Oregon TECH

Faculty Handbook

2017-2018

Acknowledgements

The *Oregon Institute of Technology Faculty Handbook* was a special project of the Faculty Senate's ad hoc Faculty Handbook Committee, which included:

Michael A. Cornachione, Civil Engineering Technology
Elaine M. Deutschman, Mathematics
Marilyn A. Dyrud, Communication
Lawrence W. Powers, Natural Sciences
John R. Puckett, Communication
Valerie J. Vance, Communication

Since its original publication in 1992, this handbook is revised annually through the Provost's Office.

Disclaimer

This handbook is **not** a contract between Oregon Tech and current or prospective faculty.

While every effort is made to ensure the accuracy of the information in this handbook, Oregon Tech and the Oregon Tech Board of Trustees have the right to make changes at any time without prior notice.

Table of Contents

Preface iv

Glossary of Terms v

Section 1: Overview
History 2
Mission Statement and Core Themes 3
Governance and Organization 4

Section 2: Abbreviated Policies and Procedures
Academic Procedures 8
Guide to Services 30
Professional Development 36

Section 3: Advising and Student Support Services
Academic Advising 40
Admissions 40
Campus Life 41
Athletics 45
Tech Nest Bookstore 46
Campus Dining 46
Student Success Center 47
- Testing Services and Peer Consulting Services 48
- Tech Opportunities Program (TOP) 49
- Disability Services 49
- Career Services 51

Financial Aid 52
Information Technology Services 53
The Integrated Student Health Center 54

Section 4: Administrative Services
Affirmative Action/ADA/Title IX 56
Business Affairs Office 56
Faculty Senate 57
University Development & The Oregon Tech Foundation 59
Marketing and Communication Office 60
Human Resources 60
Facilities Services 61
Office of the Registrar 61
Campus Safety 61

Section 5: Personnel Policies
Employee Benefits 62
Termination 68

Appendices
A. Organizational Charts
B. Guiding Principles for Oregon Tech Online
C. Campus Labs: Student Evaluation of Faculty
D. Faculty Senate
E. The Journal of the Shaw Historical Library

Preface

The *Oregon Tech Faculty Handbook* is designed to provide both new and returning faculty members with a brief overview of the policies and procedures central to their role at the college. It is beyond the scope of the handbook to exhaustively list all responsibilities, policies and procedures; rather, the handbook is intended as a first source that summarizes a particular policy or procedure and indicates where further information is available on a specific topic.

Every effort has been made to ensure that accurate summaries of policies are provided. Because policies and procedures are frequently amended, faculty members are referred to www.oit.edu, *Human Resources, Policies and Procedures*, for the most recent versions of particular policies.

Glossary of Terms

to help understand conversations at Oregon Tech

40-40-20	A goal adopted by the 2011 Oregon Legislature to ensure that by 2025: at least 40% of adult Oregonians have earned a bachelor's degree or higher; at least 40% of adult Oregonians have earned as associate's degree or post-secondary credential as their highest level of educational attainment; and the remaining 20% or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment (ORS 351.009 Mission of education beyond high school)
AASHE	Association for the Advancement of Sustainability in Higher Education
ABET	Accreditation Board for Engineering and Technology
Academic Index	Academic Index – a numeric ranking based on SAT scores, high school GPA and class rank; used as one quantitative factor in the admission process.
ACC	The Advising Coordinator Commission reports to the Provost. The ACC meets annually with advising coordinators at convocation and as needed throughout the academic year.
Accreditation	Type of quality assurance process; services, operations, and/or programs of the university are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency. Oregon Tech is accredited by: ABET: Accreditation Board for Engineering and Technology • ETAC: Engineering Technology Accreditation Commission • ASEC: Applied Science Accreditation Commission • EAC: Engineering Accreditation Commission IACBE: International Assembly for Collegiate Business Education CAAHEP: Commission on Accreditation of Allied Health Education Programs • CoAPSG: Commission on Accreditation of Polysomnographic Technology • CoARC: Commission on Accreditation of Respiratory Care • CoAEMSP: Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions CODA: Commission on Dental Accreditation – American Dental Association NAACLS: National Accrediting Agency for Clinical Laboratory Science JRCDMS: Joint Review Committee on Education in Diagnostic Medical Sonography NWCCU: Northwest Commission on Colleges and Universities
ACE	American Council on Education – national advocacy organization for presidents, presidential assistants and other senior campus administrators focusing on national and international higher education policy issues. http://www.acenet.edu/Pages/default.aspx
ACP	Advanced Credit Program – a partnership between the university and a participating high school in which approved high school instructors partner with Oregon Tech faculty to teach the university course at the high school, for a fraction of the cost to the student. A student enrolled in an ACP course enrolls as a part-time, non-admit Oregon Tech student. http://www.oit.edu/academics/youth-programs/advance-credit-program-acp

ACT	American College Test – standardized college aptitude test taken by college-bound students.
Admissions deposit	Payment confirming an entering student's intention to enroll.
Admissions funnel	The process of moving prospective students from "interested" to "enrolled," always bigger at the top end than the bottom.
AGB	Association of Governing Boards - A national membership organization supporting boards of directors, board professionals, and executive staff for universities and colleges. http://agb.org/
AOF	Association of Oregon Faculties. A lobbying organization for faculty; goal is to protect and improve the working environment of faculty at all seven public Oregon universities. http://oregonfaculties.org/
AP&P	Academic Progress and Petitions Committee - (AP&P) reports to the Provost. The responsibilities of AP&P are: 1) to review grades and academic records of students placed on probation or academic suspension, to determine the status of these students for the following term, and receive and act upon student appeals concerning academic suspension; 2) to review student requests for special academic consideration; and 3) to act as an advisory group to the Registrar on academic irregularities.
ASOIT	Associated Students of Oregon Institute of Technology – the central student governing body on campus facilitating communication between students, administration, faculty, and staff overseeing the activities of student organizations. Both Klamath Falls and Wilsonville have an ASOIT President and officers. http://www.oit.edu/campus-life/asoit-student-government
Attrition	Leaving the university voluntarily or involuntarily; applies to faculty, staff and students
AY	Academic Year – Fall, Winter and Spring Quarters; distinct from Summer Term and FY
Baccalaureate	A bachelor's degree or curriculum
Bigs	A term referring to the larger Oregon public universities: Oregon State, University of Oregon, and Portland State
Castle	The 3-story residence hall on the Klamath Falls campus; offers students single or double rooms.
CCC	Cascade Collegiate Conference; an affiliated conference of NAIA. Composed of 11 schools in the Pacific Northwest. Sanctions competition for men and women in basketball, cross country, golf, soccer, track and field, baseball for men, and softball and volleyball for women. http://www.cascadeconference.org/
CCT	Commission on College Teaching.
CODA	Commission on Dental Accreditation
Cohort	Any group of students, faculty or employees tracked together based upon a common characteristic, such as date of admission to the University or quarter of employment.

Commencement	Graduation – held annually. Degrees are formally conferred to undergraduates and graduate students. • Paramedic August/September at OHSU • Clinical Lab Science December at OHSU • Dental Hygiene March at Chemeketa and EOU • Klamath Falls June • Wilsonville June • Boeing June
Conversion	Activities that induce an accepted student to enroll, or a student to re-enroll the following year.
Convocation	Usually a ten-day "opening of the new year" event held for faculty and staff in the weeks immediately prior to fall term. Includes mandatory and optional informational sessions and training.
CPC	Curriculum Planning Commission - reviews and makes recommendations regarding curricular changes at the undergraduate level
Credits	Units of academic merit assigned to a course based on the amount of work required; average is three credits.
CU	College Union – a physical location and an organization which provides services, facilities, and programs designed to meet the needs of students, faculty, staff, alumni, and campus guests.
E&G	Education and General Fund budget – covers instruction, academic and administrative support and includes salaries, operations, capital expenditures and debt service. Revenue sources include tuition and fees, state appropriations, and interest income.
EFC	Expected Family Contribution. An estimate of the parents' or student's ability to contribute to higher education expenses. Used to determine student's eligibility for need-based federal, state, and university aid. Associated with FAFSA.
Electives	For-credit courses that are not required in a major or as a general education requirement.
Endowment Funds	The Oregon Tech Foundation holds both true endowment funds and quasi-endowment funds. True endowment funds are a separate fund group for which the donor specifies that the principal is to be held in perpetuity. The principal is invested to produce earnings that are generally available, in whole or part, for current use. Quasi-endowment funds are designated by the Foundation Board to be treated as endowments, with the caveat that the principal is not permanently encumbered; the Foundation Board may remove the monies from the endowment fund. These funds originate as surplus from operations or as gifts that will not be used immediately.
ESLO	Essential Student Learning Outcomes Committees - The six Essential Student learning Outcomes Committees coordinate with the General Education Advisory Council, the Assessment Commission Executive Committee, and the Commission on College Teaching.
ETIC	Engineering and Technology Industry Council; a partnership between Oregon's public universities and the private sector. No longer active; many functions now performed by Oregon Talent Council (OTC).

ETM	College of Engineering, Technology, and Management
Faculty Ranks	**Adjunct Professor**: any teaching faculty who do not hold a budgeted departmental, FTE position. Typically paid on a per-course basis. **Instructor:** Fixed term teaching position. Faculty hired without a Master's degree who are given three to five years to complete the degree. **Part-time Faculty**: hold a budgeted, departmental position of less than 1.0 FTE. **Assistant Professor**: 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. **Associate Professor**: 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 development 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. **Professor**: Highest rank attainable in the academic profession. Demonstrates a history of distinction in leadership or scholarship, which goes substantially beyond what is expected for an associate professor and has a positive impact on the academic community beyond the faculty member's own department. This may occur through leadership, or through distinction in scholarship.
Faculty Senate	Representative body of faculty, used to exercise faculty power to initiate action to promote faculty welfare, including but not limited to, recommending policy and providing advice. Composed of faculty, with additional representation from the Provost, ASOIT President, HAS College Chair, ETM College Chair, AOF, IFS, FoAC, and President's Council. This body helps set curricular and academic policy and addresses matters important to the faculty and the University's academic life. In spring term, faculty members elect the Senate, with members serving for a year.
FAFSA	Free Application for Federal Student Aid. The application provided by the US Department of Education and used to determine eligibility for federal, state, and university need-based financial aid.
Fee Remission	A partial or full reduction in tuition and fees; sometimes called a tuition discount.
Fees	Charges paid in addition to tuition. Enrollment fees may include: building fees, health service fees, incidental fees, education resource fees, matriculation fee and transcript for life fee. Special Institution Fees may include: lab or course fees, fees for workshops, instruction fees for self-support courses, charges for auxiliary services (food services, parking, student centers), fines for violation of campus regulations, charges for facilities use, and residence hall room and board rates.

FERPA	The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It applies to all schools that receive funds under an applicable program, of the US Department of Education. http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
Financial Aid, Merit-based	Grants, loans, and scholarships awarded for academic achievements, often times without regard for the financial need of the applicant.
Financial Aid, Need-based	Grants, loans, scholarships, and work-study awarded based on calculated financial need (generally determined by FAFSA). To receive need-based assistance, the student must show demonstrated financial need greater than or equal to the sum of the need-based awards.
Financial Need	The cost of attendance minus the Expected Family Contribution (EFC).
FOAC	Fiscal Operations Advisory Council; advises president on continuing budgetary management priorities aligned with the strategic goals of the university.
FTE	Full-time Equivalent - A method of counting students that converts part-time students into the equivalent of full time using Student Credit Hours (SCH); typically defined as 12 quarter credit hours per term for undergraduate students and 9 quarter credits for graduate students. Also used to quantify total faculty, where a half-time faculty equals 0.5 FTE faculty.
FY	Fiscal year – the period July 1 – June 30.
GEAC	The General Education Advisory Council (GEAC) reports to the Provost. GEAC provides oversight and recommends changes to Oregon Tech general education requirements.
General Education	The Arts and Sciences requirements currently totaling 55 credits completed by all students pursuing BA and BS degrees.
General Studies	The category a student selects when they have not declared a major
GPA (grade point average)	A numerical average of all grades earned, based on a 4.0 scale A = 4.0 B = 3.0 C = 2.0 D= 1.0 F = 0.0
Graduate Success Rate	The percentage of Oregon Tech graduates in jobs or graduate/professional schools within six months of their graduation date from Oregon Tech, as determined by survey responses.
Graduation rate	The proportion of a given entering cohort of students who graduate in a specific time period. We typically use 4-, 5-, or 6-year graduation rates.
HAS	College of Health, Arts and Sciences
HECC	Higher Education Coordinating Commission – 14 member volunteer commission responsible for advising the Oregon Legislature, the Governor, and the Chief Education Office on higher education policy. Its statutory authorities include the development of biennial budget recommendations for public postsecondary education, making funding allocations, approving new academic programs, allocating Oregon Opportunity Grants, authorizing degrees, overseeing programs for veterans, and implementing other legislative directives. http://www.oregon.gov/HigherEd/Pages/about.aspx
HST	High School Transition program – gives qualified high school students the opportunity to take college courses at the university for Oregon Tech credit for a fraction of the cost. http://www.oit.edu/academics/youth-programs/high-school-transition-hst

IFS	Inter-institutional Faculty Senate. Group made up of elected Faculty Senators from each public university in Oregon. Address statewide policies and matters of statewide concern. http://oregonstate.edu/senate/ifs/ifs.html
IRB	Institutional Review Board for Use of Human and Animal Subjects in Research - Its purpose is to protect the rights and welfare of individuals recruited to participate in research activities conducted under the auspices of the Oregon Institute of Technology.
LAC	Legislative Advisory Council
Major	Area of concentrated study.
Matriculated	Admitted for study into a specific degree program – a non-matriculated student is taking courses for self-interest or to gain acceptance into a degree program.
Minor	A set of courses designed to complement a major or to develop a special area of interest; not required for graduation.
MLS	Medical Lab Science – a four year BS program established by OHSU and administered by Oregon Tech; considered a joint program of both institutions.
NACUBO	The National Association of College and University Business Officers - a national professional organization for chief finance, business and planning officers that provides financially related information, services, benchmarking data, and professional development opportunities. http://www.nacubo.org/About_NACUBO.html
NAIA	National Association of Intercollegiate Athletics; governing body of intercollegiate athletic programs. http://www.cascadeconference.org/sports/2007/11/12/aboutcascade.aspx?
Net tuition revenue	Gross revenue from tuition and required fees minus tuition waivers and institutional scholarships. The tuition revenue available to the University for operating expenses
NSSE (National Survey of Student Engagement)	A national survey to assess the level of seniors' and first-years' engagement in their learning experiences at colleges and universities; pronounced "Nessie." The faculty counterpart is FSSE. http://nsse.indiana.edu/html/about.cfm
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rule. A state agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. Agencies may adopt, amend, repeal or renumber rules, permanently or temporarily. http://sos.oregon.gov/archives/Pages/about_rules.aspx
OITT	Office of Innovation and Technology Transfer – facilitates the development, dissemination, protection, transfer, licensing, and commercialization of technology, inventions, and creations developed by professors, staff, and students at Oregon Tech, to benefit the public. http://www.oit.edu/faculty-staff/innovation-technology-transfer-oitt
OLAC	Online Learning and Advisory Council - provide advice and consultation to the Director of Online Learning; 2) make recommendations to the Provost on online learning policies and guidelines; and 3) assist in resolving distance education problems, issues, and concerns.
OMIC	Oregon Manufacturing Innovation Center – a private, public partnership a co-located Research and Development (R&D) Center and Training Center in Scappoose.

On-line learning	Also referred to as e-learning or distance learning. Course instruction that is accessed through computer networking or digital means. Allows students access to courses they might not otherwise take due to scheduling or distance limitations.
OP	Outdoor Program – student funded and student-led organization that provides an opportunity for students to participate in various outdoor activities individually through low cost equipment rental or as a group. http://www.oit.edu/campus-life/student/programs/outdoor-program
OREC	Oregon Renewable Energy Center
Oregon Tech Alumni Association	A membership-free opportunity for Oregon Tech graduates to stay connected to the university and network with the alumni base. http://alumni.oit.edu/
Oregon Tech Foundation (OTF)	Supports the educational, cultural, charitable, and service activities of the university by acquiring financial support through gifts, grants, bequests and development campaigns. Overseen by a Board of Directors. http://www.oit.edu/faculty-staff/development/oregon-tech-foundation
Orientation	Programs designed to welcome new students and their families to the university and campus.
ORS	Oregon Revised Statute. Codified laws of the state. Enacted by the Legislative Assembly or by citizen initiative. Subordinate to the state constitution. https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx
OSP	Office of Strategic Partnerships and Government Relationships at Oregon Tech – promotes and oversees industry and government relations at the university. http://www.oit.edu/strategic-partnerships
OTC	Oregon Talent Council (performs some functions of the defunct Engineering Technology Industry Council) – advises and is a resource for state agencies and educational institutions on issues of talent development to promote the growth and competitiveness of Oregon's traded sector and high growth industries; strategically links industry growth opportunities with educational capacity; makes recommendations on how to build a skilled talent pipeline that serves the array of statewide industries that rely heavily on technical and scientific skills; and helps connect efforts of state agencies involved in talent development and direct 40-40-20 initiatives to areas of highest economic and societal value. http://www.oregon.gov/EMPLOY/OTC/Pages/About.aspx
PAC	President's Advisory Council
PAC	Promotion Advisory Council - reviews nominations from College Promotion Committees and from the library for faculty promotions and makes recommendations to the Provost
Pell Grant Program	Federal grant program sponsored by the U.S. Department of Education. Named after U.S. Senator Claiborne Pell. Grants, which do not require repayment, are awarded based on a "financial need" formula determined by the U.S. Congress using criteria submitted through the Free Application for Federal Student Aid (FAFSA). The amount of other student aid for which a student may qualify does not affect the Pell Grant. http://www2.ed.gov/programs/fpg/index.html
Persistence	Student's continuation behavior once enrolled leading to a desired goal

PIT Crew	Program Innovation Team - a faculty group to support development of new programs through holistic planning and entrepreneurial resource allocation. Additional activities include: request and vet preliminary proposals for new programs; provide institutional support for program development – grant writing, recruiting preparation, industry outreach, workforce development, etc.; provide financial support for program development – stipends, supplemental funding to department S&S; provide continued funding and support for newly implemented programs; and develop a plan for evaluating PIT performance. (Oregon Tech 2020: Strategic Action Plan)
PREC	Program Reduction and Elimination Committee; provides recommendations to the President on imminent budgetary reduction. Recommendations may include: reduction or elimination of individual programs as well as non-targeted cuts like across the board reductions in budgets and/or salaries. (OIT Policy 20-050)
RBC	Resource Budget Commission - The RBC was established to meet unique needs within academic and non-academic departments at Oregon Tech
Regular admits	Entering freshmen who meet the University's traditional admissions requirements
Remediation requirements	All entering freshman scoring below a specified level on the SATs are required to take tests to assess readiness for college level work in reading, writing and mathematics. Students falling below the cut-off scores are required to take and complete remedial courses in reading, writing and/or mathematics.
Resident Advisor (RA)	Resident Advisors are undergraduate students specifically selected and trained to deal with a variety of situations in residence hall. These staff members enforce policy and develop programs in order to create an environment conducive to living and learning. They create and implement educational and social programs and complete administrative tasks necessary for the functioning of the hall.
Retention rate	The proportion of a given cohort of students, usually freshmen or transfers, who reenroll after a given amount of time – e.g., one-year retention rate.
S&S	Supplies and services
Sabbatical	A leave that provides full-time faculty the opportunity to pursue professional development and study. Granted following peer and administrative review at varying rates of pay depending on the length of sabbatical and faculty teaching schedule (9 month or 12 month).
Sarbanes-Oxley	Also know as SOX, legislation passed by Congress in 2002, applicable to publicly traded companies, to promote stricter review of internal controls and improved transparency in financial reporting. Although not legally applicable to colleges and universities, NACUBO has developed a checklist of those sections recommended as best practices for higher ed. http://www.soxlaw.com/
SAT	The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions, required for freshman to determine college readiness. Possible scores range from 600 to 2400, combining test results from three 800-point sections (math, critical reading, and writing).
SCH	Student credit hour – a measure of academic productivity calculated by multiplying the number of students enrolled in a class by the number of credits assigned to that class; e.g., a course with 30 students for which each student earns three credits generates 90 SCH. SCH are used to calculate FTE, full-time equivalents students.

SEOG	The federal Supplemental Educational Opportunity Grant, administered through the institution to undergraduate students with exceptional need. https://studentaid.ed.gov/sa/types/grants-scholarships/fseog
Sodexo	Current food provider on the Klamath Falls campus.
SPA	Office of Sponsored Projects and Grants Administration – facilitates funded research, projects and programs at the university. Works with faculty and staff to develop and submit proposals for foundation, corporate, and government funding. http://www.oit.edu/faculty-staff/sponsored-projects-grants-administration
SSC	Student Success Center – support services offered to help students succeed: career services, disability services, peer consulting, TOP, testing services http://www.oit.edu/academics/ssc
SSCM	Student Success and Completion Model – HECC's calculation-driven mechanism for determining the proportion of Public University Support Fund allocated to each Oregon public university; the intent is to reward all seven public universities in an equitable manner for the resident students they enroll and support to completion. http://arcweb.sos.state.or.us/pages/rules/oars_700/oar_715/715_013.html
SST	Student Support Team - comprised of directors from: Housing & Residence Life, Student Success Center, Student Health Center and Campus Safety. Meet weekly to address students of concern and any actions to assist the student in getting back on track.
Stafford Loan	A low-interest federal loan available to all students regardless of need.
STEM	Science, Technology, Engineering and Math
Syllabus	A document that describes the schedule, material to be covered, and class policies for a course.
Tenure	The status granted a faculty member after the requisite number of years of non-tenured probationary service as a full-time faculty member who has met rigorous teaching, professional development, and service criteria. Once tenure is granted, the university cannot terminate employment, except for specified reasons.
TOP	Tech Opportunities Program. Academic and personal support services to OT students who have an academic need, are enrolled in a bachelor's degree granting program, and who are low income or first generation or have a disability. Funded through the TRiO. Services include tutoring, mentoring, networking with other students, college success classes, academic advising, and limited grant funding for active qualified students. http://www.oit.edu/academics/ssc/tech-opportunities-program
Transfer Students	Students applying or admitted to Oregon Tech after earning at least 36 credits at another accredited college or university
TRiO	The Federal TRiO Programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRiO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRiO also includes a training program for directors and staff of TRiO projects. http://www2.ed.gov/about/offices/list/ope/trio/index.html

TRUs	Technical and Regional Universities – four of the state's public universities, specifically, Eastern Oregon University (EOU), Southern Oregon University (SOU), Western Oregon University (WOU) and Oregon Institute of Technology (Oregon Tech).
Tuition	The charge for instruction. Influenced by level of state funding, program costs, need for faculty, staff, inflationary cots, new programs, lab and equipment upgrades, new or upgraded facilities, and costs for faculty and other personnel. Students in certain high cost programs, including engineering and some healthcare degrees – pay differential tuition. This is a higher tuition rate which ensures that students in lower-cost programs are not subsidizing students in higher cost programs.
Tuition Discount Rate	Defined by NACUBO (National Association of College and University Business Officers) as: institutionally funded financial aid ÷ gross tuition and fee revenue = tuition discount percentage.
Village	Klamath Falls' on-campus apartment living with single bedrooms, one or two bathrooms, and a common living room and kitchen area.
WUE	Western Undergraduate Exchange. Sponsored by the Western Interstate Commission for Higher Education; program in which students from 17 Western US states may attend a university in another western US state for 150% of that state's resident tuition rate (which is less than the out of state tuition rate). http://wiche.edu/wue
Yield Rate	The percentage of admitted students who enroll at Oregon Tech

Additional Useful Abbreviations and Terms

BH	Boivin Hall
CHP/DOW	Center for Health Professions, DOW building
CO	Cornett Hall
OW	Owens Hall
PV	Purvine Hall
SE	Semon Hall
SN	Snell Hall

Section 1

Overview

History

Mission and Objectives

Organization

History

Oregon Institute of Technology is the only public institute of technology in the Pacific Northwest. It has successfully evolved through several stages since its beginning in 1947 – first, as a vocational rehabilitation school for World War II veterans known as Oregon Vocational School; then as a regionally-accredited institution, known as Oregon Technical Institute, offering associate degree programs; then as a four-year technical school known as Oregon Institute of Technology. OIT gained university status in 1995 upon offering our first master's degree program.

Today, Oregon Tech is accredited by the Northwest Commission on Colleges and Universities. At its main campus in Klamath Falls, Oregon Tech offers bachelor's degree programs in engineering, engineering technology, health professions, management, communication, and applied sciences. Bachelor's degree-completion programs in selected fields are offered online and through Oregon Tech Wilsonville. The university also offers Dental Hygiene in Salem. Oregon Tech offers an in-house bachelor's degree-completion program in Seattle at the Boeing facilities. Oregon Tech also offers the following MS degrees: a Master of Science in Allied Health through Oregon Tech Online; a Master of Science in Manufacturing Engineering Technology at Oregon Tech Seattle; a Master of Science in Civil Engineering at the Klamath Falls campus; a Master of Science in Renewable Energy Engineering at the Wilsonville campus; a Master of Science in Engineering at the Wilsonville campus; and a Master of Science in Marriage and Family Therapy at the Klamath Falls campus.

Historical Highlights

Here's a quick glance at Oregon Tech's evolution:

1947 July 14, Under the direction of first president, Winston Purvine, the first classes at Oregon Vocational School were held in a deactivated World War II Marine Corps hospital three miles northeast of Klamath Falls.
1948 In a vote by the State Board of Education, the University's name was changed to Oregon Technical Institute – also known as OTI or Oregon Tech.
1950 KTEC radio went on the air.
1953 Associate degree programs in the Surveying and Structural Engineering Technologies were first accredited by the Engineers' Council for Professional Development.
1956 KOTI television opened on campus.
1957 Oregon Tech was made a separate division of the State Board of Education and an engineering study was begun to determine whether to repair or rebuild the facilities.
1960 Oregon Tech was transferred to the jurisdiction of the State Board of Higher Education.
1962 Oregon Tech was accredited by the Northwest Association of Secondary and Higher Schools.
1964 Oregon Tech moved to its newly constructed campus on a geothermal site overlooking Upper Klamath Lake.
1966 Oregon Tech received authorization to grant bachelor's degrees.
1970 Bachelor's degree programs first accredited by ABET.
1973 OTI name changed to Oregon Institute of Technology or OIT; Oregon Tech continues in use as well.
1975 Geo-Heat Center established.
1976 Kenneth Light appointed 2nd President of Oregon Tech upon Purvine's retirement.
1983 Larry Blake appointed 3rd President of Oregon Tech. Metro Center established in Portland to offer in-demand degrees.
1984 Small Business Development Center established.
1988 Portland Metro Center moved to its first permanent facilities on Southeast Harmony Road in Clackamas.

1989 State Board of Higher Education authorized Oregon Tech to grant master's degrees.
1991 Lawrence J. Wolf appointed 4th President of Oregon Tech.
1995 First Master's degree offered.
1998 Martha Anne Dow appointed 5th President of Oregon Tech.
2001 Oregon Renewable Energy Center established in law by the Oregon legislature.
2005 Oregon Center for Health Professions established.
2008 Christopher G. Maples appointed 6th President of Oregon Tech. Martha Anne Dow Center for Health Professions opens.
2012 Oregon Tech's Portland-Metro presence expands with the opening of the Wilsonville Campus and broadening of degree options.
2015 Oregon Institute of Technology became an independent public body governed by its own Board of Trustees.
2017 Nagi G. Naganathan appointed 7th President of Oregon Tech.

Mission Statement and Core Themes

OIT Mission Statement and Core Themes

Mission Statement:

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

Core Themes:

- Applied Degree Programs
- Student and Graduate Success
- Statewide Educational Opportunities
- Public Service

This statement of mission and core themes were approved by the Oregon Tech Board of Trustees on June 8, 2016 and reviewed by the Higher Education Coordinating Commission on June 9, 2016.

Governance

Since its founding in 1947, the Oregon Institute of Technology has been governed by the Oregon State Board of Higher Education, the governing board for the seven public universities in Oregon. In 2011, the Oregon Legislative Assembly enacted Senate Bill 242, which was an amalgam of higher education reform proposals made by the Legislature's Joint Committee on Higher Education and the higher education governance reform proposals made by the Oregon University System. The bill provided the State Board of Higher Education and the chancellor with additional power and authority and the Oregon University System with relief from certain state regulatory requirements but did not provide additional authority or autonomy to the universities and their presidents.

Senate Bill 270, passed by the Legislative Assembly in 2013, established the University of Oregon, Portland State University and Oregon State University as independent public bodies with a strong Board of Trustees based on the model pioneered by Oregon Health and Science University (OHSU) when it was split off from the Oregon University System in 1995. The bill also provided the option for the technical and regional universities (TRUs), Eastern Oregon University, Oregon Institute of

Technology, Southern Oregon University, and Western Oregon University, to seek approval for independent governing boards from the Governor and the State Board of Higher Education. In April 2014, the State Board of Higher Education authorized the Oregon Institute of Technology to establish a Board of Trustees, appointed by the Governor and approved by the Senate, without conditions. As of July 1, 2015, the University is governed by its own Board of Trustees, and is considered a public body, but is "not a state agency, board, commission or institution for purposes of state statutes or constitutional provisions."

As its name indicates, the Higher Education Coordinating Commission (HECC), established by statute in 2013, serves a coordinating function relative to significant changes to the academic programs of the community colleges and public universities, the operating and capital budgets that are funded by the State of Oregon, mission approval, and strategies for achieving state post-secondary educational goals. The Oregon Tech Board of Trustees will approve the University's mission, programs, budgets, and strategies, and then forward them to the Higher Education Coordinating Commission for review and approval in relation to the other seven publicly-assisted universities.

Organization

The president of the University is the "executive and governing officer of the university," the "president of the faculty," and, subject to the Board's supervision, has the authority to "direct the affairs" of the University. The faculty of the University consists of the "president and professors." In American higher education, there is a tradition of shared academic governance between and among the governing board, president, and faculty, although ultimate authority resides with the governing board.

The Provost and Vice President for Academic Affairs supports the faculty and curriculum of Oregon Institute of Technology. Academic programs from the College of Health, Arts and Sciences and College of Engineering, Technology and Management are supervised by the provost in collaboration with the dean of each college and the Faculty Senate.

In addition to the President, there are currently eleven executives of the University: Vice President for Academic Affairs and Provost, Vice President for Finance and Administration, Vice President for Student Affairs and Dean of Students, Vice President for the Wilsonville Campus, Associate Vice President for Strategic Partnerships and Government Relations, Associate Vice President for Public Affairs, Associate Vice President for Development and Alumni Relations, Associate Vice President and Chief Information Officer for Information Technology, Vice President for Enrollment Management, Chief Human Resources Officer, and the Board Secretary.

Director-level positions include Registrar, and Directors of Academic Agreements, Academic Excellence and Assessment, Admissions, Athletics, Business Affairs, Campus Life, Financial Aid, Housing and Residence Life, Institutional Research, Integrated Student Health Center, Library, Online Learning, and Student Success Center.

(See *Appendix A, Organizational Charts*)

The University has two colleges, each headed by a dean:

- College of Health, Arts and Sciences (HAS)
- College of Engineering, Technology, and Management (ETM)

The dean of the College of HAS and the dean of the college of ETM are the chief academic and administrative officers, responsible to the provost, for the academic activities of their departments supporting the college's programs. The deans are responsible to the vice president for finance and administration for laboratories and facilities assigned specifically to the respective college, including equipment, acquisition, inventory, and disposition.

College of Health, Arts and Sciences (HAS)

Campus sites: Oregon Tech Klamath Falls
Oregon Tech Wilsonville
Oregon Tech Salem (DH)

The College of HAS includes these departments and programs:

- Communication Department
  Communication Studies

- Dental Hygiene Department
  K Falls Campus (Bachelor of Science)
  Salem (BS – joint degree, Oregon Tech/CCC)

- Emergency Medical Services (Wilsonville, joint degree, Oregon Tech/OHSU)

- Humanities and Social Sciences Department
  Applied Behavior Analysis
  Applied Psychology
  Marriage and Family Therapy
  Population Health Management

- Mathematics Department
  Applied Mathematics

- Medical Imaging Technology Department
  Diagnostic Medical Sonography
  Echocardiography
  Nuclear Medicine Technology
  Radiologic Science
  Vascular Technology

- Medical Laboratory Science (Wilsonville – joint degree, Oregon Tech//OHSU)

- Natural Sciences Department
  Biology Health Sciences
  Environmental Sciences

- Nursing (through affiliation with OHSU)

- Respiratory Care

College of Engineering, Technology, and Management (ETM)

Campus sites: Oregon Tech Klamath Falls
Oregon Tech Wilsonville
Oregon Tech Seattle

The College of ETM includes these departments and programs:

- Civil Engineering Department
  - Civil Engineering
  - M.S., Civil Engineering
- Computer Systems Engineering Technology Department
  - Computer Engineering Technology
  - Software Engineering Technology (Klamath Falls and Wilsonville)
  - Embedded Systems Engineering Technology (Klamath Falls and Wilsonville)
- Electrical Engineering and Renewable Energy Department
  - Electrical Engineering (Klamath Falls and Wilsonville)
  - Electronics Engineering Technology (Wilsonville)
  - Renewable Energy Engineering (Klamath Falls and Wilsonville)
  - M.S., Engineering (Wilsonville)
  - M.S., Renewable Energy Engineering (Wilsonville)
- Geomatics Department
  - Geographic Information Systems
  - Surveying
- Management Department
  - Health Care Management (Klamath Falls)
  - Health Informatics
  - Information Technology
  - Management (Klamath Falls)
  - Operations Management
  - Bachelor of Applied Science in Technology and Management
- Manufacturing and Mechanical Engineering and Technology Department
  - Manufacturing Engineering Technology
  - Mechanical Engineering
  - Mechanical Engineering Technology
  - M.S., Manufacturing Engineering Technology

Oregon Tech Klamath Falls web site: www.oit.edu
Oregon Tech Wilsonville web site: www.oit.edu/wilsonville

Oregon Tech Online

Oregon Tech offers online Bachelor of Science degree-completion programs in Dental Hygiene, Diagnostic Medical Sonography, Echocardiography, Health Care Management, Radiologic Science, Respiratory Care, and Vascular Technology. In addition, Oregon Tech offers Bachelor of Science degrees in Applied Psychology, Health Informatics, Information Technology, Operations Management, and Technology and Management. Master's programs include Allied Health and Engineering. In addition, certificate and associate degree programs are available in Clinical Sleep Health and Polysomnographic Technology. Online general education courses are available as well and many are open to all Oregon Tech students. Please see *Appendix B, Guiding Principles for Oregon Tech Online, Oregon Institute of Technology,* for detailed information on our online education program.

Geographic Information Systems Service Center (GIS)

The Geographic Information Systems (GIS) Service Center began operation in 1997 with grants from the National Science Foundation, the U. S. Forest Service and the Klamath Basin Hatfield Working Group. The Center is maintained within the Geomatics (GME) program at Oregon Tech. Students in any Oregon Tech program not only have access to more GIS/GME courses than are offered at any other college or university in the region, they are also able to gain work experience by participating in on-going center projects. Please contact Dr. John Ritter in the Geomatics Department for more details.

Oregon Renewable Energy Center (OREC)

OREC was established by the Oregon State Legislature in 2001 to promote energy conservation and renewable energy use in Oregon through applied research, educational programs, and practical information. OREC can help with the following:

Applied Research and Applications Engineering

- Power conversion and storage – Testing renewable technologies such as solar, fuel cells, and geothermal heat pumps and developing control systems to integrate renewable technologies smoothly into existing facilities and electrical distribution networks.
- Alternative fuel sources – Investigating options to gasoline and diesel for cars and trucks.
- Green building technologies – green building materials and techniques, and instrumentation, control, and testing of buildings that use renewable energy instead of conventional power.

Technical Support for Economic Development

Renewable energy holds enormous promise for economic prosperity in the region. OREC offers help in the following areas: technical, planning, and analytic expertise.

Section 2

Abbreviated Policies and Procedures

Academic Procedures
Guide to Services
Professional Development

Academic Procedures

The following guidelines are offered as an aid to new and returning faculty. While many academic procedures involve individual discretion, some, such as final exams, are governed by formal policies.

Rosters

Each faculty member may review and/or print out a Class Roster of the students enrolled in each class using Web for Faculty. The class roster is located under the Faculty Menu/Class Management Menu link. Class rosters are for faculty information only and should be verified against students attending class.

The "Attendance Roster" (located in Web for Faculty) is for reporting every student's attendance for all on campus and online courses. Reporting attendance is mandatory and is a requirement set by the Department of Education. When a faculty member reports the student as non-attending, the Registrar's Office will drop the student from the course. Faculty approval will be required for all students wanting to be added back to the course after the Registrar's Office has dropped them for non-attendance.

You will receive an e-mail during the second week of the term when the attendance roster has been activated in Web for Faculty. You will continue to receive e-mails until every student's attendance has been reported. When a student registers for your class late, you will again receive an e-mail requesting you to report attendance for the student. If the status of a student's attendance is incorrectly reported, you will need to contact the Registrar's Office to have the status corrected.

Adding or Dropping Courses

For the first week of a given term, students may add/drop courses on Web for Student. Beginning the second week of each term, students may add/drop courses by completing an add/drop form, having it signed by the course instructor and advisor, and bringing it to the Registrar's Office for processing. After the second week of the term, a late charge will apply for adding courses.

Student-Initiated Drops/Withdrawals.

1. During the first 10 days of the term, a student may drop one or more courses with no record. However, if a student withdraws from all courses, the student's transcript will note "Complete Withdrawal"
2. After the first 10 days of the term, a student who withdraws from one or more courses will receive a "W" for those courses. Students may withdraw from individual courses through Friday of the seventh week of the term
3. After Friday of the seventh week, students will receive a letter grade ("A", "B", "C", "D", "F", "P", "NP", "I" or "IP") from the instructor
4. Complete withdrawals from the university may be processed through Friday of the week prior to final-exam week. Depending on the time of the term, a complete withdrawal will result in a notation of a "complete withdrawal" or "W's" on the student's transcript
5. Students requesting to withdraw from a course(s) after the published withdraw dates that have medical documentation supporting the withdrawal should contact the Dean of Student's Office.

Faculty-Initiated Withdrawal Policy. Teaching faculty can drop a student during the first two weeks of the term from a class if the student has not attended by the second regularly scheduled meeting of that class. The student will be notified of the withdrawal in writing by the Registrar's Office.

Repeat Policy

The following restrictions apply for course-repeat situations:

1. Students may attempt the same course (for a "W" or a letter grade) a total of four (4) times.
2. Each withdrawal ("W") is considered an attempt. Withdrawals, however, are not included in GPA calculations.
3. The new grade earned will replace the previous grade(s) when computing GPA. Only the first two earned grades will be excluded for GPA calculations. The last grade earned will be used on the petition to graduate.
4. All grades and credits remain on the student's official transcript.

Auditing Policy

A student has the option to enroll in a class for informational purposes only. This enrollment is classified as an **audit** and is regulated by procedures outlined in the Oregon Tech catalog:

- Audit classes are charged at regular tuition rates as printed in the class schedule.
- The only grade an audit class may be granted is "N" (audit). The "N" grade is disregarded in the GPA and is not valid toward graduation requirements.
- Class attendance shall be in accordance with the instructor's attendance policy for all students in the class.
- Instructors having audit students have no obligation to grade or record the audit student's work.
- An audit option may be requested during the registration period. Changes "to" or "from" the audit option may be requested no later than the 10th academic day of the term.
- Students auditing a course may, at a later term, register for the same course for credit, or challenge the course by examination.

Grading System

During finals week of each academic term, the grade portion of Web for Faculty is activated for faculty to submit students' final grades. Grades are always due by 12 pm on the Monday following finals week.

About three weeks before Commencement, faculty who have graduating seniors enrolled in their classes will receive a special roster from the registrar, listing names of those who will graduate. Faculty should fill in an estimated term grade for these students and hand deliver the roster back to the Registrar's Office. Since students receive their actual diplomas at graduation, this grade is necessary to calculate whether or not the student is eligible to graduate. Students with marginal work ("D") should be indicated as failing.

Grading Policy

Oregon Tech uses a 4.0 grading scale to evaluate student performance. Upon completion of a course or upon termination of attendance in the course, a student's performance will be graded by the instructor and reported to the University Registrar as follows:

Letter Grade	Meaning	Points Per Credit Hour	Used to Calculate GPA
A	Exceptional	4	Yes
B	Superior	3	Yes
C	Average	2	Yes
D	Inferior	1	Yes
F	Failed	0	Yes
I	Incomplete	0	No
IP	In Progress	0	No
N	Audit	0	No
NP	No Pass: *Equated to a "D" or "F"*	0	No
P	Pass: Equated to a "C" or better	0	No
W	Withdrawn	0	No
Z	No Grade Assigned	0	No

Incompletes

When the quality of a student's work is satisfactory, but some essential requirement of the course has not been completed for reasons acceptable to the instructor, a grade of Incomplete (I) may be assigned and additional time granted for completion. The instructor is responsible for submitting an "I" grade and completing the Request for Incomplete form and submitting it to the Registrar's Office.

An "I" grade must be removed by the end of the next term (summer session not included). An "I" may only be extended under the most extenuating circumstances and then only for one additional term. If an "I" is not removed within the allotted time, the "I" then reverts to the alternate grade assigned by the instructor on the incomplete form.

Incompletes received in the anticipated term of graduation must be finished and the grades recorded in the Registrar's Office within three weeks after the end of the final term. Otherwise, the diploma will be delayed until the term during which all degree requirements are met.

In Progress (IP) Grade

The "In Progress" grade is used for classes with coursework that continues past the end of the term in which the student is registered. Examples include externship, co-op, clinical and project classes. The "IP" grade may be retained over multiple terms. "IP" grades that are not changed during the allotted time revert to a grade of "F" for undergraduate and graduate courses.

"IP" grades given at the undergraduate level will be retained for a maximum of four terms. The "IP" grade for a specific graduate level course is maintained by the Registrar's Office for a maximum of five years. Each year the student should file a progress report with the Graduate Council signed by the student and the student advisor. After five years, the student can appeal to the Graduate Council to request a grade change beyond this five-year limit. The Graduate Council has the authority to approve or deny the student's petition.

No Grade Assigned (Z) Grade

The "No Grade Assigned" grade is a grade assigned by the Registrar's Office when no grade is reported by the instructor. A "Z" grade should be changed by the instructor as soon as possible. If a "Z" is not removed by the completion of the following term, the "Z" reverts to a grade of "F".

Non-Standard Grading

Courses may be graded on the pass (P)/no pass (NP) basis at the discretion of the department and the University Registrar. Courses may include, but are not limited to seminars, externships, co-ops, independent study, certificate classes, and physical education.

Grade Change Policy

All grades except for 'I' and 'IP' are final when filed by the instructor during grade processing each term. Thereafter, a grade change may be made only in the case of clerical, procedural or calculation error. No grade other than 'I' or 'IP', once reported, may be revised by re-testing or by completing additional work. Any grade change by the instructor of record must take place within one year subsequent to the term in which the grade was reported. Any grade change that is to be filed later than one year must be approved by the appropriate College Dean and the Registrar.

Posting Grades

Faculty members may not post grades in a manner that allows third parties to determine an individual student's grades. For example, posting grades by name, social security number, or ID number is not allowable. Posting grades by the last four digits of the student's "918" number is allowable if the numbers are scrambled (not alphabetical) or using a code that only the instructor and student know is allowable (codes must also be scrambled, not alphabetical). However, please note, posting randomly by an assigned number or other means is acceptable only if the student signs a written statement agreeing to the posting.

Grade Books/Records

Grade books or other records of student performance in class should be kept for one year after the end of the term in which that grade is earned. Faculty members should give old grade books to their department chair.

Grade Appeals

A student may appeal a grade given by a faculty member through the procedure outlined in the "Academic Grievances" section of the *Student Handbook*, located on the Student Affairs web site.

Satisfactory Progress for Financial Aid

At Oregon Tech, academic progress is evaluated at the end of each term. Students who maintain term and cumulative GPAs of at least 2.0, complete 67% of their term and cumulative attempted credits (Pace), and complete their degree within a prescribed time frame (150%) will be making satisfactory academic progress. All credits transferred to Oregon Tech are included when evaluating satisfactory academic progress. This includes credits taken with and without financial aid assistance.

Student Academic Integrity

(Oregon Tech Policy OIT-14-030)

Cheating and Plagiarism

Cheating involves submitting material in assignments, examinations, and other academic work which is based upon sources forbidden by the faculty member. Cheating also includes furnishing material to another person for purposes of aiding that person to cheat.

Plagiarism involves submitting material in assignments, examinations, and other academic work which is not the work of the student and where there is no clear and appropriate indication in the assignment that it is not the student's work.

Cases of academic dishonesty that go beyond the settlement procedure (between instructor and student) are treated as violations of the Oregon Tech Student Conduct Code and are usually handled by the dean of students and/or the Student Hearing Commission, which is composed of faculty and students. The dean of students and affirmative action personnel can answer questions regarding procedures for students who have grievances with Oregon Tech employees.

Academic Grievances

(Oregon Tech Policy OIT-16-010)

Student grievances in regard to academic issues proceed according to the "Student Academic Grievance" policy.

Classroom Management

Syllabus

A course syllabus, required for all classes, details the topics to be covered during the term; it usually includes the dates on which specific material will be discussed, dates for exams, and dates when special projects are due. The learning objectives for a course must be clearly stated in the course syllabus. Lists of readings or reserve materials for the course may be included as well. Typically, the syllabus also lists a faculty member's office location, office phone, and office hours for the term, as well as grading, make-up exam, late work, attendance, and homework policies. This document should be a complete explanation of requirements and expectations for the course and must be given to students during the initial days of class each term. Faculty should forward copies to their department chair and the department chair should forward an electronic copy to the dean.

Course Objectives

The learning objectives for a course should be available to students. Faculty members can give students entire course objectives at the beginning of the term or provide objectives for smaller portions of the course as those sections come up in the class. Objectives should list measurable outcomes (*e.g.*, "at the end of this course, a student should be able to correctly focus and align a telescope"), not general accomplishments (*e.g.*, "at the end of this course, a student should have an appreciation of the role of labor unions in the U.S. Economy").

Office Hours

Although no written policy details office hours for faculty members, the understanding is that each faculty member will hold at least five office hours per week for student access. Typically, office hours are held once per day. Should a teaching schedule make it difficult to hold an office hour each day, additional hours may be scheduled on other days. Office hours should be clearly listed on course syllabi and posted outside offices, as well as listed with the building office manager. If a faculty member must cancel an office hour, notify your building office manager by phone. If the manager is unavailable, call the assistant to the dean for your college (ETM – 541-885-1650; HAS – 541-885-1667), or the provost's assistant (541-885-1663).

Faculty Attendance

While the university does not require a faculty member to "clock" in or out, faculty members are expected to expend whatever time and effort are necessary to prepare for and teach assigned classes successfully.

A faculty member is expected to be in class for each scheduled meeting during a term; no vacation time is allotted for less than 12 month teaching faculty. For planned absences, ask a colleague to cover the classes, plan an outside activity that students can complete independently, move the class to another time, record lectures, etc.

In the event of illness or an emergency situation, when you must cancel class, please contact your department chair and the building office manager in which the class is held (*please do **not** leave a voice mail, but make sure you talk to an actual person*). For planned absences contact your department chair, who will assist in making arrangements for classes to be covered.

All faculty earn sick leave. The accrual rates are based upon the faculty appointment type. Members of the faculty are allowed to use accrued sick leave in case of illness of the faculty member or his or her immediate family. Sick leave may not be taken before it is earned.

For information regarding sick leave accruals, please contact the Office of Human Resources at 541-885-1120 or oithr@oit.edu.

Student Attendance

Attendance requirements for students or penalties for missing classes should appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings.

In order to be in compliance with Federal Regulations that require Student Participation tracking for Financial Aid purposes, you must verify attendance/non-attendance for each of your students.

Faculty will receive an e-mail on the second Monday of each term notifying them that Attendance Rosters are available on Web for Faculty. In order to verify participation you must:

1. Login to Web for Faculty.
2. Select the appropriate term.
3. Select the Faculty menu.
4. Select Attendance Roster.
5. Select a course.
6. Select Attendance Status of 'Attendance Verified' or 'Did Not Attend' for each student. Only students that have an 'Unreported' Attendance Status will show in this roster.

These Attendance Rosters must be completed by 5 p.m. on the second Thursday of each term (first Thursday in July for Summer Term) so that Financial Aid can report to the DOE in a timely manner.

Campus Closure

Procedures regarding the canceling of classes for emergency/disaster situations and weather are under the jurisdiction of the vice president for finance and administration. The university is assumed to be open and functioning unless specific closure information is given. In the case of weather-related closures, radio stations KFLS/KKRB, KAGO, and KLAD in Klamath Falls will be notified as early as possible.

Prerecorded information regarding closures is available by calling 885-1000 and is posted on the Oregon Tech website at www.oit.edu. You may also sign up to receive OIT Alert information on your mobile device or at a secondary e-mail address (www.oit.edu/oit-alert).

Classroom Courtesy

Since most classrooms are used by different faculty members from various disciplines, a series of unwritten expectations for the state of the classroom has evolved:

- Vacate the classroom at least five minutes before the next class is to begin.
- Call the Registrar's Office to check availability before moving into an empty classroom.
- Erase all chalkboards.
- Return the classroom chairs to their standard arrangement.

Student Classroom Behavior

Students are expected to behave as adults while in class; disruptive behavior should not be tolerated. Asking a student to modify incorrect behavior is a first step to solving a problem. Discuss the situation with the student outside of class if the behavior persists. If these steps don't work, discuss the matter with the dean of students.

If disruptive behavior warrants, a student may be asked to leave for the remainder of the class or lab; often, a meeting with the faculty member is required before readmission. In the rare event that a student refuses to leave, call Security for assistance. Generally, it's best to send another student to the nearest office manager with a request to summon an officer.

Accidents and Liability

Emergency Situations on Campus

The Campus Safety department patrol officers are on duty 24 hours a day and 7 days a week. This includes holidays and school closures.

If you are aware of an emergency situation that you have witnessed or have been told about, please contact the Campus Safety patrol officer on duty. This would include incidents or situations that you are not sure of or what to do next. These incidents can include but are not limited to the following:

- An office, classroom, residence, or building fire
- An assault on the caller or another person
- Vandalism taking place on campus
- Heated argument between individuals or groups of people
- Intoxicated or disorderly persons

- A person with injuries/in need of medical attention
- Persons on campus that are having suicidal thoughts
- Bomb threats
- Chemical spills of any size or kind
- A rape or sexual assault has occurred on campus

The officer will immediately respond to the location of the incident and contact the appropriate personnel to assist in the incident. This assistance would include other law enforcement agencies along with fire/medical first responders if necessary.

Campus Safety Phone Numbers:

Office: 541.885.1111
(Even when leaving a message, the officer usually receives the voice mail within 3 minutes and will respond immediately.)

Emergency Line: 541.885.0911
(You will be in direct contact with the patrol officer on duty.)

Blue Phones on Campus:
The blue phones that are available on campus are for use in urgent and emergency situations. Locations:

- Northwest side of campus in Parking Lot G (near the Facilities refueling station).
- Northeast of Owens Hall.
- Southeast of the Administration building (Snell Hall) at the main walkway from the parking lots.
- South of the Sustainable Village complex at the edge of Parking Lot A.

To activate these blue phones and call the Campus Safety officer on duty, simply push the red button on the front panel. The officer will retrieve the information from the caller and will react to the given information using on-campus protocols and policies.

With an urgent, but not life-threatening issue on campus, please call Campus Safety at 541-885-0911 from a campus phone. The on-duty officer can make a determination regarding the need for other services when the officer is notified and/or arrives on scene. Should an accident happen in a laboratory or classroom, no matter how minor it appears, notify a supervisor (department chair, dean, or provost) immediately. Completing an incident report form (available from the building office manager or online) as soon as possible after the accident is required.

On-campus emergency incident or situation. In a true life threatening emergency on campus, call 911. Emergency personnel will be dispatched immediately. The Campus Safety officer on duty will also be notified of the emergency by 911 dispatchers, and will respond appropriately. These incidents can include but are not limited to the following:

- Active shooter (person with a weapon that has already discharged the weapon on campus)
- Seriously ill or injured person or persons
- A serious and active assault
- Person seen with a gun/weapon on campus

Faculty members are covered by insurance for injuries as the result of a classroom/lab accident. Injured students should immediately report to the Student Health Center. Costs incurred by an injured faculty member will be covered by the State Accident Insurance Fund (SAIF). Faculty must file a claim for that insurance by completing SAIF Form 801, available from the Office of Human Resources, and returning it to their supervisor.

As long as a faculty member is acting in a responsible and safe manner in the classroom/lab at the time of an accident, any liability for the accident will be borne by the university through its liability insurance. Students sign a waiver holding the university blameless for accidents during the regular course of instruction, but, should a lawsuit result, a faculty member is covered by the university liability policy.

STUDENT TRAVEL – Class Field Trips

GUIDELINES FOR STUDENT TRAVEL RELATING TO CLASS FIELD TRIPS
The following guidelines should be followed regarding student travel for class field trips **OVER 25 MILES** from campus**.** No paperwork is required for trips under 25 miles.

Class Field Trip Steps (At the Beginning of Each Term)

1. The instructor must have students fill out an emergency contact and waiver form: http://www.Oregon Tech.edu/faculty-staff/campus-safety/student-travel.
2. The instructor must complete the "Student Travel Itinerary/Schedule for Class Field Trips." The form must list the scheduled field trips for the class as well as whether or not rental vehicles will be used and which students will be certified drivers for the class.
3. A copy of the class roster must be attached to the form.
4. **10 days prior to travel**, the instructor must submit the completed Itinerary, class roster and the emergency contact and waiver forms to the Campus Safety Department.
5. The instructor must ensure that all drivers complete a driver certification form prior to the first field trip. Forms are valid through August 31st of the current academic year. Only drivers who have a certification form on file are permitted to drive vehicles for activities related to Oregon Tech.
6. It will be assumed that all students on the class roster will be attending the field trip(s), unless Campus Safety is notified otherwise. For non-attending students, send an e-mail to the Campus Safety office. Include the trip date, and names of students who will not be attending.

STUDENT TRAVEL – Related to Academic Programs

For student travel related to an academic program (e.g., conference, academic club competition), there is assistance available from your building office manager. She will assist you in making travel arrangements and payment. [For student travel **not** related to academics (e.g., campus club, ASOIT), assistance is available in Campus Life (College Union) for making travel arrangements and payment.]

A student group leader, or a student traveling independently of a group, must complete the following forms **10 days PRIOR** to traveling:

1. **Driver Certification Form** – The driver (and any relief drivers) must complete this form and submit to Campus Safety. The form is valid through August 31st of the current academic year.

2. **Student Itinerary** – one per group is sufficient unless subgroups are traveling at different times, then each subgroup must submit an itinerary to Campus Safety.

3. **Emergency Contact/Waiver Form** – each student traveling must sign this form (if the student is under 18 years of age, a parent/guardian must sign). Submit to Campus Safety.

4. **Student Travel Checklist** – this must be completed and submitted to the Vice President for Student Affairs for signature. Approval will only occur after the other forms have been completed and submitted to Campus Safety.

Forms are available on the Oregon Tech website at www.oit.edu/safety.

After traveling, all receipts must be submitted for payment of any procurement charges or reimbursements.

Extracurricular Activities

A reservation is required to use a room in the College Union or to use a classroom at a time other than the scheduled class time. To reserve classrooms in the regular academic buildings, call the Registrar's Office; contact the CU Information Desk to reserve rooms in the College Union.

Dead Week

Dead Week (the period of Monday morning prior to finals week until the Monday morning of finals week) is the last week of regularly scheduled activities for the term. Oregon Tech policy dictates that no final examinations be given during dead week, and no student activities or athletic events be scheduled. Projects and/or examinations due dead week may not exceed 20% of the final course grade without giving students at least three weeks' prior notice. The appropriate dean must approve any exceptions to this policy.

Finals Week

Final examinations are scheduled for the eleventh week of the term. Final exam times for each class are published every term and may be found on the Registrar's Office website. No student activities or athletic events will be scheduled during finals week. Methods of evaluation are at the discretion of the instructor. They should be specified in the course syllabus and distributed to students the first week of class. Faculty who use a final examination will administer that exam at the time designated in the official schedule.

Individual students may request exceptions to this policy. These must be approved in advance by the course instructor.

Course instructors may request exceptions to this policy. The exception must be approved by the appropriate college dean and students should be given at least three weeks' prior notice of the change.

Wilsonville Final Exams Policy

Final exams in Wilsonville will be scheduled during regularly scheduled class/lab times in week 11. If a course meets more than one day per week, the professor will provide adequate notice to students which day the final will be held. If the course is not regularly scheduled to meet at least two hours on that day, the professor may coordinate with the Wilsonville assistant registrar to extend the time to accommodate the final exam. Upon professor approval, individual students with time conflicts may take the final through the Wilsonville Testing Center, in accordance with the testing center's policies. Professors should request exceptions to the final exam policy from the appropriate Dean early enough that upon approval, students are given adequate notification of the change.

Evaluation of Faculty

Oregon Tech policy requires annual evaluation of all teaching faculty with an FTE of 0.50 or more using an instrument developed by faculty and other groups on each campus.

Regular review of faculty can improve the quality of the teaching, service, and professional development function of the university. Oregon Tech's required evaluation system includes numerical student evaluations and an annual performance evaluation which assesses each of the criteria set by state statute.

Student Evaluation of Instruction

*(*See *Appendix C, Campus Labs)*

Students will be given the opportunity to participate in numerical and written course evaluation each term, conducted online through Campus Labs/IDEA Center. Tenured faculty are required to undergo evaluation every other term. Full-time non-tenured faculty will undergo evaluation every term. Faculty members teaching lecture and lab sections of the same course may request to give one evaluation for both. Individual faculty members may request, or be required, to be evaluated more frequently.

On-campus courses during summer term are excluded from evaluation. Online courses are evaluated each term.

Research has shown that there is no one correct way to teach, so Campus Labs tailors each report to fit the instructor's teaching objectives. Teaching effectiveness is determined by student progress on goals chosen by the instructor. Fairness is improved by taking into account the influence of factors outside the instructor's control.

Annual Performance Evaluation

All faculty with an FTE of 0.5 or more shall be reviewed annually. The Annual Performance Evaluation (APE) will be based upon the following:

- Faculty Objectives Plan (FOP)
- Student Evaluations of Instruction

Faculty Objectives Plan (FOP). A key component for properly conducting the APE is the meeting in the fall term between the chair and the faculty member at which time the Faculty Objectives Plan (FOP) is completed, agreed upon and signed by both the faculty member and the department chair. The purpose of the FOP is to ensure that individual and departmental objectives support and address institutional objectives. The FOP accounts for the academic year and inclusion of any previous spring accomplishments that occurred after the APE and any summer accomplishments.

The FOP will be completed and a copy provided to the department chair by Friday of week 4 of fall term. The department chair will meet with the faculty member by the end of week 6 of fall term to discuss objectives and, as necessary, to provide direction to assure contribution in the three areas of required criteria. The faculty member's accomplishment of those objectives will be the basis of the Annual Performance Evaluation (APE).

Annual Performance Evaluation (APE). The APE form is completed by the faculty member and a copy provided to the department chair by the Friday of the second week of spring term. The APE accounts for spring and summer terms of the previous year and fall and winter terms of the current year. Faculty will

be evaluated in three areas: *Instruction, Professional Development*, and *Institutional and Professionally-Related Public Service*.

The department chair will meet with the faculty member to discuss the progress made toward meeting the objectives established in the FOP and the results of the student numerical evaluations relative to the departmental established standard.

Based on the discussion with the faculty member, the department chair completes the APE and submits it to the faculty member for concurrence or non-concurrence, and comments, if any. The faculty member signs the APE and returns it to the department chair by Friday of the fifth week of Spring Term. Completed APE forms are due to the Dean's Office by Friday of the sixth week of Spring Term.

Department Chair Evaluation

The dean will complete an annual performance evaluation of the chair's effectiveness as an instructor and an administrator by the first week of spring term. Included in this will be a review of the chair's administrative performance by individual faculty members. The dean will solicit departmental faculty input by collection of written comments. Anonymous input will not be considered.

During the third year of a chair's term, the dean will also perform summative evaluation of the chair. The summation will include annual performance reviews, a current review, and a formal recommendation from the department as a whole. The formal departmental recommendation shall be conducted in a manner that ensures all members have full opportunity to express their views. This evaluation includes a formal recommendation for a three-year reappointment, non-reappointment, or reappointment for a shorter term. Department chairs are evaluated in accordance with OIT-21-030, *Department Chair Selection and Evaluation*.

Assessment

The Assessment Commission develops, reviews, and implements an institutional assessment plan focused on institutional student learning outcomes. It also recommends and oversees the process for assessment of program student learning outcomes. The Director of Assessment coordinates assessment activities for the campus in conjunction with the Assessment Commission.

Academic Freedom and Political Activity

Oregon Tech's academic policies and practices are consistent with the principles of academic freedom as outlined by the American Association of University Professors (AAUP). The search for truth and its expression is the right of the faculty. The following tenets apply:

- Each faculty member has the freedom in the classroom to discuss his/her subject.
- Freedom in research and in the publication of research results is fundamental to the pursuit of truth.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they are free from institutional discipline, but their position in the community imposes special obligations. Faculty should remember that the public may judge the profession and the institution by what is expressed by faculty and staff.

It is important that information be accurate, expressed with appropriate restraint and with consideration for the opinions of others. When they act as private citizens, faculty should make it clear that they are not institutional spokespersons.

Ethics

Student Rights

Faculty must abide by the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA) in regards to information relating to students. The following may be released without a waiver unless a student has on record a current *Restrict Information Request*:

- Student name.
- Current mailing address and telephone number.
- Hometown.
- Dates of attendance by term.
- Degree program/major field of study.
- Date of graduation.
- Full-time, half-time, or less than half-time enrollment status.
- Most recent educational institution attended.
- Participation in officially recognized activities and sports.
- Age, height, and weight of athletic team members.

Release of other information requires the student's written permission.

Faculty should properly dispose of hard copy information from Web for Faculty and the Banner system. Shredders are available in each instructional support area for disposal of sensitive information.

Faculty Guidelines

The AAUP provides the following "Statement on Professional Ethics" that sets forth general standards and serves as a reminder of the ethical responsibilities assumed by all faculty members:

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their

professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

IV. *As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*

V. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

Ethical Statement for Oregon Tech Employees

Approved by President's Council on June 6, 2006

As an institute of higher learning, Oregon Institute of Technology commits itself to the pursuit of knowledge and truth. As a member of the academic community, an Oregon Tech employee recognizes that adherence to ethical standards is essential in the formation, acquisition, sharing, and preservation of knowledge.

To meet this goal, Oregon Tech employees are dedicated to maintaining integrity, reflected in service and continuing academic and professional development. This statement of ethical principles is an affirmation of Oregon Tech's quest for excellence in delivering high quality education and public service.

Oregon Tech employees involved in the delivery of programs and services adhere to the highest principles of ethical behavior and ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law.

Oregon Tech employees strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Employees are sensitive to the impact of their communications on others. Oregon Tech employees work collaboratively to promote an ethical environment and strive to take appropriate action when aware of unethical behavior. When various ethical guidelines and/or law conflict, administrators strive to resolve such conflicts.

Oregon Tech employees avoid personal conflicts of interest or appearance thereof in their transactions with students and others.

When handling institutional funds, all employees ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution. Oregon Tech employees perform their assigned duties within the limits of their training, expertise, and competence, consulting with others and making referrals when appropriate.

Oregon Tech employees strive to know and comply with institutional, federal, and state policies, laws and regulations.

The ethical principles and obligations of all state employees are specified by the Oregon Government Standards and Practices Laws as put forth in the Guide for Public Officials, available online at http://www.gspc.state.or.us/GSPC/docs/POGUIDE.pdf.

The ethical principles and obligations of Oregon Tech employees are also specified in the ethic codes of their respective professional organizations.

Sexual Harassment and Sexual Assault

Sexual harassment violates state and federal laws of discrimination. Per OIT-21-325, *Policy on Sexual Harassment*, Oregon Tech strives to maintain a work environment free of hostility and harassment. Procedures are in place for resolution of sexual harassment complaints. Sexual harassment includes the following, but not limited to:

- Verbal remarks which denigrate an individual on the basis of gender.
- The display of sexually offensive material.
- Pressure for sexual favors.
- Unnecessary touching.
- Demands for sexual favors accompanied by implied or overt threats concerning work, grades, promotion, or tenure.
- The creation of a hostile environment.
- Sexual assault, including rape.

Both formal and informal procedures can be followed to resolve sexual harassment complaints. Federal guidelines provide for disciplinary action up to and including dismissal of anyone committing acts of sexual harassment.

As required by Title IX of the Education Amendments of 1972, as amended, all employees of Oregon tech are mandated reporters. If a student reports that s/he has been sexually victimized then you are required to report all information you are given to the office of the Title IX Coordinator (541-885-1847). Even if the assault occurs off campus, if it involves Oregon Tech students, it must be reported.

Discrimination

Oregon Tech treats all personnel, whether student, staff, or faculty, equally and fairly without regard to age, disability, national origin, race, marital status, sexual orientation, religion, or sex.

Individuals who believe they have been discriminated against are encouraged to discuss the matter with the affirmative action officer, their supervisor, their department chair, or the dean.

Both formal and informal procedures exist to resolve discrimination complaints. Individuals involved in cases which do not reach resolution may evoke formal grievance procedures, administered by the Office of Human Resources.

Mandatory Reporting of Child Abuse

As of January 1, 2013, employees of Oregon higher education institutions are considered by law to be subject mandatory reporters of child abuse, with the exception of those rare instances where statutory exclusion exists. This mandate is not limited to the time spent performing position duties, it is a "24/7" legal responsibility. More information on this requirement is available on the Office of Human Resources website at www.oit.edu/hr or 541-885-1108.

Use of Institutional Resources

The use of Oregon Tech resources is for purposes related to the university's mission to deliver a quality education and support that meets the needs of all employees and the organization. Users are entitled to use the university's resources only for purposes related to their studies, instruction, the discharge of their duties as users, their official business with Oregon Tech, and other university-sanctioned activities.

Workload and Release Time

Workload

The normal faculty teaching load at Oregon Tech is 12 workload hours per term or 18 contact hours. One lecture hour is defined as one workload hour. Lab hours are assigned different values according to the discipline: three hours of lab equal either two workload hours or one workload hour (determined by the department chair). While loads may vary from term to term, 36 workload hours per academic year is typical. Online courses, summer session, high school advanced credit, and developmental courses are not included in determining a faculty member's workload. Co-op, independent study, reading and conference, and lab and teaching practice courses may earn generated student credit hours toward workload requirements, but are usually dependent upon class size.

Faculty members are also expected to include ample time for course preparation, five office hours per week, and academic advising as part of their normal loads.

Overload

Faculty members who are on nine-month appointments may, due to some circumstances, teach more than the expected workload hours per term. Details of these assignments must be **pre-arranged** with the department chair, dean, and provost. Twelve-month faculty are not eligible for overload.

The FTE for an instructor carrying a paid overload is adjusted to reflect additional pay. The additional FTE is determined using this formula: *Overload workload hours / 12 = FTE.*
Overload will be compensated at $625/workload unit when a faculty member reaches 39 workload units for the 9-month academic year. Overload will then be paid for all units over 36. Overload is calculated at the end of spring term and payment is included in the June paycheck.

Service

Faculty are expected to serve on departmental, school, and university-wide committees and provide some community service as part of their regular load. A description of Oregon Tech standing committees and commissions can be found on Oregon Tech's website.

Release Time

If a faculty member's service load is especially heavy, such as Faculty Senate president, Curriculum Planning Commission chair, a conference chair, etc., teaching load may be reduced through release time. Arrangements must be negotiated with the dean and provost. Department chairs are granted release time and faculty with special assignments may also be granted release time.

Hiring, Promotion and Tenure

Searches

Information regarding recruitment, including special circumstances for grant employees, periodic advertisement to establish temporary applicant pools, and details regarding permanent and temporary appointments can be found on the Office of Human Resources website at www.oit.edu/hr or at 541-885-1120.

New faculty. New faculty members are usually hired at the rank of instructor, assistant professor, or associate professor; rank depends on the candidate's education and industrial/teaching experience.

Part-time. Part-time faculty may be hired if circumstances in particular departments warrant it.

Adjuncts. Adjunct faculty may be hired if circumstances in particular departments warrant additional personnel on a term-to-term basis. The department chair submits a *Request for Adjunct Faculty* form to the dean for approval. The request is then sent to the provost's office for contract creation.

Coaches. Faculty hired to coach a collegiate sport are considered coaches for contract purposes in accordance with OIT-20-032, *Contracts for Coaches*. They may be hired for multi-year contracts but are not eligible for tenure.

Administrators. Tenure and rank for administrators are regulated by OIT-20-231, *Academic Rank and Tenure for Unclassified Administrators.*

Summer Session. Summer Session, governed by OIT-20-012, *Summer Session Operation*, is administered by the HAS dean and the Dean's Office on a self-support basis. The contract agreement between Oregon Tech summer session and summer session faculty is a separate document and arrangement than the standard nine-month Oregon Tech faculty contract.

Faculty Contracts

Types of faculty contracts and terms of service are specified by the State of Oregon.

Fixed-term. Fixed-term appointments are contracts for defined intervals of time, made and renewed at the recommendation of the department chairs and approved by the provost, who serves as the hiring designee of the president. Administrators have fixed-term appointments; they may also hold tenure in an academic department. Most fixed-term appointments are for nine months, but some are for twelve months, and others may be contracts for one or more academic quarters. Coaches may be offered multi-year contracts.

Part-time. Part-time faculty are defined as any teaching faculty who hold a budgeted, departmental position of less than 1.0 FTE.

Annual tenure. Annual tenure appointments are yearly contracts for qualified faculty that lead to consideration for indefinite tenure at Oregon Tech. Fixed-term appointments may convert to annual tenure appointments and include credit for years served. Faculty with annual tenure appointments must be given timely notice of termination.

Indefinite tenure. Faculty may also be hired on indefinite tenure contracts. These appointments assure a faculty member of continuous annual reappointment, unless terminated for cause, financial exigency, or program reduction or elimination.

Regardless of the type of contract, all academic employees receive a "Notice of Appointment" for the academic term or year hired. This form serves as a binding, legal document which includes interval of appointment, tenure status, rate of pay, and total amount of money to be paid during the contract interval.

Adjunct. Adjunct faculty are defined as any teaching faculty on short-term, need basis contracts. Adjunct faculty are typically paid on a per-course basis. Adjunct faculty do not accrue credit toward promotion in rank or tenure.

Faculty Emeritus

Designation as emeritus faculty is an honor bestowed in recognition of long and fruitful service to the university. Criteria for the honor, listed in OIT-21-090, *Faculty Emeritus Selection*, include retirement from Oregon Tech with a minimum of 10 years active, full-time service and at least 20 years' service in higher education or in a related professional field, and leadership and excellence in teaching, professional development or scholarship, and service.

The Faculty Advisory Committee on Emeritus Status will formally recommend the honor to the Faculty Senate; Faculty Senate votes by secret ballot in May and recommends emeritus status for those receiving a majority vote to the president; final approval of candidates is at the discretion of the president. Individuals chosen to receive the title of emeritus will be recognized at the Faculty/Staff Retirement dinner in May and at Commencement.

Emeritus faculty are granted a number of privileges, including office space (if available); library, mail, administrative support, and computer services; free locker, and gymnasium use; free parking on request; and free business cards.

Faculty Records

Definitions. Per OIT-22-010, *Faculty Records***,** faculty records are limited to those records that are directly related to the individual's conditions of employment, or his or her periodic evaluation. They include:

> "…records containing information kept by the institution, school, division, or department concerning a faculty member and furnished by the faculty member or by others, including, but not limited to, information as to discipline, counseling, membership activity, other behavioral records, professional preparation and experience, professional performance {e.g., assignment and workload, quality of teaching, research, and service to the institution}, personnel data relating to such matters as promotions, tenure, leaves, retirement credits and the like and professional activities external to the institution, including, but not limited to, awards, recognition, research activities, and travel."

Oregon Revised Statutes limit evaluative files to three, but permits an institution to maintain one additional file that shall contain only material excised from other records as permitted by OAR 580-022-0100. At the Oregon Institute of Technology, a faculty member's evaluative file shall be kept only in the Provost's Office which will maintain the confidentiality and security of the file.

The Director of the Office of Human Resources may have a clerical file for each faculty member, consisting of non-evaluative material such as academic rank, years of service, salary, and other needed information. These files are also confidential.

In addition to the provost file and Office of Human Resources file, files for faculty or adjunct faculty working at sites other than the Klamath Falls campus, will be maintained in the office of the faculty member's immediate supervisor.

Department chairs may have a supervisory file to be used during the academic year, but at the end of the year the documents are to be returned to the faculty member.

Limitations. Only those records related to the education and associated purposes of the university, college, or department may be generated or maintained as faculty records.

Access and Additions. Faculty members are allowed full access to their records with limited exceptions. Records may be reviewed in the department or in the Provost's Office but may not be removed from those offices.

Any person, including administrative and clerical personnel, seeking access to records for authorized purposes must first secure the consent of the custodian.

Faculty members may add information at any time to their files located in the Provost's Office. They may not, however, remove information from this file without the consent of the provost.

Release of Information. Certain information about the faculty member may be released upon request and without the faculty member's consent. Such information shall be limited to: directory information; objective evidence of a faculty member's academic achievement, limited to information as to number of credits earned toward a degree or in postdoctoral work, and certificate(s), diploma(s), and degree(s) received; and salary information and the record of terms or conditions of employment, records tabulated from students' classroom survey evaluations, on a finding by the president that privacy rights in an adequate educational environment would not suffer by disclosure.

All other information shall be considered personal and subject to restricted access as set forth in OAR 580-022-0095 through 580-022-0125 and can be made available only upon written consent, directing the custodian to furnish specific information to the named individual or individuals.

Permanence, Duplication, and Disposal of Faculty Records. All faculty records will be destroyed consistent with the state record retention schedule. Records will be disposed of in a manner such as to protect its confidentiality. Duplication of evaluative faculty records shall be minimized. All noncompliant faculty records are to be immediately destroyed in a manner to protect the confidentiality of the faculty member. Please refer to faculty records policies for additional information.

Promotion

Oregon Tech recognizes four academic ranks for full-time instructional faculty: Instructor, Assistant Professor, Associate Professor, and Professor. Promotion is sequential, and faculty typically spend four full years in their current rank before applying for advancement; the provost considers extenuating circumstances on a case-by-case basis. However, promotion is not automatic after four years in rank. Oregon Tech has no quota system, and promotion is criteria-based.

General criteria. Although each rank specifies minimum requirements for eligibility, the following are general criteria applicable to advancement in all ranks:

- Four full years in current rank.
- Master's degree.
- Appropriate industrial/teaching experience.
- Teaching excellence.
- Appropriate professional activity.
- Departmental service.
- Institutional/community service.

Rank-specific criteria are outlined in OIT-20-040, *Academic Rank and Promotion for Instructional Faculty*.

Procedure. Promotion is a four-tiered process involving both peer and administrative assessment. Qualified faculty apply in the spring. Deadlines can be found on the Provost's Academic Calendar, on the provost's website. Department chairs also notify qualified faculty. After notification, candidates prepare a promotion portfolio detailing their qualifications for promotion.

The candidate's portfolio is then reviewed by three committees, the composition of which is outlined in the promotion policy:

- *Departmental Committee*: A committee of peers first reviews the portfolio and sends a recommendation to the department chair. Candidates who are not recommended for promotion may request an explanation, in writing, and may appeal to the appropriate College Committee.

- *College Committee*: The respective College Promotion Review Committee (ETM or HAS), consisting of department chairs and departmental committee chairs, reviews the portfolio of each candidate forwarded by the departmental promotion committees and makes its recommendation to the dean. The dean summarizes the College Promotion Committee's recommendations, attaches a separate report outlining his/her support/non-support for each applicant, and forwards it to the Promotion Advisory Committee (PAC) via the Provost's Office.

  [Applicants who receive a negative decision by their Departmental Promotion Review Committee and appeal it to the College Committee will receive consideration. After considering all evidence, the College Committee will determine whether or not to forward the applicant to PAC. The decision of the College Committee is final.]

- *Promotion Advisory Committee (PAC)*: A committee of seven full professors, appointed from the instructional faculty, will review all applications for promotion advanced from the College Promotion Committees and submit a list of its recommendations to the provost.

The provost and the PAC chair discuss the recommendations. Final promotion decisions rest with the provost, after consultation with the president. Faculty are notified of the results via letter. Candidates who are denied promotion may request an explanation, in writing, from the provost.

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.

Tenure

Tenure at Oregon Tech, both annual and indefinite, is granted within departments, rather than institutionally. Faculty members who transfer to other departments may, on request, take their tenure status with them. Like promotion, indefinite tenure is not automatic.

Annual Tenure. Faculty hired on fixed-term contracts may move to annual tenure (tenure track) appointments. Procedures are specified in OAR 580-021-0100. Research faculty, visiting professors, administrative faculty, and part-time faculty (less than 0.50 FTE) are not eligible for tenure track.

Indefinite Tenure. OAR 580-021-0100 through 581-21-0135, and Oregon Tech policy OIT-20-030, *Indefinite Tenure Selection,* define indefinite tenure (hereafter called tenure) and describe the requirements and the process for awarding a faculty member tenure. Tenure review committees and the provost make tenure recommendations to the president.

Post-Tenure Review

The purpose of this policy is to ensure that the long-term performance of tenured faculty will receive a periodic and systematic review in accordance with OAR 580-21-140 and OIT-20-035.

Separation

Faculty members may leave Oregon Tech by resignation, non-reappointment, termination, or retirement. Anyone leaving Oregon Tech completes an exit process which can be found on the Office of Human Resources website at www.oit.edu/hr.

Resignation. Resignations are made in writing to the provost as early as possible and no later than one month before taking effect. Faculty members are normally expected to complete the term of service in the "Notice of Appointment" signed each year; however, a faculty member may resign before the end of that term with one month's notice.

Non-reappointment. Fixed-term faculty may or may not be reappointed to a new fixed-term contract at the option of the president. A faculty member who will not be reappointed will be notified by March 15 of the year in which the current "Notice of Appointment" expires.

Termination. Faculty on annual tenure may be terminated in accordance with Oregon Tech policy if the termination is for other than cause or financial exigency. Timely notice requires advanced notice of termination according to the following:

- Faculty in the first year of tenure track are given a minimum of three months' notice (notification by March 15).
- Faculty in the second year receive six months' notice (notification by December 15).
- Faculty in the third and subsequent years receive twelve months' notice.

Part-time faculty are also given timely notice on the basis of the cumulative FTE years earned. Faculty on indefinite tenure may be terminated only for reasons of cause, financial exigency, or program reduction or elimination.

Termination for cause is covered by several OARs. "Cause" includes, but is not limited to, conviction of a felony, commission of a crime involving moral turpitude, perpetration of any conduct proscribed by the "Proscribed Conduct" rule or failure to perform one's duties. Sanctions for cause can include oral and/or written warnings or reprimands, removal from assigned post and reassignment, or suspension for up to one year.

Termination for financial exigency is covered by the "Timely Notice," "Terminations and Terminations Not for Cause" rules and the "Financial Exigency" policy. Financial exigency involves a *bona fide* determination by the president that there are no funds to pay for the position being cut. The responsibility for financial exigency rests with the president.

Retire/Rehire. As a retired public employee of the State of Oregon, faculty members are eligible for reemployment under terms of OAR 459-017-0060, "Reemployment of Retired Members."

The reemployment of a retired member of the faculty is not guaranteed. There must be a carefully considered rationale for such reemployment. The requesting individual should develop a proposal for reemployment and forward it through the department chair and dean for the approval of the provost. That proposal should include the detailed workload for the individual for the proposed period of employment. The department chair should make a comparison of departmental options for meeting the educational objectives contained in the proposal and forward a recommendation to the dean. Continuing appointments of retired faculty members must be at or below the level of 0.50 FTE.

In anticipation of retirement, a faculty member may agree to relinquish tenure up to three years before retirement as outlined in OIT-20-033, *Tenure Relinquishment Program* policy; the relinquishment may occur any time through age 65. Upon signing this agreement, which cannot be rescinded, the faculty member receives a one-time six percent pay increase to his/her base salary.

Other Activities

Faculty/Administrator Meetings

Faculty/Administrator meetings are held on approximately the second and eighth Tuesday of every term. All faculty members are expected to attend. The meetings are held at 2 p.m., an hour designated as College Hour," which all faculty should keep open. The meetings are chaired by the president or his designee.

The agenda is sent to all faculty over e-mail. Items to be included on the agenda should be submitted to the president's assistant one week in advance. The agenda generally includes an announcement of a quorum; approval of the minutes; announcements and communications; reports from Academic Council, Faculty Senate, and other statewide and institutional committees; and unfinished and new business. Meeting minutes are sent to all faculty.

When circumstances warrant, the president may convene special faculty meetings.

Faculty Forums

From time to time during the academic year, issues of interest to the faculty (or sub-groups of the faculty) are addressed in one-topic meetings called Faculty Forums. Topics for these meetings can be suggested by anyone on the faculty; they usually require more in-depth discussion than can occur at the regular faculty meetings and often arise when a new concern surfaces.

These forums are planned by a committee of three faculty members operating under Section 1 of the *Oregon Tech Faculty Constitution Bylaws* (see *Appendix D*). Forums are announced on e-mail through *Oregon Tech Connect* and, often, with separate flyers containing background on the issue to be discussed.

Workshops and Seminars

On-campus workshops and seminars provide training and development opportunities for faculty and staff members. Sessions are held periodically to present topics of general interest to a broad segment of the Oregon Tech community. Presenters are often regional or national experts, and the topic is usually a major issue of current concern to educators.

New Faculty Orientation

At the beginning of each academic year, Oregon Tech provides a workshop series to introduce new faculty members to campus organization and activities. New Faculty Orientation presents information on personnel matters, administrative operations, major events of the academic calendar, teaching, and classroom management.

Conducted by faculty and staff members, the informal sessions give valuable information regarding Oregon Tech policies and procedures and encourage discussion of issues such as grading practices, consulting, and committee assignments. New faculty members have an opportunity to meet key personnel and to be briefed on issues of major concern to the campus.

Social Functions

Annually, the university sponsors several events of a non-academic nature. A family Christmas party for the Oregon Tech community takes place in early December and includes a visit by Santa for the children, light refreshments, caroling, and other activities. In May, a more formal dinner is planned by the President's Office to honor employees who are retiring.

The provost hosts a "Takeover" at Convocation. This gives faculty an opportunity for an informal exchange of thoughts and ideas between themselves, the deans, the provost, and distinguished guests.

From time to time during the year, the Associated Students of Oregon Tech (ASOIT) sponsor events to which the faculty is invited such as ice cream socials, etc. Details are announced over e-mail and through *Oregon Tech Connect*.

Commencement

Commencement exercises are scheduled for the Saturday following final exams, spring term. **Faculty attendance is mandatory, unless excused by the Provost.** Faculty who wish to be excused from commencement must submit a memo to the provost outlining reasons for non-attendance.

Academic regalia is required and may be rented or purchased through the bookstore.

Guide to Services

This section offers information on some of the operations of Oregon Tech.

Office Assignments

Office assignment recommendations for new faculty and requests for changes in office assignments are made to the faculty member's department chair and must be approved by the dean in accordance with OIT-21-032, *Faculty Office Assignment Policy*. No individual will be assigned an office or be moved to another office without dean approval.

The timing of office changes will be coordinated with the involved parties with due consideration for minimizing disruption of teaching and other duties. Conflicts with office assignments will be resolved by the dean in consultation with the department chair(s).

Instructional Support

General Instruction office managers are available to provide administrative support for all faculty. Support services are typically available weekdays between 8 a.m. - 5 p.m., depending upon the approved work schedule of the office staff. The office managers are valuable resources for campus information and procedures.

The General Instruction office managers work hard to accommodate the needs and time frames of faculty requests. In order to better assist you, give your office manager as much lead time as possible for projects.

Media Services – Provided by Information Technology Services (ITS)

All requests for AV equipment and training on classroom technology are sent to the ITS Help Desk via e-mail, HelpDesk@oit.edu, or by phoning 541-885-1470.

The Tech Nest - Oregon Tech's Bookstore

The *Tech Nest* Bookstore, located in the College Union, provides a variety of services to faculty.

Book Orders

Textbook adoptions are typically due as listed below:

- Summer Due in February
- Fall Due in May
- Winter Due in November
- Spring Due in January

With the advent of the HEOA (Higher Education Opportunity Act), all colleges must now provide textbook information on their websites beginning on the day students can begin registering for a term. This makes it imperative that all textbook adoptions are submitted at least several weeks before this beginning registration date. To help students get the most value for textbooks they wish to sell back, the adoptions should be received, **at the latest**, by the first day of dead week each term.

Each faculty member is ultimately responsible for notifying the bookstore management of their textbooks/course materials for each term in a timely fashion, as noted above.

When contacting the bookstore with your book adoption (via e-mail), please be sure to include the following information:

- Department, Course Number & Section Number
- Estimated number of students (ordering decisions are made by the textbook department)
- Author
- ISBN, (13 digit or 10)
- Title
- Edition
- Publisher

Faculty can also enter their adoptions online, through the store's website (www.oregontechshop.com) by going to Books and selecting Online Adoptions under Information. To create a new account you will need a bookstore provided password which is: 1286. If you have questions or would like one on one help learning how to use the adoption tool, please contact the bookstore manager at 1286mgr@follett.com.

Recommended Materials

In addition to required student materials, faculty can request recommended materials including reference books, supplies, and/or software. These requests should be turned in at the same time as textbook adoptions.

Printing/Selling Course Materials

Any faculty member choosing to develop individual course packets that are to be distributed to student (via handout or Blackboard) and **NOT** sold in the bookstore should first discuss ideas with the bookstore manager to allow for copyright permissions and the printing process. Allow at least four to six weeks for the copyright permissions process and eventual printing process. Any printing requested through the Document Resource Center for student distribution that would result in over $25 cost to the department requires pre-authorization from the provost. If authorization is not granted, a faculty member has the option of requesting the additional funding from the department, reducing the quantity of printing, or selling the materials to the students through the bookstore.

Copyright

Oregon Tech practice warns against any copyright infringement. A faculty member, support staff, the Document Resource Center, and Oregon Tech may be personally sued by a publisher for up to $100,000 per copyright violation.

The *Tech Nest* Store Manager encourages questions concerning copyright. Although "Fair Use" allows faculty to safely photocopy a small percentage of a work for educational use in **one term** where they did not have time to request permission, there are additional guidelines must be followed and a royalty may be charged. The Tech Nest Bookstore provides copyright clearance services that ensure faculty do not violate copyright laws.

Faculty seeking copyright permission must complete a "Copyright Clearance Form." The bookstore management then sends the request to Xanedu, a custom publishing company and copyright clearance center. A response may take from 48 hours to six weeks or more.

Discount Software

Many software publishers offer educational discounts. Contact the *Tech Nest* for information about any educational software pricing.

Special Orders

Faculty may, on occasion, order books to be charged to their department through the *Tech Nest* with prior approval by the department chair.

Commencement Regalia

Faculty are required to attend graduation. Regalia may be rented or purchased from *The Tech Nest*. Rental orders are due on or before April 30th **(NO EXCEPTIONS)** and are typically available for pick-up the first week in June. Early pick-up is encouraged to allow for sizing issues and resolutions. Degree level, degree field, height, weight, and cap size measurements are required.

Keys

Key fobs to buildings and offices will be issued to faculty, staff, and other members of the campus community as required. Control of keys is essential to campus security. Faculty and staff will be issued a key fob that will open the building, office, labs, and instructional office to which the person is assigned. (See OIT-50-001 *Issuance of Keys* for more information.)

Campus Mail

E-mail. Electronic communication is the official means of communication among students, faculty, and the administration at Oregon Institute of Technology.

Confidentiality regarding student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) and state and institutional policies. All use of e-mail, including use for sensitive or confidential information, will be consistent with Oregon Tech policies.

University Use of E-mail. The Oregon Tech e-mail address is the official means for e-mail communication within Oregon Institute of Technology.

Assignment of Student E-Mail Addresses. Information Technology Services (ITS) will assign all students an official university e-mail address. It is to this official address that the university will send e-mail communications.

Redirecting of E-Mail. Students may set up their Oregon Tech e-mail account to be redirected to another e-mail address. If a student wishes to have e-mail redirected from his or her official address to another e-mail address (e.g., @aol.com, @hotmail.com, etc.), they may do so but at his or her own risk. The university will not be responsible for the handling of e-mail by outside vendors, nor will ITS guarantee that Oregon Tech e-mail will be forwarded to another account. Having e-mail redirected does not absolve a student from the responsibilities associated with communication sent to his or her official e-mail address.

Expectations Regarding Student Use of E-Mail. Students are expected to check their official e-mail address on a frequent and consistent basis in order to stay current with university communications. The campus recommends checking e-mail daily in recognition that certain communications may be time-critical.

Voice mail. Voice-mail is available for faculty members on their office telephones. The system allows faculty to receive incoming messages directed specifically to their office number. The system offers many amenities, including remote recall of messages, multiple message storage, incoming message storage, and conference calls; it also logs in the time, day, and date of the message, and, if the call is made from on-campus, the extension number. Phone templates and internal prompts can be used as guides to operating the system.

Other mail. Inter-campus and external mail is routed through building office managers. Routing slips and reusable envelopes are available for inter-office mail. All external mail (U.S. Post Office, UPS, Federal Express, etc.) is also handled by your office manager. Postage will be placed only on Oregon Tech stationery. Office managers will assist you with mailing preparations. Incoming mail is sent to the appropriate office area and distributed to faculty boxes by the office manager.

Personal mail. It is Oregon Tech policy to not use the inter-campus mail envelopes for personal mail or packages. Receiving (Facilities) does not deliver packages of a personal nature; please do not have personal packages sent to Oregon Tech.

Telecommunication Services

On-campus calls can be placed by dialing the 5-digit extension. The Oregon Tech Faculty/Staff Web Directory lists campus faculty and staff telephone and fax numbers, and allows lookup by individual or department. See www.oit.edu/directory.

Local and domestic long-distance calls: To call off campus, dial 9 + number for local calls. For long-distance calls, dial 9 + 1 + area code and number.

International Calls: Dial 9 + 011 + country code + city (route) code + number.

You may call ITS/Telecommunications (541-885-1950) for assistance, if needed.

Ricoh USA – Serving Oregon Tech's Printing Needs

Multi-Functioning Convenience Copiers - Instructional Offices

Ricoh is Oregon Tech's contracted agent for the multi-functioning convenience copiers (which include fax machines and printers) in each instructional building. Each faculty member has access to the convenience copiers by either card-swipe or 918 number. Counts of all pages made (copier, fax, printer) on the convenience copiers are taken by Ricoh on a monthly basis via an automated system linked to the internet. Ricoh then sends out invoices charging each department accordingly. Every academic department has a line item in their budget for copier expense (400 copies per month for each full-time faculty member, 200 copies per month for part-time faculty and adjunct faculty). Any amount in excess of the allotted amount will come out of the department's services and supplies budget.

An informal agreement with faculty is that the convenience copiers are for 20 or fewer copies at one time. Larger copy requests should be sent to the Document Resource Center (DRC), operated by Ricoh. Print jobs submitted to the DRC related to course instruction are charged to the general instruction index. Faculty members are encouraged to plan their copy requirements and use the DRC whenever possible to reduce the load on the convenience copiers and to keep departmental expenditures for printing to a minimum.

Document Resource Center (DRC)

Operated by Ricoh, the DRC is a one-stop shop for your printing and bulk mailing needs. Services are available to faculty, staff, students, and the Oregon Tech community. Black and white, color, digital printing as well as laminating, and GBC binding are available at low costs. Electronic job submission provides the campus with access to services and most completed jobs can be delivered to your mail box within 24 hours. Services include bulk mailing, mail merge, folding and inserting, and postcard mailings. Special requests will be addressed on an individual basis.

Parking Regulations

Parking rules and regulations are established by the Oregon Tech Traffic Commission. Parking areas are designated as either residence hall student parking or day use areas. All individuals parking on the Oregon Tech campus must have a valid parking permit. Parking permits may be purchased either by term or for the entire school year, through the Cashier's Office. Parking regulations are available when paying the fee. Each parking lot contains designated handicapped parking spaces. Motorcycles may park in regular

parking spaces or in the reserved motorcycle parking area in the F1 parking lot west of Cornett Hall. Faculty members may obtain day passes, available from Campus Safety, for any guests who are invited to the Oregon Tech campus. Temporary handicapped permits are also available with appropriate medical documentation.

Library Services

The University Libraries consist of the main library located on the first and second floors of the LRC building on the Klamath Falls campus, the Shaw Historical Library located on the second floor of the LRC, and the Wilsonville library located on the fourth floor of the Wilsonville campus building. The libraries offer innovative library services to best help students, faculty and staff succeed. Regardless of whether users are on or off campus, the libraries provide access to a wide range of resources. The Libraries' online catalog, scholarly electronic databases, subject guides and tutorials are available from the libraries website at http://www.oit.edu/libraries. Faculty librarians provide research assistance virtually and in person on how to effectively access and use library resources. Class-related instruction (in-person and through Blackboard), workshops, for-credit classes, and tours are offered throughout the year for students wishing to improve research and critical thinking skills needed to succeed at college.

Main Library. Contains over 140,000 print books, including government documents; access to more than 30,000 print and electronic journals; 70 databases; over 40,000 eBooks; and unique digital collections. Interlibrary loan is available for materials not owned by Oregon Tech. For librarian assistance, call 541-885-1773 or e-mail libtech@oit.edu.

Wilsonville Library. Offering a local print collection and access to a variety of online research tools, the Oregon Tech Wilsonville Library offers reference, research assistance and information literacy instruction. For assistance please call 503-821-1260 or reach the Wilsonville campus librarian at 503-821-1258**.**

Shaw Historical Library. The Shaw Historical Library, established in 1983 by Laurence and Dorothy Shaw, specializes in research collections about the history of the "Land of the Lakes" which includes Klamath Falls, Klamath County, the Klamath Basin, Northern California's Siskiyou and Modoc Counties and Washoe County in Western Nevada. To reach the Shaw, call 541-885-1686.

Information Technology Services (ITS)

The ITS Helpdesk (541-885-1470) is the contact point for Oregon Tech faculty and staff to report a problem with their campus computer or programs, report problems with their telephone or voice message system, get help using their campus computer, and for any other initial contact with the ITS department such as requesting a new service, equipment or program.

The helpdesk will attempt to resolve issues over the telephone. If that is not possible, a call ticket will be entered, which will be assigned to a full-time ITS staff member. You will be given a call reference number that you should keep for future reference.

In addition to nearly 1,000 computers, Oregon Tech is equipped with a number of state-of-the-art computer labs for both student and faculty use. The *Computing Facilities Use* policy, OIT 30-005, governs such use. Computers are networked, providing the campus with e-mail, internet access, and shared resources.

Recreational Facilities

Tech Fit. Oregon Tech's Athletics, Recreation, and Fitness Education center is a comprehensive fitness center serving the needs of current Oregon Tech students and faculty. The facility consists of aerobic

equipment, a super-circuit workout area combining aerobics and strength conditioning, weight lifting area, outdoor track, and limited access to the basketball court. The center also offers several physical education classes offered by staff and adjunct faculty. Fitness center hours are posted at the beginning of each term. Faculty and their families and community members must register for Community Fitness and Conditioning to use the facility. Oregon Tech students in 8 or more credit hours may use facility free of charge.

Professional Development

This section explains Oregon Tech procedures regarding faculty professional development, including types of activities and on- and off-campus opportunities.

Registrations and Memberships in Professional Organizations

Many faculty members are affiliated with various professional organizations, reflecting the individual's commitment to continuing education and standards of practice. In the engineering and health professions, certification and/or licensure may be requirements for occupational recognition and the right to practice. Since technical expertise and field experience are considered essential for Oregon Tech faculty, the pursuit and maintenance of professional credentials are encouraged. Attendance at conferences, workshops, pursuit of additional degrees or certificates, and other activities that increase the expertise of the faculty are supported by the university and incorporated into the annual performance evaluation. Oregon Tech is not able, however, to pay membership or licensure fees, or costs related to obtaining degrees.

Publications and Presentations

Oregon Tech encourages and expects publication and presentation of scholarly materials and information. Depending on the level of expertise and the nature of the academic discipline, faculty should share professional skills, educational methodology, research data, inventions, artistic endeavors, and other products of academic activities in local, regional, national, and international arenas. Faculty may request financial support and release time from his/her department chair and the provost (as appropriate) to attend conferences and participate in academic pursuits.

Research

In accordance with common practice in higher education, Oregon Tech encourages its faculty to engage in scholarly activities. Since the university maintains a hands-on approach in most curricula, applied research is appropriate. Research at Oregon Tech is designed to support and enhance our educational mission as a polytechnic university.

Office of Sponsored Projects & Grants Administration (SPGA)

Mission

The mission of the Office of Sponsored Projects & Grants Administration (SPGA) is to facilitate funded research, projects and programs at Oregon Tech. The SPGA works with faculty and staff to develop and submit proposals for foundation, corporate and government funding. The broad services offered by the SPGA are encapsulated by three critical areas: stimulating new sponsored projects, consultation and administrative guidance, and management of proposal submission. The SPGA is the first stop for faculty and staff who wish to pursue external sources of funding.

Responsibilities
The SPGA is responsible for assisting faculty and staff with prospect research and proposal development for sponsored research, projects and programs. The SPGA serves as a resource for faculty who wish to pursue research as well as faculty and staff who wish to otherwise advance the university through funding-eligible projects and programs.

SPGA responsibilities include the following functions, activities, and services:

1. Stimulate new and sponsored projects:
   - Provide faculty and staff development workshops;
   - Serve faculty and staff as a resource for information about seeking, obtaining and managing sponsored projects and related internal processes.
   - Identify funding opportunities and sources, and match these with faculty research or project interests (in collaboration with the OSP);
2. Consultations and Proposal Development:
   - Provide guidelines for proposals;
   - Offer one-on-one consultations with faculty seeking grant funding and personally assist faculty in completing requisite forms, when necessary;
   - Assist faculty with proposal development, including contributing boilerplate information, ensuring that proposals have the necessary evaluation and sustainability metrics and assurances, helping faculty develop strong cases of need, and ensuring budgets are appropriate and sound;
   - Refer faculty and staff to the OSP for assistance with early-stage collaborations, private sector proposal partners, industry support or other external relationships that enhance a project or proposal;

   Coordinate with the Business Affairs Office, the Office of Strategic Partnerships, the Office of Innovation and Technology Transfer and other entities as needed.
3. Proposal Submission & Post-Award Management:
   - Prepare and manage electronic submission processes;
   - Ensure proposals have requisite approval, including potential IP or legal approvals;
   - Mediate potential conflicts of interest or dual submission issues;
   - Track proposal submissions, awards, rejections and resubmissions;
   - Manage internal infrastructure for proposal management;
   - Ensure grant activities contribute to the advancement of the University.
   - Provide post-award management services: regulatory compliance, ethical compliance, and post-award report submissions.

Philosophy
The SPGA is committed to serve faculty and staff who desire to engage in grants and sponsored projects that support the educational mission of the University.

More Information
For additional information visit the SPGA Website at www.oit.edu/spga.

Office of Innovation & Technology Transfer (OITT)

Mission
The primary mission of the Office of Innovation & Technology Transfer (OITT) is to facilitate the development, dissemination, protection, transfer, licensing, and commercialization of technology, inventions, and creations developed by professors, staff, and students at Oregon Tech in order to benefit the public.

Responsibilities
The OITT is responsible for managing the intellectual property assets of Oregon Institute of Technology. Its objective is to promote the transfer of Oregon Tech technology for society's use and benefit, while generating income to provide for continued support of applied research and education. The OITT serves in a support role to OREC, academic departments, and the university at large in all matters involving intellectual property. Please visit OITT's home page on the Oregon Tech web site for further information.

OITT responsibilities include the following functions, activities, and services:

1. Supporting and providing educational training to faculty, staff, and students regarding intellectual property.
2. Assisting faculty and staff in writing invention disclosures.
3. Supporting OREC, the Office of Strategic Partnerships, and Oregon Tech's departments in matters involving intellectual property, including helping structure corporate sponsored applied research agreements.
4. Receiving invention disclosures from faculty, staff, and students.
5. Evaluating invention disclosures for their commercial and licensing possibilities.
6. Administration of the preparation, filing, and prosecution of national & international patent applications.
7. Developing licensing strategies for OIT's intellectual property assets.
8. Managing and monitoring of existing license agreements.
9. Developing IP strategy and managing intellectual capital of Oregon Tech.

Philosophy
OITT is committed to socially responsible licensing, and endorses the "In the Public Interest: Nine Points to Consider in Licensing University Technology" document which recommends that we consider including provisions that address unmet needs, such as those of neglected patient populations or geographic areas, giving particular attention to improved therapeutics, diagnostics, and agricultural technologies for the developing world.

More Information
For IP Guidelines and Policies for Faculty, Industry Partners, and Student please visit the OITT Website at: www.oit.edu/oitt.

Consulting and Non-Teaching Activities

Outside activities are addressed in policies on working hours, professional activities, and outside employment. Outside activities are distinguished from normal institutional obligations and duties, which include teaching, research, publication, advising, and service to Oregon Tech, professional organizations, and government agencies related to the faculty member's professional field.

Oregon Tech encourages faculty members to pursue outside activities, if they do not interfere with instructional duties and other obligations to Oregon Tech. The amount of time devoted to outside duties, whether compensated or not, is limited to an average of one day per week (or equivalent) or about 20% of normal working time. Classes and other Oregon Tech activities take precedence over outside activities. The dean must approve use of Oregon Tech facilities, equipment, or materials for outside activities. Approval must be obtained in advance (a form is available from the dean) if outside duties are continuous, if compensation or transfer of equity is involved, or if the faculty member plays a key role in the activities of the organization involved.

Faculty members must not use Oregon Tech identification to solicit business for compensation. Furthermore, a faculty member called upon to assist clients, employers, juries, or make presentations to other audiences must affirm that he or she is acting as a private individual and not as a member of Oregon

Tech. Conflicts in interpretation of appropriate activities or amount of time devoted to them will be reviewed by the provost or the vice president for finance and administration, as appropriate.

Sabbatical Leave

A faculty member is eligible to request a sabbatical leave after accumulating six or more full-time years of service. Part-time service of half-time or more may also count in accumulating time toward sabbatical. If you have questions about your eligibility for sabbatical leave, check with the Provost's Office. Academic Affairs has been charged with monitoring the sabbatical leave program and can help faculty with questions about the program and its requirements.

Sabbatical leave is a paid period of release time designed to reinvigorate and restore one's academic energies, and to provide a base for future intellectual development and achievement. During the leave period, a faculty member may receive between 60 and 85 percent of salary depending on the length of the leave and the school, university, or other administrative affiliation. Sabbatical leave is not a right of employment, nor is it a reward for excellent performance and services rendered. Sabbatical leave is a privilege awarded, based upon an assessment of the contribution that will be made to the university as a result of the leave. If the work to be conducted while on leave will strengthen the eligible faculty member's ability to serve the mission and purpose of the university in the future, a teaching faculty member's application for sabbatical leave will usually be approved.

Even when an eligible faculty member has a sabbatical plan that meets all of the recognized criteria, the leave may be denied should the faculty member's absence at that particular time cause dislocation within the program. It is up to the department chair to assure the continued high quality of the academic program.

Applicants for sabbatical leave must present a detailed statement of plans for the leave period and a justification of the leave in terms of the criteria stated above. The request should be accompanied by an official application form (available from your building office manager), and a description or outline of how the sabbatical will be used.

Before the beginning of a sabbatical leave, faculty members are urged to contact the Office of Human Resources about insurance coverage while away from campus. This is particularly important for faculty members planning to travel abroad. After returning from leave, the faculty member must submit a written report of what was accomplished during the leave. This report is needed both for the record and as a justification of the value of the sabbatical leave program. The report is to be filed promptly upon return with the provost, with a copy to the department chair.

Taking advantage of the privilege of sabbatical leave incurs an obligation on the faculty member to continue to serve on the university's faculty for one year after returning from leave.

If the faculty member fails to fulfill the sabbatical obligation, the faculty member shall repay the full salary paid during the leave plus the health care and retirement contribution paid by the institution on behalf of the academic staff member during the leave. This amount is due and payable three months following the date designated in the sabbatical agreement for the faculty member to return to the institution.

On-Campus Opportunities

Faculty have several opportunities for on-campus professional development during the year. Special workshops and presentations are regularly given in the fall during the first week that faculty are back on campus. These include such topics as assessment, learning styles, legal issues, diversity, etc. Attendance at these presentations is generally required.

Several times during the year, special guest lecturers give presentations. Usually, these are discipline-specific and sponsored by individual departments, student clubs, or the university as a whole. Faculty members are asked to acquaint their students with these opportunities and to participate as well.

Commission on College Teaching

The Commission on College Teaching (CCT) consists of faculty, staff, and administrators who meet to promote and enhance teaching at Oregon Tech. Every fall, the CCT solicits proposals from faculty and instructional staff for projects that increase teaching or learning effectiveness. The committee then reviews these proposals and makes awards as appropriate. Selected projects are funded by the provost. The CCT also sponsors seminars and forums relating to educational methods and resources, evaluation of teaching, and related topics. The committee meets regularly during the school year and membership is open to members of the Oregon Tech academic community who are dedicated to the promotion and implementation of successful teaching.EF

Summer Productivity

Summer productivity grants are awarded by the provost when funding is available. Faculty members submit proposals to department chairs; the proposals are prioritized by the department chair and sent to the dean. The dean, in collaboration with the provost, allocates grants based on priority, merit, and availability of funds. Summer productivity grants are usually awarded to fund special projects, maintain laboratory and shop equipment, develop innovative teaching strategies, or pursue relevant academic interests.

Section 4

Administrative Services

Affirmative Action/ADA/Title IX
Business Affairs Office
Faculty Senate
University Development
Marketing and Communications
Human Resources
Facilities Services
Office of the Registrar
Campus Safety

Affirmative Action/Title IX

Matters related to equal employment opportunity, affirmative action and illegal discrimination or workplace harassment are to be directed to the Director of Human Resources in Snell Hall, Room 108 or 885-1108. The Director of Human Resources is Oregon Tech's designated civil rights compliance officer and, as such, receives and investigates complaints of illegal discrimination based on race, gender, color, ethnicity, national origin, age, religion, disability, marital status, sexual orientation, and gender identification or expression, as well as sexual harassment. The Director of Human Resources advises the administration on matters of affirmative action, equal educational and employment opportunity, and other civil rights concerns.

The Title IX Coordinator ensures compliance with Title IX, a federal law that prohibits discrimination based on the sex or gender of employees and students. Behaviors including sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking, as well as retaliation for reporting any of these acts violate Title IX and are not tolerated.

Business Affairs Office (BAO)

Business and financial policies are administered through the Business Affairs Office with the approval of the Vice President for Finance and Administration. The role of the Business Affairs Office includes supporting Oregon Tech compliance with federal and state regulations and policies. Specific policies and procedures can be found at the Business Affairs Office website: http://www.oit.edu/faculty-staff/ba.

The Business Affairs Office provides a variety of services to students, faculty, staff, and campus departments. Primary functions are listed below, but the Director of Business Affairs may be contacted to inquire how to handle unique circumstances or to request a departmental business or procurement process review to assist with implementing more efficient and/or best business practices within the department

Accounting and Financial Reporting

- Insure accuracy and integrity of financial transactions
- Processing internal billings (such as postage charges, telecommunication, etc.)
- Processing transaction corrections
- Providing monthly budget reports and special financial reports as required

Accounts Payable

- Auditing of requests to pay invoices
- Disbursement of payments to vendors
- Vendor maintenance in Banner system
- Processing applications for Oregon Tech Procurement Cards
- Maintenance of Oregon Tech Procurement Card Program

Accounts Receivable (including Student and Faculty/Staff Accounts)

- Disbursement of account over-payments on student accounts
- Billing and collections of student accounts and loans
- Billing and collection of faculty and staff charges (bookstore charges, parking tickets, etc.)
- Explanation of account transactions

Cashier Services

- Open 9 a.m. to 3 p.m., Monday through Friday
- Oversee online purchase of parking permits

- Receipt of payments on Oregon Tech accounts
- Cashing personal checks is not allowed -ATM machines are located in the College Union building and in Purvine Hall

Grants and Contracts (Post Award Administration)

- Accounting and billing for sponsored programs
- Assisting principle investigators with budget and compliance questions
- Contract review for compliance, signing authority/contract approval

Procurement

- Assist departments with the acquisition of goods and services required to achieve their educational, research, and public service missions
- Approve purchase orders
- Manage vendor relations
- Depending on the dollar amount of the purchase, different methods may be allowed (purchase order, procurement card, direct payment of vendor invoice) but other procedures may be required (such as bidding, requests for proposals) – see the Purchasing and Contract website: http://www.oit.edu/faculty-staff/purchasing-contracting for specifics.
- Oregon Tech uses a delegated purchasing process. Your office manager will assist you with Oregon Tech purchasing procedures, acquiring approvals and completing any necessary forms.

Property Control

- Properly record purchase of *capital equipment* (any single item of property with a useful life exceeding two years and a value of $5,000 or more, regardless of acquisition method including purchases, gifts, loans, or grants).
- Assist department chair (who has primary responsibility for equipment within a department) with the periodic physical inventory process.
- Facilities Services coordinates all moves of inventoried property, and prepares and processes all property dispositions such as items to be put on surplus or items which change ownership. Your office manager can assist with acquiring equipment from surplus, transfer of equipment to another department, coordinating office moves.

Travel

- Audit requests for travel reimbursements and disburse reimbursements to employees electronically via ACH transmittal to employee's bank account
- Provide training on travel policies and procedures
- Process applications for Corporate Travel Cards
- Update and communicate current reimbursement rates

Pre-approval for travel is required. Your office manager will assist you in filling out the necessary travel authorization and reimbursement forms and to provide up-to-date information on state rates and policies and procedures for booking travel arrangements.

Faculty Senate

Oregon Tech's Faculty Senate is recognized as the official representative of the faculty. The Senate has the responsibility, on behalf of the faculty, of considering proposed changes in university policies, recommending policy changes to the president, considering issues which affect the general welfare of

the faculty, and ensuring the continuance of academic freedom at Oregon Tech. The collaboration between the Faculty Senate, the Senate Executive Committee, the Senate president, and the university administration has a vital impact on faculty morale and well-being of the institution.

The Faculty Senate meets the first Tuesday of every month. A monthly agenda is published at least one week prior to the meeting, and meeting minutes are recorded and distributed. All faculty members are encouraged to attend Senate meetings and, as visitors, may request privilege of the floor at meetings. The Senate president may call special meetings during the academic year. Persons wishing to bring matters before the Senate should contact the Senate president.

Senate elections are conducted yearly. Full-time faculty members with the academic rank of instructor or above are eligible for election. Faculty members of President's Council and Academic Council are ineligible for membership, as is Oregon Tech's president.

Senators and Terms of Office

All senators, even those elected to represent a particular group, are chosen to afford a special means of communication of ideas throughout the entire faculty:

- **Six senators-at-large.** The entire faculty elects six senators-at-large. One at-large position is the Senate representative to the Interinstitutional Faculty Senate (IFS), who serves a three-year term that runs concurrently with the IFS term of office. All other at-large positions are also for three years.
- **Senators elected by faculty groups**. The College of ETM, College of HAS, and Wilsonville Faculty elect one senator for every 10 full-time faculty members (or major fraction thereof) within that faculty group. The term of office is two years.
- **Two senators from Unclassified Administrators**. Two senators will be elected from and by the unclassified administrators under provisions decided by that group.
- **Two senators from Academic Council**. The Academic Council elects two senators, one from the College of ETM and one from the College of HAS, for a one-year term of office. They have full voting rights but may not hold a Senate office.
- **One senator *ex-officio* (non-voting) from the President's Council.** The President's Council delegate, appointed by the president of Oregon Tech, reports President's Council activities and participates openly in the discussion of all Senate business.
- **ASOIT President *ex officio* (non-voting)**. The ASOIT president serves as an *ex-officio* (non-voting) member to afford communication between the Senate and the student body and represent student opinion on matters considered by the Senate.
- **One senator *ex officio* from the Administrative Council**. The representative from the Administrative Council will be designated by that group.

(Please see *Appendix D, Faculty Senate*)

Faculty Senate Officers

The election of Senate officers – president, vice-president, secretary – to the Senate Executive Committee is held at the organizational meeting of the new Senate, immediately after the seating of the newly-elected senators. The ballot includes those senators nominated by the Senate Executive Committee. The Senate president is elected for a two year term of office; other Senate Executive members are elected for one year. However, Senate officers may serve any number of consecutive terms if nominated biannually/annually.

- The Senate president has the special responsibility of not only presiding at all Senate meetings but representing and promoting the wishes and collective opinion of the faculty. The president also appoints members, with Senate approval, to standing and *ad hoc* committees.
- The vice-president serves as the assistant to the Senate president, chair of the elections committee; and represents Senate on Academic Council.
- The secretary is responsible for recording and preserving the minutes of Faculty Senate meetings.
- Two additional members elected from the Senate serve on the Senate Executive Committee.

University Development and The Oregon Tech Foundation

University Development and the Oregon Tech Foundation build meaningful relationships between the Oregon Institute of Technology and alumni, friends, corporate and foundation leaders, and the general public. University Development and the Oregon Tech Foundation convey the comprehensive role of the university locally, regionally, and nationally; stimulate mutual interaction between constituencies and the university; and pursue private support to attain resources that enrich the Oregon Institute of Technology.

All charitable gifts are received and managed by the Oregon Tech Foundation. The Oregon Tech Foundation (OTF), an independent organization from OIT, began in 1969 under the Oregon Nonprofit Corporation Act. The corporation is operated exclusively as a charitable organization under Internal Revenue Code Section 501(c)(3) for the sole purpose of assisting the Oregon Institute of Technology in fulfilling its mission. The Oregon Tech Foundation also serves as the umbrella organization for the Oregon Tech Alumni Association and Shaw Historical Library.

University Development includes a staff of professionals that serve both the University and the Oregon Tech Foundation. Both entities focus on major gifts, endowed gifts, planned gifts, annual giving, and development research aimed at supporting academic programs, scholarships, facilities, and other University initiatives.

University Development is also home to the Alumni Association. Alumni Relations coordinates programs in fulfilling its mission to create a network of friends and promote Oregon Tech as a premier learning institution. Alumni activities encompass career networking, consistent and regular communications, student enrichment activities, and special events.

Periodically, University Development and the Oregon Tech Foundation will engage in a campaign to raise funds for a major campus initiative (i.e. new building, endowments, and scholarships).

Overall management of the Oregon Tech Foundation is by an elected board of directors that includes a president, vice president, secretary and treasurer. Day-to-day management of the Foundation is under the leadership of the OTF Executive Director.

The fundraising efforts of the University are led by the Director of Development.

Marketing and Communication Office

The Office of Marketing and Communication promotes the University at local, state, regional, and national levels through comprehensive outreach, including media, community, and internal relations, as well as support of other areas such as government relations, alumni outreach and Oregon Tech Foundation support. The branding and reputational capital of the University has a direct impact on recruitment and retention of students, faculty and staff, so the Marketing and Communication Office staff work in conjunction with all departments to ensure support of programs and projects using a strategic approach, including positioning and consistency of key messages. The Marketing and Communication Office is responsible for creating and maintaining a graphic identity for the institution, and manages our branding to support campus growth and strategic directions. They also support "operationalizing" communications across the campus to ensure consistency of messaging, tone, and effectiveness in everything we do.

Marketing and Communication prepares official marketing and collateral materials for University use. This office is a high-production, deadline-driven area, handling more than 400 major projects each year, each with multiple deliverables. This includes all official University internal, external, and electronic publishing; including print publications, e-newsletters, mass e-mails, e-blasts, print advertising, online advertising, social media campaigns, and strategic outreach planning and implementation. Marketing and Communication is also responsible for content and design on the University's website. This office also produces and transmits *Tech Connect*, an electronic newsletter circulated throughout the Oregon Tech community of faculty, staff, and students. Our goal is to provide effective services and support to the whole university, and we look forward to meeting your communications and marketing needs.

Human Resources

The Office of Human Resources serves Oregon Tech faculty, staff, and students through active participation in promoting Oregon Tech's mission, vision, and values within our core services.

Core Services:

- Benefit Services
- Diversity, Equity, and Inclusion
- Employment Services
- Labor Relations
- Payroll Services
- Training, Development, and Recognition

For more information regarding the services provided, please visit the Office of Human Resources at www.oit.edu/hr or by phone at 541-855-1108.

Facilities Services

Facilities Services (FS) is responsible for facilities master planning, code compliance, construction management as well as maintaining the buildings, grounds, equipment, and infrastructure (wiring, plumbing, heating, air conditioning, etc.) of Oregon Tech. Personnel supervise and participate in upgrading facilities, repairing damage, and remodeling. They keep roads, walks, and parking areas clear of ice and snow, and they are among the first to respond to emergencies, such as fires and earthquakes.

Staff can also assist faculty in adding/removing office furniture, computers, and moving personal effects in the case of office changes between buildings; custodians will assist with intra-building needs. Facilities Services can also troubleshoot conventional wiring difficulties (situations involving computer wiring should be reported to ITS). Please have your office manager call the Facilities Services Office if you have a need for service.

The Receiving Department, which handles incoming and outgoing shipments from non-United States Postal Service carriers is also located in Facilities Services. The Receiving Department also handles surplus property.

Office of the Registrar

The Office of the Registrar maintains student records and coordinates registration for classes each term. Records include student transcripts of academic progress, term grade reports, and degree plans. The registrar also maintains files on each student with current address, major, advisor's name, and ID number. This information is available to faculty and staff serving as academic advisors via Web for Faculty.

Registration and enrollment for classes is supported by publishing class schedules and accompanying instructions, closed course schedules, and announcements on the Web; processing drop/add forms; publishing class rosters for instructors via Web for Faculty; and processing and distributing final course grades. The registrar co-publishes, with the Marketing and Communication Department, the *Oregon Tech General Catalog* of curricula, course descriptions, and academic policies (see www.oit.edu/registrar/registration).

Campus Safety

The Oregon Tech Campus Safety Department is responsible for the safety, security and maintenance of order to the campus community, including faculty, staff, students, and visitors. Campus Safety promotes safety and security on campus through consultative services, educational programs, emergency and non-emergency response services, problem solving and enforcement of Oregon Tech policies and rules and appropriate State and Federal regulations and laws.

Campus Safety serves all students, staff, faculty and guests. The university employs full and part-time Campus Safety officers. Students assist with issuing temporary parking permits, weekend patrols and other safety-related responsibilities. Campus Safety operates 24 hours per day, seven days per week, responding to campus incidents, including building alarms, crimes, injuries, illnesses, accidents, safety hazards and calls for assistance. Additionally, Campus Safety provides coordination with local law-enforcement agencies, crowd control, building inspections and parking enforcement.

Section 3

Advising and Student Support Services

Academic Advising

Admissions

Campus Life

Athletics

"The Tech Nest" Bookstore

Campus Dining

Student Success Center

Financial Aid Office

Information Technology Services

The Integrated Student Health Center

Academic Advising

Students who have chosen a major field are assigned faculty advisors from the student's major department. Humanities and Social Sciences faculty advise students with an undeclared major. Information, such as high school transcripts, transfer evaluations, or test scores can be found in Web for Faculty by using DegreeWorks, the Student Status link, and Nolij. Student information is considered confidential and protected by FERPA.

Transcript evaluations by the registrar consist of a course-by-course review of all credits taken outside of Oregon Tech. In some cases, articulation agreements exist between community colleges and Oregon Tech which clearly state the transferability of technical credits. Courses taken in specific technologies not included in a transfer agreement are reviewed at the departmental level to ensure equivalent course content.

An advisor's primary responsibility is guiding an advisee's progress toward graduation. Faculty members should fully acquaint themselves with the requirements for specific degree programs within their department. Advisors should check that students have the required prerequisites for classes and proceed in proper sequence toward graduation. Copies of catalog requirements for graduation in a specific program area can be used as a guide to facilitate student completion of the required course work. Faculty members should take time to acquaint themselves with their advisees and discuss individual student goals and expectations. Generally, faculty members see their advisees about the middle of each term to review a student's schedule for the following term. Allow a minimum of 15 minutes per student, each term, for class scheduling and advising.

Faculty can obtain records of a student's performance at Oregon Tech from the Web for Faculty system. New faculty members receive training in this system during New Faculty Orientation. The *Academic Advising Handbook* is available online on the Oregon Tech website www.oit.edu/faculty-staff.

Students often approach faculty advisors with personal problems. While it is in the best interest of the student to be supportive, faculty members are reminded that counseling services are available to assist students in dealing with personal and other non-academic problems.

Admissions

The Office of Admissions serves prospective students and their families during the entire recruitment cycle and through participation in New Wings Registration Events. The Admissions operation includes maintaining regular business hours for drop-in visitors, staffing Admissions phone lines, coordinating campus visits and events, conducting recruitment travel, and processing student applications.

The office is also responsible for student communications from the prospect stage up to the point of enrollment. Additionally, Admissions continually collaborates with campus staff, students, and others to recruit and admit students in accordance with Oregon Tech enrollment goals.

Both in-state and out-of-state recruitment activities will be conducted during the 2017-2018 recruitment cycle.

Oregon Tech Admissions collaborates with the other three public regional universities and the three large public universities in Oregon to support six weeks of the state's Public University High School Visitation program visiting Oregon High Schools from late March through mid-May. Both in-state and out-of-state recruitment activities will consist of individual high school visits, college fairs, and recruitment programs.

Campus Life

Get connected!

Campus Life supports the meaningful growth and development of Oregon Tech students throughout the life of their university experience. Through active partnership with our students, opportunities are created for hands-on learning, self-discovery, leadership, teamwork, diversity, community service, and social justice in an environment that is rewarding, energetic and fun. Our goal is to inspire students to discover their unique place in our world.

Activities & Events

COMMUNITY SERVICE: VOLUNTEER OWLS
Our mission is to provide community service and volunteer opportunities to the Oregon Tech students and community.

Ongoing Opportunities to Serve
We have found that many of our students have a desire to serve but don't know how to identify opportunities, while many local organizations struggle to find volunteers. In order to help bridge this gap, we have created an online database of volunteer opportunities in our community!

V-Owl Service Days
One Saturday per month, students will have the chance to volunteer in a variety of local community service projects taking place throughout the morning in Klamath Falls. Come out and show your OWL colors with support to local community organizations! A free t-shirt and lunch will be provided to participants back on campus following the completion of projects.

Alternative Spring Break Service Trip
Each Spring Break, we take a group of students to participate in a Habitat for Humanity build for a multi-day project. Our Spring 2013 and 2014 trips were to Sisters, Oregon where we assisted in renovation projects for local residents. Each year we will choose a location to support a project for those in need. Participants are asked to contribute a small financial commitment to the trip, but the majority of costs are covered by Campus Life.

Volunteer Fairs
During the Fall and Spring quarters, Campus Life hosts a volunteer fair where community agencies come to campus with information about service opportunities for students. This is a great chance to meet agency representatives in person and find a project that fits your personal interests and goals.

FAMILY WEEKEND
Save the Date for Friday, November 3 and Saturday, November 4. Register online at www.oit.edu/family-weekend. Family Weekend gives families the opportunity to experience their student's university life and a snapshot of our community. Activities and events include in-depth campus tours, Casino Royale, collegiate volleyball and soccer, family movie night and photo booth. Each year we

also partner with the community to provide discounts at local businesses and hotels, as well as tours of Klamath Falls.

FINALS WEEK RELAXATION STATIONS
A variety of departments and offices around campus host Relaxation Stations during finals week to help students de-stress in between final exams. Everything is FREE, so be sure to watch for station locations to grab a snack or participate in an activity.

LEADERSHIP ACADEMY
The Oregon Tech Leadership Academy is a program for campus student leaders who want to learn more about how to provide effective leadership, clear objectives and goals, and long-term direction for their organizations. The office of Campus Life holds fun, informative workshops throughout the academic year to give student leaders the tools they need to lead others.

NEW STUDENT ORIENTATION
New Student Orientation (NSO) is held each year starting on the Wednesday preceding the start of fall term classes. It is designed to help new students acclimate to Oregon Tech, meet their fellow students, and feel ready for the start of a successful year. Students who come to orientation receive Oregon Tech gear, free meals, and the chance to win great prizes while learning all about being an Oregon Tech Owl!

SUMMER FUN SERIES
Enjoy fun activities every Wednesday of summer term with the Oregon Tech Summer Fun Series! Breakfasts and BBQs will be held in front of the College Union. It is FREE to Oregon Tech Students and Faculty/Staff and $5 for community members. Outdoor Movies will be held above the Fountain in front of the College Union starting at 9 pm. Family friendly movies and free popcorn! Come watch the Students vs. Employee Softball game and enjoy a BBQ under the lights. For details on dates & times of events, go to http://www.oit.edu/campus-life/activities-events/summer-fun.

Campus Media

THE EDGE NEWSPAPER
Oregon Tech's student newspaper, *The Edge*, is a publication written by students from all majors and produced by a student staff. Published fall, winter and spring terms, it is distributed without charge to students. Students may gain academic credit by enrolling in journalism courses.

KTEC-FM RADIO STATION
89.5 MHz FM
Request Line: 541-885-1648

Having hit their 60th Year of Operation in the Spring of 2012, KTEC is the campus radio station and is the oldest FM station in Southern Oregon. KTEC is operated by student staff and volunteers and programmed to serve the interest of the Oregon Tech student body and the Klamath Falls community. Any student interested in radio broadcasting is encouraged to join KTEC.

OREGON TECH BROADCASTING
Oregon Tech Broadcasting (OTB) is the student-run video production program at Oregon Tech. OTB films campus events and provides video services to campus organizations upon request. Anyone who is interested in TV/video/film productions, acting or comedy is encouraged to get involved with OTB. No previous experience is necessary.

OREGON TECH CONNECT
Oregon Tech Connect is written, edited, and transmitted by the Marketing & Communication Office. Connect produces editions on a weekly basis during academic terms. Tech Connect is transmitted on Mondays. Submissions should be sent to connect@oit.edu before 3 pm Friday to have items appear the following week.

Campus Life Programs

CAMPUS ACTIVITIES BOARD
The purpose of the Campus Activities Board (CAB) is to provide quality activities for all students, taking into consideration their expressed wishes, interests and needs. CAB provides quality social, cultural, arts and recreational programs for all Oregon Tech students. A broad array of events has been offered to students including hypnotists, discount movie nights, Halloween Monsters' Bash and homecoming week. The CAB student staff is selected during spring term each year. To get involved or to apply for a position, contact the Campus Life Office.

DIVERSITY CENTER
The Diversity Center (DC) is committed to fostering a safe and welcoming campus for all students, faculty and staff by increasing understanding, sensitivity and awareness to diversity. The DC supports these efforts by coordinating programs such as cultural hours, special events, discussions, films and other educational programs. With the firm support of the administration, faculty and the tireless energy of Oregon Tech students, the Diversity Center is a valuable resource on campus:

- To promote the free exchange of ideas in a safe and oppression-free environment
- To provide programs that encourage diversity awareness and appreciation for human dignity
- To listen attentively to the voices of the Oregon Tech community
- To address all relevant issues with patience and impartiality

GREEK LIFE – FRATERNITIES/SORORITIES
The Greeks are a long-standing presence on the Oregon Tech campus. Phi Delta Theta is a national fraternity and Alpha Sigma Alpha is a national sorority. Greek life at Oregon Tech is dedicated to community service, high academic standards and enriching the sense of community on campus.

INTERNATIONAL STUDENT SERVICES
Our mission is to assist international students with not only visa requirements and immigration regulations, but with tax and employment regulations, and to provide counseling on personal, academic and cultural matters. We strive to provide the best services and exceptional support. If you ever have any questions or concerns about your immigration status, adjusting to American customs, or whatever the issue might be, please visit our office. Our office environment is informal and you will find us to be accessible and friendly.

OUTDOOR PROGRAM
Your adventure is waiting…The Outdoor Program (OP) provides an opportunity to participate in various outdoor activities planned for student enjoyment, including, but not limited to:

- Mountain Biking
- Skiing and Snowboarding
- Camping
- White Water Rafting
- Skydiving
- Deep-sea Fishing
- Hot Springs

If it involves the outdoors we can do it! Other past trips we have done include: rock climbing, horse-back riding, trap shooting, theme park trips, spelunking in the lava beds and kayaking. Most trips are offered at little or no cost. No previous experience is necessary to enjoy the events the OP offers, since the activities are planned for beginners and advanced adventurers alike.

In addition to sponsoring trips, the OP also offers low-cost rentals of equipment for a variety of outdoor activities. If you are planning a weekend expedition and don't have the money to buy expensive equipment, the OP rents canoes, tents, backpacks, cross country skis, snowboards and more at a nominal cost.

RESIDENCE HALL ASSOCIATION
Each student living on campus is automatically a member of the Residence Hall Association (RHA). This organization works with the Residence Life staff to promote, organize, coordinate and implement programming during the academic year. Throughout the course of the year, RHA sponsor events and activities to provide social, cultural and education enrichment. RHA also serves as a liaison to convey resident concerns related to housing, food service and development programs for students in order to provide an educational environment that maximizes opportunities for student growth, development and equal access to education.

STUDENT GOVERNMENT
The Associated Students of Oregon Institute of Technology (ASOIT) invites the participation and involvement of all students in the governance process. Student involvement has been shown to correlate with academic and career success. Programs and activities are aimed at fostering a sense of community at Oregon Tech. As a student, you can be involved in a variety of ways. You could start or join a campus club or organization, serve on a committee, run for office, or apply for various student staff positions.

The ASOIT officers comprise the ASOIT exec board. They represent all students of Oregon Tech and serve to communicate and advocate with all members of the university community. ASOIT officers are charged with adequately representing and interpreting student opinion related to campus policy and procedures, while promoting unity and community among the students of the university community. ASOIT supports the development of campus clubs and organizations. They also sponsor activities and events that foster educational, cultural, social and recreational opportunities for students. Officers are elected each year during Spring term and serve a one-year term.

ASOIT general meetings are open to any student, campus clubs and organizations, and take place at 5:00pm two Mondays per month during the regular school year. Check the ASOIT website for dates.

STUDENT VETERANS ASSOCIATION
The members of the Oregon Tech Veterans Association (OVA) are dedicated to satisfying the needs of any veteran of the Oregon Tech and KCC community during and after their time as a student, staff or faculty. With the direction of the elected officers of OVA, the support of KCC Veterans Club and the assistance of the Campus Veterans Service Officer (CVSO), the OVA shall reach out to the greater Oregon Tech and Klamath community and seek ways of building friendships and partnerships that are based on the same honor, duty, loyalty and selfless service instilled in all veterans.

WOMEN'S RESOURCE CENTER
Community ♦ Outreach ♦ Education ♦ Support

The Women's Resource Center (WRC) is dedicated to enhancing the Oregon Tech student's educational experience by promoting self-discovery, community, empowerment and leadership skills. This is accomplished with open and supportive communication.

While we focus on many issues concerning female students, we are open to ALL students; and coordinate many educational and community programs. We offer a comfortable lounge for studying and relaxing with supplies for tea, a television, computers and friendly staff to welcome you.

Registered Student Organizations (RSO)

Student clubs and organizations add another important dimension to life on campus. ASOIT usually funds 45-50 student organizations and clubs each year. Joining an organization is a great way to meet new people and pursue common interests in a relaxed setting. Almost half of the clubs are related to various academic disciplines and provide opportunities for students to meet, study, and take part in professional development opportunities such as conferences and competitions related to their majors. Clubs and organizations also work together to support service learning by participating in a variety community service projects at home and abroad. Clubs are also linked to special interests, sports, recreation, and cultural, spiritual and social activities.

A current roster of organizations is available from ASOIT or Campus Life. Super Club Sign-Up takes place early in the fall and spring terms, and is a great opportunity for students to learn about how to get involved with our clubs and student programs. RSO (Registered Student Organizations) Representatives are an integral part of the student governance process, and all representatives attend the ASOIT general meetings held at 5:00pm two Mondays per month during the regular school year. Check the ASOIT website for dates.

Athletics

With emphasis on physical fitness, Oregon Tech's recreation and athletics programs provide a variety of opportunities for students, faculty, staff and alumni of the university. The conversion of the physical education building to a fitness/recreation center is just one activity aimed at encouraging widespread campus participation in life fitness programs. Available equipment and facilities include a jogging track, basketball courts, tennis courts, volleyball courts, badminton courts, free weights, aerobics areas, and super-circuit training. Adjunct faculty also present physical education programs for fun and fitness. All students are also encouraged to participate in the co-educational intramural program.

The Hustlin' Owls field varsity teams in men's basketball, baseball, track and field, cross-country, soccer,

golf and women's softball, volleyball, basketball, track and field, cross-country, soccer and golf. Oregon Tech is a member of the National Association of Intercollegiate Athletics (NAIA) and the Cascade Collegiate Conference.

Oregon Tech's athletic teams provide a positive link with the Klamath Falls community and have received numerous donations from local business and industry. University Development helps to coordinate fund-raising events, providing extra financial support for scholarships and equipment. Interested faculty and staff can participate in fundraising activities.

Summer basketball, softball, and volleyball camps at Oregon Tech are also available for area youth.

The *Tech Nest* – Oregon Tech's Bookstore

The Tech Nest is Oregon Tech's full-service campus bookstore. Besides traditional new and used textbooks for sale, *The Tech Nest* also offers a textbook rental program as well as a large selection of digital textbooks. The bookstore also features a book buyback program that allows students to sell back their unwanted textbooks every day. Students not local to the Klamath Falls area can still take part in the book buyback program via the bookstores website at www.oregontechshop.com.

The Tech Nest also carries a wide variety of contemporary items for students: school, office, and dorm supplies; scientific and business calculators; writing instruments; drafting supplies; emblematic clothing and gifts; computer supplies; and general reading books. They also have an expanded reference book section and can special order in any specific books or study aids students or staff are looking for.

The website allows students to order their material online and they can choose to ship to a home address (with free ground shipping) or opt for convenient in-store pickup. They also offer shipping services through FedEx. Students are able to use their student accounts in-store and online to purchase textbooks and school supplies.

Also on the website is an Online Adoption tool that faculty can use to submit their quarterly adoptions. With the advent of the HEOA (Higher Education Opportunity Act), all colleges must now provide textbook information on their websites beginning on the day students can begin registering for a term. This makes it imperative that all textbook adoptions are submitted at least several weeks before this beginning registration date.

Campus Dining

Here at Oregon Tech, you'll find a wide selection of delicious food choices no matter what area of campus you happen to find yourself in. ***The Marketplace Café***, located on the second floor of the College Union Building, is the Campus's main dining facility. Here you can enjoy the meal-time bustle as you chat with the chef or friends while your made to order entrée is being prepared at the grill, the daily station or the noodle bar. You'll also find a salad bar abundant with local produce and delicious toppings as well as several take and go items and beverages. The view from the Café is beautiful and the outdoor deck attached to the dining room is a great place to savor your meal and connect with the campus community.

Need a quick bite to eat, or can't make it up to The Marketplace Café? Look no further than ***The Bistro***, which is located on the first floor of the CU. The Bistro has espresso drinks, an assortment of baked

goods, fresh salads, wraps, snacks and a variety of grab and go items for your convenience. The Bistro also features a Jamba Juice and has great smoothies.

There are two coffee shops on campus: **Hooties** in Dow Hall and **Duffies** in Purvine Hall. Both locations offer lite breakfast and lunch items, snacks and a variety of hot and cold beverages including espresso drinks. There is also a late night option available called ***The Night Owl.*** Frequented mostly by students, this nighttime hangout is located in the Residence Hall and serves beverages and snacks seven days a week.

For your convenience we now offer The Owl Bucks Program. This allows you to use your ID card instead of cash to pay for meals at any of the dining locations on campus. You may enroll in the program by depositing money onto your ID Card-account and Bonus Dollars will be added to your account depending on the amount deposited. Owl Bucks do not expire and your account can be reloaded at any time. For more information or to participate please visit the Campus Dining Office.

Catering Services are available to the campus community as well as private groups and we offer a large range of menus. We are able to accommodate a variety of meeting requests and can tailor our services to the specific needs of most any group. Our complete menu is available to view and guests have the ability to book catering events online at http://www.oitflavours.catertrax.com/. However, we do encourage first time guests to contact us directly before placing a catering order.

If you are hosting a meeting on campus and would like to treat your guests to a meal in the College Union Building, meal tickets can be obtained by placing an advance order through the dining office.

Our commitment is to create an exceptional dining experience here at Oregon Tech for all of our customers. Please contact us by calling 541-885-1076. Or feel free to visit us in the dining services office located on the second floor of the College Union Building or email us at Tena.rulofson@sodexo.com .

To learn more about our dining program, special offerings and our hours of operation please visit our website at www.oitdining.com

Student Success Center

Testing Services and Peer Consulting Services
Tech Opportunities Program (TOP)
Disability Services
Career Services

Student Success

The Student Success Center is home to many of the University's student success initiatives including: Testing Services, Peer Consulting Services, Disability Services, TOP Program, Career Services, Breakfast Club, Student Success Workshop, and much more! We also partner with Retention Services in supporting ACAD (Academic Success Classes) and additional retention initiatives. The Student Success Center also participates in all Registration events and New Student Registration and Placement testing for incoming new students.

Faculty are encouraged to contact the Student Success Center for more information about partnering for student success or with any other questions they may have.

Testing Services and Peer Consulting Services

Testing Services
Testing Services functions as the University Testing Center providing distance testing for other institutions, ACT Testing, Millers Analogy Testing, ACCUPLACER Placement Testing, Pre-placement (which 85 – 95% of Oregon Tech students are either pre-placed or must complete placement testing), and other regional and national testing on an as-needed basis as approved by the Coordinator.

Testing Services also provides test proctoring for Oregon Tech faculty and students. Faculty members provide the testing parameters and materials, Testing Services then proctors the exams for students while maintaining strict test security and upholding university academic integrity policies.

Peer Consulting Services
Free peer tutoring is administered by Peer Consulting Services. Peer Consultants are hired primarily for mathematics, health sciences, and writing, but many of these students have experience and knowledge in various other disciplines, especially in the engineering technologies, and often provide assistance with other subjects. Tutoring is routinely scheduled for Math, Writing, Psychology, Anatomy and Physiology, Computers, Speech, Accounting, Physics, and Chemistry. If the Peer Consulting Coordinator determines a large demand for help in a specific course for which none of the regular peer consultants is qualified, a special consultant may be hired to work in a group situation, budget permitting. Peer Consulting Services may also be able to provide students with alternate resources and assistance. Additionally, student assistants provide one-on-one assistance to students and also teach mini workshops.

Math Specialists
Peer Consulting Services, offers free tutorial services for students who wish to improve their math skills. The center is staffed by several upper-division peer tutors who work with and are endorsed by the Math Department faculty to ensure quality service.

Students in all classes which require math skills can benefit by visiting the Math Center. The staff can help students with math problem solving and success strategies. Tutoring is provided on a one-to-one basis as well as in small groups. Tutors will not complete homework for students or help students with 'take-home' exams. Tutoring schedules and the ability to schedule an appointment can be found at www.oit.edu/PeerConsulting.

Writing Specialists
Peer Consulting, offers free tutorial services for students who wish to improve their writing skills. The center is staffed by several upper-division student tutors who work with and are endorsed by the Communication Department faculty to ensure quality service.

Students in all classes which require written materials can benefit by visiting the Peer Consulting Center. Specifically, the staff can help students with the following:

- Creating strategies for developing/organizing papers.
- Developing critical reading skills.
- Improving computer skills.
- Improving writing style.
- Learning to proofread, revise, and correct mistakes.
- Learning ways to generate ideas for writing papers.
- Refining research, documentation, and library skills.

Writing Consultants will also provide individual help for problems in mechanics and grammar, review graded papers to help students understand errors and learn how to correct them, and offer general suggestions for improving written communication skills.

The center will not, however, perform the following:

- Edit papers for students.
- Grade a paper.
- Guarantee a "quick fix" for writing problems.
- Take responsibility for finding all mistakes in a paper.
- Write papers for students.

Peer Consulting schedules and the ability to schedule an appointment can be found on the Student Resources tab of the User's MyOIT account.

Other Services
Self-help via videotapes and computer software is available in Testing and Peer Consulting Services. Students may choose from a variety of videos to review or learn new material. Faculty may also check out materials for class use.

The SSC also participates in September Institute for new faculty as well as aids in the coordination of the Advisor Training for new and experienced advisors. The SSC is here to support faculty and students in a variety of ways. Please contact the SSC for more information about how we can partner and support faculty activities.

Tech Opportunities Program (TOP)

The Tech Opportunities Program (TOP) is a federally funded TRiO program, (Student Support Services) designed to assist highly motivated students who have academic need and are also low-income OR first generation, OR students with disabilities. TOP staff work closely with participating students to comprehensively assess academic and financial needs and to develop personalized plans for university success. Participants may be eligible for a variety of academic support services, including tutoring and related academic support; mentoring; help networking with other students; university success workshops and classes; additional academic advising; and limited financial assistance.

Faculty with TOP students in their classes will receive mid-term progress report requests from the TOP students. Students are asked to request an appointment with their faculty to discuss how the term is going and ask for any feedback to increase the students understanding of material. Faculty are encouraged to contact TOP with any questions about the program or about any individual student concerns. The TOP staff are very interested in partnering with faculty to provide sufficient support for students to excel in their courses here at Oregon Tech.

Disability Services

Oregon Tech is committed to upholding the standards of non-discrimination and justice for all. This requires the faculty and staff to be compliant with civil rights legislation, particularly the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Please observe the following recommendations and requirements to help minimize the institution's liability.

Students will notify faculty members of their accommodation needs by presenting an official

Accommodation Letter from Disability Services. The letter will require your signature which the student will return to the Office of Disability Services. Additionally, you will receive an electronic copy of the accommodation letter for your records. Please retain this information in a convenient location for your reference. As an employee of a publicly funded institution, you are required to deliver approved accommodations. Failure to do so may result in legal action against the institution. Disability Services will send out reminder notices periodically, at midterm and finals, and you may contact the Coordinator for Disability Services at any time to verify a student's accommodations, but it is your responsibility to deliver them.

Accommodations are individually determined based on a student's needs and their required documentation on file. You may ask a student for details regarding their accommodations, but you may not inquire regarding the nature of their disability. If a student chooses to disclose that information, please keep it in strictest confidence. Similarly, accommodations should be kept between the faculty member and the student. Avoid disclosing that a student is receiving accommodations or promote a situation where a student's accommodations will be shared with the rest of the class. If you are concerned regarding the appropriateness of any accommodation and its impact on the integrity of your course, please contact the Disability Services Coordinator at your earliest convenience. Oregon Tech regards the integrity of you course and your program as critical to the success of the institution, though we must protect the rights and privileges of our students.

Many accommodations require a degree of preparation to deliver effectively. To facilitate this, it is highly recommended that you adhere to the following guidelines when creating or updating your course materials.

- All videos and audio materials used must be captioned or have a transcript available. Our office for Online Education can facilitate captioning for most materials. Please contact them as early as possible.
- Avoid using quizzes before your lectures to prevent excluding students with an extra time accommodation.
    - Consider having students' complete quizzes the evening before via BlackBoard.
- Be prepared to share your lecture notes with students that require this accommodation.
    - Redact information that you do not wish to share.
- Consider alternative and equivalent assignments that may be used when a reasonable accommodation request is made.
    - This is especially important for assignments involving public speaking and presentation.
- Do not include attendance or participation in the grade calculation.
    - If necessary, be prepared to make an alternate objective appraisal of the student's work.
- Include the ISBN of all textbooks and the required Disability Services advisory statement in your syllabus.
- Make course materials, including the syllabus, available via BlackBoard.
    - If you elect to not use BlackBoard, please be prepared to supply a student with an electronic copy of your materials on demand.

Accommodations can vary from physical aids, such as assistance for hearing or sight impairment or placement of a wheelchair in a classroom, to providing quiet testing places, oral versions of tests, or additional time to complete tests. All accommodations are confidential matters. Students may elect to forego an accommodation in a particular class, but faculty are not obligated to repeat examinations that a disabled student has taken without the approved accommodation. Accommodations for a particular student may vary from course to course.

The Disability Services Coordinator is available to answer faculty questions about how to best meet the needs of a student with a disability. Questions about specific services, such as note taking or reader services should be directed to the Student Success Center (SSC) or Testing Services. Inquiries and discussions, individually or as a department, are welcome.

In addition, our campus access map provides information about accessible parking, pathways, and facilities for the campus. Copies of the accessibility map are also available at the Information Booth at the campus entrance and at various locations around campus.

Inquiries, requests for assistance, and information regarding academic adjustments or auxiliary aids on the basis of a disability aids should be directed to (541) 851-5227.

Career Services

The Career Services Office supports student and alumni efforts to develop and achieve career goals. We share a similar mission with all academic departments: to prepare our students for meaningful and productive lives beyond our campus corridors. **It is our responsibility to inform and counsel students about career development and transitioning out of college, as well as give them opportunities to meet with employers and mentors**. Whether students are looking toward an internship, a full time position, or graduate school, they will benefit from the partnerships that are forged between Career Services and your department.

Services Available For All Majors: One-on-one career & internship advising, help with choosing a major, job listings (Oregon Tech Career Services Online), on-campus recruiting, resume & cover letter assistance, interview preparation, career and job fairs, career assessments and interpretations, resources for occupational research, and help with grad school selection. Faculty and staff members should feel free to refer students to Career Services at any point that a career-related question arises.

Hiring Student Staff: Faculty wishing to hire students for part-time work should first check with their department chair for funding information and then post the position on the Career Services website. The Student Employment Guidelines, pay rate exception and merit pay increase forms and other resources are available on the Career Services faculty web page, www.oit.edu/career/faculty.

Faculty Engagement Portal: We provide all Oregon Tech faculty with unique access to Oregon Tech Career Services Online, our career services management system. Faculty can use the system to view job postings and make connections with employers who are actively seeking to employ your students. Please contact Career Services if you would like to create an account to access this information.

Club and Classroom presentations: We will bring customized or standard career-related presentations to classes and student organizations. In addition, we can sometimes arrange presentations by employers (many of them alumni), who can share information on career-preparedness, the job search, and how their Oregon Tech education or major has helped them in their careers.

Career and Self-Assessment Resources: Career Assessments help answer questions such as how interests relate to career choice, if a certain career is a good fit for personality type, and what actions are necessary to achieve professional goals. We offer the Strong Interest Inventory, the Myers Briggs Type Inventory and SIGI^3 assessments and interpretations. SIGI^3 (System of Interactive Guidance and Information) is free and available through MyOIT.

Career Fairs and Other Events: You are always invited to attend! Our career fairs provide an opportunity for you to meet with recruiters and establish a network of contacts that you can connect with your students. The **Faculty/Recruiter Luncheon**, hosted by Career Services on Career Fair days, is an excellent venue for making connections and discovering what qualities employers are looking for in your students. In addition, we appreciate when faculty encourage their students to attend the fairs and other Career Services events such as the Business Etiquette Dinner. Offering extra credit as an incentive is a very effective way to increase student participation.

Please call Career Services at (541) 885-1020 to determine how we can best serve you.

Financial Aid

The Financial Aid Office, located on the first floor of the College Union, is the clearinghouse for all student aid. Program descriptions and application procedures are outlined in the university catalog. Eligibility for federal and state programs is determined by submitting the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA application opens January 1st and students should file as early as possible; some funds are very limited and get awarded to those that file the closest to January 1st. Students must reapply for aid each year.

All new financial aid awardees receive a letter instructing them on logging into Web for Student to view and accept their award and how to access the Financial Aid Award Guide. Returning students receive an email and are directed to the website for an electronic copy of the guide. The guide describes policies and procedures, program descriptions, and outlines student's rights and responsibilities. Students are required to read the booklet prior to accepting financial aid. The award guide can be found on line at www.oit.edu/faid, "Award Guide."

The Financial Aid Office also administers the application process for the Oregon Tech Foundation Scholarship program. Applications for awards for the following school year are available online beginning in December each year and close on March 1.

As an advisor you should know that students may have issues in regards to financial aid such as satisfactory academic progress, maximum credits and restrictions on pre and associate majors. For instance, Federal Financial Aid regulations require that aid recipients complete their degree requirements in a timely manner. The regulations establish a 150% maximum rule which states that a student may receive financial aid for 150% of the standard length of time required to complete a degree. This includes terms at other institutions and terms with and without financial aid.

- For an associate level degree program, the maximum at Oregon Tech is 165 credits
- For a bachelor degree program, the maximum is 279 credits for most Oregon Tech degrees
- The Pre-Dental Hygiene, Medical Imaging and Renewable Energy programs also have credit limits that equate to 150% of the program's required credits per the catalog

If you have students that transfer in many credits, they may run into maximum credit issues. They will need to outline credits to completion and request exclusion of non-applicable credits.

Additionally, per financial aid regulations, students should be enrolled in coursework applicable to their degree. When students are enrolled in associate's degree majors, they may receive financial aid for 100-200 level classes. The same is true with Pre-programs unless the coursework is required for the major, then an exception will be made.

On occasion students will need you to sign off on their consortium agreements; verifying that the courses they are taking at another institution are needed for their Oregon Tech degree completion. For further information about the Consortium policy visit www.oit.edu/faid, "Consortium Agreement."

Financial aid recipients are expected to maintain academic progress as described in the "Satisfactory Academic Progress Policy for Financial Aid Recipients" found in Oregon Tech's Student Handbook, in the Financial Aid Award Guide and on our website. In the event that a student does not meet these guidelines, aid eligibility will be held or suspended. Students are given the option of appealing if they believe they have unusual or extenuating circumstances. The Appeals Committee consists of faculty and administrators, and the decision of the Committee is final.

Satisfactory Progress for Financial Aid

Students must meet a qualitative measure (maintain a 2.0), a quantitative measure (150% rule) and make pace (complete 67% of their credits). More information can be found at: http://www.oit.edu/prospective-students/financial-matters/financial-aid/satisfactory-academic-progress

Information Technology Services (ITS)

ITS provides several instructional computer labs that are normally reserved through the Registrar's office for quarter-long classes and through the ITS Help Desk for occasional use. ITS also provides support for classroom technology from overhead projectors to SmartBoards to DVD/VHS portable carts with LCD TVs.

ITS also provides each member of the Oregon Tech community with an Oregon Tech e-mail account and a network access account that includes wireless access in the Klamath Falls and Wilsonville campuses.

In addition, faculty have the option of Blackboard virtual classrooms created to use with scheduled classes and provided by Oregon Tech Online. This provides 24/7 access to assignments and handouts as well as chat rooms and discussion boards. Go to:

http://www.oit.edu/distance-education/blackboard-learn/faculty-blackboard-help

Faculty members can help to alleviate problems and confusion in computer labs by alerting students to the following guidelines:

- Become familiar with the appropriate computer labs early in your university career.
- Do not copy software from the network except from those areas specifically designated for that purpose.
- Report problems with a computer to the student computer lab monitor immediately.
- Do not install software on or change the configuration of any student lab computer.
- **Do not share your e-mail or network password with anyone.**

For more details, please see the webpage, http://www.oit.edu/its.

The Integrated Student Health Center (ISHC)

Faculty are encouraged to call or stop by the ISHC with questions or concerns about our services, or to refer students. ISHC is located in the building near the Sustainable Village at the east end of campus. Our phone number is 541-885-1800. General office hours are M, W, R, F, 8:15 a.m. - 11:30 a.m. and 1:00 p.m. - 3:30 p.m.; and T 9:00 a.m. - 11:30 a.m.; and 1:00 p.m. - 3:30 p.m. Counseling appointments are available M-F, 9:00 a.m. – 11:00 a.m.; and 1:00 p.m. – 4:00 p.m.

Medical Clinic

An on-campus clinic is provided for the convenience of students taking 6 or more on-campus or on-site credits per term, or those who wish to pay the student health fee.

Our health care providers are committed to providing high quality, personalized care. Diagnosis and treatment of acute and chronic illnesses, birth control and emergency contraception, routine laboratory procedures, immunizations, pharmacy, minor surgery and care of minor injuries are some of the services. Major emergencies are referred to Sky Lakes Medical Center located across the street from the campus. Referrals are made to specialists as needed. Visits are free with low costs for medications, lab work and some treatments. No money is needed at the time of visit; the student's account will be billed.

Counseling Services

Counseling Services provides students with a variety of professional services. Staff and faculty are encouraged to call for a consultation when concerned about a student. Counselors are available to discuss personal, academic, and career concerns. Crisis services are available and referrals are sometimes made to community resources. Sessions are confidential and are provided free of charge to students enrolled for six or more on-campus credits. (Students enrolled for five or fewer credits can receive a free assessment session. They may access additional services by paying the Student Health Fee.)

Faculty can be seen for a free assessment session. Additional sessions will be referred to an appropriate community provider.

Personal counseling focuses on concerns such as self-esteem, relationship issues, academic performance, family difficulties, and troubled sleep. Some of the specific issues dealt with are depression, anxiety, substance abuse, suicidal thoughts, conflicts with parents/spouses/children, loneliness, dating problems, study skills, coping with past or present abusive situations, and grief.

Wellness Programs

A Health Educator is on staff to assist you in staying healthy and fit while you attend Oregon Tech. Free individual appointments are available for personalized health and fitness programs, BMI testing, nutrition education, and smoking cessation. Awareness events and health promotion programs are also provided on a regular basis campus-wide. Students can call to make an individual appointment, and/or to state an interest in campus-wide wellness activities.

Student Health Advisory Committee (SHAC)

SHAC serves as an advisory committee to the ISHC. Students provide input on programs and services provided, generate new ideas and participate as able in wellness and promotion events. All students are

welcome to join this committee. SHAC meets on a monthly basis during the academic school year. Faculty are encouraged to refer students to join SHAC. Many SHAC members are allied health program students, but others are encouraged to join to represent the Oregon Tech student body. Faculty are also encouraged to attend and become advisors for SHAC.

Peer Health Educators

The Oregon Tech Peer Health Education Leadership Program gives students at Oregon Tech an opportunity to develop public speaking, leadership, and public health skills while at the same time, providing a resource for health information to the Oregon Tech community. Volunteers in the program are student representatives of the Oregon Tech Integrated Student Health Center who, with training, supervision, and support, work independently and with others to plan and conduct a variety of health education and health promotion activities for fellow students. Among the types of responsibilities a PHE might have are: helping to plan and conduct campus-wide events (such as National Collegiate Alcohol Awareness Week, the Great American Smoke Out, World AIDS Day, etc.), writing articles for the Wellness website, posting new and interesting information on the Wellness website, and participating on various campus committees. PHEs are volunteers and are not paid. Applications are accepted throughout the year. Interviews are held during winter term. Training is provided during Spring term through a Peer Health Education ACAD class (which can be taken at a reduced fee for academic credit).

Student Health Insurance Plan (SHIP)

Domestic students taking 6 or more credits (a combination of online and on campus credit hours) are eligible to enroll in the Voluntary Student Health Plan.

All International, Externship, Paramedic, Clinical Lab Science, and Respiratory students are automatically enrolled in and billed for the Student Health Insurance Plan unless a waiver is submitted. To ensure compliance with this policy, students are automatically enrolled in this insurance Plan at registration, unless proof of comparable coverage is furnished. It provides additional coverage and major medical benefits for students and their eligible dependents.

Fees

Students taking six or more on-campus credit hours pay a student health fee. This fee entitles students to services offered by the health clinic, counseling and health & wellness programs. Other students can use the Center if they pay the health fee. Office visits are free for illness and injury evaluation/treatment, questions and other reasons.

However, additional charges may be necessary for some medications, treatments, supplies, immunizations and laboratory tests. For the convenience of the student, student health insurance will be billed. All medical expenses tendered after hours or outside the Student Health Center from private physicians or hospitals are the student's financial responsibility.

Oregon TECH

Section 5

Human Resources

Employee Benefits

Salary Administration

Working Hours, Holidays, Vacations. Sick Leave

Parental & Family Leaves

Insurance Coverage

Other Benefits

Retirement & Other Savings

Termination

Continuation of Coverage

Employee Benefits

Faculty members with appointments of half-time (.50 FTE) or more with a duration of 90 days or longer are eligible for most employee benefits. Faculty members with questions about their eligibility should contact the Office of Human Resources.

Salary Administration

Oregon Tech's faculty are essential to accomplishing its mission. A fundamental element of the mission is teaching students, and it is the faculty who provide such instruction. Faculty are also compensated for their contributions to advising, research and scholarship, and service to the institution.

Salary determination processes at Oregon Tech are nondiscriminatory. Initial salary offers, periodic increases, and other salary adjustments are not based on considerations related to the race, color, ethnicity, national origin, gender, disability, age, religion, marital status, gender identification or sexual orientation of the person being considered.

Overall administration of the Faculty Compensation Policy is the responsibility of the provost in collaboration with the Faculty Compensation Committee (FCC) and the vice president of finance and administration, and subject to the direction of the president. The FCC is a Faculty Senate standing committee whose membership is appointed by the Faculty Senate president.

Initial faculty salaries are established at the time of hire in keeping with the Faculty Compensation Plan. Increases to base salary for faculty may occur through promotion in rank, post-tenure review, tenure relinquishment, doctoral degree adjustment, cost-of-living adjustments (COLA), equity adjustments, adjustments to the institutional floors, adjustments to the comparator averages, and merit pay. In addition, salary enhancement may be obtained through stipends, interim positions, overload teaching, online teaching, or grant administration.

General salary increase guidelines for the faculty are set by the State Board of Higher Education, which allocates funds to the various institutions for this purpose and delegates authority to the institution presidents to determine the details of the salary increase process. If a salary increase is allocated "across-the-board," a percentage of salary is allocated to all faculty members whose service has been fully satisfactory.

If a salary increase is based upon merit, the merit factors will be the same as those set by university policy for other evaluation purposes.

Salary increase funds are also allocated from time to time to deal with inequities and market factors. When this is the case, the board or the institution will define the salary system problems these funds are designated to address.

Normally, nine-month faculty members receive ten paychecks from the university. One-half month's salary is paid on September 30, a full month's salary is paid on the last working day of the month in October through May, and another half month's salary is paid at the end of June. Nine-month faculty members may arrange for their salaries to be paid out in installments throughout the 12-month year. Twelve-month pay distribution forms are available in the Office of Human Resources. Enrollment forms must be submitted to the Office of Human Resources no later than September 15. Election to participate in the plan is irrevocable during the plan year and will continue in ensuing years until the employee terminates the plan by completing "termination of payroll redistribution plan" form. This

form must, again, be into the Office of Human Resources by September 15 of the year the plan is to be changed back to a 9-month pay plan.

Nine-month faculty members are eligible to teach during Summer Session based upon departmental and university priorities and faculty availability. Summer Session offers a separate contract to the faculty.

Eleven-month faculty are paid over 11 months. There is not a 12-month pay option; however, an 11-month faculty can opt to have a certain amount of money taken out of their pay each month and routed to a different savings/checking account if they wish.

Twelve-month faculty members receive salary on the last working day of each of the 12 months.

Draws on Salary. Under certain emergency situations, employees may request an advance of up to 60 percent of their gross pay earned up to the day in the month on which the advance is requested. Requests should be made by contacting the Director of Human Resources. Checks for draw requests are processed each week on Tuesdays and Thursdays. Advances are only allowed once a year for each employee.

Working Hours, Holidays, Vacations, and Sick Leave

Working Hours. The state board has delegated the responsibility for determining workloads to the president. The president has further delegated this responsibility to the vice presidents. University Policy 580-021-0020 reads as follows:

> *"Working Hours: The varied nature of the work of faculty members whose duties are administrative, instructional, research or extension makes it impractical to define the exact number of working hours. All such faculty members are required to give the institution their undivided efforts. Determination of time of service is the responsibility of the president."*

Outside Employment

As a further guide, University Policy 580-21-0025 on outside employment and activities is as follows:

> *"Outside Employment: No full-time employee of the Department or of any other institutions or divisions shall engage in any outside employment that substantially interferes with duties."*

As a matter of policy, Oregon Institute of Technology has adopted the "one-day-in-seven" rule which places an upper limit on the amount of time a faculty member may spend on non-university related activities, whether paid or unpaid. Although university policy says full-time faculty members are expected to give the institution their undivided effort, we recognize that faculty members are often called upon as experts and consultants to other organizations and that this kind of activity often returns directly or indirectly to the benefit of Oregon Tech.

Therefore, the university permits the faculty to participate in outside professional activity that does not exceed one day a week. This maximum time allowance presupposes that the faculty member's

officially assigned responsibilities such as meeting classes and holding office hours will be met. An *Outside Activity Approval Request* must be filled out and approval obtained from the dean and provost.

Holidays. The state board has declared the following days as holidays on which the university will be closed and no classes will be held:

- Labor Day, the first Monday in September.
- Veterans Day, November 11.
- Thanksgiving Day, the last Thursday in November.
- The Friday following Thanksgiving Day.
- Christmas Day, December 25.
- New Year's Day, January 1.
- Martin Luther King, Jr. Day, the third Monday in January.
- Memorial Day, the last Monday in May.
- Independence Day, July 4.

The president may require those employees whose responsibilities are necessary to the continued functioning of the institution to report to work on a holiday, but because classes are not held, faculty members are rarely required to be present on holidays.

The governor of Oregon has the authority to declare a "Governor's Holiday" for state employees. When this happens, faculty and unclassified staff use this holiday in connection with the Christmas or New Year holidays. In all situations in which the governor declares a holiday as a discretionary matter, the details of the holiday are well publicized, giving everyone time to make appropriate plans.

Vacations. Annual leave is available to unclassified employees employed at .50 FTE or more on a twelve-month appointment. Full-time, vacation-eligible employees will earn 15 hours vacation leave per month. There is a six-month waiting period before you can use accrued vacation. Vacation is not credited until the end of the month and may not be used until the subsequent month. Part-time staff at .50 FTE or more earn leave on a pro-rata basis. Employees on less than a 12-month contract do not receive paid vacation. For full details please see policy 580 021 0030.

Sick Leave. Employees accrue eight hours of sick leave credit for each full month of service; part-time staff on .50 FTE or more earn pro-rata credit. Sick leave records are kept monthly, and unused sick leave credits can be accumulated without limit. For full details please see policy 580 021 0040.

Parental and Family Leaves

The Federal Family and Medical Leave Act (FMLA) and the Oregon Family Leave Act (OFLA) typically provide you, if qualified, 12 weeks of unpaid leave per year for the birth or adoption of a child, to care for a seriously ill family member, or when you have serious health condition. In some cases more leave time may apply to the situation. When on FMLA and/or OFLA qualifying leave, Oregon Tech will continue to pay the employer-paid portion of premium. You are responsible for the employee portion of premiums. For more information contact the Benefits Consultant in the Office of Human Resources.

Military Leave. Military leave without pay will be granted upon written application and documentation and those so serving will not lose any of the rights and benefits to which they are entitled. Members of the faculty called to military duty in a national emergency will be granted a leave without pay for the duration of the emergency or for five years, whichever is less. Oregon Tech will continue medical and dental insurance coverage for up to 24 months while the employee is on military leave. As well, coverage can be continued at the employee's expense through COBRA, after the initial 24 months.

Leave Without Pay. A faculty member may apply for leave without pay for either personal or professional reasons. Approval for leave is based in part upon what disruption the faculty member's absence may cause within the program.

A period of approved leave without pay does not break the continuity of appointment, but time spent on leave without pay does not count toward eligibility for sabbatical leave and retirement.

Insurance benefits are not provided to members of the faculty on leave without pay. Contact HR to determine whether you are eligible for the Continuation of Benefits Rights Act – COBRA.

Worker's Compensation. If you are injured or ill due to work-related reasons, you are insured by workers' compensation insurance.

The university has procedures for reporting and filing workers' compensation claims. If an accident occurs, the injured employee's department chair should immediately complete the *Oregon Tech Incident Report*. If the accident requires medical care, a workers' compensation claim form (801) should be filed with HR within 24 hours.

Insurance Coverage

Oregon Institute of Technology offers a comprehensive and flexible employee benefit package. Below is a brief summary of the benefits. For more specific information, please call the Oregon Tech Human Resource Office at 541-885-1120.

CORE BENEFITS

MEDICAL, DENTAL, & VISION
If you are working at least half-time on an appointment of 90 days or longer, you are eligible for Oregon Tech's benefit program. New employees must enroll for benefits within 30 days of hire date, and coverage is effective the first day of the calendar month following the submission of enrollment forms. After initial enrollment, changes may be made during the annual Open Enrollment period or within 30 days of a qualified family status change (i.e., birth, death, marriage, divorce, employment status change).

Oregon Tech pays 95% of the cost of medical, dental, vision, and basic life insurance premiums for you. This contribution is not dependent on the coverage level you select. For some plan selections, typically the lowest cost plan per county, the university pays 97% of the premiums. Part time employees also receive a contribution at this rate towards the part time plans. Part time employees may opt for a full time plan, but would pay the difference in premiums themselves.

You may choose from multiple health and dental plans, and there are 2 vision plans offered. In order to select a plan you must live or work (at least 50 percent of the time) in the plan's service areas, as described in the Summary Plan Description.

Many of your benefit options can be purchased with pre-tax dollars. These are dollars deducted from your paycheck before income taxes are calculated. Benefits eligible for pre-tax dollars are medical, dental, vision, the first $50,000 of employee life insurance, contributions to a Dependent Care and/or a Healthcare Flexible Spending Account (FSA). Costs for employee life insurance over $50,000, dependent and spouse life insurance, disability, AD&D, and long term care insurance are paid for with post-tax dollars.

Opt Out
If you have coverage through another employer-sponsored group medical plan, you may choose to opt out of PEBB core benefit coverage. If you have opt out of medical you may, but are not required to opt out of the dental and vision coverages offered. If you opt out, you may receive a portion of the monthly benefit amount as taxable income. See the PEBB Summary Plan Description for rules on opting out.

BASIC LIFE INSURANCE
Life insurance coverage of $5,000 is provided for all benefits-eligible employees. Employees may purchase additional life insurance for themselves and/or dependents.

OPTIONAL BENEFITS

Accidental Death and Dismemberment Coverage (AD&D)
The AD&D plan provides 24-hour coverage for accidental loss of life, limb, hand, foot, hearing, speech, sight or thumb and index finger (of the same hand) for you and/or your dependents. You may select a coverage amount from $50,000 to $500,000, in increments of $50,000.

Additional Employee Life Insurance
All PEBB-eligible employees may enroll for optional employee life insurance coverage in amounts from $20,000 to $600,000. Some coverage amounts require approval of a medical history statement by the insurance carrier.

You may enroll for up to $100,000 coverage as guarantee issue within 30 days of your hire date or within 30 days of your initial eligibility.

Spouse/Domestic Partner Life Insurance
All PEBB-eligible employees may enroll for optional spouse/domestic partner life insurance coverage in amounts of $20,000 to $400,000. Some coverage amounts require approval of a medical history statement by the insurance carrier.

Your spouse/domestic partner may enroll for up to $20,000 in coverage as guarantee issue within 30 days of your hire date or within 30 days of your initial eligibility.

Dependent Life Insurance
This is term life insurance in the amount of $5,000 for each of your dependents.

Short and Long Term Disability Insurance
A short-term disability plan (STD) and four levels of long-term disability (LTD) coverage are available. Disability plans offer income protection during times when you are unable to work due to an injury or illness. You select the level of coverage that works best for your situation. Premiums are paid on a post-tax basis, and costs vary depending on gross monthly salary and the plan chosen.

Long Term Care Insurance
All PEBB-eligible employees and their extended family members (spouse/domestic partner, children, parents, parents-in-law, grandparents, grandparents-in-law, and siblings) who are 18 to 84 years old are eligible to enroll in long-term care insurance. This insurance provides coverage when a physician has certified that you are unable to perform, without substantial assistance from another individual, two or more activities of daily living (ADLs) for a period of at least 90 days, or that you require substantial supervision by another individual to protect you and others from threats to health or safety due to severe cognitive impairment.

Flexible Spending Accounts
A Dependent Care Flexible Spending Account (FSA) is available to you if you pay someone to care for dependents while you work. You elect to have a certain dollar amount deducted from your pay each month on a pre-tax basis and deposited in your Dependent Care FSA. Throughout the year, you submit claims and receipts for services provided and receive reimbursement from your tax-free FSA account.

A Healthcare Flexible Spending Account is available to help you save money on out-of-pocket healthcare expenses. Because these expenses are paid with pre-tax dollars, you save a percentage of each dollar spent out of pocket. Eligible expenses include most of the medical, dental and vision services and drug costs not fully covered in the insurance plans.

Other Benefits

Staff Fee Privileges. If you have an appointment of .50 FTE or more, you are eligible to use or transfer a staff fee privilege to an eligible family member each term. The staff fee privilege entitles you to a tuition charge of 30% of undergraduate tuition for up to 12 credit hours per term. Tuition reductions are subject to tax as part of your gross income if you or a family member is enrolled in a graduate-level program and for both undergraduate and graduate credits if the enrollee is your domestic partner.

Parking Fees. Fees for parking at Oregon Tech must be charged to users by statute. Employees can have this fee deducted from their gross pay before state and federal taxes are calculated by using payroll deductions.

RETIREMENT PLANS

You may become a member of the Oregon Public Service Retirement Plan (OPSRP) at the beginning of the month following completion of six months of service. Alternately, you may elect to participate in the Optional Retirement Program (ORP). Both plans have an "employee" and an "employer" account. Oregon Tech pays all contributions to both accounts in OPSRP, currently 6% in the "employee" account, and a variable percentage into the "employer" account (a pension plan). For the ORP, Oregon Tech pays the "employer" contribution of 8%, plus matching up to 4% if you contribute up to 4% -- for a total of 12% in employer contributions.

To be vested in the ORP, you must have made contributions to the ORP in each of five calendar years or be age 50 or older.

To be vested in the OPSRP, you must work at least 600 hours in five calendar years or attain age 65.

VOLUNTARY SAVINGS PROGRAMS

The Oregon Public University Retirement Plans offer a Tax-Deferred Investment (TDI) Program, under section 403(b) of the Internal Revenue Code. Through the TDI Program, you may accumulate tax-deferred savings to supplement retirement plans and social security. Payroll deductions are done on a pre-tax basis. Fidelity Investments and TIAA provide a wide range of investment choices.

Also available is the Oregon Savings Growth Plan which is the State of Oregon Deferred Compensation Plan, a 457 Plan. This plan offers a pre-tax savings program for retirement. Employees can participate in either the 403(b) or the Oregon Savings Growth or both at the same time.

Termination

Continuation of Coverage

Insurance. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and other members of your family when group health coverage would otherwise end. For more information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description.

Life Insurance
If your employment ends you may be eligible to continue your Optional Life coverage. You must apply within 60 days following the date your employment ends. Coverage continued under this provision will be subject to all terms of the group policy. Note: If you die, your spouse or domestic partner may continue his or her Optional Life Insurance. For more information about your rights and obligations, you should review the Plan's Summary Plan Description.

Appendix A

Organizational Charts for Oregon Institute of Technology

President's Office

Provost and Vice President of Academic Affairs

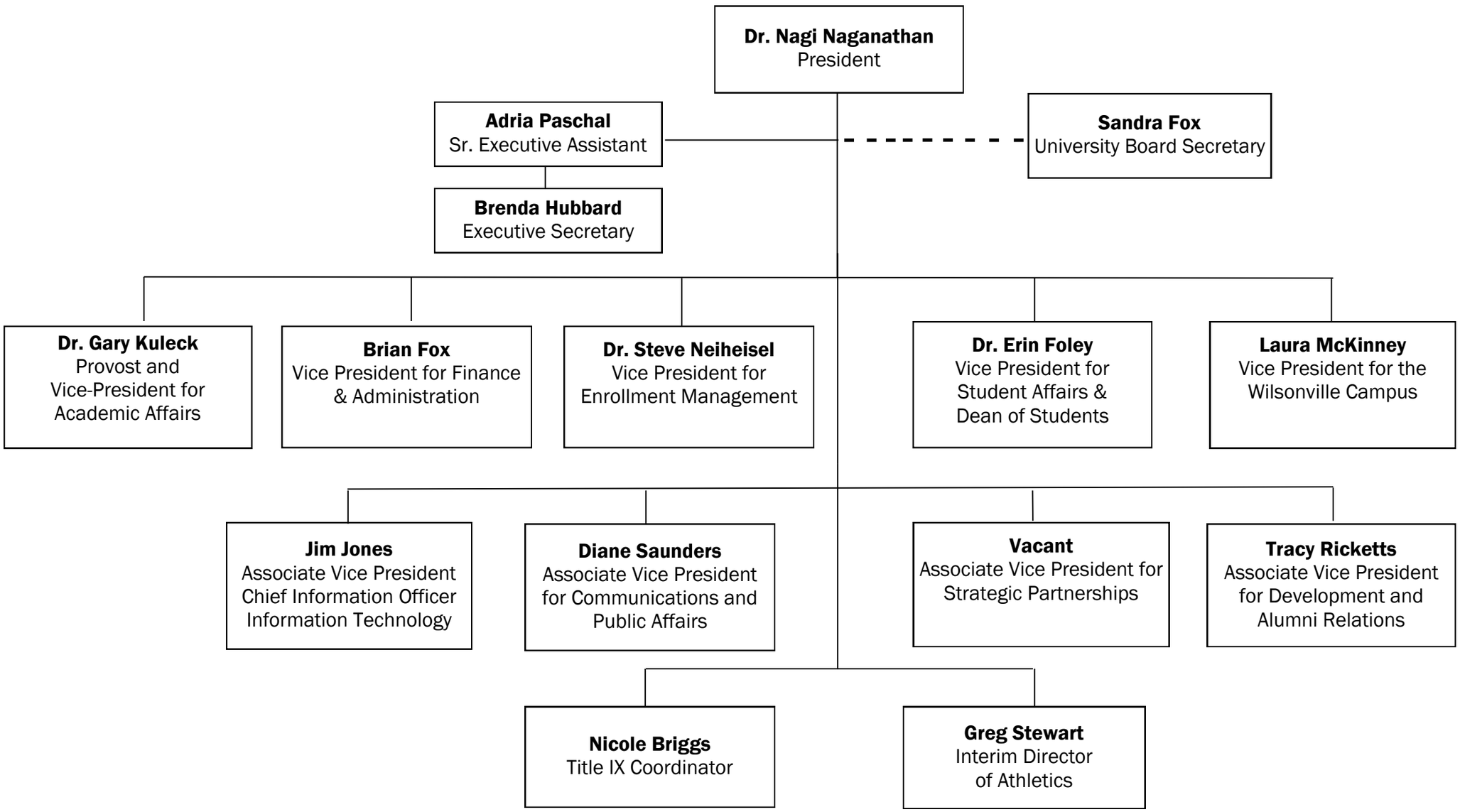
Wilsonville

Student Affairs

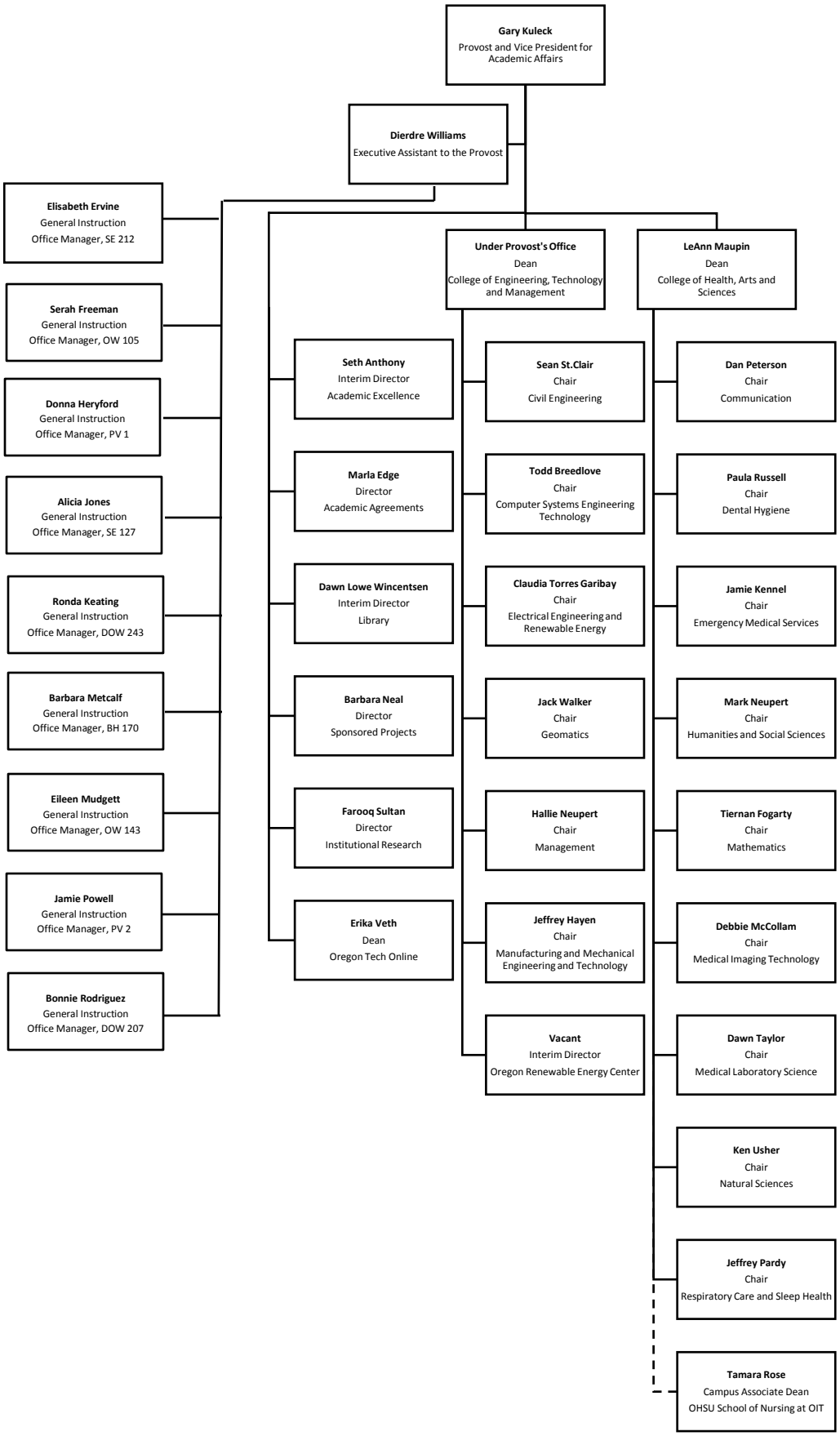
Finance & Administration

Oregon TECH

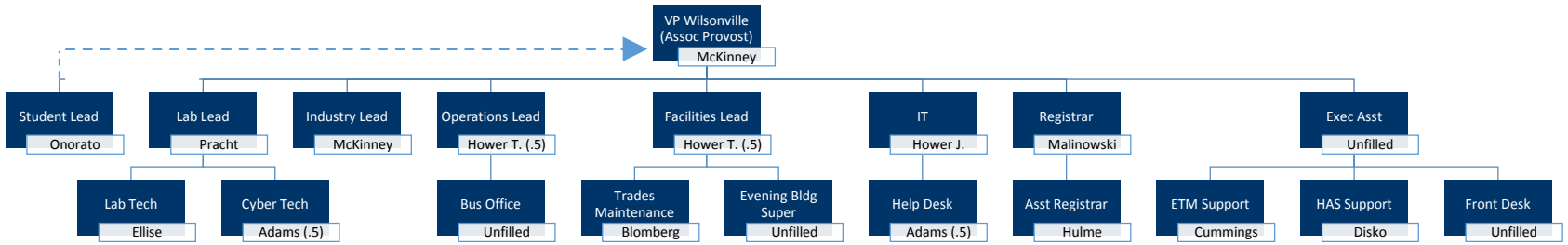
President's Office



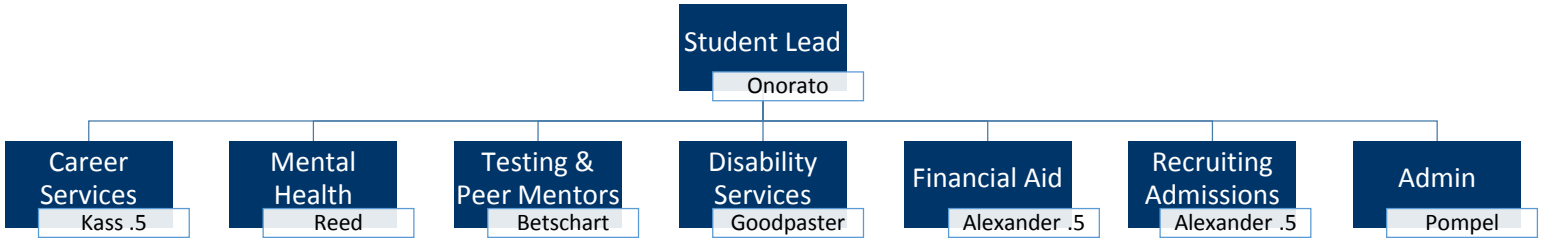
ACADEMIC AFFAIRS
PROVOST'S OFFICE
2017-18



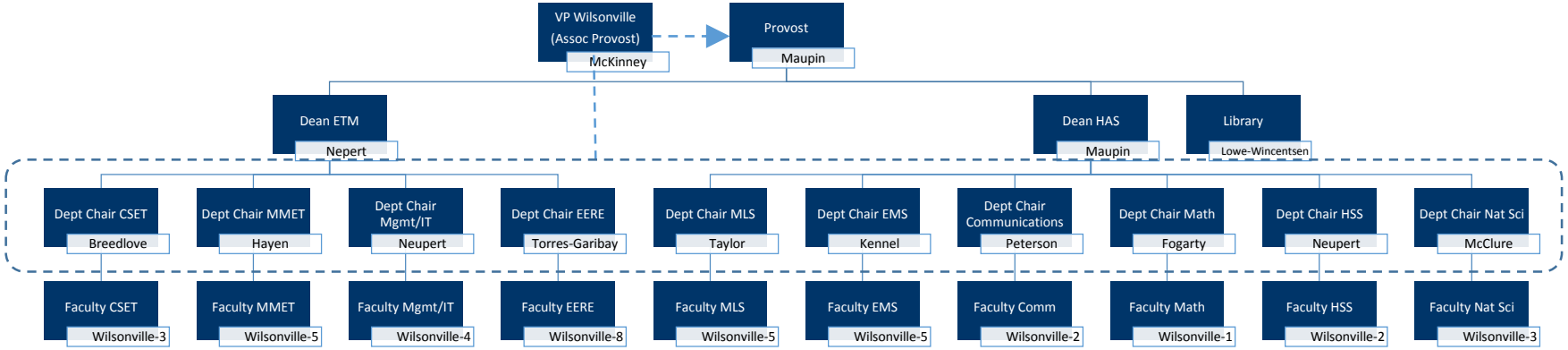
Wilsonville Structure



Student Lead

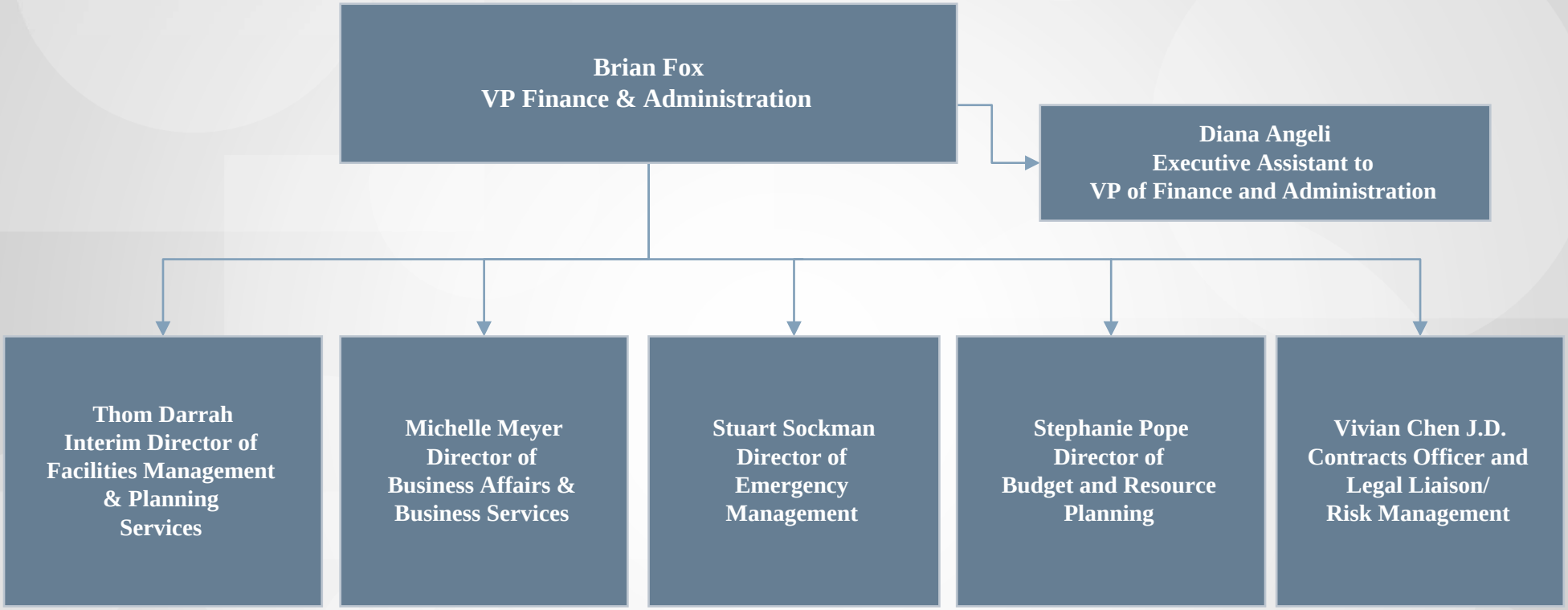


Wilsonville Faculty Structure



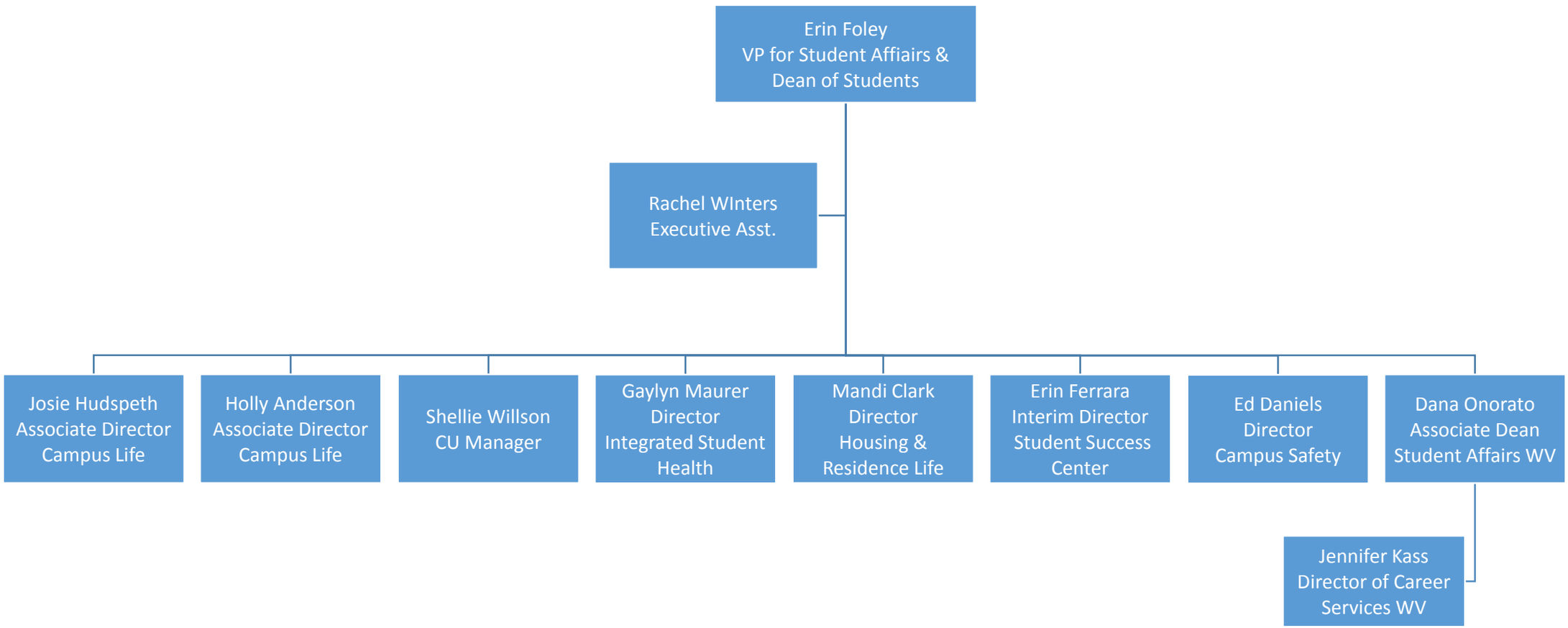
Department chairs report to VP Wilsonville
for strategy/programs on Wilsonville campus

Division of Finance & Administration
2017-2018



Mission

The Division of Finance and Administration is entrusted with preserving, enhancing and supporting the University's fiscal, human and physical resources to deliver the highest quality of services to the University and community. This includes managing and developing internal controls to mitigate risks; ensuring the integrity of financial information; safeguarding the assets of the University; providing a safe and secure environment; and commitment to social economic and environmental sustainable activities.


Erin Foley
VP for Student Affiairs &
Dean of Students
Rachel WInters
Executive Asst.
Josie Hudspeth
Associate Director
Campus Life
Holly Anderson
Associate Director
Campus Life
Shellie Willson
CU Manager
Gaylyn Maurer
Director
Integrated Student
Health
Mandi Clark
Director
Housing &
Residence Life
Erin Ferrara
Interim Director
Student Success
Center
Ed Daniels
Director
Campus Safety
Dana Onorato
Associate Dean
Student Affairs WV
Jennifer Kass
Director of Career
Services WV

Appendix B

Guiding Principles for Oregon Tech Online

Guiding Principles for Oregon Tech Online

Vision

Oregon Tech (OT) aims to be recognized for its progressive and effective implementation of online education in:

- enriching and supporting teaching and learning
- offering lifelong learning opportunities for professionals, and
- delivering a student-friendly online learning platform to ensure student success.

Mission

The mission of Oregon Tech Online is to deliver high quality information technology and communications capabilities through a service-focused, integrated, holistic approach that is responsive to the diverse learning and institutional needs of OT.

As an academic enterprise, Oregon Tech Online will work collaboratively across the university community to:

- digitally extend OT's campus throughout the state and beyond
- provide an open learning environment where teaching and learning occur anytime and any place
- share the practical applications of OT's knowledge and expertise to support the economic vitality of Klamath Falls and Wilsonville, as well as the state of Oregon, and the nation, and
- research e-learning environments and emerging technologies.

Objectives

Oregon Tech Online has established the following objectives:

- Ensure the continued sustainability of our technical and operational infrastructure and expertise.
- Act as a faculty resource for designing, developing, and implementing distance-delivered courses, according to defined levels of service for course type (e.g., fully online, hybrid, or blended).
- Facilitate development of courses that:
- Lead to degree-completion, minor, certificate, graduate, and specialization programs.
- Allow on-campus OT students additional opportunities to complete courses and programs in a timely manner.
- Provide opportunities for transfer credit to other colleges, professional development, or personal enrichment.
- Support OT's institutional online initiatives.
- Assist Oregon Tech in marketing, recruitment, and retention efforts.
- Continue to strive for increased quality and cost effectiveness of online course delivery.
- Respond to the administrative needs of students in a timely manner. Develop a technical infrastructure to support the admission, advising, registration, course access, financial aid, and administrative needs of online students.
- Maintain quality courses through an established review and revision cycle that is revised periodically to keep up with changing technology and online pedagogy.
- Maintain the student feedback mechanism for course and instructor evaluation.

- Pursue and cultivate knowledge of current and emerging online methods and technology.
- Establish and regularly meet with an advisory council, including key faculty and administrative members. The purpose of the advisory council will be to strengthen campus communications concerning online programs and delivery, to address problematic online and administrative issues, and to serve as a consultant to Oregon Tech Online.

Appendix C

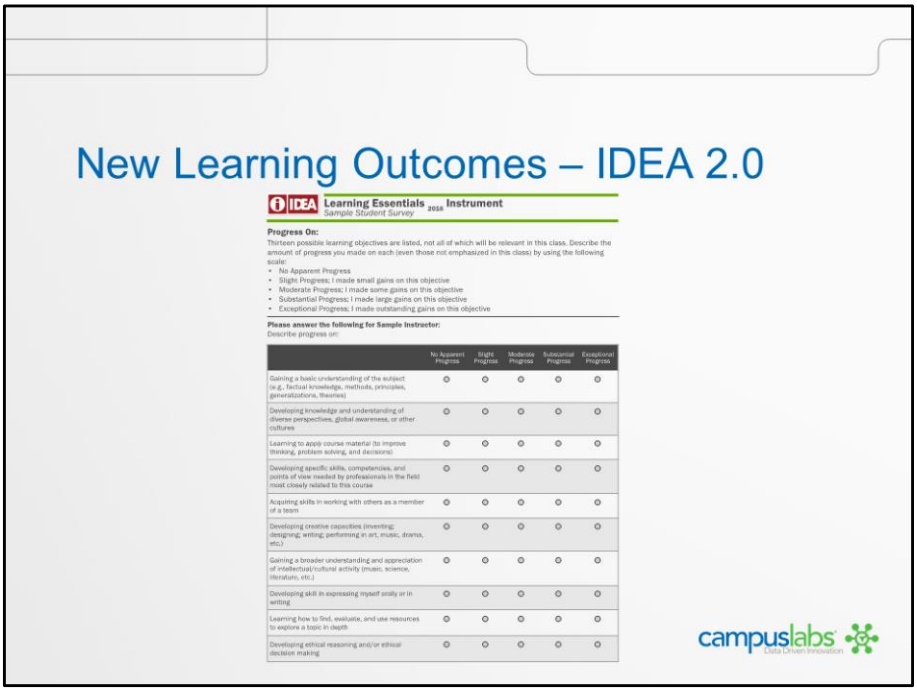
Campus Labs

Student Evaluation of Faculty

@CampusLabsCo #labgab
connect more know more
Course Evaluations:
Faculty Overview
Oregon TECH
IDEA
campuslabs
Data Driven Innovation

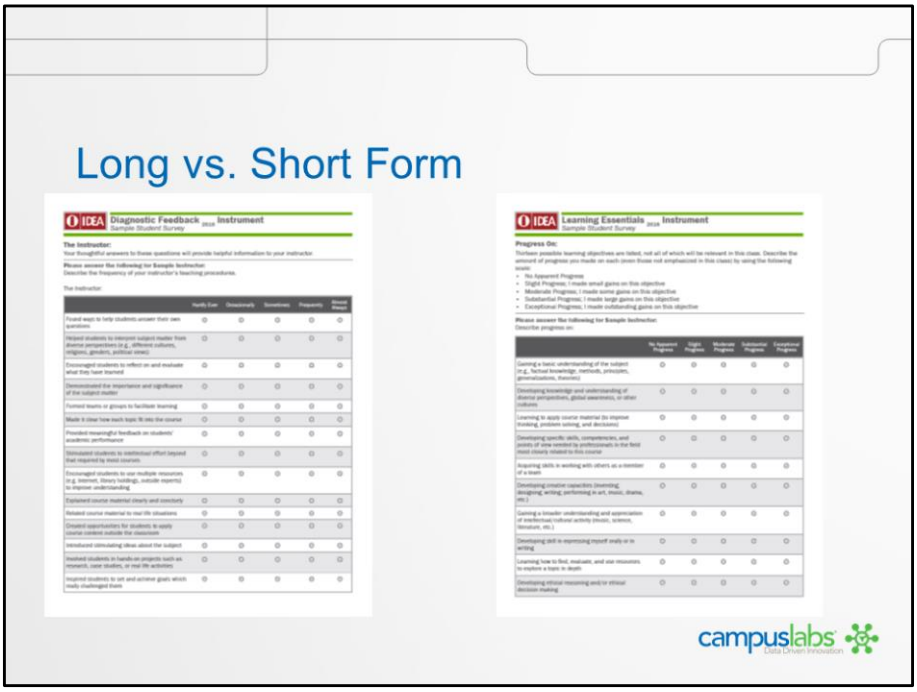
Agenda

- IDEA 2.0 – New Learning Outcomes
  - For all on ground and online courses
- Long vs. Short Form
- How to choose your LOs – Essential and Important
- The faculty experience with Campus Labs
  - Previewing evaluation questions
  - Viewing student response rates
  - Filling out your Objective Selection Form
- The student experience
- Viewing reports – January 2017



Starting this term, IDEA has rolled out new learning outcomes to evaluate courses. Every term, we choose which learning outcomes align with our classes and those outcomes ("Essential" and "Important") are the ones that are calculated into our scores. IDEA now has learning outcomes that better match our ESLOs, including ones specifically for ethical reasoning, diverse perspectives, and inquiry and analysis.

The new learning outcomes can be found here:
http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA-CL%20SRI%20Sample%20Instruments/Sample-SRI_learning-essentials-2016.pdf



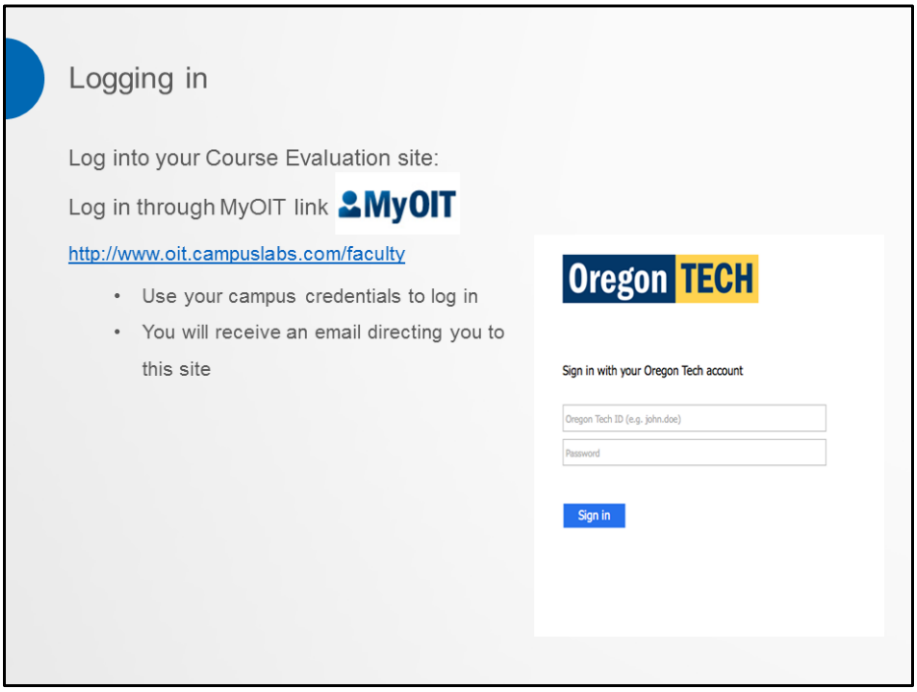
Just like in the past, Dede will send all faculty and adjunct professors an email to see if we want “short” or “long” forms. The short form is going to simply assess learning outcomes (see previous slide), along with student characteristics. The long form also assesses teaching strategies.

You may review the short form here: http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA-CL%20SRI%20Sample%20Instruments/Sample-SRI_learning-essentials-2016.pdf

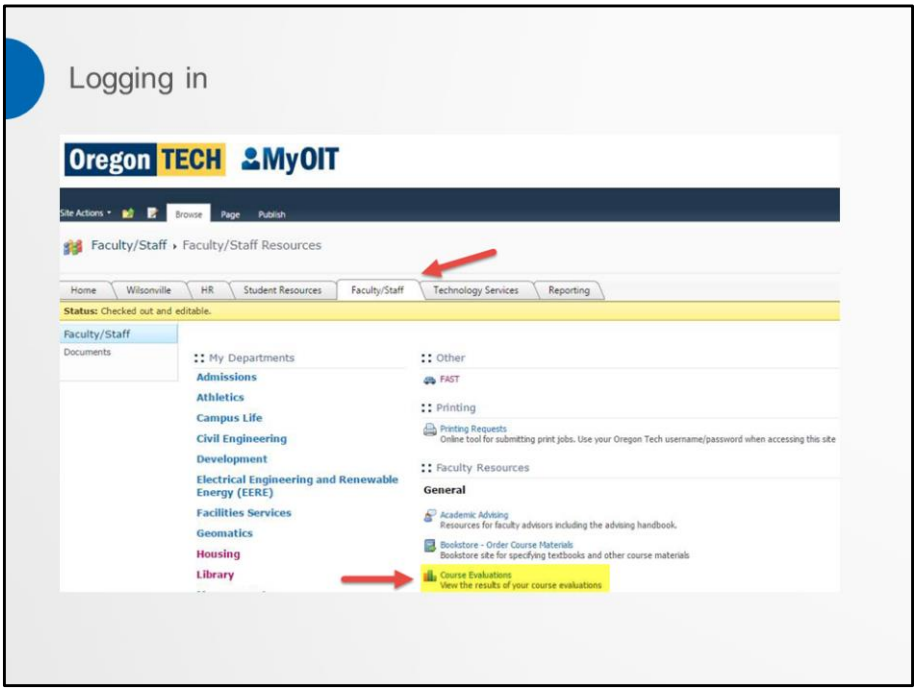
And the long form here: http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA-CL%20SRI%20Sample%20Instruments/Sample-SRI_diagnostic-2016.pdf

As a tenure track professor BEFORE tenure, it is a good idea to by default request the long form. This will allow you to evaluate your teaching methodology and receive feedback from IDEA on what to improve. If you have made any significant changes to a class, such as adding in a new project or significantly changing your pedagogy, the long form is also a good idea.

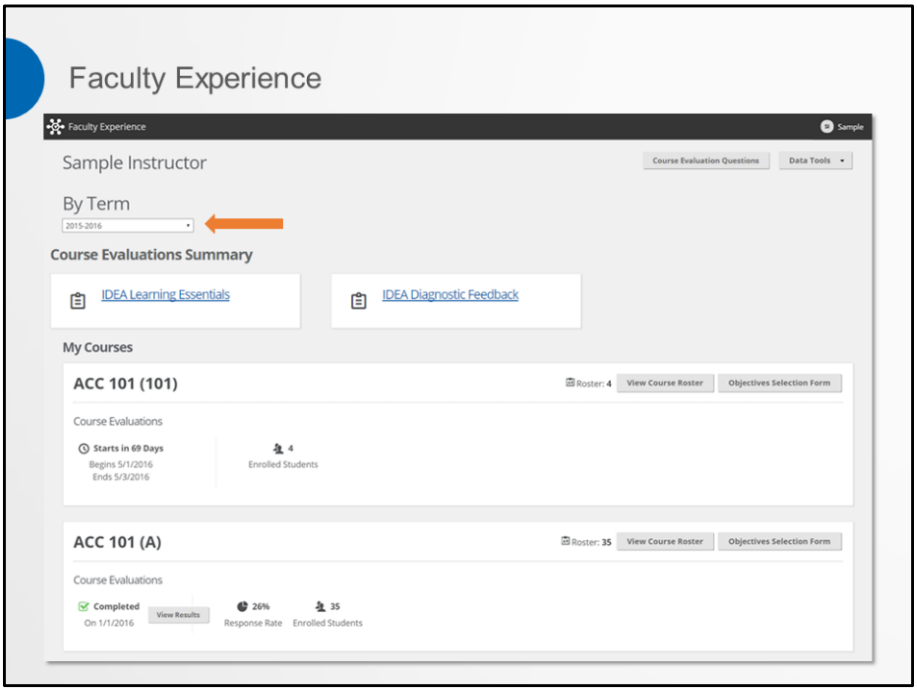
The following slides review what the faculty experience with Campus Labs, our new online platform for evaluation, will be like.



The easiest way to log in is through MyOIT (next page covers this), but you may also access campus labs through the link above.



Once your are in MyOIT, go to the faculty/staff page, and find the “Course Evaluations” link. This will automatically direct you to the campus labs platform.



Once you are logged into campus labs, the platform is fairly intuitive.

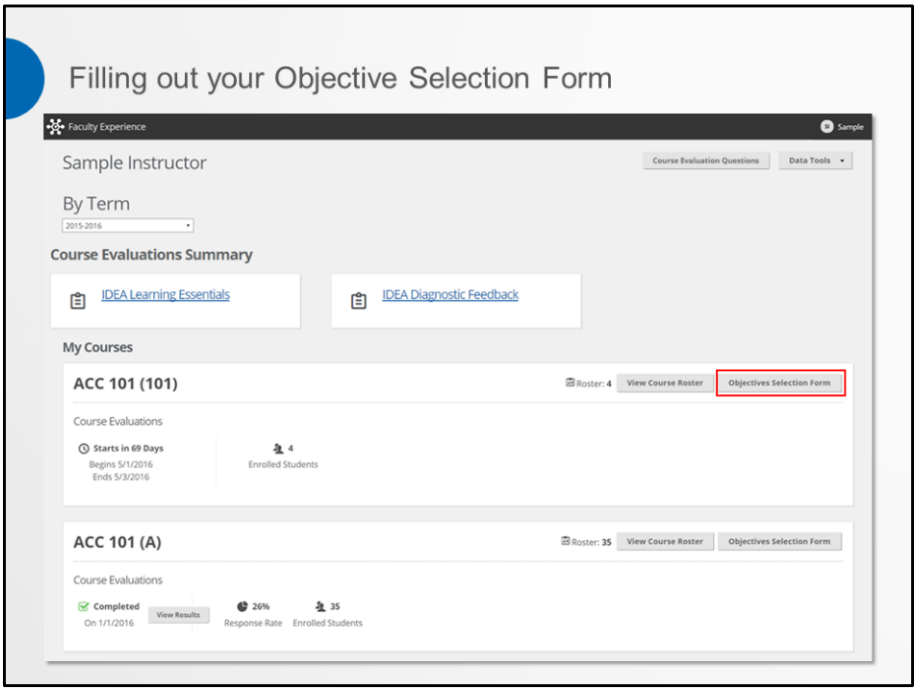
Courses are organized by term. You can find courses from other terms in the drop down at the top left of the page.

You can see a summary of the evaluations for the current (in process) term on the home page.

Even if your course has not yet released for current evaluation, you will have the ability to view course data, as well as roster information. When the course has been included in an evaluation administration, this view will update to include relevant information regarding your evaluations (Start Date, OSF, Report Release Date, Custom Questions).

If results are available, you will see a grey “view results” button. If there is no “view results” button for a course section on a completed administration, either: 1) the reports have not yet been released, or 2) your course section didn’t meet the threshold. All courses, regardless of how many students are enrolled, will be eligible to be evaluated, but instructors only receive reports for courses with 3 or more

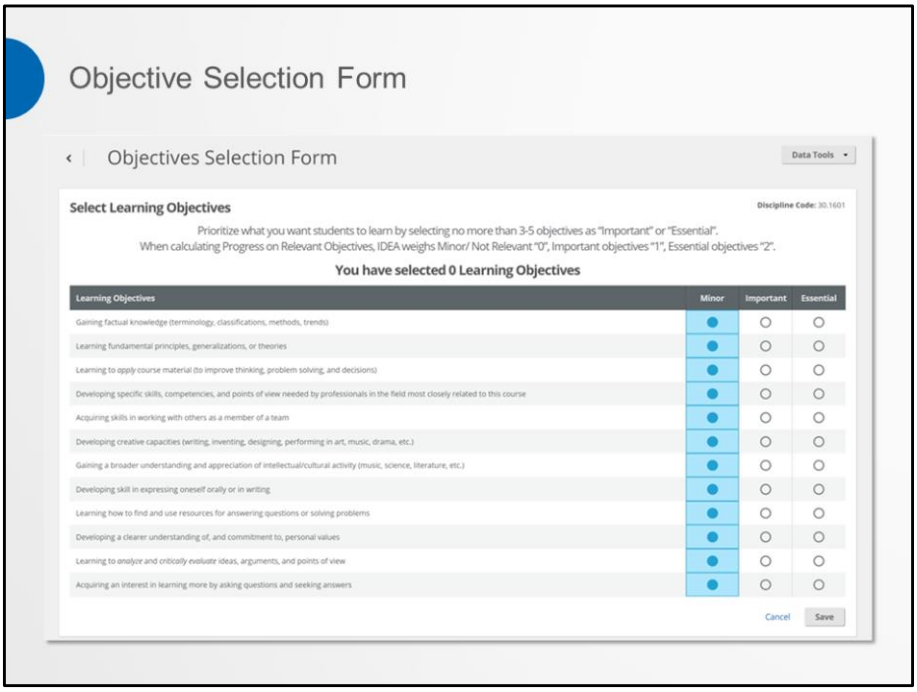
students (to protect student confidentiality).



- What we used to call the FIF (Faculty Information Form) is now referred to as the Objective Selection Form.

- The OSF is used for two things:
- Diagnostic Feedback is the comprehensive assessment that provides feedback on both the teaching methods associated with learning objectives that the faculty has determined as most relevant for the course, as well as student progress on those objectives.
- Learning Outcomes is focused on student progress on relevant objectives.

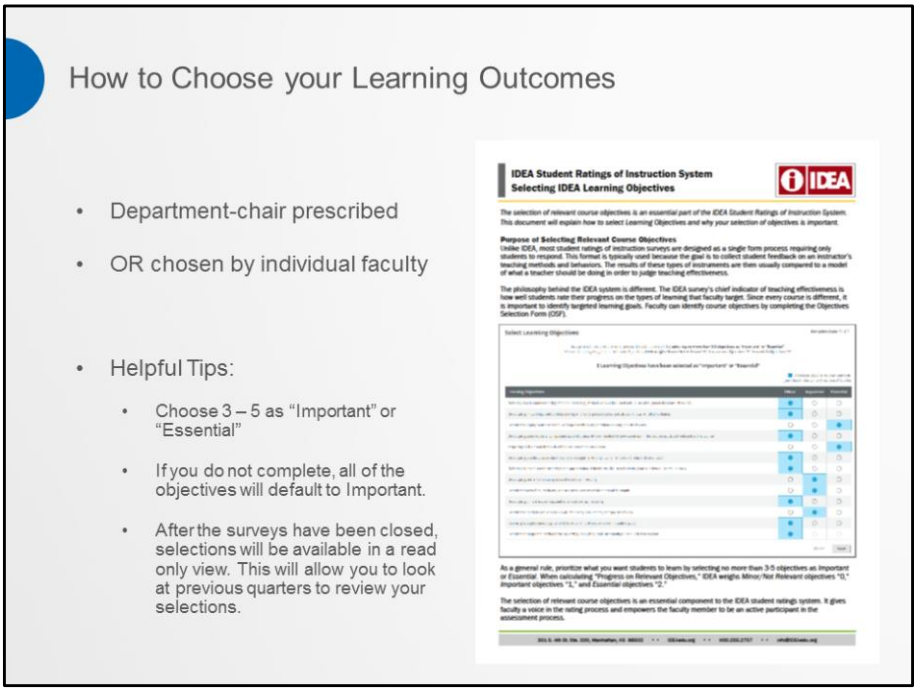
- You can fill out your OSF at any point until the evaluation closes (i.e., at 5 pm on Friday of Week 10).



If you do not fill out your OSF **all** of the objectives will default to Important. This will effect your report- and not in a good way.

When you select an objective as "Essential" it is double weighted into your overall score for the class. When you select an objective as "Important" it is given a single weight. So if you choose "Gaining factual knowledge" as essential, and "Learning to apply course material" and "Acquiring skills working in a team" as important, your score will be based 50% on factual knowledge, and 25% each on application and teamwork. Therefore, if all are by default important, you will be evaluated on things that you may not be doing in your class.

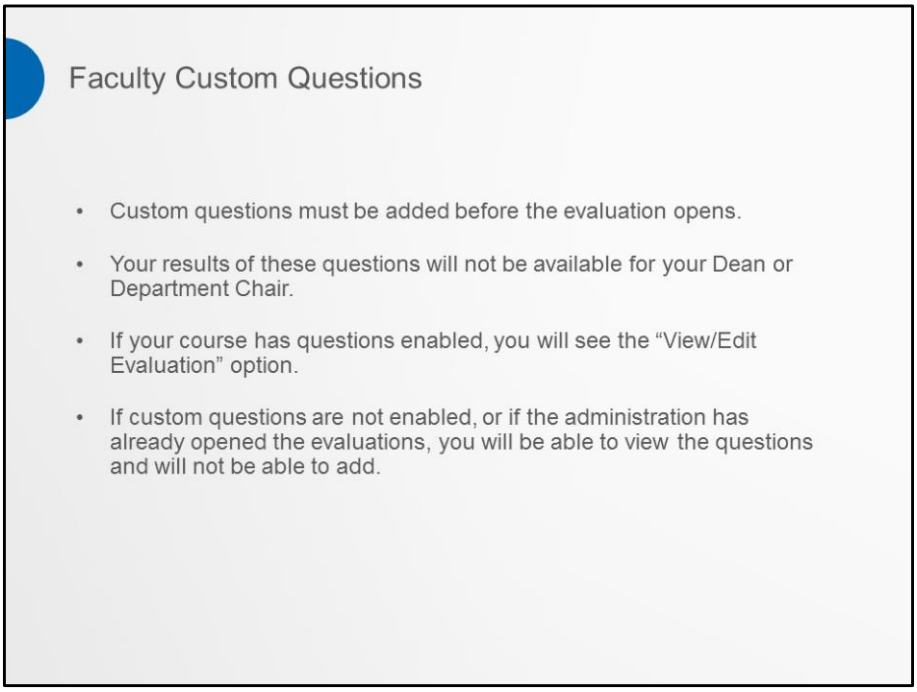
After faculty fill out their Objectives Selection Forms, they are available to review. After the administration window closes, selections will be available in a read only view. This will allow faculty to look back at previous semesters to review what they have selected – every term, however, we will have to fill out the OSFs for all classes (just like with the paper/pencil IDEA) in case we want to make any changes to our learning objectives for the class.



Some departments have prescribed learning objectives for some or all classes- please check with your department chair. If you were required to choose certain objectives for classes in the past based on department requirements, you will have to do this again.

Other departments/classes allow for faculty to choose their own learning objectives. IDEA recommends we only choose 3-5 TOTAL learning objectives as essential or important. If something is a significant part of your class and has a large impact on a grade, it should be included. But it isn't helpful to choose 10 things – instructors are unable to use the feedback in a productive way. Remember, anything you choose as essential is going to be weighted twice. Things chosen as minor will have no impact on your score. It is helpful to review past reports to determine 1- what did you report as essential learning objectives? And 2- what did STUDENTS say they accomplished in classes? If there is a mismatch, why? Is it because you might be missing a learning objective that students are accomplishing, or is it because you weren't impacting a learning objective that you intended to?

In the future, we will be hopefully able to align our course evaluations with our assessment of our ESLOs – so all courses "Tagged" at the foundation, practice, and capstone levels will also be marked as an essential or important learning outcome on IDEA. IDEA/Campus labs has the ability to pull reports then JUST on courses tagged for our ESLOs – a very nice assessment tool for indirect assessment.



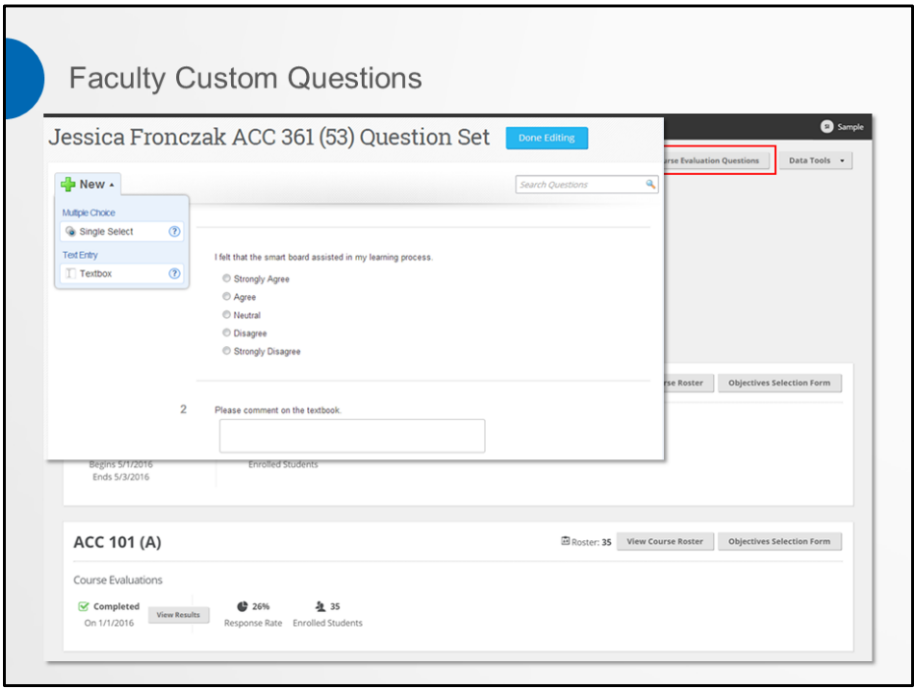
A great thing about Campus Labs is that faculty can add custom questions! All questions must be added BEFORE the evaluations are released to students (So before Monday of Week 9).

Your custom must be added before the evaluation opens
Your results of these questions will not be available in your Dean or Chairs view of the reports.

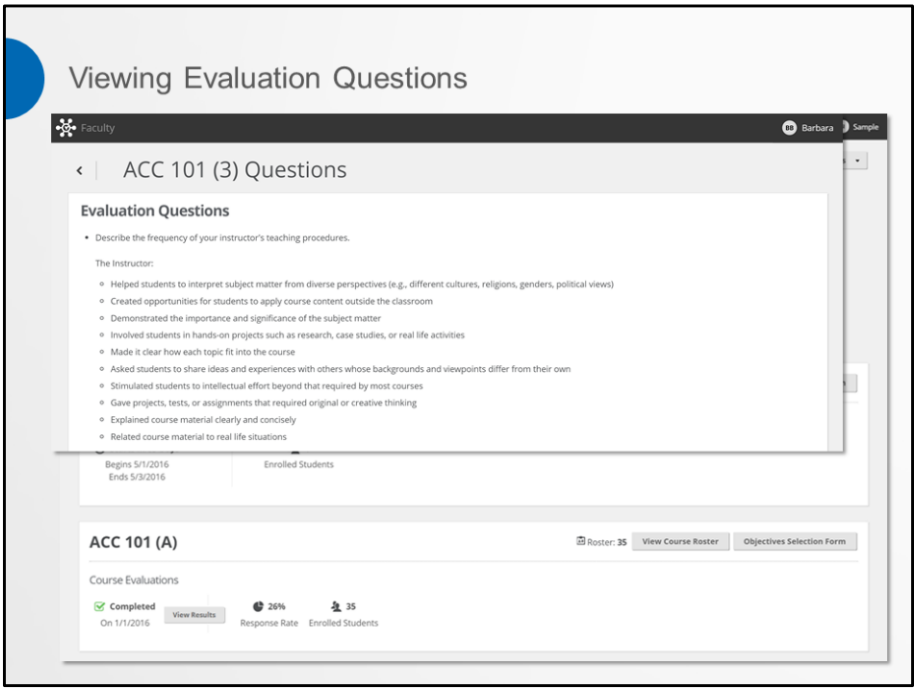
If your course has questions enabled, you will see the "View/Edit Evaluation" option.

If custom questions are not enabled, or if the administration has already opened, you will be able to view evaluation questions by clicking "View Evaluation".

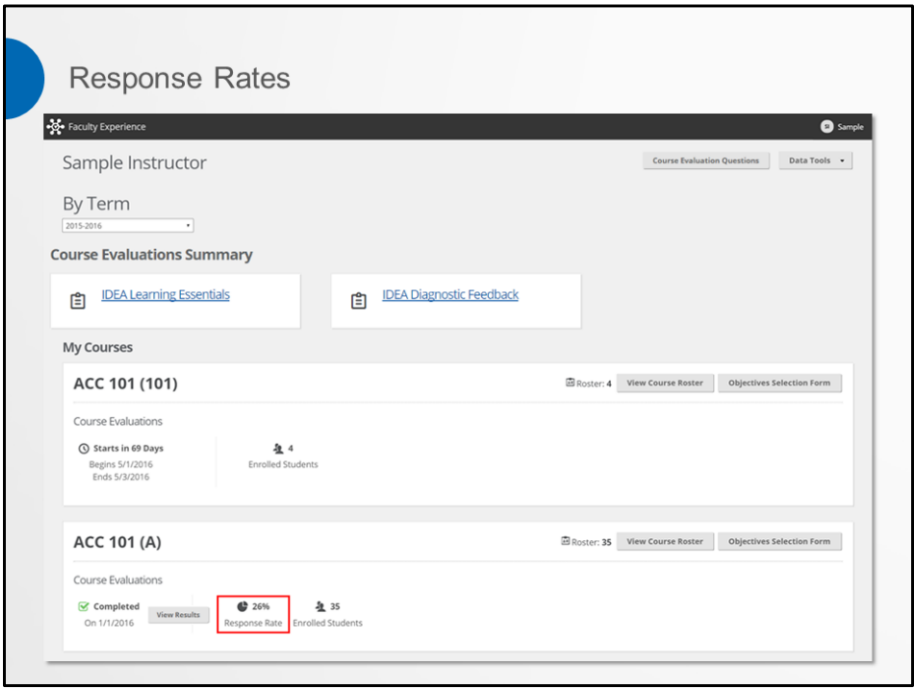
On the right side of the page, you will be able to view, add, and edit your custom questions.



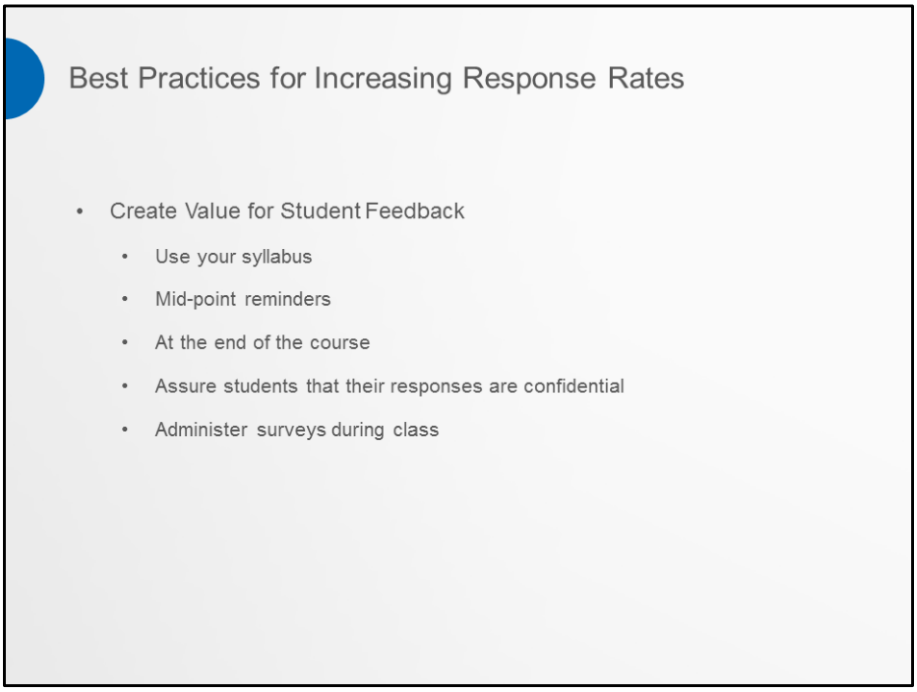
Adding custom questions is similar to making a Qualtrics survey. You may add open ended or multiple choice questions for students to answer. The red box highlights where to click in Campus Labs to find the “add custom questions” option.



After you add all custom questions, you can preview them in Campus Labs.



Once the evaluations open for students, faculty can monitor response rates in real time. The evaluations remain open for 2 weeks, and therefore before the end of the two week period is up, faculty can know if they need to give their students extra time in class or extra incentives to complete the evaluations. This will not show you who completed, just the percent of students in the class that completed.



IDEA has some best practices for increasing response rates. The most helpful tips include – 1- provide in-class time, just as you would have done for the paper/pencil evaluations. Faculty would still need to leave the room for this to happen. 2- Talk to your students about how you use the feedback to improve future classes. 3- Tell your students which learning objectives the class focuses on in your syllabus or on each assignment. 4- Consistently remind students about the goals of the course. 5 – Provide positive incentives such as a bonus point or two for survey completion, and 6- choose an in-class response day that is on a mandatory attendance day (short quiz, presentation, etc.).

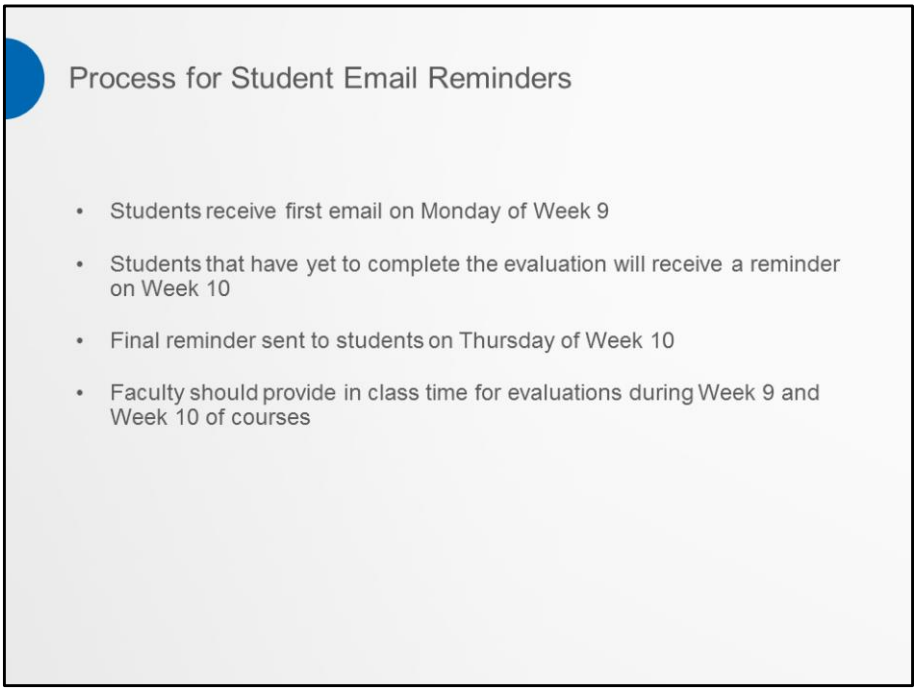
1. **Create Value for Student Feedback.** This is the single most important factor to elicit good response rates. If instructors encourage student feedback, students will be more inclined to participate. Faculty can help students learn to value the feedback process by using techniques such as the following:
2. **Use your syllabus.** At the beginning of the course, put the IDEA Learning Objectives that you have selected for this course in the course syllabus alongside the specific course learning outcomes. This can demonstrate for students how the course outcomes relate to the general IDEA learning objectives and how your instructional decisions are informed by student feedback.
3. **Mid-point reminders.** At the midterm point of the course, remind students what the goals of the course are and how they can enhance their learning experience.

4. **At the end of the course**. When the survey has been opened for students to respond, encourage them to complete the form by telling them that throughout the course you have been giving them feedback with their best interest in mind.
5. **Assure students that their responses are confidential.** When their responses are accessed by you or administrators, no identifying information is associated with the responses. Students are more likely to complete a survey if they are assured of the confidentiality of their responses.
6. **Administer Surveys During Class.** Emulate the "captive audience" nature of in-class paper ratings by asking students to login and complete the survey during class. Students can use their mobile phones, laptops, or desktop computers in a lab.

What you should NOT do is withhold grades, make evaluations a mandatory part of class for a grade, or use any other form of punishment to get students to complete the survey.

Students will experience Campus labs in a way that is more intuitive and friendly compared to paper/pencil scantrons.

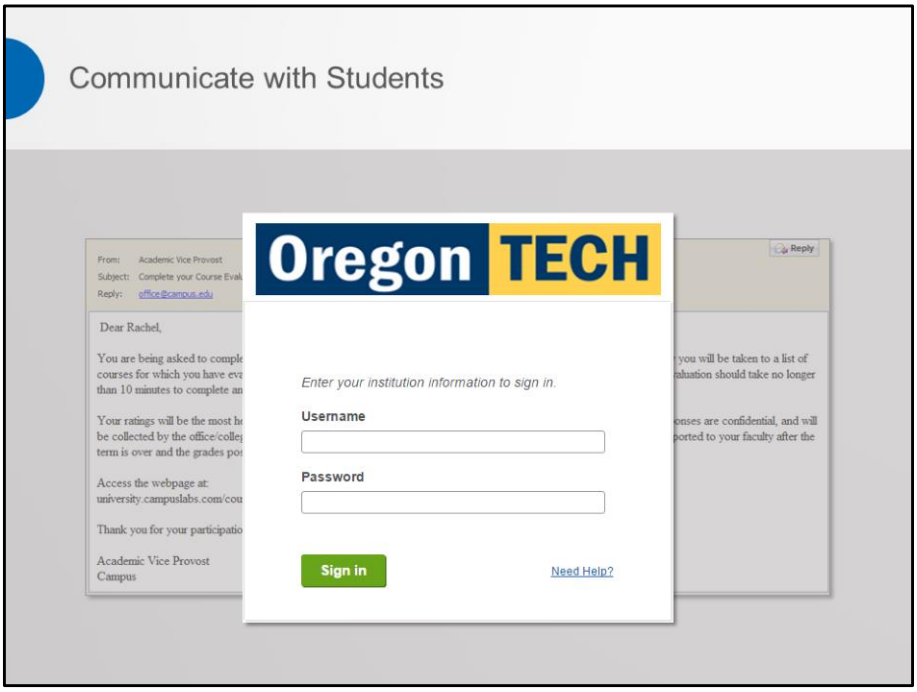
While IDEA encourages faculty to provide in class time, please note that students will have access to the evaluations from their laptops/cell phones/mobile devices anywhere they please.



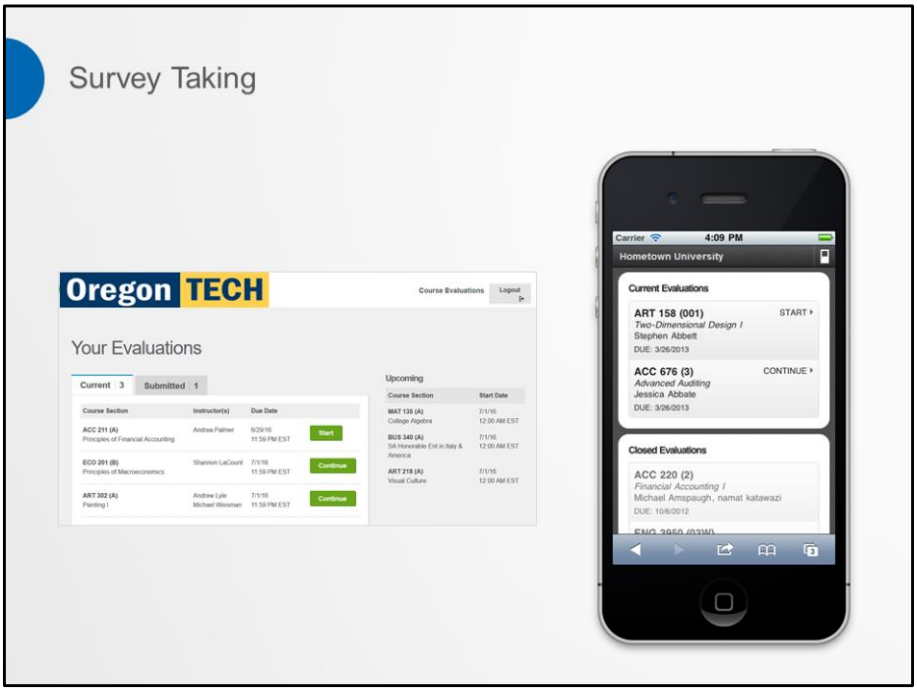
Students will receive an email to link to their campus labs account. Their account will list all of the classes that they could possibly evaluate for the term. Instructors should thus talk to students BEFORE Monday of Week 9 about the evaluations and whether they plan on offering any time in class to complete them.

Any students that have not completed evaluations during week 9 will receive a reminder email on Monday of Week 10. A final reminder email will be sent out on Thursday of Week 10. Note that reminder emails only get sent to students with open evaluations. This timeline was reviewed and approved by the PLT to best reflect our previous timeline for course evaluations.

Faculty may choose to provide the in-class time any time during weeks 9 and 10, but students may be able to access evaluations before and after, as well. This way, faculty might want to provide a second in-class time at the end of Week 10 to catch any stragglers.



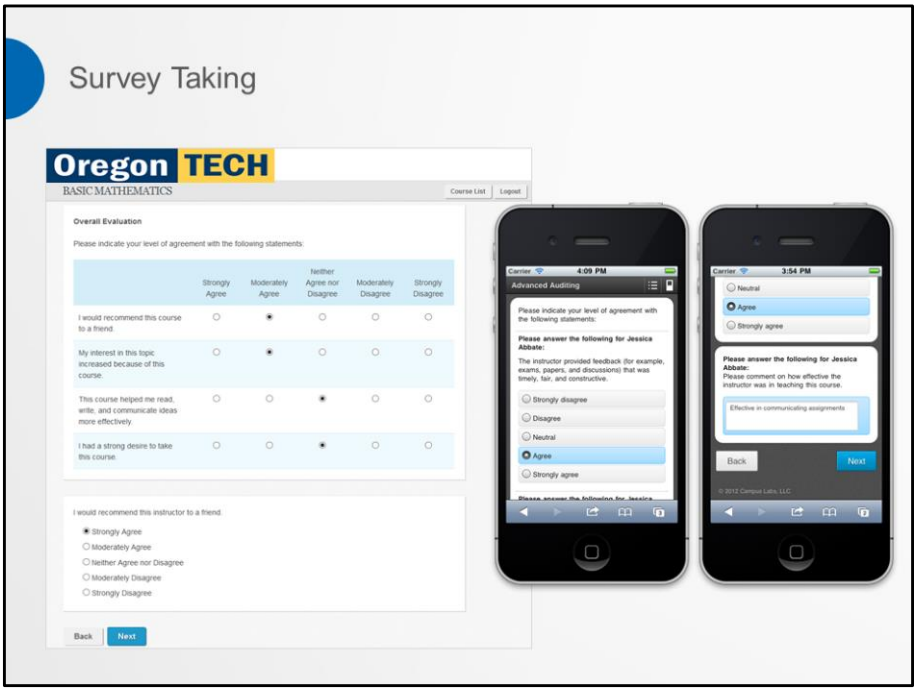
Faculty will need to remind students to check their email and log into their class! Once students log in, the Campus Labs site is very intuitive for them – like a qualtrics survey.



Students see a list of current and completed evaluations. For current evaluations, they have the option to **start** (no questions have been answered yet) or **continue** (some questions have been answered, but not all) an evaluation. For completed evaluations, they have the option to **edit** their answers as long as the evaluation period has not yet closed. Students will not be able to change any answers once Friday of week 10 has concluded.

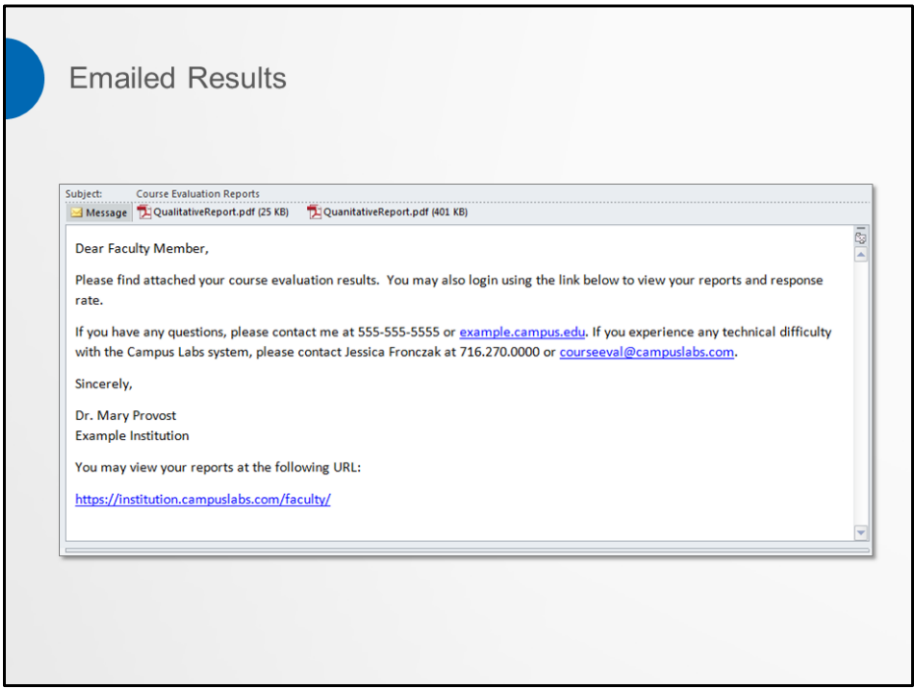
On the right, they will see a list of upcoming evaluations, with course number, title, and instructor, as well as the date and time the evaluation period will begin.

They will also see a list of recently closed evaluations, with course number, title, and instructor, as well as the date and time the evaluation period ended.



The evaluations are available on desktop, laptop, tablets, or cell phones – so students should be told in advance to bring one of these things to class for evaluation day. Alternatively, instructors could arrange to meet in a lab on campus.

In January, our IDEA representative, Chase Cookson, will be running 3 or 4 online webinars for how to read the evaluation reports. He will specifically go over how the old reports compare to the new ones.



Faculty will be emailed results fairly immediately, but after grades have been submitted for the term. Thus, faculty will have the ability to receive instant feedback and use that feedback to revise courses for the next term! No more waiting weeks for evaluations!

Evaluation reports will come as PDF and will also be available in your campus labs profile. Department chairs, deans, etc. will also receive the same reports they used to in this fashion.

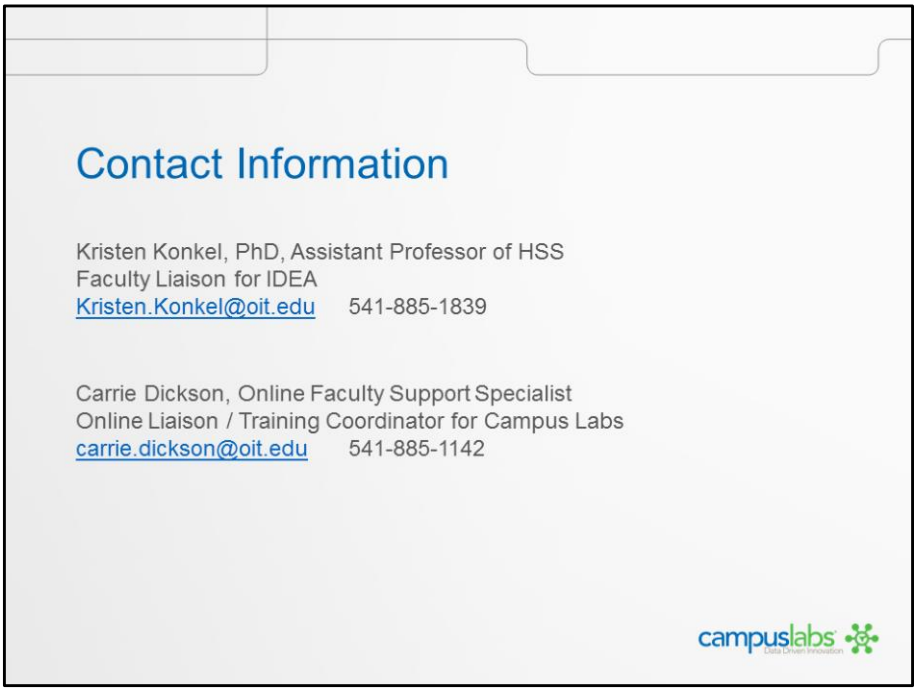
Course Evaluations Reporting

- ✓ **Summary Reports:** Provides quantitative and qualitative data for all sections in one place (identical to PDF reports that will be distributed after reports are released)
- ✓ **Summative Report**: Provides overview of data; allows comparison to IDEA database
- ✓ **Formative Report**: Highlights areas of success and improvement with suggested resources; mention POD Notes are linked here
- ✓ **Quantitative Data**: data from close-ended questions
- ✓ **Qualitative Data**: data from open-ended questions
- ✓ **Segment Comparison**: comparison to sections, department, school, and university data

Training Offered in January

- Chase Cookson with IDEA will be offering multiple training sessions in January to help faculty interpret the output in Campus Labs.
- A preview of the report is in the following slides.

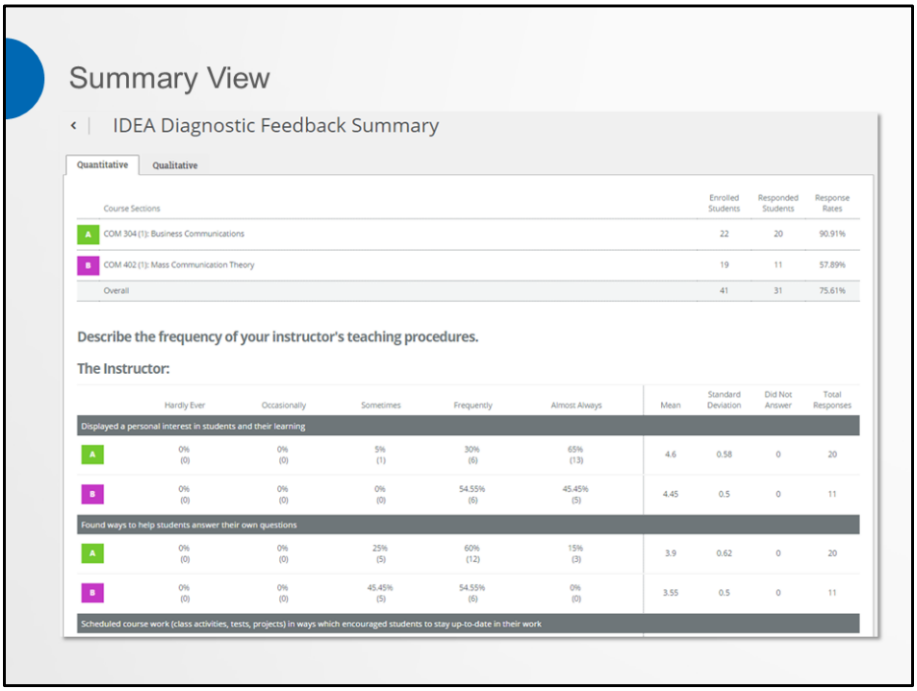
Chase Cookson, DBA
Campus and Faculty Development Specialist
chase@IDEAedu.org



Please contact Kristen for any questions related to IDEA
Please contact Carrie for any questions related to Campus Labs
Thank you!

@CampusLabsCo #labgab
connect more know more
Thank You!
Questions?
Oregon TECH
IDEA
campuslabs
Data Driven Innovation

Summary View



‹ | IDEA Diagnostic Feedback Summary

Quantitative | Qualitative

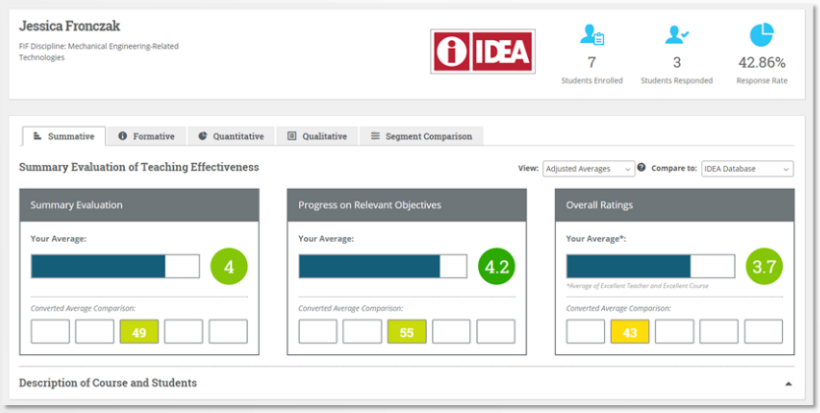
	Course Sections	Enrolled Students	Responded Students	Response Rates
A	COM 304 (1): Business Communications	22	20	90.91%
B	COM 402 (1): Mass Communication Theory	19	11	57.89%
	Overall	41	31	75.61%

Describe the frequency of your instructor's teaching procedures.

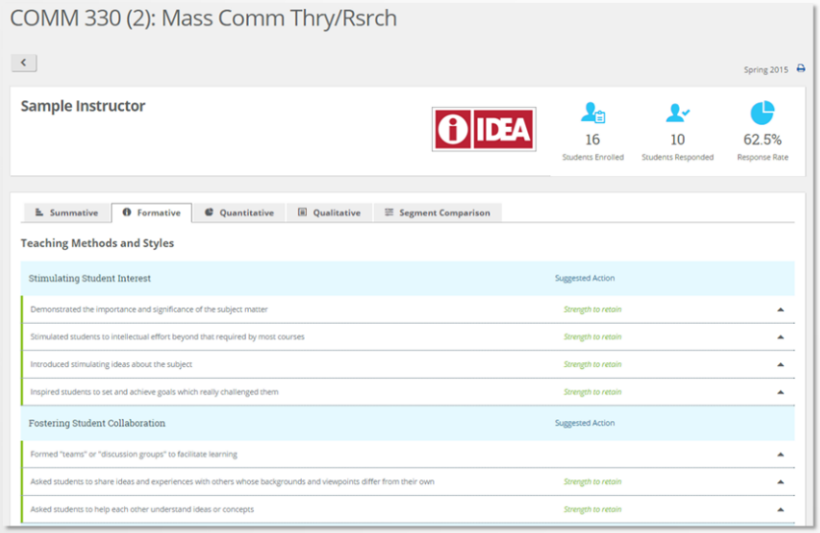
The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Displayed a personal interest in students and their learning									
A	0% (0)	0% (0)	5% (1)	30% (6)	65% (13)	4.6	0.58	0	20
B	0% (0)	0% (0)	0% (0)	54.55% (6)	45.45% (5)	4.45	0.5	0	11
Found ways to help students answer their own questions									
A	0% (0)	0% (0)	25% (5)	60% (12)	15% (3)	3.9	0.62	0	20
B	0% (0)	0% (0)	45.45% (5)	54.55% (6)	0% (0)	3.55	0.5	0	11
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work									

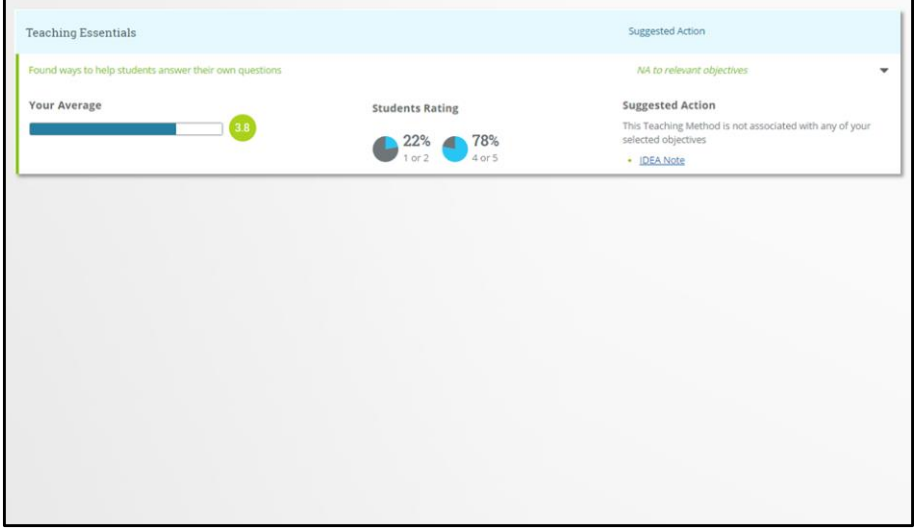
Summative Report

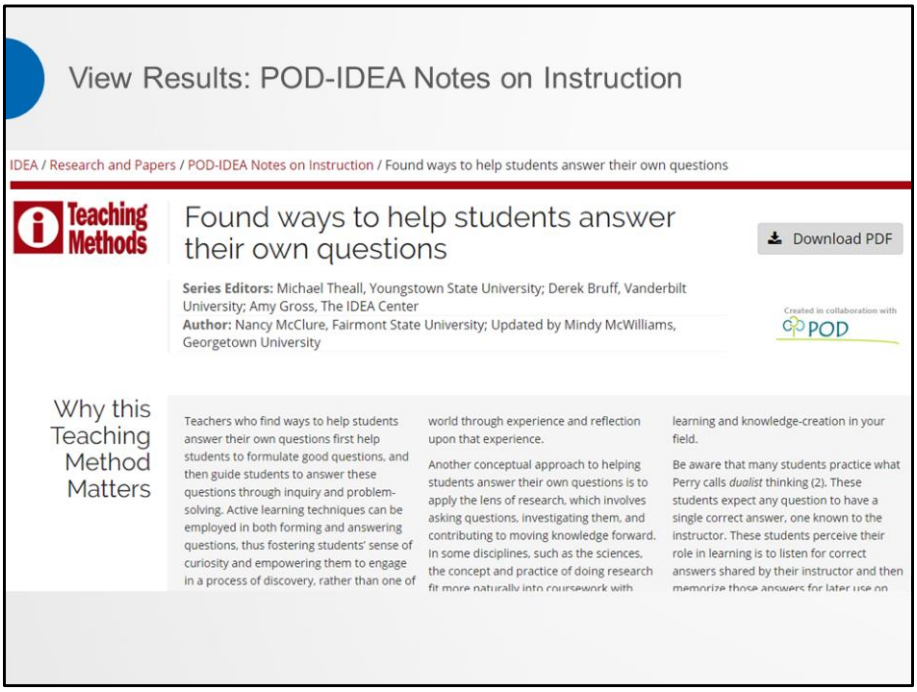


Formative Report

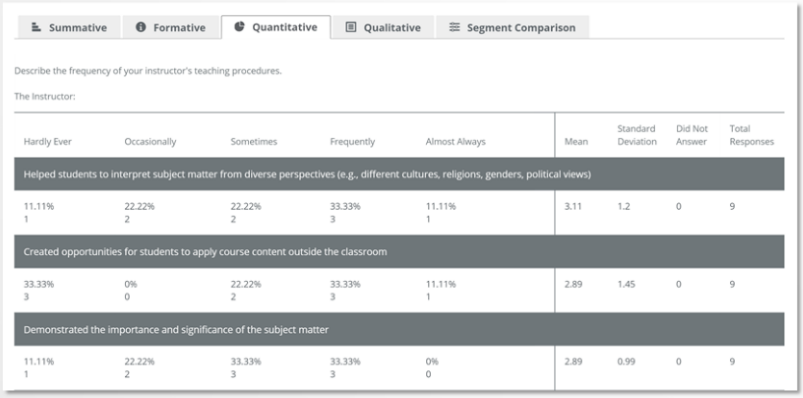


Formative Report




View Results: POD-IDEA Notes on Instruction
IDEA / Research and Papers / POD-IDEA Notes on Instruction / Found ways to help students answer their own questions
Teaching Methods
Found ways to help students answer their own questions
Download PDF
Series Editors: Michael Theall, Youngstown State University; Derek Bruff, Vanderbilt University; Amy Gross, The IDEA Center
Author: Nancy McClure, Fairmont State University; Updated by Mindy McWilliams, Georgetown University
Created in collaboration with POD
Why this Teaching Method Matters
Teachers who find ways to help students answer their own questions first help students to formulate good questions, and then guide students to answer these questions through inquiry and problem-solving. Active learning techniques can be employed in both forming and answering questions, thus fostering students' sense of curiosity and empowering them to engage in a process of discovery, rather than one of
world through experience and reflection upon that experience.
Another conceptual approach to helping students answer their own questions is to apply the lens of research, which involves asking questions, investigating them, and contributing to moving knowledge forward. In some disciplines, such as the sciences, the concept and practice of doing research fit more naturally into coursework with
learning and knowledge-creation in your field.
Be aware that many students practice what Perry calls *dualist* thinking (2). These students expect any question to have a single correct answer, one known to the instructor. These students perceive their role in learning is to listen for correct answers shared by their instructor and then memorize those answers for later use on

Quantitative Report



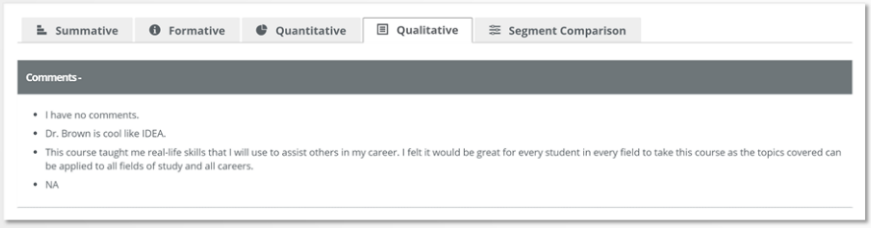
Summative | Formative | Quantitative | Qualitative | Segment Comparison

Describe the frequency of your instructor's teaching procedures.

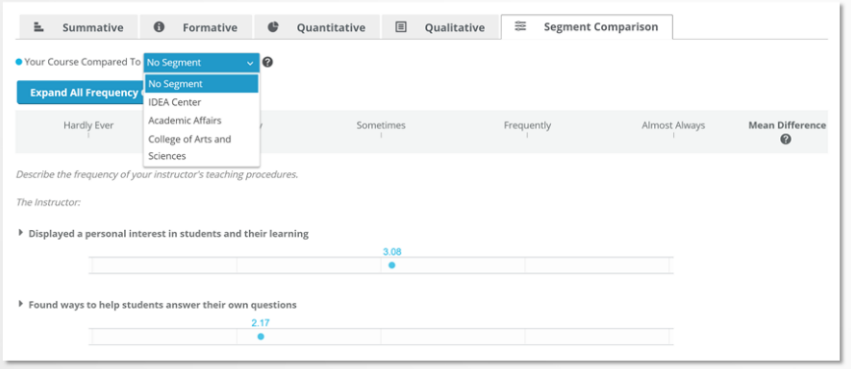
The Instructor:

Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)								
11.11% 1	22.22% 2	22.22% 2	33.33% 3	11.11% 1	3.11	1.2	0	9
Created opportunities for students to apply course content outside the classroom								
33.33% 3	0% 0	22.22% 2	33.33% 3	11.11% 1	2.89	1.45	0	9
Demonstrated the importance and significance of the subject matter								
11.11% 1	22.22% 2	33.33% 3	33.33% 3	0% 0	2.89	0.99	0	9

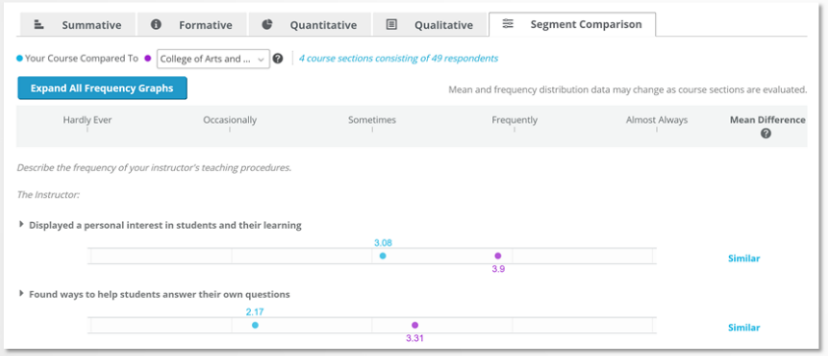
Qualitative Report



Segment Comparison Report



Compare your results to a unit at your institution



Appendix D

Oregon Institute of Technology Faculty Senate

Constitution of the Faculty

Charter

Bylaws

Faculty Senate Roster 2017-18

CONSTITUTION OF THE OREGON INSTITUTE OF TECHNOLOGY FACULTY

PREAMBLE

The Faculty of Oregon Institute of Technology maintains the institutional philosophy of shared governance characterized by open and responsible communication, fair treatment of individuals, participatory processes, and collaborative decision-making, whereby each member of the Faculty has the responsibility to speak and the right to be heard without prejudice. Such a governance philosophy, with the active support of the Faculty, provides a climate in which ideas can be initiated, policies and practices can be tested, and a unity of purpose can be forged so that all members of the university community are encouraged and supported in their endeavor to contribute to the mission of Oregon Institute of Technology.

I. Preamble

Article I: **NAME**

The organization herein defined shall be known as the Oregon Institute of Technology Faculty, or the Faculty.

Article II: **PURPOSE**

The purpose of this constitution is to formalize policies and procedures to insure that available Faculty expertise is fully utilized in institutional planning and governance.

A unity of purpose within OIT is essential if OIT intends to maintain its reputation and increase the quality of its programs. To achieve this unity, effective planning based on the broadest possible exchange of information and opinions is required. Channels of communication should be established and maintained by joint endeavor that will allow cooperative decisions regarding the framing and execution of short and long range plans involving educational programs, existing or prospective physical resources, and the allocation of monies.

Article III: **MEMBERSHIP**

The membership of the Faculty shall consist of those persons at Oregon Institute of Technology who hold appointments with a rank of professor, associate professor, assistant professor, instructor, research associate, or research assistant; and whose full-time equivalent is at least fifty percent (50%) teaching, research, or administration.

Article IV: **FACULTY POWERS, AUTHORITY, AND RESPONSIBILITIES**

Section 1: **Faculty Powers** – The Faculty is the legislative body of the university and as such shall have power, subject to legal limits, to initiate action to promote faculty welfare. The Faculty shall act upon educational matters of policy and practice and enact such rules and regulations as it may deem desirable to promote such policies.

Section 2: **Faculty Participation** – The Faculty shall make recommendations in the selection of all new Faculty members.

The Faculty shall have the right to participate actively in the establishment and implementation of policies and procedures related to faculty tenure, faculty promotion, facilities planning and utilization, and budgetary matters.

Section 3: **Review of Senate Action** – The Faculty will normally exercise the above powers through its representative body, the Faculty Senate. However, the Faculty shall have the right to review and approve or disapprove any action of the Faculty Senate as provided in the *Bylaws* and the *Senate Charter*.

Section 4: **Faculty Authority** – The authority of the Faculty is based upon federal and state law, and the Policies of the OIT Board of Trustees governing Oregon Institute of Technology. As limits to its authority, the Faculty recognizes such *Internal Management Directives* provisions as the following:

> The University President shall have the right to convene and preside over the faculty or faculties of the institution and shall have the right to veto over their decisions or those of the representative body, subject to review by the OIT Board of Trustees. The University President shall define the scope of authority of the faculties, councils, committees and officers, subject to review by the OIT Board of Trustees when not otherwise specifically defined by Board policy, or established in the internal governance statement.

The Faculty also recognizes the University President's responsibility as outlined in the *American Associations of University Professors Statement on Governance of Colleges and Universities*:

> It is also incumbent on the president to insure that the faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly the faculty should be informed of the views of the board and the administration on like issues.

Section 5: **Faculty Responsibility** – The responsibilities of the Faculty are based upon the OIT Board of Trustees appointments but go beyond these contractual responsibilities to include moral and ethical responsibility to the university, the community, and the state.

Article V: FACULTY OFFICERS, MEETINGS, COMMITTEES, AND COUNCILS

Section 1: **Presiding Officer** – The University President is the chair of the Faculty and shall preside at all Faculty meetings. In the absence of the University President, the University President shall designate a presiding officer.

Section 2: **Secretary of the Faculty** – The Secretary of Faculty Senate shall serve as the Secretary of the Faculty. The Secretary shall record all actions of the Faculty, preserve records of meetings in a form convenient for reference, and duly circulate copies of all records of such meetings to members of the Faculty. Records of meetings shall be available to the general public upon written request unless release of the requested information would be in violation of federal or state statutes or of the rules of the Oregon Institute of Technology.

Section 3: **Meetings of the Faculty** – Unless otherwise provided by the Faculty, regular, legal meetings of the Faculty shall be held as specified in the *Bylaws*. Special meetings of the Faculty may be held at any time, as specified in the *Bylaws*. No legislative action pertaining to a department or school shall be made at any special meeting.

Over fifty percent (50%) of the Faculty shall constitute a quorum at all meetings of the Faculty. Notice of regular meetings shall be circulated to all faculty members by the secretary of the Faculty at least one week before the date of the faculty meeting.

Every member of the Faculty shall have a free and equal voice in its deliberations and conclusions. Any member of the Faculty may submit written agenda items to the secretary of the Faculty. To insure proper consideration, the agenda for all meetings of the Faculty shall be distributed to faculty members at least two days in advance of the meeting. If it does not appear on the agenda, no matter concerning educational policy shall be considered at any meeting. This provision may be waived at any regular meeting, if, in the judgment of the presiding officer, an emergency exists, and the Faculty concurs.

Roberts Rules of Order, Revised shall govern the procedure of all meetings of the Faculty.

Section 4: **Committees, Councils, Commissions, and Task Forces** – Committees shall be classified either as senate committees or as President's Council committees according to their charge and functions.

Senate committees are appointed by the Faculty Senate President in accordance with the *Senate Charter* and *Bylaws*. Senate committees shall make recommendations to the senate on policies and procedures relative to academic standards, faculty appointments, tenure and promotions, faculty compensation, and faculty welfare.

President's Council committees are appointed by the University President with the advice of the President's Council. President's Council committees shall assist in the administration of the university and shall function to implement university policies and procedures.

Article VI: THE ROLE OF THE FACULTY SENATE

The Faculty exercises its power to initiate action to promote faculty welfare, including, but not limited to, recommending policy and providing advice, through its representative body, the Faculty Senate.

Article VII: ADOPTIONS AND AMENDMENTS

Section 1: **Amendments** – This Constitution may be amended by the members of the Faculty. The notice of a proposed amendment must be made at a regular meeting of the Faculty, at which time the proposed amendment must be read in its entirety.

Following the presentation to the Faculty, a copy of the proposed amendment, as read, shall be filed with the secretary of the Faculty who shall forthwith transmit it to the

Senate. The Senate shall review the proposed amendment for proper form, shall circulate approved copies to all members of the Faculty, and shall submit the amendment to the University President for placement on the agenda of the next meeting of the Faculty. If the Senate fails to submit the amendment as prescribed, any member of the Faculty may present the amendment for consideration and vote at a regular meeting of the Faculty.

A two-thirds majority vote of those present and voting shall be required for passage of an amendment to this Constitution. All accepted amendments to this Constitution shall go into effect immediately upon passage.

Section 2: **Bylaws** – A motion for a bylaw must be submitted to the secretary of the Faculty in writing. Such proposed motion must be included on the agenda and distributed to all faculty members at least two days in advance of a regular meeting of the Faculty, presented at the meeting, and held until the next following faculty meeting to be voted upon. A two-thirds majority vote of faculty members present shall be necessary for passage.

Article VIII: CONSTITUTIONAL APPROVAL

Approval of the Faculty Constitution shall be by a two-thirds majority vote of those faculty members present and voting and the balloting shall be conducted during a regularly scheduled faculty meeting followed by the concurrence of the University President.

This is to certify that the above constitution received a two-thirds majority vote of those faculty members present and voting at the regular faculty meeting on the 14th day of April 2015.

M. Beadle Wood

Secretary of the Faculty

This is to certify my concurrence with the *Constitution of the Oregon Institute of Technology Faculty* as amended.

Robyn Cole

President of the Faculty

Dated 5-20-15

BYLAWS OF THE FACULTY CONSTITUTION OF OREGON INSTITUTE OF TECDHNOLOGY

Section 1: **Meetings of the Faculty**

1) Regular meetings of the Faculty shall be scheduled at least once per academic year, with at least one of those meetings taking place during Convocation at a time and place agreed upon by the Faculty and the University President.

2) Special meetings may be called by the University President or by the Faculty Senate. The conduct of a special meeting shall be limited to the business agenda as published.

3) **Agenda Committee** – This committee shall consist of three faculty members appointed by the Faculty Senate President. No department shall have more than one member on the committee. The committee is responsible for setting the agendas for regular faculty meetings and organizing any other special topic meetings the faculty may wish to hold.

4) **Order of Business** – The order of business at regular faculty meetings shall be as follows:

- Announcement of Quorum
- Approval of Minutes
- Announcements and Communications
- Reports from President's Council, Senate, and other Committees
- Unfinished Business
- New Business
- Adjournment

This is to certify that the above Bylaws received a two-thirds majority vote of those faculty members present and voting at the regular faculty meeting.

M. Brookhart

Secretary of the Faculty

President, Oregon Institute of Technology

Dated: 6-9-15

CHARTER OF THE FACULTY SENATE OF OREGON INSTITUTE OF TECHNOLOGY

PREAMBLE

The Faculty exercises its power to initiate action to promote faculty welfare, including but not limited to recommending policy and providing advice, through its representative body, the Faculty Senate. It has the responsibility, on behalf of the Faculty, of considering proposed changes in the policies of the institute and may suggest such changes on its own initiative. It has the sole responsibility, on behalf of the Faculty, of recommending policy changes to the president of the institute for consideration. "Policy," under this Charter, means a general rule for the conduct of the institute that affects:

(a) The purposes or goals of the institute;
(b) The nature and scope of its program; or
(c) Its standards of teaching, research, and scholarship.

It has the responsibility of considering all proposed policy changes which affect the general welfare of the Faculty. The Senate, furthermore, may consider and recommend specific means of insuring the continuance of academic freedom at this institute.

Article I: COMPOSITION OF THE SENATE

Section 1: Qualifications and Eligibility:

A. The electorate will be those full-time faculty members of Oregon Institute of Technology. This includes the ranks of research assistant and research associate.

B. Only those full-time faculty members who are not members of the President's Council or Academic Council are eligible for election to the Senate except that the Academic Council may elect two of its members to the Senate. These two senators will have full voting rights but will not hold any office. The admission to the Senate of these two senators is contingent upon the reciprocal admission of the Senate president to the President's Council and the Senate vice-president to the Academic Council. The president of Oregon Institute of Technology is not eligible for Senate membership.

Section 2: Membership:

A. The Senate shall be composed of the senate president elected at large, five senators elected at large and senators elected from each of the faculty

groups listed in the Senate Bylaws, Article I, Section 2; each faculty group listed in that section is authorized to elect one senator for every ten full-time faculty members or major fraction thereof.

B. The term of office of the senate president shall be two years; the terms of office of the five senators elected at large shall be three years; the terms of office of senators elected by faculty groups shall be for two years.

Section 3: **Election Procedure:** Election of the senate president shall be conducted by the Elections Committee not later than the first two weeks of February. Other senate elections shall be conducted by the Elections Committee not later than the first two weeks of May. Elections for all senators shall be by secret ballot. Elections shall be conducted in two stages: a nomination and an election, in accordance with the procedures set forth in the Senate Bylaws, Article II, Section 1.

Section 4: **Alternates:** Each senator other than the senate president will designate an alternate from his or her elective group who will be expected to attend those meetings which the elected senator is unable to attend. If a senator is unable to complete the term of office, the alternate will automatically be designated as senator and will serve until the next regular election. If the senate president is unable to complete the term of office, a special election shall be held in a timely fashion in accordance with the procedures set forth in the Senate Bylaws.

Section 5: **Responsibilities:** Members of the Faculty Senate are the uninstructed representatives of their constituents. It shall be the responsibility of the members to seek the opinions of their constituents, but having done so, the members of the Faculty Senate shall feel free to make decisions and vote on matters according to their own reasoned judgment.

Article II: **ORGANIZATION OF THE SENATE**

Section 1: **Officers:** The officers of the Senate other than the president shall be elected by the Senate membership at a special meeting at the end of the academic year and shall include, but not be restricted to: a vice-president and a secretary. The officers shall perform those duties set forth in the Bylaws.

Section 2: **Term of Office:** The terms of office of Senate officers other than the president shall be for one year. In the event of a vacancy in the office of the president of the Senate, the vice-president shall assume that office until a special election is held. In the event of a vacancy in any other office, a replacement will be elected at the next Senate meeting.

Section 3 **Recall:** A senator may be recalled at any time. To initiate the recall of a senator, a petition signed by twenty-five percent of the Faculty that they represent must be delivered to the chair of the Senate Elections Committee.

Upon validation of said petition, the chair of the Elections Committee will immediately conduct a recall vote among the petitioning faculty group. A simple majority is required for recall.

Section 4: **Standing Committees:** The Senate shall have, but not be limited to, the following committees:

A. **Executive Committee:** The Executive Committee shall consist of the officers of the Senate and two members elected from the Senate.

B. **Elections Committee:** The Elections Committee shall have at least five members of the Faculty appointed annually by the president of the senate. The committee will call all elections required under the Charter, notify the individuals elected as senators, notify the president of the Senate of election results and inform the Faculty of election results. Voting members shall include faculty from at least two OIT program locations.

C. **Faculty Appeals Committee:** The Faculty Appeals Committee shall be composed of five faculty members with the rank of at least assistant professor with tenure, and five designated alternates with similar qualifications. The term of office shall be for two years. No member of the President's Council or officers of the Senate shall be eligible. When the committee considers a case, any member of the committee involved in any way in the case shall disqualify himself and shall be replaced by an alternate who has had no previous connection with the matter to be considered. The committee shall elect its own chair. The committee shall conduct all hearings on matters of conflict between members of the Faculty. It shall also be the responsibility of the committee to reduce friction and forestall conflict among faculty members by investigating sources or potential sources of such friction and conflict which are referred to the attention of the committee and by recommending appropriate action to concerned individuals or groups. Voting members shall include faculty from at least two OIT program locations.

D. **Faculty Welfare Committee:** The Senate president shall annually appoint members of the Faculty, and designate one senator as chair, to consider those matters which affect the welfare of the Faculty. Voting members shall include faculty from at least two OIT program locations.

E. **Faculty Rank Promotion and Tenure Committee:** This committee shall have at least five tenured faculty members and three non-tenured faculty members appointed by the Senate president. One of the committee members shall be selected from the Promotion Advisory Committee (PAC). This committee will serve as a monitor of and resource to the various tenure and promotion committees. The Faculty Rank Promotion and Tenure Committee will also propose and review

policies and policy revisions related to faculty promotion and tenure. Voting members shall include faculty from at least two OIT program locations.

F. **Academic Standards Committee:** This committee shall consist of at least five tenured faculty members who represent a cross section of the faculty. Any department may have no more than one member on the committee. The committee shall initiate discussion, disseminate information, and review and recommend policies relating to academic quality and standards. Voting members shall include faculty from at least two OIT program locations.

G. **Faculty Compensation Committee (FCC):** The membership is Appointed by the faculty senate president and is comprised of three faculty members of the college of Health Arts and Science (HAS), three faculty members from the college of Engineering Technology and Management (ETM) and the Provost as ex-officio. Voting members shall include faculty from at least two OIT program locations. The committee will meet to review and address faculty compensation issues. In the second year of each biennium (non-legislative year) the committee will review and make recommendations regarding institutional floors and market equity adjustments. The committee will also assist the President and Provost in determining the allocation of available compensation funds.

The Faculty Compensation Committee shall**:**

- Analyze CUPA and CPI data to recommend changes to institutional floors, comparator average salaries, and comparator floors.
- Recommend the distribution of available funds to COLA, market, and merit.
- Recommend the minimum balance required in the merit fund to trigger a release.
- Assist disciplines in obtaining comparator data if none is available from the OUS peer group.

H. **Committees, ad hoc:** The Senate president, with the approval of the Senate shall appoint members of ad hoc committees. Such committees, which may include faculty members which are not senators, shall report in the same manner as the standing committees.

I. **Subcommittees:** Standing and ad hoc committees may designate necessary subcommittees, subject to Senate approval.

Section 5: **Meetings:** During the academic year, the Senate shall meet on the first Tuesday of each month, except that the last meeting of the academic year shall be held on the Tuesday of the week preceding spring term final examinations. The secretary of the Senate shall make such provisions as are necessary to

insure that voting shall be by members of the Senate only. At the discretion of the president of the Senate, a special meeting may be called. A meeting may be canceled by the president when it is determined by the Executive Committee that there is not sufficient business to warrant holding a meeting.

Section 6: **Campus Facilities:** In carrying out its function as a recognized institute organization, the Senate will have the use of the campus facilities for its meetings, and such secretarial help, mail service, and supplies as are necessary for proper and efficient dispatch of its duties.

Section 7: **Quorum:** Two-thirds of the Senate membership shall constitute a quorum for the transaction of business. All policy recommendations of the Senate shall be by a two-thirds majority of members present and voting.

Section 8: **Authority and Responsibility:** The Senate recognizes that it is subject to the limitations and restrictions stated in the Oregon Institute of Technology Board of Trustee Policy.

Section 9: **Bylaws and Rules:** The Senate may adopt such bylaws and rules as it deems necessary for its actions.

Article III: **COMMUNICATIONS**

Section 1: **Agenda:**

A. The president of the Faculty Senate shall be responsible for publishing the agenda for each Faculty Senate meeting at least one week prior to the regular meeting. Deviations from the published agenda will be permitted only by a majority vote of the senators present.

B. Any member of the Faculty may petition and secure consideration by the Faculty Senate of any appropriate matter by submitting a written request to the Senate president before the publication of the agenda.

C. Another method of obtaining a hearing is the submission of an initiative petition, signed by at least ten percent of the Faculty, to the president of the Senate. This petition will insure that the item submitted will be placed on the agenda of the next regular Faculty Senate meeting.

Section 2: **Minutes:** Minutes of meetings shall be taken in sufficient detail to permit adequate understanding of Faculty Senate actions by interested faculty members who are not present. The minutes shall be published as soon as practicable following each meeting and be made available to all faculty members.

Section 3: **Recommendations to the President:** A recommendation or other formal communication of the Faculty Senate shall, upon its adoption by the Senate,

forthwith be put into writing with a record of the vote, signed by the president or vice-president of the Senate, and transmitted to the president of Oregon Institute of Technology.

Article IV: **REVIEW OF SENATE ACTION BY THE FACULTY**

Section 1: **Procedures for Petition:** To rescind any action of the Faculty Senate, a petition signed by 25 percent of full-time faculty members must be presented to the Senate president.

Section 2: **Procedure for Referendum:** Upon validation of said petition by the Executive Committee, the Senate president shall conduct a referendum vote of eligible faculty. A two thirds majority is required to rescind.

Article V: **REFERRAL OF ISSUES TO THE FACULTY**

Those issues which the Senate decides are of special concern to the Faculty shall be referred to the Faculty for referendum vote. A simple majority of eligible faculty members responding is required for approval.

Article VI: **AMENDMENTS**

Section 1: **Proposal:** An amendment to this Charter may be proposed by either (a) two-thirds of the members of the Faculty Senate; or (b) an initiative petition signed by 20 percent of the entire Faculty and presented to the president of the Faculty Senate.

Section 2: **Appraisal of Amendments:** Consideration of the proposed amendment shall be given at the next regular meeting of the Senate which follows the first reading of that proposal. Approval by two-thirds of the senators voting on the issue is necessary before the amendment is sent to the Faculty for vote by mail ballots. The proposed amendment may, on second reading, be amended on the floor of the Senate, but the proposal, as amended, must be referred to a committee for clearance on clarity of language or possible conflict with other sections of the Charter. A majority of valid votes cast on the mail ballot shall constitute an effective vote.

Section 3: **Approval:** All amendments so approved shall become part of this Charter when approved by the president of Oregon Institute of Technology.

This is to certify my concurrence with the *Charter of the Faculty Senate of Oregon Institute of Technology* as amended.

President
Oregon Institute of Technology

Faculty Senate President
Oregon Institute of Technology

Date: 10-11-15

FACULTY SENATE ROSTER
2017-18

Name	Title	Phone	Office	Mailstop	Elected	Term ends	Alternate
College of Engineering, Technology, and Management (2-year terms)							
Matthew Sleep	RPT	541.885.1976	OW 108	OW 105	2015	2017	
Sharon Beaudry	SenEx; VP	541.885.1575	OW 138	OW 143	2016	2018	
Jeff Dickson		541.885.1857	OW 149	OW 143	2016	2018	
Eklas Hossain		541.885.1516	PV 278	PV 2	2016	2018	
Eve Klopf	FCC	541.885.1957	PV 272	PV 2	2016	2018	
Kevin Pintong		541.885.1594	PV 171	PV 1	2017	2019	
Lindy Stewart		503.821.1283		WIL	2017	2019	
College of Health, Arts, & Sciences (2-year terms)							
Yasha Rohwer	FWC	541.885.1942	SE 104	SE 127	2016	2018	
David Hammond		503.821.1298	WIL417	WIL	2016	2018	
Hugh Jarrard	SenEx; Admin C.	503.821.1293	WIL438	WIL	2016	2018	
HuiYun Li		541.885.1966	DOW 208	DOW 207	2016	2018	
Don McDonnell	SenEx; Secretary	541.851.5315	DOW 244	DOW 243	2016	2018	
Vanessa Bennett		541.885.1574	DOW 229	DOW 243	2017	2019	
Monica Breedlove		541.885.1970	DOW 227	DOW 243	2017	2019	
Dibyajyoti Deb		541.885.1978	OW 115	OW 105	2017	2019	
Veronica Koehn	ASC	541.885.1677	SE 130	SE 127	2017	2019	
Christopher Syrnyk		541.851.5258	SE 118	SE 127	2017	2019	
Library (2-year terms)							
Iris Godwin		541.885.1965	LRC 214	LRC	2016	2018	
Senators-at-Large (3-year terms)							
David Thaemert	SenEx; President	541.885.1518	OW 110	OW 105	2015	2018	n/a
Aja Bettencourt-McCa		541.885.1767	LRC 219-D	LRC	2016	2019	
Ben Bunting		541.885.1255	SE 107	SE 127	2016	2019	
Gregg Waterman		541.885.1324	BH 176	BH	2016	2019	
Terri Torres	SenEx; FOAC	541.885.1468	BH 178	BH	2017	2020	
Interinstitutional Faculty Senate (3-year terms)							
Mark Clark	IFS Rep (At Lg)	541.885.1880	SE 109	SE 127	Dec-15	Dec-17	
Christian Vukasovich	IFS Rep	541.821.1276	WIL436	WIL	Jan-17	Dec-19	n/a
Academic Council							
Jeff Pardy	HAS	541.885.1541	DOW E210	DOW E213	2017	2018	
Jeffery Hayen	ETM	541-885-1402	BH 182	BH	2017	2018	
Administrative Council							
Leanne Reed	SHS counselor	503.821.1356	WIL	WIL			n/a
Erin Ferrara	Director SSC	541.851.5227	LRC 229	SSC			n/a
Associated Students of Oregon Institute of Technology							
Faith Lee	KF President		CU 107	ASOIT			
Administrators (ex officio)							
Gary Kulech	Provost	541.885.1451	SN 217	SN 211	--	--	n/a
Leann Maupin	Dean, HAS	541.885.1958	DOW 216	E 213	--	--	n/a
Hallie Neupert	Int. Dean, ETM	541.885.1480	OW 148	OW 143	--	--	n/a
Association of Oregon Faculty							
Christian Vukasovich		541.885.0787	SE 112	SE 127	2015	2016	n/a

BYLAWS OF THE FACULTY SENATE
OF OREGON INSTITUTE OF TECHNOLOGY

Article I: **MEMBERSHIP OF THE FACULTY SENATE**

Section I: **Membership** — The membership shall be as follows:

A. **Six senators at large.** One At-Large Position is designated as senate president. The senate president must be tenured at the time of election, and must have served for at least two years on faculty senate at the time of election. One At-Large Position will be designated as the senate representative to the Inter-institutional Faculty Senate and will be elected to a three-year term to run concurrently with the IFS term of office. Election of this At-Large Position will be held one month before the beginning of the next IFS term of service and will otherwise be conducted following normal election procedures.

B. **Senators elected by the faculty groups.** Each faculty group as listed in Article I, Section 2 of the Bylaws, is entitled to elect one senator for every ten full-time faculty members (or major fraction thereof) within that faculty group. If the teaching assignment of a full-time faculty member requires that they be a part of more than one faculty group, then they will be considered a member of that faculty group in which they devote the majority of their teaching time.

C. **Two senators from the Academic Council.** Two senators will be elected from and by the Academic Council under the provisions stated in the Charter of the Faculty Senate, Article I, Section 1 B. One senator will be from the College of Engineering, Technology and Management, the other will be from the College of Health, Arts and Sciences.

D. **Two senators *ex officio* from the Administrative Council.** The representatives from the Administrative Council will be designated by members of that group. Any member of the Administrative Council may fill this position at a given meeting. Because of the *ex officio* nature of this position, the Administrative Council representatives will not be counted for quorum call and will not vote.

E. **One senator *ex officio* from the President's Council.** The representative from the President's Council will be designated by the president of Oregon Institute of Technology. Any member of the President's Council may fill this position at a given meeting. Because of the *ex officio* nature of this position, the President's Council representative will not be counted for quorum call and will not vote. The president of ASOIT or a representative from the ASOIT Senate shall be an *ex officio* member of the OIT Faculty Senate. Because of the *ex officio* nature of this position, the representative will not be counted for quorum call and will not vote.

Section 2: **Faculty Groups Authorized to Elect Senators:**

- College of Engineering, Technology and Management
- College of Health, Arts and Sciences
- Library Faculty

Any OIT program location with six or more faculty in one of the above groups shall be entitled to at least one senator from that group for each ten faculty or major fraction thereof selected from that location. In the event there are no

faculty willing or able to fill positions from a particular location, those positions will be filled by faculty elected from another location. All senators, although elected under a specific faculty group, are chosen to afford a special means of communication of ideas throughout the OIT community. All senators will act as prescribed in the Charter of the Faculty Senate, Article I, Section 5.

Article II: NOMINATION AND ELECTION PROCEDURES

Section 1: Selection and Election of Senators:

A. During the week of the first Monday in February, the Elections Committee shall conduct an election for senate president, by secret ballot. Two weeks or more prior to the first Monday in May, the Elections Committee shall conduct an election of senators, by secret ballot, for those positions for which there is a pending vacancy. Prior to calling for elections, the chair of the Elections Committee shall secure a certified list of faculty who, as of February 1 for the presidential election or April 1 for election of senators, are qualified voters according to Article I, Section 1, of the Charter.

B. Prior to the first Monday in February, the Elections Committee will notify faculty if there is a pending vacancy in the Faculty Senate President position, and shall call for nominations. Prior to the Monday of the week prior to the first Monday in May, the Elections Committee will notify faculty of any pending vacancies in other Senate positions, and shall call for nominations.

C. Any qualified voter may file a nomination with the Elections Committee, which shall then determine the eligibility of the nominees as defined by the Charter and the Bylaws. Nominees are candidates for all of those positions for which there is a pending vacancy in their own group or, if nominated for senator at large, are candidates for all open senator at large positions. Persons who are nominated for both faculty group positions and senator at-large positions shall choose which position to stand for. Such nominees must notify the Elections Committee of their choice by noon on Friday prior to elections week. Otherwise the determination of positions shall be made by the Elections Committee. Nominees will provide a statement of 200-500 words describing their qualifications for office and their policy goals by noon on Friday prior to elections week.

D. Elections shall be by mail and /or secure electronic ballot. Nominee statements by each candidate will be distributed with the ballot. The position of the names of nominees on the ballots shall be determined by lot. Each voter may vote for as many nominees as there are pending open positions.

E. At least three members of the Election Committee shall validate the election results and deliver them to the president of the Senate. Members of the Elections Committee who are candidates for election are not eligible to participate in election validation. Ballots with more names chosen than there are open positions shall be declared void.

F. The nominee(s) receiving the most votes by group and location, as noted above, are elected. In case of a tie vote for the last available position(s), the winner(s) shall be determined by a runoff election between the tied candidates. In the case of a senate president election, if no candidate receives

a majority, the winner shall be determined by a runoff election between the two candidates who received the most votes. The runoff shall be conducted during the week following the general election and shall be conducted in accordance with the procedures outlined for the general election.

G. The president of the Faculty Senate shall notify the faculty of the results of all elections.

H. The president of the Faculty Senate shall call for an organizational meeting of the new Senate immediately following the last scheduled meeting of spring term. The first order of business after the call to order shall be the seating of the newly elected senators.

Section 2: **Attendance and Participation:**

A. All meetings of the Senate shall be open to all members of the electorate. Visitors shall participate in discussion only upon invitation by the president of the Senate.

B. The Senate may resolve itself into executive session (senators or their alternates only) upon a two-thirds vote. All votes on such matters as discussed in executive session shall be taken in open meetings.

C. Regular attendance at meetings of the Senate is expected of all members or their alternates. If a Senate position is unattended at three regular Senate meetings during the academic year, that position shall be declared vacant and open.

D. Alternates will be selected and will attend senate meetings according to the following procedure:

1. Each senator other than the senate president will designate an alternate from his or her elective group, subject to confirmation by the senate president. If a senator is unable to complete the term of office, then the alternate will automatically be designated as senator, who will in tum appoint an alternate, subject to confirmation by the senate president. Alternates will serve as senators until the next regular election. If the senate president is unable to complete their term of office, the vice-president will serve until a special election is held to elect a replacement. A special election must be held within one month of the vice-president assuming the duties of president.

2. The alternate shall have full voting privileges in the absence of the duly elected senator.

3. At no time shall an alternate serve as an alternate for more than one senator.

Section 3: **Selection and Election of Senate Officers:**

A. The election of Senate Officers other than senate president will be held at the organizational meeting of the new Senate immediately after the seating of the newly elected senators.

B. The Executive Committee shall serve in the capacity of a nominating committee for offices of the Senate. In selecting candidates for office, the Executive Committee will consider the diverse interests of faculty, including geographical location, and strive to reflect that diversity in their nominations.

Opportunity shall be given for nominations from the floor during the last two meetings of the year.

C. Voting shall be by secret ballot by all members of the Senate. In selecting candidates for office, Senators will consider the diverse interests of faculty, including geographical location, and strive to reflect that diversity in their voting. The incumbent secretary shall prepare the ballots and shall count and tally all the ballots with the aid of two other senators who are not candidates for office. Election shall be by majority vote.

D. The elected officers shall begin their terms immediately upon being apprised of the results of the elections.

E. Senators may not be officers unless they have served one academic year on the Senate. Service as an alternate senator is not included.

Section 4: **Terms of Office:**

A. The terms of officers and all senators shall begin at the organizational meeting.

B. Senate officers may serve any number of consecutive terms provided they are nominated annually and are elected to that office by the senate.

Article III: **OFFICERS AND THEIR DUTIES**

Section 1: **Duties of the President of the Senate** — The president of the Senate shall:

A. Preside at all meetings of the Faculty Senate.

B. Be responsible for publishing the agenda of the meetings of the Senate.

C. Call regular or special meetings of the Senate.

D. Appoint, with the approval of the Senate, all standing committees of the Senate.

E. Perform such other duties as are specified in the Chatter and Bylaws, or as may evolve through actions of the Senate.

Section 2: **Duties of the Vice President** — The vice president shall:

A. Serve as assistant to the president in all duties of the president; in the absence of the president, preside at the meetings and at that time assume all responsibilities of the office.

B. Serve as chairman of the elections Committee.

Section 3: **Duties of the Secretary** — The secretary shall:

A. Cause to be recorded, collected, preserved, and duplicated the minutes of all meetings of the Faculty, the Faculty Senate and the Executive Committee.

B. Cause distribution of the minutes of Faculty and Faculty Senate meetings to the electorate.

C. Maintain the valid list of membership of the Faculty Senate, and duly authorized alternates, at each meeting.

D. Maintain an accurate listing of the electorate.

E. Perform such other duties as may be assigned by the president.

Article IV: **EXECUTIVE COMMITTEE**

Section 1: **Membership:**

A. The membership of the Executive Committee of the Faculty Senate shall consist of the officers of the Senate and two members elected from the Senate.

B. Election shall be in the same manner and at the same time as the election of officers of the Senate. In selecting candidates for office, Senators will consider the diverse interests of faculty, including geographical location, and strive to reflect that diversity in their voting.

C. The terms of office will be one year, other than senate president, which will be two years.

D. A simple majority shall constitute a quorum.

Section 2: **Duties** — The duties of the Executive Committee shall consist of:

A. Supervising the affairs of the Faculty Senate between regular meeting dates.

B. Serving as an advisory body to the president at such times as the president requests, when the nature of a situation calls for urgent consideration of faculty viewpoint, and during the absence of the Faculty at vacation periods.

C. Determining the agenda of regular meetings of the Faculty Senate by meeting with the president, or in some manner acceptable to the majority of the group, at least one week in advance of a Senate meeting.

D. Reviewing a petition in accordance with Article IV, Section 1, of the Charter, advising the Senate of its actions by report, and placing it on the agenda.

E. Performing such other duties as are specified in these Bylaws, or as may be assigned to it by the Senate.

F. The Faculty Senate shall have the right to review and approve or rescind any action of the Faculty Senate Executive Committee.

Article V: **MEETINGS OF THE FACULTY SENATE**

Section 1: **Regular meetings, as authorized in the Senate Charter, shall be:**

A. Held on the first Tuesday of each month during the academic year subject to the provisions in Article II, Section 5, of the Charter.

B. Supplemented by special meetings, as hereinafter provided.

C. Conducted in accordance with the published agenda. Deviations from the published agenda shall be made according to the Charter, Article III, Section 1.

Section 2: **Special meetings of the Faculty Senate shall be:**

A. Additional meetings and called special meetings.

B. Additional meetings as may be agreed upon and the date, time, and purpose established by assent of a regular constituted quorum of the Faculty Senate.

C. Called meetings which shall be convened by the president of the Senate when:

1. A request stating the purpose of the meeting is submitted in writing signed by one-third of the Senate members or 20 percent of the entire faculty.

2. Deemed necessary by the president.

D. Conducted with respect to the business for which the meeting was called. New or additional business not germane to the stated purpose of the meeting may not be introduced.

Article VI: **ORDER OF BUSINESS AND RULES OF PROCEDURE**

Section 1: **At regular meetings of the Senate, business shall be conducted as follows:**

1. Call to order.
2. Call of the roll.
3. Determination of a quorum
4. Approval of the minutes.
5. Reports of officers.
6. Report of the ASOIT Delegate
7. Reports of standing committees
8. Reports of special or ad hoc committees
9. Unfinished business
10. New business
11. Open floor period
12. Report of the Provost
13. Report of the President's Council Delegate
14. Report of the AOF representative
15. Report of the IFS representative
16. Report of the Fiscal Operations Advisory Council
17. Report of the Administrative Council Delegates
18. Adjournment

Section 2: **At any special meeting of the Senate, business shall be conducted as follows:**

A. Call to order

B. Call of the roll

C. Consideration of the stated business for which the meeting was called

D. Adjournment

Section 3: The rules contained in Robert's Rules of Order, Revised, shall govern the Senate in all cases for which they may be invoked by the president.

Section 4: Participation in discussion at Senate meetings shall be of an informal forum nature except at those times when a specific motion is presented for action by the Senate,

wherein rules of procedure as herein described relative to motions and voting shall prevail.

Section 5: The president shall determine the method of vote in accordance with the Charter, Article II, Section 7, and the results will be recorded in the minutes in accordance with the Charter, Article III, Section 2. However, a roll call vote must be taken at the request of any senator.

Section 6: **Committee Charges and/or Actions:**

A. To charge a standing committee of the Faculty Senate (Charter of Faculty Senate, Article II, Section 4) requires a majority vote of either the:

1. Faculty Senate, or the
2. Faculty Senate Executive Committee.

B. In addition to the above (Article VI, Section 6A), matters may be brought to the standing committee's attention, but not necessarily for action, by:

1. The president of the Faculty Senate.
2. Any two (2) members of the standing committee.

C. Standing committee meetings are called by:

1. The chair of the committee. If the chair is absent, declines, or neglects to call a meeting, the committee can meet at the call of:
   a. Any two (2) members of the committee providing notification is sent to all members of the committee.
   b. Action in committee meetings can occur only when a quorum (majority) is present.

Article VII: INTERINSTITUTIONAL FACULTY SENATE REPRESENTATION

Section 1: **Representatives** — Two full-time faculty will be elected to represent the Oregon Institute of Technology at the Interinstitutional Faculty Senate. One representative will be an Oregon Institute of Technology senator-at-large. The second representative is not required to be a member of the Oregon Institute of Technology Faculty Senate.

Section 2: **Election**

A. The two IFS representatives are to serve staggered terms of three years.

B. The OIT senator-at-large will be elected as outlined in Article 1, Section 1, of these Bylaws. The Faculty Senate will conduct the election for the second representative. The election is to be held at least one month prior to the expiration of the current IFS term.

C. Eligible faculty shall be tenured and otherwise as defined in Article 1, Section 1B, of the Charter of the Faculty Senate of Oregon Institute of Technology.

D. Selection of alternates for the IFS senator or representative shall be in accordance with the eligibility noted above.

Article VIII: **REVIEW OF SENATE ACTION BY THE FACULTY**

Section 1: **Procedure for Petition** — To rescind any action of the Faculty Senate, a petition signed by 25 percent of full time faculty members must be presented to the Senate president.

Section 2: **Procedure for Referendum** — Upon validation of said petition by the Executive Committee, the Senate president shall conduct a referendum vote of eligible faculty. A two-thirds majority is required to rescind.

Article IX: **AMENDMENT**

Section 1: These Bylaws may be amended by the Senate at any regular meeting. Passage of the amendment shall require a two-thirds vote of the total Senate membership.

Section 2: A proposed amendment may be presented to the Senate by any one of its members. It shall be presented in written form.

Article X: **REGULAR REVIEW OF FACULTY CONSTITUTION, AND FACULTY SENATE CHARTER AND BYLAWS**

Section 1: Faculty Senate will conduct regular reviews of the Faculty Constitution, Faculty Senate Charter, and Faculty Senate Bylaws. The senate president will appoint an ad-hoc committee, which will review the documents and recommend if changes are needed.

Section 2: A review of the Faculty Constitution, Faculty Senate Charter, and Faculty Senate Bylaws will take place no later than the 2024-25 academic year.

David K Thaemert

Faculty Senate President

4 April 2017

Date

Previous revisions: 11/06/2007; 02/05/2013; 05/05/2015

Best Practices to Improve Successful Committee Assignments

1. Be informed about types of committees. Remember that there are many types of committees (standing, Faculty Senate, *ad hoc*, presidential, departmental). Their compositions and appointment processes are often different; it is the responsibility of the faculty to learn about these processes.

2. Sit in on a committee as a guest. If you are interested in being on a certain committee or would like to learn how the committee functions, ask to attend as a guest. Sitting in can be especially effective for junior faculty members who wish to explore future options.

3. Respond to the call for committee requests. This call usually comes from the president's office in winter or spring term for the following academic year. The President's Executive Assistant gathers nominations and distributes them to the President, Provost, and appropriate Vice Presidents. Learn about committee composition, as not all committees include faculty by nomination: they may be comprised of members in certain leading positions. Respond to the e-mail with your committee requests, but know that it does not end there.

4. Advocate for yourself. The best way to get on a committee that you are interested in is to first consult with your department chair. It would also be helpful to meet with the chairs of the committees in which you are interested. It is also possible for you to advocate for yourself directly to the senate president and a VP overseeing this committee (see the chart). When advocating for yourself, be sure to clearly and concisely explain why you wish to serve on the committee and in what ways you would be an asset.

5. Be an active committee member. Examples of active participation may include, but are not limited to, preparation for meetings, discussion and collaboration in meetings, and volunteering for or accepting and fulfilling assignments outside of meetings. The level of your involvement and participation in the committee's work may establish a reputation and determine your future committee assignments.

6. Be prepared to meet with your committee as early as convocation after the chairs of the committees are announced.

List of Committees

President Committees & Councils

- Equity Committee
- Facility Planning Commission
- Fiscal Operational Advisory Council
- Marketing Communications Committee
- Student Awards Commission
- Sustainability Committee
- Tuition Recommendation Committee

VP of Student Affairs Committees & Councils

- Admissions Committee
- Americans with Disabilities Act Commission
- Financial Aid Committee
- Retention Committee
- Safety Commission
- Student Hearings Commission
- Student Programs Executive Council
- Traffic Commission
- Veteran Action Committee

VP of Finance Committees & Councils

- Administrative Compensation Committee
- Affirmative Action Commission
- College Union Commission
- Financial Irregularity Advisory Committee
- Radiation Safety Committee
- Substance Abuse Commission

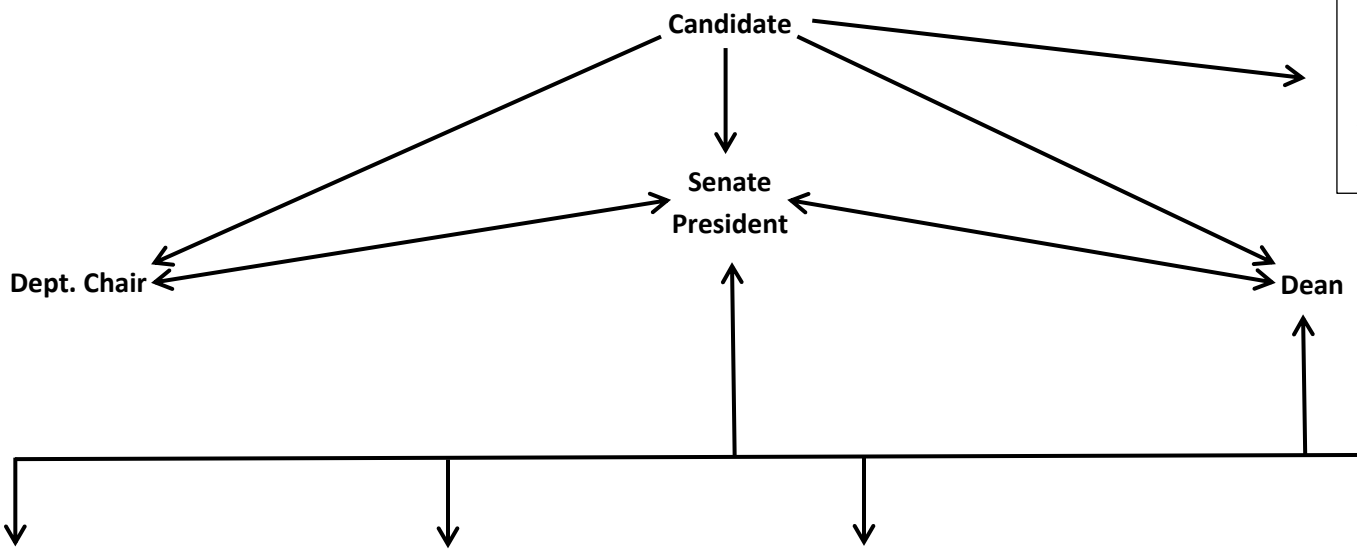
Provost Committees & Councils

- Academic Council
- Academic Progress & Petitions Committee
- Advising Coordinator Commission
- Assessment Commission
- Commission on College Teaching
- Curriculum Planning Commission
- Emeritus Status Committee
- Essential Student Learning Outcome Committees
    - Communication
    - Ethical Reasoning
    - Teamwork
    - Quantitative Literacy
    - Inquiry and Analysis
    - Diverse Perspective
- General Education Advisory Council

- Graduate Council
- Institutional Review Board of Human & Animal Subjects in Research (IRB)
- International Committee
- Library Resources Commission
- Online Learning Advisory Council
- Promotion Advisory Committee
- Provost's Council
- Resource Budget Commission

<u>Faculty Senate Committees</u>

- Faculty Welfare Committee
- Faculty Compensation Committee
- Faculty Rank and Promotion Committee
- Academic Standards Committee
- Faculty Appeal Committee
- Election Committee



Selection Processes for Standing Committees

Oregon Tech President

Equity Committee
Facilities Planning Commission
Fiscal Operations Advisory Council
Marketing Communications Comm.
Student Awards Commission
Sustainability Committee
Tuition Recommendation Comm.

VP of Student Affairs

Admission Committee
Americans w/Disabilities
Financial Aid Committee
Retention Committee
Safety Commission
Student Hearings Comm.
Student Programs Exc. Co.
Traffic Commission
Veterans Action Committee

VP of Finance

Administrative Compensation
Affirmative Action Comm.
College Union Commission
Financial Irregularity Comm.
Radiation Safety Committee
Substance Abuse Commission

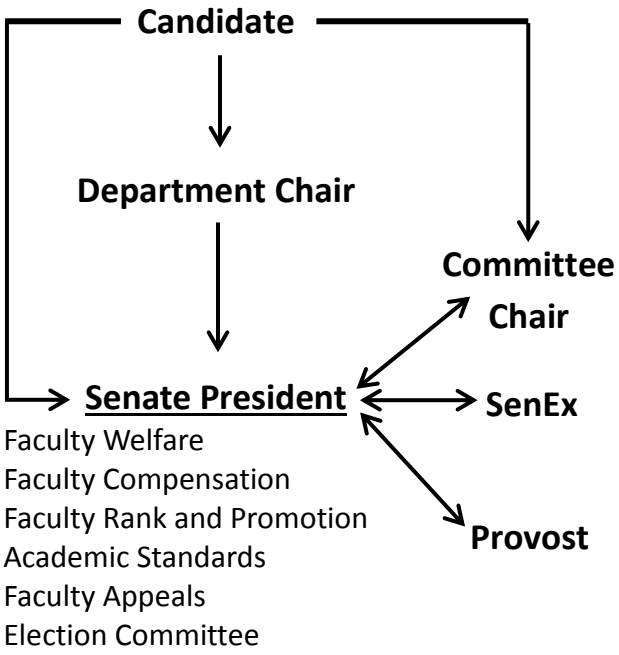
Provost

Academic Council
Academic Progress/Petitions Comm.
Advising Coordinator Comm.
Assessment Commission
Commission on College Teaching
Curriculum Planning Commission
ESLO Committees
Emeritus Status Committee
General Ed. Adv. Council
Graduation Council
Human/Animal Subjects (IRB)
International Committee
Library Resources Commission
Online Learning Adv. Council
Provost Council
Resource Budget Commission

Arrows indicate the flow of information. →

Italicized positions are responsible for final committee appointments.

Selection Processes for Faculty Senate Committees



Arrows indicate flow of information.

Senate president responsible for final appointments.

Appendix E

The Journal of the Shaw Historical Library

Oregon Institute of Technology 1947-1997 The First Fifty Years

THE JOURNAL OF THE

SHAW HISTORICAL LIBRARY

VOLUME 11 *1997*

OREGON INSTITUTE OF TECHNOLOGY

1947 - 1997
THE FIRST FIFTY YEARS

SHAW HISTORICAL LIBRARY

IT BEGAN WITH THE BASICS

Bob DeRosier

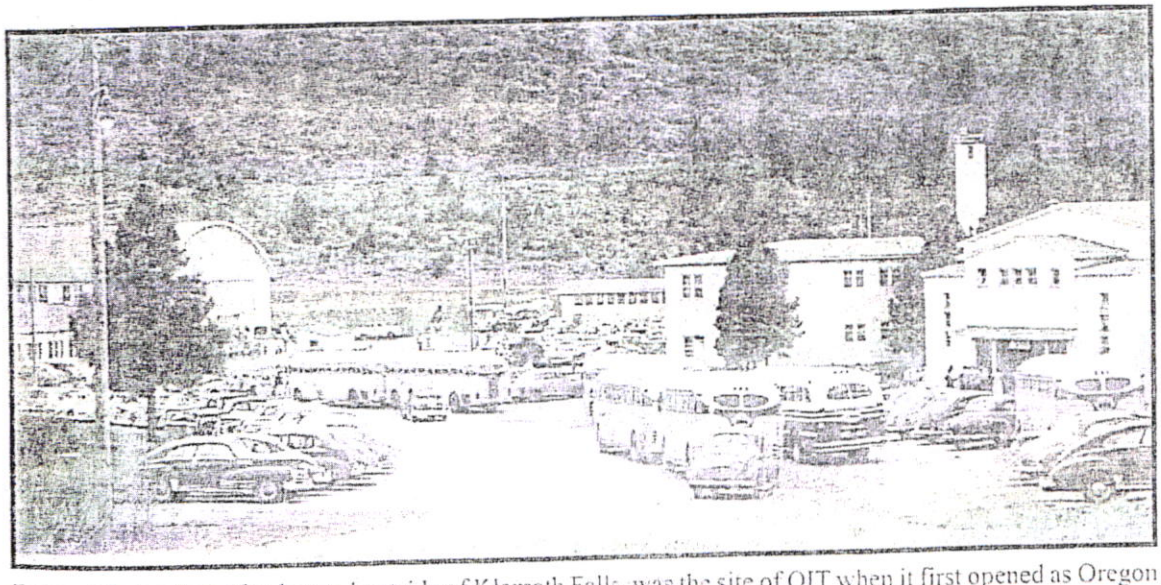
A peripatetic view of the beginning and development of the
School of the Arts and Sciences at Oregon Institute of Technology

In the fifty years of its history, the Oregon Institute of Technology (OIT) has progressed from a quickly-activated school in 1947 offering vocational and apprentice training courses to a recognized institute of technology in 1996, preparing to offer its first master's degree in technology.

A scan of the 1949-50 catalog[1] reveals not only the nature of the offerings but also the level of training demanded by industry at that time. The majority of courses offered were "hands on" training programs which could provide ready employment in a country shifting from a war economy to one of peace. Many of the programs were intended to train, or retrain, a returning veteran population.

The courses which have disappeared include the auto triad (body and fender repair, mechanics, and electricity), cooking, baking, cabinet making, carpentry, watch and clock repair, combination welding, commercial art and silk screen processing, diesel mechanics, dry cleaning, electrical maintenance and repair, gunsmithing, office equipment repair, photography, refrigeration servicing, retail business management, and sewage plant operation.

Some disappeared early and others, such as auto-diesel, gunsmithing, and office equipment repair, remained for a longer period. Still others, Accounting, Engineering Aide, Radio Communications and Radio Repair, expanded and evolved into existing programs that kept pace with the developing technologies. The basis for the current Medical Imaging pro-



Former Marine Barracks, located outside of Klamath Falls, was the site of OIT when it first opened as Oregon Vocational School, in 1947.

gram, for example, appeared first in 1952 as part of the then existing Medical Technology.

While the metamorphoses of these programs in themselves make fascinating reading, and to a degree influence the direction of this paper, they have been reported elsewhere. However, in the evolution of the institute, the contribution of the Arts and Sciences, known originally as Basic Related, is obvious, but its history has not been noted. The birth and maturation of the Arts and Sciences department influenced the academic stature of the institute and its subsequent ability to offer degrees.

The growth of the Arts and Sciences coincided with, or began as the result of, the fight to transform the Oregon Vocational School into Oregon Technical Institute (OTI). An account of this transition, which took place in 1948, can be read in a history of the school by Winston Purvine.[2] (It is worth remembering that without Purvine's vision, perseverance, and ability to fight in the political trenches, OIT would not exist today.) The need to improve the quality of the courses, and to change from their apprenticeship nature—which required a maximum number of hours on a daily basis—to the college practice of specified courses with credits, for a minimum hours per week, presented a challenge.

To appreciate the distance covered in the development of OIT, we must understand the conditions existing at the opening of the Oregon Vocational School (OVS). These conditions can be demonstrated by the experiences of one of the first instructors hired.

Before he was hired to teach drafting and blueprint reading, Jesse Crabtree had worked in the field of engineering. On Crabtree's first day on campus in 1947, Harald Pedersen, the Supervisor of Training, took him to the former Marine messhall, and told him that somewhere in this building, he could find things to use in his teaching. Pedersen also told him he had six students. Saying that he had other things to do, and that he would be back, Pederson left. He never returned.

Crabtree initiated the Engineering Aide program, which eventually grew to become Civil Engineering Technology, teaching in what was literally a one-room school. He instructed each student individually when needed, and all students collectively when possible. He improvised as he went, teaching, in addition to basic engineering material, the arithmetic, the writing, the manner of dress, office management techniques, and aspects of communication that were relevant. Crabtree noted that professional engineering offices at that time had engineers but no aides. The offices needed competent technicians with the basic knowledge to run the offices.

Exploring as well as teaching, Crabtree had to do it all: Find texts, write the course material, prepare the handouts.[3] And he did it well, watching the department grow until his retirement in 1976.

In those earliest years, instructors all taught everything they thought their students needed to know and they taught them in working conditions. "Hands on" education was a reality in the auto classes; the x-ray, medical technology, and electronic labs; the cooking classes, and the dry-cleaning area. Over-the-shoulder instruction was the common practice, stressing the practical and the applicable. The goal was for the student to become employable on completion of his or her studies.

One outstanding feature of the instructors was their backgrounds. All came with applied experience. First, they were soundly based in their fields, and, second, they could teach within that field. However, having to teach material outside their fields did take time away from their major subjects. Charles Jacoby, in X-ray technology, knew his students had to understand physics, so he taught that aspect of physics which applied to X-ray. In electronics and in engineering, the instructors taught the mathematics needed. In medical technology, the instructors taught the biology needed until they were able to hire a graduate, Gene Stivers, who had a bachelor's degree in sci-

ence prior to coming to the campus. Not all instructors were concerned about these outside subjects—one instructor in the industrial area told Ole Lunde, a math instructor, "I can teach my students all the math they need on the back of an envelope!"[4]

During the formative years, courses outside the major programs were scarce. In the 1951-52 OTI catalog, some courses were listed as Basic Related courses and there were three instructors listed to teach these courses, but no formal area seemed to exist. The courses appeared in the various major curricula only. One found in the "Description of Course Subjects for the Automotive Machinist" was described as:

> 5F-111,115. Basic Related Information. First and second year basic related courses include parliamentary procedures, basic lettering, oral expression, trade arithmetic, trade sciences, and the fundamental principles of employment. 10 Term Hours[5]

Another course, illustrating the specificity of the subject was described in the "Engineering Aide-Surveyman" curriculum as:

> 6D-223, 224. Mathematics. The subject is basic practice in algebra, geometry, and trigonometry, but is limited to that part of mathematics essential to the surveyor. 10 Term Hours[6]

A course in Medical Technology also illustrated the limitations necessary at that time:

> 3D-147, 148. Clinical Chemistry. Determining the amount of the various chemical constituents in the blood by use of the colorimeter and titration methods; making standard working and normal solutions. 20 Term Hours[7]

These conditions existed at OVS, and then OTI, because the institute was pioneering and had no blueprint to follow. The instructors taught that which they knew was essential and directly related to their subjects, relying on resourcefulness and innovation.

One impetus for change and for the creation of the Arts and Sciences as a department came from outside when the Institute asked the Engineers Council for Professional Development (ECPD) to examine six of its courses as the first step towards securing accreditation. This was a major step in advancing the curricula from a training concept to one with technical foundations. The search for accreditation began in 1951, and recommendations in 1953 by the chairman of the ECPD committee directed the future of the later-named Arts and Sciences division.

The changes that transformed the institute came gradually. In 1953, the title "Allied Subjects" appeared for the first time in the OTI catalog, and under the designation SA (Service Allied), eight courses were listed: Practical Mathematics, Practical Communication, Public Speaking, Parliamentary Procedure, Industrial Relations, Employment Principles, Business Records, and Business Operation.[8]

Also, for the first time, all courses were evaluated in terms of credits rather than in term hours, a major step away from the vocational concept. The description of one course in the Allied Subjects reveals its relationship to the technologies:

> SA 10 Practical Mathematics. Review of mathematics as an aid to facilitate speed in working shop measurements, job card calculations, cost estimating, and mechanical computations. (F) Term 3 Credits[9]

At this time, the area of Allied Subjects had three instructors. Coincidentally, another new area, Intramural Activities and Physical

Education, also had three instructors, two of whom were assigned to teaching in the newly created Allied Subjects area.

The Allied Subjects just existed, not as a school, not as a division, not as a department. It appeared to fill a need, but it also seemed to defy description.

Some causes for the changes in the curriculum may be found, indirectly, in the dispute waged between the beliefs held by the Director of the Oregon Department of Vocational Education and the beliefs held by the Director of OTI as to the way classes should be taught. The dispute was indicative of the movement away from vocational training and towards technical education. This dispute would continue for a number of years and is fully documented in the volume by Dr. Purvine.

In this period, major course instructors were still trying to teach all aspects of their profession. Fred Foulon was hired in 1954 in the Civil Engineering department as an instructor and rose to be the director and developer of the OIT Metro Center in Portland. In his first years, he had to teach the physics and the mathematics students needed to understand the engineering principles. He said, "I knew more physics than the students, but I had to study many evenings to keep ahead and relate the physics to the technology."[10] When the ECPD letter requested that mathematics, physics, science and writing be taught separately, some instructors in the major courses enthusiastically welcomed and endorsed this reform. Others, however, did not approve and regarded the change as challenges to their turfs.

In 1953, the Allied Subjects listed six instructors, but four were also listed as counselors (part time) and one of these, Robert Smith (also listed as Bob Smith), was the Dean of Students. Thus, there appeared to be only two full-time instructors, Robert Burk and James J. Boyle. Burk, who was listed as the supervisor, had been the lone instructor in the Dry Cleaning program, which was officially dropped in 1957 due to low enrollment.

James Boyle was hired in 1953 to teach, as he phrased it, "...something about labor relations."[11] Boyle, probably more than anyone else, was responsible for the growth and direction of the Allied Subjects. An avid reader, Boyle donated 700 books from his private collection to the OTI library, doubling the number of volumes in the library. Students at that time did not spend much time in the library, not for lack of interest but because library research was not required and the technical listings were minimal. Some departments had their own subject libraries which were available to their students and which the students were required to use.

In his first years, Boyle taught math, English, Speech, Introduction to Business, and Small Business Management. As a new hire, his assignment was not unlike that of the instructors teaching the technical subjects.

The change in the years between 1953 and 1956 can be seen in a comparison and description of courses offered. Under the heading Allied Subjects in the 1953-55 catalog, one statement defines the policy then in existence:

> In some courses, specially approved allied subjects will be taught by the major course instructor. These courses will be listed in the major course curriculum and designated by the major course letter prefix followed by an allied subject number.[12]

The 1955-56 catalog lists eleven courses available in the Department of Allied and Elective Subjects: Practical Mathematics, English Essentials, Report Writing, Public Speaking and Parliamentary Procedure, Effective Study, Applied Science, Industrial Relations and Employment Principles, Salesmanship, Human Relations, General Science, and Foremanship.[13] The vocational aspect of these courses is obvious.

All of these courses carried five credits. To receive their diplomas, students in OTI for five or more terms were required to take ten credits, or two courses, from this list, a number not taking too much time from the selected major.

However, if students wanted more options, they could request that any of the following courses be offered: U.S. History; American Political Institutions, Theater and Theater Workshop, Basic Electricity, two terms of Humanities, Practical Mathematics, Family Relations. These courses carried no credit but required five term-hours of work. Three courses, Band, Group Singing, and Journalism, did offer five credits each, which would apply towards graduation. One can imagine which courses were popular.

The band was directed by Brooks O. Custer, an instructor in the Civil Engineering department. Students referred to the group as "Custer's Last Band."

Boyle, in addition to his teaching assignments, was also the coach of the OTI golf team. On one competition at the University of Nevada, he met Harold Bailey, an accomplished golfer. Learning that Bailey had changed his Civil Engineering major to mathematics and had earned a Bachelor of Science degree, he recruited Bailey in 1955.

OTI then had two Baileys: Hallard Bailey who was the audio-visual department; and Harold Bailey, who joked that he was *THE* math department, its chairman and flunkee. Harold's nickname was Hal, which only added to the confusion.

"Math" Bailey was reserved, deceptively so. He would stop in the coffee room on the new campus before going to class, carrying his class preparations—his grade book and a piece of chalk—listen for a few minutes, take a quick nap, and leave to teach his class. Few knew that Harold had been a commercial artist in San Francisco, had attended law school, (he taught the Business Law course in addition to his math classes) was both an accomplished interior decorator and a tailor, and was to retire from the U.S. Army Reserves as a Lt. Colonel.

Harold built the mathematics department. When new courses were required, Harold had them already in place. Once, on the old campus, an instructor in technology was presenting a laborious method for determining an engineering solution. A student interrupted him to show him a more efficient way for the calculation. When the instructor learned that Bailey had taught the students that formula, the instructor took a seat the next day in Bailey's class.

He was quiet and efficient. On the old campus, he coached the track teams. On the new campus, he designed the parking lot divisions and assignments and wrote the regulations, which are probably still in effect. On his last day on campus in 1972, he took three thin folders from his filing cabinet, having systematically cleaned out the cabinet previously, said goodbye to the author, his only officemate for 16 years, and left.

Another major shift in direction occurred in 1956-57. In 1955-56, the Institute had about 78 faculty. The hiring philosophy, then and now, required that the candidate have industrial or comparable work experience. Most of the teaching faculty in those early days had attended four-year and two-year colleges, technical schools, and military schools, but had not attained a degree. Their industrial experience was extensive and they were highly competent in their fields. When OTI's philosophy of hiring faculty with industrial experience was coupled with new requirements of degrees in higher education, the match between industry and OTI was complete.

The teaching philosophy emphasized the practical, the applied, the hands-on facet of teaching. Theory was taught as it was useful to the application and could be demonstrated, not for the sake of theory itself. The balance between the two is defined in a quote from the 1949-50 catalog: "The man who knows

how will be found with a job, but he will be working for the man who knows *why*."[14] The success of this philosophy was cited in a comment made at a later date and attributed to a dean in the School of Engineering at Oregon State University, "OTI grads will make money for you right away."[15]

Such practice produced, then as now, graduates welcomed by industry for their ability to apply their education immediately. This practice must have been unique in Oregon. An article appearing in the Klamath Falls *Herald and News* described OTI as "...a technical rather than a liberal arts institution and training offered on the hilltop campus can't be found in other schools in the state."[16]

The subsequent expansion suggested by the ECPD recommendation of 1953 and the action of the State Board of Education in 1956 to increase the Allied Subjects requirement from 10 credits to a minimum of 15 credit hours could have created a department with liberal arts overtones and interest in building its own empire. To support this contention, an examination of the hiring from 1956 to 1958 shows a remarkable change in the number of degree-holding teachers appearing on campus.

The school catalogs underwent a major style change in 1956. One change was the documentation of both the industrial and academic credentials of the faculty. Previously, the 1955 catalog listed only the names of faculty—about 78 faculty and administration, of whom 24 had bachelor's degrees, and 2 had master's. Two medical doctors were listed on the staff as advisors. Because no academic history of the faculty appeared until the 1956 catalog, the accuracy of these numbers is questionable.

In 1956, with the new catalog formatting, we find that the number of faculty increased to 95, of whom 27 had bachelor's degrees, and 6 had master's degrees. In 1958, the bulletin showed those faculty holding master's degrees had increased to 18. Such an increase in academics could, and in some areas did, create an animosity among the non-degreed. The author recalls walking in the industrial shop building to see the work of, and the machines used by, the students in his classes and being told by the dean of that division, "You don't belong here. Get back where you belong." The author continued on his way to see his students.

A corresponding increase in the number of course offerings also occurred. From the 11 limited offerings in 1955, the newly named School of Arts and Sciences in 1958 was offering over 48 courses. Rather than the single Practical Mathematics, the School now offered nine courses in mathematics, ranging from a no-credit Introductory Mathematics course to Differential Calculus. Four courses were offered in physics, 3 in chemistry, 4 in writing, and 3 courses in the area of sociology, and others in the field of business. The school also had courses in theater, publication, physical education, intramural sports, band and group singing for the students. In addition, under the heading of Allied Service Courses, were two drafting and blueprint-reading courses. Obviously, the new school offered a mixed bag, but the courses presaged the direction of the Institute.

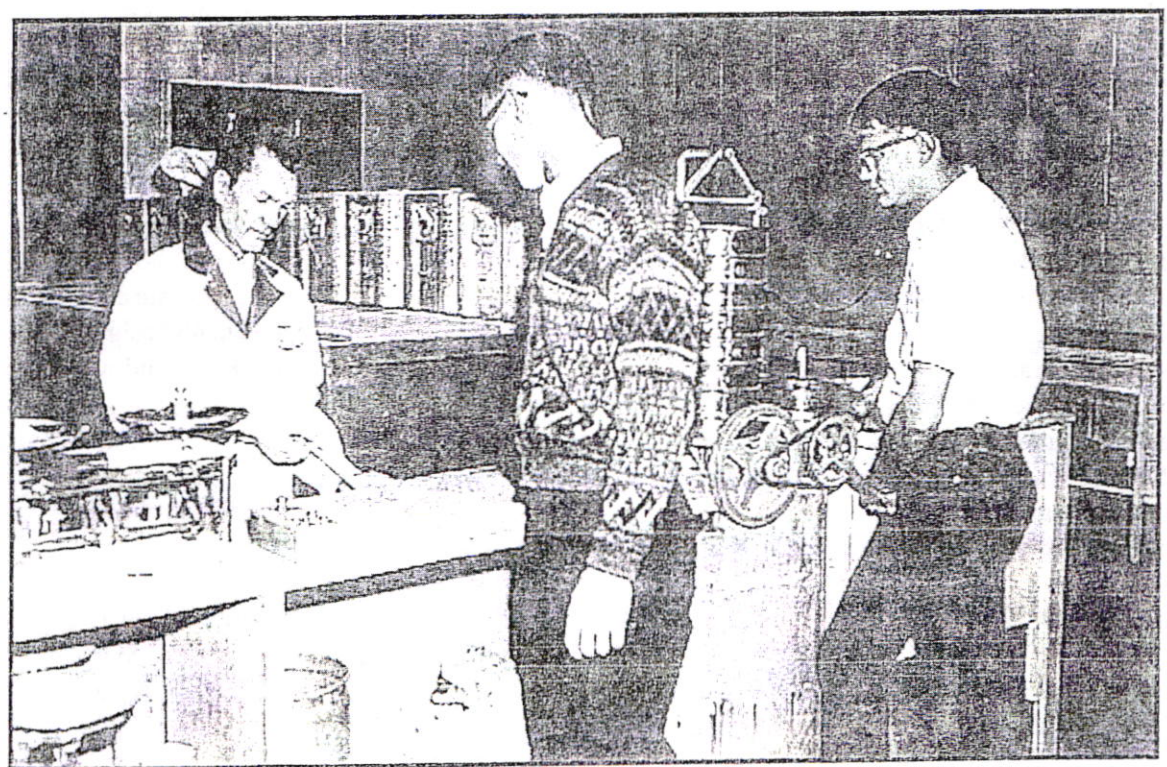
With the courses came a mixed bag of instructors. One who was hired from the East, found the old campus, drove around the campus, drove down the hill, called in his resignation from downtown Klamath Falls, and was never seen on campus. Others came and stayed. One notable was Hiram Hunt, hired to teach physics, who appeared on campus in a blue suit that sported a "ruptured duck" in its lapel, a high-crowned cowboy hat, and a stiff back. Hiram would stand outside his classroom with his railroad watch in hand. When the minute hand signaled time for the class to begin, Hiram walked into the classroom, locked the door, and began teaching. Students who were late could pound on the door, but they were not admitted and could not make up the class. Attendance was not a problem in physics.

Though he was strict, Hiram was an excellent instructor and fit the mold of experience coupled with education. His classes were models of application of theory and his courses reflected the support of the content taught in the major areas. For example, he would place a student on a piano stool and whirl him to illustrate centrifugal force, having the student extend his arms and then pull them close to his body. Other students would have to draw the conclusions, and then all the students had to write and submit their reports.

Such incidents were common in the way the new courses were taught. Don Whitwer taught mathematics and drew on his military background in electronics for examples of problems to illustrate the relationships of the two fields. One summer, Don worked as a surveyor's aide to extend his knowledge of field work in civil engineering.

This cooperation also existed among the technical areas and the English department. The English department at that time had two instructors, the author and Phil Govedare. Govedare was born bald and remained so but possessed an authoritative voice with which he displayed his voluminous knowledge. The author appeared one fall with the only beard on campus, acquired after a summer welding accident. When one freshman asked a sophomore which English instructor to take, the response was "Beardy or Baldy, it doesn't matter. They are both SOBs." The comment elicited praise for the alliteration if not for the content.

However, this department introduced a system in the technical writing course in which the student chose a topic from his technical field for his report. The report would have two readers: one from the technical area who judged the report for technical accuracy; and one from the writing area who judged the report for structure, grammar, and style. This technique showed the student the integration



Two civil engineering technology students receive instruction in the Highway laboratory from Professor Jesse Crabtree.

of style and substance endorsed by his technical field. Because of this practical application of subject matter, instructors in the technical areas strongly supported the writing program requiring well-written lab reports and assigning papers to be written for their classes. Library use became extensive. David Hull required comprehensive reports from the students in his Survey Law classes, insisting that the students be able to read carefully and write well.

Fred Foulon noted that such cooperation and support by the Arts and Sciences for the technical programs were regarded as almost ideal by the ECPD members. He also commented that OIT, over the years, was highly rated nationally and regarded as the model to be copied. Foulon served on several ECPD committees evaluating engineering programs in other colleges which enabled him to observe that "OIT stood head and shoulders above the other schools because of the strong cooperation between majors and the Arts and Sciences."[17]

The relation between ECPD and OTI was influenced by Dr. Purvine, who served on many of its committees and was the chairman of the Engineering Technology council. Purvine saw to it that members from each OTI technology were on accreditation visitation committees, thus keeping the Institute aware of the status of academic technology throughout the county.

Accreditation, essential for professional recognition and transfer of credits, in such technologies as Medical Technology, X-ray Technology, Dental Hygiene, and Nursing, as well as in engineering, led to the expansion of the number of general education courses. Thus, in 1957, the State Board of Education authorized OTI to award the Associate Degree in Applied Science which required 15 credits in Allied Arts and Sciences.

As noted earlier, the expansion brought to the old campus a number of degree-holding instructors. Even though they also had industrial or work experience, there was a distrust by some of the resident faculty of "...those college boys."[18] However, those college boys were interested in using their education and experience to support the technologies and to advance the levels available to the students. It was not long before they were included in the design of new courses, programs, and degrees.

They also came with a diversity of training, education, and experience, and were occasionally teaching courses in other than their majors: Arthur LeCours taught chemistry, physics, mathematics, and, when the lone instructor in Technical Illustration quit, LeCours taught the courses until they were phased out, allowing the students enrolled in that discipline to complete their program. Jean Underwood, hired to teach English, taught not only the English courses, but also lower level math courses and directed the school choir as well. The author, also in the English department, taught Effective Study, one very low-level math course, and psychology. It was not uncommon for physics instructors to teach math courses. At one time on the old campus, when a group of students was having difficulties with contents of a course in Strength of Materials, two physics instructors gave up their lunch time and held tutorial classes for these students. These volunteer sessions were not only well taught, they were well attended. All students passed their Strength of Materials tests.

With the push toward accreditation, and the offering of associate degrees in the two-year programs, came pressure for all instructors to have degrees. When OTI courses were accepted by other institutions for transfer credits, instructors could then take OTI courses on campus and transfer the credits to other state institutions, which shortened their time on other campuses in pursuit of their degree.

By being able to take classes on their own campus, the faculty gained time and reduced

the expense of living away from home for extended periods. It also produced other benefits. The instructors were able to appreciate and understand one another and found it easier to discuss problems. One instructor noted that the exposure to different instructors made her a better teacher.

Another benefit of faculty taking courses on campus was that instructors in the technical areas learned firsthand the content of the Arts and Sciences courses their students were required to take. They understood what their students were responsible for, and thus were able to integrate that knowledge into their programs, and, in some cases, were able to fast-forward the content of their technologies. Overall, this association forged a bond across the campus found in very few colleges but envied in many.

The pursuit of degrees is best exemplified by Ole Lunde's accomplishments. He was first hired to teach Small Appliance Repair in 1957 and arrived on campus with extensive experience but with no degree. In 1960, he was listed in the Engineering Associates department and was teaching a special course for the Dental Hygiene students involving arithmetic, bookkeeping, and accounting. He continued his own education and earned both a bachelor's degree and a master's degree in mathematics. He also earned a reputation as an excellent instructor in the mathematics department.

Lunde recalls that, by 1960, the Arts and Sciences mathematics courses had become "honest algebra and honest trigonometry courses." He observed that "...as the technologies increased so did the need for math. With the increased math, the job offers became better."[19]

Lunde's transfer into the Arts and Sciences from Engineering Associates illustrates one form of the interdivisional exchange which established the trust existing between the technologies and the Arts and Sciences. A reverse transfer occurred after Wayne Rawson was hired in 1954 and taught drafting and physics. When the instructors in the Civil Engineering Technology learned of his engineering background, they cajoled him into transferring to their department. They also lured Dr. Eugene McMillin into their department. McMillin first taught mathematics for the Arts and Sciences before resigning to pursue a career with the federal government. Fred Foulon persuaded him to return to teach in the Civil Engineering Department. McMillin was respected by his students who joked that he covered so much material during his classes that he wrote with one hand and erased with the other to have enough room for his calculations. This interchange of instructors further promoted understanding between the technologies and the Arts and Sciences.

Another facet of the intermingling surfaced in the move to the new campus in 1964. The new offices were shared by instructors from different disciplines. An instructor in diesel shared the office with a math instructor, a welding instructor could be found with a physics instructor. Even the Dean of Faculty had his office in the faculty area rather than in the administration building.

On the old campus, where the separation of the technologies was dictated by the military design of the Marine base, the Dean of Faculty, then bearing the title of Dean of Instruction, had his office in the Arts and Sciences building. When one faculty member was transferred to the Arts and Sciences, he was greeted and welcomed. He noted that his new office was bare. Some members of the Arts and Sciences told him not to worry; they were experienced in scavenging—as was everyone on the old campus—and would help him. He came back from his class and was delighted to see that his office had a splendid new desk, two chairs, filing cabinets, and a table. When he glanced next door, which happened to be the Dean's office, he saw an empty office, no desk, no chairs, no cabinets, and no table. He promptly put on his coat and hat, put his lunch bucket under his arm and went home.

These new instructors brought more than a sense of humor to OTI. John Yarbrough, an instructor in the technologies, noted that the Arts and Sciences instructors brought a feeling of collegiality on campus which helped develop the sense of a college community.[20] It was this sense of community that led to the formation of the Faculty Senate in 1965, a move led by James Boyle, George Miller, Arthur LeCours, and the author, all members of the Arts and Sciences. The Senate was accepted and endorsed by the OTI faculty and the president.

The Faculty Senate showed its maturity early when in 1965 it rejected the Mosser Plan, a plan from a member of the State Board of Higher Education, which proposed to take money from that which had been apportioned for salaries and use it for merit raises for exceptional teachers at the undergraduate level. The problem as seen by the OTI Faculty Senate was that the Board was attempting to dictate how the institutions were to apportion their salaries. OTI alone took this stand.[21] Later in the year, the University of Oregon Faculty Senate also rejected the plan and then other higher education institutions followed. The initial action by the OTI Faculty Senate helped to bring a sense of unity to the faculty .

Still later, in 1967, Arthur LeCours and George Miller led the move to establish the Interinstitutional Faculty Senate, a forum for all the colleges and universities in the Oregon State System of Higher Education. Lecours was elected the first president of this organization.

During those early years on the old campus, there was an openness to ideas that were solidly conceived. When new classrooms were needed, one of the former barracks could be remodeled to provide the rooms. There was also freedom, academically, to try new ideas, to redirect old programs, to explore new directions. Boyle, explaining his leadership during these years, said, "I just pointed the instructors and then got out of their way."[22]

However, he did not just get out of the way. During the period when TV quiz shows were popular, one of his faculty mentioned that there should be some prizes available for students. Shortly thereafter, Boyle, with the help of Catherine Lake, appeared as quiz master of a show on the new TV station in Klamath Falls, quartered on the old campus. The quiz show offered OTI scholarships to the local winners. For a number of years, Boyle was the announcer on the public address system for football games. Amazingly, he also found time to coach the rally squad in dances and formations that were decades ahead of their time.

While there was change on the campus, not all progress was accepted gracefully. Some students protested and some instructors resented the changes and the increase in the number of required electives. Others took advantage of it: Robert Dortch, class of 1959, had to wait on campus until his wife finished work in the administration building; to occupy his time, he took every math class that was offered, even though only one class was required for his major in Surveying.[23]

The students of this period were, on the average, an older group. Many were veterans, and many worked to pay for their education. Other students came from small towns and a goodly number were farm raised; all brought a notable work ethic. Most gas stations in Klamath Falls had OTI students on the gas pumps in the evening, and grocery stores had OTI students as clerks, bag boys, and shelf stockers. Some were bartenders and others found work on the railroads and on the evening shift in the mills. It was common for students with families to work 30 hours or more a week.

They were, however, cooperative and supportive of one another. There are stories of single students using their bows and arrows to hunt deer. They carried the carcasses into the large military-type shower bays, butchering them there, and washing the blood and gore down the drains. The venison was shared with families in the married dorms.

Life for the married students presented many problems. One problem was cars speeding through the married student area where there were children. After a petition, the students were permitted to develop a series of speed "unbumps"—depressions in the road which caught the driver's attention immediately. Shortly after the installation, the wife of one of the administrators, driving through the area faster than the speed limit, was rocketed out of her seat to the roof of her car when she hit the "unbump". Sad to say, the depressions were filled the next day.

Although obtaining food could be a problem, one group of students working and living in the firehall held a collection contest and filled three closets solidly with the small cereal boxes taken from the cafeteria over a two-year period. Other amusements were hiking in the hills, constructing toboggan runs, and measuring the distances a water-filled balloon could be propelled using surgical rubber tubes obtained from the medical tech students.[24]

The effectiveness of the cooperation among the departments was demonstrated in another unique project. OTI helped Klamath Union High School develop a program for students interested in technology. These students were enrolled in a unified program of shop courses, woodworking, history, mathematics, and writing. The instructors worked closely together in designing the interrelationship of the curriculum and the projects. Upon completing high school, students enrolled at OTI and were quite successful both while there and after their graduation.

That adjunct program was an affirmation of the OTI belief in educational integration and mutual support of curricula.

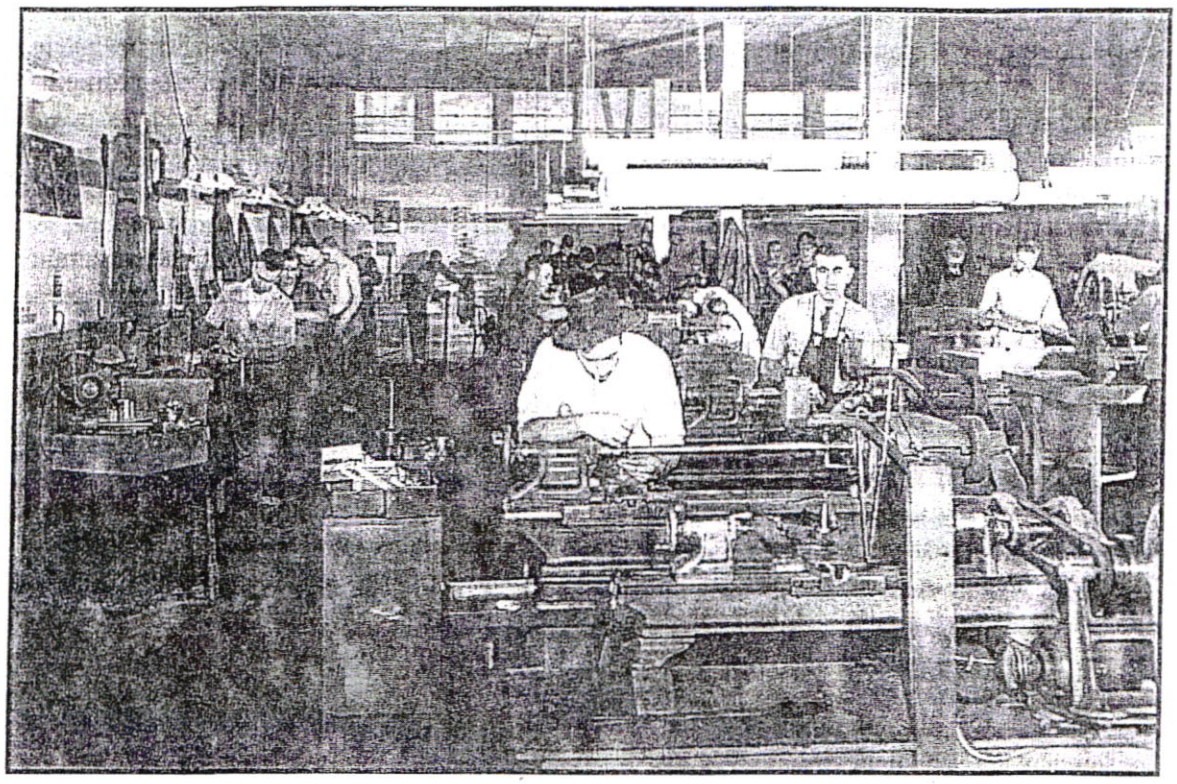
Having the Dean of Faculty housed near the faculty was beneficial for all, for the faculty frequently were asked their opinions and for help in dealing with administrative problems. The help was gladly given, but the proximity of offices could itself give rise to problems. Once, when the secretaries discovered that some faculty were taking advantage of the mimeograph equipment for their own purposes, one dean issued a memo stating: "The faculty will refrain from using the secretaries' reproductive equipment."

The Arts and Sciences did experience difficulties in promoting change and in quelling the fears that the Arts and Sciences Department was trying to take over the institution. While it had no problem in its role of service to the technologies, it did make attempts at innovation which could benefit the students. Quite often, these innovations demanded a hard sell against stiff opposition and, in some instances, created an object lesson for the administration. The most interesting of the latter type was an attempt to change the then current numbering system of the Arts and Sciences courses.

Boyle, in complete agreement with several of his department leaders as to the rationale, called a meeting and the course numbers were changed to coincide with the numbering systems used by other institutions in the state system of higher education. The rationale was that the OTI student should be given equivalent credit for doing equivalent work. During the meeting with the top administrators, the Dean of Instruction, Division Chairman Boyle, and heads of various departments involved were told that they were not going to be allowed to take over the school. The course numbers would be immediately changed back to the original system.

A few weeks later, Mrs. Johnson, a member of the State Board of Higher Education raised the question of the course numbers of the Arts and Sciences being different from those of other institutions in the state system. The Arts and Sciences Division was immediately ordered to change its course numbers to align them with those of other schools.[25]

In 1966-67, the Bachelor of Technology was offered first in the Medical Technology



Gunsmithing was taught at OTI from 1947 to 1981.

and then, in ensuing years, in other technologies. At that time, the Arts and Sciences courses were in place for the upside down curriculum, in which the students took the majority of their technical courses in their first two years and received the Associate's degree, and then in the next two years took the courses in the Arts and Sciences.

No college is without problems. One problem at OTI was enrolling students who did not want to major in any technology but wanted to earn college credits at home or who were not ready to select a major but wanted time to examine the fields available to them. These students were labeled "Unclassified," which created difficulties in finding classes for them. Some instructors in the technologies believed they had exclusive rights to certain Arts and Sciences classes and resisted having unclassified students occupying the chairs they had reserved for their students. Advisors for the unclassified students were Arts and Sciences instructors who found that their advisees could not understand why they were objects of discrimination. The eventual solution was the formation of a General Studies Department, initially staffed by instructors from the Arts and Sciences.

In recognition of the lack of courses just for students who were preparing to transfer to other colleges and prior to the formation of the General Studies Department, the first course in Humanities was designed, and staffed, by a coalition of Arts and Sciences instructors. Boyle, once again displaying his leadership, gained administrative approval for offering the course. The three-term sequence again illustrated the uniqueness of the institute. Because no one instructor had the time to take on another full-time course, four instructors volunteered, each teaching a segment within their area of expertise: Boyle—History; DeRosier—Literature; George Range—Music; and LeCours—Art. Their intent was to

teach the integration of these fields rather than follow the traditional approach of isolating and teaching them as entities.

Because of the extra load created for the faculty, the course in its initial offering had limitations which concerned the instructors. At the end of one term, they devoted one class session to the students for their evaluation. LeCours recalls one student commenting that she recognized that the course was causing concerns for the instructors, concerns not shared by the students. She continued, "You can make changes, but, please, do not give us less!"[26] When the Humanities sequence moved to the newly formed General Studies Department, it flourished.

A name change occurred in 1973, and the college became the Oregon Institute of Technology. No significant changes were involved in the adjustment.

One nonacademic event initiated and sponsored by the School of Arts and Sciences had its origin in the rites inflicted on the returning faculty by the administration each fall. After a summer of working in industry or working on another degree or teaching, the faculty would be greeted on their first days back on campus with hours of lectures on policy changes, new events, new schedules, reorganization of departments—none of which was welcome fare for beginning the new school year.

To alleviate the shock and to provide some lightness, the Arts and Sciences bargained for one afternoon and named their event, "The Arts and Sciences Take Over." This session offered the environment for all faculty to exchange notes and ideas accumulated over the summer and proved to be a jaunty welcome back. It was well accepted that first year and was a looked-for event for a number of years. Some still mourn its passing.

However, as the technologies progressed and diversified, the closeness of the faculty may have dissipated. Now, the Arts and Sciences appears in the title "The School of Health and the Arts and Sciences." Communications, General Studies, and Math-Physics are all separate and distinct departments, housed in different buildings. Each has grown and all are competently staffed. The size and purpose reflect the advances in the technologies and reflect the need for growth.

We might also consider another example of change. When the Electronics Department needed an advanced math class for its students who were anticipating graduate school, Don Hefty, an electronics instructor, called on Darwin Hahn in the mathematics department to develop a new math course that would prepare the electronics students for graduate work and one that would be accepted for transfer. Hahn was a logical choice, for he had, over the years, devised and offered advanced math courses for interested students. He often taught these courses on a tutorial basis when only one or two students requested them and he taught them in addition to his normal teaching assignments. Hefty proudly notes that of all the students accepted into graduate schools, not one had to take any more mathematics courses.[27]

So, after all these years, the concept of the unity of the Arts and Sciences and of the technologies and the cooperation of faculty, first established when James Boyle arrived on campus, continues to exist.

Notes

[1] *Bulletin of the Oregon Technical Institute* at Klamath Falls. Catalog for 1949-50. Volume 1, Number 1.
[2] Purvine, Winston D. *OVS, OTI, OIT: Oregon Tech's First 30 years, 1946-1976*. Eugene: University of Oregon, 1979.
[3] Crabtree, Jesse, personal communication, 8 August 1996.
[4] Lunde, Ole, personal communication, 2 August 1996.
[5] *Bulletin Oregon Technical Institute*. Catalog 1951-51. Volume 3, Number 1, p. 35.
[6] Ibid., p. 23.
[7] Ibid.
[8] *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1953-55. Volume 5, Number 1, pp 37-38.
[9] *Bulletin Oregon Technical Institute at Klamath Falls*. Volume 4, Number 1, June 1951, p. 94.
[10] Foulon, Fred, personal communication, 5 October 1996.
[11] Boyle, James J., personal communication, 17 August 1996.
[12] *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1949-50, Volume 5, Number 1, p. 57.
[13] *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1955-1956, Volume 6, Number 1, pp 104-105.
[14] *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1949-50, June 1950, Volume 1, Number 1, p. 37.
[15] Lunde, op. cit.
[16] Purvine, op. cit., p.96.
[17] Foulon, op. cit.
[18] Yarbrough, John, personal communication, 22 August 1996.
[19] Lunde, op. cit.
[20] Yarbrough, op. cit.
[21] LeCours, Arthur, personal communication, 10 October 1996.
[22] Boyle, op. cit.
[23] Dortch, Robert, personal communication, 22 August 1996.
[24] Howard, Robert L., personal communication, 1 September 1996.
[25] LeCours, Arthur. op. cit.
[26] Ibid.
[27] Hefty, Donald, personal communication, 12 September 1996.

Sample Syllabus Statement on Title IX Responsible Employee and Mandatory Child Abuse/Vulnerable Populations Reporting Obligations

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with someone confidentially you may contact the Center for Hope & Safety's 24/7 confidential crisis line at 503-399-7722; or the National Sexual Assault Hotline, a 24/7 confidential hotline, can be reached at 800-656-4673.

To report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at http://www.oit.edu/title-ix, and select the "Report an Incident" button. For more information about your options, please visit http://www.oit.edu/title-ix. Thank you.

Sample Syllabus Statement on Title IX Responsible Employee and Mandatory Child Abuse/Vulnerable Populations Reporting Obligations

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with confidential staff to explore your options confidentially you may: contact the Integrated Student Health Center and ask to speak to Counseling Staff (541-885-1800); visit the Confidential Advocate in the Women's Resource Center (College Union Room 225C) during drop-in hours; and/or report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at http://www.oit.edu/title-ix, and select the "Report an Incident" button. For more information about your options, please visit http://www.oit.edu/title-ix. Thank you.

Sample Syllabus Statement on Title IX Responsible Employee and Mandatory Child Abuse/Vulnerable Populations Reporting Obligations

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with a confidential resource, please call the National Sexual Assault Hotline at 1-800-656-4673. You may report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at http://www.oit.edu/title-ix, and select the "Report an Incident" button. For more information about your options, please visit http://www.oit.edu/title-ix. Thank you.

Sample Syllabus Statement on Title IX Responsible Employee and Mandatory Child Abuse/Vulnerable Populations Reporting Obligations

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with someone confidentially you may contact the King County Sexual Assault Resource Center, a 24/7 hotline providing confidential support and advocacy services for those in King County; New Beginnings 24/7 confidential help line at: 206-522-9472; or the National Sexual Assault Hotline, a 24/7 confidential hotline, can be reached at 800-656-4673.

To report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at http://www.oit.edu/title-ix, and select the "Report an Incident" button. For more information about your options, please visit http://www.oit.edu/title-ix. Thank you.

Seattle

Sample Syllabus Statement on Title IX Responsible Employee and Mandatory Child Abuse/Vulnerable Populations Reporting Obligations

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with confidential staff to explore your options confidentially you may: contact Oregon Tech Integrated Student Health Center (ISHC) at 541-885-1800 and ask for an appointment with Leanne Reed, or stop by Leanne's office (#435, 4th floor). If you are in crisis during daytime hours, stop by Leanne's office or call ISHC and ask to speak with someone right away. If it is after hours or no one is available with ISHC, call the Clackamas Crisis line at 503-655-8585 for immediate assistance. If your life is in immediate danger, call 9-1-1. Clackamas Women's Services provides a 24/7 confidential crisis and support line for survivors of domestic and sexual abuse: **1-888-654-2288. The Anti-violence Project, empowering LGBTQ+ communities, provides a 24/7 confidential English/Spanish hotline for those who have experienced violence: 212-714-1141. The National Sexual Assault hotline, a 24/7 confidential hotline, can be reached at 800-656-4673.**

To report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at http://www.oit.edu/title-ix, and select the "Report an Incident" button. For more information about your options, please visit http://www.oit.edu/title-ix. Thank you.

Wilsonville