

Academic Quality and Student Success Committee Agenda

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1. Call to Order/Roll/Declaration of a Quorum (1:15pm) <i>Chair Jeremy Brown</i>	
2. Consent Agenda <i>Chair Jeremy Brown</i>	
2.1 Approve Minutes of the June 2, 2022 Meeting	1
3. Reports	
3.1 Provost's Report (1:20pm) (20 min) <i>Provost and VP for Academic Affairs and Strategic Enrollment Joanna Mott</i>	3
3.2 Student Affairs (1:40pm) (15 min) <i>VP Erin Foley</i>	11
4. Action Items	
4.1 None	
5. Discussion Items	
5.1 Sponsored Projects & Grants Administration (SPGA) Report (1:55pm) (20 min) <i>Jane Woodcock, Executive Director of Sponsored Projects & Grants Administration</i>	16
5.2 Emergency Services Response Plans (2:15pm) (20 min) <i>Doug Tripp, Director, Resilience, Emergency Management, & Safety</i>	17
5.3 National Early Response Firefighting System (NERFS) (2:35pm) (20 min) <i>Graeme Wiltrout (presenting for group, including Dylon Yoshinaga, Fletcher Stults, Marcus Delamarter, Toby Ruston, Sydney Beers, Logan Rivera, Jemisha Vargas, Gabriel Bafia, and Brandon Moehlmann)</i>	18
5.4 Update on Human Resources Dashboard (2:55pm) (15 min) <i>John Harman, VPFA</i>	19
5.5 Update on New Programs (3:10pm) (15 min) <i>Provost and VP for Academic Affairs and Strategic Enrollment Joanna Mott – verbal only</i>	20
6. Other Business/New Business (3:25pm) (5min) <i>Chair Jeremy Brown</i>	
7. Adjournment (3:30pm)	

Academic Quality and Student Success Committee
DRAFT MINUTES

Trustees Present:

Jeremy Brown, Chair
Tim Hasty
Kathleen Hill

Rose McClure
Jill Mason
Kelley Minty-Morris

Dr. Nagi Naganathan
Rose McClure

Other Trustees Presents:

Jessica Gomez, Board Chair

University Staff and Faculty Present in person:

Abdy Afjeh, Vice Provost-Research & Academic Affairs
Dina Battaglia, Associate Vice Provost Academic Excellence
Kyle Chapman, Associate Professor-Humanities & Social Sciences
Don DaSaro, President-Fiscal Operations Advisory Council
Alicia Dillon, Associate Vice President of Finance & Controller
Ken Fincher, Vice President University Advancement
David Groff, General Counsel & Interim Board Secretary
Pam Grove, Assistant to University General Counsel & Interim Board Secretary
John Harman, Vice President Finance & Administration
Tom Keyser, Dean College of Engineering, Technology & Management
Kelsey McCauley, Government Relations
Joanna Mott, Provost & VP of Academic Affairs
Adria Paschal, Senior Executive Assistant to the President
Dan Peterson, Dean College of Health, Arts & Sciences
Bryan Wada, Information Technology Consultant 2

1. Call to Order/Roll/Declaration of a Quorum *Chair Jeremy Brown*

Chair Brown called the meeting to order at 10:50am. The Board Secretary called roll and a quorum was declared.

2. Consent Agenda *Chair Jeremy Brown*

2.1 Approve Minutes of the April 7, 2022 Meeting

No changes voiced. Minutes approved as submitted

3. Reports

3.1 Provost's Report *Provost and VP for Academic Affairs and Strategic Enrollment Joanna Mott*

Dr. Mott reviewed her report included with the agenda materials which addressed Academic Affairs and staffing, Strategic Enrollment, an update on progress of the Academic Master Plan, and Academic Programs concerning requests approved by the Higher Education Coordinating Commission (HECC) to offer degrees in BS in Business Management and BS in Health Care Management on the Portland-Metro Campus. She further advised that Graduate Certificates have been approved internally in Power Systems Engineering and Systems Engineering. Dr. Mott shared programs in development are MS Bio-Health (Natural Sciences Department), BS Cloud Computing (Computer Software Engineering Technology Department), as well as several certificates in various departments. Dr. Mott reported that the IACBE accreditation in all programs of the Management Department were overwhelmingly positive with no findings or recommendations, only recognitions. She further reported that an Executive Director for Sponsored Projects and Grants Administration has been hired and will be positioned on the Portland-Metro Campus. Dr. Mott shared that the retrofit of the Oregon Manufacturing Innovation Center (OMIC) main building, funded by an EDA grant was completed on time at the end of May 2022.

3.2 Student Affairs *Associate Dean of Students Taylor Burke*

Dr. Burke reviewed a PowerPoint Presentation included within the Agenda materials, which shared that the Oregon Tech Softball Team travel to Georgia for the third consecutive NAIA Work Series, Campus Safety Authority Training, Career Services, a Professional Etiquette Dinner which included students, faculty and staff, the CARES Honors Celebration, and Weekly Study Jams on the Portland-Metro Campus.

Within the Agenda materials is also a report from Dr. Foley which addresses Athletics, Campus Safety, Career Services, the Center for Academic Resources and Engagement Services (CARES), Housing and Residence Life, the Integrated Health Center, International Student Services, Resilience, Emergency Management and Safety, Student Involvement and Belonging (SIB), Veteran Services and the Student Affairs Office.

4. Action Items

4.1 None

5. Discussion Items

5.1 Assessment Update *Associate Vice Provost for Academic Excellence Dina Battaglia*

Dr. Battaglia reviewed a PowerPoint Presentation included within the Agenda materials, and addressed the Assessment Executive Committee (AEC) initiatives which includes increased outreach efforts from the AEC; redesign program assessment reporting processes; increased reporting of course learning outcomes; and alignment of program learning outcomes with institutional student learning outcomes.

5.2 University Research Committee Report *Dr. Yasha Rowher & Dr. Kyle Chapman; verbal only no materials*

Dr. Kyle Chapman provided a report regarding the newly formed University Research Committee (URC). He shared that the URC is a devoted group of people seeking to push the intellectual community of Oregon Tech a little further, and that committee members include people from all over campus who are interested in pushing forward research on campus and developing a deeper intellectual community. Dr. Chapman advised that thus far the URC is working to develop some clear processes that create equity, and to put the infrastructure on paper. The current focus for the URC is: 1) the IdeaFest and to provide an end of the year symposium to complement what our students are doing, and to also be able to showcase what our faculty are doing; and 2) to start what is probably going to be a very long process of trying to develop policies and procedures that are clear and transparent for faculty to be able to do this work.

5.3 Faculty Search Results *Provost and VP for Academic Affairs and Strategic Enrollment Joanna Mott*

Provost Mott discussed the table provided in the Agenda packet concerning searches being conducted by all departments, and that over half of the vacant positions have been filled.

6. Other Business/New Business *Chair Jeremy Brown*

None.

7. Adjournment

Chair Brown adjourned the meeting at 12:20pm.

Respectfully submitted,



David P. Groff

University General Counsel & Interim Board Secretary



Control +Click or right click and select "Open Link" on image above to view PowerPoint

AQ&SS Committee October 17, 2022

Academic Affairs and Strategic Enrollment Management Update

The following report outlines updates in both Academic Affairs and Strategic Enrollment Management.

Convocation – academic affairs and strategic enrollment management

During the three day convocation at Klamath Falls new faculty and staff were introduced and awards presented at the President’s opening session. The keynote address ‘Strategies for closing equity gaps’ was given by Drs. Ed Harri and Gita Bandera, both Senior Vice Presidents at the Northwest Commission on Colleges and Universities (NWCCU), our accrediting body. The Provost and Deans each addressed the division and colleges respectively. Dean Peterson led a session on the Academic Master Plan. An afternoon session led by AVP Battaglia was devoted to assessment work. Other academic and strategic enrollment sessions included a session on admissions, an update on accreditation status and work to be done, and a boxed lunch to go for departments to gather around campus.

A separate half day event was held at the Portland Metro campus. Members of senior leadership met with ASOIT Leaders to discuss PM student needs. The message was clear that students want more in-person classes at campus, and this was conveyed by the Provost to the faculty during the afternoon session. A follow up survey by student and academic affairs is planned for students, to elicit a broader sense of priorities.

ACADEMIC AFFAIRS

Staffing

Dr. Christopher Syrnyk has been appointed as the Executive Director for the Honors Program and Office of Competitive scholarships, effective July 1, 2022.

Dr. Arief Budiman has been appointed as Acting Director for the Oregon Renewable Energy Center, effective September 1, 2022.

The Dean of Online Education and Global Engagement is being readvertised following a failed search this spring/summer.

The advertisement for the Director for the new Center for Excellence in Applied Computing was posted over the summer.

The Associate Vice Provost for Academic Excellence has resigned and a search has begun to fill the vacancy.

Faculty searches are beginning for fall 2023, following development of priority lists by the Deans for their colleges.

Dr. Kari Birrer-Lundgren will co-chair the new Wellbeing Committee.

Academic Master Plan

The final draft was posted on the website and disseminated via email for last comments, to be provided by September 30. Comments will be incorporated and a final version posted and publicized. An open forum will be held to discuss the implementation of those metrics that have a timeline of 2022 or 2023.

Academic Programs

Following the process approved at the special meeting of the Board of Trustees on August 24, 2022 the Provost, in consultation with the President, informed the AQ&SS Chair of the early notice dissemination of four programs to the Statewide Provost Council:

MS Dental Therapy

MS Natural Resources

MS Biomedical Sciences

BS Respiratory Care (New location – PM)

These will be presented under a separate AQ&SS board item.

Program Accreditations:

- Civil, Electrical, Mechanical and Renewable Energy Engineering – ABET
Site Visit: October 30-November 1, 2022
- Doctor of Physical Therapy CAPTE site visit in July, decision at November meeting.

The Doctor of Physical Therapy program has 50 applications with an additional 68 in progress, for the 24 slots, at the first deadline. The deadline has been extended until Nov. 15th.

Funding for Academic Initiatives:

- \$1 million HRSA Grant– Kyle Chapman, Addie Clark, Kerry Farris
- \$1 million HECC Credit for Prior Learning Grant
- \$3.2 million for additive manufacturing equipment
- \$5.5 million for applied computing and rural health initiatives
- \$446k Murdock Trust for Respiratory Care equipment
- Pending
 - HECC workforce development grant
 - Federal appropriation bill \$200,000 for study of Northern Waterthrush

Summer Creativity Grants

The number of requests increased from 11 in 2021 to 23 for summer 2022. Of these 15 were fully or partially funded.

Academic Excellence

Simple Syllabus, an institutional-wide syllabus repository integrated within Canvas, has been adopted; training will be available this fall.

The NSSE (National Survey of Student Engagement) and the FSSE (Faculty Survey of Student Engagement) have been completed. The Faculty Senate has been sent the results of the FSSE for their review and recommendations on actions needed.

Training has been offered to faculty for Yuja, a video capture system for classes.

Academic Affairs Priorities for 2022-23

- NWCCU Accreditation - assessment
- Retention
- Academic Master Plan implementation
- Student success
- Excellence in instruction
- Applied research

The Deans have developed 2022-23 goals for their respective colleges:

Engineering Technology and Management

Moving Forward

- Improve Communications (Provost – Dean – Department Chairs – Faculty/Staff)
- Improve College Retention Rates
- Work with Admission Office to Increase 1st Year and transfer student enrollment
- Develop strategic plan (after completion of Academic Master Plan)
- Accreditation:
 - achieve ABET re-accreditation for engineering programs (Civil, Electrical, Renewable and Mechanical Engineering)
 - Support the university NWCCU accreditation seven year report and site visit
- Continue to improve engineering ranking in US News and World Reports
- 2021-22: 60th 2022-23: 29th
- Improve annual giving to the college
- 2021-22: ~\$1.3M 2022-23: > \$2M
- Complete Boeing Initiative
- Develop aggressive faculty hiring plans

Health, Arts and Sciences

- Continued focus on student-centered success.
 - Teaching
 - Advising
 - DEI
 - Retention
- Focus on faculty
 - Staffing
 - Faculty development/scholarship
 - Collaboration with others
 - Celebrate accomplishments
 - Healing and strengthening relationships
- Continued focus on improved communication
 - Development of website
 - Improved communication flow and unsticking communication
- College 5-year strategic plan
 - What do we want to accomplish over the next 5-years?

- Mission/Vision is developed
- Responsive to AMP
- Strive for Innovation and Excellence
 - Continue to work effectively with the Foundation
 - Continue to work with Advising and Retention and Admissions
 - Continue to review, develop, and enhance methods of instruction
 - Continue to encourage faculty and student applied research

Overarching themes to consider as part of the college goals:

- A. Urgent focus on NWCCU Accreditation
- B. Rural health and focus on underserved populations

Office of the Registrar Goals:

- Partner with Admission's/EPO to research and plan to implement a front-loaded self-service transfer portal for prospective students.
- Work with staff and faculty advisors to build out academic plans in Inspire (software) to assist students with timely degree completion and to guide the institution in scheduling decisions. This will be ongoing and will take several years to complete.
- Automate transfer evaluation communications to students through Slate.
- Update College Scheduler to streamline our registration processes.
- Continue involvement in Common Course Numbering State work.
- Play a lead role in the HECC funded \$1 million dollar Credit for Prior Learning grant.

Online Education Goals:

- Hire a Dean for Online and Global Engagement.
- Stabilize online enrollment.
- Institute an RFQ for proctoring services.
- Identify a proctoring vendor that provides a solution for Oregon Tech's needs.
- Design and implement a standardized syllabus template using Simple Syllabus.
- Create a question measuring a sense of belonging to a community learning environment.
- Survey faculty to identify how they can be best supported using Canvas.

Library

2022-23 Library Services goals focus on and support retention and enrollment.

- Rebuild library collections.
Investment is needed into ebooks, ejournals, and online databases. As Oregon Tech works to increase undergraduate research activities, it will need to increase the library materials budget to support these activities. Increase and broaden the collection to represent diverse student populations. Rebuilding with a broad perspective creates inclusion and increases student's sense of belonging. Rebuild physical collections to support current research and faculty instruction.
- Redesign Library spaces to create an inviting and inclusive environment for students to study, research, and collaborate. Build tech-forward spaces for off-campus connectivity and collaborations.
- Open Educational Resources and Practices: Free and openly licensed course materials, known as open educational resources (OER), are a compelling intervention for student retention.

- Increase funding for professional development opportunities and grant opportunities related to OER and open educational practices for faculty.
 - Use library funds, where possible and practicable, to purchase multi-user license ebook versions of textbooks for higher-level courses where less OER is available.
 - Create an ongoing OER Committee through the library with Kristin Whitman, Director of the PM Library, coordinating efforts.
- Develop new Shaw Historical Library strategic plan to heighten student, alumni, and community awareness.
 - Promote school spirit and the sense of pride and belonging at the university with displays and presentations around campus, using archival materials on Homecoming events and other activities. Support 75th Anniversary Celebration committee.

STRATEGIC ENROLLMENT MANAGEMENT (Admissions, Financial Aid, Advising and Retention, Educational Partnerships and Outreach - EPO)

Staffing

Several positions are at various stages of the search/hire process including two Assistant Director positions.

Peer Consulting and Supplemental Instruction is now housed with Advising and Retention under a new title TBD. The coordinator, Jennifer James, has moved to the new office to continue her role and is working closely with the Director to expand support within academic departments.

Financial aid

- Overarching goal: to reach out to and engage with more prospective students as well as engage in efforts to support our current student (retention efforts).
- Participated in the College Goal Oregon event on October 12th. This is a FAFSA filing event aimed at prospective students in the community but also open to current students. All the local high school counselors have been notified and OT is listed on the state wide College Goal Oregon website.
- Resuming pre-covid in person high school financial aid nights. Three scheduled for the fall so far (Mazama, Henley and Eagle Ridge) and others in the works. Besides providing financial aid information and assistance it also serves as another introduction to Oregon Tech.
- Assisted EPO with a session during the summer strong start program “Flight School” for new students and hope to partner more with them.
- Once the new retention software is functional, pertinent financial aid information will be available to advisors to assist in directing at risk students to financial aid.
- Investigating the option of paper award letters to new students instead of just the email with instructions to Tech Web and the welcome letter.

Academic Advising and Retention

Retention:

- Implementation and training for Civitas/Inspire for campus-wide participation.
- Identify students with a low probability to persist to graduation using data and advisor input.
- Establish baseline retention numbers and meet university retention rate expectations.

- Measure equitable outcomes by tracking demographic data of students and how it correlates with persistence rankings, retention, and graduation.
- Measure equitable outcomes by modality (in-person, online, hybrid, etc).
- Conduct formative assessments to measure effectiveness of advising, retention, and tutoring services.
- Increase professional development opportunities and participation in professional organizations (staff).

Student Advising:

- Connect low persistence, academic warning, and probation students with intervention services—advising, tutoring, faculty support, & other campus resources.
- Establish engagement/support with new transfer and continuing students.
- Develop and improve outreach material on advising and peer tutoring services.
- Identify best practices and develop processes that align with the needs of the student (transfer, first-year, online, etc.)

Peer Tutoring & Supplemental Instruction: (moved to this department in September).

- Implement/support faculty-led tutoring and supplemental instruction model
 - Expand tutoring and supplemental instruction to include faculty support and student services.
 - Increase number of tutors and supplemental instructors available to students.
 - Create and improve tutoring/SI programs and software.

Progress:

- working with department chairs coordinating faculty-led study sessions. Fall term Math and ME in place, organizing additional labs for Natural Sciences (and more).
- Increased instructional support to 27 SI's and 14 peer tutors.

Admissions

Enrollment data is included in the full board packet and will be discussed in more detail in the enrollment report.

Plans for this year:

- Expanding prospect sources from 4 to 7 to try to improve prospect conversion rates
- Implementing an AI-powered textbot to assist students with application completion, enrollment steps, and to keep them engaged.
- Hiring a student marketing ambassador to assist us with social media (Zeemee) to drive engagement, prospect to inquiry conversion, and app conversion.
- Enhancing communication plan to communicate to more students over a longer period of time with 'call to actions' (CTAs) to inquire and apply.
- Contracting with Niche for digital ad remarketing to prospects and inquiries (both first year and transfer).
- Launching enhanced communication campaigns for online prospects and inquiries, in addition to digital ads for the same audience on Instagram, Facebook, and LinkedIn.

A few other project-oriented goals for this year:

- Launch the AI-powered text bot by end of fall term to all PM & KF first year and transfer prospective students who have started an application.
- Launch Niche digital ad remarketing and premium digital profile by end of fall term.
- Complete viewbook refresh, send to print and digitize by end of fall term.
- Complete RNL Enrollment Opportunity Analysis in late October, and begin drafting Fall 24-26 recruitment plan using their recommendations.
- Along with other SEM departments, created a 3-year strategic enrollment plan by end of academic year
- Refresh virtual tour by end of. winter term.

Education Partnerships and Outreach (EPO)

2022-2023 Goals

Dual Credit –

- Reengaging teachers with in-person workshops throughout 2022-2023.
- Implementing more on-site registration assistance for dual credit teachers.
- Collaborating on the merger and expansion of Willamette Promise (more school districts are signing on to this partnership and more teachers are working with OT on sponsored dual credit offerings).
- Collaborating with Administration and Faculty to assess growth of program and establish sustainable support model for dual credit.
- Engaging with students throughout the year to assist with dual credit advising.

MESA – Mathematics, Engineering, Science Achievement

- Utilizing Ford Family scholarship to expand Klamath Falls program (new Ponderosa Middle School).
- Reengaging with SMSP region to get program back into schools that left during pandemic.
- Continued collaboration with Oregon MESA to find funding sources for program support.
- Determine sustainability of program and regional support models for both Klamath Falls and South Metro-Salem area.

Pre-College Programming –

- Develop 5-week 2023 summer camp schedule for youth in Klamath Falls.
- Reapply for ODOT grant for GIS camp.
- Collaborate with Foundation for support for LEGO camps.
- Develop mini hands-on demonstrations for middle school visits.
- Collaborate with MIT and Allied Health program to develop a weeklong residential summer camp.

Transfer –

- Purchase and implement transfer portal software to provide support for unofficial transcript evaluations.
- Develop weekly CC on-site advising for strategic CC partners.
- Implementation of 2+2 degree maps for strategic CC programs.
- Collaborating with Admission to integrate pre-admission processes for transfer students

Student Affairs Update AQSS Committee, October 2022

The following report provides information about the Student Affairs division and highlights from individual offices for the KF and PM locations (as of September 30).

ASOIT

- KF and PM officers met September 23 for joint training that covered University-wide information (organizational structure, Board role, shared governance, student voice and students on committees).
- Both ASOIT groups are planning executive meetings and general/parliament meetings for fall term.
- Both group of officers assisting with getting students at-large to serve on university-wide committees/commissions.

Athletics

- Held the 2nd Howard Morris OIT Athletic Hall of Fame ceremony on Sept. 24 at the Ross Ragland Theater... inducted five individuals (Dave Hummel, Dave Carrigan, Carmen Morgan, Bobby Thompson, Danny Miles) and the 1974 Men's Basketball Team
- Held the Lithia Golf Classic on Sept. 25, with over 120 golfers raising money for the department
- Women's Soccer (#4), Volleyball (#19), Women's Golf (#23) and Men's Cross Country (#25) all ranked in the preseason NAIA Top-25 Coaches Poll
- 96 student-athletes named NAIA Scholar-Athletes for the 2021-22 season – most ever by the department
- All 13 teams were honored as NAIA Scholar Teams...all with a 3.33 GPA or higher...department cumulative GPA of 3.53 among over 200 student-athletes; Men's Basketball had the highest gpa in the NAIA last year
- New head coaches – Sean McManamon (men's soccer), Mike Anderson (cross country/track), Paul Poetsch (women's basketball), Tom Eichelkraut (women's soccer)
- New staff – Isa Ortman (certified athletic trainer)

Campus Safety

- Parking:
 - Worked with Facilities Maintenance Supervisor James Lake on replacement parking lot and roadway signage for the entirety of the Klamath Falls campus' footprint.
 - New striping for motorcycle parking in lots I and K.
 - Worked to implement new discounted parking option for on-campus housing students in Lot Q.
 - Added motorcycle parking x 2 on the Klamath Falls campus in Lot I by the east HVAC unit for Cornett Hall and Lot K by LRC loading dock.
 - Revised the Klamath Falls parking regulations booklet for fall term 2022, including the parking map to clarify motorcycle parking, discounted parking locations etc.

- Clery Stats inputted on the federal database through the Department of Education as of September 13, 2022.
- Annual Security Report (ASR) completed and distributed by the October 1 deadline.
- Met with specific personnel from Portland Metro (along with REM Executive Director Doug Tripp) to speak about overall security on the P-M campus.
- Provided training for officers and meetings with key partners on campus in advance of the new academic year beginning.
- Scheduling times for campus training –specifically Active Assailant presentations.
- Hired a new on-call officer (with another hire pending) to replace two that have resigned this summer.

Career Services

- Thomas Arce, current Director of Student Involvement & Belonging, will be serving as the Interim Director of Career Services.
- A new staff position was posted, Career Advisor in Portland-Metro, to meet the Career Services needs on the PM campus and will support the department with continued Handshake administration for current students.
- Career Services Staff are partnering with various faculty to present career readiness presentations in academic classes throughout fall term.
- Career Services Staff attended the Alumni BBQ in Reno, NV to visit with Oregon Tech Alumni and industry employers in the region to continue partnering to recruit our students.
- Hosting the Student Employment Fair to showcase student employment opportunities on-campus for all Oregon Tech students.
- Collaborated with HAS Dean and MIT faculty to host the Medial Imaging Technology and Respiratory Care Networking and Info Fair (October).
- Hosting three Career Fairs during fall term: Business, Government, & Nonprofit (KF); Engineering & Technology (KF); and Engineering & Technology (PM).
- Collaborating with CSET faculty to host the Computer Systems Engineering Technology Career Fair (Spring Term).

College Union

- New CU Manager, Josh Winter, started August 12 and has hit the ground running.
- Major sewer pipe project had several setbacks along the way; auditorium lobby still has former mailroom walls to erect and carpet to put down.
- Student staff trained and helped with Convocation and start of term activities.
- HVAC system rehabilitation under design for work to be done spring/summer.

Disability Services

- DS Handbook revised to be more aligned with best practices in accordance with the Association on Higher Education and Disability (AHEAD).
- Next policy to revise is the emotional support animal (ESA) policy, with a draft to review later fall term.
- As of 9/30, 256 students are registered for services this term.
- Faculty are receiving information about the Fundamental Change form and process.

Housing & Residence Life

- Anticipated opening with 729ish residents. As of 9/28, we have checked in 662 students who have moved into their on-campus housing space!

- Fully staffed with a great crew of full time and student staff. New this year, we have a team of student Programming Assistants whose sole purpose is to help residents make connections in their on-campus community as well as the rest of the Oregon Tech community.
- Lots of exciting opportunities coming up this fall for on-campus residents to get involved. This weekend (10/1) is our first big all hall event in a few years with the Programming Assistants combining forces with RHA to host a Hall Crawl, which includes a BBQ on Saturday night after the WOW event (volleyball game), as well as a variety of board games, movies and other activities throughout common areas in the Res Hall.
- New housing management system is working well as we continue to move toward full implementation in early October.
- Hosted in person all hall meetings (9/27) with a lot of excited and enthusiastic students who are thankful to be here and ready for their first day of the term!

Integrated Student Health Center

- Training sessions were provided to new students, Campus Safety staff, and at Convocation on services provided and assisting students in crisis.
- New crisis cards are being printed for distribution across the Klamath Falls campus with updated local resources as several have changed. We also added 9-8-8 which is the new National Suicide Hotline number. Crisis cards for the Portland Metro campus do not need revision.
- Due to lowered national and state guidance regarding COVID, Oregon Tech has similarly adapted out COVID protocols. Student Health will no longer be conducting contact tracing, and so employees and students are expected to follow the guidance on the flowchart in the event of a COVID exposure, positive COVID test, or the experiencing of symptoms.

International Student Services

- KF – 17 F1 students (5 new who all attended the F1 orientation)
- PM – 11 F1 students (0 new students)
- OPT – 13 F1 Alumni being supported by Oregon Tech through practical training

Portland Metro Student Services

- Student Involvement & Belonging
 - SOAR Attendees – 91% of attendees reported that they were able to identify 3 resources that would help them succeed at the end of the program; participants included 43 first years, 27 transfer, and 2 graduate students.
 - Involvement Expo is scheduled for 10/4 for 8 returning organizations and 6 potential new clubs already
 - ASOIT PM are planning their voter registration drive and calendar of events
- Peer Tutoring
 - 11 subjects/ majors have in-person tutors for Fall term
- Supplemental Instruction (SI)
 - Fall term has 22 SIs for Physics with Calculus and Circuits series

Resilience, Emergency Management and Safety REMS

- Resilience, Emergency Management and Safety (REMS) continues to coordinate efforts to develop a university business continuity program aimed at mitigating the impact of business disruptions on campus operations. The department has been working closely with stakeholders to finalize the selection of a vendor to provide consulting and planning services.

- The *Director – Resilience, Emergency Management and Safety* conducted a one-hour session on emergency procedures, the Standard Response Protocol and other new emergency management initiatives during Convocation.
- The REMS virtual footprint continues to evolve to better reflect the department’s focus on building organizational resilience through integrated risk-based strategies. Recent work includes completion of a Standard Response Protocol webpage, addition of a new procedures section in TECHweb and a new service request function in TECHweb.
- REMS released its first two emergency procedures. The *Active Assailant and Active Threat* procedure was made available in August and the *Bomb Threat* procedure was published in September. In addition, the department’s website and TECHweb tile were updated to facilitate access to these and future procedures.
- REMS procured a learning management system (LMS) to support the administration and delivery of regulatory compliance training for staff. Through this program, the department will be able to provide safety compliance training, improve record keeping and produce reports to validate completed training. The launch of the LMS is pending employee database integration.
- REMS partnered with Marketing, Communications and Public Affairs in rebranding the university’s mass notification system from OIT Alert to OT Alert. A new logo was launched to brand and promote this critical emergency communications system. Future developments will include integration of the Standard Response Protocol into OT Alert messaging, routine testing of the system and incorporating the program into all drills.
- In July, the REMS director assumed the Chair position for the Safety Commission. With this transition a new Teams page was established to promote Commission communications and information sharing.
- REMS launched the Standard Response Protocol (SRP) for Higher Education in Fall 2022. The SRP enhances emergency procedures through its use of a shared lexicon to support specific actions (Hold-Secure-Lockdown-Evacuate-Shelter) during an adverse event. SRP components have been integrated into Oregon Tech’s new emergency procedures.
- REMS conducted a review of the roles and responsibilities of the appointed positions of Chemical Hygiene Officer, Laser Safety Officer and Radiation Safety Officer. This review included an analysis of policy *OIT-50-020 Safety* and related regulatory compliance standards. A report entitled *University Safety Programs* was released in July with recommendations to executive leadership on the development of a comprehensive and integrated university-wide, risk-based safety model.


Student Involvement & Belonging

- Collaborated with Academic Affairs staff and faculty, TRIO Tech Opportunities Program (TOP), and Housing & Residence Life to facilitating a pre-orientation program with student success workshops and speakers for nearly 60 first-year students, called *Flight School Start Strong*.
- Provided Orientation for new students that spanned three days before fall classes began, called *Orientation: S.O.A.R.-ing Into Success*, with over 400 first-year and transfer students participating.
- Provided Week of Welcome events for all students with 20 event offerings by various Oregon Tech departments during the first two weeks of the fall term.
- Created new procedures and policies for Registered Student Organizations (RSOs) to be better served by Student Involvement & Belonging staff.
- Collaborating with Career Services and Human Resources to pilot a competency-based student employment success program, so that student employees learn about career readiness skills and transferable skills for a career in industry.

- Planning for *Owls Leading Change*, a leadership development initiative for students who are members of student organizations to learn about leadership and cultural competency skills.
- New Leadership & Diversity Scholars will participate in a common read throughout their first year to dive into leadership development and the connection to their student involvement at Oregon Tech and future career aspirations.
- The Day of Service activity is planned for fall term to showcase two local Klamath Falls organizations with giving back to our community.
- Collaborating with the Latinx Club, and the Office of Diversity, Inclusion, and Cultural Engagement (D.I.C.E) for an event to celebrate Hispanic and Latinx/a/o Heritage Month (October).
- Collaborating with the Rainbow Owls student club, and the Office of Diversity, Inclusion, and Cultural Engagement (D.I.C.E) for event offerings to celebrate LGBTQ+ Pride Week (October).
- Collaborating with (D.I.C.E) for an event to celebrate Indigenous Peoples Day (October).
- Collaborations with TRIO Tech Opportunities Program (TOP) for event offerings in recognition of National First-Generation College Celebration (November).
- Collaborating with the Klamath Tribes, and the Office of Diversity, Inclusion, and Cultural Engagement (D.I.C.E) for event offerings to celebrate Native American Heritage Month (November).
- Created physical location for students to access clothing closet as a student resource, called Owl Feathers Exchange, in the College Union.
- Creates new campus-based marketing of student resources for food pantry, clothing closet, and textbook accessibility, called Basic Needs Hub, located in the College Union.

Veteran Student Services

- The new director of Veteran Student Services, Don Stockton, started September 6 and is serving students across all campus locations.
- Vet Services is currently seeing high amounts of utilization of the Resource Center at the Klamath Falls Campus. Students are highly engaged with each other and staff, and the Student Veterans Program is planning multiple events for the Fall term.
- The Portland Metro campus will begin its renovation of its new Veterans Resource Center in October, with an anticipated opening in November.



**Office of Sponsored Projects
& Grants Administration**

Presented by Jane N. Woodcock
Board of Trustees Meeting
October 17, 2022

Hands-on education for real-world achievement.

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Campus Preparedness

Board of Trustees
Academic Quality and Student Success Committee

17 October 22



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Control +Click or right click and select “Open Link” on image above to view video

Update on Human Resources Dashboard Fiscal Years 2018 – 2022

(July 1, 2017 – June 30, 2022)



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**Early Notice Oregon Tech
MS Degree in Dental Therapy
Presented to the Statewide Provost’s Council**

Brief Description of the Dental Therapy Program

Access to quality, timely, and cost-effective dental care is often unrecognized and unmet in underserved populations in Oregon. The Oregon Health Authority (OHA) addressed these issues through an innovative pilot project. The Dental Pilot Project #300 (DPP#300) is legislation recognizing Dental Therapists as a new midlevel dental provider in the state. In support of this legislation, the Oregon Board of Dentistry recently created a licensure pathway for Dental Therapists in order to eliminate health inequities by 2030. The hope is that this new level of dental providers will meet the unmet needs of members of underserved groups in the state.

Further, no Dental Therapy education programs are currently available in Oregon outside of a DPP#300 pilot project at Pacific University which is scheduled to sunset in 2025. Oregon Tech intends to fill this need by offering an MS in Dental Therapy program alongside its currently existing Baccalaureate in Dental Hygiene degree. The MS program will be designed to meet the professional requirements set by the Commission on Dental Accreditation (CODA), to ensure that dental therapists obtain at least three academic years of full-time instruction or its equivalent at the postsecondary college level.

Dental Therapy Program Location and Modality

The program will be located at the main campus of Oregon Institute of Technology in Klamath Falls, Oregon. Didactic courses may be delivered through face-to-face instruction and distance education. Clinical and lab courses will be face to face on campus and through affiliations with other clinical sites when available.

Anticipated Start Date

The Dental Therapy program will seek approval to start the program during the 2025-26 academic year. Pending approval, admissions will open in September 2024 with an anticipated matriculation date of Fall 2025.

Anticipated Enrollment, at Launch and Goals for Five and Ten Years

In year one, we expect enrollment of ~5 students in the Dental Therapy program. As the program continues to grow, cohorts are expected to increase each year with a maximum capacity of 12 students. Initially, incoming students will be dually enrolled, entry-level dental hygiene students focused in Dental Therapy. Enrollment may continue to increase once Oregon Tech develops an additional “advanced standing” track for registered dental hygienists who want to return to complete the Dental Therapy program. This advanced standing program could be at the main campus, or at a satellite campus in a more centralized location.

1st Year (2025)	2nd Year (2026)	3rd Year (2027)	4th Year (2028)	5th Year (2029)	10th Year (2034)
5 enrolled	5 incoming 10 enrolled	10 incoming 20 enrolled 5 graduating	10 incoming 25 enrolled 5 graduating	12 incoming 32 enrolled 10 graduating	12 incoming 34 enrolled 12 graduating

Abbreviated Description of How the Program Contributes to Addressing Statewide Needs and Goals, and Aligns with OIT’s Mission and Strategic Plan

Oregon Tech, along with the State, will require the specialized expertise of dental therapists if we are to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of Oregonians and beyond and solve challenges with underserved populations.

In July, 2021, Oregon Gov. Kate Brown signed [House Bill 2528 \(HB 2528\)](#), allowing the state to license dental therapists as a result of the tireless work of the [Oregon Dental Access Campaign](#). Currently, there are 14 states and many countries that recognize Dental Therapy, which has expanded access to quality dental care in communities that have long gone without adequate access.

As mentioned above, the state has only the Oregon Health Authorities Dental Pilot Project #300 to address the need for Dental Therapy in the state. The pilot project is being implemented through Pacific University, a private school in the Portland area, and in collaboration with Willamette Dental Group. The DPP#300 is scheduled to sunset in January 2025, at which time the Oregon Board of Dentistry will no longer accept applications for licensure from any new applicants of a pilot project. After January 1, 2025 applicants will have to provide evidence of completion of a *Dental Therapy Education Program* as outlined by Oregon Board of Dentistry (Adopted OAR 818-038-005, updated 03/31/22).

Oregon Institute of Technology is the only *public* university that currently offers a bachelor’s degree in dental hygiene and has the resources and reputation to build this new career option for oral healthcare providers. Such a program falls well within the mission of Oregon Tech to offer *innovative*, professionally-focused undergraduate and *graduate degree* programs in the areas of engineering, *health*, business, technology, and applied arts and sciences ([Oregon Tech Strategic Plan, 2022](#)). The plan also emphasizes the institution’s commitment to serving its communities, a commitment to innovation, excellence, and student success—all significant pieces of the Dental Therapy program.

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**Early Notice Oregon Tech
Respiratory Care Additional Location Proposal
Presented to the Statewide Provost’s Council**

Brief Description of the Respiratory Care Program

The Oregon Tech Respiratory Care program intends to increase its reach across the state by offering its program in the Portland Metro area in order to help meet both state and nation-wide staffing shortages in respiratory care. A 23-percent growth rate in the respiratory therapy field, a record number of retirements, and a growing patient population further demonstrate the need for providing more therapist in the field.

By locating the program in the Portland-metro area we will be able to take advantage of access to more students to fill the need for this profession. Further, recent data suggests that rural respiratory care programs across the nation are struggling for enrollment, while those in urban areas are able to fill cohorts and prepare more students to meet shortages.

The move into the Portland-metro area will also enable Oregon Tech to collaborate with other educational partners in the Portland area to develop programs there and to meet existing needs. Partners will benefit by Oregon Tech bringing its four-year, accredited degree program to the collaboration.

Program Location and Modality

The new program will be housed at the Oregon Tech Portland Metro campus, while the primary program will continue to be located at the main campus in Klamath Falls. Didactic courses will be delivered primarily through face-to-face instruction, but occasional courses may be delivered through distance education. Clinical and lab courses will be face to face on campus and through affiliations with clinical sites.

Anticipated Start Date

The program plans to offer courses to the first cohort of students in the Portland-Metro area by the fall 2025-2026 academic year.

Anticipated Enrollment, at Launch and Goals for Five and Ten Years

The program plans to offer courses to the first cohort of 15 students by fall of the 2025-2026 academic year. Cohort sizes will grow over 3 years with a planned cohort size of 25 each year after that point. Overtime, this may even increase to 35 to 40 students per cohort.

1st Year (2025)	2nd Year (2026)	3rd Year (2027)	4th Year (2028)	5th Year (2029)	10th Year (2034)
15 enrolled	25 incoming 40 enrolled	25 incoming 65 enrolled	25 incoming 90 enrolled 15 graduating	25 incoming 100 enrolled 25 graduating	35 incoming 110 enrolled 25 graduating

Abbreviated Description of How the Program Contributes to Addressing Statewide Needs and Goals, and Aligns with OIT’s Mission and Strategic Plan

As mentioned early, the Oregon Tech Respiratory Care program is seeking to help solve a critical healthcare shortage in the state by offering the degree in an urban setting. Doing so will help meet both state and

nation-wide staffing shortages in respiratory care and provide opportunities for collaboration with other educational institutions and partnerships. The new location and increase in students will not only influence hospitals in urban areas, but should also be a respiratory care boon for hospitals in rural areas, while also serving underrepresented populations and communities across the state. This emphasis will meet the goals of both the state and Oregon Tech in the desire to serve a variety of people within Oregon.

Oregon Institute of Technology is the only *four-year* university that currently offers a bachelor's degree in Respiratory Care and has the resources and reputation to create a new location in the Portland Metro area. Such a program falls well within the mission of Oregon Tech to offer *innovative*, professionally-focused undergraduate programs in the areas of engineering, *health*, business, technology, and applied arts and sciences ([Oregon Tech Strategic Plan, 2022](#)). The plan also emphasizes the institution's commitment to serving its communities, a commitment to innovation, excellence, and student success—all significant pieces of the Respiratory Care program.

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**Early Notice Oregon Tech
MS Degree in Biomedical Sciences
Presented to the Statewide Provost's Council**

Introduction

The Natural Sciences department at Oregon Tech seeks to create a Master's of Science in Biomedical Sciences (MS-BMS) degree program to complement the existing Bachelor of Science in Biology-Health Sciences (BS-BHS) undergraduate program, which is tailored to prepare students for entry into professional graduate programs in the health sciences. We envision two tracks: a course-based, non-thesis track, as well as a thesis-based track integrating laboratory research experience. Each track would consist of 45 credits; the non-thesis track could be completed in as few as three 15-credit quarters, while the thesis-based track would typically require two years to complete. With minimal additional investments, we can leverage the department's existing faculty and resources to provide valuable additional opportunities for our existing BS-BHS students, as well as for incoming post-baccalaureate students with degrees from other institutions.

Firstly, a 1-year coursework-based master's degree track would allow our department to offer an intensive set of biomedically-oriented courses to incoming post-baccalaureate students from other institutions, as well as to students from other Oregon Tech programs. These students may be looking to return to school after a period of employment or looking for "gap year" preparation for application to professional schools. As noted below, we are already well situated to offer numerous graduate-level courses with our existing faculty and infrastructure in this "4+1" model.

Secondly, a 2-year thesis-based master's degree track integrating laboratory research experience would significantly expand the opportunities for our existing BS-BHS students (via a "3+2" model), as well as attracting external post-baccalaureate students (via a standalone 2-year program). Though our existing BS-BHS students have an excellent track record in admission to graduate professional health programs of their choice, our department has less history in offering laboratory research experiences to students to prepare them for application to science MS or PhD graduate school programs or post-baccalaureate employment in the biomedical sciences.

Program Location and Modality

The program will be located at the main campus of Oregon Institute of Technology in Klamath Falls, Oregon. Didactic courses may be delivered through face-to-face instruction and distance education.

Anticipated Start Date

The program will seek approval to start the program during the 2023-24 academic year. Pending approval, admissions will open in September 2023.

Anticipated Enrollment, at Launch and Goals for Five and Ten Years

In year one, we expect enrollment of ~10 students in the program. As the program continues to grow, cohorts are expected to increase each year with a maximum capacity of 54 students, based on enrollment of other similar programs.

1 st Year (2023)	2 nd Year (2024)	3 rd Year (2025)	4 th Year (2026)	5 th Year (2027)	10 th Year (2033)
10 enrolled	15 incoming 25 enrolled 10 graduating	15 incoming 30 enrolled 15 graduating	20 incoming 35 enrolled 15 graduating	20 incoming 40 enrolled 20 graduating	34 incoming 54 enrolled 28 graduating

Abbreviated Description of How the Program Contributes to Addressing Statewide Needs and Goals and Aligns with OIT’s Mission and Strategic Plan

Although master’s degrees in biology abound, particularly at PhD-granting institutions, there are very few master’s degrees with a biomedical science focus in the Pacific Northwest. In Oregon, OHSU offers a two-year non-master’s Graduate Program in Biomedical Sciences (PBMS). In addition, OSU offers thesis and non-thesis options of a master’s degree in Comparative Health Services (Biomedical Sciences option) via their College of Veterinary Medicine.

Oregon Institute of Technology offers both bachelor’s degrees, master’s degrees, and a doctoral degree across the colleges of Health, Arts, and Sciences and Engineering Technology and Management. The university has both resources, reputation, and faculty to build a program in Biomedical Sciences. Such a program falls well within the mission of Oregon Tech to offer innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences ([Oregon Tech Strategic Plan, 2022](#)). The plan also emphasizes the institution’s commitment to serving its communities, a commitment to innovation, excellence, and student success—all significant pieces of the proposed program.

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**Early Notice Oregon Tech
MS Degree in Natural Resources
Presented to the Statewide Provost's Council**

Introduction

Our world, locally and globally, faces unprecedented environmental challenges. In the Klamath Basin alone, we are faced with managing millions of acres of private, state, and federal lands to reduce catastrophic wildfire risk, maintain biodiversity, and produce valuable natural resources. Furthermore, many federal and state natural resource agencies such as the US Forest Service have an aging workforce that is retiring and many agencies and offices have significant vacancies (Frost 2001). These agencies and others are now seeking to recruit and retain the next generation of natural resource management and environmental science practitioners while increasing age, gender, ethnic, and cultural diversity (Brown & Harris 1993, Schelhas 2002).

Here in the Klamath Basin, we face many of the biggest environmental and natural resource management challenges people are confronting across the country and around the world. Catastrophic wildfire, drought, conflict over limited water resources, species extinction, environmental health and rural poverty are all central problems being addressed by our agencies and governments. The Klamath River will be the site of the largest dam removal project in the world, averting extinction of at least a dozen endangered species, and adapting to severe drought and up to 80% declines in winter snow pack. Despite substantial management and policy efforts, our region is experiencing severely degraded air and water quality with significant environmental health impacts on our communities.

Our current undergraduate Environmental Science program prepares students to tackle these problems with applied science and communication skills. We work closely with a diversity of industry partners located in Klamath County including the US Forest Service, US Fish and Wildlife Service, US Geological Survey, Oregon Department of Forestry, Bureau of Land Management and many more. Our faculty and our partners desperately need to increase our capacity to manage, research, and monitor our efforts to understand and solve the problems we face, from local to global. Our capacity would be greatly expanded through the creation of a Masters in Natural Resources program.

Through the Natural Sciences Department and the Environmental Sciences undergraduate program, this would create both a 3-plus-2 year program for current undergraduates in ENV and a standalone 2-year program for students coming in with a relevant undergraduate from another institution. The MS program would be particularly designed to service specific projects identified and funded by our industry partners.

Program Location and Modality

The program will be located at the main campus of Oregon Institute of Technology in Klamath Falls, Oregon. Didactic courses may be delivered through face-to-face instruction and distance education.

Anticipated Start Date

The program will seek approval to start during the 2023-24 academic year. Pending approval, admissions will open in September 2023.

Anticipated Enrollment, at Launch and Goals for Five and Ten Years

In year one, we expect enrollment of ~10 students in the program. As the program continues to grow, cohorts are expected to increase each year with a maximum capacity of 60 students.

1 st Year (2023)	2 nd Year (2024)	3 rd Year (2025)	4 th Year (2026)	5 th Year (2027)	10 th Year (2033)
14 enrolled	16 incoming 20 enrolled 14 graduating	18 incoming 24 enrolled 16 graduating	20 incoming 28 enrolled 18 graduating	20 incoming 30 enrolled 20 graduating	22 incoming 32 enrolled 26 graduating

Abbreviated Description of How the Program Contributes to Addressing Statewide Needs and Goals and Aligns with OIT’s Mission and Strategic Plan

Our current Bachelor of Science degree in Environmental Sciences program provides interdisciplinary scientific study of ecology, natural resources, and sustainability with emphases on management, research, and communication. The curriculum is a multidisciplinary integration of ecology, biology, chemistry, & natural resources; data analysis & statistics; geographic information systems (GIS); and other physical, natural and social sciences. Emphasis in our program is placed on active experiential learning through engagement in real-world, real-time problems in collaboration with local and regional agency partners. Like our BS program, the Master’s program will help students cultivate a deep experiential appreciation for the interdisciplinary character of natural resource problems.

The Master’s program will increase our ability to achieve our mission and meet the goals of our strategic plan. Master’s students and their required graduate projects will extend and expand the capacity of both our faculty and our agency partners to address the significant environmental and natural resource challenges we face in the Klamath Basin, Oregon, the Pacific Northwest, nationally, and globally. We will create and design individual graduate projects and their products to address the needs of our partners and resource stakeholders. Ultimately, our Master’s program will provide desperately needed human resources in the region to address critical and growing environmental and natural resource problems including air and water quality, extreme fire risk, conservation of fisheries and wildlife species, and environmental health, and sustainability.

Oregon Institute of Technology offers both bachelor’s degrees, master’s degrees, and a doctoral degree across the colleges of Health, Arts, and Sciences and Engineering Technology and Management. The university has both resources, reputation, and faculty to build a program in . Such a program falls well within the mission of Oregon Tech to offer innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences ([Oregon Tech Strategic Plan, 2022](#)). The plan also emphasizes the institution’s commitment to serving its communities, a commitment to innovation, excellence, and student success—all significant pieces of the proposed program.

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