FACULTY SENATE

Minutes

The Faculty Senate met December 8, 2020, via Zoom, due to COVID-19 social distancing requirements. A recording of the Zoom session can be found at this link: https://youtu.be/sMgUaSHodNw

Attendance/Quorum (0:15)

President Don McDonnell called the meeting to order at 6:00 pm. All Senators or alternates were present except Oleksandr Dobzhanskyi, Mike Gilinsky, and Jherime Kellermann.

Approval of Minutes (3:07)

Minutes of the November 3, 2020 meeting were approved as-is.

Reports of the Officers

Report of the President – Don McDonnell (3:48)

- Don thanked Christopher Syrnyk for chairing the November meeting in his place.
- On November 19th, SenEx met with Drs. Naganathan and Mott. The purpose of this meeting was to discuss how to 1) provide the best educational experience to Oregon Tech students, 2) promote the continued success and sustainability of Oregon Tech, 3) improve relationships between various groups on campus.
    - Don suggests that all groups on campus share as goals the first two items in the above list, and says that we should work to "rally around" them as a unifying effort.
    - A few first steps were suggested during this meeting:
        - Being mindful of tone in our communications with each other.
        - Joint walks through the campus buildings (in Klamath Falls) with the SenEx President and administrative leadership.
        - Set up regular meetings (with rotating locations) with SenEx, other Senators, and administrators in attendance. Christopher suggested that these be called "SOS" ("Share Our Solutions") meetings.
    - Don says that this conversation will continue in the near future.
- Don offers a reminder to faculty that despite all of the demands on our time and attention, we are "faculty first": we should prioritize our students.
- He also encourages faculty to recognize that SenEx, and the OT-AAUP Executive Committee and Bargaining Team are taking the lead on addressing many current issues. There are opportunities to get involved and support these groups.
- Don encourages us to attend the next OT-AAUP general meeting if we are able.
- Questions?
    - There were no questions.
- End of report.

Report of the Vice President – Christopher Syrnyk (11:48)

- An email went out on December 4th as a reminder that we'll be holding an election for a new IFS voting position. This representative would also be a voting member of Senate.
    - Nominations will be accepted until December 10th.
    - Voting will commence when we return after the holiday break.
- Questions?
    - There were no questions.
- End of report.

Report of the ASOIT Delegate – Mason Wichmann (13:30)

- Mason was absent from the meeting, so there was no report.

Reports of the Standing Committees

Faculty Rank Promotion & Tenure (RPT) – Monica Breedlove (13:50)

- Monica says that RPT has not met since the last Senate meeting, so there is nothing new to report.
- Questions?
    - Don asks if RPT has offered a tenure/promotion training session, as was requested during the previous Senate meeting.
        - Monica says that yes, the session was offered and has been recorded. The recording is posted on the faculty page on TechWeb.
- End of report.

Faculty Welfare – Yasha Rohwer (14:25)

- Yasha says that Welfare has met twice since the last Senate.
- He has an update on one of their charges: to research the recent tenure relinquishment action taken by the administration and draft a response to that action.
    - Yasha explains that the purpose behind the existing tenure relinquishment policy is to incentivize tenured faculty to plan ahead for retirement so that the university can prepare ahead of time to fill the void left by their absence when they do retire.
        - All of the tenure relinquishment requests were denied this year.
            - Welfare spoke with Dan Peterson about this, and Dan said the requests were denied because of the current financial situation of the institution.
            - Yasha says that Don received the same answer from Dr. Naganathan.
        - Welfare recommends that we reinstate the policy: however, it has not been revised since 2008.
            - As such, Yasha says that Welfare has begun revising the policy, but wants to see if any in attendance at this meeting have feedback or input on the revision process.
                - Don suggests that Welfare allow SenEx to meet and discuss this policy and potential revisions before they continue making changes.
- Questions?
    - There were no questions.
- End of report.

Academic Standards – Addie Clark (19:50)

- Addie says that her report is focused entirely on her committee's second charge tonight.
    - This charge was to review the recent decision to cut limit services offered by Testing Services and make recommendations.
        - The committee has prepared a report (see pgs. 30-52 of the December Senate packet) of their findings.
    - Academic Standards surveyed faculty to see how the new limits on Testing Services were affecting them and their students. They also reached out to the staff who run Testing Services on both campuses to get their perspectives.
    - The committee makes a number of recommendations in its report.

        - The first is that faculty need to have a clear explanation of Testing Services's options, policies, and procedures. An email containing this information was sent to faculty on September 9th, but Addie has suggested that a reminder be sent out at the beginning of winter term.
        - Another recommendation is that the Testing Center be made available for classes taught at all levels, not only for courses currently being taught in person.
        - The committee recommends that the Portland-Metro Testing Center be reopened: it has been closed since spring term 2020.
        - Another recommendation is that the seven-day lead time for scheduling proctoring be reduced; if this requires an increase in staffing, then that is part of their recommendation.
        - Finally, they recommend that the Testing Center be made available for make-up proctoring for all students.
    - Based on the committee's work, the university's current budget limitations mean that some cuts must be made either in the Testing Center, Peer Consulting, or Supplemental Instruction. At least to this point, the Testing Center has been judged as the least essential for student success, and thus bears the brunt of the cuts.
        - Addie suggests that the confusion around how and why these decisions are made speaks to Don's earlier point about clarifying communication between university groups.
- Questions?
    - There were no questions.
- End of report.

Faculty Compensation (FCC) – Sean Sloan (27:50)

- Sean says that FCC has not met since our last Senate meeting.
- Sean asks if Joe Reid, who is part of FCC but also active in negotiating compensation matters for OT-AAUP, needs to provide data about compensation to the Senate as well.
    - He suggests that Joe Reid come to the next Senate meeting to give a presentation about what he's learned doing his work for OT-AAUP.
        - Don says that SenEx will discuss this possibility with Sean in the near future.
- Questions?
    - There were no questions.
- End of report.

Reports of Special or Ad Hoc Committee

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

Unfinished Business

- There was no unfinished business.

New Business

- There was no new business.

Open Floor

Andria Fultz (30:20)

- Andria speaks in support of Don's call for better collaboration between university groups.

- She also says that the next OT-AAUP general meeting will at 2pm on January 12th, for anyone who wants to attend.

Erin Cox (32:00)

- Erin has resigned from her position at Oregon Tech. This will be her last Senate meeting. She had some kind parting words for the group, and says that her alternate, Ashton Greer, will be taking over her Senate seat.

Connie Atchley and Tony Richey (33:10)

- Connie says that she's gotten "inklings" that some people are still dissatisfied with their ITS experience, and so her and Tony want to speak with Senate about concerns about classroom technology that they and/or their constituents have.
    - She also says that faculty should never hesitate to reach out when they have a question or a concern, and to contact her directly if they'd like.
- Tony takes over to discuss some of the recent changes that have been made to classrooms, and to address some of the feedback he's gotten.
    - Before fall term started, ITS used "a lot" of COVID money to build up as many classrooms as possible to assist with remote and socially-distanced instruction.
    - Christopher thanks Tony for being quick to respond to requests for help. He also says that he's had challenges with the smartboard settings changing between class sessions.
        - Tony says that this happens because every instructor tends to set their own settings, but he's planning to institute a "deep freeze" setting on each computer in the future so it can be easily reset to its default settings if someone is really struggling to get things back where they want them.
    - Ryan Brown says that ITS up in Portland-Metro provided a "roving cart," which he says has been incredibly useful.
    - Terri Torres wants to bring up some issues that she's heard from her constituents.
        - One concern is that there aren't enough rooms that can simultaneously support remote *and* face-to-face teaching.
        - The second concern is having reliable equipment, especially so that classes that are being taught remotely and face-to-face simultaneously can provide a stable experience for students.
        - The third concern is having computers that rotate so they can face the classroom, rather than the wall.
        - The fourth concern is faculty having access to reliable staff in ITS, so that problems can be fixed more quickly.
        - Finally, Terri would like to see some improvement in "customer service."
        - Terri also suggests that Senate works with CCT to get the results of their recent survey on the classroom technology experience.
            - Tony says that ITS should be able to address "almost all" of these concerns. ITS intends to train students better in the future, and to expand their support hours daily.
                - Connie agrees and says they plan to start treating their student employees as professionals.
            - Tony says that they plan to build more carts for the Klamath Falls campus.
    - Lindy Stewart thanks ITS up in Portland-Metro for their work. She also describes a situation in which her students were driven to remote into her class by poor sound quality in the classroom.

        - Tony says we currently only have two classrooms (one in Klamath Falls and one in Portland-Metro) that can address these sorts of situations, but that the CEET building will have more such rooms.
    - Terri asks if ITS has spent all of its COVID money, and Tony says yes, they have.
- Tony also asks about faculty's experience with Teams, since both it and Zoom are currently available.
    - Addie speaks out in favor of Teams.
        - There was a brief follow-up conversation about the possibility of using Teams to store academic content. Tony says he will look into this possibility.
- Kyle has a question about how to allow students who are Zooming into a face-to-face class to see the boards *and* the instructor/classroom alternately (rather than just one or the other).
    - Tony said that ITS has tried a few ways of addressing this problem, but one of the best solutions is just having the class in a room with a smartboard instead of a whiteboard or chalkboard.
        - He describes some other options that ITS can look into for the future.

Kyle Chapman, Maureen DeArmond, and Franny Howes (1:01:00)

- Kyle says that he and the others want to talk to Senate about the DEI Committee, its background, and the work it's been doing. He begins by saying our university is "decades behind" when it comes to DEI.
- Franny provides a little background history on the DEI Committee and DEI at Oregon Tech.
    - HB 2864 was passed in 2017, mandating that universities have committees to oversee their efforts toward DEI. As a result, Oregon Tech's DEI Committee came into being in 2018.
    - The committee has four goals, currently:
        - Compliance with HB 2864
        - Considering DEI with regards to the Five-Year Strategic Plan
        - Closing equity gaps identified during NWCCU accreditation
        - Addressing feedback and concerns regarding DEI from the Oregon Tech community
- Franny and Kyle both emphasize that accomplishing what the committee is required to do is going to need a greater investment from the university (for staffing, release time, etc.). Maureen speaks to this in more detail.
    - Maureen says we need to make a cultural change at the university, and changes on that scale cannot be made *only* by a single committee.
        - She has been seeking input on how to proceed, and one such avenue is a survey sent out recently to students and employees. Response rates have been low so far, but Maureen says the survey will be open until Friday, so fill it out before then if you're able.
            - She describes some of the initial, anonymous responses as "disheartening."
            - She also says that many of our students have had really useful and thoughtful responses.
        - Questions?
            - Sean (I think?) asks if the goal is to hire another administrative position to address the workload required of the DEI Committee.
                - Maureen says that it's hard for her to imagine an existing employee with other dedicated duties taking this on in addition. Franny agrees.
                    - Ryan spoke with an example of our administration's past lack of interest in supporting grassroots DEI efforts on campus.
            - Cristina Negoita warns that if/when we do get a dedicated DEI position, we remember that "DEI is everyone's job," and not assume that efforts toward DEI only should or need to come from the person in that new position.

- Kyle says he will serve as a sort of unofficial liaison between Senate and the DEI Committee, so you should reach out to him if/when you have comments, concerns, questions, or suggestions.

Christopher Syrnyk (1:26:45)

- Christopher says that he's chairing the current search for a new Director of MarCoPa, and that the search is currently going well. They have four candidates that they want to (virtually) bring to campus.

Addie Clark (1:27:15)

- Addie wants to briefly revisit the discussion from last month about course evaluations. In particular, she is concerned that our evaluations (especially the new, supplementary questions) are going to be rendered moot by low response rates.
    - Christopher suggests that SenEx consider some kind of "asterisk" system for student evaluations this year to acknowledge the issue that Addie is talking about.
    - Cristina agrees with Addie's concern.

Report of the Provost – Dr. Joanna Mott (1:32:20)

- Dr. Mott says that Dr. Naganathan is recovering and resting.
- She also thanks everyone for their efforts in helping us all get through the term safely.
- She met with the Academic Reopening Committee twice last week: ultimately, they concluded to hold all classes remote for the first two weeks of winter term. She requests that she reminds our students of this change.
- Dr. Mott provides a reminder that this is the last month that staff will be furloughing. She says the furloughs saved the university over $1 million, and that we should all appreciate staff's efforts.
- HECC is meeting tomorrow, and one agenda item is adopting the revised funding model for the universities. Dr. Mott says that we will lose "significant amounts of funds" as a result of this change. We are also going to have reduced state funding, and there will be increased PERS costs.
    - This will all be an issue for next year, since staff won't be able to furlough again to address the imbalance.
- She urges faculty to encourage students to register for winter if they haven't already.
- Brian Fox will be leaving the university at the end of the month. We already have two finalists for his position, who will be interviewing next week.
- Dr. Mott attended a meeting with the university presidents last week (in place of Dr. Naganathan), and says that they are concerned that Oregon universities are still "not doing good transfer."
    - She suggests that this will continue to be a concern at Oregon Tech in the future: what are the barriers students face when trying to transfer here, and how can we minimize/eliminate them?
- The sabbatical call will go out tomorrow: the information is on the Provost's website.
- Questions?
    - Terri asks when Dr. Mott will be able to give up or pass on some of her duties so she can focus on fulfilling more traditional Provost duties.
        - Dr. Mott responds that the idea is that once an AVP of Academic Excellence is hired, that person will take on much of the work that has come outside of her job description.
            - She also says the diversity of positions in the Provost Leadership Team has actually helped a lot with distributing workload recently.

- Terri also asks for input from Dr. Mott regarding the letter that went out to ASOIT from the university claiming that classes would continue in the event of a faculty strike. Terri is concerned about what this letter means, and why it was sent out to students.
  - Dr. Mott says that she has not seen the letter, but she knows that students were concerned about a possible strike.
- Addie asks Dr. Mott if she has an update on the faculty position requests that were submitted last month.
  - She says that she hasn't been able to get to them yet, but will respond as soon as possible.
- Mark Clark asks if individuals who were approved for sabbaticals for this year will be able to use them next year instead.
  - Dr. Mott responded that everyone who asked for a deferral received a deferral. She is not sure if this will affect the sabbatical budget for next year or not.
- Kyle expresses a concern that the two-week remote period will just result in students staying home for two more weeks and then coming to campus right before week three starts.
  - Erin Foley responds that "it doesn't really matter where they are," as long as it's been two weeks since they've been socializing in large groups.

- End of report.

Report of the President's Council Delegate – Don McDonnell (1:51:30)

- President's Council has not met, so there is no report.

Report of the Association of Oregon Faculties (AOF) Representative – Mark Clark (1:51:35)

- No report.

Report of the Inter-institutional Faculty Senate (IFS) Representative – Mark Clark (1:51:50)

- Mark says he will be reporting in collaboration with Lindy tonight because he missed parts of the last IFS meeting because of other obligations.
- The major things that were discussed when Mark was present were:
  - A future HECC strategic plan that will help universities secure more funding. Mark says this model would be similar to the one that K-12 schools instituted previously to secure increases in funding.
  - The expectation is that higher education will not take greater cuts than other areas of the state budget in the near future (this is different than what has happened in the past, where higher education funding was decreased disproportionately).
- Mark says that the legislature continues to be upset over the universities' transfer difficulties. At the same time, it's hard to build consensus over transfer because the universities are so decentralized and HECC can no longer just "tell them what to do."
- Lindy says that under the new funding model, two of the Oregon universities are going to lose money, and we are one of them.
  - Mark says that SOU did a study and found that even though the new funding model is, on its face, equitable, because the formula favors STEM fields, it actually favors programs that are male-dominated. This aspect of the model should perhaps be considered in the future if we (broadly defined) are serious about addressing DEI issues.
- Lindy says that there was a lot of conversation about faculty burnout during the session as well.
  - Mark responds that we are currently offering many more on-campus courses than most Oregon universities, but this might also be why our enrollment has not suffered as much as others'.
    - Ryan asks if there's an indication that the data on this indicates causation.
      - Mark says no.

- Cristina says that part of the discrepancy might be the result of our very low international student numbers. She also asks which university was the other one that is taking a financial hit as a result of the new funding model.
    - Lindy says that it's Oregon State.
    - Mark says that in some sense, the reason we and OSU are losing money now is because the previous model favored us more than others.
        - Dr. Mott comments on how hard Dr. Naganathan and Brian Fox worked to decrease the impact on our budget from $5 million to around $1 million.
        - She also said that, relatively speaking, we have had a low COVID case count in Klamath Falls, which has perhaps also been a factor in our enrollment remaining relatively steady.
            - She expresses appreciation for the Admissions department.
- Mark points out that during every recession, Oregon Tech's enrollment in particular stays steady, because students come here to get jobs.
    - Cristina adds that it's also because we have consistently high-quality programs.
- Lindy raises the possibility that we could utilize our Strategic Plan at the state level to secure more funding in the future.
- Questions?
    - There were no questions.
- End of report.

Report of the Fiscal Operations Advisory Council (FOAC) Representative – Christopher Syrnyk (2:10:10)

- Christopher says that FOAC met on November 5th. The purpose of that meeting was to discuss long-term budget scenarios.
    - He also says that the information Brian Fox presented at that meeting could be made available to Senate by request.
    - Christopher says that we will benefit in the future from attempting to bring in more "traditional" four-year students. He appreciates the importance of smooth transfer processes, but from a budget perspective, we should perhaps focus more on four-year students than we have in the past.
- Questions?
    - There were no questions.
- End of report.

Report of the Administrative Council Delegate – Brenda Campbell (2:15:10)

- Brenda thanks Don and Addie for their comments regarding improving tone in communications between university groups.
- In an effort to improve staff morale, Administrative Council has held a number of virtual social gatherings recently, and Brenda says these have been helpful. One was oriented toward first-gen students.
- Administrative Council has distributed a resource list for staff who might need extra help or resources during the pandemic.
- To help with the Council's goal of advocating for administrative staff and classified staff, they've prepared a budget request to allow them to carry out more initiatives.
- Questions?
    - There were no questions.

- End of report.

Adjournment

Don McDonnell adjourned the meeting at 8:18 pm.

Respectfully submitted,
Ben Bunting, Secretary

Oregon TECH

Oregon Institute of Technology

2021 Student Awards

It is once again the time of year to think about students that deserve to be recognized for their amazing work! This year we are challenged by COVID-19 and not having all students on campus regularly to be reminded of their outstanding contributions to campus. The challenge extends to recognizing them in this new virtual environment.

Please give more consideration than ever before for recognizing students (at least one) this year. Nominate an outstanding student today! Student Awards recognize academic excellence, community service and student involvement. Nomination letters are accepted from all students, faculty or staff.

Please note that some awards are only for bachelor's degree-seeking students and others are open to any student undergraduate or graduate. Please read the description for each award carefully. Please see the list of awards below by campus as well information about Outstanding Scholars, President's Senior Cup and student commencement speakers.

Nomination letter deadline is **March 18, 2021** by **5:00pm.**
Recommendation letter(s) & Student Biography deadline is **April 2, 2021.**

Klamath Falls and Wilsonville students may be nominated for these awards (www.oit.edu/studentawards):

- Hiram M. Hunt Award (academic project)
- Most Dedicated Student Award
- Oregon Tech Pride Award
- Outstanding Community Service Award
- Outstanding Non-Traditional Student Award
- Outstanding Student Veteran Award
- Owens Citizenship Award
- Student Achievement Award
- Graduate Student Achievement Award

Portland-Metro students may also be nominated for these Wilsonville Student Awards (www.oit.edu/wilsonville/studentawards):

- Academic Achievement Award
- Outstanding Community Service Award
- Outstanding Student Involvement Award

Outstanding Scholars and President's Senior Cup nominations are due **April 21, 2021.** Departments will receive additional information on **March 31, 2021**.

Please encourage a student that would be a wonderful speaker to apply to be a **Student Commencement Speaker.** Applications are due **April 14** by **5:00pm**.

Please contact **Rachel Winters** at 541-885-1011 or Rachel.winters@oit.edu with any questions.

Oregon TECH

Oregon Institute of Technology

Report on HB 2864 Compliance at Oregon Tech

SUBMITTED TO THE OREGON TECH BOARD OF TRUSTEES

DR. FRANNY HOWES
IONA MUSGNUNG

CO-CHAIRS, DIVERSITY, EQUITY, AND INCLUSION COMMITTEE

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I. Executive Summary

Introduction

Oregon Tech and other post-secondary institutions were charged by the Oregon Legislature through Oregon House Bill 2864, "An act relating to cultural competence at post-secondary institutions of higher education," to begin the process of improving cultural competency as an institution. This report fulfills one of the requirements of that law; defines diversity, equity, inclusion, and cultural competency at Oregon Tech; documents our compliance; and presents the university's DEI vision.

Vision

Oregon Tech will be a student-centered, world-class polytechnic university that inspires students to become tomorrow's leaders.

Oregon Tech aspires to inclusive excellence. In this spirit, we are implementing an innovative new framework—polytechnic cultural competency. Polytechnic cultural competency refers to a set of values and habits of mind that a practicing professional commits to in respectfully interacting with diverse populations, peers and communities alike. Key competencies of this framework are knowing, noticing, intervening, imagining, accepting feedback, systems thinking, and serving. Maintaining cultural humility is also an essential factor in this practice.

Compliance with HB 2864 Requirements

Oregon Tech has undertaken many activities to fulfill the requirements of this act. Most notably:

- The Diversity, Equity, and Inclusion (DEI) Committee was formed in 2018 to oversee not just HB 2864 work but to promote and advance all DEI initiatives.
- Diversity was added to the Oregon Tech mission statement in 2019, and in 2020, our strategic plan highlighted the importance of diversity, equity, and inclusion and committed to diversity as a key institutional value.
- In 2020, the DEI Committee established procedures for setting cultural competency (CC) standards and assessing how faculty and staff have met them. These will guide the creation of CC standards specific to Oregon Tech in the near future.
- Since 2018, we have increased the availability of CC training and will continue to roll out new trainings in support of CC standards.

An itemized review of our compliance is included in the section of this report titled "Compliance with HB 2864 Requirements."

Future Outlook and Next Steps

The next two years of DEI work at Oregon Tech will be shaped by work in four areas: continued HB 2864-guided work, addressing equity gaps as guided by the 2020 accreditation standards set by Northwest Commission on Colleges & Universities (NWCCU), fulfilling the goals of Oregon Tech's 2020 strategic plan, and addressing concerns directly expressed to the DEI Committee by the Oregon Tech community. The next immediate task is to create an Oregon Tech Diversity, Equity,

and Inclusion Plan which will help translate our vision to tangible actions, and this will begin in early 2021.

II. Acknowledgements

The Diversity, Equity, and Inclusion Committee would like to thank the numerous individuals, departments, committees, and groups that directly or indirectly contributed to this report. From its creation in 2018, the committee recognized that this work could not and should not be the exclusive work of our committee members. We hold the conviction that *this work is everyone's work*. The goal to institutionalize cultural competency standards, diversity, equity, and inclusion is integrated best throughout all aspects of the University when all members of the campus community have opportunities to contribute.

Specifically, the committee would like to acknowledge:

- The dedication to supporting transformative change in Oregon's public institutions of higher education by Representative Teresa Alonso-León and her team.
- The support for and advancement of equity and inclusion by President Nagi Naganathan and The Oregon Tech Board of Trustees.
- The collaborative efforts of The Strategic Planning Steering Committee in bringing our vision into the future of the University.
- The diligence of our accreditation teams as they work to close equity gaps across this institution.
- The spearheading efforts of AVP of Human Resources, Maureen DeArmond and Assistant Director of Diversity & Belonging, Wakaya Wells.
- The many Oregon Tech students, faculty, staff, and administrative members who contributed their ideas, efforts, and commitment to social justice.
- The creative efforts and energies of those members who reviewed this document and its contents.
- The connections and energies of Government Relations Specialist, Kelsey McCauley and her peers within the state.

Land Acknowledgement

Oregon Tech's campuses in Klamath Falls, Wilsonville, Seattle, Salem, and Scappoose reside on the ancestral homelands and traditional territories of Indigenous peoples who have stewarded this land since time immemorial. It is important to acknowledge the ancestors of these places and to recognize that we are all here because of the sacrifices forced upon them. We respectfully acknowledge the many nations, tribes, and bands of the Klamath Basin region, along the Columbia River, within the Willamette Valley, the lands along the Puget Sound, and the continued sovereignty of the nine tribes of Oregon, the twenty-nine tribes of Washington, and Northern Californian tribes that have ties to this land.

In doing so, we honor their legacy and lives, as well as continue to build the relationship with the Native peoples of these regions, the states of Oregon, California, and Washington, and across the United States.

III. Introduction

Purpose

The purpose of this report is to account for Oregon Tech's progress on complying with Oregon House Bill 2864, "An act relating to cultural competence at post-secondary institutions of higher education" (abbreviated HB 2864), and to present a preliminary vision for diversity, equity, inclusion, and cultural competency at our institution. While HB 2864 is the floor of our achievement, our vision will define the ceiling.

Oregon Tech, along with all other Oregon public universities and community college districts, was charged in 2017 by the Oregon Legislature to take on the task of improving cultural competency institution-wide (including: our Klamath Falls residential campus; our Portland Metro commuter campus; our Boeing program in Seattle, WA; our Dental Hygiene program in Chemeketa; the OMIC R&D campus in Scappoose; and our online programs) through HB 2864. This report fulfills the requirement of that law that Oregon Tech report our compliance in a biennial report to the appropriate board (in this case, the Oregon Tech Board of Trustees) by December 31, 2020.

Scope

This report covers work done institution-wide on diversity, equity, inclusion, and cultural competency for the period of calendar years 2017–2020. However, not all department or division-level DEI work at Oregon Tech is represented in this report, but **only that which fulfills the requirements of HB 2864**.

The DEI Committee has witnessed that individual divisions from the Board of Trustees to Student Inclusion and Belonging to our academic departments are engaging in DEI work, and the full breadth of these activities will be addressed in a future report.

Key Terms

Cultural competency (CC) is defined in the following way by HB 2864:

"Cultural competency" means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Diversity, Equity, and Inclusion (DEI) are three key values and practices that are commonly grouped together in higher education practice. We seek to uphold these values to remedy historic harms caused by institutional and personal racism, sexism, ableism, colonialism, and other baleful ideologies.

We have adopted the following definitions at Oregon Tech[1]:

[1] https://www.oit.edu/about/diversity-inclusion

Diversity: At Oregon Tech, diversity means a full, representative range of perspectives, backgrounds, and differences.

Equity: Equity refers to not just equality but fairness. We work to make sure all people have successful outcomes, no matter where they start, especially for historically underrepresented populations.

Inclusion: Inclusion is the active and intentional choice of engaging with diversity and creating a sense of belonging that acknowledges that we all benefit when everyone has a place at the table.

Oregon Tech recognizes that while we must remain prudent during these uncertain times caused by a global pandemic, ever changing levels of state funding, national trends of higher ed enrollment, and any other new developments, we must still endeavor to grow, innovate, and improve our program offerings while focusing on providing excellent academics. Diversity is an active and intentional commitment to support and embrace difference for the sake of expanding knowledge, educating, and developing individuals. Inclusion is the intentional engaging of persons and groups while seeking to understand and support the community.

The Diversity, Equity, and Inclusion Committee (DEI Committee) at Oregon Tech is an advisory body to the President with broad membership from faculty, staff, and students that promotes and advances important initiatives in this area.

Preview of Organization

First, this report will present a vision for DEI at Oregon Tech. Then, the report will provide a timeline that summarizes major DEI and CC activities 2017–2020. The largest section of the report will discuss HB 2864 point by point and provide documentation that we are in compliance with each requirement. Finally, the report will conclude with a vision for moving forward on DEI and CC work in 2021 and beyond, as we work to fulfill not only HB 2864 requirements but NWCCU's equity standards, our own strategic plan goals, and the needs our community has directly expressed.

IV. Vision

A Vision for All of Oregon Tech

Oregon Tech will be a student-centered, world-class polytechnic university that inspires students to become tomorrow's leaders.

Oregon Tech's community understands that excellence is not possible without diversity among our faculty and staff and a full, representative range of their thoughts, perspectives, and backgrounds. Our community holds a shared vision in recognizing that we can make our greatest contribution to the creation of new knowledge by cultivating an environment in which all community members can flourish. We can play a key role in helping our state, and the workforce our students become part of, promote transformative equity by recognizing and affirming the strengths of all our students while they are in attendance.

Oregon Tech students are driven towards innovation and excellence. Our students employ their knowledge of engineering, health, business, technology, and applied arts and sciences to real-world problems. They impart their strengths and unique perspectives on our programs and upon leaving the institution, make substantial contributions in their fields and communities. Our role as an institution is to see the value in every student, learn from their perspectives, and make the necessary changes that will continue to amplify the voices of tomorrow's leaders.

Oregon Tech commits to promote transparency and accountability at every level regarding the cultural competency of our campus communities. We will acknowledge our shortcomings and build upon past efforts to develop practices that enhance the University's ability to serve each one of our students and community members. We will work to develop culturally competent and culturally humble faculty, staff, and administrators who can support this development in our students. Above all, this vision reflects the determination of university leaders and our campus community to create an academic environment that is nimble and receptive to change and growth.

We are Oregon Tech Together.

A Vision for Polytechnic Cultural Competency

Oregon Tech aspires to inclusive excellence, where diversity, equity, and inclusion are central to our mission as a polytechnic university. But beyond that, we have coined a new term that blends these missions: *polytechnic cultural competency*.

Polytechnic cultural competency means being able to respectfully interact with diverse populations right now, in our capacities as professionals. Our students need to be prepared to thrive in a diverse workplace and world: this might mean designing databases that have inclusive gender options, developing culturally sensitive health interventions for Native populations, intervening in sexual harassment at a work site, or being a good collaborator on an international team.

The study of race, gender, sexuality, and disability can be very theoretical. This has an essential role in our state higher education system, in places like Oregon State University's excellent program in

Queer Studies. But what Oregon Tech adds to this conversation is on the applied end (like everything else we teach). Not only can we contribute to DEI this way, but we now see it as an essential part of our university brand.

In addition to cultural competency, an additional framework supported by many of our polytechnic disciplines is cultural humility (Foronda, Baptiste, Reinholdt, & Ousman, 2016). Cultural humility foregrounds not just humility but the values of reflexivity, self-awareness, and openness. This is an important counterpart to cultural competency because it emphasizes having an open stance and a lifelong, iterative learning process rather than a closed-ended list of skills to be attained.

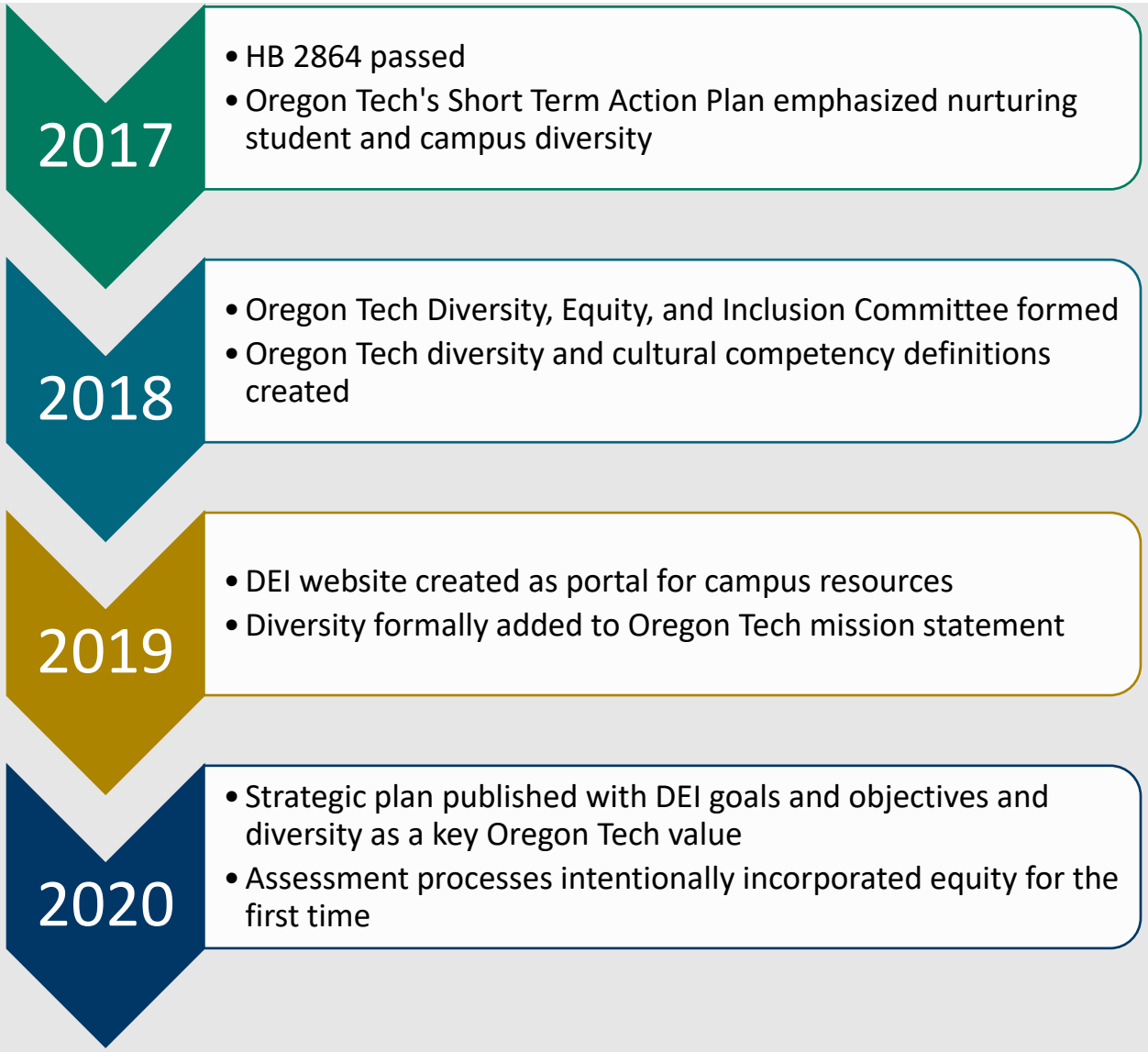
As we grow in this area, we will make sure students, faculty, staff, and alumni have ongoing opportunities to improve their cultural competency and cultural humility. This initiative will build on our existing courses, trainings, divisions, and resources and recognize both that we have faculty and staff expertise on some of these issues, and we can always benefit from outside experts from education and industry.

Seven Key Polytechnic Cultural Competencies

1. Knowing—we first must know our own histories, as well as the history and present of groups we aren't a part of. This history shapes our interactions.
2. Noticing—we need to be able to see with an eye for equity and notice who is or is not at the table. We also have to notice when bias is influencing an interaction or a design.
3. Intervening—we need to be able to speak up when we see bias or inequity.
4. Imagining—we need to build better organizations and think about how we can make them inclusive and equitable.
5. Accepting Feedback—culturally competent professionals must always be ready to listen, learn, and adjust. We must be self-aware and open to personal growth.
6. Systems Thinking—we need to understand that inequity and exclusion are systemic as well as personal, and have to be addressed at grand and small scales.
7. Serving—we as members of our professions strive to make the world a better place and to improve the lives of individuals and communities impacted by inequity and exclusion.

V. DEI Timeline at Oregon Tech

This graphic illustrates *institution-level* milestones in our DEI work since 2017. Note: while we acknowledge that DEI work has occurred throughout Oregon Tech's history, the scope of this report only covers the past three years.



VI. Compliance with HB 2864 Requirements

This section will break down the requirements of HB 2864 with a description of how we have met each requirement. Please note that there are no compliance notes for sections 1.1 and 2.1 of the bill because those sections only establish definitions and do not contain directives.

Section 1.2: Establish a process for recommending and providing oversight for the implementation of cultural competency standards for Oregon Tech and Oregon Tech employees

The Oregon Tech DEI committee was established in 2018 to serve the purpose outlined in section 1.2 of HB 2864.

Recommendation of Standards

In fulfillment of the requirements of HB 2864, Oregon Tech will establish the following process for recommending cultural competency (CC) standards to the institution:

1. The DEI Executive Committee drafts standards.
2. Standards are reviewed by the DEI Committee as a whole.
3. Reviewed standards will be submitted for review to relevant committees or the whole body of Faculty Senate, Administrative Council, Associated Students of Oregon Institute of Technology (ASOIT) both in Klamath Falls and Portland-Metro, Human Resources, and the Office of the President. The DEI Executive Committee will also seek out review of the standards by members of relevant groups named in the HB 2864 CC definition through individual review or focus groups.
4. Feedback will be received and returned to the DEI Executive Committee for revisions.
5. Steps 2-4 will be repeated iteratively until a final set of standards are agreed upon. This should happen by the end of academic year 2021.
6. Standards are established as a new Oregon Tech procedure and are to be reviewed biennially for relevance by the DEI Committee.

The process for oversight of the implementation of these standards will be as follows:

1. Oversight of these standards will be broken down by classification, and the Office of the President has oversight over the entire process in partnership with the Chief Equity Officer or other administrator fulfilling a similar role in the future (such as the DEI Committee chairs in the absence of a Chief Equity Officer).
2. When these standards are implemented, every division on campus will include in their annual reporting to the President an account of how they have worked to meet, met, or exceeded these standards and will share a copy of that report with the DEI Committee.
3. An annual update on the state of diversity at Oregon Tech will be included by the President as part of the Convocation address.

Creating these standards and submitting them for review and approval through the shared governance process will be initiated by the DEI Committee in 2021.

Section 1.2(a): Include a broad range of institutional perspectives

The DEI Committee draws from all sectors of the university and has striven to include the perspectives of both colleges, both staff and faculty, and be meaningful to residential students, commuter students, and fully online students. Our work represents all campuses and sites of Oregon Tech: Klamath Falls, Portland Metro, Salem, Seattle, Scappoose, and Online. Appendix A contains a full outline of every division and department that has been formally represented on the DEI Committee since its inception.

Brown bag sessions were held in November 2020 to assess institutional perspectives on DEI among faculty, staff, and students, and a survey on the matter was sent out to the same population. Faculty and staff are being surveyed regarding these issues in an ongoing fashion.

Section 1.2(b): Give equal weight to the perspectives of administrators, faculty, staff, and students

The DEI Committee includes staff, faculty, students, and administrators. For 2020-2021, the DEI Committee is co-chaired by a faculty member and a staff member, each from different campuses, to better represent these components of the institution.

Our DEI work is informed by Oregon Tech's policies on shared governance:

- Student Shared Governance OIT-15-015
- Resolution No. 15-2, Board of Trustees of Oregon Institute of Technology: A Resolution on Shared Governance at Oregon Institute of Technology

Section 1.2(c): Provide continuing training and development opportunities that foster the ability of Oregon Tech faculty, staff, and administration to meet cultural competency standards

Creating and maintaining a regular calendar of trainings on the multitude of cultural issues that are part of being a culturally competent and culturally humble professional is an ongoing task. At present, we are working to increase the diversity of this content as well as to tailor it to our polytechnic mission.

While Oregon Tech is still establishing cultural competency standards institution-wide, we have worked to make general trainings available that support both professional development in DEI areas and our mission.

Trainings available to staff and faculty now through HR and Student Involvement & Belonging include:

- Safe Zones (LGBTQIA+ inclusion)
- Updated Title IX trainings
- Diversity: Equity & Inclusion training through Cascade EAP
- The Unlearn. Movement

Recent guest speakers on DEI issues at our all-university Convocations the past two years have included:

- Monica Yellowowl, Klamath Tribal Health: "Raising Cultural Awareness"
- Dr. Tia Brown McNair, NWCCU: "From Equity Walk to Equity Talk"
- Jamie Casap, Google: "The Problem-Solving Generation"

Academic departments that have individually provided trainings in the realm of cultural competency include OHSU Nursing, Dental Hygiene, Business Management, Civil Engineering, and Humanities and Social Sciences (HSS). In addition, Emergency Medical Services and the behavioral health programs of HSS including Population Health Management, Applied Behavior Analysis, and Marriage and Family Therapy have invested significantly in this area.

Finally, the Diverse Perspectives ESLO Committee has continued providing training on incorporating this outcome into curriculum, though it does not sync up completely with our established definition of cultural competency. In light of the new 2020 NWCCU equity standards, more initiatives to provide faculty resources to both meet cultural competency standards and meaningfully address equity gaps in student outcomes are forthcoming in 2021.

Section 1.2(d): Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff, and administration from diverse backgrounds

Short-Term Goals of 2017–2018

In 2017, Dr. Naganathan established a set of eleven short-term goals at the beginning of his presidency, before the strategic planning process was established. The goals, which were all initiated and achieved by 2018 except for part d, are as follows:

Goal #3: Grow Student and Campus Diversity

Elevate Oregon Tech's commitment to nurture our environment of diversity and inclusion, by pursuing multiple modalities to celebrate and strengthen diversity among faculty, staff, and students.

a) Create and staff a multi-cultural office to support student body and promote awareness and sensitivity in our interactions with all constituents.
b) Elevate our partnership with the Native American Community, building on strengths of recently executed MOU with Klamath Tribes.
c) Launch a parallel initiative with the Latino Community.
d) International student recruitment.

Strategic Plan

Diversity goals were proposed under the "Commitment to Student Success" and "Academic Excellence" sections of the University Strategic Plan.

The following section quotes strategic plan items relevant to cultural competency.

Pillar I, Commitment to Student Success

Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.

Measurable outcomes:

I.d Strategic student enrollment growth plans with attention to diversity, demographics, and robustness.

GOAL 1: Nurture and inspire student success

1.4 Create learner-focused environments that are welcoming, respectful, inclusive, and offer a sense of belonging to students.

GOAL 2: Ensure degree-seeking students who graduate are ready for success

2.3 Instill cultural competency to prepare students for a diverse workplace and world.

GOAL 3: Increase the number of students recruited, retained, and graduated

3.4 Implement targeted enrollment management strategies for underrepresented students including outreach and partnerships with diverse high schools and communities.

Pillar IV, Commitment to Institutional Excellence

Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.

Pillar IV Measurable Outcomes:

IV.a) Continue promoting diversity, equity, and inclusion across students, faculty, and staff.

GOAL 9: Champion diversity, equity, inclusion, and access among students, faculty, and staff

9.1 Foster and sustain a welcoming environment where all feel supported and experience a sense of belonging; where differing perspectives, participation, and contributions are valued.

9.2 Implement employment recruitment practices to attract a diverse range of qualified candidates, including people from underrepresented communities and identities.

9.3 Continue equal access to programs, facilities, and activities.

9.4 Ensure meaningful evaluation of inclusive and culturally competent teaching.

9.5 Use assessment tools for diversity, equity, inclusion, and access university-wide, enabling an evidence-based approach in decision-making.

Diversity, Equity, and Inclusion Plan

The DEI Committee is developing a Diversity, Equity, and Inclusion Plan for Oregon Tech in 2020-2021, with preliminary goals to be drafted by January 31, 2020.

Section 1.2(e): Require preparation of a biennial report that is presented to the board regarding the institution's progress toward achieving the goals of this subsection

This report which will be sent to the Oregon Tech Board of Trustees by December 31, 2020 by the DEI Committee through the Office of the President, fulfills this requirement. An overview of our findings was presented to the Academic Quality and Student Success committee of the Oregon Tech Board of Trustees in November 2020, and the report is on the docket for presentation to the board January 28, 2021.

Section 1.2(f): Recommend mechanisms for assessing how well the institution meets cultural competency standards

The DEI Committee has recommended that the university draw relevant information from the Culturally Engaging Campus Environments (CECE) survey as well as assessment based on relevant student outcomes as indirect indicators of our progress on cultural competency. This particular survey has the benefit of a focus not just on climate assessment but helping shift campus culture "toward a shared vision of equity" (National Institute for Transformation & Equity, 2017).

The CECE survey was first given at the Portland Metro campus in January 2020. This was a successful pilot and the survey will now be used in Klamath Falls for the first time in January 2021. At present, these surveys are going to be used to gather student input on their engagement with our campuses and communities, but efforts are in progress to implement this assessment tool for faculty and staff as well.

The DEI Committee has recommended that a three-year assessment cycle be put into place for the CECE survey of all faculty, staff, and students at all locations. Collecting benchmark data during the 2020-2021 year with the next cycle to take place during the 2023-2024 Academic year. The DEI Committee also recommends that this survey be inclusive of all campuses, students, faculty, staff, and administrators. High recommendations for utilizing the National Institute for Transformation & Equity (NITE)'s full assessment and data analysis tools to ensure that data is received and processed in a timely fashion. This will require dedicated funding at both the data collection and analysis levels.

Assessment dashboards have been established in 2020 by Oregon Tech Institutional Research to monitor key indicators of student success as well as monitor equity gaps, as is required to comply with the 2020 NWCCU standards. These dashboards track race/ethnicity, gender, first-generation college student status, and Pell Grant eligibility. This data is correlated with our rates of drops, D or F grades, and withdrawals from classes. This data will be another indirect indicator of cultural competency standards, and we hope that as our equity work grows in all units of the university, improvement in cultural competency by the institution will be correlated with greater student success.

Finally, once our cultural competency standards are put into place as discussed under Section 1.2, we will follow the process outlined in that section to report on progress through our existing annual reporting structures.

Section 1.2(g): Ensure that the institution clearly communicates to new faculty, staff, and administrators Oregon Tech's commitment to include meeting cultural competency standards in professional development

Institutional Communication

Diversity was added to the Oregon Tech mission statement in 2019. This clearly communicates the centrality of diversity to our mission. The statement now reads:

Oregon Institute of Technology ("Oregon Tech"), Oregon's polytechnic university, offers innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship and applied research. With a commitment to ***diversity*** *and leadership development, Oregon Tech offers statewide, public educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.*

In addition, a set of key Oregon Tech values was established as part of the strategic planning process, and diversity, equity, and inclusion were included as follows:

Diversity, Equity, Inclusion: Welcoming and empowering individuals of differing backgrounds, identities, and life experiences.

Furthermore, Dr. Naganathan has committed to sending out a yearly letter recommitting Oregon Tech to diversity, equity, and inclusion.

Onboarding and Training

AA/EEO statements are included on all postings and contracts. In addition, behavioral questions regarding DEI have been added as a requirement for hiring interviews.

DEI trainings are made available during Convocation to all staff but especially to new employees.

However, while Oregon Tech has clearly demonstrated commitment to cultural competency, we have not yet established official cultural competency standards for faculty and staff to be measured on. When these standards have been vetted by our shared governance process, they will be included in the new faculty handbook and convocation training, as well as the staff and employee onboarding process.

Section 2.2(a): No later than 12/31/2019 establish a committee or other entity or process that is compliant with requirements above to recommend and provide oversight to implementation of standards

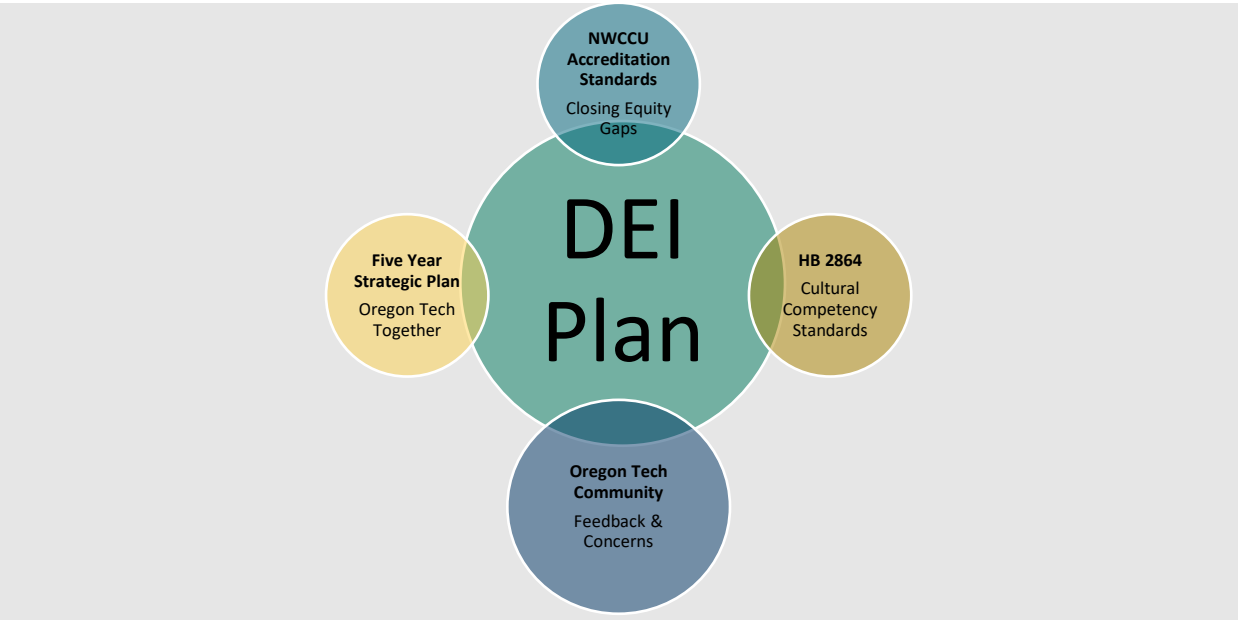
The Oregon Tech DEI Committee was established in December 2018 for this purpose.

Section 2.2(B): No later than 12/31/2020 be in compliance with all the requirements set forth in section 1 of this act

We believe that according to this report, we are in compliance with the requirements of HB 2864. We affirm that our work to not just propose but implement CC standards is ongoing.

VII. Future Outlook and Next Steps

DEI Plan



The DEI Committee acknowledges that cultural competencies are essential to the transformative work the institution must commit to in the coming years. The committee will dedicate immediate time to developing a comprehensive Diversity, Equity, and Inclusion Plan for all of Oregon Tech.

This plan will begin by prioritizing actionable items that reflect the standards put forth by multiple bodies, groups, and university stakeholders. These groups are inclusive of, but not limited to:

- House Bill 2864
- The Oregon Tech Five-Year Strategic Plan for 2021–2026
- Accreditation standards set forth by the Northwest Commission on Colleges and Universities.
- Feedback gathered from the Oregon Tech community over the past three years.

The DEI Plan for Oregon Tech will prioritize actions that aim not just to meet, but to exceed regulations and standards set forth by these groups. This plan will drive the University's immediate efforts as well as provide thoughts for long-term goals at all levels of the institution. The plan will also serve as a measure of assessment for the forthcoming bi-annual report due to The Board of Trustees in December 2022.

The DEI Executive Committee will present the final draft of the DEI Plan to the Office of the President, the Board of Trustees, and Oregon Tech community members for review no later than April 8, 2021. There will be a month-long period for feedback collection, review, and revision with the ultimate hope of approval from the Board of Trustees during the May 26–27 2021 board meetings.

VIII. Appendix A: Composition of DEI Committees[2]

- 2020–2021
  - Student Affairs
  - Communication Department
  - Management Department
  - Population Health Management Department
  - Information Technology Services
  - Emergency Medical Services Department
  - Provost
  - Library
  - Academic Advising
  - Employer Relations
  - Admissions
  - Financial Operations
  - Human Resources & Title IX
  - Undergraduate and graduate students
- 2019–2020
  - Student Affairs
  - Communications Department
  - Population Health Management Department
  - Humanities & Social Sciences Department
  - Information Technology Services
  - Provost & Academic Affairs
  - Admissions
  - Academic Advising
  - Employer Relations
  - Human Resources
  - Library
  - Undergraduate and graduate students
- 2018–2019
  - Student Affairs
  - Communications Department
  - Population Health Management Department
  - Humanities & Social Sciences Department
  - Information Technology Services
  - Provost & Academic Affairs
  - Admissions
  - Academic Advising
  - Employer Relations
  - Human Resources
  - Library
  - Undergraduate and graduate students

[2] https://www.oit.edu/faculty-staff/committees

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