

EXECUTIVE SESSION OF THE BOARD (11:30am – Noon)

The Board will meet in Executive Session 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.

EXECUTIVE SESSION OF THE EXECUTIVE COMMITTEE (12:10pm – 12:30pm)

The Board will meet in Executive Session 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.

**Board of Trustees Meeting
Agenda**

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (1:15pm) <i>Chair Jessica Gomez</i>	
2. Discussion Items (1:20pm) (30 min)	
2.1 House Bill 2864 Compliance Report <i>Dr. Franny Howes and Associate Director</i> <i>Iona Musgnung</i>	1
3. Reports (1:50pm)	
3.1 President (15 min) <i>President Naganathan</i>	38
3.2 ASOIT (2:05pm) (10 min) <i>Presidents Mason Wichmann (KF) and Peter Wantuck (PM)</i>	
3.3 Administrative Council (2:15pm) (10 min) <i>Co-Chair Dr. Jolyn Dahlvig</i>	
3.4 Faculty Senate (2:25pm) (10 min) <i>President Don McDonnell</i>	
3.5 Strategic Enrollment Management (2:35pm) (10 min) <i>Provost Joanna Mott</i>	51
3.6 COVID Plan (2:45pm) (10 min) <i>VP Erin Foley</i>	
3.7 Academic Quality and Student Success Committee (2:55pm) (5 min) <i>Trustee Brown</i>	
3.8 Finance and Facilities Committee (3:00pm) (5 min) <i>Vice Chair Vince Jones</i>	
3.9 Executive Committee – no meeting held	
4. Consent Agenda (3:05pm) (5 min) <i>Chair Jessica Gomez</i>	
4.1 Approval of the Minutes of the November 12, 2020 Meeting	58
5. Action Items - none	
6. Other Matters – none	
7. Public Comment (3:10pm) (15 min)	
8. Adjournment (3:25pm)	

DISCUSSION ITEM

Agenda Item No. 2.1

House Bill 2864 Compliance Report

Summary

House Bill 2864, relating to cultural competence at post-secondary institutions of education, was approved in 2017. As a result, Oregon Tech is required to establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the university and its employees. The Diversity, Equity, and Inclusion (DEI) Committee is overseeing this project.

One part of this requirement is the preparation and presentation of a biennial report to the Board of Trustees. The report is to address the university's progress toward achieving the goals outlined in the Bill. The first report was sent to the Board on December 29, 2020, meeting the December 31, 2020 requirement.

Staff Recommendation

Staff recommends the board discuss the compliance report.

Attachments

- [PowerPoint Presentation](#)
- [National Institute for Transformation and Equity \(NITE\) Information](#)
- [House Bill 2864](#)
- [Compliance Report](#)

Diversity, Equity, and Inclusion Committee Updates

Dr. Franny House and Iona Musgnung
Co-Chairs, DEI Committee

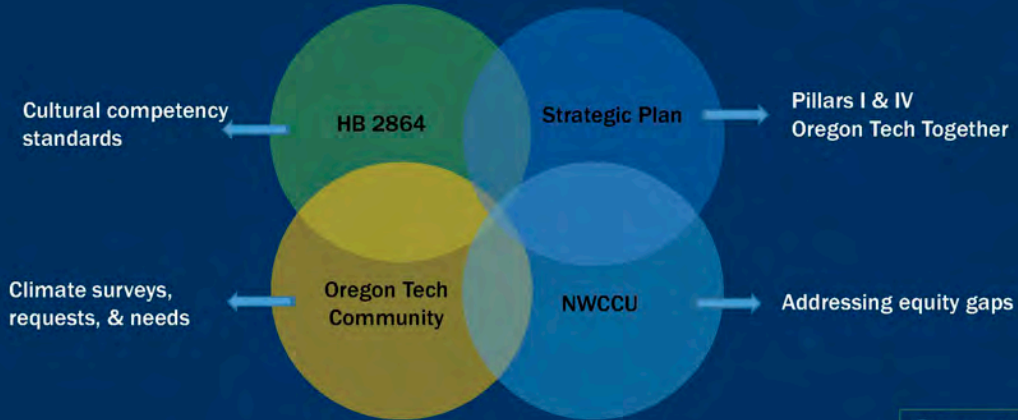


Outline

- ❖ Shaping Oregon Tech's DEI efforts
- ❖ HB2864 Report & compliance overview
- ❖ Outstanding needs for HB2864
- ❖ Culturally Engaging Campus Environments
- ❖ Polytechnic Cultural Competency
- ❖ DEI Committee foci 2021
- ❖ DEI Plan
- ❖ Requests & recommendations



Shaping Oregon Tech's DEI efforts



House Bill 2864- Report Overview

- Vision for Oregon Tech
- Polytechnic Cultural Competencies
- Compliance with HB 2864 Requirements
 - Oregon Tech has fulfilled compliance requirements.
- Future outlook & next steps



Oregon Tech Compliance on HB2864

- ☒ Established process for recommendation & implementation of cultural competency standards.
- ☒ Proposed institution-wide goals & vision to improve cultural climate via Five Year Strategic Plan for Oregon Tech.
- ☒ Submitted biennial report by Dec. 31st, 2020 deadline.
- ☒ Recommended CECE Model as assessment measurement for climate improvement.
- ☒ Established DEI committee with large representation of perspectives and positions within institution.
- ☒ Communicating institutional commitment to cultural competency to new employees.



Outstanding requirements of HB2864

- 1**
Draft and approve institutional cultural competency standards.
- 2**
Increase opportunities for professional development and training of all staff, faculty, and administration in cultural competency and other DEI topics.
- 3**
Commit to assessment tools and cycles.
- 4**
Continue to monitor institution for compliance of all requirements within HB 2864 and potential amendments from House Committee on Education.



CECE- Culturally Engaging Campus Environments

- National Institute for Transformation & Equity (NITE)
- CECE model/assessment tool
 - Oregon Tech started utilization in 2019-2020
 - Student Involvement & Belonging Dept. has been utilizing self-administered assessment option to reach both campuses as of Jan 2021.
- HECC named CECE as best practice for compliance with HB2864, Oct. 2020
- Institutional Partnership with NITE
 - Opportunity that would address concerns from all bodies & stakeholders.
 - Assessment via CECE, mobilizing community around a common vision, developing a plan to do data-driven change, professional development for faculty, staff, & students, on-going support.
 - Proposal to include possibility of creating polytechnic version of CECE tools.



CECE Model

Emphasizes that student success is tied to access to cultural engaging campus environments.

- Directly and indirectly tied to sense of belonging, academic self-efficacy, motivation, and intent to persist.

Measures:

- Perceptions of institutional environments.
- Attitudes about the value of cultivating culturally relevant and responsive environments.



Polytechnic Cultural Competency

- An innovative DEI framework
- Centers the impacts of our polytechnic mission on communities
- A vision that works for all Oregon Tech sites and disciplines
- Will lead into CC standards



Polytechnic CC continued...



Polytechnic CC continued...

- End goal: be a model for other polytechnic institutions
- We're seeking an experienced partner to build out our transformative vision
 - Partner may be offered co-ownership of model



DEI Committee Foci 2021



Rubric created for policy/procedure review for equity across institution



DEI Plan drafted & submitted by end of academic year



Cultural competency standards drafted for institution & run through approval process



Proposal for CECE partnership institution & immediate outsource of data analysis



Workshops for ETM/HAS Department Heads & Chairs on DEI



Diversity, Equity, and Inclusion Plan for Oregon Tech

A set of recommendations & overview of needs to act as a guide for short-term actions:

- Compilation of needs & requests from various stakeholders
- Cross-cutting institutional priorities
 - all departments & divisions
- Tangible and actionable items
 - funding requests where feasible
 - Partners and/or leaders for implementation identified where feasible
- Prioritized & ranked by the DEI Committee



Challenges in implementing DEI Plan



INSTITUTIONAL INERTIA AND
ABSENCE OF DEDICATED
LEADERSHIP



ASYMMETRICAL DISTRIBUTION
OF DEI KNOWLEDGE



DEPARTMENTAL AND
DIVISIONAL SILOS



COMPETING PRIORITIES

DEI Committee as advisory
group- unable to take on
implementation



Requests/Recommendations

Full support of hiring a CDO and JEDI department

- The DEI Committee is incapable as acting as a working body.
- Current staffing does not include capacity for work needing to be done.
- Cluster hiring of faculty with discipline-specific DEI expertise.

Investment in strategic plan diversity elements

- Financial investment in initiatives.
- Board investment and support in promoting that "this work is everyone's work."

CECE Partnership Institution

- Funded at data collection, analysis, & implementation levels.
- At minimum, 3-year assessment cycle funded and supported.

Support of entrepreneurial DEI initiatives

- Polytechnic Cultural Competencies and others to come.



Questions?

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National Institute for Transformation & Equity (NITE) Overview

The overarching aim of the National Institute for Transformation and Equity is to create and utilize tools to assist postsecondary institutions in their efforts to examine, understand, and improve their campus environments and maximize success among diverse student populations.

Assessment Tool:

The Culturally Engaging Campus Environments (CECE) Survey

- Student Survey
- Staff Survey
- Faculty Survey

Beyond Climate Assessment, and Toward a Shared Vision for Equity:

Climate assessment surveys are important tools to identify and understand problems that exist within the campus climate. CECE surveys are critical tools to fix those problems. The CECE surveys are designed to center your entire institution's focus on the aspects of campus environments that allow diverse populations to thrive. In doing so, they provide tools for you to rally inclusion and equity advocates and supporters across the campus to move toward a common vision. And, CECE tools encourage all campus community members to focus on creating optimal campus environments that promote success for students, faculty, and staff from diverse backgrounds.

Grounded in National Data about What Works: The CECE surveys are based on over three decades of empirical research and climate assessments that uncover the kinds of institutional environments that allow diverse populations to thrive and higher education. Each time a new CECE survey is generated, expert qualitative, quantitative, and mixed-methods researchers utilize research and assessment data from campuses across the nation to construct an instrument that centers on elements of the institutional environment that affect the experiences and outcomes of diverse populations most.

Designed for Your Entire Campus: The CECE surveys are constructed based on data gathered from disciplines across higher education. We have specific surveys for particular populations (i.e., students, staff, and faculty) to help campuses understand how all of these groups are experiencing the environment, identify areas of strength and opportunity, and inform specific actions that can help transform your campus. This means that the survey items are relevant to everyone on your campus and the data can inform action for everyone within your campus community.

The CECE Model:

The Culturally Engaging Campus Environments (CECE) Survey is designed to measure the 9 CECE indicators that represent the characteristics of optimally inclusive and equitable campus environments. These indicators also denote the 9 elements of environments that allow diverse

populations to thrive in college. College and university campuses can use the CECE Survey and these 9 CECE indicators to...

- Create dialogue that is centered on the things that matter most when serving diverse student populations.
- Diagnose their campus environments from an inclusion and equity perspective.
- Identify where these environments can be improved.
- Develop plans to cultivate more inclusive and equitable environments.
- Create environments that maximize success among all students regardless of their backgrounds and identities.

Five indicators focus on the ways that campus environments are relevant to the cultural backgrounds and communities of diverse college students:

1. **Cultural Familiarity:** Campus spaces for students to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences.
2. **Culturally Relevant Knowledge:** Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.
3. **Cultural Community Service:** Opportunities for students to give back to and positively transform their home communities.
4. **Meaningful Cross-Cultural Engagement:** Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.
5. **Cultural Validation:** Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

The remaining four indicators focus on the ways in which support systems take into account and respond to the norms and needs of diverse students:

1. **Collectivist Cultural Orientations:** Campuses cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
2. **Humanized Educational Environments:** Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.
3. **Proactive Philosophies:** Philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.
4. **Holistic Support:** Students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.
- 5.

Note: The CECE Survey also measures several other variables, including demographics (e.g., race, ethnicity, gender, age, religion, family income, parents' education), precollege factors (e.g., academic preparation), academic dispositions (e.g., motivation, self-efficacy, intent to persist), sense of belonging, academic performance, and learning outcomes.

In sum, the CECE Model suggests that the greater the extent to which institutions foster and maintain culturally engaging campus environments, the more likely their environments will allow their diverse student populations to thrive in college.

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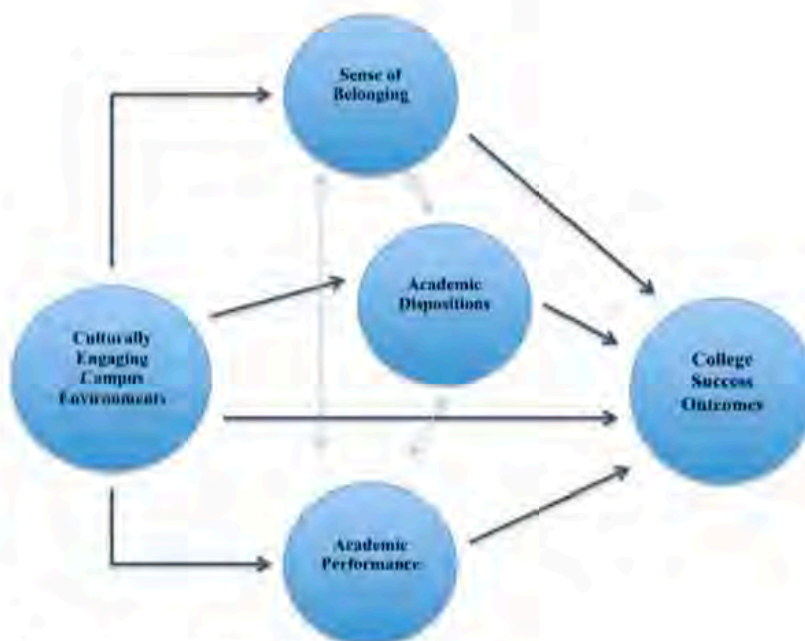


Figure 2: The focal point of the CECE Model

Opportunities to Partner with NITE:

NITE Institutional Partnerships

For institutions that register for NITE institutional partnerships, NITE will (1) administer the suite of CECE surveys on your campus in the initial and final years of the partnership, (2) assist your campus in mobilizing your constituents around a common vision to create more inclusive and equitable environments, (3) support your campus in developing a plan to utilize CECE and other forms of assessment data to facilitate change, (4) provide professional development for faculty,

¹ Note: The figures and text for this page were adapted from Museus, S. D. (2014). *The Culturally Engaging Campus Environments (CECE) Model: A new theory of college success among racially diverse student populations*. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*. New York: Springer.

staff, and/or students on your campus, and (5) offer ongoing consulting over the course of 3-5 years.

CECE Survey Self-Administration

Self-administering campuses must administer the CECE surveys themselves and analyze their own data—or hire a researcher to execute these tasks. For CECE survey self-administration, NITE will (1) provide the survey instrument(s) and (2) offer limited guidance around recruitment and improving response rates.

FAQs

Is the CECE Survey intended to be administered continuously?

The CECE Survey is useful to campuses if it is administered during one year, every other year, or annually. Campuses will get the most useful information out of the CECE Survey if they administer it on a consistent basis long-term, because they will be able to track progress in cultivating more inclusive and equitable campus environments.

Are culturally engaging campus environments all about race? Or, does the CECE Survey take income, religion, gender, sexual orientation, and other characteristics of students into account?

The CECE Survey prompts respondents to answer the questions based on the community or communities that are most relevant to them. For example, students of color might answer the questions based on how they perceive the environments from the perspective of a member of their racial group, a Muslim Pakistani student might answer the questions as a member of these religious and ethnic communities, or a gay Latino student might answer the questions from the perspective of someone who identifies with the Latinx and LGBTQA+ communities. Thus, the Survey measures how relevant and responsive campus environments are to the communities that matter to students the most.

How is the CECE Model different than other institutional change models?

Existing improvement models such as the Equity Scorecard or Achieving the Dream are focused on the change process (i.e., how institutions engage in the process of change), while the CECE Model outlines the ideal focus or content of the change (i.e., the type of change needed to allow diverse populations to thrive). Unlike these other change frameworks, the CECE Model provides a vision regarding what institutions should strive to look like if they hope to maximize success among diverse populations. Therefore, the CECE tools are not meant to replace these existing process models, but can be used in conjunction with other models to provide a more complete picture that includes both what change needs to be made and how to achieve it.

More information:

<https://nite-education.org/>

79th OREGON LEGISLATIVE ASSEMBLY—2017 Regular Session

Enrolled
House Bill 2864

Sponsored by Representatives ALONSO LEON, GORSEK; Representatives EVANS, HERNANDEZ, LININGER, MCLAIN, NOSSE, RAYFIELD, SANCHEZ, SOLLMAN, Senators DEMBROW, GELSER, MANNING JR, TAYLOR

CHAPTER

AN ACT

Relating to cultural competence at post-secondary institutions of education.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section:

(a) "Board" means:

(A) For a public university listed in ORS 352.002, the governing board of the university;

or

(B) For a community college, the board of education of a community college district.

(b) "Community college district" has the meaning given that term in ORS 341.005.

(c) "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.

(d) "Governing board" has the meaning given that term in ORS 352.029.

(e) "Public institution of higher education" has the meaning given that term in ORS 350.350.

(2) Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees. The process established under this subsection must:

(a) Include a broad range of institutional perspectives;

(b) Give equal weight to the perspectives of administrators, faculty members, staff and students;

(c) Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards;

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

(e) Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection;

Enrolled House Bill 2864 (HB 2864-A)

Page 1

(f) Recommend mechanisms for assessing how well the institution meets cultural competency standards; and

(g) Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.

SECTION 2. (1) As used in this section:

(a) "Cultural competency" has the meaning given that term in section 1 of this 2017 Act; and

(b) "Public institution of higher education" has the meaning given that term in section 1 of this 2017 Act.

(2) Each public institution of higher education shall:

(a) Not later than December 31, 2019, establish a committee or other entity, or establish a process, that complies with the requirements set forth in section 1 (2)(a) and (b) of this 2017 Act and that will enable the public institution of higher education to recommend, and provide oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees; and

(b) Not later than December 31, 2020, be in compliance with all of the requirements set forth in section 1 of this 2017 Act.

Passed by House April 26, 2017

Received by Governor:

.....M....., 2017

.....
Timothy G. Sekerak, Chief Clerk of House

Approved:

.....M....., 2017

.....
Tina Kotek, Speaker of House

.....
Kate Brown, Governor

Passed by Senate June 5, 2017

Filed in Office of Secretary of State:

.....M....., 2017

.....
Peter Courtney, President of Senate

.....
Dennis Richardson, Secretary of State



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

Report on HB 2864 Compliance

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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 standards11

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Report on HB 2864 Compliance

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.”²²

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,

Report on HB 2864 Compliance

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

Report on HB 2864 Compliance

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.

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Report on HB 2864 Compliance

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 Tech¹:

¹ <https://www.oit.edu/about/diversity-inclusion>

Report on HB 2864 Compliance

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.

Report on HB 2864 Compliance

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

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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.

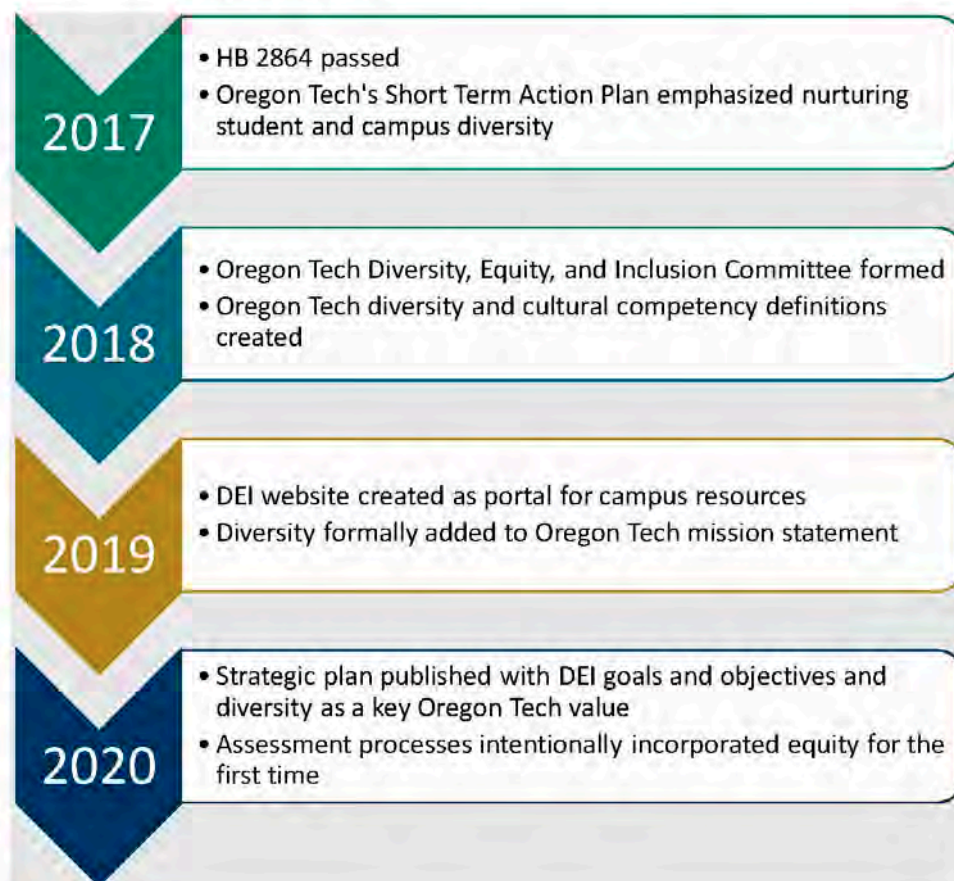
Seven Key Polytechnic Cultural Competencies

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.

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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.



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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.

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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

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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.

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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:

1.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.

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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.

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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.

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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.

January 28, 2021

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VIII. Appendix A: Composition of DEI Committees²

- 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.sit.edu/faculty-staff/committees>

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President's Report

Dr. Nagi Naganathan, President

Oregon Tech Board of Trustees - January 28, 2021



President's Report

1. Organization Update
2. COVID-19 & Academic Planning
3. Strategic Plan Implementation
4. Budget & Tuition Process
5. Enrollment Update
6. Oregon Tech Foundation
7. Recent Celebrations & Program Updates
8. Capital Projects



Organization Update

Onboard



Ken Fincher, VP
Institutional Advancement



Jay Headley, Director of
Veteran Services

Joining Soon



John Harman, VP Finance
and Administration



COVID-19 & Academic Planning

- **Winter & Spring Term**
- **Vaccination Plan?**
 - Decision will be made in conjunction with the state and other entities; Oregon Tech will look to them for guidance



Student Academic Honors

- President's & Dean's List
 - Academic Quality and Resiliency



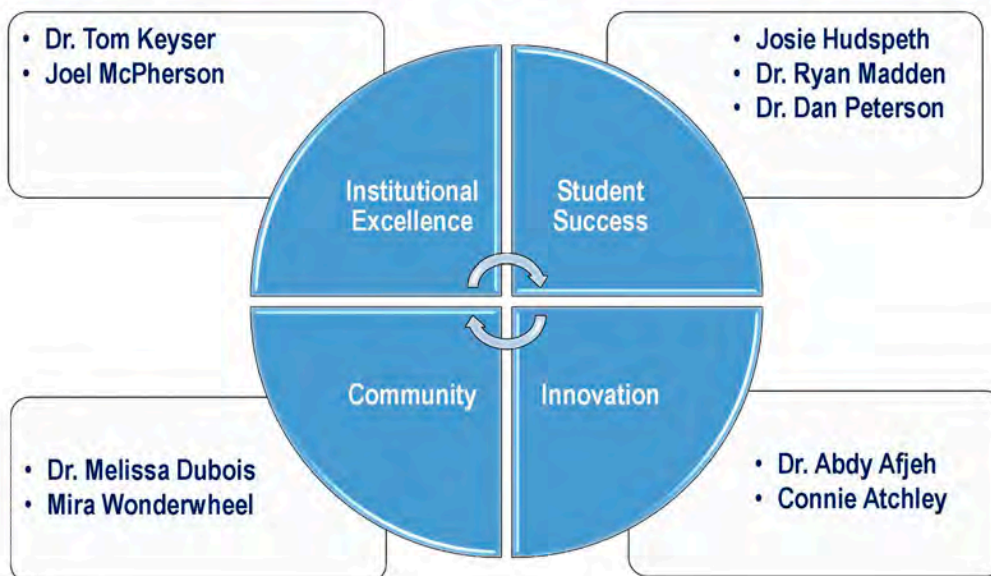
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Strategic Plan: Implementation

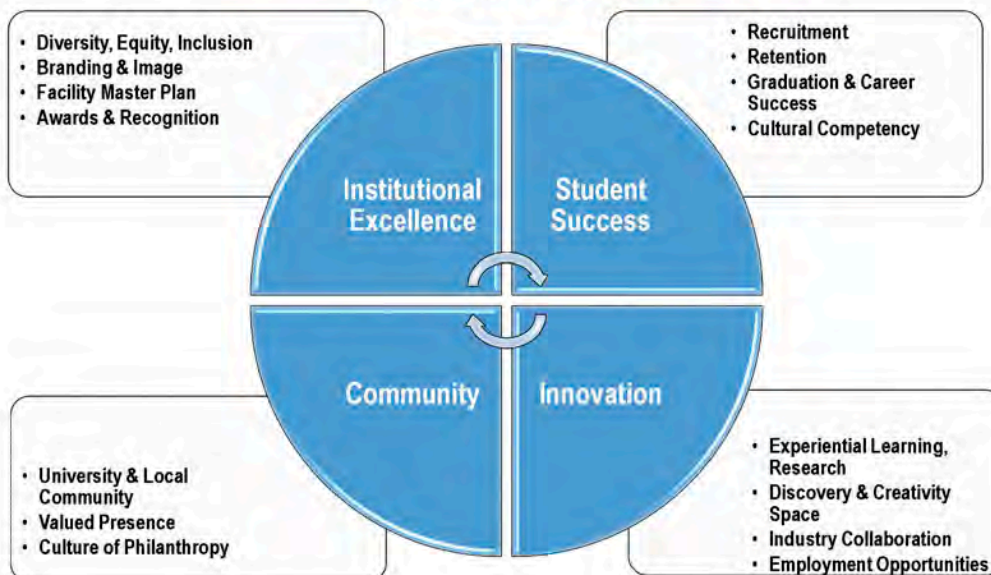


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Pillar Implementation Co-leaders



Pillar Measurable Metrics (under development)




Pillar I: Student Success Metrics




Recruitment	<ul style="list-style-type: none"> • Admit Rate, Yield Rate • Athletics data
Retention	<ul style="list-style-type: none"> • Retention data, NSSE, Co-curricular student participation data • Culturally Engaging Campus Environments (CECE), Advising Experience Survey • Student Satisfaction Inventory
Graduation, Career Success	<ul style="list-style-type: none"> • Completion data, NSSE, 1st destination survey, Alumni surveys, Career Services data • Industry survey, Long-term alumni data-stepping blocks tool
Cultural Competency	<ul style="list-style-type: none"> • Diversity training completion rates, Diversity & Belonging student participation data, Athletics data • Culturally Engaging Campus Environments (CECE)

Pillar II: Innovation Metrics



Experiential Learning, Research	<ul style="list-style-type: none"> • Student participation, seed money with alternative sources • # of new technologies introduced, faculty adopting new pedagogy practices, student experience/satisfaction
Discovery & Creativity Space	<ul style="list-style-type: none"> • # of students/faculty/industry partners participating in Maker/Innovation spaces, measure repeat engagement • Incentives for students to engage in discovery, engagement, and creative activities
Industry Collaboration	<ul style="list-style-type: none"> • Faculty funding requests submitted, Awards distributed • Increased student participation in OMIC, % increase in recruitment and retention
Employment Opportunities	<ul style="list-style-type: none"> • Grants awarded and grant applications submitted • % of labs available online, % of online labs adopting new teaching technologies

Pillar III: Community Metrics



University Community	<ul style="list-style-type: none"> • Participation rates in employee resource groups, Leadership Training program, events • % Student participation in survey of Title IX, underserved
Local Communities	<ul style="list-style-type: none"> • # and diversity of participants on community councils • Increase number of employees and students to support community outreach/strategic partnerships
Valued Presence	<ul style="list-style-type: none"> • # of public media reports, faculty supporting undergrad research on renewable energy/environment • Participation rates of entrepreneurship courses/events
Culture of Philanthropy	<ul style="list-style-type: none"> • Increase endowments based on top university priorities • Increase Equipment & Technology, case statements, fundraising

Pillar IV: Institutional Excellence Metrics



Diversity, Equity, Inclusion	<ul style="list-style-type: none"> • # of training/events, attendance and participation rates • Enrolled, persistence and graduation rates
Branding & Image	<ul style="list-style-type: none"> • Graduate success rates, exit survey data • # of grants, website analytics and media/brand exposure
Facility Master Plan	<ul style="list-style-type: none"> • # of grants, projects funded, donations, impacted students • \$\$ Amount of bond funding (received or leveraged) and impacted classrooms/labs/IT infrastructure
Awards & Recognition	<ul style="list-style-type: none"> • # of new awards and recognition • Customer satisfaction survey data

Enrollment: Winter 2020 vs. Winter 2021

Headcount (Based on Primary Campus)			Same Week Comparison		Same Week Comparison	
	Winter 2020	Winter 2021		Difference		% Change
On Campus (Klamath Falls)	2,115	2,122		7		0.3%
Online	686	638		-48		-7.0%
Onsite Total	927	866		-61		-6.6%
* Portland Metro	726	669		-57		-7.9%
* Seattle	94	71		-23		-24.5%
* Chemeketa	60	59		-1		-1.7%
* Joint Program	1	1		0		0.0%
* HST at OIT	46	66		20		43.5%
Sub-Total	3,728	3,626		-102		-2.7%
High School (ACS)	1,487	876		-611		-41.1%
Grand Total	5,215	4,502		-713		-13.7%

Credit Hours (Based on Course Campus)			Same Week Comparison		Same Week Comparison	
	Winter 2020	Winter 2021		Difference		% Change
On Campus (Klamath Falls)	24,861	23,712		-1,149		-4.6%
Online	8,885	9,477		592		6.7%
Onsite Total	6,972	6,766		-206		-3.0%
* Portland Metro	5,840	5,649		-191		-3.3%
* Seattle	552	476		-76		-13.8%
* Chemeketa	518	569		51		9.8%
* Joint Program	62	72		10		16.1%
Sub-Total	40,718	39,955		-763		-1.9%
High School (ACS)	6,508	3,731		-2,777		-42.7%
Grand Total	47,226	43,686		-3,540		-7.5%

End of 2nd Week
(Excluding dual-credit)

102 fewer students
763 less SCH



Residence Hall Occupancy		
	2020-21	2019-20
Fall	630	605
Winter	564	574



FY22 Budget and Tuition Process

- Governor's Recommended Budget (GRB) same as 2019-21 Legislatively Approved Budget (LAB).
- Oregon Council of Presidents plans to lobby for about \$63M increase in PUSF for a biennial PUSF of \$900M.
- HECC's SSCM revision is not complete at this time - we have been working hard to minimize the impact on Oregon Tech – currently at about \$520K of annual PUSF reduction compared to a \$4.8M annual reduction considered earlier in the process.
- Initial steps of the university budget process are just underway as is our tuition recommendation process.



Foundation & Alumni Updates

- #GivingTuesday
- “Oregon Tech Together” events
- Give A Hoot Day



#GivingTuesday: Record Amount

\$85,428!



Events: Oregon Tech Together

- **Monthly virtual event series:**
 - January – Dr. Joanna Mott
 - February – ASOIT Presidents
 - March – Dr. Jolyn Dahlvig
 - April – Craig Campbell
 - May – Dr. Ken Fincher
- **Sign up at alumni.oit.edu**
Watch past events on YouTube

Oregon Tech Together:

A Conversation with Dr. Joanna Mott

Provost/Vice President for Academic Affairs

Moderated by Nellie Stewart '11 (Applied Psychology)



Dr. Joanna Mott



Nellie Stewart '11



Events: Give A Hoot Giving Day

- **2nd Annual Event - April 21, 2021**

- **Supporting funds that have a direct impact on students:**
 - Helping Owls Scholarship Fund
 - The Bird Feeder
 - Finish Line Fund
 - and more!



"Thank you so much! This will really help, I was starting to feel pretty nervous about being able to pay all my bills this term."

~Robert Scott '23

Helping Owls Scholarship Recipient



Celebrations & Program Updates

- **MLS Graduation**
- **Recently Awarded Grants**
- **Regional and National competition winners**
- **OHSU Invent-a-thon**
- **Catalyze Klamath Challenge**
- **Cascade Conference Academic Award Winners**
- **And so much more!**



MLS Graduation



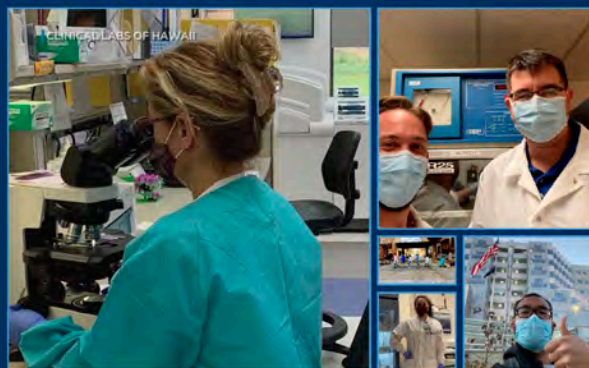
Student Grants



Virtual Competition



Graduation: Medical Lab Science



Professional (Grant) Writing

- Professional Writing students worked with Blue Zones to obtain nearly \$10k in grants:

- Moore Park Playground
- Downtown Pedlets

"Being able to work with Blue Zones on the Moore Park Playground project was so fun, especially since my husband and I have a 3-year-old daughter and we often play at Moore Park."

~Mindy Miranda

Communication major, Professional Writing minor

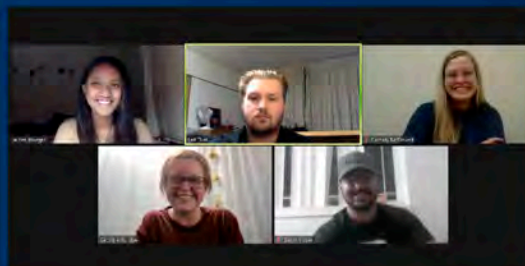


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Oregon Institute of Technology

Oregon ITE Traffic Bowl

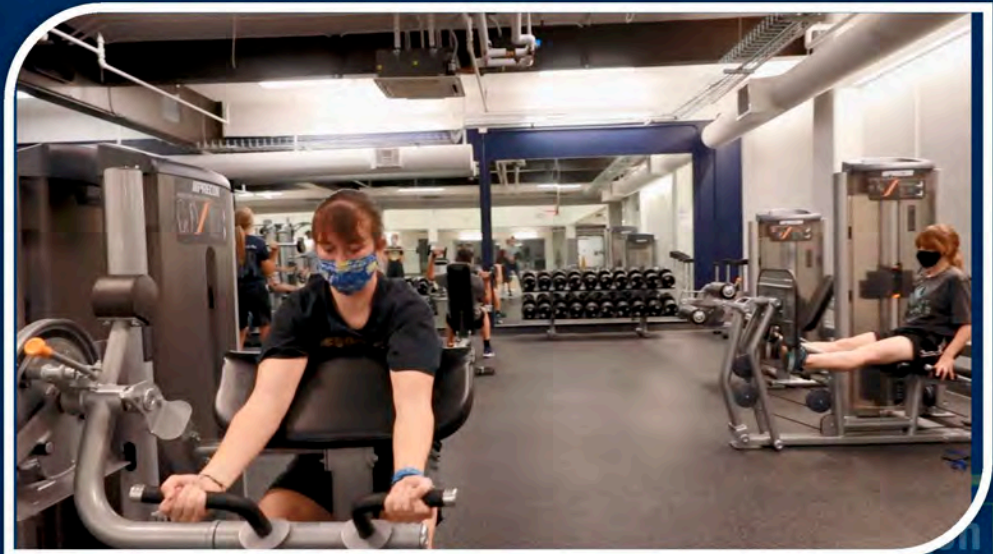
- ITE Engineering students win 2020 Oregon Traffic Bowl

The ITE Student Chapter works with other Oregon Tech student groups, such as the American Society of Civil Engineers and Tau Beta Pi (engineering honors society) to put engineering students in contact with practicing engineers and real-world projects.



Oregon TECH
Oregon Institute of Technology

TechRec: Student Rec Center



TECH
Oregon Institute of Technology

Capital Projects: CEET



Oregon's **Polytechnic** University

THANK YOU!

QUESTIONS AND COMMENTS

NAGI.NAGANATHAN@OIT.EDU





Oregon Institute of Technology

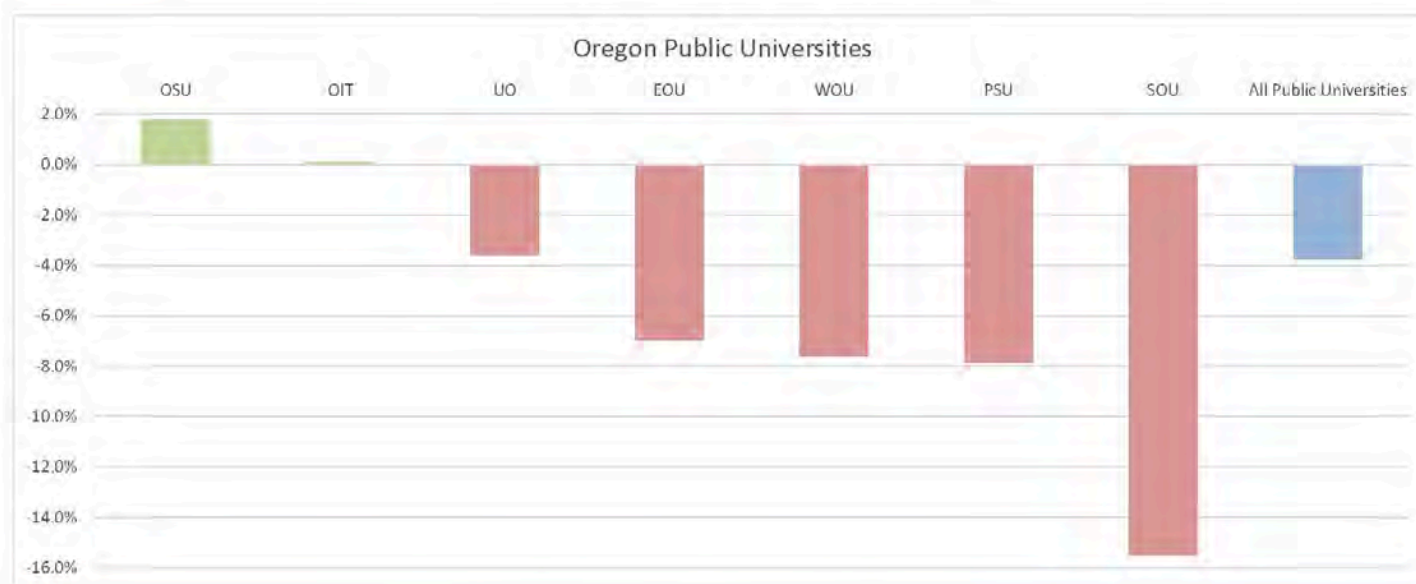


ENROLLMENT REPORT JANUARY 2021 - BOARD OF TRUSTEES

Fall 2020 Enrollment Comparison - Oregon Public Universities

Data Source - HECC (November 2020)

January 19, 2021



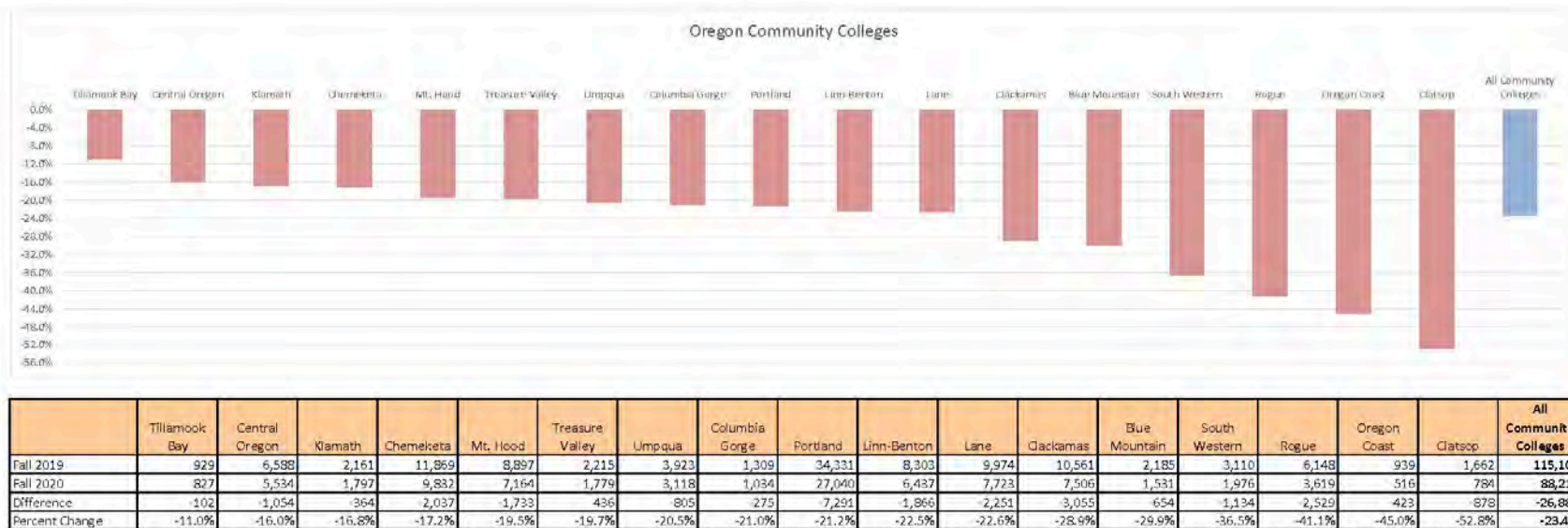
	Oregon State University	Oregon Institute of Technology	University of Oregon	Eastern Oregon University	Western Oregon University	Portland State University	Southern Oregon University	All Public Universities
Fall 2019	32,774	5,319	22,615	3,067	4,929	26,020	5,966	100,690
Fall 2020	33,359	5,325	21,800	2,853	4,554	23,979	5,041	96,911
Difference	585	6	-815	-214	-375	-2,041	-925	-3,779
Percent Change	1.8%	0.1%	-3.6%	-7.0%	-7.6%	-7.8%	-15.5%	-3.8%

Oregon TECH

Fall 2020 Enrollment Comparison - Oregon Community Colleges

Data Source - HECC (November 2020)

January 19, 2021



Winter Enrollment 2021 (As of 01/19/21)

Headcount (Based on Primary Campus)

	Same Week Comparison		Same Week Comparison	
	Winter 2020	Winter 2021	Difference	% Change
On Campus (Klamath Falls)	2,115	2,122	7	0.3%
Online	686	638	-48	-7.0%
Onsite Total	927	866	-61	-6.6%
* Portland Metro	726	669	-57	-7.9%
* Seattle	94	71	-23	-24.5%
* Chemeketa	60	59	-1	-1.7%
* Joint Program	1	1	0	0.0%
* HST at OIT	46	66	20	43.5%
Sub-Total	3,728	3,626	-102	-2.7%
High School (ACP)	1,487	876	-611	-41.1%
Grand Total	5,215	4,502	-713	-13.7%

Credit Hours (Based on Course Campus)

	Same Week Comparison		Same Week Comparison	
	Winter 2020	Winter 2021	Difference	% Change
On Campus (Klamath Falls)	24,861	23,712	-1,149	-4.6%
Online	8,885	9,477	592	6.7%
Onsite Total	6,972	6,766	-206	-3.0%
* Portland Metro	5,840	5,649	-191	-3.3%
* Seattle	552	476	-76	-13.8%
* Chemeketa	518	569	51	9.8%
* Joint Program	62	72	10	16.1%
Sub-Total	40,718	39,955	-763	-1.9%
High School (ACP)	6,508	3,731	-2,777	-42.7%
Grand Total	47,226	43,686	-3,540	-7.5%

New Enrolled

	Same Day Comparison		Same Day Comparison	
	Winter 2020	Winter 2021	Difference	% Change
On Campus (Klamath Falls)	36	59	23	63.9%
* Freshmen	1	8	7	700.0%
* Transfer	32	45	13	40.6%
* Post-Bac	3	6	3	100.0%
* Graduate	0	0	0	-
Online	46	46	0	0.0%
Onsite Total	32	32	0	0.0%
* Portland Metro	29	31	2	6.9%
* Other	3	1	-2	-66.7%
Sub-Total	114	137	23	20.2%
High School (ACP & HST)	1,132	458	-674	-59.5%
Grand Total	1,246	595	-651	-52.2%

New Student Retention (From Fall to Winter)**Retention Fall 2019 Cohort Returning Winter 2020**

	Started Fall 19	Retained Winter 20
New Freshmen (Full-Time)	380	355
New Transfers (Full-Time)	315	301
Total	695	656

% Retained
93.4%
95.6%
94.4%

Retention Fall 2020 Cohort Returning Winter 2021

	Started Fall 20	Retained Winter 21
New Freshmen (Full-Time)	424	393
New Transfers (Full-Time)	295	274
Total	719	667

% Retained
92.7%
92.9%
92.8%

Fall 2021 Enrollment data (As of 01/19/21) Comparison with same date last year**FRESHMEN****Klamath Falls and Portland Metro**

	completed apps	admits	declined	deposits	yield
FY 21	3893	3371	94	139	4.1%
FY 20	3625	3312	88	148	4.5%
change	7.4%	1.7%		-6.1%	

Admits by Campus

	Fall 2020	Fall 2021	Change
KF	3169	3236	2.11%
PM	143	135	-5.59%

Admits by Residency

	Fall 2020	Fall 2021	Change
WUE	1955	2103	7.57%
Resident	1053	939	-10.83%
Non resident	281	325	15.66%
International	3	2	
Other *	19	2	

*nonresident reciprocity - processed in spring - Siskiyou, College of Redwoods, Shasta; tuition equity

TRANSFERS

Klamath Falls and Portland Metro

	completed apps	admits	declined	deposits	yield
FY 21	235	209	3	45	21.5%
FY 20	176	99		31	31.3%
change	33.5%	111.1%		45.2%	

Admits by Campus

	Fall 2020	Fall 2021	Change
KF	63	137	117.5%
PM	36	72	100.0%

Admits by Residency

	Fall 2020	Fall 2021	Change
WUE	16	27	68.8%
Resident	61	140	129.5%
Non resident	12	40	233.3%
International	1	0	
Other *	8	1	

*nonresident reciprocity - processed in spring - Siskiyou, College of Redwoods, Shasta; tuition equity

Strategies to Improve Retention

Advising and Retention, Registrar's Office

1. General Studies - assigned academic advisor to work directly with general studies students with focus on major declaration within the year.
2. Probation/Warning process: identify support and follow through with students in this status.
3. Embedded academic advisors in each college. Start TBD (waiting for acceptance of offer)
4. **Non-registered students: all students contacted** - actively compiling information from various sources (faculty, academic advisors, surveys)
5. Holds: Monitor holds placed on student accounts and work with student/department to clear.
6. Coordinating the faculty advisor training (to develop consistent standards of advising and information to successfully guide students thru graduation).
7. Portland Metro academic advising position - in progress. PD draft completed.
8. Investigating software options - Navigate inquiry
9. Assisted with registration of new students (last fall). More discussion needed.
10. Access to Canvas data to monitor grades, attendance, etc.
11. Online: outline process, evaluate gaps, etc. to focus on support needed
12. Online staff reassignment: streamlined process and responsibilities to align with Registrar's, Admissions and Advising.
13. First-year student class/workshops: implementation under discussion.
14. Pre-advising for new students - changing the New Wings events and Winter/Spring registration that includes system training.
15. Proactively looking at registration holds to allow students to register for future terms. Communication from offices that hold registration (BAO, Student Health, and Admission's) has been increased. For the future - a 'Holds Fair' each term where students can 'attend' an event to take the stigma out of holds and to ensure holds will not affect student's ability to register for the next term. Invited offices will include BAO, Student Health and Admissions.
16. Degreeworks updates with the new Student Educational Planner to allow students to have an even clearer picture of time to degree. Training started this month. Once advisors/students create plans we will be able to predict course sections needed also improving the registration experience.
17. Using advisors to ensure students are registering during pre-registration (FAST report sent out)
18. Ensuring advisors are assigned earlier in terms to programmatic faculty, secondary ROCK advisors are then assigned.
19. Currently improving the transfer credit equivalency work flow to ensure departments determine equivalencies in a timely manner.
20. ALL the transfer work to limit lost transfer credit and to ensure timeliness to degree.
21. All academic standing letters rewritten to remove negative wording and ensured appropriate resources are pointed out.

2.2 ASOIT

President Wichmann (KF) stated the current term has been difficult for some students but it has also required innovation on how to provide activities and has given ASOIT the opportunity to improve as an organization. ASOIT will continue remote training over the summer for new officers. Accomplishments to date include conducting new student orientation all outside, approving four new clubs, supporting existing clubs to host virtual events, modifying the feedback model to obtain more input, conducting surveys, and conducting more student involvement events. **President Wantuck (PM)** stated the remote modality has created complications and opportunities. All student organizations were moved to Teams and ASOIT will communicate the availability to all students. ASOIT PM is working on virtual events and improving study areas on campus to meet COVID standards to increase the number of students on campus and it would like to start a student-led faculty recognition program.

2.3 Administrative Council

Co-chairs Associate Dean Dahlvig and TOP Director Jones reviewed a PowerPoint presentation from the agenda packet including an overview of the new council structure, strategic priorities for 2020-21, and the status of those initiatives.

2.4 Faculty Senate

President Don McDonnell explained at the last faculty senate meeting the meaning of shared governance was questioned. He researched definitions and recited a description from the State University of New York. He noted the Senate is taking thoughtful steps to develop stronger shared governance on campus. He thanked classified and unclassified staff for taking furloughs, administrators and students for following restrictions and having patience, and faculty for working long hours and providing the best education possible. He noted his discussion with Dr. Naganathan regarding the stress levels of faculty, staff, and students and the need for faculty leadership and administrators to address the same. He would like everyone to work together to improve the climate on campus.

2.5 Foundation – written report included in the agenda packet.

2.6 Strategic Enrollment Management

Provost Mott shared a PowerPoint presentation and explained there is a group of offices that make up Strategic Enrollment Management and all have been busy modifying processes and maintaining focus on students. She reviewed the figures for new student enrollment, credit hours, transfers, retention, diversity, residency, and gender. She noted 2-year course schedules will now be posted for students.

2.7 COVID Reopening Plan

VP Foley explained the OHA and HECC guidance requires a report to be given at every regularly scheduled board meeting. She noted amendments to the university's reopening plan that was presented to the board in July 2020 were made on August 6, September 25, and October 27 to address changes to the guidance of OHA, HECC, CDC, and other entities. Two reopening groups continue to meet to address the continued changes in guidance. She reviewed the testing, isolation and quarantine figures at the Klamath Falls and Portland Metro campuses. She reviewed the student survey conducted and the top

three areas of concern: mental health, COVID-related financial stressors, and finding employment. Staff followed up with various methods to address the responses including tele-counseling and in-person counseling. She explained the procedures for students returning after the holiday break.

2.8 Academic Quality and Student Success Committee

Trustee Minty Morris shared that the committee heard general reports from the Provost and VP of Student Affairs; the impacts of the altered teaching modalities as a result of COVID-19 requirements from faculty, staff, and students; and information and requirements of House Bill 2864 addressing diversity, equity, and inclusion.

2.9 Finance and Facilities Committee

Vice Chair Jones stated the committee received reports from the FOAC chair and the OMIC director. The committee reviewed the quarterly dashboards, accepted the internal audit for Housing and Residence Life, and recommended the board authorize the Boivin Hall Capital Project and the Track and Stadium Renovation Project. He noted Kernutt Stokes will continue to provide internal audit services. The committee also heard a presentation on long-term financial planning.

2.10 Executive Committee

Chair Gomez shared the committee ratified the recommendation of Michele Vitali to the Governor for the staff-member position on the board and recommended the board appoint trustees Vitali and Hasty to specific committees.

3. Consent Agenda

3.1 Approval of the Minutes of the July 24, 2020 Meeting

3.2 Appointment of Trustees Vitali and Hasty to the Finance and Facilities Committee and Academic Quality and Student Success Committee, respectively

3.3 Authorization of the Boivin Hall Capital Project

3.4 Authorization of the Track and Stadium Renovation Project

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

4. Action Items

4.1 Review of President Naganathan's Evaluation and Approval of 2020-21 Goals

Chair Gomez reviewed the evaluation process outlined in the Board's policy and the discussions she and Vice Chair Jones had with President Naganathan regarding the previous years' goals, the progress to meet the goals and the details of the proposed 2020-21 goals. She stated President Naganathan is in the third year of his five-year contract; the contract requires the Board to review the contract at this time and to discuss prospects for reappointment prior to June 30, 2021. The desire is to address an extension sooner rather than later given the many unknowns facing the university and the need for stability.

Trustee Minty Morris acknowledged the challenge keeping key leadership positions filled and noted the new hires could assist in providing stability to the university. **Trustee**

McClure shared that she hoped there would be a common thread to work with faculty to accomplish some of the goals.

Vice Chair Jones moved to approve the 2020-21 Goals. **Trustee Minty Morris** seconded the motion. With all trustees present voting aye, the motion passed unanimously.

Chair Gomez discussed the president's contract and the possibility to move forward with an extension of Dr. Naganathan's contract. **Vice Chair Jones** stated challenges are forthcoming and it is important for Dr. Naganathan to have a strong team supporting him and establish stability for the university. He expressed the importance of the president recruiting the right staff and focusing on fundraising. **Trustee Starr** stated Dr. Naganathan is facing the challenges of 2020 and the bleak economic outlook with an attitude of 'thrive' rather than 'survive' and he is supportive of an extension to his contract. **Trustee Graham** stated providing continuity to the campus and improving the relationships with donors is paramount.

Trustee Starr moved to authorize **Chair Gomez**, on behalf of the Board, to negotiate a modified employment agreement to extend **President Naganathan's** employment contract. **Trustee Graham** seconded the motion. With all trustees present voting aye, the motion passed unanimously.

5. **Discussion Items** – none

6. **Other Matters**

Trustees shared their take-aways from the meetings. **President Naganathan** thanked VP Fox for the work he did on behalf of Oregon Tech and noted this is his last Board meeting.

7. **Public Comment** - none

8. **Adjournment**

Meeting was adjourned at 5:35pm.

Respectfully submitted,



Sandra Fox
Board Secretary

EXECUTIVE SESSION OF THE BOARD – less faculty, staff, and student trustees

The Board met in Executive Session from 11:05am to 11:50am 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.

EXECUTIVE SESSION OF THE BOARD

The Board met in Executive Session from noon to 12:15pm 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.