreed.

*f* Matt clarified that these changes are being introduced as a compromise with the administration, who would prefer not to hire faculty with Bachelor's degrees at all.

Matt said that he would personally prefer to keep an Instructor rank for both NTT and TT faculty, and faculty with Bachelor's degrees could potentially be hired in either of those tracks at that rank.

- o Vanessa supported this idea.

Sean Sloan argued against Ken's suggestion, saying that it would really just be "shuffling around" existing faculty and not bringing in new faculty to expand our ability to cover necessary courses. Matt agreed, and said that we've already started seeing this happen.

- o Vanessa wondered about the implications of applying for a TT position as an existing NTT faculty at the university and being rejected in favor of someone from outside the university.

Bobbi Kowash pointed out that it's already difficult to find talented MIT faculty who are willing to move to Klamath Falls and teach instead of working in industry, and that this change will make that even more difficult, since we won't be able to offer them tenure-track lines.

Vanessa said that faculty are willing to get a Master's degree if necessary, it's just not something they would do if that requirement didn't exist.

Matt asked if asking for candidates with Master's degrees **only** has negatively affected hiring pools in the past, and Vanessa said yes (at least in MIT). Matt suggested the possibility of changing the proposed policy to allow the dual Instructor tracks that

## Faculty Senate DEI – Chitra Venugopal

Chitra reported that the DEI Committee is meeting weekly on Thursdays. They are currently working to identify the committee's goals.

- They want to avoid duplicating what the DICE group is doing, and are working to create action plans that the DICE group can then work on directly.
- They are collecting data from AVP McCreary, Sandi Hanan (in HR), and the Provost's Office to analyze DEI in employment, recruitment, tenure, promotion, faculty retention, sabbatical awards, etc.
  - After collecting this data, the group will try to identify any equity gaps that exist, and pass action plans they develop in response to the findings to the DICE group.
- Chitra also said that the committee is open to any feedback or questions that Faculty Senate has.
- Robert Melendy reiterated that avoiding duplication of effort between the Faculty Senate DEI Committee and the DICE group has been difficult. They have gathered a lot of qualitative data now, b





- f* Dean Peterson stated that he is still expecting the program to start during this coming summer term.
- Riley Richards asked if the Provost knew how many searches were carried out this year.
  - f* The Provost didn't know the number off the top of her head, but offered to send it to Riley.
- Terri asked Dan for an update on efforts to continue to provide our students with summer programming; in particular, she asked if there was an update on continued funding for Flight School.
  - f* Dan said that summer schedules have been reviewed, and that we're offering a lot of face-to-face course options. As far as other programming goes, he said that so far "not much" has been done.
  - f* He also said that the Strong Start program went well last summer, but the hope is to have it

- OHSU has been having some serious financial difficulties, partially due to being part of a hospital.
- SOU is having a lot of failed searches because of the high housing costs in the Ashland area.
- EOU has not indicated any similar problems, though they asked if it was becoming a problem in Klamath Falls.

Senator D embrough said that it is going to be " a challenging budget year."

IFS is considering adding a graduate student and a second undergraduate student to each university Board to shore up shared governance.

The May revenue forecast is going to be the key for how budgets are formulated. Maureen said that the last revenue forecast was more positive than expected.

In reference to the \$15M in funding mentioned in Terri's and Dr. Mott's reports, Maureen reported that WOU and SOU initially asked the state legislature for \$15M for **only** those two universities. They asked IFS for a vote of support for this ask, and the vote passed.

- Maureen explained that this effort has actually hindered the ability of the four TRUs to work together to get a shared \$15M between them.

The next IFS meeting will be in June.

Questions?

- Andria commented that the \$15M ask by WOU and SOU actually went through the faculty unions. Currently, the OT-AAUP has no plan to support that ask, but instead prioritize the \$15M ask coming from the TRU Presidents.

End of report.

Yuehai reported that FOAC did not meet this month. However, they did receive a letter from VP Harman providing a budget update. The letter indicated that the budget plan will be completed in April, followed by a presentation to the Oregon Tech for approval in June.

- The seven public universities in Oregon are collectively requesting a 16.7% increase in public support. 8% of this increase is to support the current spending level, while the other 8.7% is to support student services. Governor Kotek's recommended budget only approved a 3.7% increase.
- Oregon Tech has a budget gap of \$6.8M, and the available funding will not cover that gap. The recommendation from VP Harman is that " caution should be exercised when evaluating the need to fill vacant positions." Filling positions should be postponed, if possible, and vacant positions may be eliminated to help meet budget targets.

**f** " Services and supplies" are likely to be the best area for budget reductions.

Questions?

- Terri asked if there has been a decision on the tuition increase

### Dibyajyoti Deb

Deb reminded everyone that Student Award nominations are due by March 22<sup>nd</sup>. He provided information regarding Student Awards on a handout that has been attached to this packet for your convenience, on page

~~32~~

### Vicki Crooks

Vicki spoke to update Senators on some information regarding OERs, but the handouts containing this material were left in the printer. Terri explained that this information also went out via TechConnect, and includes updates on summer grants, grants for reviewing OER materials, and so on. Vicki and Terri encouraged everyone to participate in participating to take a look at the information in TechConnect.

### Maureen Sevigny

Maureen spoke to thank Billy Kimmel and the other students who worked on ASOIT-PM's report on the course modality survey data.

She also thanked Terri and Fanny for helping out when students have needed to get into classes that don't exist or are already overenrolled.

### Billy Kimmel

Billy commented that he hopes the report on the course modality survey gets read by Portland





# OREGON INSTITUTE OF TECHNOLOGY

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

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### 1. Policy Statement

This policy outlines eligibility requirements, evaluation criteria, and processes for promotion for all instructional faculty at the Oregon Institute of Technology. It includes criteria separately for promotion of tenure track faculty, who have a higher expectation for scholarship and/or research as well as internal and external service, as well as for non-tenure track instructors who have generally higher teaching loads and correspondingly higher expectations for service and professional development. Within both tracks, expectations of performance and leadership are higher for each succeeding academic rank. The promotion process takes place during spring term, and incorporates meaningful review by fellow faculty at the departmental, college and university levels, as well as by academic administrators.

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 proportion of time as tenure track faculty in professional development or service and any metrics that may be used to monitor their performance should reflect that.

### 2. Reason for Policy/Purpose

Promotion between ranks for represented faculty is intended to reward excellence in teaching, along with satisfactory or exemplary performance, scholarship, or other professional and service at the departmental, institutional, and/or external levels. Depending upon the classification, the proportions between these tasks may vary. In addition, opportunity for promotion is expected to provide employment stability for both the faculty and the university.

As a public university offering innovative and rigorous applied programs in evolving fields, the university, departments, and programs strive to maintain academic quality while supporting an environment that enables the emergence of new programming and the personnel to those areas. This requires faculty hiring and retention policies that preserve a strong academic environment while providing the flexibility to allow development in new areas. The availability of advancement within both tenure and non-tenure track classifications ensures faculty can pursue successful careers while providing for institutional capacity to thrive.

### 3. Applicability/Scope

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

To the extent that there are any discrepancies or inconsistencies, the Collective Bargaining Agreement (CBA) takes precedence over this policy.

Tenure Track Faculty: instructional faculty who either were hired into an annual tenure appointment or who have been awarded tenure at Oregon Tech. Faculty who have clearly relinquished tenure within the previous three years are also included in this category.

Non-Tenure Track Faculty: faculty who teach half time or more at Oregon Tech but are fixed term appointments on non-tenure track lines. These faculty may also be referred to as career track faculty.

Assistant Professor, Associate Professor, Professor: ranks to which tenure track faculty may be appointed or promoted.

Instructor, Senior Instructor 1, Senior Instructor 2: ranks to which non-tenure track faculty may typically be appointed or promoted. Instructor II is the normally expected entry level rank for initial appointments of non-tenure track faculty who hold an M.S. or Ph.D. in their field.

Provisional Rank: an entry level rank reserved for non-tenure track faculty who hold a baccalaureate degree and other suitable qualifications in their field. Higher on the field. Provisional Rank appointments allow the possibility of developing our own fully qualified faculty in critical areas and will generally only be made if that position cannot be filled directly by someone who already has a higher degree.

#### 4. Policy

##### a. Eligibility, and Use of Portfolios

Following four full years in their current rank, faculty will be eligible to apply for promotion in spring of the fifth year. Promotion recognizes attainment of specific criteria and movement within the faculty member. Under the 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 the provost and department chair.

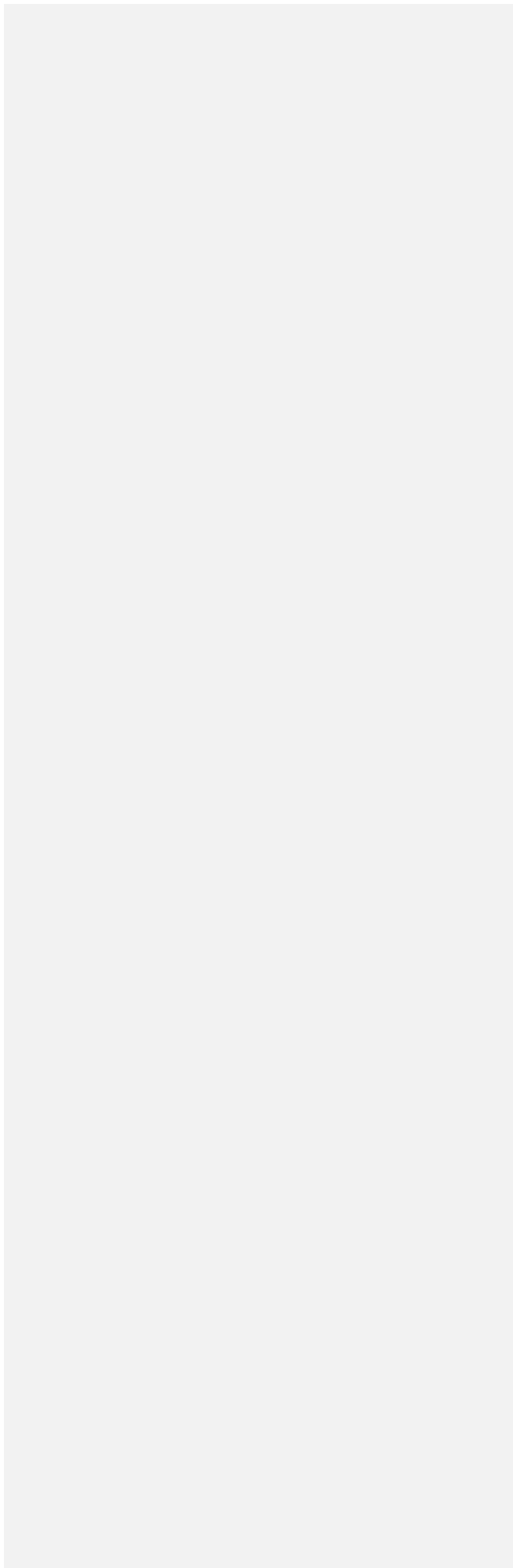
Sabbatical leave enhances the faculty

their portfolios, candidates shall refer to the ~~Portfolio~~ Guidelines for Promotion, Tenure, and PostTenure Review.

b. Tenure Track



Academic Rank and Promotion for Instructional Faculty  
OIT

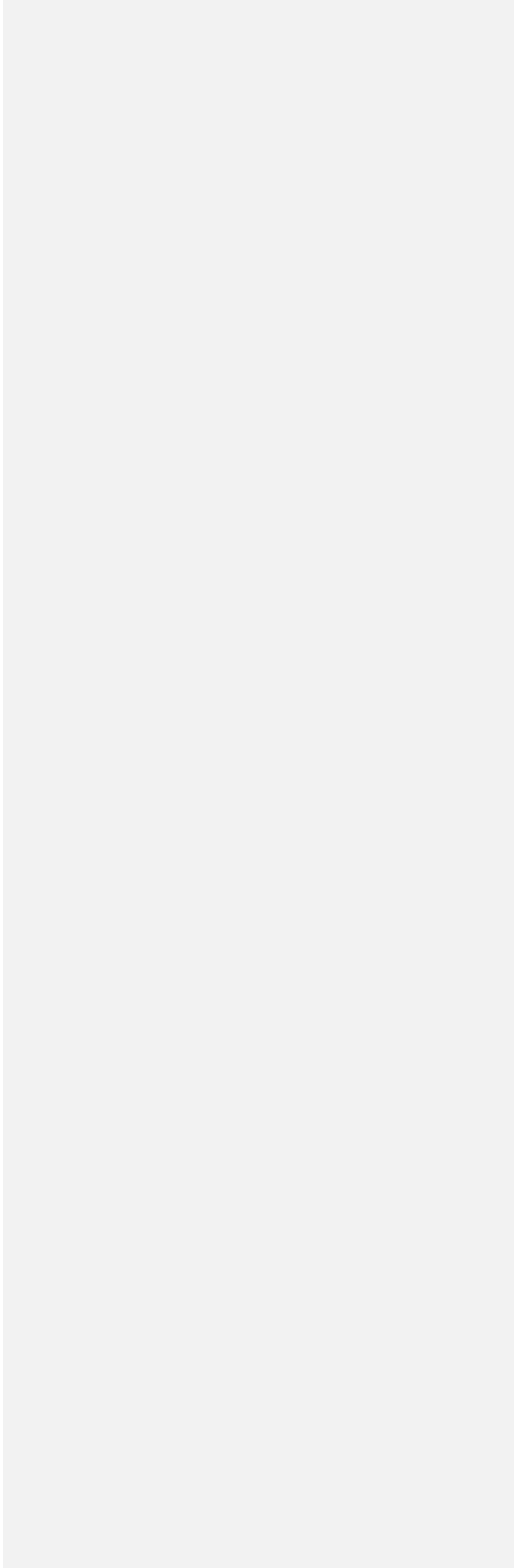


candidates should document all activities they deem relevant. Applicants are responsible for establishing the significance and scholarly nature of all activities.

In addition, all candidates for promotion to full professor are expected to satisfy the following criteria.

Academic Rank and Promotion for Instructional Faculty  
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Page6





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 on or before the 124.51 47096 Tf 11(\*[e]3.001 (ol)-2.001 (lege)]TJ ET Q q 0 0 612



- b. The College Promotion Committee will consider all evidence and determine whether to review the application further or the applicant chooses not to appeal the Promotion decision. If the College Promotion Committee decides not to review the application further or the applicant chooses not to appeal the Promotion decision, the dean shall place copies of the documentation forwarded by the Promotion Review Committee and department chairs, by the end of the sixth week of spring term. The secretary for the Promotion Advisory Committee will place a copy of the documentation in the applicant's private file. If the College Promotion Committee makes a negative decision from the College Promotion Committee are not forwarded to the Promotion Advisory Committee, thus ending the promotion process.
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 criteria outlined above. No secret ballots will be allowed. The content of the College Promotion & RPPLWWHH ¶ V GHOLEHUDWLRQV DUH FRQILGHQWLDO DQG VKDOO QRW EH GLYXNED. 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 Review Committees and department chairs, by the end of the sixth week of spring term. The secretary for the Promotion Advisory Committee will place a copy of the documentation in the applicant's private file. If the College Promotion Committee makes a negative decision from the College Promotion Committee are not forwarded to the Promotion Advisory Committee, thus ending the promotion process.
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- b. The college dean will notify all applicants of the College 3 URPRWLRQ & RPPLWWHH ¶ V 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 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 & RPPLWWHH ¶ V GHOLEHUDWLRQV DUH FRQILGHQWLDO DQG VKDOO QRW EH GLYXNED. The committee may solicit other information to confirm documentation in the applicant's ¶





## List of Changes to Promotion Policy (20-040)

### Substantive:

Added NTT criteria by rank:

- o Higher performance expectations at each rank
- o Less expectations in PD, service than for TT faculty, corresponding to higher instructional load

Promotion to senior instructor 2 contains criteria and language that parallels the leadership etc language what we have now for promotion to full professor, but the expectations and examples have been scaled back and tailored more to what is reasonable for NTT.

Removed instructor to Assistant Professor section (replaced by promotion within the NTT instructor ranks)

Implemented policy template with sections: Policy Statement, Reason for Policy/Purpose, Applicability/Scope, Definitions, Policy

Academic Standards Committee

April 2023 Faculty Senate recommendation

Charge 2:

Create a plan in the event of a campus closure during final examination week.

The committee would like to recommend the following:

In the event campus closes during final examination week, faculty have the following options:

1. Move in-person final exams to an online format
2. Enter an incomplete grade for the student. The student then has to re-take the exam. BDC n BT /TT0 12 re

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1. Why did you leave?

- x I was severely disheartened by the disregard the board of trustees and Dr. Nagi showed towards faculty and students.
- x I decided to leave because of overwhelming frustration with the administration. Their behavior was not merely intransigent, it was incoherent. It would have been one thing if my sensible requests had been met with a well-reasoned but firm dismissal. This would have been frustrating, but bearable. Instead, they were met with stonewalling, dishonesty, irrationali





- x Although I think that I would have eventually left, it is probable that I would have remained several more years had the result of the union negotiations been more favorable for faculty.
- x I was deeply disappointed with the indifference I was met with when it became known I was considering leaving. At no point during the two month period when I was known to be applying outside OIT did anyone in my supervisory chain attempt to have a discussion with me about why I was considering leaving or ask what might induce me to stay. It is entirely possible that even one genuine conversation about this topic could have tipped the balance towards staying. But, nobody in my supervisory chain even acknowledged my ~~notice~~ notice of resignation either, and I never was approached to participate in an exit interview. This only reaffirmed my impression that Oregon Tech viewed me as an insignificant replaceable cog in the machine, and that I shouldn't feel any particular loyalty to it or guilt about leaving.
- x I would have needed a significant raise in my salary, a decrease in my teaching load, and my own research laboratory.
- x Lecturers should have a fair contract and a route to tenure. Nagi's behavior should be investigated and his contract terminated if appropriate. I'm not an expert but it seems like bribing a student to increase tuition should be against the law.
- x A time machine. Things were too far gone by the time I decided to leave that nothing could have been done to convince me to stay. The erosion of trust between faculty and administration was too far gone to be repaired, in my opinion and there were internal departmental issues that could not be overcome. I had lost people I considered friends and working relationships had eroded to the point that I felt incredibly isolated and I had no choice but to leave for my own well-being.
- x I would have needed to have a pathway from non-tenure track to tenure track status.

3. Rate between 1 and 10 what your experience was at OIT.

- x If 1 is the worst, then I'll say 3
- x Students: 10  
Departmental leadership: 10  
Other faculty: 10  
Dean: 5
- x It started at an 8. By the time I left, it was a 6 with my students being the only thing keeping me going. And it was not a before or after Nagi problem in my opinion, it was the totality of the toxic environment (which admittedly seemed to come about amongst faculty after Dr. Nagi was hired) and the damage it was doing to my professional and personal life. For me, the toxicity was more of a before and after strike problem, with my rating of the year prior to the strike still being around a 7, but quickly declining to a 4 or 5 by the following fall.
- x Rating = 3. I despised the lack of transparency in the administration. My department was also heavily understaffed, which led to teaching overloads when I did not want to (even after the new CBA was implemented).





was wonderful having so many amazing colleagues available to discuss and collaborate on education. Students were great, mature, and focused. Faculty colleagues were close and dear friends.

- x My faculty colleagues were a very positive aspect of my career at OIT. I really enjoyed working with them.
- x I would not be the instructor I am today without my years of experience at OIT. My colleagues challenged me to be better, and I was given opportunities to improve my teaching and better serve my students through internal and external opportunities, like the OTET workshop and CCT initiatives.
- x I had many positive experiences at OIT. It was extremely painful for me to make the decision to leave. For the most part, the students were motivated to learn, the faculty excelled at teaching and did a great job preparing students for industry, senior staff were helpful and I enjoyed living in Klamath Falls. I doubt I will ever again be a part of a university where the faculty are so close and committed to working together for the good of students as the faculty of Oregon Tech.
- x The most positive part about OT was how Administration and Faculty were able to work together to build and grow a university that centered around student success and outcomes. It was a tight netcommunity that looked after each other and what was best for the institution. I was so proud to be a part of an institution that didn't need a Union to find workable solutions for all stakeholders. It was a sad day when the environment changed to a "us vs them" mentality.
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