

# OREGON INSTITUTE OF TECHNOLOGY

POLICIES, REGULATIONS, & FINANCIAL REVIEW (PRFR)



Prepared for the Northwest Commission on  
Colleges and Universities  
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## Eligibility Requirements

We attest that Oregon Institute of Technology (Oregon Tech) remains compliant with Northwest Commission on Colleges and Universities (NWCCU) eligibility requirements. Oregon Tech's Institutional Certification of Eligibility confirms compliance with NWCCU's eligibility requirements.



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

**Oregon Institute of Technology**

(Name of Institution)

**Nagi G. Naganathan**

(Name of Chief Executive Officer)

*Nagi G. Naganathan*

(Signature of Chief Executive Officer)

11/23/2021

(Date)

## Standard Two – Governance, Resources, and Capacity

*The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.*





## 2.A. Governance

*Standard 2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

### *Brief Historical Perspective on Governance Organization*

Since its founding in 1947, the Oregon Institute of Technology (Oregon Tech) has provided high quality education and technical training to students from the state, the nation, and the world. Oregon Tech was first accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1962 and became a baccalaureate university in 1966. Before 2015, Oregon Tech was governed by the Oregon State Board of Higher Education, the governing board for the state-run Oregon University System (OUS) comprising seven public universities in Oregon. Senate Bill 270, passed by the Legislative Assembly in 2013, established the University of Oregon, Portland State University and Oregon State University as independent public bodies with a strong board of trustees based on the model pioneered by Oregon Health and Science University (OHSU) when it was split off from the Oregon University System in 1995. The bill also provided the option for the technical and regional universities (TRUs), Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University, to seek approval for independent

governing boards from the governor and the State Board of Higher Education. In April 2014, the State Board of Higher Education authorized the Oregon Institute of Technology to establish a board of trustees, appointed by the governor and approved by the senate, without conditions. Oregon Tech became an independent public body governed by its Board of Trustees beginning July 1, 2015. The University was transitioning from the Oregon University System to the university run by its independent board of trustees at the time of the previous Self-Study Report. Despite independent university status of Oregon public universities, the Higher Education Coordinating Commission (HECC), established by statute in 2013 and appointed by the governor, serves a coordinating function relative to significant changes to the academic programs of the community colleges and public universities. For example, HECC coordinates the operating and capital budgets that are funded by the State of Oregon, approval of significant changes to the university's mission, and strategies for achieving state post-secondary educational goals. The Oregon Tech Board of Trustees approves the university's mission, programs, budgets, and strategies, but work with the HECC for final approval of Oregon Tech's mission, academic programs, and the budget. The most recent Oregon Tech [Five-Year Strategic Action Plan](#) was created in 2020 and approved by the Board of Trustees and the HECC.

### *University Governing Board*

As of July 1, 2015, Oregon Tech maintains independent governance through the authority delegated by the State of Oregon to its governing board—the Board of Trustees. The Board is the legal body “vested with the ultimate authority to manage the affairs of the University under Oregon law and applicable Board Policies and action, including the Board Policy on Delegation of Authority.” See Section 3.a of the [Board Resolution 15-2](#). As a legal entity, the Board is authorized to govern the University by exercising all the powers, rights and duties conferred upon the Board by law. As a governing Board, the Board of Trustees manages the university affairs and has oversight responsibility for ensuring the purpose, priorities, and viability of Oregon Tech. The Board is comprised of 14 members. The number of Trustees is fixed or changed by the Oregon Governor as provided by law. The Board must have a student member, a faculty member, and a staff (non-faculty) member. All Board members are appointed by the Governor and approved by the Oregon Senate. Each of the eleven at-large members serves a four-year term, while the faculty, staff and student members are appointed for two-year terms. The term of Board Chair is a two-year term. The Board Chair and Vice Chair may be appointed to consecutive terms. There is currently one vacancy on the board. A vacancy on the Board may exist upon the death, resignation, expiration of the term, or removal of any member on the Board<sup>1</sup>. For any vacancy other than the position of the President on the Board, the Governor shall appoint a successor for the unexpired term<sup>2</sup>. The [list](#) of the current thirteen-member Board is available on the Oregon Tech Board website. The Oregon Tech President serves as a non-voting, ex-officio member of the Board.

The Board is an active governing body responsible for directing University initiatives, approving academic programs, safeguarding university physical and technology facilities, and ensuring financial sustainability of the University to fulfill its mission. Responsibilities of individual Board members are defined in the [Board Resolution 15-1](#). Oregon Tech [Board of Trustees Bylaws](#), Policies, Motions and Resolutions are publicly accessible on the university's Board of Trustees [website](#).

The trustees, including the faculty, staff, and student members of the Board, are not paid for their service on the Board. Per Oregon Revised Statutes, individuals holding the position of a university trustee, are public officials and are required to file a Statement of Economic Interest (SEI) report annually with the Oregon Government Ethics Commission. They are held personally responsible for complying with the provisions in Oregon Government Ethics law. Oregon Government Ethics [law](#) prohibits public officials from using or attempting to use their official positions or public offices to obtain a financial benefit for themselves, relatives, or businesses with which they are associated if that financial benefit or opportunity for financial

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<sup>1</sup> The Governor may remove a member of the Board other than the university President for cause.

<sup>2</sup> A successor for the current vacant position has not yet been appointed.

gain would not otherwise be available but for the position or office held.

The Oregon Tech Board of Trustees holds a minimum of regularly scheduled four public meetings a year consistent with the State of Oregon public meetings law. All Board meetings are live-streamed and recorded. Prior to each Board meeting, the agenda, time, and location are announced. The meeting agenda and materials as well as the meeting recordings are accessible from the Board's [meetings webpage](#). Board meetings are normally held at the Klamath Falls campus or the Portland-Metro Campus (in Wilsonville). Board Committees may meet between the regularly scheduled Board meetings.

### *Board Organizational Structure*

The organizational structure of the Board of Trustees is described by the [Bylaws of the Board of Trustees](#). Accordingly, the Board is organized into three standing committees: (1) the Executive Committee; (2) the Finance and Facilities Committee; and (3) the Academic Quality and Student Success Committee. The officers of the Board consist of the Chair and the Vice Chair.

***Executive Committee.*** The Executive Committee (EC) of the Board of Trustees serves as both the Executive and Governance Committees of the Board. The Chair and Vice Chair of the Board and the chairs of the other standing committees are each a voting member of the EC. The Board Chair selects additional voting members to ensure a minimum of six voting member on the EC. The Board Chair also serves as the chair of the EC. The University President serves on the EC as an *ex officio*, non-voting member.

***Finance and Facilities Committee.*** The Finance and Facilities Committee (FFC) of the Board of Trustees considers matters related to the financial, capital, and other assets of the University, including budget, tuition and fees, real property, personal property and risk management. The Board Chair appoints the chair and the members of the FFC. The FFC also sits as the Audit Committee of the Board. As an Audit Committee, the FFC deals with matters related to audit, internal controls, and compliance.

***Academic Quality and Student Success Committee.*** The Academic Quality and Student Success Committee (AQSSC) of the Board of Trustees considers matters related to the teaching, research, and public service programs of the University and to its faculty, staff, and students. The Board Chair appoints the chair and the members of the AQSSC.

The President of the University reports exclusively to the Board, and the Board supervises the President. The Board annually conducts performance evaluation of the President. The President is the executive and governing officer of Oregon Tech and president of the faculty.

### *Current Campus Structure*

Oregon Tech has two campuses and three satellite sites. All these campuses and satellites are managed as parts of one university. For example, when a degree program is offered on multiple campuses and or sites, the degree program is administered by the same department chair regardless of the location. Similarly, student services are offered locally but administered by a single Student Affairs division. The University's largest campus is in Klamath Falls, Oregon, and a smaller commuter campus is in Wilsonville, Oregon. The University offers a BS degree program in dental hygiene at one of the satellite sites at the Chemeketa Community College in Salem, Oregon. In addition, at its Everett Campus north of Seattle, Washington, Oregon Tech offers a BS degree in Mechanical Engineering, a BS degree in Mechanical Engineering Technology, and BS and MS degrees in Manufacturing Engineering Technology. The Everett degree programs are offered exclusively to Boeing employees. Oregon Tech's remaining satellite site is in Scappoose, Oregon. Although no degree programs are offered at this site, Oregon Tech offers non-degree short courses and training programs for industry at this site. Oregon Tech hosts Oregon Manufacturing

Innovation Center Research and Development (OMIC R&D) at the Scappoose site. OMIC R&D is a consortium of three universities and multiple industries dedicated to advanced research and innovation that supports the manufacturing industry. OMIC R&D provides internship opportunities for university students to engage in research while pursuing their university degrees. In addition to in-person programs, Oregon Tech offers distance education degrees and courses in several majors, some of which are geared toward advancing knowledge and skills for working professionals.

### *University Academic Structure*

Oregon Tech is organized academically into [two colleges and 15 departments](#). The College of Health, Arts, and Sciences (HAS) has nine<sup>3</sup> (9) departments, and the College of Engineering, Technology and Management (ETM) is comprised of six (6) departments. The University degree programs have been accredited by NWCCU. Many of the University's degree programs are also programmatically accredited by discipline-specific accrediting agencies. A list of programmatically accredited degree programs is provided [here](#).

In addition to the academic colleges, the university houses two centers focused on academic applied research, [Oregon Renewable Energy Center](#) (OREC), and the [Applied Behavior Analysis](#) Clinic (ABA). Both centers are affiliated with the university and thus provide the advantages of different backgrounds and diverse perspectives in a university environment for conducting research. In addition to academic research and education, both centers are engaged in application of research that might involve non-academic institutions. For example, OREC has engaged in partnerships with regional organizations and businesses to conduct energy audit work. The ABA Clinic provides services such as autism and clinical behavior therapy for the Klamath Falls community while offering Applied Behavior Analysis students applied experience in actual practice settings through a network of community partners.

## **EXHIBITS**

\*[Institutional Governance Policies and Procedures](#)

\*[Board Calendar for Reviewing Institutional/Board Policies and Procedures](#)

\*[Bylaws and Articles of Incorporation Referencing Governance Structure](#)

\**Required Evidence*

*Standard 2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

### *University Senior Leadership*

The University's administration is organized in functional divisions to maintain and advance university operations, including university's teaching, scholarship, professional and community engagement. The University Senior Leadership is responsible for planning, budgeting, organizing, institutional leadership, and assessing its achievement and effectiveness. In addition to the University President, the current University Senior Leadership members are vice presidents, and the University General Counsel. Members of the University Senior Leadership supervise all university operations. The University

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<sup>3</sup> The University Catalog lists the Nursing degree program on the HAS College departments page. This program is housed within the HAS College; however, the program is not a separate department; it allows students to take prerequisite courses needed to apply and complete the Bachelor of Science in Nursing degree through the Oregon Health and Science University (OHSU). The nursing program located on the Oregon Tech Klamath Falls campus is part of OHSU School of Nursing.

organizational chart is available [here](#). Members of the University Senior Leadership meet regularly. The members have educational preparations and leadership experience appropriate to their authority and responsibilities. [Biographical information](#) of the members of the Senior Leadership is available in the Appendix.

1. University President, [Dr. Nagi Naganathan](#),
2. Provost and Vice President for Academic Affairs and Strategic Enrollment Management, [Dr. Joanna Mott](#)
3. Vice President for Student Affairs and Dean of Students, [Dr. Erin Foley](#)
4. Vice President for Finance and Administration, [John Harman](#)
5. Vice President for Advancement, [Dr. Ken Fincher](#)
6. University General Counsel, [David Groff](#)

Oregon Tech has four functional divisions: Academic Affairs, Student Affairs, Finance and Administration, and Institutional Advancement. Each division is led by a Vice President: (1) Provost and Vice President for Academic Affairs and Strategic Enrollment Management, (2) Vice President for Student Affairs and Dean of Students, (3) Vice President for Finance and Administration, and (4) Vice President for Institutional Advancement. All vice presidents report to the President.

The Division of Academic Affairs manages all matters pertaining to the academic mission of the university. The Division is under the guidance and leadership of the Provost and Vice President for Academic Affairs who serves as the university's chief academic officer. Academic Affairs administers the university's two colleges led by their respective deans. In addition, all academic support units fall under the Provost's organizational purview. These are the offices of Admissions, Academic Advising and Retention, Student Financial Aid, Registrar, Online Learning, Educational Partnerships and Outreach, Research and Sponsored Programs, Academic Assessment and Excellence, and Faculty Relations, as well as the University Libraries and Institutional Research. Additional information on the Academic Affairs administration is provided [here](#).

The Division of Student Affairs provides programs, learning opportunities and support services that enhances students' learning and enables their academic success. The Division is led by Vice President for Student Affairs. In collaboration with Academic Affairs, the Division of Student Affairs focuses on development and implementation of non-academic programs aimed at strengthening student experience at Oregon Tech. The Division provides multitudes of student services to help improve student life and support curricular and co-curricular student activities such as student healthcare, student counseling, career services, student athletics, student housing, and student workshops and training.

The Division of Finance and Administration is structured to provide financial, business, and administrative support services to meet the university's operational needs and contribute to university's mission and goals. In addition, the Division is responsible for effectively allocating financial resources to achieve university's strategic priorities in teaching, research, and student success. The units in the Division of Finance and Administration are university's Budget, Business Affairs, Procurement and Risk Management, Facilities, Information Technology Infrastructure and Services, and Human Resources. The Division is led by Vice President for Finance and Administration.

The Division of Institutional Advancement (IA) is responsible for promoting Oregon Tech using philanthropic, legislative, and volunteer resources in the life of the University. Through programs and activities such as reunions and events, the Division nurtures and supports mutually beneficial, lifelong ties with the alumni and friends to keep them connected to the university. The Division cultivates philanthropic investments that align donor interests and passions with strategic University priorities in

teaching, research, and student success. The Division includes University Development, and the offices of Alumni Relations, and Marketing, Communications and Public Affairs (MarCoPa).

The Office of Diversity, Inclusion and Cultural Engagement (DICE) operates independently of the four divisions. The Executive Director of DICE reports directly to the President. This position was created in 2021 to help promote a more inclusive environment on Oregon Tech's various campuses. The DICE Executive Director, located on the Klamath Falls campus, also oversees Oregon Tech's [Title IX](#) compliance and initiatives.

## EXHIBITS

### University Senior Leadership:

| Name and CV Link                         | Position Title  | Division                   |
|--|---|----------------------------|
| * <a href="#">Nagi Naganathan, Ph.D.</a> | President/CEO   | President's Office         |
| * <a href="#">Joanna Mott, Ph.D.</a>     | Provost and Vice President for Academic Affairs and Strategic Enrollment Management | Academic Affairs           |
| * <a href="#">Erin Foley, Ph.D.</a>      | Vice President for Student Affairs and Dean of Students                             | Student Affairs            |
| * <a href="#">John Harman</a>            | Vice President for Finance and Administration                                       | Finance and Administration |
| * <a href="#">Ken Fincher, Ph.D.</a>     | Vice President for Advancement  | University Development     |
| * <a href="#">David Groff</a>            | University General Counsel  | President's Office         |

\*[Leadership Organizational Chart](#)

\**Required Evidence*

*Standard 2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

The President's roles and responsibilities are specified by the University Board of Trustees. Accordingly, the President is the University's chief executive and governing officer of the university and president of the faculty, responsible for "directing the affairs of the University, provided the President's actions are consistent with law, and [Bylaws, Policies and Actions of the Board](#), including, the Board Policy on Delegation of Authority." See Section 3.b of the [Board Resolution 15-2](#). The President shall periodically report to the Board all significant matters within the President's knowledge related to affairs of the university. The President shall perform other duties as assigned by the Board. The President may appoint other officers and employees of the university, who shall have such powers and duties as may be prescribed by the President.

President Nagi Naganathan, Ph.D., has served as the [University President](#) since April 2017. Dr. Naganathan is an appropriately qualified chief executive officer. Dr. Naganathan brings many strengths

to the University, including his focus on student success for all students and his commitment to diversity, equity, and inclusion to address various forms of institutional inequities.

Dr. Naganathan received the degree of Doctor of Philosophy in Mechanical Engineering from Oklahoma State University. Following receiving his doctoral degree, he joined The University of Toledo, Ohio, as a faculty member in the Mechanical Engineering Department. Dr. Naganathan received the University's Outstanding Teacher Award and the Outstanding Researcher Award during his tenure at the University of Toledo. He is the author of numerous archived journal articles and conference publications. In his professional area of expertise, he attained a Grade of Distinction of the American Society of Mechanical Engineers and was conferred the Fellow grade for his outstanding professional achievements.

Before joining Oregon Tech as President, Dr. Naganathan had extensive academic and administrative leadership experience. At The University of Toledo in Toledo, Ohio, he served as Department Chair of the Mechanical, Industrial and Manufacturing Engineering Department, Dean of the College of Engineering, and the university's Interim President. Dr. Naganathan's curriculum vitae, below, provides details of his professional accomplishment.

## EXHIBITS

### \*Curriculum Vitae of President/CEO

#### *\*Required Evidence*

*Standard 2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The University Board of Trustees [Bylaws and Policies](#) define the institution's decision-making process and provisions for the consideration of the views of employees and students. Specifically, the Board resolution states:

*“The President has primary responsibility for communicating with and making recommendations to the Board. The Board expects the President, as appropriate, to provide meaningful opportunity for duly elected or appointed representatives of the Faculty Senate, Administrative Council, and ASOIT, to offer input and advice on the President's recommendations.”*

Accordingly, the President is expected to provide meaningful opportunity for representatives of faculty, staff, administrators, and students to offer input and advice on matters in which each has a direct and reasonable interest. These critical bodies representing faculty, staff and students are specifically defined by the Board as Faculty Senate (Section 3.c of the [Board Resolution 15-2](#)), Administrative Council (Section 3.d of the [Board Resolution 15-2](#)), and ASOIT (Associated Students of Oregon Institute of Technology) – the student government (Section 3.e of the [Board Resolution 15-2](#)).

The Board recognizes the Faculty Senate as “the internal representative body of the faculty” and “reaffirms the faculty central role in the development of and stewardship of the University's academic mission, consistent with Oregon Law and the Board Policy on delegation of authority.”

The Board recognizes the Administrative Council as “*the internal representative body of the Oregon Tech unrepresented, unclassified, administrative staff*” and “*the ASOIT as the recognized student government.*” In addition to these bodies communicating views of the university employees and students to the administration, the university has numerous committees and councils at the university, college, department, and academic and student support levels that address a wide variety of matters that impact faculty, staff, and students. These committees and councils also provide opportunities for consideration of the views of faculty, staff, administrators, and students in which each has a direct and reasonable interest. A list of standing councils, commissions, and committees that provide support for academic leadership is accessible [here](#). Each university committee reports to one of the University's Vice Presidents.

## EXHIBITS

\*[Board of Trustees Bylaws and Policies](#)

\*[Board Resolution on Shared Governance](#)

\**Required Evidence*



## 2.B Academic Freedom

*Standard 2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Oregon Tech values and supports a common public understanding of academic freedom, to encompass the best interests and common good of all including students, faculty, staff, and administrators. Principles of academic freedom protects the university and university faculty members from unreasonable constraints on their professional activities. Oregon Administrative Rules (OAR) from Chapter 580 became effective Oregon Tech policies by operation of law (Senate Bill 270, Section 270(3), on July 1, 2015)<sup>4</sup>. Academic freedom and freedom of speech at Oregon Tech are directed by OAR 580-022-0005, [Academic Freedom](#). The policy provides for principles and protection of Oregon Tech employees' academic freedom including the right of faculty to freely discuss subjects in the classroom. OAR Chapter 580 in its entirety is available on Oregon Tech website and can be accessed [here](#).

In addition, Academic Freedom for the Oregon Tech faculty bargaining members is described by Article II of the [Inaugural Collective Bargaining Agreement](#) (CBA) by and between Oregon Tech and Oregon Tech Chapter of the American Association of University Professors (OT-AAUP), ratified in June 2021 and

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<sup>4</sup> The Oregon Tech Board of Trustees, through [Resolution 15-3](#), delegated authority to the university president to repeal and adopt certain Oregon Administrative Rules (OARs) as university policy.

effective through June 2025. According to the Article, “*Academic freedom ensures that bargaining unit members have the freedom to teach, conduct research, engage in internal university discussion, and participate in public debate.*” Therefore, within the educational context of teaching and research the bargaining faculty members have the academic freedom to conduct research, publish and teach both in and outside the classroom and are protected from inappropriate interference from internal and outside sources.

## EXHIBITS

[Board of Trustees Resolution Authorizing President to Adopt Certain OAR as University Policy](#)

\*[Oregon Tech Academic Freedom Policy](#) (p78)

\*[Faculty Inaugural Collective Bargaining Agreement – Article II](#) (p1)

\**Required Evidence*

*Standard 2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Within the context of its mission and values, Oregon Tech promotes an environment that protects and supports independent thought. The University’s values demonstrate its commitment to an environment that supports independent thought, and affirms the freedom of employees and students to share their scholarship with others and examine all knowledge and theories; the values of Respect, “demonstrating high regard for one another in interactions and treating others with dignity”, Diversity, Equity, and Inclusion, “welcoming and empowering individuals of differing backgrounds, identities, and life experiences”, Integrity, “adhering to the highest standards of ethical principles”, and Excellence, “embracing and celebrating the highest quality standards in teaching, research, and innovation. Moreover, the University Pillars that support the foundation of the university’s strategic goals, objectives, and actions commit the University to an open culture of idea exploration and exchange. Specifically, Pillar IV: Commitment to Institutional Excellence details this: “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.

Faculty and students are encouraged to develop their thoughts and ideas on teaching and learning and other topics in their fields. Faculty and students publish their work in journals in their field, attend and present their work at regional and national conferences, and be exposed to diverse viewpoints. In addition, there are internal university forums, symposia, and lecture series opportunities for exchange and discussion of ideas and intellectual work.

Oregon Tech adopted [OAR 580 Division 22 Section 0005, Academic Freedom](#). This Rule specifically addresses academic freedom and states the following:

- 1) All teachers of the university are entitled to freedom in the classroom in discussing subjects, but

they should be careful not to introduce into their teaching controversial matter that has no relation to the subject.

- 2) As a matter of policy, the board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty or otherwise on the university's payroll. In the exercise of this freedom of expression, faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the board or university.

In addition to the university policy on Academic Freedom, Oregon Tech faculty members' academic freedom is also protected by the faculty CBA, which is publicly available on the university website. The CBA's Article II, Academic Freedom, is referenced previously in 2.B.1. Pertinent selections of the Academic Freedom Article from the CBA highlighting the university's support for independent thought in the pursuit and dissemination of knowledge are provided below.

*“Bargaining unit members shall have the freedom to teach, both inside the classroom and other required instructional activities such as internships, externships, laboratories, and field trips. Bargaining unit members must teach students to think critically and interpret information for themselves. Such training often occurs in an atmosphere of controversy that, so long as it remains educationally relevant, actively assists students in their pursuit of knowledge.”*

*“Bargaining unit members shall have the freedom to conduct research and scholarship, and to publish, display, or otherwise disseminate the results of that work to students, the public, and others in their profession. While Oregon Tech will not dictate the nature or topic of research or scholarly work, all such work must comply with Oregon Tech policy, procedures, research or scholarly agreements and applicable federal agency guidelines on research misconduct. Oregon Tech retains the right to investigate and respond to allegations of misconduct in preparation and publication of scholarly and creative work.”*

Oregon Tech further supports the rights of free expression and speech for the entire university community through its OIT-30-002 Policy, [Campus Speech Activities--Time, Manner and Place](#). The Policy provides information on how faculty, staff, administrators and students may engage in constitutionally protected speech and expression at Oregon Tech.

## EXHIBITS

\*[Oregon Tech Academic Freedom Policy](#) (Division 22 Section 0005)

\*[Campus Speech Activities--Time, Manner and Place Policy](#)

\*[Article II Academic Freedom – Faculty CBA](#) (p1)

\**Required Evidence*



## 2.C Policies and Procedures

*The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.*

Oregon Tech widely publishes and communicates its policies to students, faculty, administration, and staff. They are published in their entirety on the Oregon Tech website under [Human Resources](#). Policies pertaining to students can also be found on the Student Affairs' website, in [Students](#) information section. The Classified staff CBA and the Faculty CBA are available on the Oregon Tech [Labor Relations](#) webpage.

As an Oregon public university, all Oregon Tech [policies and procedures](#) must follow Oregon state laws and Oregon Administrative Rules (OARs) adopted by the University (Policy Addition and Revision, [OIT-01-001](#)). Under Oregon law, the Oregon Tech Board of Trustees has been vested with the ultimate authority to make decisions regarding the institution and its operations. The Board delegates authority and responsibility to the Oregon Tech President to implement and direct policies related to the university operations. Moreover, the Board directs the President to establish and maintain a policy council to assist in “the formulation, drafting, revision, recommendation, and maintenance of the Board's and University's policies.” The policy council, called [President's Council](#), is a consultative, multi-functional group designed to provide input and advice to the President. The President Council approves all university policies for recommendation to the President for consideration. The university

policies are published and readily accessible through its public-facing Human Resources website.

The process by which new policies, policy revisions, or deletion of existing policies are proposed, evaluated, and recommended to the President for consideration is described in Oregon Tech's [Addition and Revision Policy](#) and illustrated schematically in this [flowchart](#). A policy can be sponsored by Academic Council, Administrative Council, President Executive Staff, ASOIT, Faculty Senate, or President Council. The policy sponsors not only recommend policies but also serve as critical review bodies representing and communicating the views of faculty, staff, and students to university administration. As shown in the process flow, the university neither creates nor revises university policies regardless of the policy sponsor without considering stakeholder comments.

Oregon Tech [policies and procedures](#) are published and readily accessible on the university's website.

## EXHIBITS

### [Oregon Tech Policies and Procedures](#)

*Standard 2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

Oregon Tech follows has established policies and guidelines to facilitate efficient mobility of students between institutions. Oregon Tech's transfer policies are described in official policies, [OIT-13-011 – Transfer of Credits](#) and [OIT-13-013 – Credit for Prior Learning](#). The credit transfer requirements and procedures to evaluate transfer credits are published in the university catalog and are publicly available on both the catalog and the Registrar's Office webpages. Oregon Tech may consider coursework completed at an accredited college or university for transfer credit. Oregon Tech has no transfer credit hour limitations. Transfer work can be used to satisfy a degree program's major or minor requirement. Oregon Tech provides a complete transfer evaluation prior to the planned term of enrollment. The evaluation delineates the transfer credit on a course-by-course basis and specifies direct course equivalencies, courses which may be used towards general-education requirements, elective credits and courses which do not receive credit. After the transfer coursework is accepted and approved by the Office of the Registrar, the degree program's department chair determines if the coursework satisfies a program's major or minor requirement. Some transfer work, which may not be directly equivalent to Oregon Tech courses, may be appropriately substituted to meet Oregon Tech requirements. Students may seek course substitution approval by completing the Course Substitution form (located in TECHweb) and obtaining the signature of the advisor, department chair and Registrar.

The Credit for Prior Learning Policy details procedures for evaluating and accepting the following types of credit:

- Transfer Credit
- Military Credit
- College Level Examination Programs (CLEP)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Credit for Prior Experiential Learning, which includes credit for national registry or licensure exams, credit by examination, and credit by portfolio

Transfer credit evaluation is further detailed by:

- **The Office of the Registrar**, on their [webpage](#). This page includes links to the Transfer Credit Evaluation Process and Articulation Agreements.
- **University Catalog**, Academic Policies and Regulations, Procedures and Regulations, Advanced Standing, [Section A – Transfer Credit](#).
- **Articulation Agreements**. To support and facilitate transfer from community colleges, Oregon Tech has executed articulation agreements with regional community colleges. When there is an associated equivalency of an accepted transfer credit to Oregon Tech coursework, the credit will be awarded and recorded. These Agreements are organized by college or degree programs and are accessible [online](#).

In 2021, the [State of Oregon Senate Bill 233](#) established the Oregon Transfer Council with a focus on streamlining credit transfer and articulation across the public higher education institutions in Oregon. Through this effort, it is expected that a common course numbering system will be established to address credit transfer-related issues in addition to the ongoing work on Major Transfer Maps. The Oregon Higher Education Coordination Commission (HECC) is required to determine a set of common course titles and numbers which will simplify transfer of students between institutions, enabling student credit transfer directly and making articulation agreements on approved common courses unnecessary. Oregon Tech is participating in these efforts to help shape the state’s course transferability model for students.

Currently, transfer credits from other institutions are evaluated in accordance with the Oregon Tech [Transfer Credit Evaluation Process](#), that relies on articulation agreements or Department Chair evaluations (in the absence of existing agreements).

Limitations for credits that are earned via certain transfer-of-credit methods exist. Maximum percent of credits used toward the degree:

- CLEP and AP – 25%
- Credit for Prior Learning: 25%

## EXHIBITS

\*[University Catalog – Academic Policies and Regulations, Procedures, Advanced Standing, Section A](#)

\*[Transfer Credit – Registrar Website](#)

*\*Required Evidence*

*Standard 2.C.2 The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

Students’ rights and responsibilities are a cornerstone to accommodating and serving students. Oregon Tech’s policies and procedures regulate various aspects of student experience and foster not only the intellectual but also social and ethical development of students at the university. Links to these policies and procedures are publicly available collectively on the university’s Human Resources website describing [students’ policies and procedures](#). Student Academic Integrity policy ([OIT-14-30](#)) deals with policies and procedures surrounding academic integrity and includes the Student Academic Dishonesty

Settlement Form. The Student Integrity information is also available through the student resources [student integrity webpage](#). The university policy on Academic Grievances ([OIT-16-010](#)) presents the conditions and the procedure for students to pursue academic grievances and appeals.

Oregon Tech Policy [OIT-24-010](#) and the corresponding [Intellectual Property Guidelines](#) set forth clearly defined policies and guidelines with respect to the ownership, compensation, control, and revenue derived from the creation and production of intellectual property (IP) at the university. The State of Oregon by and through the State Board of Higher Education on behalf of Oregon Tech owns the Intellectual Property created by employees at Oregon Tech. However, intellectual property conceived or first practiced by a student at Oregon Tech as a work product of a “for credit” course will normally be owned by the student. As explained in Intellectual Property Guidelines, this includes senior projects, theses, course projects and assignments, and special and independent study projects, conducted without the use of extensive or extraordinary university resources.

The university’s Student Affairs webpage provides additional [resources for students](#) to find useful information on academic honesty and conduct. In addition to information on Student Rights and Responsibilities, multiple links are provided that present useful resources to students on important topics such as Affirmative Action and Equal Opportunity, Suicide Prevention, and Sexual Assault: Prevention and Intervention.

Access to policies related to admissions, placement and enrollment, to assure reasonable student success, is readily available to all students in the university catalog. In addition, course descriptions catalog along with any pre-requisites and/or co-requisites are accessible in the university catalog as well as on the programs’ website.

Oregon Tech is committed to provide and promote a diverse, inclusive, supportive, and accessible learning and working environment for individuals with disabilities. Information on [accommodations for persons with disabilities](#) are accessible through a webpage for this purpose. Specifically, the information is provided for (1) Access and Campus Equity Services (ACES) – formerly known as Disability Services, (2) How to access these services for students, and (3) a link to the ACES Student Handbook for 2021. Oregon Tech uses Accessibility Information Management (AIM) software to assist with student accommodations. AIM is an online tool that allows students to register with ACES, apply for accommodations, and request accommodations each term. ACES is responsible for assisting students with the disability accommodation needs including providing information on university services, outside agencies, and academic matters.

## EXHIBITS

- \*[Student Academic Integrity](#)
- \*[Student Academic Grievance](#)
- \*[Accommodations for Persons with Disabilities](#)
- \* [Student Rights and Responsibilities](#)
- [Student Intellectual Property](#)
- [Student Policies and Procedures](#)
- [Prohibited Discrimination and Discriminatory Harassment](#)
- [Prohibited Sexual Misconduct](#)
- [Reporting Misconduct and Prohibited Retaliation](#)
- [Student Code of Conduct](#)

\**Required Evidence*

*Standard 2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

### *Admission Policies*

Admissions policies and procedures are published in the university catalog. The Office of Admissions recruits and admits prospective students who meet the [admissions requirements](#) of programs in which they plan to enroll. This includes helping prospective students investigate and evaluate Oregon Tech and to assist applicants with the enrollment process. Each year the Office of Admissions evaluates admission policies and standards to ensure equitable admission requirements.

### *Academic Placement*

Oregon Tech guidelines and procedures for [Placement Testing](#) for mathematics, English and advanced placement are published online. [Credit for Prior Learning](#) and Transfer Credit can also inform academic placement by providing information on the following:

- Transfer Credit
- Military Credit
- College Level Examination Programs (CLEP)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Credit for Prior Experiential Learning, which includes credit for national registry or licensure exams, credit by examination, and credit by portfolio

### *Academic Forgiveness*

Students Policies and Procedures concerning Academic Forgiveness (one-time measure to drop terms of work from consideration in GPA) are fully described in Oregon Tech policy [OIT-14-026](#).

### *Termination and Academic Probation/Suspension*

[Academic regulations](#) governing Incomplete Grades, Termination, Probation, Suspension and Re-Admission, and Grievance are found publicly in [Student Policies and Procedures](#). Those policies include Academic Warnings, Probation, and Suspension in addition to the process to return from Suspension.

## **EXHIBITS**

- \*[Student Admissions Requirements](#)
- \*[Student Academic Regulation](#)
- \*[Student Academic Grievance](#)
- \*[Student Academic Forgiveness](#)
- \*[Academic Catalog- Admissions and Financial Aid](#)
- \*[Academic Catalog – Advanced Standing](#)
- \*[Placement Testing](#)

\**Required Evidence*

*Standard 2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

Oregon Tech follows the guidelines of the State of Oregon in archiving all materials related to student records. Policies and procedures laid down by the Secretary of State, Archives Division, dictate archival procedures for Oregon Public Universities' records. Oregon Tech adopted Oregon University System (OUS) policies when it became an independent university in 2015. The policies covering student records are available on the Human Resources website, [Educational Records Policy – OAR 578 Division 34](#). The general rule and schedule are applicable to student records of Oregon Tech. The University's record retention schedule is publicly available from the Record Retention Schedule [webpage](#) on the Registrar's Office. General Schedule is applicable to student records of Oregon Tech.

All past and present student records that were originally electronic are stored electronically and there is no differentiation for former and current students in record storage. These records are stored offsite at data warehouses. The Banner data are backed up regularly (nightly) by Ellucian's archive procedures. Copies of all past student records that were not in electronic format are stored in the State Archives.

Release of student records policies and regulations follow federal law, Family Educational Rights and Privacy Act (FERPA) and the Oregon Revised Statutes as published on the Oregon Tech [Student Records website](#). FERPA restricts the type of information the university can share with students, individuals (including parents) and entities outside Oregon Tech; unless specifically authorized, in writing, by the student. FERPA allows an institution to define "directory information" that can be released. Consent from a student is not generally required for the release of directory information and it may be viewed and released to the public unless the student has placed a confidentiality restriction on its release. Students may obtain file authorization/disclosure forms at the Registrar's Office. Access to student records is limited to certain employees with specific authorization.

Oregon Tech designates the following items as Directory Information:

- Current address
- Student name
- Current telephone number
- Dates of attendance
- Classification (year in school)
- Major field of study
- Most recent previous school attended
- Degrees and awards received (including dates)
- Hometown
- Past and present participation in officially recognized activities and sports
- And for members of athletic teams: age, height and weight.

The Registrar's Office maintains a permanent file for each student. Information on confidentiality of student records is available on the Oregon Tech [Registrar's webpage](#). A list of university records, the responsible custodians and the university policy on records are available in the Registrar's Office.

## EXHIBITS

\*[Educational Records Policy – OAR 578 Division 34](#) (p7)

\*[Student Records Website](#)

\*[Student Records Retention Schedule](#)

[FERPA Resources](#) (Oregon Tech website)

[Student Records Privacy Policy for Faculty and Staff](#)

[Student Records Privacy Policy for Parents](#)

[Student Records Privacy Policy for Students](#)

*\*Required Evidence*



## 2.D Institutional Integrity

*Standard 2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

The University's Institutional Advancement Division (IA) is responsible for managing Oregon Tech's communication with the public. IA presents the University accurately, and consistently through its announcements, statements, and publications. IA encompasses University's Development Office and the Office of Marketing/Communications/Public Affairs (MarCoPa). The latter has the primary role of developing and implementing communications strategies for Oregon Tech. MarCoPa also creates and distributes to media major announcements and other public relations materials, including student recruitment publications, advertising, and related outreach to internal and external stakeholders.

The University follows consistent procedures to release information to the public. All press releases on behalf of the University are sent by the University's Press Relations Office, which is responsible for verifying the accuracy of information prior to its release. Exceptions are athletics press releases, which are managed by the Office of the Director of Athletics, and the Board of Trustees press releases, which are managed by the Secretary of the Board.

Oregon Tech has strong academic integrity with all vital information that students and parents need to know available on its webpage. Oregon Tech publishes all program learning outcomes on each program's website. Students can easily find the program learning outcomes, course descriptions, syllabi for any degree program course offered throughout the university. The University Catalog is another publicly available publication that provides comprehensive information about the University, its degree programs, admissions requirements, degree maps, and course descriptions.

MarCoPa is the office responsible for maintaining the Oregon Tech website which is the primary means of communication of information about the institution. Although various university departments provide content specific to their units for posting on their webpages, MarCoPa ensures that the web content meets their guidelines, by providing templates for departments developing content to ensure consistency, quality, and precision of the presented information. MarCoPa regularly distributes announcements to inform the University community and the public about the University. The weekly email broadcast to the University community "Oregon Tech in the News," social media postings, and similar communications for immediate release. All University communications are reviewed by MarCoPa before public release.

Since Oregon Tech's last NWCCU accreditation visit in 2016, MarCoPa has systematically enhanced website content for all academic degree program offerings at Oregon Tech. Continuous improvements include enhancing content to give prospective students accurate knowledge of degree program differentiators and learning outcomes. Program learning outcomes of every degree program are published in the university catalog. [Cost of attending Oregon Tech](#) including the [cost of tuition, course materials, and fees](#) are published for prospective students. [Degree completion \(graduation\) rates](#) are published and readily available through Oregon Tech website.

The University Development Office directs promoting Oregon Tech and fundraising efforts. The Development Office adheres to the highest ethical standards of presenting Oregon Tech to the public. An example is information about a potential data breach incident that was timely released and published on the University Development [website](#).

Communications to prospective students is primarily done through the [Office of Admissions](#) website, providing information about admission processes, academic programs, cost of education, financial aid, and other related support services. This information is also available through the [University Catalog](#), which is posted online. The University Catalog contains comprehensive information about the institution, including degree programs and options, program maps, course plans, course descriptions, faculty and administrators, and all university services and units. The Catalog is reviewed and published by the Office of the Registrar annually to ensure currency and accuracy of the information publicly available about the university and its programs. The University's institutional accreditation status with NWCCU and the programmatic accreditation of the university's accredited programs are presented in the Catalog.

The University's [Institutional Research](#) office (IR) collects and reports up-to-date and accurate data related to the university enrollment, default rate, student retention, student graduation and degrees awarded. The data are publicly available on the IR's website. IR also publishes historical data to inform the public of the institution's performance indicators and data trends. IR is responsible for reporting the University data on students such as enrollment, demographics, graduation rate, and the institution's financial situation annually to the State of Oregon's Higher Education Coordinating Commission (HECC) and to the Integrated Postsecondary Education Data System (IPEDS).

Oregon Tech launched a new website in August 2020 (January 2014 was the last site redesign). Notable changes include expanding degree program content, moving to a digital course catalog, and implementing a

new recruitment customer relationship management (CRM) system with capabilities to better integrate with the university's public website.

As the public face of Oregon Tech, the new website presents engaging and useful content, makes information easier to find and tasks easy to complete. Web accessibility principles are specifically adhered to so that the user experience is as inclusive as possible to all audiences.

## EXHIBITS

### \*Policies/Procedures for Reviewing Published Materials

#### *\*Required Evidence*

*Standard 2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

Oregon Tech dedicates itself to the ethical pursuit of knowledge and truth. Oregon Tech and its employees adhere to the highest principles of ethical and professional behavior. The current published Oregon Tech ethical statement for Oregon Tech employees can be found [here](#). As a member of the academic community, an Oregon Tech employee recognizes that adherence to ethical standards is essential in the formation, acquisition, sharing, and preservation of knowledge; members of the Oregon community and public at large are able to file reports of ethical violations via a [secure third-party website](#). Oregon Tech has published grievance procedures for faculty, staff, and students.

The University supports methods for employees to anonymously raise concerns, without fear of retaliation, regarding conduct that may be unethical, illegal, or violate substantive Oregon Tech policies or practices. One option for employees to anonymously report concerns is through the University's [Fraud, Waste and Abuse](#) hotline or via internet, 24 hours a day, 7 days a week. Oregon Tech has contracted with EthicsPoint, an independent, third-party vendor, to provide phone and online options for confidential and anonymous reporting. These reports and subsequent investigations are handled confidentially to the extent possible through law and administrative proceedings.

Oregon Tech is currently accredited by the NWCCU and accurately represents its institutional accreditation status on its website. Oregon Tech also holds many programmatic accreditations and represents its accreditation status accurately with all these accrediting bodies in the Oregon Tech catalog and other publications and does not speculate on future accreditation actions.

Oregon Tech fundraising is coordinated and managed by the [University Development](#) division. The goal of University Development is to build and enhance positive relationships between students, faculty, staff, alumni, and friends of the university. The Division adheres to the highest ethical standards of operating and fundraising.

The Oregon Tech [Diversity, Equity, and Inclusion Committee](#) is charged with identifying opportunities for Oregon Tech's faculty, staff and students to build a supportive educational environment for all students, including first generation, low-income, minority and underserved students at Oregon Tech. To serve

students equitably, Oregon Tech has a focus on attracting and retaining underserved students so that they will no longer be underserved. The Committee was formed in 2018 as a direct response to diversity goals set institution wide as well as the passing of [Oregon House Bill 2864](#). The Committee assesses Oregon Tech's strengths and weaknesses in advancing diversity, equity, and inclusion initiatives and develops recommendations for the executive staff and the president that aim to result in greater student diversity and educational opportunity and ensuring a sense of belonging at Oregon Tech. In July 2021, Oregon Tech hired an Executive Director of Diversity, Inclusion, and Cultural Engagement (DICE) to advance these efforts. The Dice Director is responsible for ensuring complaints concerning diversity and equity receive a fair and equitable evaluation and resolution.

Oregon Tech and its employees strive to ensure the fair, objective, and impartial treatment of all persons and entities with whom they deal. Oregon Tech maintains [policies and procedures](#) which set forth prohibited discriminatory conduct and grievance and complaint procedures applicable to all students, faculty, staff, and the public. General grievance procedures for issues included in the faculty CBA are detailed in [Article XVI: Grievances](#). For other issues procedures are described within the pertinent University policies. The grievance procedures for Classified staff are detailed in their CBA<sup>5</sup>, [Article 18: Grievance and Arbitration Procedure](#). Oregon Tech policies that provide guidance on prohibited behavior and grievance procedures are as follows:

- OIT-01-003 – [Prohibited Discrimination and Discriminatory Harassment](#)
- OIT-01-004 – [Prohibited Sexual Misconduct](#)
- OIT-01-005 – [Reporting Misconduct and Prohibited Retaliation](#)
- OIT-21-320 – [Grievance Procedure - Administrative Staff](#)

Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, [publicly available](#), and administered in a fair and consistent manner, as presented in the [University Catalog](#).

## EXHIBITS

\*[Grievances – Faculty Collective Bargaining Agreement Article XVI](#) (p24)

\*[Grievances – Classified Staff CBA – Article 18](#) (p20)

\*[Grievance Procedure - Administrative Staff](#)

\*[Reporting Misconduct and Prohibited Retaliation](#)

[The Fraud, Waste and Abuse Hotline](#)

\**Required Evidence*

*Standard 2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

Oregon Tech has clearly defined policies that prohibit conflicts of interest, for all members of the community, starting with our governing board, the Board of Trustees. Oregon Tech Board of Trustees [Bylaws and Policies](#) direct the Board members' conduct. The Board has a published policy on [Ethics and Conflict of Interest](#) for the Board members. Specifically, this policy states the Oregon Tech "Board of Trustees is committed to the ethical exercise of its authority and discharge of its fiduciary duties, both for the Oregon Tech community

<sup>5</sup> Oregon Tech Classified Staff has negotiated a new contract; however, the new CBA was not publicly available at the time of preparation of this report.

*and the State of Oregon.”* The policy discusses Ethical Duties of a Trustee and defines potential and actual conflicts of interest as defined in the Oregon Ethics law to help Board members avoid personal conflicts of interest or its appearance when conducting their duties as Board members.

Like the Board of Trustees members, Oregon Tech employees are “public officials” as defined in Oregon Revised Statute (ORS) Chapter 244; therefore, Oregon Tech employees are also subject to standards for ethical conduct of Oregon public officials. For Oregon Tech employees this includes prohibitions against conflicts of interest in performing their duties, and in carrying out outside activities. [Oregon Public Ethics Law – A Guide for Public Officials](#), has been approved by the Oregon Government Ethics Commission pursuant to ORS 244.320. The guide explains in understandable terms the requirements of Oregon Government Ethics law. Accordingly, public officials are “held personally responsible to comply with the provisions in Oregon Government Ethics law.” This means that each public official must make a personal judgment in deciding such matters as the use of official position for financial gain, what gifts are appropriate to accept, or when to disclose the nature of conflicts of interest. “If a public official fails to comply with the operative statutes, a violation cannot be dismissed by placing the blame on the public official’s government employer or the governing body represented by the public official.”

Oregon Tech policy Outside Activities and Related Compensation ([OIT-23-070](#)) applies to all Oregon Tech employees. The policy confirms university employment as the primary work commitment of all university employees and requires employees to comply with Oregon Government Ethics law related to conflict of commitment. Employees are required to disclose any potential conflict of interest and obtain approval of their supervisor annually. Similarly, the faculty CBA contains articles that requires bargaining members’ compliance with Oregon Government Ethics law related to conflict of commitment and conflict of interest.

The Oregon Tech policy to prohibit actual or perceived conflict of interest in procurement is published on the University’s [purchasing and contracting website](#). Researchers involved in Sponsored Projects and Grants are required to undergo regular Financial Conflict of Interest training and provide annual Financial Conflict of Interest Disclosure statements. Consensual Relations Leading to Conflicts of Interest is regulated by Oregon Tech policy [OIT-22-055](#).

## **EXHIBITS**

\*[Ethics and Conflict of Interest of Board Members](#)

\*[Conflict of Interest in Procurement](#)

\*[Conflict of Interest/Commitment Policy on Employees Outside Activities](#)

\**Required Evidence*



## 2.E Financial Resources

*Standard 2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

Oregon Tech has been diligent to ensure the university's financial stability by relying on the expertise of the administration and staff who oversee the budgetary and fiscal operations of the university. Oregon Tech administration is held accountable by its Board of Trustees to operate within its published biennium and/or annual budgets and to report periodically on budget variances and projected operations. Oregon Tech adheres to GASB and GAAP accounting standards and is required by Oregon Tech's Board of Trustees to undergo both internal and external audits. Auxiliary operations are self-supporting and operate in compliance with university policy, and fundraising activities comply with all state and federal government requirements.

The Board of Trustees and Division Directors (Vice Presidents) review financial reports quarterly to ensure all university units adhere to their approved budget. The University also provides university-wide access to budgetary reports through the FAST Data Reporting System<sup>6</sup> which enables on-demand

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<sup>6</sup>Millennium FAST reporting software pulls data from ERP systems, such as Banner and streamlines it into one user-friendly platform.

access to the University financial system. Oregon Tech maintains adequate cash flows and reserves to support its academic programs and services and is required to keep a general operations fund balance equal to at least 5% of its total annual revenues. In addition, the University uses the following methods to help demonstrate its financial stability:

(Note: Oregon Tech adopted many of the Oregon University System (OUS) policies when it separated from the OUS and became an independent university through the Oregon legislature action. These policies included the OUS Fiscal Policies. Accordingly, policies and procedures that articulate the oversight and management of university financial resources are those of the OUS fiscal policies. A link to these policies can be found on the Oregon Tech's Business Affairs Office [webpage](#).)

## 1) Internal Audit

Oregon Tech currently employs Kernutt Stokes, an accounting and business consulting firm, to provide [internal audit](#) (IA) services. The internal auditors evaluate the effectiveness of the university's business processes. To ensure the degree of independence needed to successfully conduct internal audit activities, Oregon Tech's IA is a contracted oversight function performed by a third party that reports to the University Board of Trustees. Internal auditors have direct and unrestricted access to university records and personnel to gather input from university administration and faculty as well as the Board of Trustees (Board), who also review and approve the Annual Audit Plan. Annually, IA reviews the institution's risk profile and develops a risk matrix or "heat map" which is used to help IA assign audit resources to those areas deemed to be most likely to cause risk to the organization and have the greatest impact. IA works with the university management in addressing operational, reputational and compliance risk and related exposures. In addition to planned audits, IA also conducts ad-hoc audits in response to requests or instruction from the Board or University Finance and Administration. IA performs:

- *Performance Audits* - Reviews the use of resources to determine if they are utilized effectively and efficiently in support of the University's mission and objectives.
- *Financial Audits* - Focuses on accounting and reporting of financial transactions, including commitments, authorizations, receipt, and disbursement of funds. Evaluates and verifies that controls are in place related to cash and other assets, and that process controls over the acquisition and use of resources are sufficient.
- *Compliance Audits* - Evaluates adherence with applicable laws, regulations, policies, and procedures. Often includes federal and state law, Trustee policies and organizational, or departmental directives.

IA presents regular reports to the Board regarding the status of on-going audits and in follow-up related to completed audits regarding managements' progress in implementing action plans to address any noted deficiencies.

## 2) Fiscal Operations Advisory Council

The [Fiscal Operations Advisory Council](#) (FOAC) is comprised of a diverse mix of faculty and staff whose role is to request or receive regular updates on the general financial position of the institution or major financial initiatives and to provide thoughts and recommendations to the President and other senior leadership for consideration. The FOAC regularly receives summary reports of the University operating budget and projected fiscal year end (FYE) budget. The FOAC also reviews and makes

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The university has begun a transition to a new financial system, FENXT. Access to financial data through FAST is available but the accessible data are not current. FENXT reporting is not widely available at the university yet; therefore, this fiscal year's financial data can be obtained from the Business Affairs Office.

recommendations regarding the annual operating budget.

### 3) Higher Education Coordinating Commission

The [Higher Education Coordinating Commission](#) (HECC) collects various data throughout the year on institutional financial performance and requires that the University compile a report on institutional financial health annually in a prescribed format. The report is released biennially.

### 4) Report to the Board of Trustees

The institution's finance leaders report financial updates to the *Finance and Facilities Committee* of the Board during each regular Board meeting. This report features a key financial indicators dashboard as well as a management report regarding budget performance and projected FYE fund balance, a review of institutional invested funds and a tracking and projection of institutional cash balances.

### 5) Independent Financial Audit

The institution has an independent financial audit of its year-end financial statements each year. CliftonLarsonAllen LLP is the firm contracted to conduct external audit of university financial statements. The external auditors produce [a report](#) that addresses the financial position of the institution and any areas of concern. The external auditors report directly to the University Board of Trustees.

### 6) University Investment Funds

The institution's [FY21 Q4 Investment Report](#) confirms that the university has sufficient investment assets to continue its operations and to achieve and fulfill its mission.

### 7) Cash review with projected inflows and outflow of resources

The institution's [Annual Financial Report](#) is accessible on the University's Finance and Administration website and contains detailed data on the financial position of the university, including its cash flow and fund balance<sup>7</sup>.

## EXHIBITS

[\\*Policies Governing Oversight and Management of Financial Resources](#)

[University Fiscal Operations Advisory Council](#)

[Board Policy on Debt Management](#)

[\\*Latest Financial Report](#)

[\\*Latest External Financial Audit with Management Letter](#) (2021 Report, p6)

*\*Required Evidence*

*Standard 2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

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<sup>7</sup> The University's audited 2021 Annual Financial Report is complete but will be posted in April 2022 pending the approval of the Board of Trustees.

Steady revenue trends, maintained by consistent enrollment and tuition plans, continuous budgetary oversight, and balanced fiscal management controls and decisions have enabled the University to maintain solid financial reserves and have contributed to demonstrating the University's financial stability. The University's financial stability is also maintained through steady support from state appropriations. The University's [Annual Financial Report](#) is published on the University website and details a comprehensive financial position of the institution, including revenue sources, financial obligations, university cash flow statements, and assets.

The University's [quarterly investment report](#) prepared for the fourth quarter of fiscal year 2021 provides the most up-to-date data available on the state of the University investments and latest method of monitoring and reporting of these investments.

In planning for state appropriations, institutional financial leaders engage in discussions with the Higher Education Coordinating Commission (HECC), Legislative Fiscal Office (LFO), Division of Administrative Services (DAS), legislators, and peer institutions to articulate the legislative and funding priorities for the institution and to advocate for full funding of higher education through the various funding formulas: the Public University Support Fund (PUSF), Engineering Technology Sustaining Fund (ETSF) and the Sport Lottery Fund. The Oregon Legislature establishes higher education funding for a biennium rather than annually. Periodic reports and data sets are submitted to HECC throughout the year related to the Student Success and Completion Model (SSCM), which is the allocation model used to distribute the PUSF to state funded universities and which comprises nearly 95 percent of all state funds received by Oregon Tech. Capital Improvement Renewal and Replacement (CIRR) funds are available to the seven public universities to support building and infrastructure improvements and are allocated biennially based on a formulary that considers age of facilities, square footage and campus density. University operating and capital budget planning commences in December of each year, with campus budget development at a department and division level beginning in January. Forecasting for state appropriations, tuition and fees revenues is based upon known factors and careful assumptions. Oregon Tech works with peer universities and state benefits administrators in estimating group benefits expenses which are comprised of defined benefit and defined contribution retirement plans, health insurance and other faculty and staff benefits.

The [Fiscal Operations Advisory Council](#) (FOAC) focuses on university's budget and general financial position of the institution. The Council is comprised of faculty, staff and students who represent the view of their respective groups and provide stakeholders' thoughts and recommendations on financial priorities and or major financial initiatives to the President and other senior leadership for consideration. The FOAC regularly meets with Vice President for Finance and Administration and receives summary reports of the University operating budget and projected fiscal year end (FYE) budget. After review by the FOAC and following a collaborative and deliberative process, requiring several months, the University's annual operating budget is presented to the Board of Trustees in late May or early June for consideration and approval.

The University's [Tuition Recommendation Committee](#) (TRC) is a body that recommends the tuition rate at Oregon Tech. The Committee's charge is established in policy by the Board and in state Statute. The TRC is a diverse group of students, faculty, and administrators, as well as the two campus presidents (Klamath Falls and Portland-Metro) of the Association of Students for Oregon Institute of Technology (ASOIT) and the chair of the institution's FOAC. The ASOIT represents the individual and collective interests of Oregon Tech students. In addition to reviewing Oregon Tech financial information and relevant trends, the TRC analyzes peer institution tuition rates and the state's economic projections. The group then evaluates the investment necessary to maintain or improve the quality of educational programs at the university. ASOIT holds open forum sessions to share with students the university's financial position,

resources, and priorities and seek their input. The TRC works collaboratively to develop a written tuition recommendation to the President. After review and consideration of the TRC's recommendation, the President submits his recommendation to the Board. The process for setting Tuition and Mandatory Enrollment Fees are defined by the [Board Policy](#).

The Board of Trustees adopted a resolution in July 2015 authorizing Oregon Tech to invest excess working capital in the Public University Fund (PUF). Three-year returns have averaged 3.5 percent. Average daily amount invested during FY 2021 was \$28.4 million. The PUF funds outperformed their benchmark by about 2.5 percent. The Board has also established a policy regarding investing in a quasi-endowment. Oregon Tech's quasi-endowment funds are invested in the Oregon Intermediate-Term Pool for longer term earnings through the Oregon State Treasury. At FYE 2021 those assets were valued at \$7.6 million. These funds outperformed their benchmark by 3.1 percent. At FYE 2021, Oregon Tech had 72 days of cash on hand.

Oregon Tech has benefitted from Article XI Series Q and G bonds issued by Oregon. The state funds the debt retirement for these bonds rather than the university. These bonds have funded new buildings such as the recently completed \$35 million Center for Excellence in Engineering and Technology and building renovations for Oregon Tech such as the upcoming \$20 million Boivin Hall project. Series G bonds require a small institutional match. In February 2016 the Board of Trustees adopted a debt management policy that set forth the principles that govern the use of debt to finance university capital projects. At FYE 2021, Oregon Tech had just over \$38 million in Article XI Series F bonds. Debt retirement for these bonds is funded by the university and the Oregon Tech debt retirement at FYE 2021 was 3.1 percent of annual operating expenditures.

## EXHIBITS

[University Fiscal Operations Advisory Council](#)  
[Tuition Recommendation Committee](#)  
[University Annual Financial Reports](#)

- \*[FY2021 Q4 Investment Report](#)
- \*[Capital Budget Plan](#)
- \*[Board Policy on Operating Budget Reserve](#)
- \*[Board Policy on Debt Management](#)
- \*[Annual Budget Procedures](#)
- \*[University Cash Flow Statement](#) (2021 Report, p24-25)
- \*[Interfund Transfers](#) (Section 05-650)
- \*[Interfund Loans](#) (Section 05-271)

\**Required Evidence*

*Standard 2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

Until July 1, 2015, the publicly funded universities in Oregon were organized and functioned under the Oregon University System (OUS). Following the dissolution of the OUS on June 30, 2015, the Board of Trustees of Oregon Tech adopted the [OUS administrative Rules](#) and the [OUS Fiscal Policy Manual](#), which included fiscal policies for continued management of financial resources by Oregon Tech., unless amended or superseded by the Board. The Board has established more [financial policies and adopted additional](#)

[resolutions](#) to supplement or amend the OUS Fiscal Policy Manual in response to evolving needs addressing such areas as debt management, capital expenditures, cash investments, disbursements, payroll processes, financial close and reporting process, annual budget procedures, tuition revenue setting process, investments in PUF and quasi-endowment, operating fund balance and etc.

The Board of Trustee's financial oversight of the University is maintained through the Board's established [financial policies and procedures](#). These policies and procedures define the types of transactions and capital projects that must be reviewed and approved by the Board. The Board also reviews and approves the annual university budget. The Board's Finance and Facilities Committee receives regular financial reports on the University's financial position every quarterly meeting of the Board and provides updates to the Board on budget performance, investment performance, key performance indicators and financial ratios, state funding policy and fiscal outlook, capital projects, internal audit projects and the annual independent financial audit in collaboration with key institutional leadership. The chair of the Committee is also a member of the Board.

The Board's quarterly meetings' agenda, minutes and materials are published on the Board webpage. The Board has established a policy on University [operating budget reserves](#) to *“ensure the financial health and stability of Oregon Tech and to communicate an accurate fiscal condition more broadly and clearly.”* The policy directs Oregon Tech to develop budgets that preserve a minimum ending annual budgeted Education and General (E&G) fund balance.

The Board Fiscal and Administrative Policies and Procedures are periodically updated as necessary or as recommended by the internal auditor to ensure that they are relevant, consistent with sound financial management principles, supportive of generally accepted accounting principles (GAAP), and are focused on protecting the integrity of the financial statements through recording transactions and reporting that are transparent. Transactions must be thoroughly documented, and authorizations and approvals are structured to ensure segregation of custody, recordkeeping, and authorization.

University's financial resources are primarily derived from state appropriations, student tuition and fees, grants, gifts and contracts, auxiliary operations, and other miscellaneous sources. The origin of these resources is published on the university website and are categorized in accordance with National Association of College and University Business Officers (NACUBO) classifications.

Oregon Tech administration is held accountable by its Board of Trustees to operate within its published biennium and/or annual budgets and to report periodically on budget variances and projected operations. The Board is updated on a regular basis on the financial position of the institution, short-term financial outlook, pending concerns and the state fiscal outlook. The Board is also briefed on the status of invested funds as well as the expenditure of bond funds progress of related capital projects.

OUS Policy 5.350 describes internal controls as recognized by the University. Internal controls are documented through policies and procedures and are periodically reviewed by Internal Audit as part of their annual audit plan with includes compliance, operational and financial engagements. Recommendation for improvement accompany internal audits to keep management aware of how the business environment is changing so that personnel alignments and assigned position responsibilities can be adjusted as necessary to reduce institutional risk. Staff attend regular updates on changes in the industry and related financial, compliance and ethical guidelines. In addition to review of resources and process control over use of resources to ensure they are sufficient to support the University's mission, Internal Audit evaluates adherence with state and federal laws, and Board and institutional policies.

Board Fiscal and Administrative Policies and Procedures are periodically updated as necessary or as

recommended by the internal auditor to ensure that they are relevant, consistent with sound financial management principles, supportive of Generally Accepted Accounting Principles (GAAP) and are focused on protecting the integrity of the financial statements through recording transactions and reporting to support transparency. Transactions must be thoroughly documented, and authorizations and approvals are structured to insure segregation of custody, recordkeeping, and authorization.

Monthly operational reports are generated and distributed to functional heads with budget responsibility to evaluate performance to budget and to develop an action plan should performance vary significantly from budget.

The institution submits financial reports to the HECC and the Legislative Fiscal Office (LFO) in addition to the Board.

## **EXHIBITS**

### [Internal Audit](#)

- \*[Board Policy on Setting Tuition and Mandatory Fees](#)
- \*[Board Policy on Operating Budget Reserve](#)
- \*[Board Policy on Debt Management](#)
- \*[Board Policy on Quasi-Endowment Investment](#)
- \*[Description of Internal Financial Controls](#)
- \*[Board Approved Financial Policies, or System Financial Policies](#)

\**Required Evidence*



## 2.F Human Resources

*Standard 2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

The University strives to ensure its employees are educated and empowered when it comes to the terms and conditions of their employment, rights and responsibilities, and evaluative, disciplinary, and promotional processes. As a small institution, but one with multiple sites, the University utilizes both centralized and decentralized practices to inform and connect with new and existing employees.

### *Conditions of Employment, Work Assignment, Rights and Responsibilities*

Employees are apprised of their conditions of employment during the application process. Position descriptions are posted on the University's job search website. These include position duties, work conditions, location, classification, salary, FTE, physical requirements, minimum and preferred qualifications/requirements. Once hired, employees receive a Notice of Appointment that includes the job title, location, type of appointment, supervisor, salary, and period of appointment. Faculty and Unclassified Staff employees receive these notices annually.

The University's onboarding program provides new employees with the opportunity to engage with the Office of Human Resources (OHR) and get acclimated to working at the University. New employees

complete an online orientation packet, including a review of core policies. New employees are expected to complete basic on-boarding training, which consists of a combination of standard trainings (e.g., FERPA, Title IX, cyber-security, etc.) and informal training and mentoring provided by peers and/or direct supervisors. Formal and informal training opportunities are provided to employees year-round.

University employees can access policies, collective bargaining agreements, and employment information through the University's public-facing websites and through its intranet (TECHweb). Information addressing employment topics including, but not limited to performance management, standards of conduct, discipline, and faculty evaluation and promotion are posted and accessible online. OHR will email non-confidential items, such as policies and forms, through group emails and upon request.

Additional informational opportunities occur across an employee's life cycle. Current employees are apprised of any updates to their conditions of employment, rights and responsibilities, and expectations for evaluation and promotion through multiple venues. The Office of Human Resources shares information with employees through timely updates as needed. For example, since the start of the COVID-19 pandemic, OHR has provided frequent and "just-in-time" emails to employees. The Faculty Senate has monthly meetings where information and reports are made to the Faculty Senate. The Administrative Council, which represents the University's unclassified staff, hosts monthly meetings as well. These are open meetings, so all employees can attend these meetings.

The University's classified staff are represented by a union, SEIU Local 503, OPEU. Pursuant to the classified employees [Collective Bargaining Agreement](#) (CBA), there are monthly labor/management meetings attended by local union officers and members of the management team. While these are not open meetings, the local union officers serve as conduits to share information and updates discussed in these monthly meetings with classified employees. Oregon Tech faculty are also represented by a union, OT-AAUP. The Union was certified in 2018. Following bargaining negotiations, the inaugural faculty union contract was ratified in May 2021. The faculty [Collective Bargaining Agreement](#) (CBA) became effective beginning the following month, June 1, 2021, and is valid through June 30, 2025. The faculty CBA is available on the university web site and defines the bargaining member's work conditions, compensation, and rights. Like the classified employee's agreement, the faculty CBA provides for labor-management meetings.

### *Criteria and Procedures for Evaluation, Retention, Promotion, and Termination*

Criteria and procedures for evaluation, retention, promotion, and termination of Classified Staff are set by their respective collective bargaining agreement. Faculty evaluation, retention and promotion are described in Oregon Tech [faculty policies and procedures](#). Unclassified Staff employees are governed by Oregon Tech policies including:

- [OIT-20-031 Academic Rank and Tenure for Unclassified Administrators](#)
- [OIT-20-043 Performance Appraisal of Unclassified Administrators](#)
- [OIT-20-044 Compensation Plan - Unclassified Administrators](#)
- [OIT-20-045 Timely Notice for Unclassified Administrators - Fixed Term](#)

## **EXHIBITS**

\*[Human Resources Policies](#)

\*[Faculty Collective Bargaining Agreement](#)

- \*[Faculty and Staff Evaluation, Promotion and Termination Policies](#)
- \*[Policies for Apprising Employees of Working Conditions, Rights and Responsibilities.](#)
- \*[Evaluation, Retention, Promotion and Termination of Faculty](#) – (OAR 580 Division 21)
- \*[Academic Rank and Tenure for Unclassified Administrators](#)
- \*[Performance Appraisal of Unclassified Administrators](#)
- \*[Compensation Plan - Unclassified Administrators](#)
- \*[Timely Notice for Unclassified Administrators - Fixed Term](#)

*\*Required Evidence*

*Standard 2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

All Oregon Tech employees are encouraged and expected to participate in professional training and development opportunities provided by or through the university. Immediate supervisors are expected to discuss with their employees their interests and needs regarding training and development at least annually as part of their performance evaluation process. Ultimately, the responsibility for determining the relevance, desirability, and timing of staff participation in educational/developmental activities rests with the individual's supervisor. Guidance on professional development for unclassified staff are set forth in university policy ([OIT-21-315](#)). Collective bargaining agreements provide professional development provisions for the bargaining members of the classified staff and faculty.

The Office of Human Resources shares information about university and non-university sponsored training and development opportunities on its webpage and via email. The university's online Events Calendar posts internal events. There are increasingly high quality free and low-cost online webinars and training available to employees. The University strives to identify and share information about such opportunities, particularly when they are available on demand, so employees can access those events when it is convenient for them.

At the start of each academic year, the University hosts Convocation. Convocation marks the traditional beginning of the academic year and typically includes professional development topics and coverage of new policies and procedures.

Operating out of the Division of Academic Affairs and managed by faculty and the AVP for Academic Excellence, the Commission on College Teaching (CCT) is charged with promoting teaching and learning, which in the most comprehensive sense includes any projects, studies or activities that promote the learning environment, foster a spirit of critical inquiry in students and faculty alike, and stimulate the intellectual life at Oregon Tech. The Commission offers annual teaching workshops for new faculty during the University's fall Convocation.

The Administrative Council, the body representing the interests of unclassified staff, frequently hosts social events and training opportunities designed for unclassified staff, but open to all University employees. The Administrative Council has supported quarterly book discussion groups focusing on books that promote personal and professional growth. These discussion groups present an opportunity for faculty, classified and unclassified employees to sharpen their professional and interpersonal skill sets as well as building team cohesion and collegiality. The Administrative Council offers periodic training on selected topics that is open to all staff, regardless of rank.

One of the University's standing committees, the Diversity, Inclusion, and Cultural Engagement (DICE)

Steering Committee has a multi-pronged charge, including, among other things, ensuring that the institution engages faculty, staff and students in cultural awareness development and clearly communicates to new faculty, staff, and administrators the institution's commitment to meeting cultural competency standards in professional development. To help build on the existing DICE efforts, and further promote diversity, equity and inclusions in the workplace, the university created a new position and hired in June 2021 a director of DICE. The DICE Director is responsible for helping Oregon Tech succeed in its efforts to strengthen diversity, inclusion and cultural engagement. In addition to other duties, the DICE Director provides workshops and other training to students, staff, faculty, and administrators to promote integrating diversity, inclusion and cultural engagement in institutional practices.

The Office of Human Resources and the Office of Diversity Inclusion and Cultural Engagement, which also oversees Title IX and the University standing Title IX Steering Committee, often collaborate with the Division of Student Affairs on education and training opportunities that bring together employees and students. An example includes honoring February as Black History Month or April as Sexual Assault Awareness Month. The University may host training, invite speakers to the institution, facilitate games and activities, etc. that are open to employees and students. In addition, DICE Office provides Title IX training annually at Convocation.

One significant professional development opportunity offered to university employees is through the [University Staff Fee Privilege](#) program. This benefit is managed through the Office of Human Resources and is particularly popular and accessed by all employees. An eligible employee, upon approval by the University President or designee, may register for a maximum of twelve credit hours per term at staff fee rates. Eligible employees may transfer their staff fee privileges to qualified family members or domestic partners upon verification.

The Staff Fee Privilege applies to Oregon Tech courses, as well as courses offered by the other Oregon Public Universities: Eastern Oregon University, Oregon State University, Portland State University, the University of Oregon, Southern Oregon University, and Western Oregon University.

#### **Oregon Tech - Staff Fee Privilege Utilization by Academic Year**

| <b>Staff Fee Privilege</b>                                    | <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> |
|---|------------------|------------------|------------------|------------------|------------------|------------------|
| External Tuition Reimbursement: Family Transfer               | 56               | 54               | 54               | 60               | 51               | 33               |
| External Tuition Reimbursement: Employee                      | 14               | 15               | 17               | 23               | 21               | 9                |
| Internal (Oregon Tech) Tuition Reimbursement: Family Transfer | 80               | 73               | 98               | 80               | 77               | 31               |
| Internal (Oregon Tech) Tuition Reimbursement: Employee        | 76               | 64               | 63               | 36               | 30               | 16               |
| <b>TOTALS</b>   | 196              | 206              | 232              | 199              | 179              | 89               |

Another professional development benefit available to university employees is an Employee Assistance Program (EAP). Oregon Tech is part of a state-wide contract with Canopy Wellbeing (formerly Cascade Centers), a provider of EAP services. In addition to offering confidential counseling sessions to employees, the university's EAP provider regularly hosts professional development webinars, which are recorded and available on-demand. Topics range from stress management, financial health, personal growth, leadership development, creating a positive workplace culture, resilience, to name a few. The EAP contract allows the university to request two per year tailored presentations for employees.

## EXHIBITS

\*[Faculty CBA- Article XI: Professional Development](#) (p. 15)

\*[Classified Staff CBA – Article 56: Education, Training, and Development](#) (p. 96)

\*[Staff Professional Development Policy](#)

\**Required Evidence*

*Standard 2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

Ensuring the integrity and continuity of the university's academic and service responsibilities requires enough employees possessing the requisite skills and educational preparation to achieve the university's Mission and the operational unit outcomes.

When hiring faculty, staff, and administrators, the university seeks the most qualified, skilled, and diverse applicants. Position descriptions are created and/or revised for the current need(s) and compensation ranges are set based on external benchmarks and internal organizational factors, including equity and budget, and University policy ([OIT-20-015](#); [OIT-20-044](#)) for unclassified staff, the CBA for classified staff and the inaugural faculty CBA.<sup>8</sup>

Depending on the organizational responsibilities and anticipated applicant pool, jobs may be posted locally, nationally, and/or internationally on job posting sites, job-related association sites, and professional and higher education sites. Professional recruiters may be utilized for hard-to-fill or specialized positions.

Applicants are screened, and the top prospects interviewed, usually by committees, to determine the best fit for the university, its priorities, and the needs of its students. Once an applicant has been selected, and the offer letter accepted, a background check is conducted through a third-party partner.

Decisions regarding the adequacy of the numbers and type of employees in a department or other operational unit are based on workload allocation in accordance with job descriptions, are set to provide a reasonable and equitable distribution of workload and are influenced by the norms of the profession and standards identified by programmatic accreditors. The University manages workload from a variety of perspectives and attempts to strike a balance among the various categories where work occurs. For administrative personnel, performance expectations are based on role functions and are established in collaboration with their supervisor. At present, Division leaders are responsible for approving hiring processes, following Business Office review, depending on their respective needs and budgets.

The 2020 IPEDS data<sup>9</sup> in the accompanying Staffing Table shows the following breakdown of employees per classification.

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<sup>8</sup> The University negotiated with the newly formed faculty union an inaugural collective bargaining agreement (CBA), which became effective on June 1, 2021. Consequently, some University policies impacting faculty which were in force before June 1, 2021, are now superseded in whole or in part by the new faculty CBA.

<sup>9</sup> 2021 IPEDS data will be available in March 2022.

Staffing Table

| Employee Categories              | Number of Employee |
|----------------------------------|--------------------|
| Adjunct                          | 108                |
| Administrative<br>(unclassified) | 128                |
| Classified                       | 130                |
| Faculty                          | 179                |
| <b>TOTAL</b>                     | <b>545</b>         |
| Grad Assistants                  | 5                  |
| Hourly                           | 31                 |
| Temporary                        | 7                  |
| <b>Total</b>                     | <b>43</b>          |

## EXHIBITS

[\\*Personnel Hiring Procedures](#)

### ***Employee Responsibilities***

[Academic Organizational Chart](#)

[\\*Faculty Collective Bargaining Agreement](#)

[\\*Classified Staff Collective Bargaining Agreement](#)<sup>10</sup>

[\\*Engagement and Responsibilities for Unclassified Staff](#)

*\*Required Evidence*

*Standard 2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Oregon Tech recognizes that accurate performance appraisal is an important component of professional and personal development as well as an essential element of a complete and accurate personnel record. Consistent and effective performance appraisal benefits the university by contributing to the morale, productivity, and on-going development of Oregon Tech employees and their departments. The university conducts annual evaluations of employees and encourages a culture of continuous improvement and regular feedback. The annual performance review processes do vary, depending on the employee's job classification.

### **Faculty**

Faculty receive an annual performance evaluation (APE). Faculty self-report teaching, professional activities and professional service on their Annual Performance Evaluation [form](#). The APEs are reviewed and

<sup>10</sup> A new classified staff collective bargaining agreement has been ratified but the final document is not yet available for posting.

evaluated by respective department chairs and reviewed by the Dean, using the criteria and process described in Faculty Evaluation Policy ([OIT-21-040](#)). Faculty evaluations are based on the Faculty Objective Plan (FOP) that a faculty member submits to and discusses with the department chair. The FOP is the faculty plan to meet responsibilities and duties of the position, as described in the Faculty Evaluation Policy. Following the formal evaluation, department chairs meet with faculty members to discuss their progress in meeting their objectives for the year. Separate policies and forms exist for library faculty ([OIT-20-042](#)) and [adjunct faculty](#). These policies are distinct from the APE process applied to tenure track and non-tenure track faculty.

The university considers teaching, scholarship, professional service, and clinical practice as the major categories of work for faculty. Each faculty member, working with their department chair, discusses and determines specific expectations for satisfactory performance. General expectations for evaluation of faculty and academic administrators are set forth in university policies (e.g., [OIT-20-040](#), [OIT-20-041](#), [OIT-21-030](#), [OIT-21-031](#), [OIT-21-040](#)). In addition, the inaugural faculty CBA's Article IX covers the faculty workload expectations by category.

### **Unclassified Employees**

Unclassified employees including administrators receive annual evaluations based on requirements presented in University policy ([OIT-20-043](#)). Presently, unclassified employees are all evaluated in the fall of each year. While a standardized evaluation process is offered through the University's intranet (TECHweb), divisions are empowered to modify the evaluation within their divisions to better reflect the needs and expectations of their respective divisions.

Supervisors of unclassified employees conduct the evaluations of their direct reports. It is expected that this evaluation will fully and accurately assess the performance of staff in conducting the duties of their position description. The evaluation shall identify any areas of weakness or needed improvement and provide performance and timeline expectations for remedy. The performance appraisal shall assess completion or progress toward completion of previously established goals and may identify future staff development activities.

### **Classified Employees**

Classified employees are covered by a collective bargaining agreement (CBA) and the performance evaluation process is defined within the CBA. It is worth noting that the CBA covering classified staff is not limited to Oregon Tech. Rather, the CBA covers classified employees at all Oregon Public Universities. Consequently, the university lacks the authority to modify this evaluation process outside of the CBA bargaining process. The CBA is published on the University's [website](#) for easy access by employees and supervisors. Classified employees are annually evaluated by their eligibility date (hire date) and are evaluated by their immediate supervisor. Supervisors are encouraged to provide an opportunity for employees to provide input to the annual evaluation prior to the supervisor completing the evaluation. The evaluation process is detailed in Article 49 of the CBA (2019-2021).

Classified employees may provide comments to be attached to the performance evaluation within sixty (60) calendar days of being given the performance evaluation. If a classified employee receives less than a satisfactory evaluation, the supervisor meets with the classified employee within thirty (30) calendar days of the evaluation to review, in detail, the deficiencies.

### **Student Workers**

In addition to part- and full-time staff, the University employs student workers. Offering on-campus employment to students is a benefit to students in need of additional income. Access to students as hourly

workers is also a benefit to the institution. Further, the university views student employment as another form of professional training for students. Supervisors of student workers are encouraged to provide frequent feedback, coaching, and training to student workers. While written performance evaluations are not required for student workers, many supervisors do provide both formal and informal feedback to student workers.

With the recent adoption of a new five-year [Strategic Plan](#), the university will be evaluating its performance management tools and guidance to assure that the review processes for unclassified employees and student workers are aligned with the university's Mission and Vision and Values. To the extent the university can, it assures the performance of faculty and classified staff is also aligned with the goals of the Strategic Plan, without offending the respective CBAs.

## EXHIBITS

\*[Faculty Evaluation and Objective Plan](#)

\*[Department Chair Evaluation](#)

\*[College Dean Evaluation](#)

\*[Classified Staff Evaluation Procedures](#) (CBA 2019-2021, Article 49, pp 83-84).

\*[Unclassified Staff Evaluation Policy](#)

\**Required Evidence*



## 2.G Student Support Resources

*Standard 2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

Oregon Tech delivers multiple student support services with a goal of providing equitable access to services and support programs that address academic, behavioral, social, emotional, and health needs of all students for success in their academic careers and preparation for professions. Student success and learning for all students, including underrepresented students, is the collaborative and innovative work of many people across campus. Department leaders are responsible for ensuring cohesion between department-division-university strategic goals and appropriate data-driven assessment to inform a cyclic review and improvement process. In winter 2020, the university's Institutional Research developed assessment dashboards to help assess students' success and illuminate achievement gaps in students of different backgrounds. The dashboard data provide evidence of areas in which equity gaps exist and help inform decisions to close those gaps. Although the dashboards use such measures as retention rates, graduation rates, and course completion rates (all classroom assessment based), the goal of assessment of the disaggregated student success data is to help the university community develop strategies to improve a student's learning experience leading to better

performance. This involves the entire student experience, not just academic work, and includes integrated student support services, particularly for designated populations of students for whom equity gaps are documented. Academic advising support is provided by the Division of Academic Affairs and is discussed separately below in section on Standard 2.G.6. The Division of Student Affairs provides a variety of services through multiple offices such as Student Involvement and Belonging, Center for Academic Resources and Engagement Services (formerly the Student Success Center), Access and Campus Equity Services (formerly "Disability Services"), Peer Consulting, Supplemental Instruction, Campus Safety, Career Services, Student Housing, and the TRIO TOP program, as described below.

### *Diversity, Equity, and Inclusion*

Oregon Tech is committed to recruit and develop a vibrant and successful student body that reflects the broadest diverse backgrounds and experiences. Through the efforts of the Diversity, Equity, and Inclusion committee and that of the recently created Office of DICE, Oregon Tech has been advancing the importance of students' involvement and feelings of belonging in class and the university community. In addition to promoting the most impactful classroom practices, Oregon Tech has equipped its faculty with dashboards to disaggregate student data and track students' success based on their backgrounds to develop strategies that help students improve their learning. The disaggregated dashboard data include students' retention, persistence, graduation rates, as well as DFWI rates in individual courses. These tools enable the faculty to identify equity gaps, discover teaching and learning differences, and help develop and implement strategies to close the gaps.

### *Student Involvement and Belonging*

The Office of [Student Involvement and Belonging](#) (SIB) promotes the holistic growth and development of Oregon Tech students through involvement and support. The goal of the office is to ensure Oregon Tech is a community where all feel a sense of belonging. Student organizations, including the student professional organizations, can have a strong effect on whether students feel a sense of belonging at Oregon Tech and therefore are important partners in the work of SIB. Students who participate and are engaged in student organizations or clubs generally have an active desire to make connections with peers and faculty and a strong sense of belonging to a university. Therefore, SIB promotes and supports extracurricular activities at Oregon Tech that encourage participation from students from disadvantaged backgrounds, so they feel welcomed and valued by their peers and faculty. In addition to student professional organizations with disciplinary memberships, there are many other interest-based student organizations at Oregon Tech not affiliated with any discipline in which students can engage. Examples are:

- ASOIT Student Government
- Campus Activities Board (CAB)
- Student Clubs
- KTEC 89.5 Campus Radio
- Oregon Tech Broadcasting (OTB)
- Outdoor Program
- Esports: Oregon Tech Gaming

To make the co-curriculum programs accessible during the pandemic, SIB augmented typical themed awareness programming (e.g., Pride Week, Black History Month, Sexual Assault Awareness & Prevention) to be 100% online and curated "grab-n-go" kits students could pick up or have mailed to their homes. For example, Black History Month in February 2021 included events sponsored by Career Services and the Treehouse (a student program) with 100+ attendees and 200 grab-n-go boxes distributed. Additionally, all events were open to any Oregon Tech community member (student, faculty, staff) and advertised through the Office of Human Resources.

To better support students' needs outside the classroom, Oregon Tech hired a Community-Based Resource Coordinator (CBRC) in January 2022. This position, a basic-needs benefits navigator, was developed in response to Oregon House Bill 2835. The CBRC is tasked with providing education and awareness of community-based resources, assisting students in determining eligibility and applying for federal, state, and local benefits programs, and coordinating campus-based programs to provide basic needs resourcing. This position supports both the Klamath Falls and Portland-Metro campuses.

### *Center for Academic Resources and Engagement (formerly Student Success Center)*

The Center for Academic Resources and Engagement Services ([CARES](#)) provides a variety of resources to help students thrive at Oregon Tech and beyond. CARES provides learning support services for all Oregon Tech students. These services include Disability Services, Peer Consulting, Supplemental Instruction, and the Tech Opportunity Program (a grant-funded TRIO program for the Klamath Falls campus that support students who identify as low-income, first generation, and/or have a disability). Beginning Summer 2020, CARES shifted from serving students on a particular campus with separate personnel/administration in Klamath Falls and Portland Metro to a centralized approach that serves all students alike.

In response to requests from students for writing assistance, CARES engaged [Heartful Editor](#) beginning Winter 2021. Students submit written work online and receive developmental, coaching feedback within 36 hours. Heartful Editor provide an equal opportunity to all students to benefit from this service.

Students are informed of support services through Oregon Tech's website and TECH Web (Oregon Tech internal community online platform). CARES also markets services through the Oregon Tech app and all-student emails a few times per year.

The CARES and Community Resources link on the CARES webpage provides information on a variety of services that support a safe, secure, inclusive, and productive student learning environment. Examples of campus resources cited are [Integrated Student Health Center \(ISHC\)](#), [Campus Safety](#), and [Diversity Center](#) (The Treehouse). Important community health services are also included on the ISHC site, such as Emergency Services and Medical/Health Services. Other student services are described briefly below.

### *Access and Campus Equity Services (formerly Disability Services)*

Access & Campus Equity Services (ACES) facilitates access to Oregon Tech programs and services for individuals with disabilities through accommodations, education, consultation, and advocacy. Oregon Tech provides these services to students at both the Klamath Falls and Portland-Metro campuses. Beginning Fall 2020, [ACES](#) implemented AIM (Accessibility Information Management), a comprehensive data management system. AIM provides a "one-stop-shop" for faculty to manage all student accommodations for their courses, and a user-friendly interface for students to track accommodations year-to-year and request further services. Starting Fall 2021, AIM also manages all accommodated testing communication between students, faculty, and testing services. Remote delivery due to COVID-19 also allowed ACES professionals to develop a case-management approach for all students vs. campus-specific services; the change allowed staff time to be more evenly distributed. With the implementation of AIM and the addition of a full-time support staff person (in Summer 2021), ACES ensures ADA compliance.

### *Supplemental Instruction*

Supplemental Instruction (SI) started with a Physics series (PHY 217, 221, 222, 223) taught on the Klamath Falls campus in Fall 2017 and has grown to 15-20 courses per term, including courses at Portland-Metro. While Peer Consulting provides support for individual students, SI provides support for an entire class. The courses served are general education courses and series courses such as physics, organic chemistry, circuits, C++, and anatomy & physiology. Student Affairs connects with faculty departments about courses with high

DWIF rates to consider SI. Successful SI implementation relies on a committed faculty member working with an SI student leader to develop supplemental lesson plans delivered outside of scheduled class time. SI leaders attend the scheduled class lectures and communicate regularly with faculty to maintain cohesion between the course and SI.

### *Peer Consulting*

[Peer Consulting](#) provides peer-to-peer tutoring. Peer Consultants (PCs) have successfully passed the courses they provide consultation for and are nominated by faculty within programs. Peer Consultants go through a thorough onboarding/training process and are supervised by the CARES administrative professionals. During remote learning due to COVID-19, CARES offered tutoring online. Historically, PCs provided limited assistance for upper-division courses (after successfully completing upper-division courses, PCs graduated); therefore, CARES engaged [TutorMe](#), an online tutoring service that offers extended hours (particularly weekend and late-night hours) and expertise for upper-division courses (implemented Spring 2021). TutorMe student use and satisfaction will be evaluated annually.

### *Career Services*

The Office of [Career Services](#) (all campuses) contributes to student learning by leading a university-wide culture of career advising and professional mentorship to empower students and alumni to reach their unique career goals. Through a commitment to embrace difference, empower growth, inspire confidence, foster connections, and celebrate wins, the Career Services team marks progress toward goals through a comprehensive assessment plan. During the pandemic, Career Services pivoted to online Career Fairs, career development workshops, and employer engagement opportunities. Being online afforded the opportunity to develop specialized opportunities for specific majors. The Winter Career Week 2021 included 20 unique events with 221 total student participants, 52 employer collaborations and 8 Oregon Tech department collaborations. Respondents to a follow up survey (n=60) indicated that because of their participation in the week, 77% strongly agreed or somewhat agreed that they were “more prepared for my job search,” 71% strongly agreed or somewhat agreed that they are “confident that I will find post-graduation employment” and “supported by Oregon Tech in developing my post-graduation plans.”

In addition to providing career services to students, Career Services provides the First Destination Survey (FDS) results to Academic Affairs leaders annually in the Spring ([2018 to 2020 Summary Grad Outcomes](#)). The FDS provides information about what graduates are doing 6-months after graduation: employed, graduate school, volunteer service, or seeking employment. The report includes the median salary for those that report salary information. Through our Employer Relations Specialist, Career Services stays in consistent contact with regional employers relevant to Oregon Tech degree programs. Several employers engage Oregon Tech each year by participating in Career Fairs and other Career Services events.

### *The Integrated Student Health Center*

The [Integrated Student Health Center](#) (ISHC) provides general medical care, medical referral, counseling, and wellness programs. Students taking six or more on-campus credits pay the Student Health fee each term, which covers most services offered by the clinic (including counseling and medical appointments). Students with less than six credit hours can utilize ISHC services by paying the student health fee. During the pandemic, ISHC counseling staff offered telehealth online appointments and hosted weekly drop-in hours to increase accessible options. In an analysis of who accesses ISHC services (Summer 2020), student client demographics mirror representation found within the Oregon Tech student population. The ISHC also provides health promotion programming throughout the academic year. A popular annual event is the [Healthy Active Challenge](#).

### *Housing and Residence Life*

Housing and Residence Life aims to support students holistically as they explore their majors and grow to become productive citizens. Housing and Residence Life student and staff team members are dedicated to offering each residential student support in their academics as well as their personal lives to help them learn and grow as a student and a person.

Oregon Tech provides on-campus housing on its Klamath Falls campus. The Portland-Metro (PM) campus is a commuter campus and presently does not have a residence hall or dormitory on campus. The University's [Housing and Residence Life](#) webpage provides information on locating housing in the Wilsonville area for those PM students. The Housing and Residence Life webpage also provides information on how to use the [Oregon Tech App](#) to connect with other students for roommate pairing or open rooms.

### *The Tech Opportunities Program*

The [Tech Opportunities Program \(TOP\)](#) is federally funded and served over 160 qualifying students this last year. TOP is focused on empowering first-generation, low-income students and students with disabilities to succeed in college. TOP has dedicated staff that provide services in the following areas:

- Study skills, decision making, and academic coaching
- Academic, career, and financial planning.
- Supplemental tutoring.
- Peer mentoring and networking with other students, staff, and faculty.
- College success classes, faculty-led sessions, and workshops.
- Assistance with applying for financial aid, scholarships, and grants.
- Community building, cultural events, and a sense of belonging.

TOP utilizes a holistic, appreciative, and intrusive advising model to increase students' retention and graduation rates. The indicators measuring the performance of the TOP program are documented in the program's [annual reports](#).

## **EXHIBITS**

[2020-2021 Tech Opportunities Program \(TOP\) Annual Report](#)

[\\*List of Programs and Services that Support Learning Needs](#)

*\*Required Evidence*

*Standard 2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

Oregon Tech publishes a University [Catalog](#) annually on its website in spring. The catalog is current, accurate, and includes curricular and program changes that may occur during the annual academic program reviews, and/or regular reviews of other University units. The University Office of the Registrar has a well-defined procedure to follow to conduct the University catalog design review and content update every year. The Office of the Registrar also manages this process, which defines its purpose, includes timelines and identifies individuals from each unit responsible for validating and updating information related to the unit. The documents containing the procedure is available from the Office of the Registrar.

The information in the catalog may be supplemented by departments on their webpages. The catalog, in conjunction with the institutional website, contains the following information on the appropriate website as noted:

|   |  |
|---|--|
| Institutional Mission                   | <a href="#">Oregon Tech Strategic Plan</a>                       |
| Academic Programs and Learning Outcomes | <a href="#">Catalog</a>  |
| Academic Calendar                       | <a href="#">Catalog</a>  |
| Admissions Requirements                 | <a href="#">Catalog</a> or <a href="#">Admissions Webpage</a>    |
| Grading Policy                          | <a href="#">Catalog</a>  |
| Academic Policies and Procedures        | <a href="#">Catalog</a>  |
| University Departments and Programs     | <a href="#">Catalog</a>  |
| Course Descriptions                     | <a href="#">Catalog</a>  |
| Faculty Titles, Degrees & Instruction   | <a href="#">Catalog</a>  |
| Staff (including Administrative Staff)  | <a href="#">Catalog</a>  |
| Tuition and Fees                        | <a href="#">College Costs Webpage</a>                            |
| Tuition and Fees Refund Policy          | <a href="#">Cashier's Office Webpage</a>                         |
| Financial Aid                           | <a href="#">Financial Aid Webpage</a> or <a href="#">Catalog</a> |
| University Policies and Procedures      | <a href="#">Human Resources Webpage</a>                          |

The student learning outcomes for each program are listed within each program description in the university catalog. The institutional student learning outcomes, also referred to as essential student learning outcomes at Oregon Tech, can be found [here](#).

## EXHIBITS

### [University Catalog](#)

\*[Institutional Mission](#) (also in [Strategic Plan, p. 3](#))

\*[Admissions Requirements and Procedures](#) (also in [Catalog](#))

\*[Grading Policy](#) (p. 33)

\*[Information on Academic Programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion](#) (Program pages include learning outcomes, and program degree maps containing course sequences and timelines)

\*[Administrators and Full-Time Faculty Directory](#)

\*[Rules and Regulations for Conduct, Rights, and Responsibilities](#)

\*[Tuition, Fees, and other Program Costs](#)

\*[Refund Policies and Procedures](#)

\*[Financial Aid Opportunities and Requirements](#) (Provides links to financial aid types, scholarships, loan repayment, and eligibility)

\*[Academic Calendar](#) (link provided in Catalog)

[Institutional Learning Outcomes](#)

\**Required Evidence*

*Standard 2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Oregon Tech provides accurate and clear information regarding eligibility and licensure requirements, where applicable, for occupations and professions for which educational programs are offered. Programs requiring background checks and drug screening are clearly identified for everyone to review. This information is published in the Oregon Tech Catalog, which includes sections for each degree program also describing the program, degree (s) offered, program degree requirements, accreditation, any specific student preparation or admission requirements, if different from the university's general admissions requirements, career opportunities and any unique employment requirements, if applicable. The same information is also provided on the Oregon Tech's program-specific website.

## EXHIBITS

[University Catalog](#)

\*[Eligibility and Licensure Requirements for Degree-related Careers](#) (Example – MLS Handbook)

\*[Eligibility and Licensure Requirements for Degree-related Careers](#) (Example – MLS - Catalog)

\**Required Evidence*

*Standard 2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The Oregon Tech Financial Aid Office is committed to providing high-quality service to all students, their families, and the community. As part of that commitment, the office strives to provide information that is accurate, easy to understand and enables students to make decisions regarding educational funding. Oregon Tech participates in the federal Title IV student aid programs. In addition, Oregon Tech has a robust

institutional fee remission program that consists of merit and need-based aid in the form of [scholarships and grants](#). Oregon Tech's fee remission program grows annually as tuition increases. There is also an institutional loan program and a scholarship program through the [Oregon Tech Foundation](#). Information about the [financial aid types](#) and Oregon Tech [financial aid policies](#) are published on the University website. The information is also available in the University [Catalog](#).

Oregon Tech hosts presentations to reach out and assist students with financial need. This includes the Bridge Program for Oregon Tech Trio students (TOP program), and workshops on FAFSA filing and scholarship twice a year in fall and winter terms. A new personalized video to assist students through financial aid has recently been developed through a contract with an outside consultant. In addition, information on financial aid and funding a college education is an integral part of admissions events such as [New Wings](#) and Open House programs.

## EXHIBITS

\*[Financial Aid Policies](#)

\*[Financial Aid Information - Catalog](#)

\*[Financial Aid Types](#)

\*[Repayment Obligations](#)

\**Required Evidence*

*Standard 2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

Oregon Tech provides wide-ranging information on student [loan repayment](#) on its Financial Aid Office website. Students receiving financial aid are notified of repayment obligations at the time of application counseling as well as with the loan disclosure documents when loans originate. Oregon Tech's [financial literacy program](#)—called Owls' Worth—is a training program that offers advice on budgeting, loans, terminology, and more to help students make wise financial decisions. The training in the form of presentation workshops is offered usually twice a term. One of the financial counselors serves on the Owls' Worth team.

Students are encouraged to attend financial literacy budgeting workshops and activities during the year. When students graduate or stop out, they are notified of required exit counseling, which explains repayment options and obligations. Oregon Tech monitors its default rate on the National Student Loan Data System (NLSDS) and publishes default rates on the University's [Retention and Graduation webpage](#). The most recent cohort default loan rate (2018) is 2.0% (rate current as of July 2021).

## EXHIBITS

[Student Loan Repayment](#)

[Student Loan Default Rate](#)

*Standard 2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

The Oregon Tech advising system comprises a well-defined and effective process to provide accurate and timely information about course planning, enrollment, access to academic resources, student policies, and career advice to each student to support student development and academic success. Academic advising begins with [New Wings](#), a registration event in which new students are guided how to select courses and university registration processes and also are presented with information about their program, specialization, and academic journey at Oregon Tech.

Prior to new students starting in their program, the Admissions Office provides a list of prospective students who are admitted in and expressed their intention to attend Oregon Tech to the departments to which they are admitted. The department chair of the degree program assigns faculty academic advisors to new students. Academic advisors contact their new student advisees and request to schedule an advising meeting. In addition to the faculty advisor within their major department, new students are assigned a secondary advisor from the [Office of Academic Advising and Retention](#) (OAAR) before the beginning of their first term. To ensure that students register in their required program courses in the right sequence and time to timely graduate, students are required to meet with their academic advisor each registration cycle to get approval to enroll for courses in the subsequent term. OAAR's website is publicly accessible and contains advising program and staffing information.

Advising and Retention supports student academic success not only in transitioning to Oregon Tech but also during their entire academic journey. The OAAR team takes on the primary responsibility of advising and orienting new students at Oregon Tech during their first year while the academic program advisors from the student's degree program provide program-specific information and advice. OAAR advisors are knowledgeable about degree requirements, course planning and scheduling, graduation requirements, transfer information, interpretation of placement test results, and course registration. The OAAR team is knowledgeable of campus-wide resources for both academic and student affairs and can assist students with non-academic matters. The OAAR team also provides career information to assist undecided students in selecting a major. The Director of Academic Advising and Retention coordinates advising expectations and training across the university, ensuring that the advising team is well-prepared and works harmoniously to serve all students across the university.

Online program advising is administered by the online program. A list of online faculty advisors is published on the university's online academic advising [website](#).

When students begin to take their major courses as sophomores or juniors, when the primary advising responsibility shifts to the academic program advisors, as advising needs begin to require disciplinary expertise. To ensure successful collaboration and engagement with academic program advisors, the OAAR's team of academic advisors includes three embedded advisors, one each in the Colleges of ETM and HAS, and one advisor dedicated to support student advising at the Portland-Metro campus. Equipped with knowledge of university-wide resources in both Academic Affairs and Student Affairs, the embedded advisors, hired in 2021, employ data-informed advising and retention strategies to identify and implement actions to continuously improve their support of student learning experience and success at Oregon Tech.

Prior to Fall 2021, the University's Advising Coordinator Commission (ACC) was responsible for assisting with academic advising support. ACC met with programs' academic advising coordinators (or department chairs) at Convocation and as needed throughout the academic year. ACC's responsibilities also included training for new advisors and refresher training for continuing advisors as needed, assessing academic advising, making recommendations to appropriate academic leadership, and addressing advising issues as they occurred. Effective Fall 2021, ACC was dissolved, and the committee's responsibilities were transferred to a new committee, the University's Retention Committee, which is comprised of four faculty advisors and advising staff from the newly created positions of embedded academic advisors from the OAAR's team. In addition to the embedded advisors, the Retention Committee includes as members the Director and the Program Director of OAAR. Other members are the University Registrar, a representative of CARE, and a representative of the DICE Office. The Retention Committee is responsible for coordinating advising and assisting students, particularly those at academic risk. The Committee duties include advising support and training for programs' faculty advisors and or department chairs at Convocation and as needed throughout the academic year. The Committee assesses academic advising, analyzes assessment results, and makes recommendations to appropriate Academic Affairs and Student Affairs leadership.

Each academic year, OAAR team members who serve as embedded academic advisors are given relevant information about course and program offerings in their respective area and programs and are offered additional training, as needed. Embedded advisors are expected to regularly collect data on their students' progress and use those data, in conjunction with information gathered during their meetings with students, to help develop individualized plans to support students' success. To facilitate this process and ensure accurate information sharing among the advisors, Oregon Tech uses the software package [Civitas](#). This software was adopted in Fall 2021. Civitas enables the entire academic advising team to monitor progress of their students to successful graduation, sharing documentation of areas of support, and tracking academic progress. The program also produces data that would contribute to assessment efforts to evaluate the effectiveness of the student advising system at Oregon Tech. Civitas data in conjunction with the faculty annual performance evaluations provide a regular, systematic assessment of academic advising to help guide data-informed decisions to improve student advising. Civitas was acquired in Fall 2021 and is being used by the OAAR advising staff and scheduled to be the widely available university wide as the advising program shared by all faculty and staff advisors beginning in Spring 2022. Using a common tool provides a uniform advising platform across the university, enabling consistent monitoring not only students' academic performance but also bringing in social, and developmental growth information to assist with advising. In addition to Civitas, academic advisors use the program DegreeWorks to assist with academic planning.

## EXHIBITS

### [Advising Resources](#)

#### [Academic Advising of First Year Students](#)

#### [Transfer Student Advising](#)

#### [Online Programs Advising and Registration](#)

#### [\\*Description of Advising Program, Staffing, and Publications](#)

#### [\\*Systematic Evaluation of Advising](#) (Faculty Annual Performance Review Policy)

#### [\\*Faculty CBA- Article XI: Professional Development](#) (p. 15)

#### [\\*Staff Professional Development Policy](#)

#### [\\*Academic Advising](#) (University Catalog – Offices)

#### [\\*Academic Advising](#) (University Catalog – Academic Policies and Procedures)

#### *\*Required Evidence*

*Standard 2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

## **Distance Education Enrollment**

Applications for admission to Oregon Tech distance education programs require the same types of identifying information as campus-based students. Therefore, the required credentials for admission such as an official high school or college transcript, sent directly from the institution, are verified irrespective of the program mode of delivery. For example, just like students enrolled in on-campus programs, if online students are granted credit for prior learning via a registry for professional licenses, they must produce documentation from the licensing agency. The Office of Admissions is responsible for the consistent application of student identity verification procedures and ensuring student privacy during admission.

## **Course Attendance**

All Oregon Tech students, including those registered for Oregon Tech distance education courses, are issued an email, a secure user ID and password, which are assigned to them by the University's Information Technology Services (ITS) through the university's onboarding process. Access to distance education course materials is controlled by the University's Learning Management System (LMS), Canvas. Oregon Tech ITS uses a single sign-on authentication scheme that allows students to log in with their unique user ID and password and connect to all university information systems. Integrating Canvas with the university's authentication process enables students to use single student access credentials to access online course materials, participate in, and complete the course. All university communications and access to university information infrastructure are protected through this authentication process—using user ID and password—enabling protection of student information and verification of student identity.

## **Course Examination**

Oregon Tech faculty utilize several ways to verify student identities for exam purposes and test integrity. [Testing Policies and Procedures](#) governing the requirements of taking tests at the University Testing Centers are published on the [Testing Services](#) webpage. Tools available in Canvas for an online exam are the following:

- Limited date and time availability
- Password protection
- IP address filters

Many instructors also use additional methods to verify student identity when taking exams for online courses. These include the use of proctoring services—both online and at a testing center, and which rely on photo identification to verify student identity. Oregon Tech faculty have access to the following third-party software:

- Respondus Lockdown Browser (no fee to student)
- Respondus Monitor (no fee to student)
- ProctorU (fee to student)
- Zoom (no fee to student)

[ProctorU](#) is a live proctoring service with an associated fee, which students are required to pay. If this software is used for proctoring exams, students are notified at the beginning of the course of the planned exam proctoring fees. Respondus Lockdown Browser and Respondus Monitor are accessed by students securely through Canvas. Respondus Monitor records students (audio and video) while taking their exams. This program allows faculty to require students to show their photo ID at the beginning of their exam. The faculty member is responsible for watching the recording and identifying any testing irregularities. This process is similar for Zoom as proctoring could occur in a live or recorded session. Many Oregon Tech online classes are small. Because of the small enrollment, faculty know the individual students, utilizing their video and audio through course assignments and class discussions. This provides an additional way of verifying students' identity.

### **Privacy**

Oregon Tech protects the privacy of personally identifiable information of distance education students under the Federal government's Family Education Rights and Privacy Act (FERPA). Oregon Tech distance education program staff do not provide answers to student questions unless Oregon Tech staff can verify the identity of the caller. This is usually done by asking personal information that is available in the University Banner system, which is stored after a student applies for admission to a program.

### **EXHIBITS**

*\*[Testing Policies and Procedures](#)*

*[Testing Policies for Faculty](#)*

*\*[Identity Verification Procedure for Remote Testing or Online Enrollment](#)*

*\*Required Evidence*



## 2.H Library and Information Resources

*Standard 2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services, and services.*

Oregon Tech Libraries serve the needs of students, faculty, staff, and the community with the support of library faculty and staff. The libraries play a critical role in supporting students' success and fulfilling the university's academic mission. There are six librarians, who each oversee different aspects of the library operations and services; this includes the Director of the Portland-Metro Campus Library and the University Librarian. There are additional library staff members (14.27 FTE total) who support the library. In addition to their specialized liaison areas, librarians provide reference services, individual consultations, teach classes, and are embedded in online classes. Oregon Tech Libraries provide library and information resources that support the university's academic programs, research, and information literacy instruction, in addition to library support to the community.

Oregon Tech Libraries consist of the Klamath Falls (KF) library located in the Learning Resource Center (LRC) on the Klamath Falls campus; the Shaw Historical Library, which is a privately endowed special collection administered by the KF library and located in the LRC; and the Portland-Metro (PM) library on the PM campus. The KF and PM libraries are physically accessible 88 hours per week giving students access to group and individual study rooms as well as collaborative workspaces. The [Oregon Tech Libraries](#) website

provides easy access to library resources. Library policies are enforced via the library management system (circulation), its proxy server (access to databases), librarians, and other staff (computer use and conduct).

The assessment of the adequacy of the library resources and plans for future needs is based on information the library receives from faculty and students. This includes formal requests for new resources, e.g., new or expanded subscription to technical and scientific journals during the academic year, and through the regular annual library requests to faculty for assessment of library resources in their discipline. The libraries utilize user access data on their e-collections to determine the need for continued subscription. In addition, one of the Oregon Tech [standing committees](#) is the Library Resources Commission (LRC). The Commission is responsible for establishing and revising the library policies and procedures that govern the use of library resources. LRC also plays a key role in planning library collections by incorporating faculty input in library resource planning, evaluating desirable library acquisitions, and recommending needed funding to support the Oregon Tech Libraries.

The Library Resources Commission reports to the Provost. The Commission is comprised of the University Librarian; the College Deans; representatives from Information Technology Services, and Online Learning; the Portland-Metro campus librarian; one student from Klamath Falls; and one student from Portland-Metro. The University Librarian serves as chair of the Commission. The Commission meets at least once each quarter during the academic year. The College Deans will be responsible for assessing material needs for new or expanding programs. Programmatic liaisons (departmental faculty) will provide continuous input to librarian counterparts about ongoing needs.

The university libraries contain approximately 102,576 books and bound periodicals in print and subscribe to over 1,200 periodicals. Resources and services include an [online library catalog](#), over 70 online databases, federal and Oregon state documents, interlibrary loans, classes, tours, and seminars. Emphasis on purchases is put into unlimited electronic access to provide widest access for students.

The Oregon Tech Library is a part of the Orbis-Cascade Alliance. Over 35 other universities and colleges in Oregon, Washington, and Idaho form this consortium. Through this alliance, students have access to materials outside the Oregon Tech physical spaces via interlibrary loan. In the academic year 2020-2021, 1,468 items were requested by Oregon Tech. Students may request items through this service, and they will be delivered to an Oregon Tech campus library in 5-7 business days.

To provide more equitable access to course materials, the library began an Open Education Resource Textbook Affordability incentive program in 2018. In the first complete year of the Textbook Affordability program, FY19, the library spent \$10,000 to support faculty moving classes to open and no-cost course materials. These classes saved students a total of \$221,769. Since the first year, the support for this program has grown, along with the annual savings. As of Winter Term 2021, the total savings is over \$700,000.

Additional efforts in increasing equitable access to materials and information that the library directs include a laptop checkout program at the Klamath Falls campus and a laboratory equipment checkout program at the Portland-Metro campus. These unique item checkouts proved useful in pivoting to a primarily remote service during the COVID-19 pandemic.

Integration of the library in the student learning experience is a critical part of supporting students' college education. All faculty at Oregon Tech are required to teach courses using Canvas, the University's Learning Management System. Some faculty provide access to library resources within their course Canvas shells, recommending library resources to help students get started on research topics for their term papers, or other assignments in the course. If needed, faculty members work with a librarian to develop course or discipline-specific reference materials to facilitate students' use.

The University libraries have a significant e-collection and provide easy access to library resources via its webpage. This enables distance education students to have access to the library services and resources, in addition to the on-campus students. Faculty can also invite the University libraries staff to present library resources and services to students through guest lectures in their courses. This is usually done in introductory courses, such as Orientation courses offered to new students, and higher-level courses, such as senior capstone projects courses, in which students typically are required to seek information beyond the course materials or textbook. Guest lectures are arranged at the request of the faculty instructors. The required content of guest lectures varies based on the discipline and the course instructor's requirements.

## **EXHIBITS**

[Oregon Tech Libraries 2018-2022 Strategic Plan](#)

\*[Library Resources Commission](#) (Standing Committees, p30)

*\*Required Evidence*



## 2.I Physical and Technology Infrastructure

*Standard 2.1.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

### **Physical Facilities**

Oregon Tech has multiple campuses and sites. These locations throughout the Northwest include the university's oldest and largest campus in Klamath Falls, Oregon, an urban campus in Wilsonville, Oregon, a site in Seattle, Washington, which offers specific degree options for only Boeing employees, and a dental hygiene degree completion site in partnership with Chemeketa Community College on its campus in Salem, Oregon. The Klamath Falls campus is in a town in southern Oregon with a population of just over 20,000 residents according to April 2020 federal census data. The campus comprises over 337 acres and has grown in recent years through the acquisition of additional properties with strategic importance to the university's master plan and expectations for continued enrollment growth and supplemental energy production. The campus features 20 primary buildings along with 22 various storage, maintenance and utility structures totaling just over 900,000 square feet. Approximately sixty-seven percent of the space is designated as education and general, while the remainder supports auxiliary services. Fall 2021 on-campus enrollment was just over 2000 students, while online students totaled over 600 for Fall 2021. Oregon Tech also has an

innovation center campus in Scappoose, Oregon, focused on non-degree education and training and applied research.

The earliest buildings on the Klamath Falls campus date back to 1964, while the newest one, the \$34.7 million, 70,000 square feet, LEED certified Center for Excellence in Engineering and Technology, opened in January 2022. The \$20 million Boivin Hall renovation is just now underway. It is expected to be completed by July of 2023 and will significantly improve the quality of technology, classroom, and experiential learning space of the 47,000 square feet building. Various other buildings have been renovated over the years to extend their useful lives or to expand or repurpose their use. Klamath Falls is the only Oregon Tech campus with student housing. The capacity of student housing is 774 and occupancy has averaged between 90-91 percent over the past two years.

The Portland-Metro campus is located in Wilsonville, a town just south of Portland in northern Oregon with 26,600 residents. It is comprised of one building built in 2001 and renovated in 2012 when acquired by Oregon Tech to establish the campus. The total square footage is just over 138,500 square feet on four floors, including 103,945 square feet dedicated to E&G and the 3rd level leased to an aeronautical engineering firm. The Portland-Metro campus 2021 Fall enrollment was nearly 700 students.

Oregon Tech's innovation center, the Oregon Manufacturing Innovation Center Research and Development (OMIC R&D) is located on 10.4 acres in Scappoose, a town of 8000 residents, northwest of Portland. The OMIC facility is approximately 32,200 square feet; it was built in 2008 and purchased in 2016 by Oregon Tech. A new \$14.8 million expansion is underway which will significantly increase the square footage and is expected to be completed in November 2022.

The University's [Facilities Planning Commission](#) (FPC) is a University standing committee charged with identifying and prioritizing Oregon Tech physical facilities needs to ensure university facilities are sufficient in quantity and quality through the development of new buildings and the renovation and upgrading of existing buildings.

The University works closely with the Higher Education Coordinating Commission (HECC) on matters related to capital projects and provides periodic facilities data, metrics, and related reports to the HECC. New construction or significant renovation projects funded through the state's capital outlay process must first be coordinated and reviewed with the HECC and the Legislative Fiscal Office (LFO). If bonds are to be issued, the HECC scores and ranks capital project proposals submitted by the university among those of its peers before packaging the biennial capital outlay proposal to the legislature. When projects are approved, the HECC assists the universities in coordinating project timing and submitting the required information for the bond sale. There are three types of state bonds under Article XI that are available to higher education institutions. Series Q bonds, Series G bonds and Series F bonds. Series Q bonds are used to support Education and General projects and debt service is funded completely through the state. Series G bonds are used primarily to support Education and General projects as well but require a university match. Series F bonds are issued mostly for auxiliary-supported projects. Debt service for these bonds must be funded completely through university resources. Outstanding F bonds are referenced in the [FY 2021 Annual Financial Report](#).

The HECC also administers the allocation of biennial funding for renewal and replacement of plant and facilities based on a formula that considers square footage, age of buildings, and campus density. The funding pool known as Capital Improvement, Renewal, and Replacement (CIRR) is set aside by the Oregon Legislature and administered by the HECC. This pool of funds can also be used for reducing deferred maintenance for Education and General space if it results in an increase in the depreciable basis of the building or infrastructure. Oregon Tech has approximately \$36.3 million of deferred maintenance on the Klamath Falls campus and just under \$2.0 million on the Wilsonville campus. Deferred maintenance for

Auxiliary space in Klamath Falls campus is approximately \$22.3 million.

The last formal updating of the facility master plan was in 2006. The facility master planning includes an assessment of existing conditions, additional renewable energy opportunities, exploration of options and a plan that captures priorities, costs, and timelines. In 2016 Oregon Tech contracted DiMella-Shaffer to complete a Campus Facilities Concept Design Report. This report has been a consistent reference in guiding recent Klamath Falls campus facilities and infrastructure improvements. Over this review cycle, Oregon Tech has significantly enhanced and expanded its physical facilities based on the [DiMella-Shaffer Facility Master Plan Design Report](#). Consistent with this report, strategic student enrollment goals, and planned program needs, Oregon Tech has undertaken major physical facilities improvements. Of the identified projects in the report, Oregon Tech has either completed or has underway the following projects:

- 1) Owens Hall Renovation: completed 2019
- 2) Cornett Hall Renovation Multi-phased: completed in 2020
- 3) Storm System Replacement Phase 1 through Phase 3: completed 2019
- 4) New Center for Excellence in Engineering and Technology (CEET) Building: construction completed fall of 2021
- 5) Student Recreation Center Renovation: completed 2020
- 6) Track/Stadium Renovation: Track construction completed fall of 2021 and stadium portion to be completed fall of 2022
- 7) Boivin Hall Renovation: construction starting winter of 2022
- 8) New Residence Hall: temporarily on hold due to escalating construction costs.

In addition to the above projects, Oregon Tech began the construction of a new Additive Manufacturing Center facility in its Scappoose campus in fall of 2021.

Oregon Tech will be posting an RFP for professional services to develop a new Master Plan to help guide the University's continued growth and to ensure physical facilities and infrastructure continue to evolve to serve student staff and faculty in accordance. The project is anticipated to require between twelve and eighteen months and supports a specific requirement of the university's "[Five-year Strategic Plan 2021-2026](#)".

To better assess sufficiency of Oregon Tech physical facilities, the University had a comprehensive condition analysis (CCA) completed in 2019. The [CCA](#) identified and prioritized equipment and system issues in a project priority matrix on both the Klamath Falls and Portland-Metro campuses. Significant progress on addressing the issues identified in the CCA has been made and focused efforts on addressing listed issues continue.

To ensure accessible, safe, and secure facilities, Oregon Tech has scheduled inspections performed on the following equipment and systems:

| Weekly Inspections               | Monthly Inspections        |
|----------------------------------|----------------------------|
| 1. Eyewashes & Emergency Showers | 1. Domestic Water Testing  |
| 2. Mechanical Rooms              | 2. Elevators & Chair Lifts |
|                                  | 3. Water Treatment         |
|                                  | 4. HVAC Air Handlers       |

| Semi-Annual Inspections         | Annual Inspections              |
|---------------------------------|---------------------------------|
| 1. Fire Alarm Systems           | 1. Fire Hydrants                |
| 2. Dryer Vent Cleaning          | 2. Fire Doors                   |
| 3. Chillers                     | 3. Catch Basins                 |
| 4. Roof Drain Cleaning          | 4. Domestic Water Chlorinators  |
| 5. Outdoor/Parking Lot Lighting | 5. Pressure Vessels             |
|                                 | 6. Backflow Devices             |
|                                 | 7. Backup Generators            |
|                                 | 8. Transformers                 |
|                                 | 9. Vehicle Checks & Maintenance |
|                                 | 10. Domestic Water Storage Tank |
|                                 | 11. Boivin Chemical Lime Pit    |
|                                 | 12. Arsenic Filters             |

Oregon Tech adopts, publishes, reviews regularly and adheres to written policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. As a generator of hazardous waste, the institution is required to comply with federal standards outlined by the Environmental Protection Agency (EPA), the Department of Transportation (DOT) and the Department of Environmental Quality (DEQ). These regulations require documentation of the transfer of hazardous waste from the point of generation through final disposal. Oregon Tech's Environmental Health and Safety (EH&S) office assists with picking up and transporting waste back to the hazardous materials storage facility on campus, then preparing and arranging for off-site disposal by treatment, energy recovery or reclamation.

The University's education facilities are designed to achieve the goal of providing relevant and accessible education for all students in a safe environment conducive to learning. The focus is to provide the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain the mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The institution provides physical facilities that are accessible to the entire campus community and compliant with the requirements of the American with Disabilities Act (ADA). Furthermore, the university's [Facilities Management Services](#) maintains safe and secure facilities<sup>11</sup> to sustain a high-quality student learning experience. Outside regular university operating hours, facilities are locked and accessible only through identifiable secure keys access. The University's [Campus Safety](#) department is responsible for maintaining personal safety of the campus community in all facilities<sup>12</sup> and serves and protects the campus through regular foot and vehicle patrols in addition to responding to security and emergency calls. Consistent with its mission, the institution has appropriate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

## **Technology Infrastructure**

Oregon Tech has the needed technology infrastructure and systems to support its mission and achieve its

<sup>11</sup> Facilities Management Services at the Portland-Metro campus in Wilsonville, Oregon is outsourced through a contract. The Chemeketa site is maintained by the Chemeketa College. The Seattle site is maintained through a lease contract.

<sup>12</sup> Campus safety at the Portland-Metro campus in Wilsonville, Oregon is through a contract with a private security firm.

strategic goals by providing for technology needs of the academic program both on-campus and online, the university business systems, and the university enterprise program. As the information technology and systems evolve rapidly, the university had placed a priority in updating its technology infrastructure. Recent upgrades include migration of university systems to Cloud storage and computing platform, availability of wireless communication on both Klamath Falls and Portland Metro campus, and availability of networked audio and video in most classrooms. A summary of the status of and future plans for the information technology infrastructure is provided below.

### *Student Computers*

Oregon Tech has implemented a university-wide Bring-Your-Own-Device (BYOD) policy as of Fall Term 2021. Prior to that, the BYOD policy requirement was in place at the Portland-Metro Campus. On the Klamath Falls campus, a single row of computers is removed from every general computer lab to support the ability of students to bring their own computers. Additional computers will be removed each year until the university has fully adopted BYOD. Information Technology Services (ITS) will maintain student loaner laptops to address students with a temporary need for a device. BYOD and the virtual desktop provided by ITS will allow students to use personal devices from any classroom lab or alternative location to attend class or complete course work.

### *Access and Permission Management*

Oregon Tech has implemented single sign-on (SSO) authentication authority that authorizes students, faculty, and staff to access applications, services, data, systems, and cloud platforms securely and seamlessly such as Microsoft OneDrive, TECHweb, Canvas using a single set of credentials from anywhere. While the SSO authentication enables one-step access and improves productivity, it also enables security measures to protect the University's information system. The SSO authentication protocol grants users only the privileges they need to do their tasks. SSO does not grant access to applications through which sensitive data can be retrieved. The ITS in conjunction with OHR enables exceptions to SSO access using automated utilities that securely enable access, and ensure that access is always compliant with state, federal and University regulations.

### *Instructional Technology*

Oregon Tech [Information Technology Services](#) (ITS) provides support for educational technology resources for on-campus as well as online courses. Classroom instructional technology includes presentation technology comprising an instructor computer station, projectors, and displays with multimedia capability. Since the university ITS has adopted cloud-based solutions, high-speed wireless communication support and upgraded network infrastructure is now available in every instructional building. Specialty computer labs requiring discipline specific software are managed by the individual program departments. Classroom instructional computers and specialty lab computers are regularly replaced based on the approval of special funds. ITS works collaboratively with stakeholders to define stakeholder requirements. To ensure a high-quality user experience and safe technology environment ITS advocates for a 5-year equipment replacement cycle. During the budgeting process, ITS submits requests for funds based on hardware performance and projected lifespan and/or security considerations. ITS is continually investigating new technologies and improving present technology usage to provide a robust technology infrastructure for the institution. Many classrooms have been equipped with wireless audio and video technology and the needed control hardware and software that enable remote teaching and learning, collaborative learning, and concurrent student engagement.

ITS coordinates and works closely with the Oregon Tech online programs for the support of the Canvas learning management system (LMS). In 2019, Oregon Tech Online became part of the Academic Affairs

division, enabling the use of common educational technology resources for online and on-campus courses.

### *Conference Room Technology*

Conference room technology is designed, installed, and supported by ITS to enable effective professional meetings in university conference rooms. Appropriate media to support meeting rooms are customized for every University conference room. Conference rooms that are within the physical space of a specific department are typically managed by that department. The College Union (CU) is an auxiliary and conference rooms in that building are maintained by the Student Affairs Division. Except for small meeting rooms, all conference rooms are equipped with audio and video technology that enables secure, flexible remote communication. Technology specifications for special conference rooms, such as the President's conference room and the auditorium in the CU are determined collaboratively by the Academic Affairs, Student Affairs, and the President's Office. ITS is responsible for not only the design but also the integration of conference technology systems across the University's multicampus systems.

### *Staff Computers*

Faculty and staff computers are purchased and fully supported by ITS but funded by their respective units. Staff computers' specifications are generally determined by ITS to ensure configurations work best in the University computing environment and to facilitate consistent management of computers and peripherals. However, unique computer needs can be accommodated through special requests. It is the goal of ITS to maintain a 5- year maximum computer lifespan. Oregon Tech self-funds an insurance account for computers that are damaged or experience a hardware failure beyond their limited warranty.

### *Infrastructure Hardware*

ITS has transitioned capital purchases into operational expenses through the leasing of equipment to ensure hardware is replaced on a five-year cycle. University computing today must enable every learning opportunity to students. This requires security, scalability, and interoperability of a network supporting a variety of computing devices, including collaboration capabilities, emergency alerts and notification. The ITS transition provides a cost effective, versatile solution that is easy to manage and enables accelerated digital transformation by adopting new technology to support innovative teaching and learning. This approach applies to networking equipment and servers.

### *Enterprise Applications*

The university is currently transitioning its enterprise resource planning (ERP) to reduce costs. Oregon Tech has been on a single integrated ERP (Banner by Ellucian), since the early 1990's. This application has not kept current with student expectations. The administrative functions in Banner have also aged and the support model at Ellucian coupled with the transition away from the Oregon University System has introduced risks that will be addressed by moving to the integrated software and support model offered by vendors with more current products in this market space. The transition of enterprise applications is anticipated to happen over a seven-year span. Oregon Tech is currently three years into this effort.

To realize the move from Banner to a new single integrated ERP, ITS is implementing a central data hub as an integration framework to facilitate the movement of data between applications accurately and efficiently and as a reporting system to support enterprise reporting. The goal is to simplify integrations while increasing reliability and timely availability of information for reporting and business decisions.

### *Infrastructure Applications and Storage*

Oregon Tech has located all information and application assets in the cloud except for local utilities and security services. While these servers manage critical processes, they do not store data and can be recreated

or re-installed quickly in the case of disruption in the server room or associated with servers. The process of moving to the cloud operationalized large hardware acquisition and maintenance expenses that were historically handled through capital purchases. Having infrastructure applications in the cloud also ensures general maintenance and backups are appropriately executed.

### *Information Security*

The information security program at Oregon Tech is comprised of the following security-focused functions: (1) management; (2) risk, privacy, and compliance; (3) architecture and engineering; and (4) operations. The Director of Information Security and Compliance works with a larger “virtual” team consisting of IT leadership and technical personnel who are not specifically dedicated to security but who contribute as needed and in the areas of systems administration, networking, programming, applications, instructional/classroom/conference technologies, and service desk operations. The Director of Information Security & Compliance is directly engaged in all four areas of the security program. ITS is implementing a central monitoring solution (i.e., SIEM – Security Information and Event Management) to give visibility to access events across the enterprise, including on-premises and in the cloud.

### *Technology Support*

ITS provides support to students, staff, and faculty, through a broad-based service desk (“Help Desk”). The Help Desk is available in-person, as well as virtually via email, phone, or video call. Help requests are tracked using Oregon Tech’s ticketing system, FACTS. The Help Desk is typically staffed by student workers under the direction of a full-time ITS staff member.

## **EXHIBITS**

[Campus Improvement and Renewal Report](#)

[Campus Security and Fire Safety Reports](#)

\*[Facilities Comprehensive Condition Assessment](#)

\*[Hazardous Waste Management and Emergency Response](#)

\*[Universal Waste Management Program](#)

\*[Technology Master Plan and Planning Procedure](#)

\*[Technology Equipment Replacement Policies/Procedures](#)

\*[Facilities Master Plan](#)

*\*Required Evidence*

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## APPENDIX





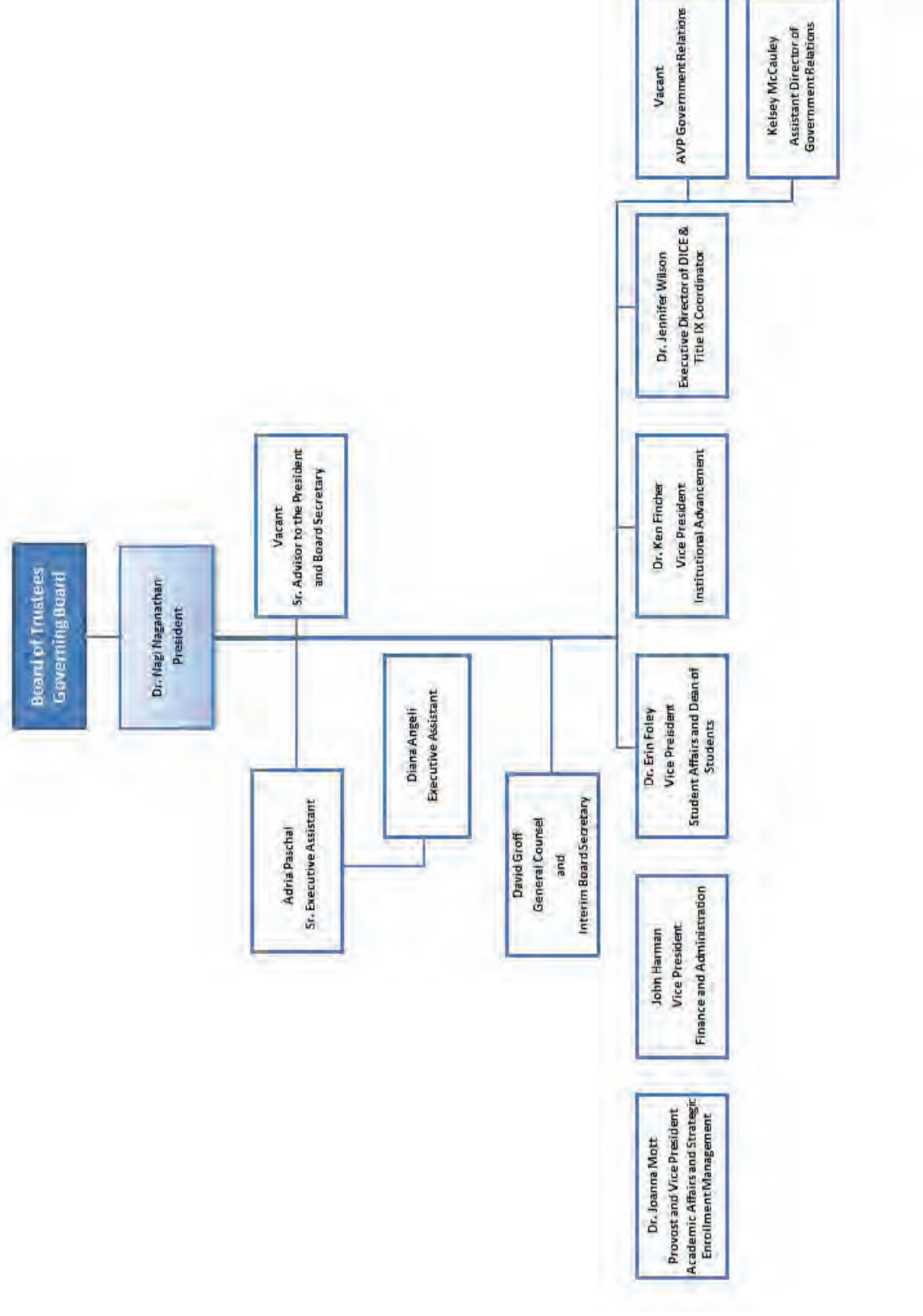
### *Programmatically Accredited Degree Programs*

| <b>PROGRAM NAME</b>                                      | <b>Name of Accrediting Association</b> | <b>Last Review</b> | <b>Outcome of Review:</b>                         |
|--|--|--------------------|---|
| Business BS Management Option                            | IACBE                                  | 2020-2021          | Favorable   |
| Civil Engineering B.S.                                   | ABET - EAC                             | 2016-2017          | Passed - Accredited                               |
| Civil Engineering M.S. / Civil Engineering B.S. and M.S. | ABET - EAC                             | 2016-2017          | Passed - Accredited                               |
| Dental Hygiene B.S.                                      | CODA                                   | 2016               | Accredited w/reporting requirements-resolved 2018 |
| Dental Hygiene B.S. Degree Completion Online             | CODA                                   | 2016               | Accredited w/reporting requirements-resolved 2018 |
| Diagnostic Medical Sonography B.S.                       | CAAHEP JRCODMS                         | 2021               | Some modifications required for pregnancy policy  |
| Diagnostic Medical Sonography B.S. Degree Completion     | CAAHEP JRCODMS                         | 2021               | Some modifications required for pregnancy policy  |
| Echocardiography B.S.                                    | CAAHEP JRCODMS                         | 2021               | Some modifications required for pregnancy policy  |
| Echocardiography B.S. Degree Completion                  | CAAHEP JRCODMS                         | 2021               | Some modifications required for pregnancy policy  |
| Electrical Engineering B.S.                              | ABET - EAC                             | 2021               | Good  |
| Electronics Engineering Technology B.S.                  | ABET - ETAC (formerly TAC)             | 2020               | Passed - Accredited                               |
| Emergency Medical Services Management B.S.               | CoAEMSP CAAHEP                         | 2018               | Renewed-No Violations                             |
| Geomatics B.S. Geographic Information Systems Option     | ABET - ANSAC                           | 2019               | Passed - Accredited                               |
| Geomatics B.S. Surveying Option                          | ABET - ANSAC                           | 2019               | Passed - Accredited                               |
| Health Care Management B.S. Administration Option        | IACBE                                  | 2020-2021          | Favorable   |
| Health Care Management B.S. Clinical Option              | IACBE                                  | 2020-2021          | Favorable   |
| Health Care Management B.S. Radiologic Science Option    | IACBE                                  | 2020-2021          | Favorable   |
| Health Informatics B.S.                                  | IACBE                                  | 2020-2021          | Favorable   |
| Information Technology B.S.                              | IACBE                                  | 2020-2021          | Favorable   |
| Management B.S. Accounting Option                        | IACBE                                  | 2020-2021          | Favorable   |
| Management B.S. Marketing Option                         | IACBE                                  | 2020-2021          | Favorable   |
| Manufacturing Engineering Technology B.S.                | ABET-ETAC (formerly TAC)               | 2020               | Passed - Accredited                               |
| Mechanical Engineering B.S.                              | ABET - EAC                             | 2020               | Passed - Accredited                               |
| Medical Laboratory Science B.S.                          | NAACLS                                 | 2020-2021          | No Issues Passed                                  |
| Operations Management B.S.                               | IACBE                                  | 2020-2021          | Favorable   |

| <b>PROGRAM NAME</b>                                    | <b>Name of Accrediting Association</b> | <b>Last Review</b> | <b>Outcome of Review:</b>                        |
|--|--|--------------------|--|
| Paramedic A.A.S.                                       | CoAEMSP<br>CAAHEP                      | 2018               | Renewed-No Violations                            |
| Renewable Energy Engineering B.S.                      | ABET – EAC                             | 2016-2017          | Passed - Accredited                              |
| Respiratory Care B.S.                                  | CoARC CAAHEP                           | 2011               | All Standards in Compliance                      |
| Respiratory Care B.S. Degree Completion                | CoARC CAAHEP                           | 2011               | All Standards in Compliance                      |
| Sleep Health A.A.S. Polysomnographic Technology Option | CoAPSG<br>CAAHEP                       | 2018               | Renewed-No Violations                            |
| Sleep Health AAS Clinical Sleep Option                 | CoARC CAAHEP                           | 2018               | Renewed-No Violations                            |
| Technology and Management B.A.S.                       | IACBE                                  | 2020-2021          | Favorable  |
| Vascular Technology B.S.                               | CAAHEP JRCDEMS                         | 2021               | Some modifications required for pregnancy policy |
| Vascular Technology B.S. Degree Completion             | CAAHEP JRCDEMS                         | 2021               | Some modifications required for pregnancy policy |
| Mechanical Engineering Technology B.S.                 | ABET-ETAC<br>(formerly TAC)            | 2020               | Passed - Accredited                              |
| Computer Engineering Technology B.S.                   | ABET-ETAC<br>(formerly TAC)            | 2020               | Passed - Accredited                              |
| Embedded Systems Engineering Technology B.S.           | ABET-ETAC<br>(formerly TAC)            | 2020               | Passed - Accredited                              |
| Software Engineering Technology B.S.                   | ABET - ETAC<br>(formerly TAC)          | 2020               | Passed - Accredited                              |



## Oregon Tech Leadership Organizational Chart



# Curriculum Vitae of Provost and Vice President for Academic Affairs

## JOANNA B. MOTT Provost and Vice President for Academic Affairs

Oregon Institute of Technology  
3201 Campus Drive  
Klamath Falls, OR 97601

Phone: 541.885.1883  
Email: Joanna.mott@oit.edu

### ACADEMIC QUALIFICATIONS

Ph.D. Soil Science (Microbiology), Texas A&M University  
M.Sc. Biology, University of Waterloo, Canada  
B.Sc. Biological Sciences, First Class Hons, University of Aston, Birmingham, U.K.

### ACADEMIC EXPERIENCE

2019-present Provost and Vice President for Academic Affairs, Oregon Institute of Technology  
2017-2019 Dean, College of Natural Sciences and Mathematics, Professor of Biological Sciences, California State University, Sacramento  
  
2011-2017 Professor and Head, Biology Department, James Madison University  
2007-2011 Professor and Chair, Department of Life Sciences, Texas A&M University-Corpus Christi (Interim 2006-2007)  
2005-2011 Graduate Faculty, Texas A&M University, College Station  
Professor of Biology, Ph.D. faculty, Graduate Faculty, Harte Research Associate, Harte Research Institute, TAMU-CC  
2001-2005 Associate Professor of Biology, Graduate Faculty Member, Faculty Research Scientist, Center for Coastal Studies, TAMU-CC  
1994-2000 Assistant Professor of Biology, TAMU-CC  
1985-1994 Adjunct Professor of Biology, TAMU-CC  
1984-1987 Research Associate, TAMU Agricultural Research and Extension Center, Corpus Christi

### ADMINISTRATIVE EXPERIENCE

**2019-present Provost & Vice President for Academic Affairs, Oregon Institute of Technology**  
*Administers Academic Affairs, including colleges, admissions, Online programs, libraries, retention and financial aid, Registrar and research*

**2017-2019 Dean, College of Natural Sciences and Mathematics, California State University, Sacramento**  
*Highly diverse HSI, AANAPISI Regional Comprehensive University, ~30,000 students, over 50% Pell Grant eligible. College of six departments, 97 tenure/tenure track faculty, 46 staff, ~2600 undergraduate majors, 136 graduate students (5 programs), budget ~ \$20 million*  
*Responsibilities and Accomplishments:*

- Direct Reports: In College Office - Two Associate Deans (Student Success, Research and Engagement), College Resource Analyst, Faculty Fellow, Safety Manager, Computer Support (2), Administrative Assistants (3), academic advisors (2)
- Center for Science and Math Success (houses four staff), Center for Math and Science Education, Center for Interdisciplinary Molecular and Environmental Biology, Natural Sciences and Mathematics Advising Center.
- Six departments - Biological Sciences, Chemistry, Geography, Geology, Mathematics & Statistics, Physics & Astronomy.
- Re-built a college office - hired two associate deans with a novel model of divisions in responsibilities at the campus, dean's assistant, college safety manager, college resource analyst, information technology consultant.
- Developed an open collaborative leadership model - use Academic Council, Chairs Council, hold college meetings, attend department meetings each semester.

- Through Academic Council initiated strategic planning for the college and departments, oversaw review of college constitution, ratified by college faculty, formed college safety committee
- Hired 19 faculty in two years – oversee the department searches and negotiate offers
- Evaluate all probationary (tenure-track) faculty each year (~30 this year), and recommended five for tenure and six for promotion
- Became familiar with/knowledgeable about a unionized campus - faculty and staff
- Advocated successfully for additional faculty and staff positions.
- Reviewed college operations and budget and used data to successfully advocate for additional funding, such as professional development, presented budget request to cabinet.
- Prioritized student success, undergraduate research, faculty and staff professional development, safety
- Supported department new initiatives – GIS center in development, certificate programs, PSM degrees, innovative pedagogy (CUREs, peer assisted learning)
- Reviewed space needs for the college and was able to demonstrate need for and acquire additional space for math, relocation of geography from a distant building and designation of science building only for science. With a Faculty Fellow, designed creative re-purposing of the current science building following move of half of chemistry and biology into new building.
- Oversee academic side of construction of new science complex – active in fundraising, stay current on construction status, facilitate move, collaboratively made decisions on furniture, assisted departments with equipment prioritization
- Actively fundraise in collaboration with Director of Development.
- Identified programs for Sac State downtown and potential second remote site

**2011-2017 Department Head, Biology, James Madison University**

*Regional Comprehensive University of ~22,000 students, primarily under graduate. Led a department of 52 faculty, 5 full-time staff, ~1100 biology/ biotechnology undergraduate students, >3000 non-majors in health fields, general education and teacher preparation, 18 graduate students; budget ~\$7 million*

*Responsibilities and Accomplishments:*

- Re-engaged faculty in a department that had experienced lack of leadership and dysfunction
- Facilitated re-design of first year sequence using national model for biology and incorporating research throughout the courses (CUREs) - supported faculty with time, training at workshops etc.
- Hired faculty each year and evaluated every member of the department annually, making recommendations on raises, tenure, and promotion to the Dean.
- Oversaw department budget and prioritized expenditures (dispersed model where department head's role was similar to a dean of a small college)
- Oversaw move to a new building
- Worked with biotechnology program coordinator in outreach with regional companies for internship opportunities for students, funding etc.
- Collaborated with other departments on interdisciplinary innovative initiatives

**2007-2011 Department Chair, Life Sciences, TAMU-CC (Interim 2006)**

*Life Sciences was a rapidly growing department at TAMU-CC with a highly diverse student body, offering two undergraduate programs, with ~1000 majors, three MS programs and a PhD program.*

**2008-2011**     **Laboratory Director, Environmental Microbiology Laboratory**, accredited through the National Environmental Laboratory Accreditation Program, TAMU-CC

*I developed this self-supported laboratory to provide a real-world training for 15-20 students/yr with funding from multiple state agencies and federal pass-throughs.*

**2001-2006**     **Undergraduate Biology Program Coordinator**

**2001-2002**     **Biology Program Coordinator (graduate and undergraduate), TAMU-CC**

**1998-pres**     **Grants administration – oversight of >80 applied research contracts**

#### **RECENT PROFESSIONAL DEVELOPMENT**

- **Executive Leadership Academy, Berkeley**. 'Leading in a Multicultural and Global Environment'. July 9-13th 2018
- **IMPACT<sup>3</sup> Leadership Development Program**, James Madison University 2013-14
- **CASE Development for Deans and Academic Leaders**, Vancouver 2018
- Advancement Resources Advancement Academy workshop, Professional Fundraising for Academic Leaders, 2019
- CREDITS Team Science Retreat (NSF Funded UC/CSU initiative) 2017
- California State University Science Deans meetings 2017, 2018
- California State University New Deans Academy 2017
- AAC&U Transforming STEM Education meeting, San Francisco 2017
- NSF Grants Conference, Arlington, VA 2015
- Alumni Event planning workshop, James Madison University 2015
- Understanding corporate and foundation relations fundraising at JMU workshop 2015

#### **RECENT PROFESSIONAL LEADERSHIP**

2018-pres     California State University Program for Education & Research in Biotechnology (CSUPERB) Strategic Planning Council (elected)

2018-pres     'Cal-Bridge' – CSU-UC Bridge Program in Physics and Astronomy, Leadership Council (NSF S-STEM \$5 million)

2017-pres     Governing Board member, Moss Landing Marine Laboratory, Monterey CA

2017-pres     California State University Council on Ocean Affairs, Science & Technology, Sacramento State representative

2016-2017     JMU representative on the Virginia Sea Grant Research and Education Advisory Committee

2015-2017     JMU representative on the Coastal and Environmental Research Committee of the Southeastern Universities Research Association

2015           JMU representative on the Academic Council of the Virginia Biotechnology Association (VA Bio)

#### California State University, Sacramento

##### Internal:

2018-pres     Chair, Academic Affairs Budget Advisory Committee

2018-pres     Search Committee for Vice President for Business Affairs

2017-2018     Search Committee for Associate Vice President for Academic Excellence

2017-pres     Sacramento State Internationalization Committee

2017-2018     Academic Affairs Strategic Planning Sub-committee

2017-2018     Deans Council Space Committee

2017-pres     Deans Council, Administrative Council

#### University Service (James Madison University)

##### Internal:

|           |  |
|-----------|--|
| 2015-2016 | JMU Graduate School Strategic Planning Taskforce                             |
| 2015-16   | Academic Unit Head Advisory Group member for new Vice Provost.               |
| 2014-15   | Search Committee for JMU Dean of Graduate School                             |
| 2013-15   | New Academic Unit Head mentor  |
| 2013-14   | IMPACT <sup>3</sup> Leadership Development Program, James Madison University |
| 2012-13   | Academics Committee, JMU Madison Future Commission                           |
| 2012-13   | Chair, Center for Assessment Research Studies External Program Review        |
| 2012      | University Student Evaluation of Teaching Task Force                         |
| 2011-pres | University Radiation Safety Committee  |

#### Selected University Service (TAMU-CC)

|           |   |
|-----------|---|
| 2010-2011 | Chair, University Chairs Council  |
| 2010-2011 | Advisory Board member, Title V ELITE Grant for Graduate Students                        |
| 2008-2011 | Institutional Biosafety Committee member  |
| 2008-2011 | Advisory Board member, Center for Water Supplies Studies                                |
| 2006-2011 | Academic Council  |
| 2006-2011 | University Environmental Health and Safety Committee                                    |
| 2006-2011 | Internal Advisory Board NSF STEP Grant  |
| 2005-2011 | University Core Curriculum Committee  |
| 2007-2008 | Harte Research Institute for Gulf of Mexico Studies Executive Director Search Committee |
| 2004-2006 | Graduate Council (Department Representative)  |
| 2003-2006 | Member, Regent's Initiative Educator Academy  |
| 2003-2005 | University Research Enhancement Committee (S&T representative)                          |
| 1999-2002 | Member, Institutional Review Board  |
| 1998-1999 | Co-Chair, University SACS committee on Student Support Services                         |
| 1997-1999 | Member, Board of Directors Women's Center for Education and Service                     |

#### **SELECTED COMMUNITY SERVICE**

|              |  |
|--------------|--|
| 2019         | Virginia Sea Grant Panel Reviewer  |
| 2018-present | Powerhouse Science Center Education Committee, Sacramento  |
| 2017-pres    | Sac State Downtown Center, lead for college, attended visioning workshop, opening and office allocations                                   |
| 2015-2017    | City of Harrisonburg Storm Water Advisory Committee  |
| 2013-2017    | Associate Director, Shen Soil and Water Conservation District Board, Education Committee, Urban Committee                                  |
| 2012, 2015   | VJHS Science Fair Judge  |
| 2008-2011    | City of Corpus Christi Bay Bacteria Task Force   |
| 2007-2011    | City of Corpus Christi Watershore and Beach Advisory Committee   |
| 2004-2011    | Member, Water and Sediment Quality Implementation Team, Human Uses Implementation Team for Coastal Bend Bays and Estuaries Program (CBBEP) |
| 2008         | Organizer - Oso Creek Stakeholder meetings   |
| 2006-2007    | Coastal Bend K-16 Science Conversations Steering Committee,  |
| 2005         | Beach Water Quality Task Force for Corpus Christi Chamber of Commerce  |
| 2004-2006    | Oso Bay/Oso Creek Stakeholder Meeting, Presenter, Organizer  |
| 1998-2004    | City of Corpus Christi Water/Shore Advisory Committee  |
| 1997-2004    | Member Scientific and Technical Committee, CBBEP   |
| 1995-2002    | Co-Leader, Corpus Christi Bay National Estuary Program Public Health Task Force  |

Professional Service prior to current position

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|            |  |
|------------|--|
| 2015-16    | U.S. EPA Steering Committee for the 2016 Recreational Waters Conference  |
| 2016       | External Consultant, Biology program reviews for Mary Washington University, Saginaw University, Bemidji University  |
| 2015, 2016 | NSF Graduate Research Fellowship Panel Member  |
| 2015, 2016 | Abstract Reviewer, CUR Posters on the Hill   |
| 2015       | External Reviewer, Promotion candidates (confidential)   |
| 2015       | 2015 American Society for Microbiology Membership Board, in conjunction with the Committee on Microbiological Issues Impacting Minorities (CMIIM) breakfast mentor for careers – graduate student to tenure track                              |
| 2014       | External Consultant, Academic Program Review for B.S. and M.S. programs at Winthrop University, SC   |
| 2013       | Chair, NDSEG Review Panel - Bioscience Panel   |
| 2013       | NSF Graduate Research Fellowship Panel Member  |
| 2013       | American Society for Microbiology General Meeting student and postdoc mentor – Careers in Academia (through Student Membership Committee)  |
| 2012, 2013 | NSF Graduate Research Fellowship Panel Member  |
| 2012       | Texas Bacteria Source Tracking Meeting: Planning Committee, Session Moderator.   |
| 2012       | ASM Division Q Nominating Committee  |
| 2011, 2012 | NSF MRI Panel Member, March-May appointment  |
| 2010-2014  | Interstate Shellfish Sanitation Conference Laboratory Methods Review & Quality Assurance Committee   |
| 2010-2014  | Interstate Shellfish Sanitation Conference Research Guidance Committee   |
| 2009       | Gulf of Mexico Alliance White Paper co-author  |
| 2009       | EPA National Stakeholder Meeting Invited Panel Member – Criteria meeting Chicago Oct 5-7, 2009   |
| 2009       | EPA Region 6. 19th Annual Quality Assurance Conference Dallas, TX. Oct 21, 2009. (Invited Speaker) Bacterial Source Tracking in Texas: Status and Future Directions  |
| 2009-2010  | TAMU National Undergraduate Soil Science Curriculum Review Expert Panel (invited expert)   |
| 2009-pres  | Gulf of Mexico Alliance Water Quality Team, Pathogens Work Group   |
| 2008-2011  | City of Corpus Christi Bay Bacteria Task Force   |
| 2007       | Invited Participant Workshop "State of the Current Research and Scientific Understanding of Microbial Ecologies in Texas Urban Surface Waters" Houston   |
| 2006       | Advanced Research Center, The Woodlands, Texas November 13, 2007<br>Invited State Task Force Member, Texas Commission on Environmental Quality and Texas State Soil and Water Conservation Board Joint Technical Task Force on Bacteria TMDLs. |
| 2006       | Session Chair. Gulf Estuarine Research Society Meeting   |
| 2005-2011  | "MentorNet" participant, American Society for Microbiology   |
| 2004-pres. | Invited Speaker for Regional Workshop and local meetings<br>Invited Participant: EPA National Beaches Conferences (2004, 2006), Bacterial Source Tracking Workshops (2004, 2006) etc.  |
| 2003-pres  | American Society for Microbiology (ASM) web site reviewer.   |
| 2002-pres  | ASM Volunteer scientist for high school student support  |
| 2000       | Local Chair, Texas Chapter American Society for Microbiology Fall 2000 Meeting   |
| 1999-2001  | Organizer and Chair, Educator's Symposium "Issues in Microbiology Education"<br>Texas Chapter American Society for Microbiology Spring Conferences   |
| 1998-2000  | Member Interagency Peer Review Advisory Group for Bacterial Indicator Study, Texas Natural Resource Conservation Commission Water Quality Division   |
| 1998-2000  | American Society for Microbiology Ecology and Environmental Microbiology Image Collection Review Subcommittee, Development Team member (NSF grant)   |
| 1997-2000  | Editorial Board American Society for Microbiology Division W Newsletter  |