
Board of Trustees Meeting Agenda April 2, 2020

8:00am Per ORS 192.660 and ORS 40.225 Rule 503. The Full Board of Trustees will hold an **Executive Session** to consider information or records that are exempt by law from public inspection and to discuss confidential issues with attorney-client privilege. No final action or final decision may be made during the executive session.

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10:30am	
1. Call to Order/Roll/Declaration of a Quorum (10:30am) <i>Chair Jessica Gomez</i>	
2. Reports	
2.1 Administrative Council Report – written report only	1
2.2 Faculty Senate Report – written report only	4
2.3 Finance and Facilities Committee Report (5 min) <i>Vice Chair Vince Jones</i>	
2.4 Executive Committee Report (10:35am) (5 min) <i>Chair Jessica Gomez</i>	
3. Consent Agenda (10:40am) <i>Chair Jessica Gomez</i>	
3.1 Approve Minutes of the January 23, 2020 Meeting	5
4. Action Items (10:45am)	
4.1 Approve an Adjusted 2019-20 Academic Spring Term Fee Structure - recommendation from the Finance and Facilities Committee (10 min) <i>VP Brian Fox</i>	
4.2 Approve the 2020-2021 Academic Year Tuition and Fees – recommendation from the Finance and Facilities Committee (10:55am) (20 min) <i>VP Brian Fox</i>	
5. Discussion Items	
5.1 Draft Strategic Plan Presentation (11:15am) (30 min) <i>President Naganathan and Dean Tom Keyser</i>	9
5.2 Review of President's Employment Agreement (11:45am) (5 min) <i>Chair Jessica Gomez</i>	27
6. Other Matters (11:50am) (5 min)	
7. Public Comment (11:55am) (15 min)	
8. Adjournment (12:10pm)	



Dear Oregon Tech Board Members:

I want to begin this letter by thanking you on behalf of Administrative Council for your leadership during this period of unprecedented uncertainty for the students, faculty, and staff of Oregon Tech. In the last several weeks, Administrative Council has made much progress in addressing constituent feedback regarding the University's response to COVID-19. Additionally, we continue to make progress with respect to our strategic priorities related to unclassified staff professional development and welfare. Below, I have included the highlights of our work over the last several months:

Response to COVID-19

As the representative body for unclassified staff at Oregon Tech, Administrative Council has played an active role over the last few weeks in assisting with the University's response to COVID-19 through distributing important information about the resources available to unclassified staff during this crisis. In the last two weeks, Administrative Council Vice Chair Wakaya Wells and I have met twice with AVP of Human Resources (OHR) Maureen De Armond in order to receive updates regarding the University's response to COVID-19. Additionally, we have used these opportunities in order to voice comments, questions, and concerns that we have received from our constituents through our online Reach Out Qualtrics survey available for unclassified staff to utilize.

In our work, we have continued to be the voice of unclassified staff at Oregon Tech by championing the causes that our constituents express need or desire for. One of the areas that we are currently assisting the OHR with exploring the feasibility of creating a sick leave pool for unclassified staff, which does not currently exist. The need for this resource is critical considering the realities of the COVID-19 crisis. Staying true to our mission, we continue to serve in an advisory capacity as this policy is drafted and approved in order to help meet the emerging needs of our unclassified constituents.

Working Groups

From the collective feedback we received from constituents at the December Administrative Council meeting, two themes emerged: unclassified staff opportunities for professional development and concerns around unclassified staff welfare. This feedback sparked the genesis of what are now two working groups developed by Administrative Council representatives and constituents that address the above needs. Below, I've included more detailed information about each of the working groups:

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Professional Development

Staying true to our mission to serve in an advisory capacity to our university leaders, the Professional Development working group has been focusing on synergizing efforts with ongoing professional development opportunities across our campuses. A prime example of this has been the group's work in providing feedback on the development and implementation of a professional development opportunities survey created by OHR and distributed to classified and unclassified employees. Through these efforts, we are striving to increase the professional development opportunities available to our unclassified constituents.

Welcome & Welfare

Members of the Welcome & Welfare working group have been focusing on several different areas related to unclassified staff welfare. These have included defining overarching training needs and developing transition plans for unclassified staff. Specifically, we are considering assisting OHR with training opportunities for supervisors with respect to employee onboarding. In addition to this, the working group has also focused their time on partnering with OHR to draft proposals related to bereavement leave, a sick leave pool, and the creation of a floating holiday to promote cultural differences and diversity amongst unclassified staff.

Old Business

We have been meeting on a monthly basis with President Naganathan to address our constituent's concerns. Two of the primary concerns that we continue to champion are unclassified staff performance evaluations and online tuition remission. Regarding performance evaluations, we are advocating for a uniform process for unclassified staff performance evaluations. Many of our constituents have contacted us with concerns about the process, and we continue to receive updates on the progress of this item from Dr. Nagi.

Regarding online tuition remission, we have received much feedback from our constituents about the need for a remission process in place for online classes. We believe that having an online tuition remission process in place will give our unclassified staff constituents the opportunity to further their professional development through online learning. Again, we continue to receive updates from Dr. Nagi about this item and expect to have more news to share on this front soon.

In closing, Administrative Council has been hard at work addressing the concerns of our constituents whilst continuing to be the voice of unclassified staff. Through responding to the emerging needs of our constituents during the COVID-19 crisis, the creation and implementation of our Professional

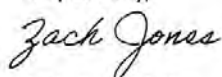
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Development and Welcome & Welfare working groups, and continuing to advocate for a uniform unclassified staff evaluation process as well as online tuition remission, we believe that our efforts are representative of the phrase: “We are Oregon Tech Together” included in the current draft of the University’s Strategic Plan. As Administrative Council Chair, I thank you for taking the time to read this letter, and I humbly ask for your continued support of unclassified staff at Oregon Tech.

Respectfully,



Zach Jones, MA
Administrative Council Chair

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REPORT

Agenda Item No. 2.2

Faculty Senate Report

The Covid19 pandemic has created the need for a rapid and unprecedented transition to remote delivery of all parts of the Oregon Tech curriculum. Given the strongly experiential and hands-on nature of our degree programs, this will be a difficult process that will require considerable innovation and experimentation. It will also involve a much higher course preparation workload than is normal, complicated by the fact that many of our faculty are not trained in distance delivery techniques. Faculty Senate is happy to report that all members of our faculty are rising to this challenge, and will do their best to serve our students in these difficult times. We would be remiss, however, if we did not also point out that this focus on curricular innovation will mean that other faculty activities related to research, professional development, and service will be considerably reduced over the next few months. We look forward to working with Oregon Tech's administration to ensure the success of the Spring 2020 term.

Submitted by:
Terri Torres
Faculty Senate President



**Meeting of the
Oregon Tech Board of Trustees
Room 402, Portland-Metro Campus
January 23, 2020
1:00pm – 5:00pm**

Board of Trustees Meeting Agenda DRAFT MINUTES

The Board held a closed Executive Session of the per ORS 192.660(2)(f) and ORS 40.225 Rule 503 to consider information or records that are exempt by law from public inspection and to have confidential communication subject to attorney-client privilege.

Trustees Present:

Jessica Gomez, Chair	Rose McClure	Grace Rusth
Vince Jones, Vice-Chair	Jill Mason	Mike Starr
Dana Londen	Nagi Naganathan, President	Fred Ziari

Trustees Unable to Attend:

Jeremy Brown	Kathleen Hill	Paul Stewart
Lisa Graham	Kelley Minty Morris	

University Staff and Faculty Present:

Brian Fox, VP Finance and Administration
Erin Foley, VP Student Affairs and Dean of Students
Andria Fultz, Associate Professor
Dave Groff, Legal Counsel
Josh Jones, Pre-College Coordinator
Tom Keyser, Dean College of ETM
Joanna Mott, Provost
Mike Myers, Associate Professor Manufacturing and Mechanical Engineering Technology
Adria Paschal, Senior Executive Assistant to the President
Dan Peterson, Interim Dean College of HAS
Di Saunders, AVP Communication and Public Affairs

Students Present:

Mohammed Alqafshat	Nashmy Luna	Stefan Valenzuela
Simeon Florea	Hemi Patel	Peter Wantuck

Others Present:

1. Call to Order/Roll/Declaration of a Quorum

Chair Gomez called the meeting to order at 1:04pm. The Board Secretary called roll and a quorum was declared.

2. Reports

2.1 President's Report and Discussion

President Naganathan reviewed a PowerPoint presentation introducing Kelsey McCauley as the new legislative assistant and Paul Cosgrove as the legislative consultant. He gave an overview of personnel updates including searches for the Dean of HAS and VP Institutional Advancement, and transitions in Advancement, SEM and Government Relations.

2.2 ASOIT Report

President Valenzuela and members of the Portland-Metro ASOIT gave a presentation highlighting the IEEE club, Baja team, Cyber Security club, website changes to improve transparency, providing options for students to give feedback, results from a spring term survey, and tuition forums.

2.3 Administrative Council Report

AVP DeArmond stated she is the executive staff member of the council and gave an overview of the previous two meetings including discussion on the purpose of the Administrative Council and potential policy amendments.

2.4 Faculty Senate Report

President Torres noted that she is the spokesperson for faculty. She voiced appreciation for the meet and greet with Trustees. She reviewed a PowerPoint presentation and referenced graphs previously presented, noting they have been updated with the latest figures. She stated state revenue for Oregon Tech has increased but in spite of the increases the fund balance has decreased to an all-time low and the percentage of aid to students has decreased again. She referenced a bar chart representing seven direct reports of the President and the salary increases. She also stated total administrative raises were \$2 million for the 18-19 year. The issues with the increases are process, equity and transparency. The concern is not how much the individuals are paid but how the funds were allocated; the reasons for the raises were not reasonable. The biggest concern the faculty have is that the financial choices affect the student experience at Oregon Tech. Three courses of Communication were cancelled not because of low enrollment but because there was no professor to teach them. Students were not able to take courses they need. Faculty are teaching far too many overload; some are teaching almost double what they are teaching meaning courses are not as good as they could be. It is understood that solutions take funds but faculty is asking trustees to listen and question the data and where it is coming from. Faculty do not feel valued, appreciated or respected and there is little confidence in the president's leadership. She asked the board to look closely at the information and not just at one source.

Chair Gomez stated she understands the trust and angst resulting from the budget constraints and appreciates the delivery of the information. She did a great deal of research of shared governance and found a common thread that trust is given. She explained the board's detailed review of the finances as its fiduciary responsibility. She thinks there may be a misinterpretation that the board might not be doing the detailed review of the issues and wanted to clarify that the trustees are doing that. **Vice Chair Jones** asked Ms. Torres what she feels that status is now - after the Board received letters from faculty and her last presentation; does she feel if there is movement there is movement in a positive negative

direction or are they stalled. **Ms. Torres** replied she feels it has gotten worse. Faculty does not feel valued – the town hall was solid data dump; there was no time for faculty to ask questions or express any concerns; the tone was condescending and faculty were frustrated. She relayed that faculty do not feel heard or appreciated; people who feel valued will go the extra mile. She stated you can say you appreciate the faculty but it must be shown. **Chair Gomez** made the point that the faculty are definitely appreciated by the Board. **Trustee Londen** stated that the students appreciate the staff and faculty.

2.5 Legislative Report

VP Fox stated the legislature will convene for the short session. He identified higher education priorities including transfer articulation and specific capital requests for Oregon Tech. He also addressed the student success and completion model (funding formula) with the Higher Education Coordinating Commission and the biannual review of Oregon Tech by HECC.

2.6 Strategic Enrollment Management Report

Director Johnson, via Skype, gave a PowerPoint presentation reviewing figures from the fall term, targets for fall 2020 and current numbers.

2.7 Academic Quality and Student Success Committee Report

Trustee Mason reviewed the AQ&SS committee meeting stating there were five uplifting presentations today including the provost's report, retention, financial aid, RockSat C, and the TRiO program.

2.8 Finance and Facilities Committee Report

Vice Chair Jones noted the report from the FOAC Chair and the committee's concerns; the current plan to reduce the current budget deficit; acceptance of the annual financial report and single audit; the acceptance of the internal audit report; and a recommendation to the Board regarding internal audit contract services. He stated the committee discussed the tuition recommendation process and received an update from the OMIC director.

2.9 Executive Committee Report

Chair Gomez stated the committee reviewed the board's agenda.

3. Consent Agenda

3.1 Approve Minutes of the November 21, 2020 Meeting

3.2 Authorize staff to enter into a contract for internal auditing and authorize the Chair of the Audit Committee to finalize and execute the request for proposals and resulting contract.

Trustee Mason moved to approve the consent agenda. **Trustee Rusth** seconded the motion. With all trustees present voting aye, the motion passed unanimously.

4. Action Items – none

5. Discussion Items

5.1 Assess Trustee Survey Results

Oregon Tech Board of Trustees

Board

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January 23, 2020 DRAFT MINUTES

Chair Gomez explained there were technology glitches and not all trustees have taken the survey. The board secretary stated she would contact the absent trustees and request they complete the survey. She also requested the Board Chair and Vice Chair review the results and address them at the April meeting. She requested feedback to improve future surveys. **Trustee Ziari** stated the survey was very long and the last five questions were could be eliminated.

6. Other Matters

Each board member shared a thought about, or take-away from, the meeting. Items of note included: ASOIT members impressiveness, increase in applicants, being cautious about data, appreciation for the number of deferred maintenance projects completed and under budget, the financial plan to make sure the university is moving in the right direction, concern about providing a positive experience for the number of new students, the campus community understanding 'behind the scenes work' such as deferred maintenance, concern there might be a disconnect between what trustees are seeing and what faculty is seeing, request to hear about partnership programs at the high school and community college levels, appreciation of students, faculty and staff, and the need for communication between different divisions to come together and work on solving problems of retention and recruitment.

7. Public Comment - none

8. Adjournment

Meeting adjourned at 4:37pm.

Respectfully submitted,



Sandra Fox
Board Secretary

DISCUSSION

Agenda Item No. 5.1

Draft Strategic Plan Presentation

Recommendation:

Recommend the Board review and discuss the draft strategic plan and provide guidance to the Strategic Plan Steering Committee Co-Chairs.

Attachments:

- PowerPoint Presentation
- [Draft Cover Letter](#)
- [Draft Strategic Plan](#)
- [Draft Metric Examples](#)

STRATEGIC PLAN 2021-26

OREGON TECH BOARD OF TRUSTEES

APRIL 2, 2020



STRATEGIC PLANNING: A **UNITED** PROCESS ACROSS OREGON TECH

STRATEGIC
PLANNING

STRATEGIC PLAN **ALIGNED** WITH MISSION*

Oregon Institute of Technology (“Oregon Tech”), Oregon’s **public 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** educational opportunities and technical expertise to meet current and emerging needs of Oregonians, as well as other **national** and **international** constituents.



* *Approved by the Oregon Tech Board of Trustees, May 30, 2019*

Approved by the Higher Education Coordinating Commission (HECC), August 8, 2019

3

A VISION FOR THE **FUTURE** UNITES US IN PURPOSE AND ACTION

VISION

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



4

PLAN DEVELOPMENT: THOROUGH, DELIBERATE, **COLLABORATIVE**

40+ hours of
Steering Committee
meetings

Multiple Focus Group
gatherings involving
over **40** departments,
divisions, & other
stakeholder groups

4 All-Campus
Forums

Numerous other
workgroup &
subcommittee
meetings

3 electronic
channels for
feedback

All campus
constituent groups
invited to participate
& represented

OUR **VALUES** DEFINE AND GUIDE OUR ACTIONS AND FOCUS

**Student
Success**

Integrity

Respect

**Diversity,
Equity,
Inclusion**

Service

Accountability

Excellence

Confidence

PILLARS OF EXCELLENCE OUR **FOUNDATION** FOR SUCCESS

Pillar I: Commitment to **Student Success**

Pillar II: Commitment to **Innovation**

Pillar III: Commitment to **Community**

Pillar IV: Commitment to **Institutional Excellence**



STUDENT SUCCESS **FIRST** AND FOREMOST



Pillar I: Commitment to Student Success

Oregon Tech enhances the quality and diversity of the student experience by increasing access and supporting high-quality, student-centered educational experiences that result in student success at Oregon Tech and beyond graduation.



INNOVATION **DEFINES** OUR TEACHING AND LEARNING ENTERPRISE



Pillar II: Commitment to Innovation

Oregon Tech champions being entrepreneurial and on the leading edge of innovative teaching, collaborative research, and student engagement.



9

CONTRIBUTING TO THE COMMUNITIES IN WHICH WE LIVE AND WORK



Pillar III: Commitment to Community

Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their areas of academic and professional expertise.



10

BUILDING AN **ETHOS** THAT DRIVES EXCELLENCE IN ALL WE DO



Oregon TECH
Oregon Institute of Technology

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.

OREGON TECH TOGETHER: 11 GOALS & 46 OBJECTIVES UNDER 4 PILLARS

1. Nurture and inspire student success.	6. Forge an inclusive, cohesive university community: our people are our strength.
2. Ensure degree-seeking students who graduate are ready for success.	7. Establish a valued presence locally, statewide, and nationally.
3. Increase the number of students recruited, retained, and who graduate.	8. Foster a university-wide culture of philanthropy.
4. Incorporate an innovative mindset into teaching, learning, applied research, scholarship, facilities, and processes.	9. Champion diversity, equity, inclusion, and access among students, faculty, and staff.
5. Transform the concept of 'Industry's University' from idea to reality.	10. Create a distinctive edge for Oregon Tech and embrace a culture of excellence and continuous improvement.
	11. Build a compelling presence in Oregon, the Pacific Northwest, and beyond.

Oregon TECH
Oregon Institute of Technology

THANK YOU! QUESTIONS AND COMMENTS



DRAFT COVER LETTER – STRATEGIC PLAN

Dear Oregon Tech Community:

It is with pride in our collective effort that I present to you *Oregon Tech Together*, our university's 5-Year Strategic Plan. The values and pillars of excellence which define the plan will guide our work across the university, giving us a shared focus in support of our students and our re-honed mission and vision.

This plan also well defines how our unique approach to teaching and learning as a polytechnic university, with our professional practice focus, prepares our students for their careers and for life. The industries and partners with whom we collaborate – from healthcare to high tech to community-based organizations – provide internship, externship and other experiential learning opportunities for our students because they value the high caliber of our pre-professional students. This is what all of you “produce” with care and a singular focus on student and graduate success. This is who we are.

Within the plan is a statement which I think shines light on our shared path into the future: we will *forge an inclusive, cohesive community, recognizing that our people are our strength.*

Building a diverse workforce to meet emergent challenges head on with innovation, intellect, drive and the tools to succeed is what each of you do every day. You bring life to “industry’s university,” meaning that wherever our graduates end up in their careers, their talents – which all of you nurtured – will influence organizations for decades to come in positive and significant ways.

I am especially grateful to the Strategic Plan Steering Committee for this incredible lift. Your focus, creativity and commitment never wavered, and was an inspiration to your colleagues, the Board of Trustees, and to me personally.

Thank you everyone. The work of operationalizing and bringing the plan to life is an exciting venture that lays before us. I look forward to seeing the exceptional ingenuity and professionalism that I know you will bring to this effort as part of the Oregon Tech family and a critical innovator at Oregon’s Polytechnic University.

Best wishes,

Nagi G. Naganathan

DRAFT STRATEGIC PLAN
University Mission, Vision and Values

OREGON TECH TOGETHER

The 2021 – 2026 Strategic Plan for the Oregon Institute of Technology



OT Strategic Plan – Draft 3.0

March 24, 2020

University Mission, Vision and Values

MISSION

Approved by the Oregon Tech Board of Trustees, May 30, 2019

Approved by the Higher Education Coordinating Commission (HECC), August 8, 2019

Oregon Institute of Technology (“Oregon Tech”), Oregon’s public 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 educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.

VISION

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

VALUES

We are guided by:

Student Success: Prioritizing student and graduate success in every decision or action at every level of the university.

Integrity: Adhering to the highest standards of ethical principles.

Respect: Demonstrating high regard for one another in interactions and treating others with dignity.

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

Service: Contributing to the wellbeing of our university and external communities.

Accountability: Taking responsibility for our actions and demonstrating leadership.

Excellence: Embracing and celebrating the highest quality standards in teaching, research, and innovation.

Confidence: Exhibiting pride and conviction in our university, our talent, and our contributions to those around us.

University Pillars

Four pillars support the foundation of the university's strategic goals, objectives and actions:

Pillar I: Commitment to Student Success

Oregon Tech enhances the quality and diversity of the student experience by increasing access and supporting high-quality, student-centered educational experiences that result in student success at Oregon Tech and beyond graduation.

Pillar II: Commitment to Innovation

Oregon Tech champions being entrepreneurial and on the leading edge of innovative teaching, collaborative research, and student engagement.

Pillar III: Commitment to Community

Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their areas of academic and professional expertise.

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 I: Commitment to Student Success

Oregon Tech enhances the quality and diversity of the student experience by increasing access and supporting high-quality, student-centered educational experiences that result in student success at Oregon Tech and beyond graduation.

Goal 1. Nurture and inspire student success.

Objectives

- 1.1 Increase support and awareness of academic and student services for student success and well-rounded student development.
- 1.2 Provide students with holistic advising and streamlined, innovative pathways to timely course and degree completion.
- 1.3 Implement collaborative university-wide retention strategies.
- 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.

Objectives

- 2.1 Develop a university-wide culture of career advising and professional mentorship for students.
- 2.2 Create a framework to equip students with professional and life skills.
- 2.3 Instill cultural competency to prepare students for a diverse workplace and world.

Goal 3. Increase the number of students recruited and retained, and who graduate.

Objectives

- 3.1 Expand collaborations with community colleges, high schools, and industry partners.
- 3.2 Increase co-curricular opportunities as part of a comprehensive recruitment, retention, and graduation strategy.
- 3.3 Develop location- and program-specific enrollment management strategies and targets.
- 3.4 Implement targeted enrollment management strategies for underrepresented students, including outreach and partnerships with diverse high schools and communities.

Pillar II: Commitment to Innovation

Oregon Tech champions being entrepreneurial and on the leading edge of innovative teaching, collaborative research, and student engagement.

Goal 4. Incorporate an innovative mindset into teaching, learning, applied research, scholarship, facilities, and processes.

Objectives

- 4.1 Implement innovative, high impact practices including experiential learning and undergraduate research to support students' academic success.
- 4.2 Create both physical and intellectual space for discovery, engagement, and creative activities among students, faculty, staff, and alumni.
- 4.3 Design an innovative framework for students, faculty, and staff to transform abstract ideas into concrete accomplishments.
- 4.4 Increase opportunities and support for professional development of faculty and staff to advance skill sets in their respective fields.

Goal 5. Transform the concept of 'Industry's University' from idea to reality.

Objectives

- 5.1 Leverage collaboration with industry, government agencies, and other polytechnic partners to sustain leading edge technology in the classroom and laboratory.
- 5.2 Increase employment opportunities for graduates and provide professional development opportunities for faculty and staff.
- 5.3 Promote innovative intellectual property exchange to become a prime destination for industry investment.
- 5.4 Develop and actively encourage pursuit of external funding from government agencies and other funding sources to support the university and its faculty and students.

Pillar III: Commitment to Community

Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their areas of academic and professional expertise.

Goal 6. Forge an inclusive, cohesive university community: our people are our strength.

Objectives

- 6.1 Be transparent, inclusive, and data driven in our decision making.
- 6.2 Support the well-being and development of all members of the university community.
- 6.3 Promote inclusiveness and collegiality through open engagement, mutual respect, and acceptance of diverse perspectives.
- 6.4 Incorporate a cohesive sense of purpose and pride across all locations and programs of the university.

Goal 7. Establish a valued presence locally, statewide, and nationally.

Objectives

- 7.1 Intentionally cultivate and strengthen university community ties with local, state, and federal stakeholders for the betterment of Oregonians and Oregon Tech.
- 7.2 Continue our commitment to sustainability and renewable energy through innovative programs, research, and university actions.
- 7.3 Increase the range of educational and service partnerships for students, faculty, staff, and alumni, particularly for underrepresented student groups.
- 7.4 Support, recognize, and celebrate the community and professional leadership service of students, faculty, staff, and alumni.
- 7.5 Engage community and other university partners to be leaders in Oregon Tech's strategic initiatives and community outreach.

Goal 8. Foster a university-wide culture of philanthropy.

Objectives

- 8.1 Increase philanthropy among constituents and increase endowment funding.
- 8.2 Develop a targeted giving strategy to acquire and maintain leading edge advanced equipment for teaching, training, and applied research opportunities.
- 8.3 Build a robust pipeline of donors invested in Oregon Tech's future based on clear priorities and a compelling case for support.

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.

Goal 9. Champion diversity, equity, inclusion, and access among students, faculty, and staff.

Objectives

- 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 Increase equal access to programs, facilities, and activities.
- 9.4 Ensure meaningful evaluation of inclusive and culturally competent teaching.
- 9.5 Develop assessment tools for diversity, equity, inclusion, and access to be used university-wide, enabling an evidence-based approach in decision making.

Goal 10. Create a distinctive edge for Oregon Tech and embrace a culture of excellence and continuous improvement.

Objectives

- 10.1 Develop processes for rigorous review and assessment of academic programs for relevance, quality, and timely response to strategic market opportunities.
- 10.2 Secure consistent and significant investment in systems, technology, and teaching facilities to advance program excellence and student success.
- 10.3 Invest in development opportunities focused on learning strategies, teaching techniques, specialized credentials, curriculum design, and student-centered service.
- 10.4 Support student, faculty, and staff discovery in basic and applied research; and promote the dissemination of the results.
- 10.5 Increase opportunities and support for professional development of faculty and staff to advance skillsets in their respective fields.
- 10.6 Provide support for service units to excel in efficiency and creating streamlined processes.

Goal 11. Build a compelling presence in Oregon, the Pacific Northwest, and beyond.

Objectives

- 11.1 Implement unified branding and marketing strategies for state, regional, national and international visibility and name recognition.
- 11.2 Implement plans for both outreach and research efforts to build more partnerships with local, state, federal, tribal, industry, and nonprofit organizations and agencies.
- 11.3 Assess and promote the role of athletics and enhance how team sports support Oregon Tech and its brand.
- 11.4 Develop a vast alumni network poised to advocate, contribute, and participate in efforts to promote and advance Oregon Tech.

Nomenclature

Academic: Areas relating to education and scholarship through faculty, students, and programs of study of the university.

Board of Trustees: The Oregon Tech Board of Trustees is the governing body of the university, with its voting members nominated by the Governor of Oregon and approved by the Senate of the State of Oregon. The Board has broad authority to manage and govern the University including the approval of the University's mission, programs, budgets, and strategies.

Co-Curricular: A complement to the formal curriculum that typically does not count for credit or toward graduation. Examples: *First-Year Experiences, Common Intellectual Experiences, Learning Communities, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning, Internships.*

HECC: The Higher Education Coordinating Commission (HECC) is the primary state entity responsible for ensuring pathways to postsecondary education success for Oregonians statewide.

Industry: Organizations and business entities that benefit from our students, faculty and university resources.

Institutional Goal: A key area of work for the university that forms the basis for action items and strategic objectives.

Mission: The University's primary purpose and its reason for existence.

Objective: Means through which the goals of the plan are achieved.

Pillar: Essential and foundational part of our university that drives multiple areas of the strategic plan.

University Partner: An organization or individual that represents a constituent or 'friend' of the university.

Value: Principle that guides the university's work and relationships.

Vision: The desired future state Oregon Tech aspires to reach in several years' time.

World Class: Quality of outcomes that exceed student and constituent expectations, and thus building brand recognition and loyalty.

DRAFT University Strategic Plan with Metrics EXAMPLE

The University Strategic Planning Steering Committee will now move into its next phase of plan development. This phase will be add measureable actionable items to each Objective. For example:

Goal 3. Increase the number of students who are recruited, retained and graduate.

Objectives

- 3.1 Expand collaborations with community colleges, high schools, and industry partners.
 - 3.1.1 Increase the number of students enrolling at Oregon Tech from community colleges by 10 %
 - 3.1.2 Increase the number of students enrolling at Oregon Tech from high schools by 25 %
 - 3.1.3 Increase the number of graduate destinations (companies, graduate schools, etc.) by 20%
 - 3.1.4 Improve retention rates between each year by 10%
- 3.2 Increase co-curricular opportunities as part of a comprehensive recruitment, retention and graduation strategy.
 - 3.2.1 Develop 1st year experiences for our students that provide early students success and nurtures a bond between the student, their advisor and the university.
 - 3.2.2 Increase the number of undergraduate research experiences performed by our students and faculty by 25 %.
 - 3.2.3 Encourage and actively form learning communities to enhance student satisfaction and ease the transition to college.
- 3.3 Develop location- and program-specific enrollment management strategies and targets.
 - 3.3.1 Develop 4 new graduate programs and certificate programs specifically designed to serve the Klamath Falls and Portland Metro student populations.
 - 3.3.2 Develop 4 new undergraduate programs specifically designed to serve the Klamath Falls and Portland Metro student populations.
- 3.4 Implement targeted enrollment management strategies for underrepresented students including outreach and partnerships with diverse high schools and communities.
 - 3.4.1 Increase national and global promotion of unique programs such as Cybersecurity and Renewable Energy Engineering
 - 3.4.2 Engage with leaders of underrepresented groups and align current degree offerings to meet the needs of these groups.
 - 3.4.3 Actively recruit from geographically distant communities.

DISCUSSION

Agenda Item No. 5.2

Review of President's Employment Agreement

Background:

After a national search started in 2016, the Oregon Tech Board of Trustees entered into an employment agreement with Dr. Nagi Naganathan in February 2017. Dr. Naganathan took office and became the 7th President of the university on April 1, 2017.

Section 9.7 of the employment agreement states the Board agrees to review the agreement after Dr. Naganathan completes three years of service as President.

Recommendation:

Recommend the Board discuss Dr. Naganathan's employment agreement.