OREGON INSTITUTE OF TECHNOLOGY

POLICIES, REGULATIONS, & FINANCIAL REVIEW (PRFR)

Prepared for the Northwest Commission on Colleges and Universities

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Oregon TECH
Oregon Institute of Technology

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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.

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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 Technolgy
(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 Trustee 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[1]. For any vacancy other than the position of the President on the Board, the Governor shall appoint a successor for the unexpired term[2]. 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

[1] The Governor may remove a member of the Board other than the university President for cause.
[2] 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[3] (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

[3] 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
*Nagi Naganathan, Ph.D.	President/CEO	President's Office
*Joanna Mott, Ph.D.	Provost and Vice President for Academic Affairs and Strategic Enrollment Management	Academic Affairs
*Erin Foley, Ph.D.	Vice President for Student Affairs and Dean of Students	Student Affairs
*John Harman	Vice President for Finance and Administration	Finance and Administration
*Ken Fincher, Ph.D.	Vice President for Advancement	University Development
*David Groff	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)[4]. 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

[4] 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*."

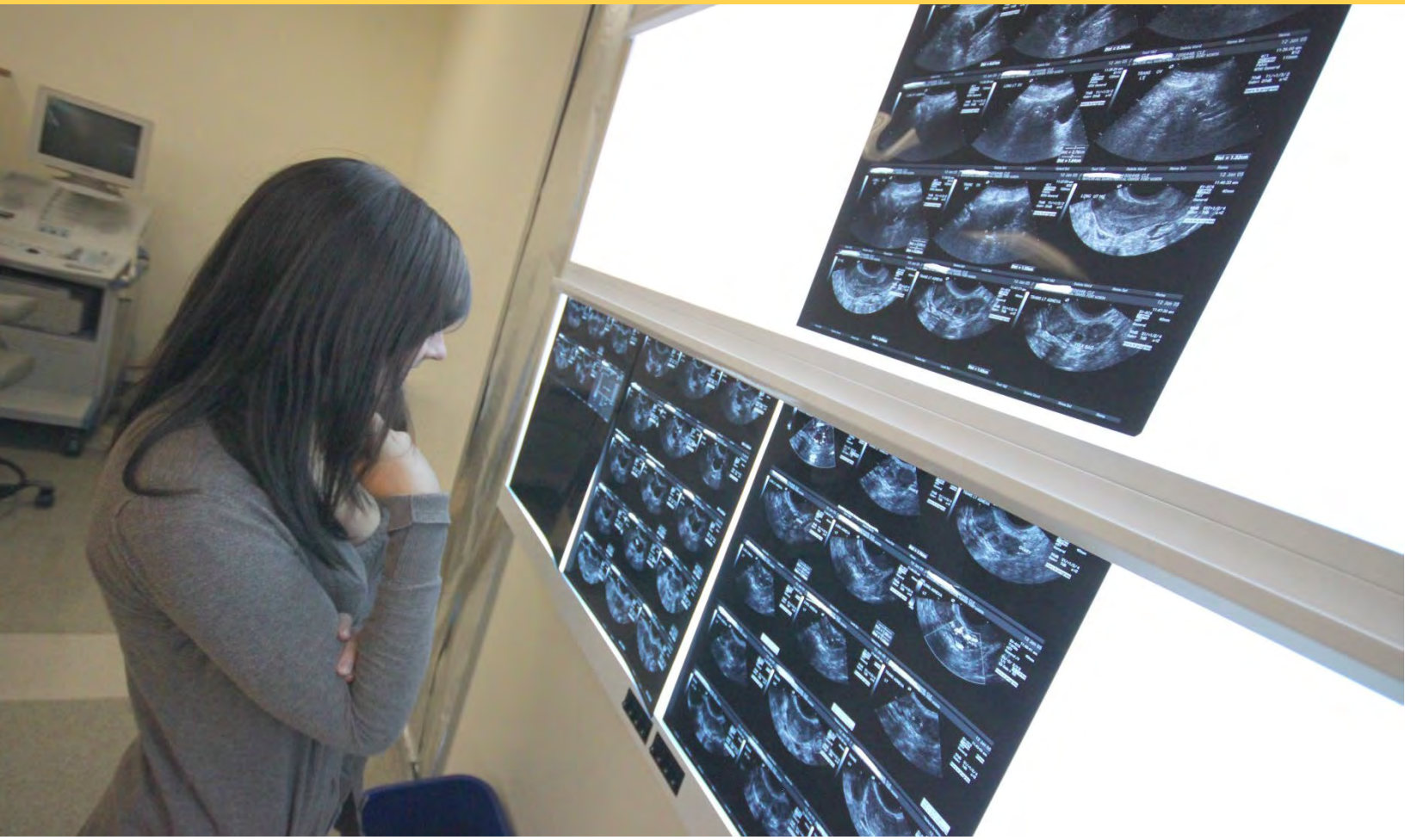
> "*Bargaining unit members shall have the freedom to conduct research and scholarship, and to publish, display, or otherwise disseminate the results of that work to students, the public, and others in their profession. While Oregon Tech will not dictate the nature or topic of research or scholarly work, 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 inn 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. He 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 indictors 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 polices 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[5], 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*

[5] 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[6] which enables on-demand

[6]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

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[7].

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.

[7] 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 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 though 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

Staff Fee Privilege	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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
TOTALS	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.[8]

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[9] in the accompanying Staffing Table shows the following breakdown of employees per classification.

[8] 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.
[9] 2021 IPEDS data will be available in March 2022.

Staffing Table

Employee Categories	Number of Employee
Adjunct	108
Administrative (unclassified)	128
Classified	130
Faculty	179
TOTAL	**545**
Grad Assistants	5
Hourly	31
Temporary	7
Total	**43**

EXHIBITS

*Personnel Hiring Procedures

Employee Responsibilities
Academic Organizational Chart
*Faculty Collective Bargaining Agreement
*Classified Staff Collective Bargaining Agreement[10]
*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

[10] 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	Oregon Tech Strategic Plan
Academic Programs and Learning Outcomes	Catalog
Academic Calendar	Catalog
Admissions Requirements	Catalog or Admissions Webpage
Grading Policy	Catalog
Academic Policies and Procedures	Catalog
University Departments and Programs	Catalog
Course Descriptions	Catalog
Faculty Titles, Degrees & Instruction	Catalog
Staff (including Administrative Staff)	Catalog
Tuition and Fees	College Costs Webpage
Tuition and Fees Refund Policy	Cashier's Office Webpage
Financial Aid	Financial Aid Webpage or Catalog
University Policies and Procedures	Human Resources Webpage

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.I.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 2. Mechanical Rooms	1. Domestic Water Testing 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[11] 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[12] 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

[11] 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.
[12] 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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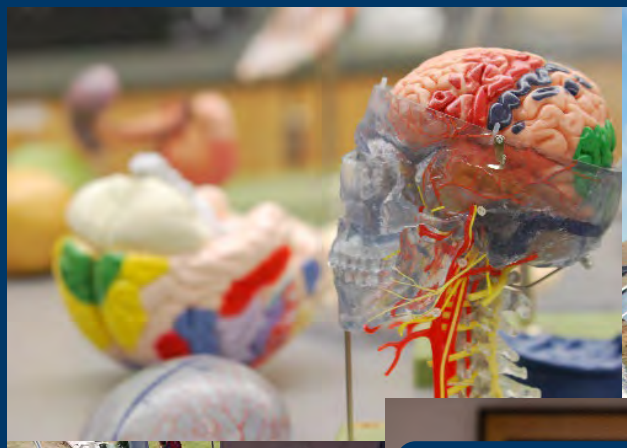
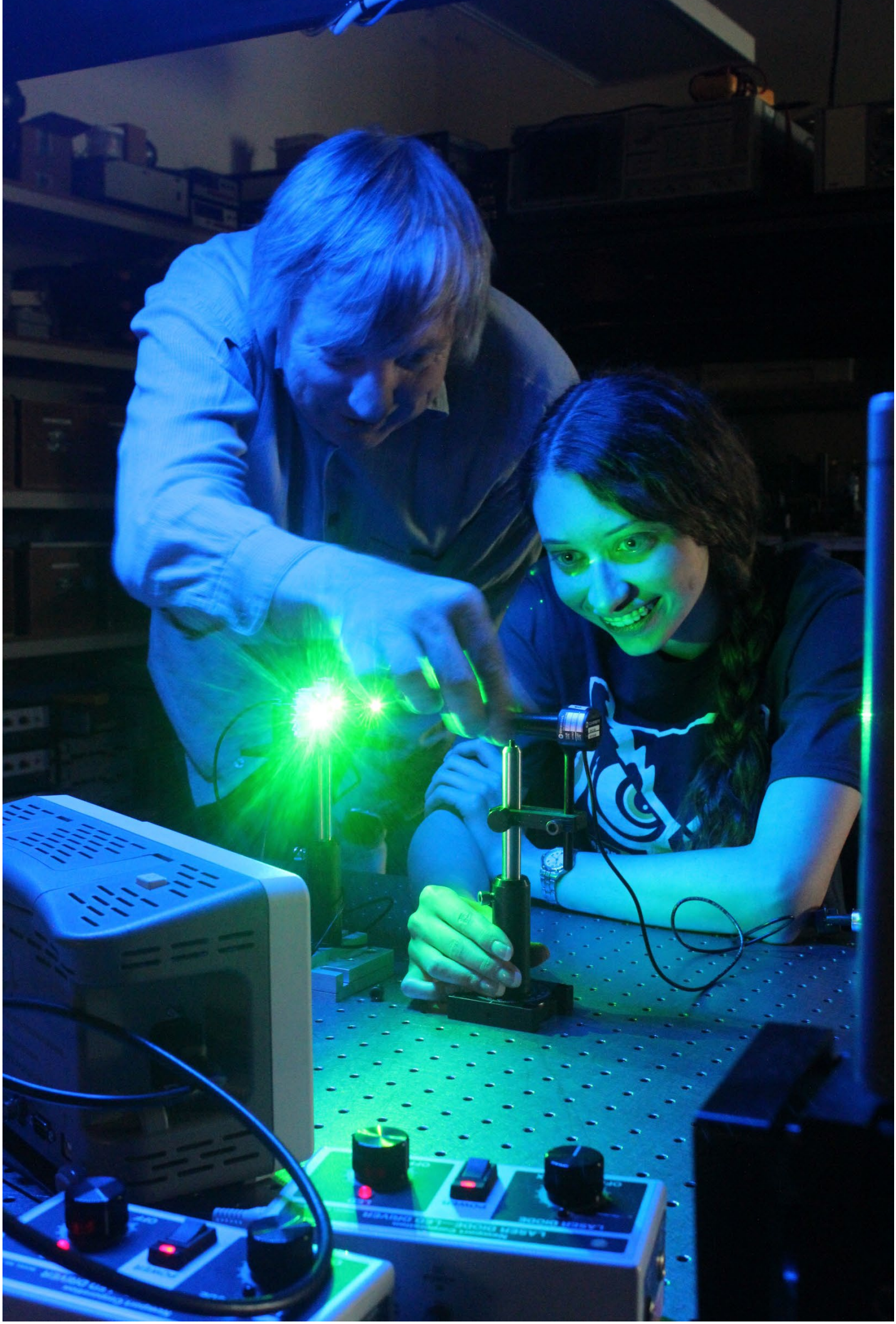


APPENDIX

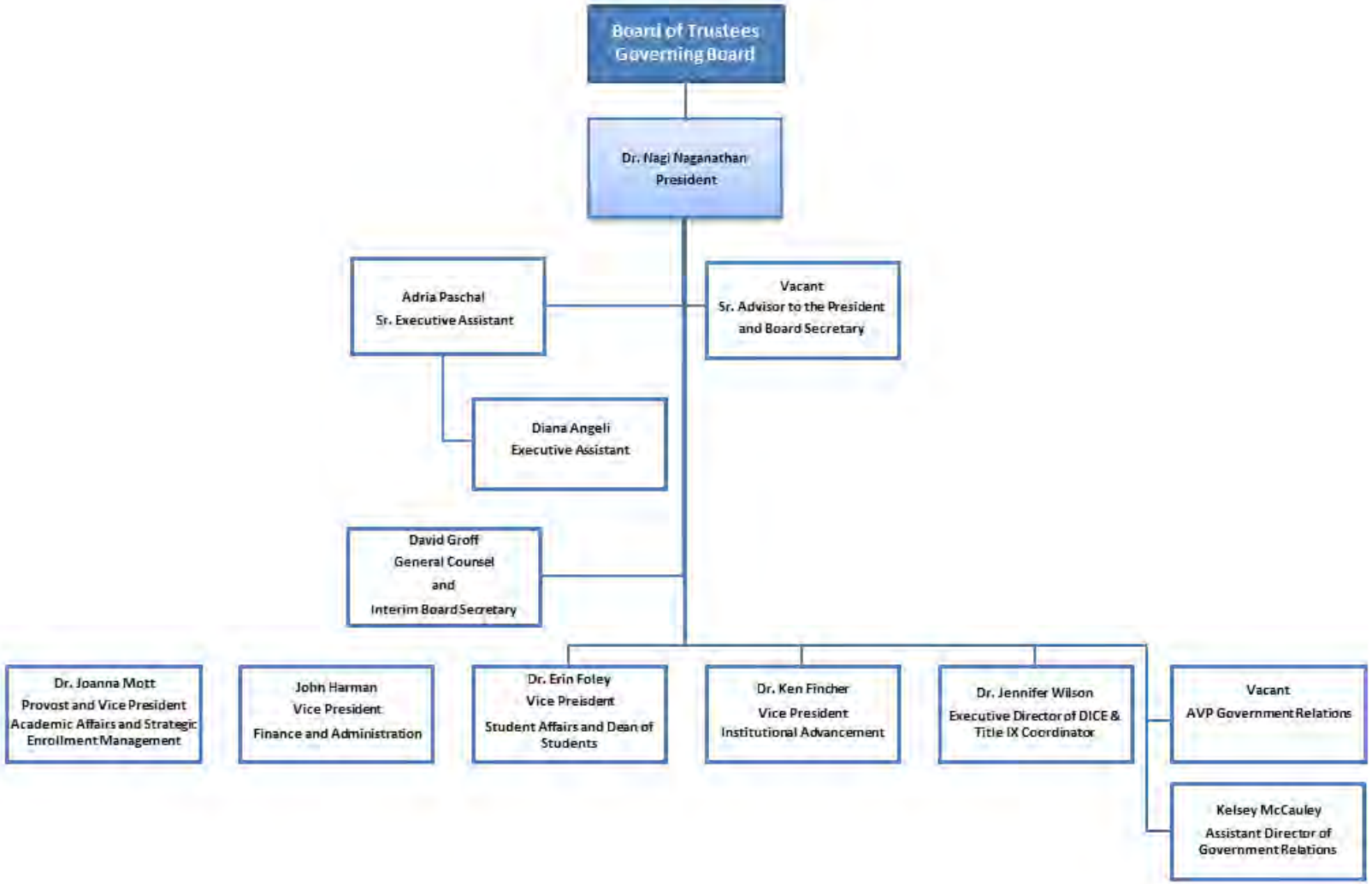


Programmatically Accredited Degree Programs

PROGRAM NAME	Name of Accrediting Association	Last Review	Outcome of Review:
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 JRCDMS	2021	Some modifications required for pregnancy policy
Diagnostic Medical Sonography B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
Echocardiography B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
Echocardiography B.S. Degree Completion	CAAHEP JRCDMS	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

PROGRAM NAME	Name of Accrediting Association	Last Review	Outcome of Review:
Paramedic A.A.S.	CoAEMSP 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 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 JRCDMS	2021	Some modifications required for pregnancy policy
Vascular Technology B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
Mechanical Engineering Technology B.S.	ABET-ETAC (formerly TAC)	2020	Passed - Accredited
Computer Engineering Technology B.S.	ABET-ETAC (formerly TAC)	2020	Passed - Accredited
Embedded Systems Engineering Technology B.S.	ABET-ETAC (formerly TAC)	2020	Passed - Accredited
Software Engineering Technology B.S.	ABET - ETAC (formerly TAC)	2020	Passed - Accredited

Oregon Tech Leadership Organizational Chart



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^3 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)

<u>California State University, Sacramento</u>

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^3 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

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 Advanced Research Center, The Woodlands, Texas November 13, 2007
2006	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 Estaurine Research Society Meeting
2005-2011	"MentorNet" participant, American Society for Microbiology
2004-pres.	Invited Speaker for Regional Workshop and local meetings 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" 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

Editorship/ Reviewer for Journals, Grant proposals

Editorial Board *Journal of Microbiology & Biology Education (Past)*

Journal reviewer: *Journal of Applied Microbiology, Environmental Science and Technology, Aquaculture Research, Water Research, Water Science and Technology, Letters in Applied Microbiology, Journal of Water and Health, Canadian Journal of Microbiology*

Grant proposal reviewer: NSF, NDSEG, University of Wisconsin-Milwaukee Research Growth Initiative (RGI), Delaware Sea Grant, CICEET, VA Sea Grant

2003-2005 American Society for Microbiology (ASM) web site reviewer.

1997-2000 Editorial Board. American Society for Microbiology Division W Newsletter

Current Professional Societies

- Council on Undergraduate Research (institutional)
- Council of Colleges of Arts and Sciences (institutional)
- American Society for Microbiology

Invited participation - research development conferences:

- Presentation with EPA - pilot study for TX beach modeling, Great Lakes Beach Association Conference 2015
- Bacterial Source Tracking - State of the Science Conference.Feb 28-29, 2012. New Braunfels TX. Planning Committee member, Invited Speaker, Session Moderator,
- Microbial Source Tracking Workshop Tampa, May 6-7, 2010
- EPA National Stakeholder Meeting Panel Member – Criteria meeting Chicago Oct 5-7, 2009
- Second Gulf of Mexico Alliance Microbial Source Tracking (MST) & Pathogens Detection Forum. Tampa, FL. Feb 10-11, 2009 (Invited Speaker)
- GOMA Water Quality Action Plan Forum , Feb 11, 2009
- Microbial Source Tracking Workshop Tampa, Feb 12, 2009
- Invited Participant Workshop "State of the Current Research and Scientific Understanding of Microbial Ecologies in Texas Urban Surface Waters" Houston Advanced Research Center, The Woodlands, Texas 2007
- Invited Participant Harris County COG meeting – TWRI, TAMU-CC to discuss future initiatives. May 2007
- Northern Gulf of Mexico Bacterial Source Tracking Workshop Nov. 11-13, 2006, Biloxi, MS (USEPA, GMP). Invitation only
- National Beaches Conference, Niagara Falls, Oct. 13-15 2006.
- WERF Microbial Source Tracking Workshop, San Antonio, TX. Feb. 16-18, 2005. (observer).
- Northern Gulf of Mexico Bacterial Source Tracking Workshop Nov. 11-13, 2004, Biloxi, MS (USEPA, GMP). Invitation only.
- Pathogens in the Environment, USDA-CSREES. Kansas City, MO. Feb 23-25, 2004. Invitation only
- National Beaches Conference, San Diego, CA. 2004.
- Texas Chapter American Public Works Association. Workshop "The Next Generation of Urban Storm Water Management" March 10, 1999

SCHOLARLY ACTIVITY

Areas of Scholarly Activity

Environmental/public health microbiology.
Microbial aspects of surface water quality and public health– marine and freshwater, including beach water quality, modelling. Bacteria source tracking techniques. Role of agriculture in water quality. *Vibrio* spp. – ecology in coastal waters, phenotypic and genotypic characteristics.

Primary NELAP Accreditation for Environmental Microbiology Laboratory 12/19/08 to 12/31/09 01/01/10- 07/31/11 (Lab Director, Technical Director)

GRANT/CONTRACT FUNDING

Total grant support (PI/CoPI) >$6 million, ~ 85 grants/contracts

Selected recent: **(full list available on request)**

- 4-VA Research Grant Program. Pathogenic Bacteria in a Pristine Ecosystem. Michael Pace and Karen McGlathery (UVA), Joanna Mott and Pradeep Vasudevan (JMU). $23,200. 12/16/2015-2017
- Tetra Tech Inc. Modeling Development and Guidance Testing Project. 2014. (testing Virtual Beach software for predicting bacteria levels at Texas beaches). June-Sep 2014. PI: Mott $24,000.00
- Gulf of Mexico Alliance/Florida Department of Environmental Quality. *Vibrio vulnificus* Virulence Study. Apr 2012-Mar 2013 PI: Mott. $52,954.61
- Texas General Land Office Coastal Management Program. Development and implementation of a sanitary survey program for Texas beaches. Oct 2011-Mar 2013. Mott (original PI at TAMUCC, then co-PI), Lehman and Hay (PI) $99,146.00.
- NSF 09-567: Scholarships in Science, Technology, Engineering and Mathematics. Scholarships to Enhance Life Sciences (STELS) 9/1/10 - 8/31/15. Chopin (P.I)., Mott, Billiot and Talley co-PIs, $600,000.00
- NSF MRI-R2: Acquisition of instrumentation for evaluation of biochemical and culture properties of microalgae. National Science Foundation. J. Fox (PI), Co-PIs: P. Zimba, K.B. Strychar, R. Lehman, J.Mott. 2010-2013. $547,905.00
- TRDF: *Vibrio vulnificus* strains associated with fish and their potential virulence compared with Texas clinical strains. Co PIs: Drs. Stunz, Buck Sept- 2009-August 2011. $43,000.00
- U.S. EPA (EPA - GLO agreement). Sub-recipient.Texas Beach Watch Program. Jan 2011-Aug 2011. $179,000.00. (Annual funding since 2003 ~$200,000/yr)
- TSSWCB Study to investigate nonpoint sources of bacteria pollution to support development and implementation of the bacteria TMDL in the Oso watershed $417,647.00 total $747,549 Sept 2007-December 2011. (Co-PI Richard Hay)
- Clean Rivers Program. Nueces River Authority. Bacteriological analysis. Sept. 2010-Aug. 2011. ~$12,000.00
- University of South Florida (Sub-Agreement U.S. EPA Gulf of Mexico Program) Support for grant: "Validation and Field Testing of Microbial Source Tracking Methodologies on the Gulf of Mexico". Oct. 1, 2008- Aug. 2, 2010. $40,000.00
- Coastal Bend Bays and Estuaries Program. Oso Creek Bacteria Contamination Investigation. Sept 2007-August 2008. Extended to June 2009 (Rick Hay co-PI) $97,000.00

PUBLICATIONS / TECHNICAL REPORTS / BOOK CHAPTERS

Greater than sixty publications (full list available upon request)

PEER REVIEWED ABSTRACTS ~ 50 for national/international meetings
(available on request)

NATIONAL/INTERNATIONAL PRESENTATIONS ~ 85 national and international presentations
(available on request)

Regional/State/Local Presentations ~150; full list available on request

ERIN M. FOLEY

Oregon Institute of Technology
3201 Campus Drive
Klamath Falls, OR 97601
541.885.1013
Erin.Foley@oit.edu

Education

Indiana University, Bloomington
Doctor of Philosophy: Higher Education (December, 1996)
Minor: Law (School of Law)
Michigan State University, East Lansing
Master of Arts in Education: College and University Administration (June, 1991)
University of Arizona, Tucson
Bachelor of Science in Agriculture: Nutritional Sciences – Dietetics (August, 1988)

Professional Experience

Oregon Institute of Technology, Klamath Falls
Division of Student Affairs

Vice President for Student Affairs / Dean of Students	2009 – Present
Strategic Enrollment Management	2009- 2016, 10/17-3/18
Dean of Students / Director of Housing	2007 – 2009
Dean of Students / Director of College Union / Director of Housing	2005 – 2007
Director of College Union / Director Housing & Residence Life	2000 – 2005
Director of Housing and Residence Life	April, 1999

Vice President for Student Affairs Responsibilities

- Direct report to the President; responsible for management of the institution in the absence of the President, Provost and Vice President for Finance and Administration
- Collaborate on overall management of the institution, including governance, policy and procedure implementation, strategic planning, fiscal operations, and evaluation of academic and student life effectiveness
- Strategic planning and fiscal management in creating and advocating for the budget for the division of Student Affairs as well as Strategic Enrollment Management (SEM) Team priorities. Present the division of Student Affairs' budget to campus groups upon request
- Direct supervision of Student Affairs departmental managers, including directors of Athletics, Integrated Student Health Center (medical and counseling services), Student Success Center (testing and tutoring services), Career Services, Disability Services, TOP (Tech Opportunity Program; TRiO program), Housing and Residence Life, and Campus Life (student activities and government). Completion of annual performance evaluations for direct reports
- Northwest Commission on Colleges and Universities accreditation committee
- Serve on other commissions/committees as assigned.
- Represent the institution in community relations involving students and the operations of the Student Affairs division.

Dean of Students Responsibilities

- Responsible for the student judicial process, Code of Conduct enforcement, medical withdrawal procedures, involuntary withdrawal procedures, judicial database management, and annual reports
- Train, coordinate and maintain records for the Student Hearing Commission (a hearing board) that hears academic grievances, second academic dishonesty cases, and extreme conduct code violations
- Chair the Student Support Team: a group of directors (counseling, student health, disability services, residence life, campus safety, center for learning) that meet to identify students at risk and to develop a plan for assisting the student
- Manage the campus response to a student death; attend classes to discuss the death; assist faculty in addressing the death, especially if it was suicide
- Meet regularly with students experiencing academic challenges to develop skills, make referrals to other campus services
- Respond to calls from parents, faculty and staff regarding student concerns and/or policy questions
- Meet regularly with Campus Safety staff to discuss particular incidents, students and or events on campus
- Directly supervise the Tech Opportunity Program (TOP, a federal student services grant) and the Housing and Residence Life department
- Coordinate the Sexual Assault Hotline: develop the coverage schedule; evaluate response
- Serve on the President's Cabinet, Academic Progress and Petitions Committee, ADA Commission, Substance Abuse Commission, Crisis Response Committee, New Student Registration and Orientation committees, Administrative Compensation Committee, Crisis Communications committee, and several campus search committees

Additional Campus Involvement

- Instructor, Student Success Seminar (ACAD101)
- co-instructor, Principles of Tutoring / Mentoring class
- Advisor, Oregon Technical Broadcasting (OTB)
- Assistant Coach, Women's Soccer
- Served on Fiscal Operations Advisory Council; Program Reduction and Elimination Committee; Business Process Mapping committees, Core Values Committee

Adjunct Faculty – MATH – College Algebra course 2004 – 2012

Indiana University, Bloomington
Educational Leadership and Policy Studies 1994 – 1996

Case Western Reserve University, Cleveland, Ohio
Department of Housing and Residence Life 1991 – 1993

Michigan State University, East Lansing
Department of Residence Life 1989 – 1991

University of Arizona, Tucson
Department of Residence Life 1986 – 1989

Selected Presentations

"College Memories Should Not Include Sexual Assault" Classroom Presentation (2006–present).
Alcohol and Drug Education Seminar for students in violation of alcohol policy (2002–present).

Fall Workshops for Residence Life Staff. Various training sessions for student staff members to learn how to develop community, peer counseling skill development, how to work with challenging students, and how to serve as a resource for campus services (annually).

"The Future is Now in Sustainable Housing" Co-presenter, NWACUHO Conference, Corvallis, OR 2005.

"OIT Service Learning" Presented at Faculty and Administration meeting (May, 2001).

PUBLICATIONS and SELECTED PAPERS

OIT Student Affairs Spotlight, More than a Room … A Way of Life. (May 2000); CU Renovation Updates each month (Fall 2002 – Spring 2004).

Hossler, D. & Foley, E. M. (1995). Reducing the noise in college choice process: The use of college guidebooks and ratings. In R. D. Walleri & M. K. Moss (Eds.), Evaluating and responding to college guidebooks and rankings. New Directions for Institutional Research, no. 88, 21-32.

Desegregating Higher Education and the College Choice Process: United States v. Fordice (Spring, 1996), independent research paper for law minor.

PROFESSIONAL AFFILIATIONS

American College Personnel Association (ACPA) – General Sessions Chair, 2002 Convention
American Association of University Women (AAUW)
Association of College and University Housing Officers – International (ACUHO-I)
Association of Student Judicial Affairs (ASJA)
National Association of Student Personnel Administrators (NASPA)

HONORS

Honorary Alumnus Award, OIT (2015)
President's Staff Award, OIT (2013)
Homecoming Golden Apple Award recipient, OIT (February, 2001 & 2004)

Curriculum Vitae of Vice President for Finance and Administration

John A. Harman, MBA, CPA, CGMA, CMPE

3201 Campus Drive
Klamath Falls, OR 97601
Phone: (541) 885-1106
E-mail: john.harman@oit.edu
LinkedIn: www.linkedin.com/in/john-harman-mba-cpa-cgma-cmpe-45044025

Executive Profile:

Innovative and collaborative finance and administration professional with over twenty years of progressive leadership experience in higher education institutions and healthcare organizations. Committed to implementing evidence-based business and financial practices supported by analytics and benchmarked metrics to ensure efficient utilization of resources to advance the organization's mission, achieve its strategic goals, provide for a positive return on operations and build a strong balance sheet.

Strengths:

- Board and state level presentations
- Building relationships/partnerships
- Mission-based budgets tied to strategy
- Capital projects financing
- Oversight of property and facilities
- Expansion of process automation
- State funding and tuition models
- Innovation and operational efficiencies
- Strategic planning/performance metrics
- Contract negotiation and administration
- Financial integrity and professional ethics
- GME programs and institutional accreditation
- Endowment and reserve funds management
- Building and motivating effective teams
- Human capital development/compensation
- Disciplined revenue growth strategies

Professional Experience:

Vice President for Finance and Administration
Oregon Tech- Klamath Falls, OR (March 2021 – Present)

Senior University executive responsible for leading financial and administrative operations. Annual budget responsibility approaches $100 million. The University enrolls over 4900 students and employs more than 400 faculty and staff. Provides leadership and strategic direction for Financial Accounting and Reporting, Budget and Fiscal Planning, Information Technology, Human Resources Management, Facilities and Capital Planning, Payroll, Procurement and Risk Management. Leads a core finance and administrative team for service lines with more than 65 FTEs.

Vice Chancellor for Administration and Finance
Louisiana State University Health Sciences Center- New Orleans, LA (2017 – 2020)

Senior University executive responsible for leading financial and administrative operations. Annual budget responsibility exceeds $600 million. The graduate level University enrolls over 2800 students and employs 900 resident physicians and nearly 2400 faculty and staff. Provides leadership and strategic direction for Financial Accounting and Reporting, Budget and Fiscal Planning, Information Technology, Process Improvement, Human Resources Management, Property and Facilities, Supply-chain and Auxiliary Services. Leads a core finance and administrative team for service lines with more than 300 FTEs.

- Optimized institutional model for allocation of state appropriated funds
- Expanded agreements with affiliated partners to achieve 20 percent gross revenue increase over three years
- Managed spending to achieve 5 percent annual net operating margin
- Invested in long-term pool and grew reserve funds to 20 weeks of cash
- Instituted financial performance metrics and benchmarking for operational efficiencies
- Led financial transformation initiative and aligned development of operating budget with strategic plan
- Defined institutional funding priorities for Legislative Appropriations Request
- Developed financing strategies for $200M in major capital projects
- Earned "clean" financial audit opinions
- Led campus-wide risk mitigation project
- Restructured payroll and bursar services
- Enriched campus masterplan to include public-private partnership development
- Implemented automated staff performance management and onboarding processes
- Expanded energy savings program
- Enhanced balance of tuition and fees model
- Lobbied legislators to secure project funding

Associate Vice Chancellor for Finance
University of North Texas System- Dallas, TX (2016 – 2017)

Senior financial leader with University System Office. Provides leadership to finance and administrative service lines and direction for key System-level strategic projects and initiatives in a shared business services model. Works with a diverse team of professionals to advance and finalize strategic realignment of key business services from decentralized campus model to centralized administration and oversight. Established retirement investment committee, led analysis, restructuring and vendor negotiation of 403(b) and 457 employee defined contribution retirement programs.

Senior Vice President for Finance and Chief Financial Officer
University of North Texas Health Sciences Center- Fort Worth, TX (2012- 2016)

Senior University fiscal officer responsible for all aspects of financial operations. Annual budget responsibility exceeds $350 million. The graduate level University enrolls over 2600 students and employs 1600 faculty and staff. Provides leadership and strategic direction for accounting, reporting, budgeting, forecasting, business information systems, planning and analysis as well as debt, investment, endowment and cash-flow management, capital projects, contract administration, organizational strategy and business development. Leads a core finance and administrative team with more than 146 FTEs.

- Returned University to a balanced budget
- Grew unrestricted reserves to 20 weeks of cash & instituted financial metrics
- Chaired Higher Education Coordinating Board *Formula Advisory Committee*
- Transformed to mission-based budget aligned with strategic plan
- Led campus financial transformation initiative and PeopleSoft upgrade
- Developed financing strategies for $152M in major capital projects
- Determined institutional funding priorities for Appropriations Request
- Supported affiliated hospital GME/UME partnerships and established UPL program
- Partnered with HHSC and regional anchor hospital to implement Medicaid 1115 Waiver
- Drafted financial proforma submitted to LCME for new public/private MD school
- Earned "clean" unqualified audit opinions
- Expanded utilities energy savings program
- Implemented group purchasing model

Vice President and Chief Financial Officer

University of North Texas Health Sciences Center- Fort Worth, TX (2006- 2012)
UNT Health Clinical Enterprise and University Medical Associates (UMA) 501(c)(3) subsidiary

Senior fiscal officer for the University's clinical enterprise. Provides leadership and strategic direction for accounting and financial reporting, business planning, strategy, operational and capital budgeting, revenue cycle, financial analysis, business information systems, credentialing, provider enrollment, contract operations, business development and pharmacy services. With 230 providers and over 600,000 yearly patient encounters, annual enterprise operating revenues approach $100 million. Leads a core finance and administrative team with oversight of more than 150 FTEs. Also serves as Vice President and CFO for University Medical Associates (UMA), a wholly owned 501(c)(3) management services organization.

- Grew practice unrestricted reserves from 4 to 12 weeks of cash
- Expanded annual clinical and contract revenues by 43 percent over 5 years
- Achieved "clean" audit opinions
- Collaborated with DHHS and affiliated hospitals to establish CMS Delivery System Reform Incentive Program
- Instituted mission-based budgeting to support cost accounting
- Incorporated benchmarked performance indicators into productivity reporting
- Built relationships with affiliated hospitals, negotiated GME/professional services agreements and 3rd party payer agreements
- Reduced administrative expenses by 12 percent by consolidating 501(c)(3) subsidiary
- Realigned key revenue cycle functions to achieve 95% matched net collection rate
- Achieved integrated enterprise electronic health record/practice management system
- Negotiated $25M comprehensive services agreements with U.S. Justice Department
- Built Uncompensated Care cost reporting

Executive Vice-President and Chief Operating Officer

West Virginia University- Robert C. Byrd Health Sciences Center- Charleston, WV (2001- 2006)
West Virginia University Medical Corporation

Chief administrative officer responsible for administration and financial activities and serves as Chief Operating Officer for West Virginia University Medical Corporation, the clinical enterprise for the WVU School of Medicine- Charleston Division. Works closely with key University administrators and affiliated teaching hospitals. Provides leadership and direction for human resources, business operations, facilities, contract administration, budgeting, financial accounting and reporting. Leads a core finance and administrative team for service lines with more than 74 FTEs.

- Led expansion of clinical practice and University educational facilities
- Acquired private physician practices in ob-gyn, surgery and orthopedics
- Negotiated 3rd party payer agreements
- Developed performance-based faculty compensation program
- Negotiated GME, critical care, trauma service agreements with affiliated teaching hospitals
- Ex-officio board member and member of affiliated teaching hospital executive, strategic planning and contracting committees
- Established corporate compliance program
- Led financial and HRM transformations

Executive Director of Finance and Administration

East Tennessee State University- Johnson City, TN (1997- 2001)
James H. Quillen College of Medicine
Department of Family Medicine

Executive Director is responsible for all administrative activities, financial oversight and personnel management in the Department, while working with University administrators and colleagues at affiliated healthcare organizations. Annual state budget responsibility exceeds $20 million plus numerous federal grants. The Department has 90 resident physicians, 35 faculty and over 100 staff. The Executive Director provides leadership and direction in planning and coordinating Department strategic initiatives and leads a 22- member administrative team and oversees 6 clinical practice managers.

Internal Auditor

East Tennessee State University- Johnson City, TN (1995- 1997)
Department of Internal Audit

Internal Audit is an independent administrative function, reporting directly to the University President. Its mission is to provide objective assessment of operational efficiencies, effectiveness and compliance with University, Board of Regents, state and federal guidelines regarding fiscal, personnel and operating activities. Developed risk profiles, audit plans, conducted audits, prepared and presented audit reports.

Higher Education:

Master of Business Administration
Concentration: Finance and Management
College of Business (AACSB)
East Tennessee State University

Bachelor of Business Administration
Major: Accountancy
College of Business (AACSB)
East Tennessee State University

Professional Licenses/Certifications:

- Certified Public Accountant (CPA)- TX, TN and LA
- Chartered Global Management Accountant (CGMA)
- Certified Medical Practice Executive (CMPE)

Professional Memberships:

- American Institute of CPAs
- Tennessee Society of CPAs
- Texas Society of CPAs
- Medical Group Management Association
- National Association of College and University Business Officers
- American College of Healthcare Executives
- American College of Medical Practice Executives
- Healthcare Financial Management Association

Service:

- Chairman- Formula Advisory Committee (HRI)- Texas Higher Education Coordinating Board
- Board Member- Cliburn Foundation
- Ex Officio Board Member- TIOPA Independent Physicians Association
- Fort Worth Public Library Foundation
- Primary Member- Texas Association of Senior State College and University Business Officers
- Adjunct Associate Professor, Dept. of Health Management and Policy- School of Public Health, UNT Health Sciences Center
- Charity Hospital Redevelopment Committee

Curriculum Vitae of Vice President for Institutional Advancement

Ken L. Fincher, Psy.D., CFRE, CEA
104 Charlotte Dr.
Bonaire, GA 31005
512-568-4208 (c)
kenfincher46@yahoo.com

Career Summary

Results driven, passionate higher education professional with twenty plus years of senior level executive experience with demonstrated success in setting and achieving goals. Servant leadership with proven expertise in coalition building, financial resource development, community engagement, and budgeting. Specific skills include:

- Commitment to high standards and ethical decision making
- Effective coordination and application of human and financial resources
- Critical thinking, problem-solving, and effective communication skills
- Cultivation, development, and solicitation of financial donors
- Community engagement, and civic leadership
- Advocacy with elected officials
- Building a culture of inclusion and diversity
- Strengthening organizational reputation in the community through effective and efficient branding and marketing

Professional Experience

Oregon Institute of Technology (Oregon Tech) December 2020 to Present
Vice President of University Advancement
Executive Director of the Foundation

- Provides leadership to all Marketing, Communication, Public Relations efforts
- Directs all philanthropic efforts for the university
- Oversees management of a $35 million endowment
- Provides leadership to all Oregon Tech alumni programs
- Provides leadership to the Oregon Tech Foundation Board

Middle Georgia State University (MGA) August 2017 to December 2020
Vice President for Institutional Advancement
Executive Director of the MGA Foundation

- Secured capital campaign gift for proposed new student enrollment center, matching the record for the largest gift in university history
- Oversaw management of a $13 Million Dollar Endowment
- Increased capital campaign funds raised by 200% over a two-year period.
- Surpassed annual fund goal every year
- Named the Institutional Excellence in Advancement Award Winner by the Georgia Higher Education Advancement Council (GEAC) 2019
- Provide leadership to the 33-member Foundation Board of Trustees
- Serves on MGA President's Cabinet
- Supervise a staff of 6 development, community engagement, and alumni professionals – implemented

new fundraising, accounting and scholarship awarding databases
- Increased annual campaign by 20% over the last two campaign cycles.
- Work closely with Provost on academic programming and potential community support and partnerships for academic programs
- Coordinates opportunities with the Director of Career Services to provide philanthropic support to programs such as the Professional Clothes Closet, Food, Bank, Mock Interviews, and Resume Writing, and Etiquette Dinners.
- Created over 15 new scholarships for students in Schools of Health Sciences, Aviation, and the College of Liberal Arts. Increased funds raised for students with un-met needs, Hispanic Students and Women in Aviation
- Engaged in community activities and facilities utilization on and around 5 MGA campuses
- Provide leadership to MGA Knights Athletic Association in matters that relate to philanthropy and sponsorships
- Provide leadership to Presidential events including Gala, President's Leadership Society, Retiree Programs, and Faculty and Staff Giving programs

Washington State University Tri-Cities (WSU) September 2014 to August 2017
Assistant Vice Chancellor for Advancement and Community Engagement
Richland, WA

- Provided leadership to an 18-million-dollar gift to endow nursing program faculty which also enabled the WSU Tri-Cities Campus to exceed its goal during the University's system wide 1 Billion Dollar Campaign
- Surpassed annual fund goal each year and was recognized as one of the top fundraising units in the WSU system
- Responsible for all fundraising, community engagement, marketing & communications and professional development programs
- Closed several new five and six figure donations to the university
- Provided direction to the Executive in Residence Program which utilized retired corporate executives as mentors for students, guest lecturers, and as a resource for faculty and students
- Recognized by the WSU system for innovative community engagement programs
- Supervised efforts to rebrand WSU Tri-Cities campus as the polytechnic campus for Washington State
- Liaised with elected officials for campus funding and program support including research, capital, and operational support
- Coordinated service-learning programs for the campus through partnerships with faculty, staff and the community
- Created new scholarships and endowed funds for veterans' programs, environmental sciences, and schools of engineering, business, and nursing
- Supervised a staff of 11 professional staff members in 4 departments
- Raised funds for system-wide programs such as the new WSU College of Medicine
- Creation and maintenance of departmental budgets including revenue projections and anticipated expenses
- Lead alumni relations including events, activities, and communications

Sears Methodist Retirement System (SMRS) May 2010 to August 2014
Executive Director of the Foundation and Senior Vice President of Development for the System
Austin, TX

- Executive Director of a 16-million-dollar operating foundation, supervised a staff of fundraising professionals and support staff members
- Successfully completed numerous multimillion-dollar capital campaigns all within budget and ahead of schedule
- Closed low, mid and high level 6 figure gifts
- Annual giving in excess of 2.5 million dollars
- Produced over a dozen special events which brought in over $500,000 in ticket sales and corporate sponsorships
- Conducted planned giving programs throughout SMRS communities, closed over two dozen legacy gifts
- Provided leadership to all fundraising programs throughout a 9-campus retirement community system
- Created and implemented successful online giving, viral email solicitation, donor communications and legacy giving program for SMRS
- Philanthropic and strategic advisor to the Board of Directors of SMRS
- Oversaw the Heart-to-Heart internal fundraising program that provided scholarship and emergency medical care to SMRS employees and their dependents
- Provided leadership to a diverse grant writing program which garnered financial support from local, statewide and national funders
- Administrator of the SMRS external grant distribution programs to facilities and to community organizations within the areas we served

Shorter University August 2007 to May 2010
Vice President of Institutional Advancement
Rome, GA

- Provided leadership to complete a 4.7-million-dollar capital campaign for a Library addition
- Completed annual fund campaigns and exceeded annual goals of $700,000+ for three consecutive years
- Secured over 1.7 million new dollars from foundations and friends of the college for dormitory improvements and the launch of a new nursing school
- Secured numerous six and seven figure gifts for the Schools of Nursing and Business as well as naming gifts for the School of Business and School of Nursing
- Completed board, faculty and staff giving campaigns with 100% giving in all areas with over $150,000 being committed (a first for the college).
- Advisor to Trustee's Development Committee and Board of Visitors
- Supervised all alumni activities including class agent campaigns, reunion campaigns, and athletic alumni fundraising
- Supervised cause-related marketing campaigns which included insurance companies, credit cards, and athletic programs

Additional Relevant Work Experience:

- **USO (United Service Organizations) July 2005 to July 2007**
  Vice President of Field Development
- **American Red Cross February 1999 to June 2005**
  Senior Regional Director, Chapter Advancement
- **Boy Scouts of America, Atlanta Area Council June 1986 to February 1999**
  Director of Council Operations

Education

Bachelor of Science in Social Science
Shorter University, Rome, Georgia
Master of Arts in Philanthropy and Development
St. Mary's University, Winona, Minnesota
Doctorate in Psychology, Non-Profit Management Specialization
University of the Rockies, Colorado Springs, Colorado
Business Ethics Certification
Belmont University, Nashville, Tennessee
Certified Fundraising Professional
Washington DC
Executive Leadership Institute
Vanderbilt University, Nashville, Tennessee

Professional Affiliations
CFRE International
Council for Advancement and Support of Education
Phi Kappa Phi Honor Society

Teaching Experience - Adjunct Faculty

Middle Georgia State University – Macon, GA
Business Ethics – School of Business
Introduction to Psychology - School of Education and Behavioral Science
Washington State University, Tri-Cities – Richland, WA
Business Ethics, Introduction to Management, International Business – Carson College of Business
Shorter University – Rome, GA
Professional Communications (Graduate Program)

Curriculum Vitae of University General Counsel

DAVID P. GROFF
P.O. Box 1040
Midland, OR 97634
Cell: 541-891-2281
email: david.groff@oit.edu

BAR MEMBER Oregon State Bar, member in good standing; bar number 932896

EDUCATION

Willamette University College of Law Salem, OR
JURIS DOCTOR 1993
- Honors Grades: Trial Practice, Legal Research & Writing, Comparative Constitutional Law
- Articles Editor, Willamette University Bulletin of International Law and Policy
- Awarded Trustees Scholarship
- Substantial trial competition experience including 1992 ABA Regional Mock Trial

Dartmouth College Hanover, NH
BACHELOR OF ARTS 1989
- Double Major: History and Government
- "Fire & Skoal" Senior Honor Society; Executive Officer
- Intensive Language, History, Geopolitical Study: Mainz, West Germany

LEGAL EXPERIENCE

Oregon Institute of Technology **Klamath Falls and Wilsonville, OR**
UNIVERSITY GENERAL COUNSEL 2018-PRESENT
- Interim Board Secretary 2021-PRESENT
- Provide comprehensive legal advice on business and financial affairs, human resources, academic and student matters, compliance and corporate governance to one of Oregon's seven independent public universities, with $80 million budget, 300 employees, and 5500 students, offering education in five physical locations and online; provide strategic leadership, management and policy advice as member of president's senior staff; advise the Board of Trustees on all legal issues relating to university business; negotiate and review complex contracts, real estate transactions, construction contracts and manage all forms of liability related to business matters (breach of contract, general tort liability, insurance claims, etc.); manage employment-related lawsuits and grievances, coordinate employment investigations, advise on discrimination, affirmative action, Title IX and benefits matters; advise on labor-management and collective bargaining issues; provide specialized advice on faculty rank, tenure and discipline, student affairs, student discipline, academic accommodations, athletics and intellectual property issues including patent and copyright; provide advice on compliance with complex regulatory structure imposed by federal and state authorities, including the ADA, FERPA, grants administration, etc.; advise board and president on governance policies, conducting meetings in accordance with state laws, drafting policies, preventing and detecting institutional conflicts of interest and ethics; retain and supervise specialized outside counsel.

Klamath County Counsel's Office **Klamath Falls, OR**

COUNTY COUNSEL 2010-2018

- Represented county with $200 million budget, 600 employees, and 66,000 population in all aspects of local government law, contracting, labor law, acquisitions, land use planning, public works, government ethics, service districts, and potential tort liability; prepared cases for hearing, trial and appeal; negotiated out of court settlements; coordinated claim investigation and response of county departments; provided legal counsel to the Board of County Commissioners, county officers, county departments and various boards and commissions; attended public meetings and work sessions; analyzed, researched, drafted and/or revised ordinances, resolutions, contracts, agreements, and other legal documents; advised law enforcement and associated agencies regarding tort claim prevention; assisted county departments with public relations and media issues; managed the work of outside legal counsel, paralegals, legal secretaries and assistants involved in county legal matters; planned, organized and lead staff projects and assignments; developed general legal strategies for sensitive cases and issues; assisted in the development of policies, procedures and work plans; made recommendations on work priorities; interacted, conferred and negotiated with government officials, city attorneys, county counsels, attorneys general, and private attorneys.

United States Attorney's Office for the District of Oregon
Medford and Portland, OR

SPECIAL ASSISTANT UNITED STATES ATTORNEY 1997-2012
LAW CLERK 1991-1993

- Prosecuted federal crimes in consultation with Assistant United States Attorneys; wrote appellate briefs, appeared and argued before the Ninth Circuit Court of Appeals; made charging decisions, presented cases to Grand Jury, argued motions, negotiated pleas; potentially tried cases in U.S. District Court. Possessed "law enforcement" security clearance following FBI background check. As Chief Law Clerk in 1992-1993, supervised and coordinated staff of 12-16 law clerks; prosecuted petty offenses in U.S. District Court; researched and drafted briefs, pleadings, and memoranda addressing both criminal and civil issues in federal court.

Klamath County District Attorney's Office Klamath Falls, OR
CHIEF DEPUTY DISTRICT ATTORNEY 2000-2010

- Primarily responsible for administration of nine attorney office handling as many as 4400 cases per year; prosecuted all types of felony cases, including aggravated murders, other homicides, complex narcotics crimes, sex-related crimes and serious assaults; supervised deputy district attorney's and support staff; established and maintained a variety of multi-agency community partnerships; chaired Klamath County's Anti-Terrorism Task Force; chaired Klamath County Methamphetamine Task Force; chaired Klamath County's child abuse Multi-disciplinary Team (MDT); chaired Klamath County's elder abuse MDT; together with District Attorney, set policy on all legal, office management, and personnel matters; on-call 24 hours to coordinate Klamath County Major Crime Team and homicide investigation efforts; responsible for public relations in the absence of the District Attorney.

ADMINISTRATIVE DEPUTY DISTRICT ATTORNEY 1999-2000

- Assisted administration of eleven attorney office handling 4000 cases per year; prosecuted all types of felony cases, including homicides, complex narcotics crimes, sex-related crimes and serious assaults; supervised five misdemeanor-level prosecutors performance

relative to legal and policy issues; managed Family Support Unit; served as forfeiture counsel for Klamath County Interagency Narcotics Team; participated in policy formulation with District Attorney and Chief Deputy; on-call 24 hours to coordinate Klamath County Major Crime Team and homicide investigation efforts; responsible for public relations in the absence of the District Attorney.

DEPUTY DISTRICT ATTORNEY III 1998-1999

- Prosecuted felony crimes and assisted with limited administrative duties in eleven attorney office handling 3500- 4000 cases per year; responsible for prosecution of all types of felony cases; made charging decisions, presented cases to Grand Jury, argued motions, negotiated pleas, and tried cases in state circuit court.

DEPUTY DISTRICT ATTORNEY II 1995-1998

- Prosecuted felony crimes in ten attorney office handling 3500 cases per year; member of Klamath County Environmental Crimes Emergency Response Team; trained to prosecute environmental crimes; served on 1996 Joint Interim Judiciary Committee Task Force on Sentencing Guidelines; researched, prepared and supervised implementation of office policies and legal challenges dealing with Ballot Measures 11 and 40; represented district attorney's office on Courthouse Task Force, United Way Alcohol & Drug Task Force, DUII Task Force, at gun safety classes, and at community outreach activities.

DEPUTY DISTRICT ATTORNEY I 1993-1995

- Prosecuted misdemeanor and occasional felony crimes in state court. Specialized in DUII prosecution.

Ring, Rudnick and Grefe, Boston, MA

LAW CLERK 1989-1990

- Investigated pre-trial discovery memoranda and served as general-purpose intern for six-lawyer mixed practice firm.

United States Senate Washington, D.C.

INTERN SUMMER 1988

- Researched legislation and correspondence for Senator Mark O. Hatfield; researched and drafted floor speeches; drafted position paper on military spending and budgetary priorities for statewide consumption.

OTHER EXPERIENCE

Adjunct Instructor Klamath Falls, OR

OREGON INSTITUTE OF TECHNOLOGY 2010-PRESENT

- Develop lesson plans, teach classes, and conduct testing and grading in political science and business management; courses have included United States government, international government, and business management.

KLAMATH COUNTY COMMUNITY COLLEGE 1997-2013

- Developed lesson plans, taught classes, conducted testing and grading for a variety of 200-level courses in the college criminal justice curriculum, including, evidence, search & seizure, police report writing and criminal investigations; taught seminar-style classes on Native Americans and the law.

Advisory Committee/Board member Klamath Falls, OR

KLAMATH/LAKE CHILD ABUSE RESPONSE AND EVALUATION SERVICES 2008-PRESENT

- Member of the board of directors for non-profit providing comprehensive medical assessments of children suspected of being physically or sexually abused; the entity has been restructured and is now a department of Sky Lakes Medical Center.

Officer and Member Klamath Falls, OR
ROTARY CLUB OF KLAMATH COUNTY 2008- PRESENT
- Member of Rotary International, a non-profit, social service and philanthropic organization; president 2015-2016, board of directors 2012-2017.

Board member Medford, OR
SOUTHERN OREGON PUBLIC TELEVISION 2005-2017
- Member of the board of directors for regional public television service, providing quality local and national programming that educates, enlightens, inspires and entertains.

Board member Klamath Falls, OR
KLAMATH FALLS SPORTS PARK 2008-2015
- Member of the board of directors for non-profit managing operations for community multi-sport facilities.

Board member Klamath Falls, OR
UNITED WAY OF KLAMATH BASIN 2010-2015
- Member of the board of directors for non-profit engaged in multi-agency, charitable fundraising and distribution.

Soccer Coach Klamath Falls, OR
HENLEY HIGH SCHOOL 2014-2015
- Instructed, trained, and supervised girls varsity soccer team; Oregon Youth Soccer Assn. D-class license.

BASIN UNITED SOCCER CLUB & KLAMATH YOUTH SOCCER ASSOCIATION 2004-2013
- Coach kindergarten through sixth grade boys and girls classic and recreational teams.

MAZAMA HIGH SCHOOL 2000-2004
- Instructed, trained, and supervised girls varsity soccer team; Oregon Youth Soccer Assn. D-class license.

KLAMATH UNION HIGH SCHOOL 1996-2000
- Instructed, trained, and supervised boys junior varsity soccer team; Oregon Youth Soccer Assn. E-class license.

Board member Klamath Falls, OR
KLAMATH BASIN SENIOR CITIZEN'S COUNCIL 2006-2010
- Member of the board of directors for local Area Agency on Aging, which among other things manages the Klamath Basin Senior Citizen's Center and its many programs.

Board member Klamath Falls, OR
KLAMATH CRISIS CENTER 1995-1999
- Member of the Klamath Crisis Center's Board of Directors, which developed policies that governed the administrative, fiscal, personnel and programmatic practices of a non-profit

24-hour crisis, counseling, and crime victim's advocacy center with a $200,000 annual budget and seven employees.

Board member Klamath Falls, OR

KLAMATH FALLS SALVATION ARMY 1996-1998

- CONTINUED Advisory board member for the Klamath Falls division of the Salvation Army, a non-profit, social service agency.

Editor Hanover, NH

THE DARTMOUTH 1985-1989

- Executive News Editor for student-run, independent daily newspaper; managed 100-person all-volunteer staff; set editorial policy and oversaw all news content; coordinated state-wide coverage of 1988 presidential race.

Reporter Bend, OR

BEND BULLETIN FALL 1987

- Reported for city news desk at Central Oregon daily newspaper; approximate circulation 20,000.

ACTIVITIES AND INTERESTS

- Running
- Mountain biking
- Alpine climbing
- Hiking
- Sailing
- Snow shoeing
- Nordic skiing
- Camping
- Reading

Provost Leadership Team

Academic Affairs Leadership

The Provost and Vice President for Academic Affairs and Strategic Enrollment Management (the Provost) is the university's chief academic officer. The Academic Affairs division is led by the Provost and includes academic programs in the university's two colleges: College of Health, Arts, and Sciences (HAS), and College of Engineering, Technology and Management (ETM). Each college is lead by the Dean of the College.

The Provost Leadership Team (PLT) oversees all the units within the Academic Affairs division and reports to the Provost. The PLT comprises Vice Provost; Associate Vice Provost; Assistant Vice Provost; Dean (one for each college); Department Chairs; Directors; University Librarian, and University Registrar. Deans and department chair lead the academic units. Directors lead their respective functional units. All administrators have appropriate educational qualifications and experience in their areas of responsibility and are carefully selected to lead their units.

The Members of the Provost Leadership Team are

1. Vice Provost for Research and Academic Affairs, Dr. Abdy Afjeh
2. Associate Vice Provost for Academic Excellence, Dr. Dina Battaglia
3. Associate Vice Provost for Faculty Affairs, Dr. Beverly McCreary
4. Dean, College of Engineering, Technology (ETM), and Management, Dr. Thomas Keyser
5. Dean, College of Health, Arts, and Science (HAS), Dr. Dan Peterson
6. Director of Online Learning, Carrie Dixon
7. University Registrar, Wendy Ivie
8. Director of Educational Partnerships and Outreach, Carleen Drago Starr
9. Director of Admissions, Josephine Ness
10. Director of Academic Advising and Retention, Deanne Pandozzi
11. Director of Budget, Ken Sartain
12. University Librarian, Dr. John Schoppert
13. Director of Student Financial Aid, Tracey Lehman
14. Director of Institutional Research, Farooq Sultan.

Biographical information of the PLT members is provided below. A brief description of the members' roles and responsibilities are provided in the Appendix.

Roles of Provost Leadership Team Members

The Vice Provost for Research and Academic Affairs

The Vice Provost for Research and Academic Affairs serves as Oregon Tech's chief research officer and oversees the Sponsored Programs and Grants Administration (SPGA) Office. The SPGA is responsible for promoting and overseeing research, grants and other sponsored projects. These responsibilities include Oregon Tech's Institutional Review Board activities, administering regulatory and university compliance requirements, and managing subawards and subcontracts. The SPGA administers Oregon Tech Policy OIT-24-010 and the corresponding Intellectual Property Guidelines that set forth 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 owns the intellectual property created by employees at Oregon Tech.

The Vice Provost for Research represents Oregon Tech in the State of Oregon's Senior Research Officers Council (SROC). The Vice Provost for Research and Academic Affair serves as Oregon Tech's NWCCU Accreditation Liaison Officer (ALO).

The Associate Vice Provost of Academic Excellence

The Associate Vice Provost of Academic Excellence is responsible for fostering academic excellence and success in Oregon Tech students. The Associate Vice Provost of Academic Excellence oversees academic assessment and is a member of the University Assessment Executive Committee that is responsible for reviewing annual program assessment reports and providing input and direction to programs in design, implementation, and evaluation of their program assessment. Included in the position's responsibilities are leading instructional faculty development and developing strategies that promote academic program excellence and student learning.

The Associate Vice Provost of Academic Excellence supports the University's mission and commitment to educate a diverse student body to be successful leaders.

The Assistant Vice Provost of Faculty Relations

The Assistant Vice Provost of Faculty Relations is responsible for managing the affairs related to faculty. The position was established after the formation of the faculty bargaining union to provide services to faculty members and University academic management in a neutral environment to help develop and maintain positive and productive working relationships. These services include faculty compensation and contracts, resolution of contract questions, individual contract, or University policy consultation, facilitating the resolution of employment-related inquiries, conflicts, disputes, complaints, mediation, discipline, and grievance issues, and investigating allegations of misconduct or unprofessional behavior as defined in the University policies. In addition, the position has responsibility in the hiring of visiting, fixed term, and adjunct faculty members.

College Deans

Deans are academic leaders and chief administrative officers of Oregon Tech colleges. They are responsible for academic, programmatic, administrative, and fiscal matters of their college. Deans are responsible for promoting academic standards, observing academic integrity, certifying academic assessment and program review. Deans play a key role in student recruitment and ensuring their academic success. Deans are expected to develop external partnerships and to support fund-raising for

the university.

The Director of Online Learning

The Director of Online Learning has responsibility for online program operations and instructional design, developing and executing a strategy to promote Oregon Tech online programs, and providing online programs student services. The Director of Online Learning is responsible for advocating for resources and implementing best practices to deliver quality online education. With the growing number of online programs, Oregon Tech is exploring hiring a Dean of Online Programs.

The Director of Educational Partnerships and Outreach

The Director of the Office of Educational Partnerships and Outreach promotes and supports cultivating and maintaining partnerships with area high schools and community colleges that benefit Oregon Tech's mission. The Office is responsible for coordinating the university's dual-credit programs.

The Director of Academic Advising and Retention

The Director of Academic Advising and Retention is responsible for coordinating and directing academic advising services for students (freshman and transfer) in early years of their college careers, as well as continuing students. These activities are in support of the University's strategic retention initiatives. Academic Advising and Retention services are aligned with the academic units' advising to ensure that students' education is guided by accurate and timely information.

The Director of Academic Affairs Budget

The Director of Academic Affairs Budget manages Academic Affairs budget including oversight of expenditures, budgeting, and college and academic department accounts.

The University Registrar

The University Registrar assists with coordination of course schedules, admissions, and student transfer credits. In addition, the University Registrar is responsible for updating and publishing the university catalog.

The University Librarian

The University Librarian oversees the operation of Oregon Tech libraries, which serve the needs of students, faculty, staff, and the community. Oregon Tech libraries consist of Klamath Falls (KF) library located in the Learning Resource Center (LRC) on the Klamath Falls campus in Klamath Falls, Oregon; 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 in Wilsonville, Oregon.

The Director of Student Financial Aid

The Director of Student Financial Aid directs the services of the office of Student Financial Aid. These services include types of aid and important deadlines related to federal aid sources (grants and loans), as well as Oregon Opportunity Grant for Oregon Residents, and other loans.

The Director of Institutional Research

The Director of Institutional Research oversees the office responsible for collecting, analyzing, and reporting institutional information and responding to data requests from state, federal and external

agencies, as well as internal university constituents.

The Director of Admissions

The Director of Admissions is responsible for the Office of Admissions, which coordinates university recruitment, helps prospective students investigate and evaluate Oregon Tech programs, manages applications for admission, and assists applicants with the enrollment process. The Office of Admissions coordinates Oregon Tech Open House events.

The list of all university administrators, including college deans, department chairs and directors is provided in the university catalog.


Latino Club
Class of 2016
President
Trinidad
Flores Gonzalez

DIVISION 22
ACADEMIC FREEDOM

580-022-0005

Academic Freedom

(1) All teachers in Department institutions 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 Department'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 Department or institution.

Stat. Auth.: ORS 351.070
Stats. Implemented: ORS 351.070
Hist.: HEB 3-1978, f. & ef. 6-5-78; HEB 1-1993, f. & cert. ef. 2-5-93; HEB 5-1996, f. & cert. ef. 12-18-96

Political Activities

580-022-0010

Public Activities

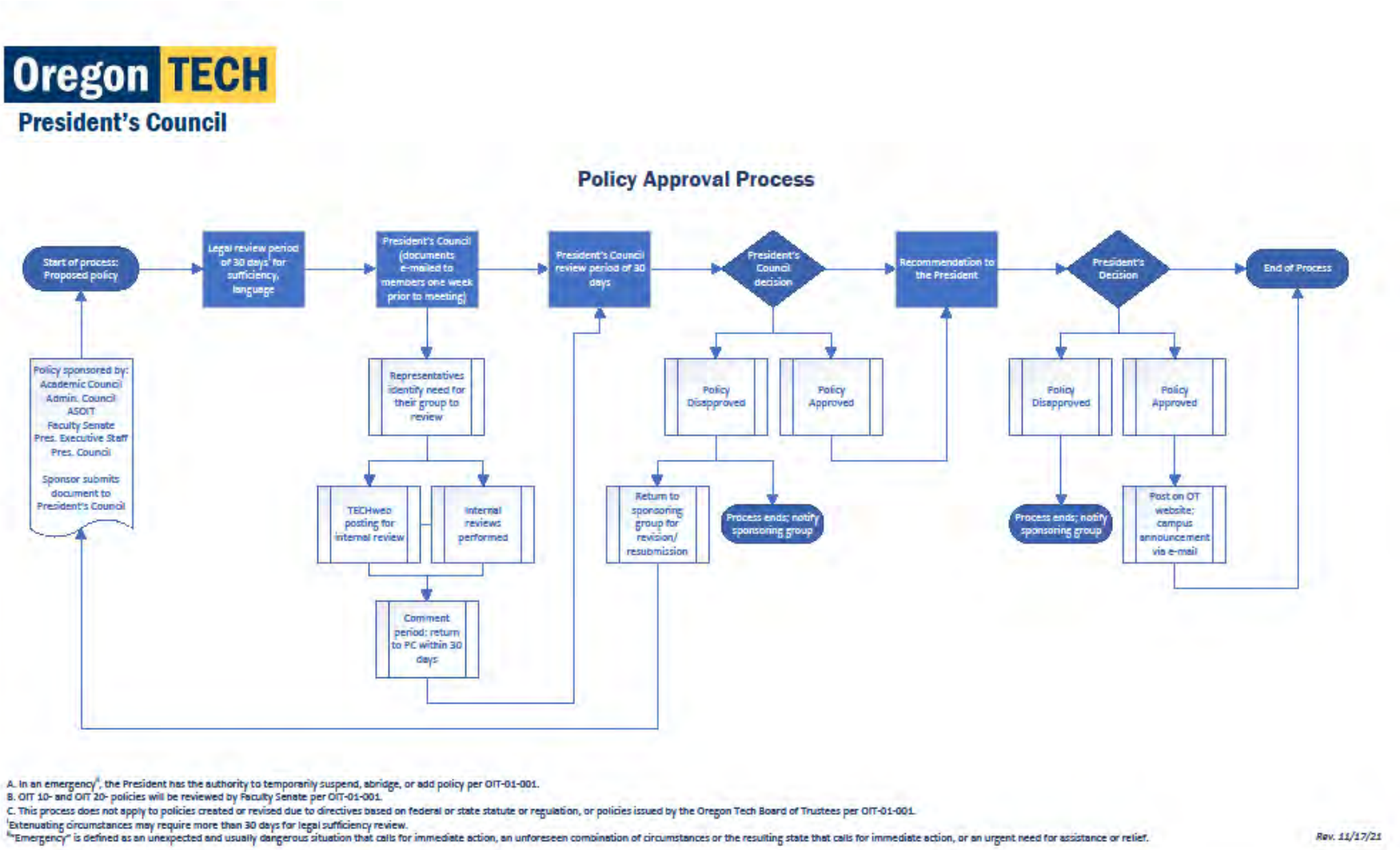
(1) Although there is no prohibition against active participation by Department employees in various community and public affairs, it is expected that time given to such activities shall not interfere with the duties of the employees concerned.

(2) No employee shall take action that might be construed as committing the institution or the Board to a position on public issues.

Stat. Auth.: ORS 351.070
Stats. Implemented:
Hist.: HEB 3-1978, f. & ef. 6-5-78; HEB 1-1993, f. & cert. ef. 2-5-93

Welcome
Oregon TECH

President's Council Policy Approval Process



A. In an emergency[2], the President has the authority to temporarily suspend, abridge, or add policy per OIT-01-001.
B. OIT 10- and OIT 20- policies will be reviewed by Faculty Senate per OIT-01-001.
C. This process does not apply to policies created or revised due to directives based on federal or state statute or regulation, or policies issued by the Oregon Tech Board of Trustees per OIT-01-001.
[1]Extenuating circumstances may require more than 30 days for legal sufficiency review.
[2]"Emergency" is defined as an unexpected and usually dangerous situation that calls for immediate action, an unforeseen combination of circumstances or the resulting state that calls for immediate action, or an urgent need for assistance or relief.

Rev. 11/17/21


Oregon Institute of Technology

Transfer Credit Evaluation Process

1. Student applies and sends all official transcripts to OT.
2. Courses are entered into the student record from the official transcript.
3. Courses:
   a. If the course work is already in the OT transfer system the equivalency is added to the student record.
   b. If the course is work is not in the OT transfer system the course is reviewed and evaluated for an OT equivalency by the transfer evaluator and the appropriate Department Chair. Until an equivalency is determined the credit will appear as general credit. If more information is needed to determine an equivalency the student may be asked to provide course syllabi.
   c. In cases where the course is not considered an equivalency to an OT course Department Chair's will determine if course substitutions are appropriate.
4. Once a transfer evaluation is complete students will receive an email directing them to their Transfer Credit Evaluation Report and DegreeWorks on Web for Student.
5. If student's have questions regarding how transfer courses apply to a degree program they should contact their major and/or the appropriate Department Chair


2012 NAIA
DIVISION II
MEN'S BASKETBALL
NATIONAL CHAMPION
45
43
HUSTLIN
2
OWL

Procedures for Reviewing Published Materials

Office of Marketing, Communications, and Public Affairs (MarCoPa)

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 that 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.

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.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FY21 Q4 Investment Report

BACKGROUND

The Oregon Tech (university) investment report for the fourth quarter (Q4) of FY2021 is presented in the following sections:

- **FY2021 Q4 Oregon Tech Investment Report** – This section includes a report on the investments of the operating and endowment assets of the university. This report reflects the university's operating assets that are invested in the Public University Fund and the university's endowment assets managed by the Oregon State Treasury.

- **FY2021 Q4 Market Commentary** – This section provides a general discussion of the investment markets and related performance data for the fourth quarter of FY2021 (i.e., April 1 – June 30, 2021).

FY2021 Q4 OREGON TECH INVESTMENT REPORT

The schedule of Oregon Tech's investments is shown in the investment summary below.

Public University Fund

(Prepared by the Public University Fund Administrator)

Oregon Tech's operating assets are invested in the Public University Fund (PUF). The PUF increased 0.5% for the quarter and 1.4% for the fiscal year through June 30, 2021. The PUF's three-year and five-year average returns were 3.5% and 2.5%, respectively.

The Oregon Short-Term Fund (OSTF) returned 0.1% for the quarter and 0.8% for the fiscal year, outperforming its benchmark by 10 and 70 basis points, respectively. The Core Bond Fund returned 1.2% for the quarter and 2.7% for the fiscal year, outperforming its benchmark by 20 and 250 basis points, respectively. The investment yield on the PUF portfolio was 1.8% for the fiscal year.

In July, Oregon State Treasury fixed income investment officers, Will Hampson and John Lutkehaus, conducted a quarterly performance review with university staff. The Core Bond Fund's relative overweight in corporate bonds (10% points) and underweight in U.S. Government Treasuries (40% points) contributed to the portfolio's 20 basis point relative outperformance versus the benchmark during the quarter. Demand for corporate credit remained strong for the second quarter in a row as investment grade corporate bonds returned 3.6% during the quarter, while short-duration U.S. Treasuries returned 0.0%. During the quarter, the PUF Administrator allocated $75 million of excess liquidity into the Core Bond Fund for longer term investment. The Core Bond Fund's book yield, as of June 30, 2021, was 2.03%.

A factsheet detailing each investment pool's portfolio characteristics and market exposures is included with this report.

Oregon Tech Quasi-Endowment Fund

The Oregon Tech Quasi-Endowment assets increased by 1.3% for the quarter and 2.9% for the fiscal year. The Oregon Intermediate-Term Pool outperformed its benchmark by 30 basis points

for the quarter and 310 basis points for the fiscal year. The Endowment assets were valued at $7.6 million, as of June 30, 2021.

Oregon Tech

Investment Summary

as of June 30, 2021

(Net of Fees)

	Quarter Ended 6/30/2021	Current Fiscal YTD	Prior Fiscal YTD	3 Yr Avg	5 Yr Avg	10 Yr Avg	Market Value	Actual Asset Allocation	Policy Allocation Target
OIT Operating Assets Invested in Public University Fund									
Oregon Short - Term Fund	0.1%	0.8%	2.2%	1.8%	1.7%	1.0%	$ 10,686,053	49.6%	[1]
Benchmark - 91 day T-Bill	0.0%	0.1%	1.6%	1.3%	1.2%	0.6%			
PUF Core Bond Fund	1.2%	2.7%	6.5%	5.2%	N/A	N/A	10,864,445	50.4%	[1]
Benchmark - Bloomberg Barclays Intermediate U.S. Gov't./Credit Index[2]	1.0%	0.2%	7.0%	4.6%	2.5%	3.1%			
Public University Fund Total Return	0.5%	1.4%	4.2%	3.5%	2.5%		$ 21,550,498	100.0%	
Public University Fund Investment Yield	0.3%	1.8%	3.1%	2.6%	2.3%				
OIT Endowment Assets									
Oregon Intermediate-Term Pool	1.3%	2.9%	5.8%	4.9%	N/A	N/A	$ 7,583,217	100.0%	
Benchmark - Bloomberg Barclays Intermediate U.S. Gov't./Credit Index[3]	1.0%	-0.2%	6.5%	4.2%	2.4%	2.2%			
Total Endowment Assets	1.3%	2.9%	5.8%	4.9%			$ 7,583,217	100.0%	

[1] The Public University Fund (PUF) policy guidelines define investment allocation targets based upon total participant dollars committed. Core balances in excess of liquidity requirements for the participants are available for investment in the Core Bond Fund. Maximum core investment allocations are determined based upon anticipated average cash balances for all participants during the fiscal year.

[2] 100% Bloomberg Barclays Intermediate U.S. Gov't./Credit Index as of February 1, 2021. From April 1, 2017 to January 31, 2021, the benchmark was 75% Bloomberg Barclay's Aggregate 3-5 Years Index, 25% Bloomberg Barclay's Aggregate 5-7 Years Index.

[3] 100% Bloomberg Barclays Intermediate U.S. Gov't./Credit Index as of January 1, 2021. From June 1, 2015 to December 31, 2020 the benchmark was Bloomberg Barclays 3-5 Year U.S. Aggregate Index.

Note: Outlined returns underperfomed their benchmark.

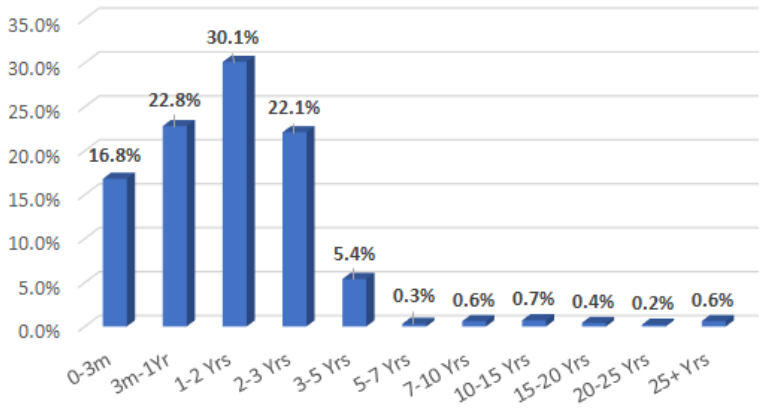
Portfolio Characteristics

Market Value 06/30/2021	$ 265,655,797
Weighted Average Credit Quality	AA
Book Yield (%)	0.59%
Weighted Average Maturity (years)	1.13
Duration (years)	0.59
Spread Duration (rate)	0.85

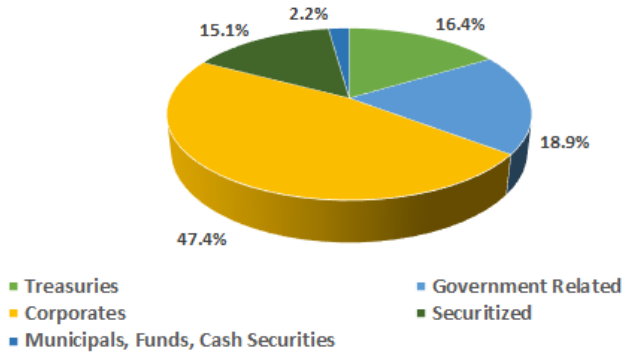
Top 10 Issuers

United States Treasury	16.0%
Federal Farm Credit Banks Funding Corporation	3.2%
Toyota Motor Corporation	2.9%
Citigroup Incorporated	2.6%
JPMorgan Chase & Company	2.3%
Barclays Plc	2.3%
Goldman Sachs Group Incorporated (The)	2.2%
Toronto-Dominion Bank (The)	2.0%
Canada (Government of)	1.9%
Wells Fargo & Company	1.9%
Total	**37.3%**

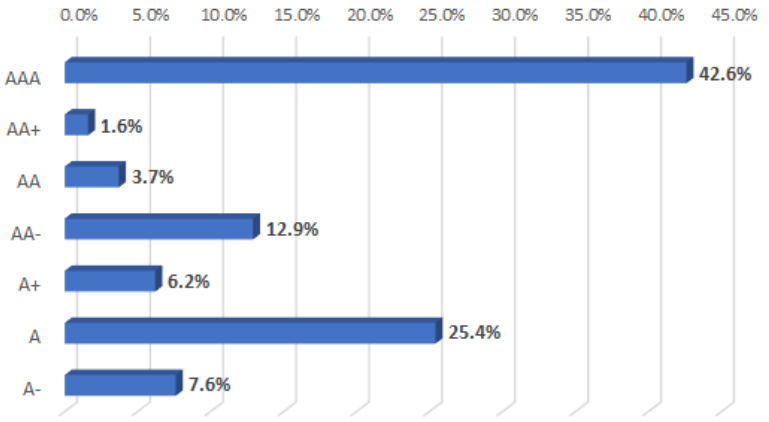
Maturity Breakdown



Sector Allocations



Credit Quality Distribution



Source: Oregon State Treasury

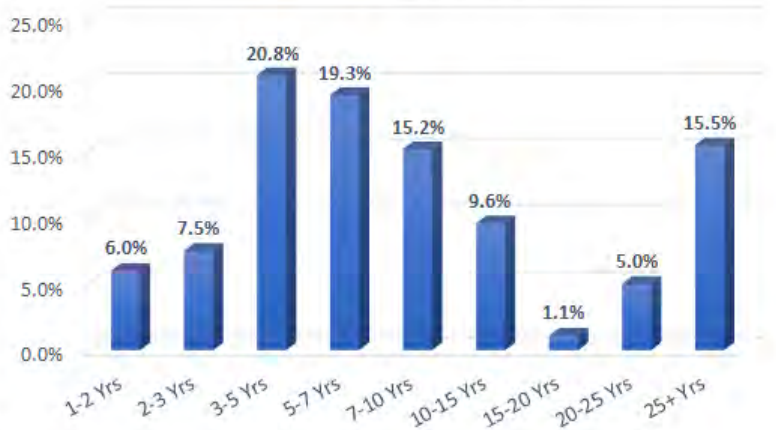
Portfolio Characteristics

Market Value 06/30/2021	$ 270,090,652
Weighted Average Credit Quality	A+
Book Yield (%)	2.03%
Weighted Average Maturity (years)	4.97
Duration (years)	3.86
Spread Duration (rate)	3.41

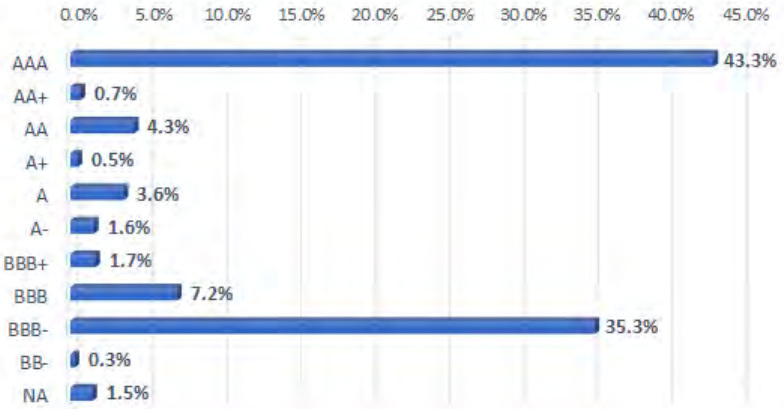
Top 10 Issuers

United States Treasury	19.8%
Oregon State Treasury (Oregon Short-Term Fund)	4.3%
Ashtead Group PLC	4.2%
Federal National Mortgage Association	3.5%
Sixth Street Specialty Lending Inccorporated	3.5%
Triton International Limited	3.0%
Business Development Corporation of America	2.9%
TRP LLC	2.8%
Owl Rock Capital Corporation	2.7%
OZLM Limited	2.4%
Total	**49.1%**

Maturity Breakdown



Credit Quality Distribution



Sector Allocations

Source: Oregon State Treasury

FY2021 Q4 MARKET COMMENTARY
(Prepared by USSE and Meketa Investment Group, consultants to the Oregon Investment Council)

Report on Investments – as of June 30, 2021

Economic and Market Update

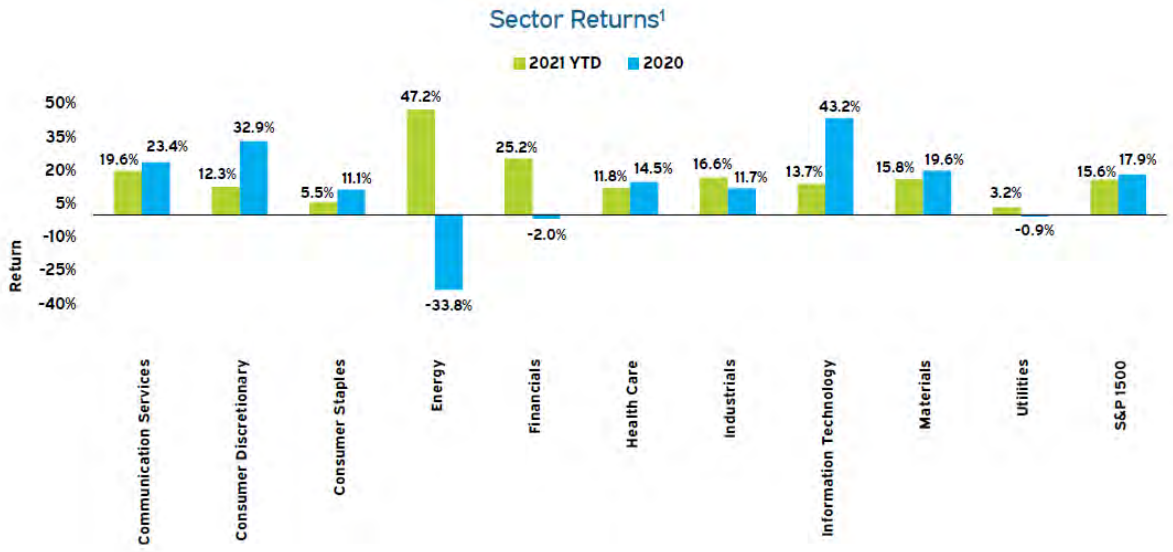
So far this year, global risk assets continue to appreciate, leading to significant gains over the trailing year. This has largely been driven by record fiscal and monetary policy stimulus and positive developments with the COVID-19 vaccine.

Market Returns[1]
June 30, 2021

	Quarter	YTD	1-Year	3-Year	5-Year	7-Year	10-Year
S&P 500	8.5%	15.3%	40.8%	18.7%	17.6%	14.1%	14.8%
MSCI EAFE-ND	5.2%	8.8%	32.4%	8.3%	10.3%	5.0%	5.9%
MSCI EM-ND	5.0%	7.4%	40.9%	11.3%	13.0%	6.4%	4.3%
MSCI China-ND	2.3%	1.8%	27.4%	10.4%	16.6%	10.9%	7.7%
Bloomberg Barclays US Aggregate	1.8%	-1.6%	-0.3%	5.3%	3.0%	3.3%	3.4%
Bloomberg Barclays US TIPS	3.2%	1.7%	6.5%	6.5%	4.2%	3.3%	3.4%
Bloomberg Barclays US Corporate High Yield	2.7%	3.6%	15.4%	7.4%	7.5%	5.5%	6.7%
ICE BofAML US 3-Month Treasury Bill	0.0%	0.0%	0.1%	1.3%	1.2%	0.9%	0.6%
ICE BofAML 1-3 Year US Treasury	0.0%	-0.1%	0.1%	2.7%	1.6%	1.5%	1.2%
ICE BofAML 10+ Year US Treasury	6.6%	-7.5%	-10.1%	7.9%	3.1%	5.7%	6.5%

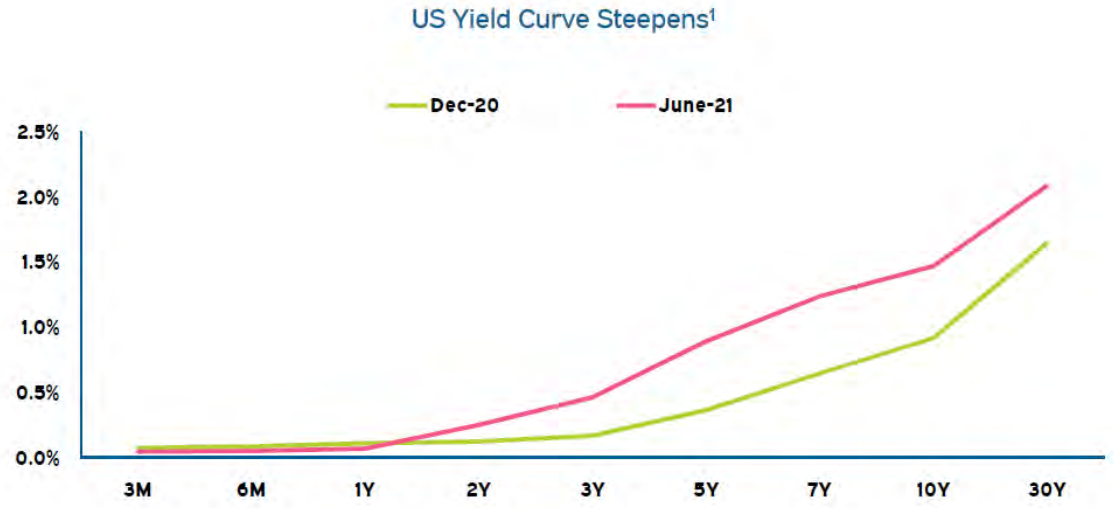
[1]Source: Oregon State Treasury

In June, Treasuries continued to recover, particularly longer dated issues, as inflation concerns declined. Equity markets had mixed results in June with the US leading the way. A stronger US dollar and continued vaccine rollout struggles weighed on international equity markets.



[1] Source: Bloomberg. Data is as of June 30, 2021.

Despite growth's recovery in June, cyclical sectors like energy and financials continue to lead the way in calendar 2021, as some investors rotate out of stay-at-home focused companies in the technology sector as the economy reopens.



[1] Source: Bloomberg. Data is as of June 30, 2021

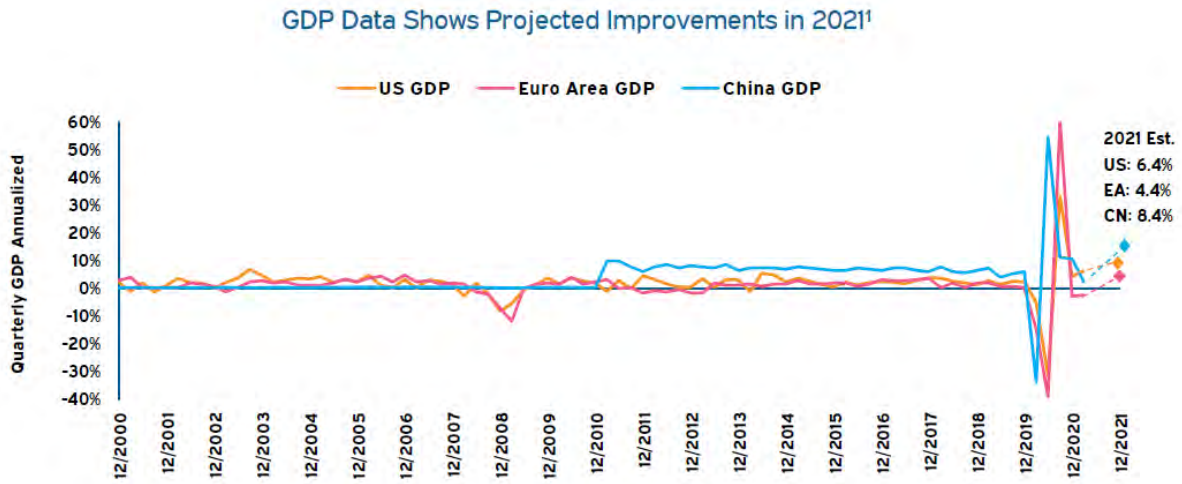
Overall, for calendar 2021, the yield curve steepened on inflation fears related to gradual signs of economic improvement given the vaccine rollout. Shorter-dated rates have been largely unmoved given Fed policy, while longer-dated rates recently declined from their peak as investors consider whether inflationary pressures have topped. Looking ahead, the yield curve could resume its steepening if growth and inflation pressures build beyond current expectations. Alternatively, if the economy weakens, or if economic progress is simply accelerated versus the prior expectations, the flattening trend could continue.

In calendar 2021, inflation expectations remain well above long-term averages, with the vaccine roll-out, high raw material prices, and expected additional fiscal stimulus as key drivers. Recently though, inflation expectations declined from their highs as base effects wane, growth forecasts moderate, and cost pressures slow. Looking forward, the track of economic growth and the inflationary effects of the unprecedented U.S. fiscal response will be key issues. Additionally, changes to Fed policy focused on an average inflation target may play a role in the inflation market dynamics.

Credit spreads (the spread above a comparable maturity Treasury) for investment-grade and high yield corporate debt continued to compress in June. Policy support and the search for yield in a low, and in some cases negative, rate environment have been key drivers in the decline in U.S. credit spreads to below long-term averages, particularly for high yield.

Major economies experienced historic declines in growth during the second quarter of calendar 2020, followed by record increases in the third quarter driven by pent-up demand from the lockdown measures earlier in the year. Looking forward, strong growth is expected in calendar 2021 particularly for China, projected to grow at an impressive 8.4%, due in part to their ability to quickly control the virus and reopen their economy. The U.S. is expected to grow faster than the euro area this year, with some growth pulled forward due to the success in distributing the

vaccine.


GDP Data Shows Projected Improvements in 2021¹
US GDP
Euro Area GDP
China GDP
Quarterly GDP Annualized
60%
50%
40%
30%
20%
10%
0%
-10%
-20%
-30%
-40%
12/2000
12/2001
12/2002
12/2003
12/2004
12/2005
12/2006
12/2007
12/2008
12/2009
12/2010
12/2011
12/2012
12/2013
12/2014
12/2015
12/2016
12/2017
12/2018
12/2019
12/2020
12/2021
2021 Est.
US: 6.4%
EA: 4.4%
CN: 8.4%

Oregon Institute of Technology Budget Procedures

Updated January 7th, 2022

PROCEDURE STATEMENT

This procedure summarizes the Oregon Tech process on budgeted operations and describes the budgeting roles and responsibilities of the Budget and Planning Office.

BUDGET DEVELOPMENT PROCESS

The Budget and Planning Office reviews annual budget requests developed by each of the university divisions, conferring with the VPFA, and submitting drafts to FOAC, Senior Leadership, and the President before submitting the final recommendation to the Oregon Tech Board of Trustees for approval. The budget build process is described below.

OPERATING BUDGET BUILD

1. Determine budget principles.
2. Determine budget model.
3. Create budget build calendar.
4. Establish budget assumptions.
5. Calculate total expected General Fund budget amount:
    a. Project revenues
        i. Establish enrollment assumptions.
        ii. Call Tuition Recommendation Committee to order to set new tuition rates.
        iii. If in first year of Oregon State Budget Biennium, project state allocation. If in second year of biennium, estimate only true-up amount.
        iv. Calculate special general fund revenues.
    b. Project Expenses
        i. Calculate new Other Payroll Expense (OPE) rates and determine impact for each Division.
            1. Upon approval by Oregon Tech President, add base budget for impact of OPE increases.
        ii. Calculate pay plan and COLA increase pools for Classified, Faculty, and Administrative Staff.
        iii. Identify and add base budget for approved unbudgeted expenses.
6. Determine annual budget targets per division based off prior year permanent budget and calculations described above.
7. Special general budgets must balance within each project within the fiscal year. *Note: spend of fund balance must be requested through BPO ticket after budget build is complete.*

8. Work in conjunction with divisions and departments to build each divisional annual operating budget. Divisions are ultimately responsible for preparing their budget including all salary, OPE expenses, S&S, capital expenses and any other items.
9. Identify and prepare for contingencies (in consultation with FOAC and Senior Leadership).
10. Identify and prepare strategic investment priorities (in consultation with FOAC and Senior Leadership).
11. If in a budget deficit scenario, create plan to balance budget (in consultation with FOAC and Senior Leadership).
12. If in a budget surplus scenario, revisit strategic investment priorities (in consultation with FOAC and Senior Leadership).
13. Submit draft budget to FOAC for recommendation.
14. Submit draft budget to Senior Leadership for recommendation.
15. Submit draft budget to President for recommendation.
16. Submit finalized budget to Board of Trustees for final approval.

AUXILARY, DESIGNATED, and SERVICE FUNDS BUDGET BUILD

Adapted from section 6.051 of OUS Financial Policy Manual
https://web.archive.org/web/20150315232650/http://ous.edu/files/about/polipro/files/IMD12-04.pdf

1. All auxiliary enterprise and other self-liquidating activities shall be budgeted separately from the Education and General activities and shall receive no subsidy from state funds, except as otherwise permitted by the Board Administrative rule.
2. Oregon Tech shall prepare and submit budgets for auxiliary enterprise and other self-liquidating activities (housing, student centers, intercollegiate athletics, health services, parking, bookstores, other rentals, other auxiliaries, service departments, designated operations) as a part of the annual operating budget development process.
3. The budgets shall be prepared based on the flow of economic resources measurement focus as required for financial reporting by the Governmental Accounting Standards Board.
4. The budgets shall conservatively anticipate income from user fees and other sources to provide for all operating expenses (including depreciation) and for the establishment and maintenance of bond sinking funds, including the repayment of any outstanding obligations, the establishment and maintenance of building/IOTB repair and equipment replacement reserves, and the elimination of prior year cash overdrafts and/or negative net asset balances, subject to policies governing service departments approved by the institution's federal cognizant agency. If income has been or appears likely to be insufficient for these purposes, the proposed budget shall identify the sources from which needed resources are required to eliminate such deficiencies
5. All "other funds" budgets shall be submitted to the Oregon Tech Board of Trustees and part of the All Funds Budget.

ANNUAL BUDGET MONITORING

The Budget and Planning Office provides support to each of the university divisions in monitoring and managing their budgets. The Budget and Planning Office does so primarily through providing and budget liaison to each division and by providing monthly budget to actual reports. In addition, the Budget and Planning Office prepares a monthly management to report overall general fund budget status. The budget monitoring process is described below.

1. The Budget and Planning Office provides a budget liaison to every Division. The liaison provides the following:
    a. Subject-matter expertise on Division budgets.
    b. Monthly budget to actuals reports for all management units within Division.
        i. The liaison analyzes budget to actuals in each management unit (formerly index in Banner) and evaluates budget performance at the account type level.
        ii. The liaison documents, in writing, any potential budget problems and communicate those with Division lead.
        iii. The liaison provides potential solutions to budget overages and executes subsequent budget adjustments.
    c. Monthly or quarterly meetings (depending on VP or functional VP preference) to discuss budget status.
    d. Support for budget adjustment requests.
2. The Budget and Planning Office provides a monthly Management Report to the VPFA, President, and Chair of the Finance & Facilities Committee.
    a. The Management Report contains the following elements:
        i. Current year-to-date actuals
        ii. Prior year-to-date actuals
        iii. Prior year end
        iv. Board adopted budget
        v. Adjusted budget
        vi. Forecast
    b. The Budget and Planning Office analyzes current year budget burn rates, compares budget performance to the prior year, and analyzes the adjusted budget to evaluate budget performance and identify potential budget overages.
    c. The Budget and Planning Office incorporates information received from Divisions during the monthly and quarterly meetings on spending and overruns into the forecast.
    d. The Budget and Planning Office ensures that projected ending fund balance meets Oregon Tech Board policy.

3. Administrative support personnel in each department provide a monthly budget to actuals report to their budget authorities.

CAPITAL BUDGET MONITORING

1. Facilities creates Capital Projects Status Reports which are updated monthly and provided to administration for review and comment. The report includes the following:
    a. Original budget
    b. Revised budget
    c. Costs-to-date
    d. Balance remaining
    e. Percent complete
    f. Funding source and type
    g. Project architect and contractor
2. Facilities, the Business Affairs Office, and the Budget and Planning Office will meet monthly to review status report and discuss upcoming plans and anticipate accounting needs.


2:25 PM
Oregon TECH
Oregon Institute of Technology
Power of First
Oregon Tech, Klamath Falls, OR
5,112 likes
Oregon Tech Join us to CELEBRATE 1st generation students!
#CelebrateFirstGen #OregonTech
#PowerOfFirst #NationalFirstGenCelebration

Roles and Responsibilities - Accounting and Financial Reporting

Section: Accounting and Financial Reporting

Number: 05.001

Title: Roles and Responsibilities - Accounting and Financial Reporting

.350 INTERNAL CONTROLS

Management at each institution and the Chancellor's Office is responsible for establishing and maintaining sufficient internal controls. Internal controls are designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

In September 1992, the Committee of Sponsoring Organizations (COSO) of the Treadway Commission issued the "Internal Control - Integrated Framework" report. OUS uses the COSO model as a basis for designing sufficient controls over its financial accounting and reporting process. The COSO model includes five interrelated components:

A. CONTROL ENVIRONMENT

The control environment sets the tone of an organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control, providing discipline and structure. Basic to the control environment are organization structure, assignment of authority and responsibility, and human resources policy. More difficult to quantify are ethics, commitment to competence, and management operating style.

B. RISK ASSESSMENT

Risk assessment is the identification and analysis of risks relevant to achievement of objectives, forming a basis for determining how the risk should be managed. Management's responsibility is to define compatible, relevant objectives and the risks related to achieving those objectives. Management should have a basis for determining which risks are most critical. Management is also responsible for ensuring mitigation of key operating risks.

C. CONTROL ACTIVITIES

Control activities are the policies and procedures that help ensure management directives are carried out.

Control activities reflect management's risk mitigation strategy in the form of directive, preventive and detective controls. Focus is on achieving effective and

efficient resource usage as measured by the degree of achievement of control objectives. Control activities help ensure necessary actions are taken to address risks relevant to achievement of objectives. Examples are physical controls and segregation of duties.

D. INFORMATION AND COMMUNICATION

Information and communication are the identification, capture, and exchange of information in a form and time frame that enable people to carry out their responsibilities. Information systems deal with both internally generated data and information about external events, activities, and conditions. Communication involves providing an understanding of individual roles and responsibilities pertaining to internal control. Management is obligated to communicate the standards of measurement for evaluating operations. In other words, sufficient relevant communication promotes awareness of internal control objectives so employees understand how their individual actions interrelate and recognize how and for what they will be held accountable.

E. MONITORING

Monitoring is a process established by management that assesses the quality of internal control performance over time. Monitoring provides external oversight, either ongoing or in the form of independent checks of internal controls by management or other parties outside the process.


Oregon Tech
Oregon Institute of Technology

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.

Unclassified Staff undergo annual performance evaluations; during this process, position descriptions are reviewed by both the staff member and the evaluating supervisor. Any necessary changes are identified and made to the position description at that time. Staff and their supervisor have access to their position descriptions at any time throughout the year via the intranet, TECHweb.

Oregon Tech Hiring Procedures
Human Resources

Oregon Tech follows a consistent formal hiring procedures established and managed by the Human Resources (HR) department. These procedures vary based on the type, level, and classification of the position being hired. Oregon Tech uses an online application tracking system that requires all applicants to complete an employment application. General hiring procedures begins with identifying job qualifications and, if successful, ends with offering a formal employment, as described below.

1. A position description is created by the hiring unit and supervisor. If the position is a Classified position, there are specific union requirements that must be included. This position description document will include pay range, work location(s), job duties, required qualifications, and preferred qualifications.
2. Position descriptions are loaded into the HR software, HEROES, and sent through the approval queue, requiring approval by the supervisor, HR, Budget Office, and division Vice President.
3. Positions are posted online at the www.jobs.oit.edu website.
4. A search committee is formed by the hiring supervisor. All members of the search committee must complete HR mandatory training to serve on the search committee.
5. Jobs are advertised in the publications selected by the hiring supervisor. High-level positions often involve the hiring of a Search Firm to assist with advertising, position profile, outreach, applicant screening, and other administrative functions of the search.
6. After the application deadline passes, applications that meet the position's required qualifications are sent to the search committee for review. Search committees are formed by the hiring supervisor (who does not serve on the committee). It is a priority of Oregon Tech to form search committees that include University employees representative of a variety of job types, backgrounds, and that reflect the diversity the institution seeks to employ.
7. Search committees review the applications and select the top candidates for interviews; depending on the search, there may be one or more rounds of interviews. The interview process varies depending on the position. Senior positions' interviews typically involve an open forum and a formal presentation on a topic selected by the hiring unit. The search committee chair in conjunction with the hiring unit is responsible for scheduling and arranging interviews.
8. After the completion of the interview process, the search committee seeks input from those who participated in the candidate's interviews and then provides a recommendation or feedback on the candidates to the hiring supervisor, summarizing skills and experience that qualifies the candidates for the position. The hiring supervisor then makes the final hiring decision.
9. Reference checks are conducted on the top candidate; in some cases, reference checks may be conducted on multiple top candidates.
10. Once reference checks are complete, an offer is extended to the candidate.
11. HR is responsible for coordinating hiring efforts and onboarding new employees.


SPEED
10

Oregon Tech Graduate Outcome Data

a=2017 / 2018 / 2019 combined	% Employed		% Continuing Ed		% Seeking		% Not Seeking		Success Rate		Median Salary		National Association of Career Educators (NACE), 2019 national data	
b=2018 / 2019 / 2020 combined	a	b	a	b	a	b	a	b	a	b	a	b	Employed	Mean Salary
% among those reporting outcomes	90	87	6	4	4	9	0	0	96	91	**$ 60,000.00**	**$ 59,502.00**		
Allied Health (MS)	83	80	17	10	0	10	0	0	100	90	$ 61,000.00	$ 71,760.00	88	$ 87,142.00
Biology-Health Sciences (BS)	52	62	39	19	7	14	2	5	93	86	$ 33,250.00	$ 34,470.00	42	$ 38,236.00
Business: Accounting (BS)	81	91	13	0	6	9	0	0	94	91	$ 46,000.00	$ 49,000.00	65	$ 53,652.00
Business: Marketing (BS)	96	95	0	0	4	5	0	0	96	95	$ 48,000.00	$ 50,000.00	80	$ 47,777.00
Business: Management (BS)	100	100	0	0	0	0	0	0	100	100	NA	NA	72	$ 56,945.00
Business: SmBus/Entrepreneurship (BS)	100	100	0	0	0	0	0	0	100	100	NA	NA	76	$ 49,119.00
Civil Engineering (BS)	96	90	2	3	2	8	0	0	98	93	$ 60,000.00	$ 58,500.00	75	$ 60,250.00
Civil Engineering (MS)	100	100	0	0	0	0	0	0	100	100	$ 59,000.00	$ 64,166.00	78	$ 69,740.00
Communication Studies (BS)	81	86	13	7	6	7	0	0	94	93	NA	NA	73	$ 41,817.00
Computer Engineering Technology (BS)	88	33	13	20	0	13	0	0	100	87	$ 64,000.00	$ 55,500.00	76	$ 67,495.00
Dental Hygiene (BS)	86	77	7	4	7	18	1	1	93	82	$ 66,500.00	$ 81,120.00	55	$ 62,191.00
Diagnostic Medical Sonography (BS)	97	92	0	0	3	8	0	0	97	92	$ 70,000.00	$ 72,800.00	*	*
Echocardiography (BS)	97	90	3	2	0	9	0	0	100	91	$ 67,225.60	$ 71,500.00	*	*
Electrical Engineering (BS)	89	85	5	2	6	13	0	0	94	87	$ 64,000.00	$ 64,000.00	66	$ 78,048.00
Electronics Engineering Technology (BS)	100	89	0	11	0	0	0	0	100	100	NA	$ 63,000.00	80	$ 65,584.00
Embedded Systems Engineering Technology (BS)	92	95	0	0	8	5	0	0	92	95	$ 60,000.00	$ 62,000.00	65	$ 70,522.00
EMT/Paramedic (AAS)	90	92	10	8	0	0	0	0	100	100	$ 56,000.00	$ 54,500.00	*	*
Emergency Medical Services Management (BS)	NA	50	NA	50	NA	0	NA	0	NA	100	NA	NA	*	*
Engineering (MSE)	NA	100	NA	0	NA	0	NA	0	NA	100	NA	$ 77,500.00	74	$ 85,938.00
Environmental Sciences (BS)	100	94	0	0	0	6	0	0	100	94	$ 33,949.00	$ 34,420.00	61	$ 39,280.00
Geomatics: GIS (BS)	100	100	0	0	0	0	0	0	100	100	NA	$ 49,500.00	*	*
Geomatics: Surveying (BS)	100	100	0	0	0	0	0	0	100	100	$ 53,820.00	$ 50,000.00	*	*
Health Care Management (BS)	83	75	0	0	17	25	0	0	83	75	$ 58,000.00	$ 55,668.50	75	$ 47,608.00
Health Informatics (BS)	95	94	0	0	5	6	0	0	95	94	$ 56,000.00	$ 60,000.00	71	$ 55,075.00
Information Technology (BS)	92	84	0	2	8	15	0	0	92	85	$ 55,000.00	$ 55,513.00	76	$ 67,495.00
Manufacturing Engineering Technology (BS)	92	93	0	0	8	7	0	0	92	93	$ 61,500.00	$ 66,000.00	88	$ 63,209.00
Manufacturing Engineering Technology (MS)	100	100	0	0	0	0	0	0	100	100	NA	NA	91	$ 81,443.00
Marriage and Family Therapy (MS)	100	100	0	0	0	0	0	0	100	100	NA	$ 50,593.00	62	$ 50,715.00
Mathematics, Applied (BS)	57	50	19	17	19	28	5	6	81	72	NA	NA	58	$ 70,768.00
Mechanical Engineering (BS)	96	87	1	2	3	10	1	1	97	90	$ 65,000.00	$ 66,000.00	71	$ 66,701.00
Mechanical Engineering Technology (BS)	94	88	0	0	3	8	3	4	97	92	$ 58,000.00	$ 59,004.00	81	$ 61,113.00
Medical Laboratory Science (BS)	100	100	0	0	0	0	0	0	100	100	$ 56,000.00	$ 57,402.00	80	$ 46,806.00
Nuclear Medicine Technology (BS)	91	89	6	5	3	5	0	0	97	95	$ 59,000.00	$ 72,540.00	*	*
Operations Management (BS)	87	85	4	3	9	12	0	0	91	88	$ 55,000.00	$ 53,500.00	*	*
Polysomnographic Technology (AAS)	100	100	0	0	0	0	0	0	100	100	NA	NA	*	*
Population Health Management (BS)	57	57	26	21	17	21	0	0	83	79	NA	NA	*	*
Psychology, Applied (BS)	68	70	26	67	5	7	0	0	95	93	$ 30,290.50	$ 35,956.00	58	$ 39,767.00
Radiologic Science (BS)	94	91	3	2	3	7	0	0	97	93	$ 55,560.00	$ 58,209.00	*	*

Oregon Tech Graduate Outcome Data

a=2017 / 2018 / 2019 combined	% Employed		% Continuing Ed		% Seeking		% Not Seeking		Success Rate		Median Salary		National Association of Career Educators (NACE), 2019 national data	
b=2018 / 2019 / 2020 combined	a	b	a	b	a	b	a	b	a	b	a	b	Employed	Mean Salary
% among those reporting outcomes	90	87	6	4	4	9	0	0	96	91	**$ 60,000.00**	**$ 59,502.00**		
Renewable Energy Engineering (BS)	88	83	10	10	2	6	0	0	98	94	$ 65,000.00	$ 63,000.00	*	*
Renewable Energy Engineering (MS)	90	87	0	0	10	13	0	0	90	87	$ 72,000.00	$ 73,500.00	*	*
Respiratory Care (BS)	98	98	2	2	0	0	0	0	100	100	$ 65,000.00	$ 65,000.00	*	*
Software Engineering Technology (BS)	93	85	0	0	7	15	0	0	93	85	$ 69,500.00	$ 70,000.00	77	$ 76,986.00
Technology and Management (BAS)	82	88	9	4	9	8	0	0	91	92	$ 50,000.00	$ 50,000.00	*	*
Vascular Technology (BS)	96	94	4	0	0	6	0		100		$ 74,880.00	$ 74,443.00	*	*

Information compiled for Oregon Tech degrees only, not certificates

Highest degree received reported for 4+1 programs

-- = not reported last year; NA = not available

*no comparable degree in the national data

Additional Notes:

Numbers may not add to 100 due to rounding

NA=not reported, or not available due to responses <5 or new program

Population: 736 students graduating per FAST, July 2019-June 2020

Survey Response Rate 2020: 31.7%; Knowledge Rate: 18.6%

Sources: Data collected from a variety of sources:

- Grad Fair paper survey
- Career Services survey via Handshake
- Career Services followup with non-respondents
- Faculty information from their contact with students
- LinkedIn Profiles
- Employer Feedback

Known Outcomes 2020: 416, 56.5%

Reported Salaries 2020: 148, 20%

NACE data - https://www.naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2019/interactive-dashboard/

Tech Opportunities Program – 2020-21 Annual Report

We power the potential of first-generation students, low-income students, and students with disabilities. Our dedicated staff provides services and support in the following areas:

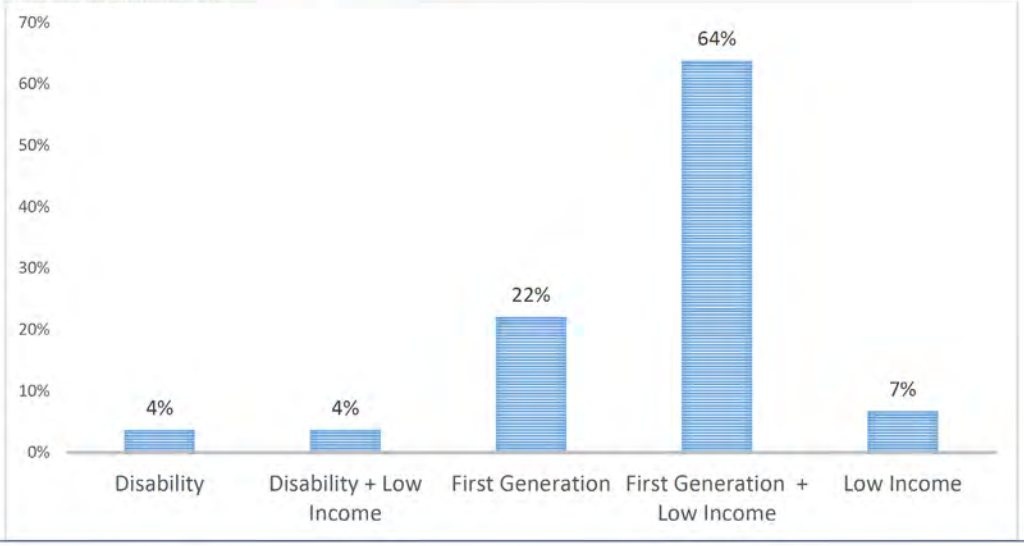
- Study skills, decision-making, and academic coaching.
- Academic, career, and financial planning, supplemental tutoring.
- Peer mentoring and networking with other students, staff and faculty.
- College success classes, faculty-led sessions, and workshops.
- Assistance with applying for financial aid,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

The TOP program is federally funded to serve 160+ qualifying students. The 2020-21 federal budget was $294,380.

WHO DID WE SERVE IN 2020-21?

TOP Students by TRIO eligibility

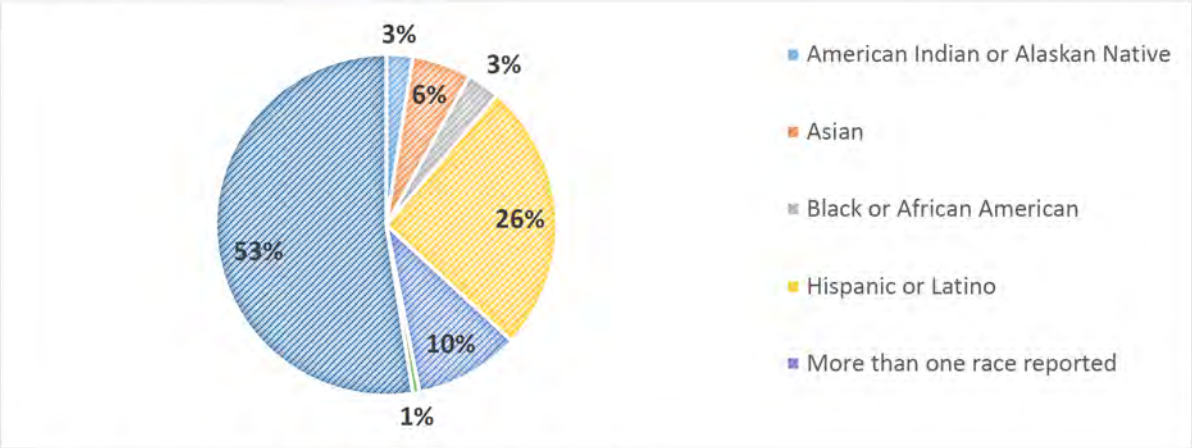
Data source: Blumen – TOP



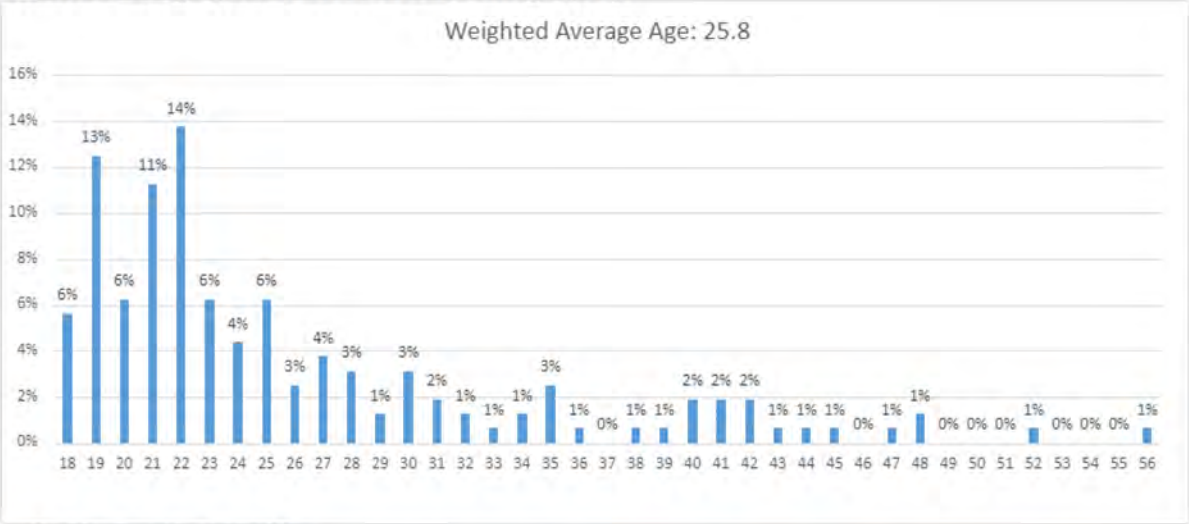
WHO DID WE SERVE IN 2020-21?

TOP students by ethnicity

Data source: Blumen – TOP



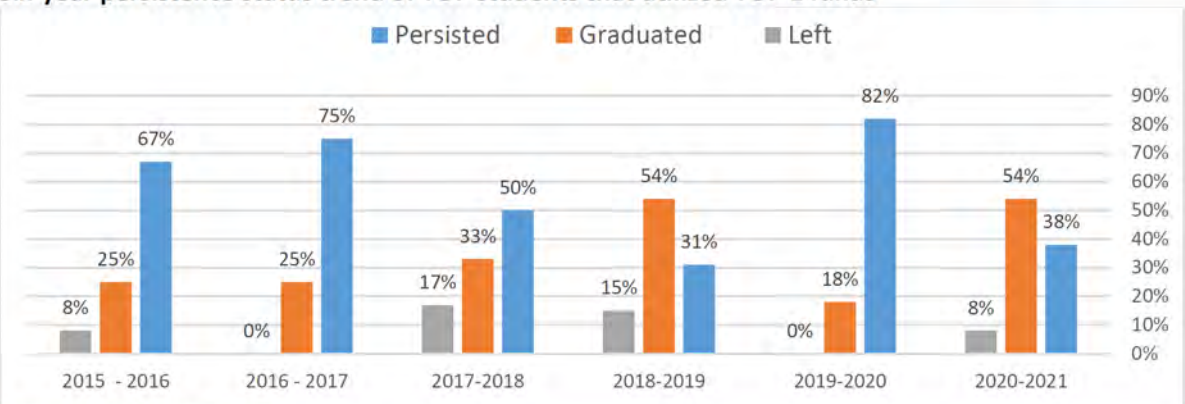
TOP students by age: % of students in each age group



Data source: Blumen – TOP

Impact of TOP E Emergency Grant ($10,000 per year OIT commitment)

Six-year persistence status trend of TOP students that utilized TOP E funds



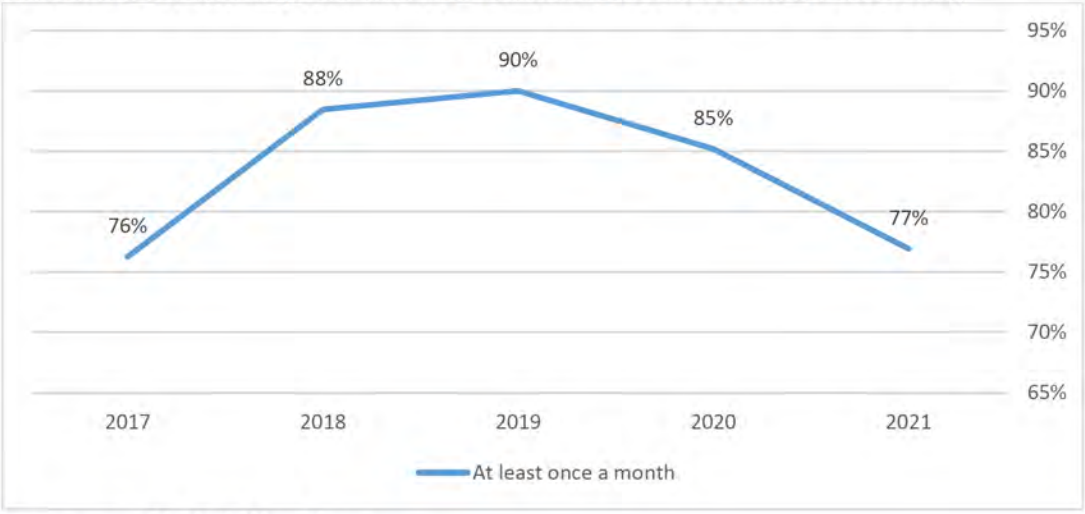
Data source: Blumen – TOP

HIGHLIGHTS OF THE YEAR

TOP utilizes a holistic, appreciative, and intrusive advising model to increase students' retention and graduation rates. In the 2020-21 academic year we have:

- Provided **1600+ academic, career and financial planning sessions**.
- Hosted **9 workshops** on topics from financial literacy to networking to fair housing law, and career development.
- Hosted **3 alumni panels** focused on career development and networking between current students and TOP alumni in engineering, social science and health sciences fields.
- Taught **4 student success seminar classes**, including a success class on scholarships, career, and graduate school application.
- Conducted **a two-day Virtual Summer Bridge program for 21** incoming TOP students.
- Hosted **7 faculty sessions** on topics such as self-care, persistence, wilderness navigation, and financial aid.
- Implemented **2 peer mentoring programs** with cumulative **240+** individual and group **student contacts** including **one student-led** community building **event**.
- Hosted **30+ community events**, including one welcome event, one end-of-year event, and an on-campus strengths-based virtual retreat.
- Hosted our second annual **First-Generation Celebration** event at Oregon Tech on November 12 to commemorate the signing of the Higher Education Act in 1965.
- Hosted a **Scholarship Month** featuring workshops and presentations on best practices for applying for scholarship in partnership with the Office of Financial Aid.
- Hosted a virtual **TOP Honors Ceremony to honor the 102 TOP students** that achieved a 3.30 GPA or above in either fall or winter terms of the 2020-2021 academic year.
- Award $23,000 in **TOP Grant Aid** and $8,925 in **TOP Emergency Grants** to students.
- Hosted our first ever **outdoor TOP Graduation Celebration** for TOP Graduates and their families.
- Checked out **40+ items** from the TOP Textbook Library

Utilization of TOP services (% of students who utilized services once a month or more often)

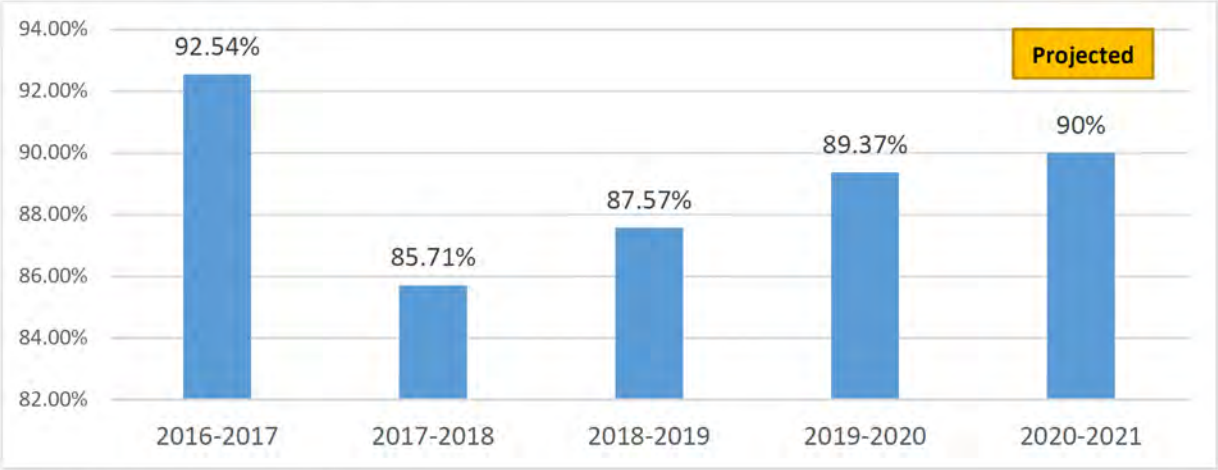


Data source: TOP End of Year Surveys

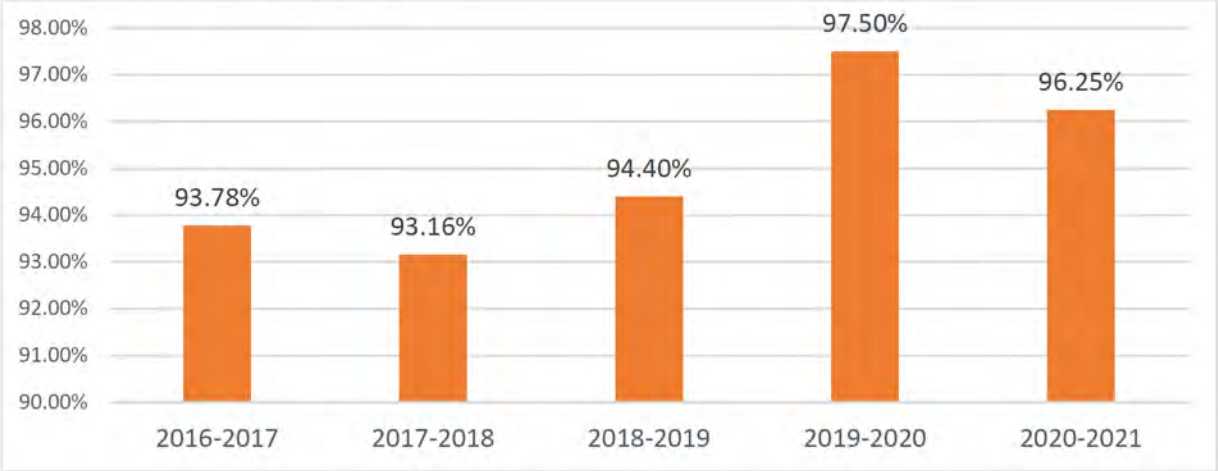
PROGRESS TOWARDS TOP'S MISSION

Mission: *To significantly increase TOP students' academic achievement, retention, and graduation rates.*

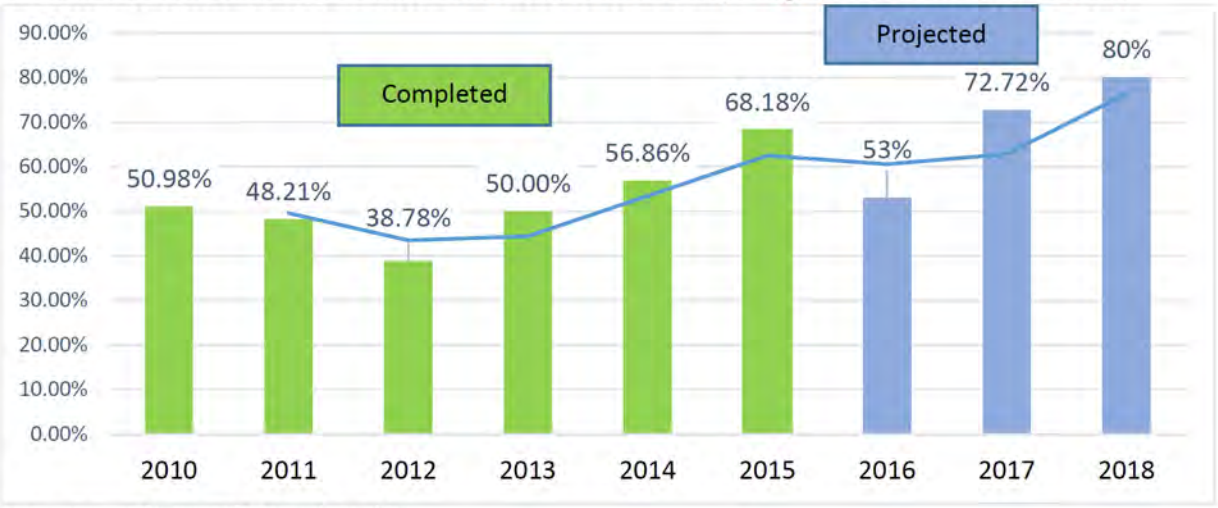
Fall to Fall Persistence Trend



Good Academic Standing Trend



6-Year Graduation Rate in % Per Cohort Year. In 2020-21, we graduated the 2015 cohort.



Data source: Blumen | Internal Tracking

STUDENT STORIES

"My main goal ever since my first MECOP internship is to work with robotics. My new position at Amazon came directly from a connection that I made with my MECOP mentor."

Kevin Brambila
Manufacturing Engineering Technology
Class of 2021

"As a first-generation student, I had no one to turn to that understood how the higher education system worked. TOP filled in this hole for me. They were always there for me."

Kira Hess
Applied Mathematics
Class of 2021

"I am passionate about changing the way math is taught and perceived. I hope to make math more accessible to students."

Darren Wright
Applied Mathematics
Class of 2021

See more student stories at www.oit.edu/top

End of Year Event

TOP Ice Skating

TOP Graduation Celebration

TOP Honors Ceremony

STUDENTS' FEEDBACK

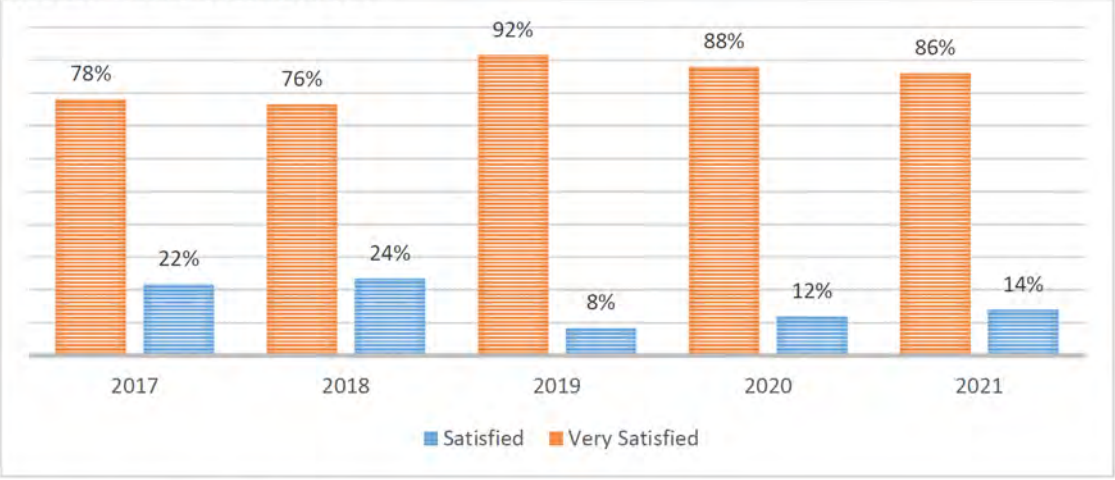
What do you like most about TOP?

- *I like how the advisors and mentors are there for us when we need someone to talk to. TOP is like my family away from home.*
- *Every TOP advisor is completely committed to each students' needs/wellbeing. Whether you live on campus, off campus, on externship etc., my advisors have been my biggest fan. And, I just appreciate all the efforts they go through to help with my success. Whether it's financially, or with academics. I could come to them for anything. Truly a great program and a great team.*
- *I'm very satisfied and fulfilled with the way TOP has worked for me individually. I enjoy having access to the workshops and presentations which are often about topics I might not normally think about but benefit from once they're brought to my attention. I also like that my advisor is a part of these workshops and presentations because it seems to help our working relationship overall.*
- *I like that I have someone to talk to if needed and always feel supported. College is extremely stressful so it is nice to have some stability in with that stress.*

What would you like to change about TOP?

- *I would like if the TOP events were offered at different times because during this semester I often had schedule conflicts that wouldn't allow me to attend.*
- *I think the program should set projects together that place us outside. Say.... TOP claims ownership of a particular landscaping area, flower bed, or location on campus and the members work on it throughout the term. This doesn't need to be landscaping related, just something that we can take pride in.*
- *I haven't been in TOP for very long so I don't have much to say. The only thing I could think of would be maybe more outings. I know last year TOP went to the lava beds which I think would be super cool! I know the reason that stuff didn't happen this year was because of COVID. So, maybe next year hopefully!*
- *Wider time range of events (they seem to always be about the same time, when I have other commitments). Wider range of events. More opportunities to get in contact with other TOP students in a comfortable way.*

Students' Satisfaction with TOP



Data source: TOP End of Year Surveys

2020-21 GOALS: STATUS UPDATE

1. Meet the **program's new objectives** as defined in the 2020-25 grant proposal
   Status: The goal has been fully met. At this point, we have exceeded the grant objective rates.

2. Hire a new Program Director and complete **staff transitions**
   Status: This goal has been met and a new Program Director began in September 2020.

3. Implement the **Plan of Operations** as outlined in the 2020-25 proposal. Adjust based on COVID-19 health/safety guidelines as well as prior year's programmatic evaluations.
   Status: Despite the impact of COVID-19 on campus operations, TOP was able to adapt to hybrid programming in order to continue providing our services in line with the Plan of Operations in the 2020-2025 grant proposal.

4. Achieve a **70%+ graduation rate** for the 2015 cohort.
   Status: The graduation rate for the 2015 cohort is **68.18%.** While this is nearly two percentage points lower than our anticipated graduation rate from the 2015 cohort, it represents one of the highest rates that TOP has ever achieved in its 20+ year program history. We are still very proud of this and even more proud of the 30 students that graduated from the 2015 cohort.

LOOKING AHEAD: 2021-22 PROGRAM GOALS

1. **Receive all possible prior experience (PE) points** for year two of the 2020-2025 grant cycle. This next grant year will be the first in which PEs are awarded by the Department of Education.

2. Implement the **Plan of Operations** as outlined in the 2020-25 proposal. Adjust based on COVID-19 health/safety guidelines as well as prior year's programmatic evaluations.

3. Implement our new intake process using the College Student Inventory (CSI) to better match and align student needs with TOP services and institutional referrals.

4. Achieve a **53%+ graduation rate** for the 2016 cohort.

List of Programs and Services that Support Learning Needs

Student Support Service	Description
Advising	Academic advising is offered to all Oregon Tech students; both a faculty advisor and a secondary staff advisor are assigned to each student.
Bookstore	The Bookstore has a physical location in the Campus Union on the Klamath Falls campus, but also sells textbooks and other items online to service other locations.
Campus Housing / Residence Life	Campus housing is available to students on the Klamath Falls campus. 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.
Campus Safety	The Campus Safety department administers the university's security and parking programs. The department promotes security on Oregon Tech campuses through emergency and non-emergency response services, problem solving, and enforcement of appropriate laws, rules, and regulations. The Campus Safety department also provides service functions such as crime prevention and crime reporting programs.
Career Services	Career Services is committed to leading a university-wide culture of career advising and professional mentorship to empower students and alumni to reach their unique career goals. The Office connects students with employers, offers free career and resume resources and support, and conducts Career Fairs throughout the year.
Access and Campus Equity Services (ACES)	ACES, formerly known as Disability Services, provides accommodations for students, facilitating access to Oregon Tech programs and services.
Diversity Center (aka The Treehouse)	The Treehouse is a student-run program under Diversity & Belonging and is housed in the student programs suite on the second floor of the College Union (Klamath Falls campus). The staff works actively against oppression, hate, sexism, racism, inequality, and other injustices to promote a safe and welcoming environment for women, people of color, the LGBTQIA+ community, and other diverse groups.
Integrated Student Health Center (ISHC)	The Integrated Student Health Center (ISHC) provides general medical care, medical referral, counseling, and wellness programs.

Library Services	Further details can be found in section 2.H.
Peer Consulting	Peer Consulting is a completely free academic support service available to ALL students of Oregon Tech, that provides peer-to-peer tutoring. This service is supplemented with an online tutoring service contracted through TutorMe.
Student Financial Aid	The Financial Aid Office strives to provide information that is accurate, easy to understand and enables students to make decisions regarding educational funding.
Student Involvement and Belonging	Student Involvement and Belonging (SIB) works to create a community where all students feel a sense of belonging. This Office oversees student clubs and organizations, facilitates campus events, and helps connect students to campus and regional resources.
Counseling Services	Counselors offer personal, educational, and crisis counseling to students. Sessions are private and confidential. Counseling is available free of charge to students enrolled in six or more on-campus credits and who have paid the Student Health Fee. Counselors also offer consultation to faculty, staff, and students who want advice on how to help students with problems.
Student Veterans' Program	The SVP is dedicated to satisfying the needs of any veteran, Active Duty, reservist, and dependents of the Oregon Tech community during and after their time as a student, staff, or faculty.
Supplemental Instruction	Supplemental instruction provides additional study courses to students, taught by students. Supplemental instruction is focused on courses with historically high DWI rates.
Testing Services	Testing Services provides a secure, equitable and professional testing environment that adheres to the Standards and Guidelines of the National College Testing Association and Oregon Institute of Technology.
The Trio Tech Opportunities Program (TOP)	TOP is focused on empowering first-generation, low-income students and students with disabilities to succeed in college.
Writing Assistance	The Oregon Institute of Technology partners with Heartful Editor to provide academic editing support and writing

	coaching to students. Heartful Editor's team of caring, supportive, and encouraging academic coaches and editors helps students of all skill and experience levels thrive as academic writers and effect positive change in the community through their scholarship.


Oregon TECH
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Health,
Arts &
Sciences
Owls

Identity Verification of Online Students

Applications for admission to Oregon Tech distance education programs require the same types of identifying information as campus-based students. The Office of Admissions is responsible for the consistent application of student identity verification procedures and ensuring student privacy during admission.

Upon enrollment, all students are issued unique emails, user IDs, 9-digit student numbers. These details are used to access all online services, controlled via single sign-on authentication. This includes access to course materials, lectures, and testing via Canvas, the University's Learning Management System (LMS).

Beyond secure sign-on to the LMS, Oregon Tech faculty use a variety of systems to verify student identities for exams. Most commonly, faculty use third-party software to assist:

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


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AIRTECH
ADVANCED MATERIALS GROUP
CYCLE SPORT

Capital Improvement & Renewal (CIR) Report

1/31/2022

CIR - UPE797 , FY 17/19						
#	Project Description	Est. Cost	Final Cost	Bond Balance	Status	Date Complete
	UPE797			$ 2,591,025		
	Balance Forward - UPE 773	$ (113,391)		$ 2,477,634		
1	Fuel Management System Upgrade	$ (10,000)	$ (6,213)	$ 2,471,421	Completed	Jul. 2020
2	Metasys Upgrade	$ (245,000)	$ -	$ 2,226,421	Completed	Aug. 2021
3	Ath. Tower Fan Controls Upgrate - 70%	$ (25,000)	$ (18,750)	$ 2,207,672	Completed	Jun. 2020
4	Fire Alarm Upgrades - Purvine/LRC	$ (40,000)	$ (43,865)	$ 2,163,807	Completed	Dec. 2020
5	Purvine Chiller Replacement	$ (20,000)	$ (8,160)	$ 2,155,647	Completed	Aug. 2020
6	Purvine Entry Doors Upgrades	$ (148,000)	$ (142,547)	$ 2,013,100	Completed	Apr. 2020
7	Purvine Flooring Upgrades	$ (20,000)	$ (19,602)	$ 1,993,497	Completed	Oct. 2020
8	Campus Site Electrical Upgrades	$ (380,000)	$ (495,445)	$ 1,498,053	Underway	TBD
9	Portland-Metro: ADA Signs	$ (1,500)	$ (1,439)	$ 1,496,614	Completed	Mar. 2021
10	Portland-Metro: HVAC Lab 248	$ (7,500)	$ -	$ 1,489,114	Pending	TBD
11	Portland-Metro: Concrete Repairs	$ (32,100)	$ (32,100)	$ 1,457,014	Pending	TBD
12	Portland-Metro: 4th Floor Hall Carpet	$ (50,000)	$ (33,640)	$ 1,423,374	Completed	Jan. 2021
13	Lot D - Electrical Upgrades	$ (15,000)	$ (12,996)	$ 1,410,378	Completed	Aug. 2020
14	Semon Compressor	$ (8,000)	$ (6,331)	$ 1,404,047	Completed	Oct. 2020
15	Dow Hot Water Pump Replacement	$ (10,000)	$ (6,865)	$ 1,397,182	Completed	Aug. 2021
16	Snell Exterior Renovation	$ (525,000)	$ (525,000)	$ 879,047	Completed	Oct. 2021
17	Portland-Metro: ADA Grab Bars	$ (7,500)	$ -	$ 871,547	Pending	TBD
18	Portland-Metro: Replace Ceiling Tile	$ (10,000)	$ (409)	$ 871,138	Completed	Jun. 2021
19	Portland-Metro: Window Sealant	$ (10,000)	$ -	$ 861,138	Pending	TBD
20	Portland-Metro: Concrete Curb Repair	$ (35,000)	$ -	$ 826,138	Pending	TBD
21	Semon Control/HX Upgrade	$ (110,000)	$ -	$ 716,138	Pending	TBD
22	Athletics Offices (4) HVAC Replacement	$ (30,000)	$ (25,957)	$ 690,181	Completed	Apr. 2021
23	Purvine Geo System Renovation	$ (50,000)	$ (53,936)	$ 636,246	Completed	Aug. 2021
24	Phase 3 - Bottle Fill Stations	$ (30,000)	$ -	$ 606,246	Completed	Sept. 2021
25	Athletics Lift Pumps - 70%	$ (17,500)	$ (12,643)	$ 593,603	Completed	Jul. 2021
26	Chiller Tower Renovation	$ (7,500)	$ -	$ 586,103	Pending	TBD
27	Purvine Elevator Renovation	$ (55,000)	$ -	$ 531,103	Completed	Nov. 2021
28	Exit Sign Upgrades	$ (75,000)	$ -	$ 456,103	Underway	TBD
29	Athletics Sewage Lift Pumps	$ (20,000)	$ -	$ 436,103	Underway	TBD
30	Snell Water Damage	$ (25,000)	$ -	$ 411,103	Completed	Jan. 2022
31	Athletics Lobby Renovation	$ (150,000)	$ (129,239)	$ 281,864	Completed	Jul. 2020
32	Well 5 - Phase 2	$ (950,000)	$ -	$ (668,136)	Pending	TBD
33		$ -	$ -	$ (668,136)		
34		$ -	$ -	$ (668,136)		
35		$ -	$ -	$ (668,136)		
	Balance			$ (668,136)		

* Portland-Metro projects are shown in red.

** UPE797 - Expiration Date: 2/21/2022

*** UPE797 Spend Plan (12 qrts.) = $215,918.75 per qrt.

CIR - UPE805 , FY 19/21						
#	Project Description	Est. Cost	Final Cost	Bond Balance	Status	Date Complete
	UPE805			$ 3,548,556		
	Balance Forward - UPE 797	$ (668,136)	$ -	$ 2,880,420		
1	HX Upgrades	$ (455,000)	$ -	$ 3,093,556		
2	Injection Well 1 Recase	$ (450,000)	$ -	$ 2,430,420		
3	Semon Abatement/Replacement	$ (150,000)	$ -	$ 2,280,420		
4	Facilities Abatement/Replacement	$ (100,000)	$ -	$ 2,180,420		
5	Purvine Expand DDC Controls	$ (55,000)	$ -	$ 2,125,420		
6	LRC Expand DDC Controls	$ (45,000)	$ -	$ 2,080,420		
7	Geo Valves / HX Pump Replacement	$ (300,000)	$ -	$ 1,780,420		
8	Portland-Metro: Project Allowance	$ (355,000)	$ -	$ 1,425,420		
9	Portland-Metro: Project Allowance	$ (355,000)	$ -	$ 1,070,420		

10			$ -	$ 1,070,420		
11		$ -	$ -	$ 1,070,420		
12		$ -	$ -	$ 1,070,420		
13		$ -	$ -	$ 1,070,420		
14		$ -	$ -	$ 1,070,420		
15		$ -	$ -	$ 1,070,420		
	Balance			$ 1,070,420		

* Projects shown are placeholders and may change based on future/changing priorities.
* Portland-Metro projects set aside allowance is shown in red, projects to be determined.
** UPE805 - Expiration Date: 2/21/2024
*** UPE805 Spend Plan (12 qrts.) = $295,713.00 per qrt.

identified Deferred Maintenance						
#	Building	Other	MEP Systems	Exterior	Interior	Bldg. Total
1	Dow Center	$ 55,000	$ 758,000	$ 10,000	$ 35,000	$ 858,000
2	Facilities	$ 825,000	$ 425,000	$ 770,000	$ 245,000	$ 2,265,000
3	LRC	$ 1,100,000	$ 930,000	$ 185,000	$ 300,000	$ 2,515,000
4	Owens Hall	$ 350,000	$ 854,000	$ 400,000	$ 178,550	$ 1,782,550
5	Power Plant C	$ 905,000	$ 85,000	$ 80,000	$ -	$ 1,070,000
6	Purvine Hall	$ 725,000	$ 679,000	$ 798,850	$ 500,000	$ 2,702,850
7	Semon Hall	$ 850,000	$ 404,000	$ 500,000	$ 325,000	$ 2,079,000
8	Snell Hall	$ 75,000	$ 304,000	$ 561,730	$ 214,000	$ 1,154,730
9	Portland-Metro	$ 341,500	$ 618,780	$ 540,770	$ 493,500	$ 1,994,550
10	Campus	$ 5,565,000	$ 16,150,000	$ 220,000		$ 21,935,000
	Total					$ 38,356,680

Identified Deferred Maintenance - Auxiliary Services						
#	Building	Other	MEP Systems	Exterior	Interior	Bldg. Total
1	Athletics	$ 1,675,000	$ 854,000	$ 285,000	$ 4,000,000	$ 6,814,000
2	Stadium/Track	$ 3,390,000	$ 235,000	$ 600,000	$ 424,000	$ 4,649,000
3	Residence Hall	$ 800,000	$ 354,000	$ 2,905,650	$ 4,370,000	$ 8,429,650
4	College Union	$ -	$ 404,000	$ -	$ 575,000	$ 979,000
5	Village	$ -	$ 104,000	$ 600,000	$ -	$ 704,000
6	Student Health	$ 77,350	$ 143,000	$ 275,000	$ 270,550	$ 765,900
7		$ -	$ -	$ -	$ -	$ -
	Subtotals	$ 5,942,350	$ 2,094,000	$ 4,665,650	$ 9,639,550	$ 22,341,550
	Total	$ 22,341,550				

Notes:
1) The Deferred Maintenance plan reflects known needs and will be updated as required.
2) Deferred Maintenance for OMIC campus is not included in analysis.
3) Costs do not include Furniture, Fixtures, and Equipment (FF&E).

Facilities Condition Assessment

Oregon Tech Facilities Conditions Assessment | Sub-Consultant | COMBINED | LAST UPDATED 11/21/2018

	Recommended Corrective/Preventative Action	Deficiency Category	Priority Class		Cost to Implement		Life Safety Risk	Impact to other Systems	Ease of Implementation	Impact to Campus Operations			
	Corrective/Preventative Action Priority Ranking						1	3	4	2			
Overall Priority Recommendation	Description of recommended action to OIT to resolve deficiency	Affects possible funding st	Priority Class	Action/how soon could it be a problem?	Round to nearest $5,000 increment	Date Completed	Rank 1-5 (1 = Highest, 5=Lowest risk)	Rank 1-5 (1=Greatest impact, 5=Least)	Rank 1-5 (1=Complicated, 5=Easy)	Rank 1-5 (1=Wide Spread or Lengthy Campus Shutdowns, 5=No Impact)	Discipline	Sub rank	New or Replace
1	~~LRC: Replace Inverters~~	~~Capital Renewal~~	~~Priority 1~~	~~Currently Critical (Immediate)~~	~~$ 30,000~~		~~1~~	~~3~~	4	~~4~~	~~Elec.~~	~~2~~	
2	~~CAMPUS: Replace steel pipe nipples in FRP GEO mains in tunnel~~	~~Routine Maintenance~~	~~Priority 1~~	~~Currently Critical (Immediate)~~	~~$ 5,000~~		~~2~~	~~4~~	~~4~~	~~3~~	~~Geo~~	~~1~~	
3	~~PE: Belt safety shrouds missing on several fans~~	~~Routine Maintenance~~	~~Priority 1~~	~~Currently Critical (Immediate)~~	~~$ 5,000~~		~~1~~	~~5~~	~~5~~	~~5~~	~~Mech.~~	~~7~~	
4	CAMPUS: Replace GEO isolation valves in tunnel & building entrances	Capital Renewal	Priority 1	Currently Critical (Immediate)	$ 140,000		2	1	2	2	Geo	3	
5	~~SEMON: Replace transformer secondaries and MDP~~	~~Deferred Maintenance~~	~~Priority 1~~	~~Currently Critical (Immediate)~~	~~$ 300,000~~		~~3~~	~~3~~	~~3~~	~~3~~	~~Elect.~~	~~1~~	
6	~~BOIVIN: Replace control panel add both visual and audible alarms~~	Capital Renewal	Priority 1	Potentially Critical (Year 1)	$ 5,000		3	5	5	5	Civil	6	
7	CAMPUS: Replace corroded items in irrigation backflow vault south of CU	Deferred Maintenance	Priority 1	Potentially Critical (Year 1)	$ 5,000		2	5	4	5	Civil	7	
8	PURVINE: Replace control panel add both visual and audible alarms	Capital Renewal	Priority 1	Potentially Critical (Year 1)	$ 5,000		3	5	5	5	Civil	5	
9	CAMPUS: Replace backflow valves in backflow vault NW of Owens Hall	Deferred Maintenance	Priority 1	Potentially Critical (Year 1)	$ 10,000		3	4	4	~~4~~	Civil	3	
10	CAMPUS: Repair leaking FRP pipe elbows in Tunnel (~4 locations)	Deferred Maintenance	Priority 1	Potentially Critical (Year 1)	$ 40,000		2	3	2	2	Geo	4	
11	~~FACILITIES: Replace MDP, Feeder, Transformer, Secondaries~~	~~Capital Renewal~~	~~Priority 1~~	~~Potentially Critical (Year 1)~~	~~$ 150,000~~		~~2~~	~~2~~	~~3~~	~~2~~	~~Elect.~~	~~3~~	
12	CAMPUS: Replace braided and direct bury 12kV wires	Deferred Maintenance	Priority 1	Potentially Critical (Year 1)	$ 250,000		3	2	3	2	Elect.	4	
13	~~BOIVIN: Replace Transformer and feeders~~	~~Deferred Maintenance~~	~~Priority 1~~	~~Potentially Critical (Year 1)~~	~~$ 150,000~~		~~3~~	~~3~~	~~3~~	~~3~~	~~Elect.~~	~~6~~	
14	~~CORNETT: Replace MDP Feeders & Transformers~~	~~Capital Renewal~~	~~Priority 1~~	~~Potentially Critical (Year 1)~~	~~$ 275,000~~		~~3~~	~~3~~	~~2~~	~~2~~	~~Elect.~~	~~5~~	
15	ME BLDG: Replace 12kV Switch Gear	Plant Adaptation	Priority 2	Potentially Critical (Year 1)	$ 500,000		2	1	1	1	Elect.	7	
16	RESIDENCE HALL: Relocate entire SS lift Station to outside of the residence hall	Capital Renewal	Priority 2	Currently Critical (Immediate)	$ 100,000		2	4	1	2	Civil	2	
17	~~PE: Replace bad pleated filter section in SF-3~~	~~Routine Maintenance~~	~~Priority 2~~	~~Currently Critical (Immediate)~~	~~$ 5,000~~		~~5~~	~~5~~	~~2~~	~~5~~	~~Mech.~~	~~8~~	
18	SNELL: Repair short cycling Aaon AC unit in basement mech room	Routine Maintenance	Priority 2	Currently Critical (Immediate)	$ 5,000		5	5	3	5	Mech.	3	
19	~~BOIVIN: Replace leaking pipe spool in GEOS~~	~~Routine Maintenance~~	~~Priority 2~~	~~Currently Critical (Immediate)~~	~~$ 5,000~~		~~3~~	~~4~~	~~5~~	~~5~~	~~Geo~~	~~2~~	
20	RESIDENCE HALL: Replace leaking Pre-Heat coil in fan plenum	Capital Renewal	Priority 2	Currently Critical (Immediate)	$ 10,000		5	1	3	5	Mech.	1	
21	PE: Replace entire SS lift station	Capital Renewal	Priority 2	Potentially Critical (Year 1)	$ 30,000		2	4	1	2	Civil	1	
22	RESIDENCE HALL: Replace heating water pump and control valve	Capital Renewal	Priority 2	Potentially Critical (Year 1)	$ 10,000		5	1	3	5	Mech.	2	
23	FACILITIES: Verify no leaks at heating water pump, repair	Routine Maintenance	Priority 2	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	4	
24	CU: Repair or replace heating water control valve	Routine Maintenance	Priority 2	Potentially Critical (Year 1)	$ 5,000		5	1	4	5	Mech.	5	
25	~~CAMPUS: Add gate valve for fire hydrant NE of Village C~~	~~Plant Adaptation~~	~~Priority 2~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 10,000~~		~~5~~	~~5~~	~~4~~	~~4~~	~~Civil~~	~~9~~	
26	LRC: Replace MDP	Capital Renewal	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 50,000		3	3	3	3	Elect.	10	
27	RESIDENCE HALL: Replace MDP	Capital Renewal	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 75,000		3	3	3	3	Elect.	11	
28	~~CAMPUS: Replace gate valve West of the LRC~~	~~Deferred Maintenance~~	~~Priority 2~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 10,000~~		4	~~4~~	~~4~~	~~4~~	~~Civil~~	~~11~~	
29	~~PE: Replace MDP~~	~~Capital Renewal~~	~~Priority 2~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 50,000~~		~~2~~	~~2~~	~~3~~	~~4~~	~~Elect.~~	~~12~~	
30	CORNETT: Replace steel wet well for SS lift station with concrete tank	Capital Renewal	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 15,000		3	4	3	3	Civil	12	
31		Deferred Maintenance	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 10,000		2	4	3	4	Geo	12	
32	~~BOIVIN: Replace MDP~~	~~Capital Renewal~~	~~Priority 2~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 50,000~~		~~2~~	~~2~~	~~2~~	~~2~~	~~Elect.~~	~~12~~	
33	CAMPUS: Wireless irrigtion controlers/valves and scientific irrigation scheduling software	Plant Adaptation	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 100,000		5	5	5	5	Civil	13	
34	WELL 5: Replace pump	Deferred Maintenance	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 100,000		5	3	2	3	Geo	13	
35	CAMPUS: Relabel 12KV Equipment and Feeders Throughout	Plant Adaptation	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 10,000		4	5	4	4	Elect.	14	
36	WELL 6: Replace pump	Deferred Maintenance	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 100,000		5	3	2	3	Geo	14	
37	ME BLDG: Replace unit substations (qty two)	Capital Renewal	Priority 2	Necessary – Not yet critical (Year 2-5)	$ 200,000		3	3	2	3	Elect.	15	
38	~~ATHLETICS: Replace GEO HX~~	~~Deferred Maintenance~~	~~Priority 3~~	~~Potentially Critical (Year 1)~~	~~$ 25,000~~		~~2~~	~~4~~	~~3~~	~~4~~	~~Geo~~	~~5~~	
39	LRC: EF-1 roof is too close to parapet without tie-off	Capital Renewal	Priority 3	Potentially Critical (Year 1)	$ 5,000		1	5	5	5	Mech.	6	

40	OWENS: Replace GEO HX	Deferred Maintenance	Priority 3	Potentially Critical (Year 1)	$ 25,000		2	4	3	4	Geo	6	
41	PE: Replace GEO HX	Deferred Maintenance	Priority 3	Potentially Critical (Year 1)	$ 35,000		2	4	3	4	Geo	7	
42	PURVINE: Replace auditorium lighting and controls	Plant Adaptation	Priority 3	Potentially Critical (Year 1)	$ 50,000		3	5	4	4	Elect.	8	
43	RESIDENCE HALL: Replace GEO HX	Deferred Maintenance	Priority 3	Potentially Critical (Year 1)	$ 25,000		2	4	3	4	Geo	8	
44	LRC: Repair or replace ASU-1 & 4 leaking heating valves	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	9	
45	CAMPUS: Improve dark areas, especially tennis court & back areas	Plant Adaptation	Priority 3	Potentially Critical (Year 1)	$ 100,000		2	5	3	5	Elect.	9	
46	SEMON: Replace GEO HX	Deferred Maintenance	Priority 3	Potentially Critical (Year 1)	$ 25,000		2	4	3	4	Geo	9	
47	ME BLDG: AHU-1 control valve leaking	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	10	
48	INJECTION WELL 1: Clean	Deferred Maintenance	Priority 3	Potentially Critical (Year 1)	$ 20,000		5	5	5	5	Geo	10	
49	ME BLDG: Repair condenser water makeup pipe leak behind tank	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	11	
50	PE: Replace heating water pump and control valve	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 10,000		5	3	4	5	Mech.	12	
51	PURVINE: Repair or replace control valve at HX	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	13	
52	PURVINE: Repair or replace control valve at SF-4	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 15,000		5	5	5	5	Mech.	14	
53	CAMPUS: Replace gate valves in backflow vault NW of Owens Hall	Deferred Maintenance	Priority 3	Recommended (Year 6-9)	$ 10,000		4	5	5	4	Civil	4	
54	SEMON: Dampers not in control, building positively pressurized	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 10,000		5	5	5	5	Mech.	15	
55	CAMPUS: Add isolation valve to pressure reducing valve NE of Village A	Plant Adaptation	Priority 3	Recommended (Year 6-9)	$ 10,000		4	4	5	2	Civil	8	
56	SEMON: Replace heating water pump	Capital Renewal	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	1	5	5	Mech.	16	
57	LRC: ASU-1-4 filter rolls used up	Routine Maintenance	Priority 3	Potentially Critical (Year 1)	$ 10,000		5	5	5	5	Mech.	17	
58	LRC: ASU-5 & 6 roof filter assembly allows bypass, pipes uninsulated	Capital Renewal	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	2	5	Mech.	18	
59	LRC: Install new pipe insulation around heating water pumps	Capital Renewal	Priority 3	Potentially Critical (Year 1)	$ 5,000		5	5	5	5	Mech.	19	
60	~~BOIVIN: Relocate piping above electrical or protect elect gear~~	~~Plant Adaptation~~	~~Priority 3~~	~~Potentially Critical (Year 1)~~	~~$ 5,000~~		~~1~~	~~3~~	~~5~~	~~5~~	~~Mech.~~	~~20~~	
61	OWENS: Relocate piping above electrical or protect elect gear	Plant Adaptation	Priority 3	Potentially Critical (Year 1)	$ 5,000		1	3	5	5	Mech.	21	
62	PE: Relocate piping above elect. Panels in basement mech room	Plant Adaptation	Priority 3	Potentially Critical (Year 1)	$ 5,000		1	3	3	5	Mech.	22	
63	SNELL: Relocate piping above electrical panels	Plant Adaptation	Priority 3	Potentially Critical (Year 1)	$ 5,000		1	3	3	5	Mech.	23	
64	INJECTION WELL 2: Needs to be cleaned	Deferred Maintenance	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 10,000		5	5	5	4	Geo	15	
65	CAMPUS: Replace Campus Site Lighting	Plant Adaptation	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 750,000		3	4	2	2	Elect.	16	
66	INJECTION WELL 1: Replace liner	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 20,000		5	5	5	5	Geo	16	
67	CAMPUS: Replace Lighting Throughout Buildings with LED	Plant Adaptation	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000,000		3	3	2	1	Elect.	17	
68	CAMPUS: Provide Campus Datacenter with fire supression (Snell datacenter is problematic)	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 1,250,000		2	3	1	1	Elect.	18	
69	CAMPUS: Replace Indoor Generators (Semon/Boivin, CU, Owens)	Plant Adaptation	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 300,000		1	3	2	2	Elect.	19	
70	FACILITIES: Install seismic bracing for P-1 and heating piping	Deferred Maintenance	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		2	5	5	5	Mech.	24	new
71	FACILITIES: Anchor EF-3 motor (or remove entire fan if not used)	Deferred Maintenance	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		3	5	5	5	Mech.	25	new
72	RESIDENCE HALL: Rebuild SF-1 & 2 using fan wall technology	Plant Adaptation	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 400,000		4	5	4	5	Mech.	26	new (modern
73	~~BOIVIN: Repair SF filters (sections of filters missing)~~	~~Routine Maintenance~~	~~Priority 3~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 5,000~~		~~5~~	~~5~~	~~5~~	~~5~~	~~Mech.~~	~~26.5~~	
74	FACILITIES: Replace SF-1	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 15,000		5	5	5	5	Mech.	27	new
75	LRC: ASU-5 & 6 replace multizone style with new units	Plant Adaptation	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 60,000		5	5	3	5	Mech.	28	new (modern
76	~~BOIVIN: Replace roof exhaust fans (6) including smaller Eff~~	~~Capital Renewal~~	~~Priority 3~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 20,000~~		~~5~~	~~1~~	~~5~~	~~5~~	~~Mech.~~	~~29~~	
77	CU: Replace SF 3 & 4, ASU-2 &3 On roof, upgrade from multizone type	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 450,000		5	5	4	5	Mech.	30	
78	PURVINE: Replace cooling tower	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		5	5	5	5	Mech.	31	
79	FACILITIES: Expand DDC Controls	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 10,000		5	5	4	2	Mech.	32	
80	SEMON: Expand DDC controls	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 50,000		5	4	2	5	Mech.	33	new
81	~~BOIVIN: Expand DDC Controls~~	~~Capital Renewal~~	~~Priority 3~~	~~Necessary – Not yet critical (Year 2-5)~~	~~$ 5,000~~		~~5~~	~~1~~	~~5~~	~~5~~	~~Mech.~~	~~34~~	
82	LRC: Expand DDC control system	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 40,000		5	3	4	5	Mech.	35	
83	PURVINE: Expand DDC Controls	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 50,000		5	5	5	5	Mech.	36	
84	RESIDENCE HALL: Expand DDC Controls	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 50,000		5	2	2	5	Mech.	37	
85	SNELL: Insulate heating water piping at HX and pump	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		3	5	5	5	Mech.	38	
86	OWENS: Install insulation on heating & chilled water piping	Capital Renewal	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		5	5	5	5	Mech.	39	new
87	PE: Fabric at duct connections to SF-2 deteriorated, leaking air	Routine Maintenance	Priority 3	Necessary – Not yet critical (Year 2-5)	$ 5,000		5	5	5	5	Mech.	40	

88	MOEHL STADIUM: Fix/replace fire hose cabinets	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 5,000		5	5	5	5	Civil	10	
89	CAMPUS: Replace snowmelt supply systems, connect new loops	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 160,000		2	2	3	3	Geo	11	
90	CAMPUS: Install connection from power plant effluent to campus GEO	Plant Adaptation	Priority 4	Recommended (Year 6-9)	$ 100,000		4	2	2	2	Geo	17	
91	WELL 5: Replace well casing	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 100,000		5	3	2	3	Geo	18	
92	CAMPUS: Replace steel pipe GEO mains in tunnel	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 200,000		4	5	1	1	Geo	19	
93	CAMPUS: Add meters to all buildings	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 75,000		5	2	5	3	Elect.	20	
94	ARCHIVES: Replace panel	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 5,000		5	5	5	5	Elect.	21	
95	CAMPUS: Update / Re-Feed Campus Site Lighting Circuiting	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 500,000		3	4	2	3	Elect.	22	
96	PE: Replace or repair SF cabinet that is rusting out	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 20,000		5	5	5	5	Mech.	41	
97	OWENS: Replace or repair SF & EF cabinets that are rusting out	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 20,000		5	5	4	5	Mech.	42	
98	SEMON: Supply unit cabinets starting to rust, need to repair, replace	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 10,000		5	5	5	5	Mech.	43	
99	CU: Expand DDC Controls	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 30,000		5	5	2	5	Mech.	44	
100	PE: Expand DDC controls	Capital Renewal	Priority 4	Recommended (Year 6-9)	$ 35,000		5	5	2	5	Mech.	45	
101	LRC: ASU-1-4 refurbish/clean entire insides of units	Deferred Maintenance	Priority 4	Recommended (Year 6-9)	$ 90,000		5	5	2	5	Mech.	46	new
102	OWENS: Rebuild SF-1 & 2 and EF-1 using fan wall technology	Plant Adaptation	Priority 4	Recommended (Year 6-9)	$ 500,000		5	5	2	5	Mech.	47	new (modern
103	PE: Rebuild SF-1 in basement using fan wall technology	Plant Adaptation	Priority 4	Recommended (Year 6-9)	$ 250,000		5	5	3	5	Mech.	48	new (modern
104	SEMON: Rebuild SF-3 & 4 and EF-4 using fan wall technology	Plant Adaptation	Priority 4	Recommended (Year 6-9)	$ 500,000		5	5	2	5	Mech.	49	new (modern
105	SNELL: Rebuild SF-1 in basement using fan wall technology	Plant Adaptation	Priority 4	Recommended (Year 6-9)	$ 250,000		5	5	3	5	Mech.	50	new (modern
106	CAMPUS: Replace steel GEO tank, HX building	Capital Renewal	Priority 5	Recommended (10 Years or more)	$ 200,000		3	3	2	2	Geo	20	
107	FACILITIES: Refurbish/replace dust collector	Deferred Maintenance	Priority 5	Recommended (10 Years or more)	$ 10,000		5	5	5	5	Mech.	51	new
108	FACILITIES: Refurbish paint booth (if plan to use)	Deferred Maintenance	Priority 5	Recommended (10 Years or more)	$ 10,000		5	5	5	5	Mech.	52	new
109	FACILITIES: Repair or replace UH-3 in Warehouse	Capital Renewal	Priority 5	Recommended (10 Years or more)	$ 10,000		5	5	5	5	Mech.	53	new
110	CORNETT: Install HVLS fans in ceiling of large rooms	Plant Adaptation	Priority 5	Recommended (10 Years or more)	$ 50,000		5	5	5	5	Mech.	55	new (modern
111	CORNETT: Replace Coils in Ceiling Unit Heaters	Capital Renewal	Priority 5	Recommended (10 Years or more)	$ 150,000		5	5	5	5	Mech.	54	new
112	CAMPUS: Replace buried steel pipe wells to HX building	Capital Renewal	Priority 5	Recommended (10 Years or more)	$ 300,000		5	5	2	1	Geo	22	
113	CORNETT: Replace Ceiling Unit Heaters with Radiant Panel	Plant Adaptation	Priority 5	Recommended (10 Years or more)	$ 250,000		5	5	5	5	Mech.	56	new (modern
114	CAMPUS: Replace buried steel pipe HX building to Tunnel	Capital Renewal	Priority 5	Recommended (10 Years or more)	$ 500,000		5	5	2	1	Geo	21	

*** Items strikedthrough have been completed (or will be as part of Boivin Renovation project)**

Total	**$ 16,150,000**
Priority 1 - Total	$ 1,370,000
Priority 2 - Total	$ 1,505,000
Priority 3 - Total	$ 8,945,000
Priority 4 - Total	$ 2,850,000
Priority 5 - Total	$ 1,480,000
Breakdown Total	$ 16,150,000

Hazardous Waste Management and Emergency Response

Purpose

The purpose of this program is to inform faculty and employees, that the university is complying with EPA requirements for preparing and maintaining a Hazardous Waste Contingency Plan under the hazardous waste regulations, Title 40, Code of Federal Regulations 265.50.56 by providing a written plan that describes the equipment, human resources and procedures for responding to a discharge of hazardous waste.

Oregon Institute of Technology has developed this program to handle hazardous wastes at various campus sites, because they can pose significant safety and health risks to students and employees, if not handled properly.

This program applies to all pertinent operations of the university where students or employees may be exposed to potential discharge or spill situations involving hazardous waste under normal working conditions or during an emergency situation.

The contingency plan is designed to minimize hazards to human health or the environment from fires, explosions or any unplanned sudden or non-sudden release of hazardous waste or hazardous waste constituents to air, soil or surface water. The provisions of the plan are to be carried out immediately whenever there is a fire, explosion or release of hazardous waste or hazardous waste constituents that could threaten human health or the environment.

Responsibilities

Oregon Institute of Technology generates hazardous wastes which are governed either under conditionally exempt small quantity generator (less than 100 kilograms per month) regulations or small quantity generator (100-1000 kilograms per month) regulations, depending on the type and volume of hazardous waste generated in a given period of time. Hazardous wastes are accumulated from generation sites on campus and stored temporarily at the university hazardous materials storage area located in Cornett building, pending timely disposal pursuant to EPA regulations. The institution is not a permitted transportation, storage and disposal (TSD) facility.

Routine university hazardous waste generation sites, materials and responsible parties include:

A. Facilities Paint Shop--Waste paints and solvents-- Facility Director

B. Facilities Custodial Department--Off Specification cleaning materials--Custodial supervisor

C. Chemistry Department-- Waste solvents and off specification chemicals—Chemical Hygiene Officer

D. Facilities mechanical/general shop areas-waste solvents and oils-- Facility Director

E. Biology Department--Off specification chemicals--Biology Department Chairperson

Other university entities that may occasionally generate hazardous wastes are also instructed to follow the procedures.

Procedure

General hazardous waste generators on campus shall be instructed and equipped to accumulate up to, but no more than 55 gallons of waste at their respective generation points. Satellite location containers should be labeled as hazardous waste. When containers reach capacity, generators shall promptly notify the EH&S office (541 885.1556) which will then transfer, within 3 days, the wastes to the contiguous Cornett building Hazardous Materials Temporary Storage Area for profiling, bulking and packaging for disposal. Bulk accumulations shall then be transported off campus for disposal by contracted and licensed TSD companies within 270 days from the start of accumulation at the Cornett building Storage Area.

Oregon Institute of Technology faculty or employees who plan to discard solid waste, but are not certain whether or not the waste is hazardous, shall promptly notify the EH&S office (541 885-1556) for analysis of the waste and determination of any possible hazardous components. Possible hazardous wastes shall not be disposed of without prior analysis and authorization by the EH&S office. Proper labels can be obtained from the EH&S office.

Oregon Institute of Technology encourages any suggestions that employees may have for improving the Hazardous Waste Written Procedures, as the institution is committed to developing and maintaining an effective plan. The university strives for clear understanding, safe behavior and involvement in the plan from every operational level.

Administrative Duties

The EH&S Office is responsible for the development and maintenance of the hazardous waste management and emergency response written procedures. Copies of the written plan may be obtained from the EH&S Office.

The EH&S Office is responsible for ensuring that the written plan is complete, kept up to date, and made available to appropriate authorities.

It is the policy of OIT to operate the campus in a safe and responsible manner. OIT operations are continually reviewed to minimize the possibility of a fire, explosion, or an accidental release of a hazardous materials or waste.

Notification

Because of the nature of the hazardous waste the university generates, facilities

are equipped with alarm systems which are capable of providing immediate emergency evacuation notification to students and employees. OIT facilities are protected by smoke detectors, heat detectors, fire alarm pull stations and emergency telephones.

In the event of a major hazardous materials or waste release or other emergency, persons should immediately, notify the public safety office by calling **885-0911** on a campus telephone and evacuate the area of the spill. A safety officer will be immediately dispatched to initially manage the scene and other emergency response personnel will be dispatched as needed. In the event of a major emergency caused by a hazardous materials or waste spill or release, the responding safety officer will immediately advise the 911 dispatch center to initiate hazardous incident command procedures and insure that established emergency response, containment, disposal and decontamination procedures are implemented in a timely and effective manner.

In the event of a small, contained release of hazardous materials or waste, the EH&S office can be contacted directly at 541 892-3894. The EH&S officer will promptly respond and facilitate containment, clean up and proper disposal. EH&S Office personnel are trained and certified in hazardous waste operations and emergency response (HAZWOPER).

- ***Equipment***

OIT's fire control equipment consists of fire extinguishers located throughout buildings; sprinkler systems installed in many, but not all buildings; Spill control equipment consists of a variety of absorbent materials and containers for small spills which are available from the EH&S Office. The Klamath County Fire District 1 will be summoned to deal with larger containment issues and the state emergency response hazmat team will be summoned in the event of a major hazardous materials incident. Decontamination control equipment consists of disposable coveralls, decontamination tubs and barrels for disposal of contaminated material.

- ***Personal Protective Equipment***

Emergency response personnel shall use appropriate personal protective equipment for each assigned job. The following personal protective equipment shall be available from the EH&S Office for use depending on the requirements of the situation and the training of the individual response personnel:

1. Chemical resistant gloves and boots;
2. Air purifying half-mask or full-face respirator with appropriate cartridges;
3. Chemical resistant total body coverall Tyvek suits;
4. Chemical resistant goggles

- ***Maintenance***

Procedures have been established for regularly checking and maintaining water pressure and volume to make sure that they are sufficiently adequate to supply

water hose streams, automatic sprinklers or water spray systems. The EH&S Office, in conjunction with HVAC and Mechanical shop personnel, tests water flow pressures in facility sprinkler systems and standpipes on a quarterly basis. Fire hydrants on campus are tested annually for functionality and pressure. Alarm actuation and notifications systems, fire control equipment, spill control equipment and decontamination equipment are inspected on an annual basis to ensure accessibility and proper function. The emergency reporting system is monitored continuously. Fire extinguishers are installed in university facilities pursuant to NFPA regulations and are inspected on a monthly basis. Test and inspection records are maintained in the EH&S Office.

Respiratory protection is in stock and available at facilities. Required fit testing and training is provided upon request by the EH&S Office. Emergency and personal protection equipment such as protective coveralls, gloves, goggles and respiratory protection, is accessible at the EH&S Office for employees involved in hazardous waste operations.

- ***Inspections***

Routine inspections of OIT's facilities are conducted periodically by the EH&S Office to ensure that adequate aisle space is maintained to allow for the unobstructed movement of personnel and the transporting of equipment during an emergency and to promote compliance with egress and emergency access fire code regulations. When egress restrictions are noticed, appropriate supervisory personnel are advised to make necessary corrections to maintain adequate clearance in aisles and hallways, etc. Major events are monitored by the campus safety officers to insure clear aisle ways during such events. Persons who observe potential egress obstructions or safety hazards are encouraged to immediately notify the EH&S Office by phone (541 892-38946) or Public Safety officers 541 885-0911

- ***Incident Management***

The Oregon hazmat team shall serve as the emergency response team for major hazardous materials incidents occurring on OIT's property. Although EH&S office personnel are HAZWOPER trained and certified, the university does not have sufficient trained personnel to provide a fully constituted emergency response team. It shall be the responsibility of EH&S office personnel to assist responding emergency services personnel by providing available information, equipment and other resources related to the following incident management factors.

- ***Incident Site Characterization and Analysis***

The following factors shall be considered during the preliminary evaluation to assist in determining the appropriate plan of action:

1. Whether the incident could involve a fire, spill, release or leak;
2. The quantity of the material and its harmful nature;
3. The type of container and its condition;

4. The location, time and weather conditions;
5. Any exposures to life, property, and the environment; and
6. Available resources.

To determine the appropriate plan of action, the following reference materials are recommended:

1. Area blueprints;
2. Chemical inventory list;
3. Computerized MSDS system to help evaluate chemicals and materials present in the site area;
4. Poison Control Center to help evaluate chemicals and possible exposure effects to on-site victims and response personnel;
5. NIOSH Pocket Guide to Hazardous Materials;
6. National Fire Protection Association Handbook of Hazardous Materials;
7. University Fire Safety Plans and Building Coordinator Lists.

During an incident, a more detailed evaluation of the site's specific characteristics shall be performed by emergency response personnel. First responders shall identify existing site hazards to the On-Scene Incident Commander. This information will aid in the selection of appropriate engineering, containment and clean-up controls, as well as the selection of personal protective equipment for remaining response team members and support staff members.

- ***Site Control***

Purpose

To prevent employee/visitor contamination and harm during emergency response activities, the following shall take place. Site control activities shall include the following information:

1. Site maps (e.g., blueprints, floor exit plans);
2. Designation of hot, warm and cold zones;
3. Communication Center (a central location where all communications and plans will originate); and
4. Emergency decontamination protocol.

The site shall be controlled and maintained by OIT's campus safety officers or Klamath County fire District 1 department personnel. The On-Scene Incident Commander shall use information provided from the site characterization and analysis survey to determine the three emergency response zones (Hot Zone, Warm Zone, and Cold Zone). The aforementioned zones shall be determined by using the following guidelines.

Hot Zone

The area containing the incident itself, including the product and its container. This area may be immediately dangerous to life and health (IDLH). Personnel permitted

in this zone shall be dressed in the appropriate personal protective equipment.

Warm Zone

A larger geographical area surrounding the Hot Zone that is considered safe for workers to enter with limited personal protective equipment unless assigned a task requiring increased protection.

Cold Zone

The area adjacent to the Warm Zone that is restricted to administration and emergency response personnel. Minimum personal protective equipment may be required such as protective gloves and Tyvek coveralls.

- ***Spill Control***

Basic Control

Basic Control is the first step taken to prevent further release of the hazardous materials. Basic control may include shutting off a valve or shutting down a piece of machinery.

Extinguishment

When a hazardous material incident involves fire, the following procedure shall be initiated:

1. Notify the Fire Department by calling **911** ;
2. Determine the type of hazardous material in the fire;
3. Before attempting to extinguish the fire, determine if the hazardous material involved is compatible with the extinguishing media. The Material Safety Data Sheet and other references will assist you in determining what type of extinguisher can be used.

Containment

There are four types of procedures that can be taken to keep the involved material in its container.

1. Shut-off Valves: Shut-off valves may cause spills or releases. Ensure that all shut-off valves on the affected cylinder and/or drums are properly closed and secured.
2. Plugging: Plugging devices may be placed or pounded into a penetration to stop a leak. Pieces of wood, golf tees, soap or stakes wrapped with cloth may be used. Metal objects shall not be used for plugging purposes due to the possibility of sparking.
3. Patching: Materials like clay or putty may be used to patch a leak. Look for decomposition of the patching compound as well as the possibility of the build-up of internal pressure, which could cause the patch to fail.

4. Overpacking: Overpacking is accomplished by placing a damaged container into a larger undamaged container.

Confinement

There are three types of procedures which can be used to keep a material in a confined area.

1. Diking: Materials like sand, earth, straw or absorbent material can be placed around the perimeter of the leak. The type of diking material used shall be compatible with the spilled hazardous material.
2. Blocking: Drains, ditches or storm sewers shall be covered or diked to prevent run-off of spilled materials. Blocking can be accomplished with absorbent pads or a heavy piece of plastic.
3. Absorption: Run-off can sometimes be absorbed with dirt, sand, soda ash, saw dust, vermiculite or other absorbent materials. The absorbent material shall be positioned so that the spilled material runs into it. Care shall be taken to ensure that the absorbent is compatible *with the spill.*

- ***Monitoring Equipment***

Quantitative measurements of hazardous materials within the environment shall be made prior to any entry. Monitoring shall be conducted at the completion of a response to determine if the area is safe for re-entry.

The following quantitative instruments shall be used in hazardous atmospheric assessments.

1. MX6 iBrid Gas Meter to determine if the atmosphere is at an explosive level and if adequate oxygen is present;
2. Dragger Tubes to determine and/or identify the concentration of chemicals present in the atmosphere;
3. pH paper to determine the pH of a substance for proper neutralization; and

- ***Decontamination***

All clothing, equipment or person(s) assigned to duties in the Hot or Warm Zones shall be decontaminated to remove the presence of any hazardous materials encountered. The decontamination area shall be set-up prior to the mitigation of the incident.

Decontamination can be accomplished by:

1. Physically removing contaminants (e.g., liquid rinse, evaporation);
2. Inactivating contaminants by chemical detoxification (e.g., neutralizing agents); and
3. Disinfecting/sterilizing infectious or biological materials (e.g., bleach solution).

The decontamination procedures shall be initiated by the On-Scene Incident Commander. To ensure that the proper decontamination procedures are initiated,

the Incident Commander shall make reference to following:

1. Material Safety Data Sheets;
2. The National Fire Protection Association Hazardous Materials Handbook;
3. The chemical manufacturer;
4. Chemtrec; and
5. Other related reference materials.

Once the proper decontamination procedures are determined, the On-Scene Incident Commander shall designate an area within the Warm Zone to set up the decontamination process. The equipment shall consist of portable wash tubs, sprayers, heavy gauge plastic tarp and disposable scrub brushes.

The following eight steps constitute the decontamination process for personnel involved in the remediation of the incident.

1. All personnel exiting the Hot Zone shall place monitoring equipment, hand tools and other equipment in this area. A recovery drum and/or tarp shall be set in place so all tools and equipment can be put aside for further decontamination. All equipment and tools shall be decontaminated when work is concluded in accordance with the *Decontamination of Equipment* section in this policy. Personal protective clothing, self-contained breathing apparatus and/or respirators worn by personnel are excluded at this stage and shall remain worn by personnel.
2. After placing equipment and tools in the recovery drum or on tarps, all persons who have been within the Hot Zone shall be washed down with the appropriate solution, as determined by the Material Safety Data Sheet, while wearing all personal protective equipment. All water used in this step shall be contained in a recovery drum or decontamination pool while this process is carried out and treated as hazardous waste at the completion of the decontamination process.
3. After emergency response personnel are completely washed down, they shall remove their protective clothing. The protective clothing shall be placed in a recovery drum or approved bag and labeled with a tag as to their contents. Support personnel may be required to assist personnel being decontaminated with removing their protective clothing.
4. After removing protective clothing, personnel being decontaminated shall remove their self-contained breathing apparatus or respirators. The breathing apparatus shall be placed on a tarp for further decontamination. For decontamination procedures of breathing apparatus and respirators, refer to the section in this policy for the Decontamination of Self Contained Breathing Apparatus.
5. Upon removing the personal protective equipment, the emergency response personnel shall remove any clothing that may have become contaminated. The clothing shall be placed in recovery drums or approved bags and labeled as to its contents.
6. Emergency response personnel shall shower thoroughly if it has been determined that personal protective equipment has failed to protect the user.
7. Emergency response personnel and persons that were in the Hot Zone and Warm Zone shall receive a post-medical evaluation by a qualified individual if overexposure or injury occurs.

8. If it is determined that emergency response personnel or persons involved with the incident need further medical attention, transportation shall be arranged by the On-Scene Incident Commander.

- ***Decontamination of Equipment***

Decontamination of equipment shall be performed by using portable wash tubs, sprayers, and disposable scrub brushes. Any equipment that cannot be thoroughly decontaminated along with the contents from the wash tub shall be considered hazardous and shall be stored and disposed of in accordance with the university's Hazardous Waste Management policy.

Monitoring Equipment

If monitoring equipment becomes contaminated, it shall require special cleaning techniques. Methods for decontamination shall be obtained from the EPA's Regional Office or the equipment's manufacturer.

Hand Tools

Emergency response hand tools shall be cleaned as appropriate by chemical or physical means. The EPA's Regional Office may be consulted for specific methods of decontaminating the hand tools. At the end of the incident, if the hand tools cannot be decontaminated, they shall be disposed of as hazardous waste.

Office and Laboratory Items

Use the same decontamination techniques used for hand tools and monitors.

Equipment that cannot be decontaminated shall be disposed of as hazardous waste. The equipment shall be replaced immediately or as funding is secured.

- ***Follow Up***

As soon as practical, after an emergency, the emergency coordinator will meet with members of the university emergency operations center and aid in the development of post emergency strategies and follow up operations. He/she will also initiate an investigation into the causal factors of the emergency and prepare a comprehensive report for the university administration which describes the causes of the emergency, its effects and the effectiveness of the response to the emergency.

In the event of an emergency caused by a hazardous waste spill or discharge, it is the university administration's responsibility to provide sufficient fiscal and human resources for effective response to and management of any hazardous waste emergency so as to minimize risk of injury to persons, destruction of property or damage to the environment.

References

Individuals using this procedure should become familiar with the following documents and procedures (if applicable):

Questions, Comments, & Exceptions

If there are any questions or comments about this policy contact your Risk Manager. Any exceptions to this policy must be approved and recorded by the Risk Manager.

Revision History

Date	Policy Author	Changes	Reference Section
1-13-2013	Sherry Himelwright	Initial	
12-10-2014	Sherry Himelwright	Annual review	
1-21-2016	Sherry Himelwright	Phone number change	

Universal Waste Management Program

Purpose

Purpose
The purpose of this program is to inform interested persons, including employees, that Oregon Tech is complying with EPA requirements for handling universal wastes under the Standards for Universal Waste Management, found at 40 CFR 273, by setting up procedures to handle these wastes properly.

This program applies to all areas of Oregon Tech where nickel-cadmium and other batteries, certain pesticides, or mercury-containing equipment no longer serves its intended purpose and must be discarded. It is intended to minimize hazards to human health or the environment from improper disposal of these wastes in landfills.

Responsibilities

EH&S Office is responsible for developing and maintaining this program. A copy of the program may be reviewed by employees. It is located in EH&S Office.

EH&S Office is responsible for maintaining any records for universal waste management.

Program Statement

OIT is committed to protecting the health and safety of employees through compliance with the Oregon Occupational Safety ***and Health (OR-OSHA)*** and Universal Waste Management Program

Procedure

Written procedures for handling universal wastes will reduce exposure to the environment, employees' and students. Setting such standard procedures saves money by avoiding the more extensive disposal requirements of universal wastes and making recycling/management uniform.

Proper written universal waste handling procedures can yield the following benefits:

1. Lower operating costs due to cost savings from recycling.

2. More efficient time management due to the organization of materials, records, data.

3. Improved control over resources and data due to better maintenance and organization of those resources.

4. Conservation of resources, since resources can be better maintained and most efficiently used.

Of course, the key to all of the benefits listed above is developing a set of written universal waste handling procedures for the facility that do reduce hazardous waste generation.

We encourage any suggestions that our employees have for improving our universal waste program, as we are committed to developing and maintaining an effective program. We strive for clear understanding, safe behavior, and involvement in the program from every level of the University.

EH&S Office is responsible for developing and maintaining this program. Employees may review a copy of the program located in the EH&S Office.

Sources of Waste

Oregon Tech intends to assure that accumulations of universal wastes are monitored so that they are disposed of properly. At our f, certain activities have a high potential for generating universal waste:

- Campus-wide, we generate fluorescent light bulbs, batteries. Renewable Energy Program generates used oil, batteries, and bio-diesel fuels. Facilities generate used oil, batteries, and latex paints. Dental Labs and Chemical labs produce Mercury waste.

Material Inventory

An essential component of any recycling initiative is to minimize the amount of waste produced from the very beginning by using only enough waste-generating stock as it is necessary to complete the project. Facilities and Faculty purchases these products, keeping stock at a minimum level.

In addition, our University will strive to purchase substitutes that do not fall into the universal waste category and buy only the amount we need for that specific use. Facilities and Faculty are responsible for identifying these alternatives. For assistance with alternative products, contact EH&S Office.

Handling Universal Wastes

Battery Management

We handle spent universal waste batteries in a way that prevents releases to the environment. We:

- Comply with packaging requirements.
- Have implemented procedures to follow when handling batteries (e.g., sort battery types, mix battery types, disassemble battery packs, remove electrolytes, etc.).
- Place universal waste batteries that show evidence of leakage, spillage, or damage in a container that closes, is structurally sound and is compatible with the contents of the battery.
- Label containers to identify the type of universal waste inside.

Mercury-containing Equipment Management

EH&S Office manages spent mercury-containing equipment in a way that prevents releases of mercury to the environment. Contact the EH&S Office with all mercury disposal requirements.

- Place leaking universal waste mercury-containing equipment with non-contained elemental mercury in containers that do not leak and are reasonably designed to prevent the escape of mercury into the environment by volatilization or any other means.
- Have implemented procedures to follow when removing mercury-containing ampules from universal waste mercury-containing equipment. Specifically, we:
    - Remove and manage the ampules in a manner designed to prevent breakage of the ampules.
    - Remove the ampules only over or in a containment device (e.g., tray or pan).
    - Ensure that a mercury cleanup system is readily available to immediately transfer any mercury resulting from spills or leaks from broken ampules, from that containment device to a container that meets the requirements of 40 CFR 262.34
    - Ensure that the area in which the ampules are removed is well ventilated and complies with OSHA PELs for mercury.
    - Accumulate removed ampules in closed containers that are in good condition.
    - Pack the ampules in the container with enough packing materials to prevent breakage during accumulation, handling, and transport.
- Have implemented procedures to follow when removing the original open housing holding the mercury from universal waste mercury-containing equipment that does not contain an ampule.
    - Immediately seal the original housing holding the mercury with an air-tight seal to prevent the release of any mercury.
    - Follow all our procedures for removing ampules and managing removed ampules.
- Label containers to identify the type of universal waste inside.

Pesticide Management

We package suspended and/or canceled and recalled pesticides to meet one of the following conditions:

- Containers remain closed, are structurally sound, compatible with the pesticide, and lack evidence of leakage, spillage, or damage that could result in further leakage under reasonably foreseeable conditions.
- Pesticides in containers not meeting the criteria above are overpacked in a container that does.
- Pesticide tanks meet hazardous waste tank requirements.
- Vehicles used to transport universal waste pesticides are closed, structurally sound. Compatible with the pesticide, and lack evidence of leakage, spillage, or damage that could result in further leakage under reasonably foreseeable conditions.
- Containers are labeled and marked to identify the type of universal waste inside.

Lamp Management

We handle fluorescent, high-intensity discharge, neon, mercury vapor, high-pressure sodium, metal halide, and other hazardous waste lamps in a way that prevents releases to the environment.

- Contain any lamp in containers or packages that are structurally sound, adequate to prevent breakage, and compatible with the contents of the lamps. Such containers and packages remain closed and must lack evidence of leakage, spillage, or damage that could cause leakage under reasonably foreseeable conditions.
- Immediately clean up and place in a container any lamp that is broken and place in a container any lamp that shows evidence of breakage, leakage, or damage that could cause the release of mercury or other hazardous constituents to the environment. Containers are closed, structurally sound, or compatible with the contents of the lamps and lack evidence of leakage, spillage, or damage that could cause leakage or reasonably foreseeable conditions.
-

Universal waste storage room procedures

- Email: Sherry Himelwright@OIT.EDU for universal waste drop-off time.
- Remove all light bulbs from cardboard boxes.
- Remove tape off light bulbs
- Dispose of cardboard for recycling at facilities.
- Place light bulbs and batteries in the plastic labeled containers. Replace plastic container lids.
- Put all broken light bulbs containers, i.e., heavy plastic bag, in cardboard barrel marked broken bulbs.
- Count your number of bulbs types and batteries. Log on Excel spreadsheet located on the front of the green file cabinet.

Accumulation of Universal Wastes

Although we take every precaution to prevent any spills of battery acid, pesticides, or mercury, we are prepared in the event of an emergency one should occur. We are careful about the containers we select to store and ship our spent batteries, pesticides, or mercury-containing equipment in, and we have appropriate containment and personal protective equipment available for response personnel.

Our procedures for handling a universal waste spill include:

- Contact EH&S Office and give detailed descriptions of waste spill. EH&S will coordinate the appropriate contacts for cleanup.

Universal waste handlers may accumulate:

- Less than 5,000 kg total of universal waste (batteries, pesticides, mercury-containing equipment, or lamps, calculated collectively) at any time during the calendar year and be classified as small quantity handlers.
- 5,000 kg or more total of universal waste (batteries, pesticides, mercury-containing equipment, or lamps, calculated collectively) at any time during the calendar year and be classified as large quantity handlers.

Our University is designated as a Small Quantity Generator.

Shipping Universal Wastes

For our recycling efforts to succeed, we must follow stringent procedures for universal wastes shipped to treatment/disposal facilities. EH&S Office is responsible for coordinating shipments of universal wastes, that is:

- Storing the waste properly before shipping.
- Shipping universal waste
- EH&S Office is tracking the amount of waste accumulated (total of all universal waste generated during the course of a year).

Employee Training

We have designated EH&S Office to train the personnel who will handle the universal waste. Direct any questions concerning universal waste to the EH&S Office. Under this program, employees will be informed of appropriate handling techniques for batteries, pesticides, and mercury-containing equipment, during maintenance activities, for packing and storage before disposal, and shipping protocol.

Employees will receive appropriate hazard communication training for the hazardous substances contained in the universal wastes found on-site.

Maintaining the Program

EH&S Office is responsible for:

- Conducting periodic site audits.
- Updating the program as needed by incorporating any necessary changes resulting from major changes in our facility's operation or maintenance

References

40 CFR 273

Questions, Comments, & Exceptions

If there are any questions or comments about this program, contact your EH&S Office. Any exceptions to this program must be approved and recorded by the EH&S Office.

Revision History

Date	Policy Author	Changes	Reference Section
4-2013	Sherry Himelwright	Initial	
4-2020	Sherry Himelwright	Universal waste storage room procedures	

Technology Master Plan and Planning Processes

(by functional area)

The ITS strategic plan addresses goals of the next 3-5 years and the actions and resources necessary to achieve those goals. In contrast, the master plan is intended assess the current state of the ITS organization, define where ITS needs to be to in the next 10 – 15 years to support the changing environment of higher education and establish a high-level plan to get there.

The master plan is informed by trends in technology, the business needs of the university and the emerging expectations for the student experience. The process is informed by university stakeholders and constraints at the time of development and revised every three years.

Enterprise Applications

The transition of enterprise applications is anticipated to transpire over a seven-year span. Oregon Tech is currently two years into this effort. The transition at a glance can be reviewed in the *Enterprise Applications Transition* document.

Current state

The overarching considerations influencing the direction of enterprise applications at Oregon Tech is the need to reduce the cost and support within ITS for administrative software applications and shift savings to improve software and services associated both the academic experience and student life. Oregon Tech has been on a single integrated ERP since the early 1990's. This application has not been kept current by its many owners to the ability to serve students has not kept pace 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 move from Banner to a new single, integrated ERP is estimated to cost an institution of our size in excess of $6M and would take dedicated staff a minimum of two years to plan and implement. Oregon Tech is too thinly staffed to sustain an effort of this size and duration and the inclusive nature of the implementation cost for this type of project creates a significant barrier. Additionally, no current vendor has demonstrated ongoing investment in the currency of an integrated ERP without significant disruption to their client base. To address this, ITS has separated the less costly and shorter implementation efforts for administrative ERPs (Finance and Human Resources) from the larger Student effort. These implementations will be completed 15 months at a cost of $130K and will save approximately $114K in the first year.

To support this best-of-breed approach, ITS is implementing a central data hub as an integration framework to facilitate the movement of data between applications accurately and efficiency and as a reporting system to support enterprise reporting. The goal is to simplify integrations while increasing reliability and to improve the delivery of accurate and timely information for reporting and business decisions.

In addition to the ERP transition, ITS has eliminated the use of unsupported software for critical

business processes and the need for high-cost Oracle licenses.

Anticipated Future State

The future state includes best-of-breed ERPs including FENXT and Paycom as well as an anticipated Student ERP augmented by Etrieve (document management), Canvas, Qualtrics, the Microsoft suite and a variety of student support applications all connected to the Hub which will support integrations between applications and robust reporting to meet the data needs of the university.

The savings associated with changes prior to replacing the Student ERP offset the costs associated with replacing obsolete software (Nolij) and addressing the need for an integration framework (Hub). Moving to a new Student ERP will result in a cost savings but also significantly reduce the allocation of programming staff to application maintenance. This will support redistributing the efforts of the programming team to projects that add value to Oregon Tech and truly transition ITS to a modern IT environment that aligns effort to quick value delivery.

Strategies to Meet Future Needs

The cost and effort savings associated with the implementation of FENXT will create capacity to replace Banner Student. While there will need to be an 8-12 month break to address operationalizing change surrounding recently implemented software, Oregon Tech will be positioned for a short-term extension with Ellucian for Banner prior to embarking on a project to replace it. From planning through adoption this project will likely span four years.

The cost of Banner student at the end of the current contract will be $507K annually with a 5% annual increase. This significantly exceeds the pricing of Ellucian's strongest competitors making the barrier to replacement the implementation costs. The CIO and VPFA will work with the Provost and President in continuing to define the path forward.

While there is significant support for replacing Banner Student, the effort will be significant and will largely be configuration by the business departments. All stakeholders will need to be fully engaged during the planning phase and competing desires will need to be addressed. Time will need to be taken to facilitate discussions from various viewpoints to ensure support for a single selected product. There will need to be executive support to ensure staff release time or temporary backfill to ensure sufficient time to improve processes, configure and test. Training will need to be developed and delivered for the various positions with open labs to encourage exploration and conversation. Finally, significant lead time will need to be provided to ensure that the data ports to the hub and there is seamless integration with IR, avoiding any disruption in university reporting.

Programming

Current State

Staffing and responsibilities:

- ITS currently has a single web programmer that is responsible for the intranet and all utilities to enhance the functionality of the Oregon Tech suite of products serving the organization. This position without redundancy creates a potential point of failure. There is no backup within ITS to address absences or attrition.

- The Application Development team has allocated the majority of its resources to Banner maintenance for more than twenty years. To the extent resources are available, they implement and maintain all other enterprise applications and address the reporting needs of the organization.
    - Within this team there is a single resource with the skill and aptitude to execute the DBA and systems maintenance required of Banner in the Ellucian cloud. This creates a vulnerability and is a potential point of failure.
    - Within this team there is a single resource assigned to enterprise application permissions management. This is complex and requires attention to detail and consistent documentation. While difficult, it does require timeliness, accuracy and significant application knowledge. Without back-up, this creates a single point of failure.

Programming documentation is integrated into the ticketing system and available for reporting and research. Standard programming practices and procedures are in place and are followed diligently to ensure the safety of all Oregon Tech environments. Practices and procedures are maintained by the Application Development Team and reviewed by the CIO. The Application Development team maintains code documentation for all customizations and modifications both within the FACTS tickets and as part of the audit trail. Web and application programmers work closely with business owners to test code and validate data.

The FACTS ticketing system allows any Oregon Tech employee or student to enter a ticket. The appropriateness of a request is evaluated by ITS staff as they are assigned to the appropriate team. Programming tickets have no workflow or mandatory authorization process to ensure that the request has been vetted by the potentially impacted business owner or data owner. It is the responsibility of the programmer to interview the requestor and get appropriate approvals before moving forward. It is the responsibility of the business owner or data owner to periodically validate that the use of the solution or data delivered to the requestor is still needed, being appropriately used and is maintaining current data security expectations.

Programming efforts are prioritized to address regulatory requirements, external reporting requirements, critical business processes and then preferred enhancements or new implementations. Users are engaged in assessing characteristics impacting prioritization.

Anticipated Future State

- Eliminate programming single points of failure
    - Web programming/Intranet
    - Oracle DBA/Banner maintenance
- Greater capacity necessary for integrations
- Greater capacity necessary for reporting
- Programming to exploit features available in new software environment
- Reduced Oracle expertise
- Reduced or eliminated customizations associated with vendor applications

Strategies to Meet Future Needs

- Transition an analyst programmer from Banner programming to support Web programming to eliminate single point of failure

- Hire an additional programmer with Oracle competency to address the single point of failure in that area
- Engage in vendor training to support base knowledge for new products and augment this with online training to increase expertise.
- Establish integrations as a base competency within the programming team.
- Extend programmers into design and configuration activities within new solutions
- Create areas of primary and secondary support to ensure availability
- Incorporate vendor relationships into response process by programmers

Permissions Management

Current State

Access Management: The web programmer listed above is responsible for maintaining Single Sign On (SSO) processes and procedures. This provides all individuals with a university relationship an Oregon Tech email and access to Teams, One Drive, TechWeb, FACTS, Canvas and other critical applications that do not grant permission to sensitive data.

Application Permissions: A single position provides permissions management for enterprise applications, creating delays during absences.

Enterprise permissions is outlined in the documents found in the *Access* folder. This is a paper-based process initiated by a ticket in FACTS and ending with the form scanned into Etrieve. Forms get lost for periods of time and filled out in duplicate when they can't be found. The paper process does not support requesting iterative changes but rather requires each form be filled out in full regardless of the reason for an access change request.

The complexity of permissions management once the form is submitted requires significant expertise in each product, so any backup needs to gain and maintain a level of expertise to ensure accuracy. The individual filling this position is anticipating retirement in less than 3 years.

Anticipated Future State

1. No significant change is anticipated in SSO, but ITS will be responsive if there is an industry change.
2. Access management will be automated in part
3. Permissions management will be completely electronic
4. Permissions management will have two partial FTE's assigned rather than a single FTE to ensure access is addressed quickly

Strategies to Meet Future Needs

1. Replace the current position with an Analyst Programmer 1 assigned to Permissions and Reporting
2. Transition an Analyst Programmer 2 position from Banner to reporting and Permissions
3. Work with departments and HR/Payroll to define the application access by position
4. Work with departments and business process owners to define application permissions by position
5. Create the forms and workflow in Etrieve to support the creation of the individual form, routing for approvals and queue for processing.

Infrastructure Applications and Storage

Current state

ITS has 4 system administrators

- Two system administrators, one competency level 2 and one competency level 3 are located at the Portland Metro campus to ensure appropriate on-site support across infrastructure, networking and the service desk.
- One system administrator competency level 3 serves both campuses as the Microsoft specialist
- One system administrator competency level 2 addresses tasks of low complexity to support the Service Desk.

While this team is distributed and Portland Metro resources have primary responsibilities to that campus, they work as an integrated team to serve the university as a whole. Team members from both campuses maintain the virtual desktops, provide tier 3 support and implement new enterprise solutions. Each member of this team has a specialty and is backed up by an alternate team member, though with more limited knowledge than the primary expert.

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 expenses that were historically handled through capital purchases with inconsistent funding. The inconsistency drove utilization past the manufacturer's recommended lifespan for hardware. Additionally, Oregon Tech does not have a sufficient server room to meet the needs current university business. Having infrastructure applications in the cloud also ensures general maintenance and backups are appropriately executes. Due to the lean staffing in Oregon Tech ITS, the non-urgent routinely interrupt back office best practices.

The challenge that Oregon Tech is currently experiencing with the move to the cloud is the growth in the ITS budget. While the budget would have grown by some number due to growing business and reporting needs, the services that are embedded in each hosted or SAAS solution increase the budget by purchases previously capitalized and are bundled with services that Oregon Tech would not have staffed. For example, Oregon Tech has never had a database architect (DBA).

Anticipated Future State

The complexity of the cloud environment will continue to grow into the future and that would be true even without moving to best of breed. Even with Banner, an integrated ERP, the number additional support applications necessary to serve students and address regulatory requirements has grown significantly in the past two years. Similar to the need for the Application Development team to addresses the cost and complexity of the data environment, the infrastructure team will need to address cost and currency of the underlying environments. While a significant shift in technology is not anticipated, a significant increase in complexity is expected.

The infrastructure team will need to explore cost containment practices including dynamic sizing, archiving, licensing options and development of automation. In addition, they will need to

optimize their effectiveness by maintaining currency in their expertise through formal training opportunities.

Strategies to Meet Future Needs

Due to budget constraints, the lack of capacity in this team will not be addressed by new positions. Instead, ITS will need to budget formal training to reduce the time investment in implementing efficiencies and cost containment practices. The CIO in partnership with the CTO will maintain an infrastructure project list that prioritizes training and protects some amount of time to ensure team members have an opportunity for growth and to contribute to the goals of greater efficiency and cost containment. While this team does not get a great deal of user contact, it is critical to the success of the organization that they be supported in their effort to create repeatable processes, define patch and upgrade schedules, engage in training and share expertise.

Service Desk

Current state

The Service Desk attempted a transition three years ago from a student organization with staff leadership to a professionally staffed team. While there was a manager for a short time, the position functioned as a lead worker rather than manager and appropriate service processes and procedures were not developed and implemented and training remained consistent with that of a student staffed organization. The hiring of full-time staff has improved the service outcomes, but it has not improved the development of procedures or standards. In those areas where processes, procedure and standards exist, they have not been adopted. The organization runs based on tribal knowledge and tacit internal agreements. This service approach spans the organization from tier 1 and 2 tickets that are handled within the service desk to tier 3 tickets referred to other teams within ITS.

The transition to a professional Service Desk would have required a Service Desk manager with strong change leadership skills that was tasked with coordinating across ITS. This manager in a clear departmental structure with 2-3 full time Service Desk staff members could accomplish this transition in a five-year span and would have supported career progression for 1-2 of those staff members toward the completion of that transition. Unfortunately, this was approached as an issue that could be solved by simply putting people in place without a manager with clear direction or pertinent experience. In its current state, the Service Desk struggles with the following:

1. Solutions are resolved as unique evens rather than based on established troubleshooting processes and leading to inconsistent outcomes.
2. Established ticket prioritization rules are not followed.
3. Tickets are not proactively managed at a cadence that supports quick resolution across all issues or urgent resolution of critical requests. This results in follow up email communication to the ITS Procurement Agent or the CIO to ensure critical or complex items get appropriate attention.
4. Tickets get started and then dropped before resolution due to ineffective management of student service desk staff and lack of formal processes to support ticket continuity.
5. Lack of an appropriately populated or leveraged knowledge base

Anticipated Future State

1. The Service Desk will provide a professional development opportunity for students

2. There will be an expectation that the Service Desk function based on service level agreements and tiered ticket processing
3. Time to completion and outcomes will be the measure of success
4. The knowledge base will become a managed asset under continual review and development
5. The level of expertise to resolve issues will be greater

Strategies to Meet Future Needs

1. Fill a position to address ITS service delivery and manage the Service Desk
2. Develop the knowledge base both for training and to deliver consistent results
3. Develop service tiers to differentiate tickets and resources
4. Define service level agreements for business processes and ticket types
5. Document processes that span other departments for issue resolution
6. Develop or implement ticket tracking abilities

Networking

Current State

ITS has a single senior network engineer and maintains a contract with Presidio for emergency coverage as needed. This area continues to represent a single point of failure for tasks that need to be completed on the Klamath Falls campus.

The growth rate in the number of personal devices on campus, what they are used for and the expectation for coverage both in buildings and in green spaces exceeds the design and capacity of the Klamath Falls campus network. Additionally, building materials used in new construction and renovations provide a barrier to wireless signal. This leaves some areas on the Klamath Falls campus without wireless access or insufficient signal or capacity to be reliable.

Networking hardware is leased, and each building has networking closet(s) to support the needs of that building. These are maintained by the senior networking engineer. ITS encourages Service Desk personnel to consider engaging in projects within infrastructure as a means of career development and to develop tier 2 ticket support. This approach creates minimal additional capacity in responding to networking issues across all campuses. Most parking lots and some green areas have coverage, but it cannot be considered robust.

Anticipated Future State

The anticipated future of work for the university will become more mobile. Remote working has become a reality and an increased number of users will be moving to a mobile device as their primary computer. Networking will venture into an increase in wireless access coverage and a decrease in physical port utilization. The complexity of wireless will expand requiring an increase in security measures, firewalls and preventive measures to control access and limit exposure to malicious activity.

Cloud services and computing use will also expand in the future and require greater reliance on virtual servers and virtual desktops. Network knowledge will need to expand into the cloud environment to address access control with virtual networking equipment and security with virtual firewalls. Networking will be more virtual than physical.

Access to cloud computing and hosted solutions will require an increase in internet connectivity.

The reliance on the stability of Internet Service Providers will increase our need for providers to deliver stable, 99.999% up-time. The number of providers used at both campuses will need to increase to 3 distinct ISPs. Border Gateway Protocol routing will significantly grow to address redundancy in internet services.

Strategies to Meet Future Needs

Infrastructure's shift to a mobile user base and an expanding cloud environment will require an adjustment in the funding of networking equipment. On-premises networking equipment will still use leasing to maximize equipment purchases and refresh. Focus will continue to address security but will grow in the area of wireless security, cloud and remote environment/equipment. Training for infrastructure networking staff will be critical to support remote and mobile user environments along with a focus on virtual networking. Managed Services for networking will be adjusted to address the change in the networking paradigm.

Security

The process begins with a detailed evaluation of current conditions in the agency, then forecasts future population and service demands, and then develops strategies that can be utilized to meet future needs.

Current state

The information security program at Oregon Tech is currently staffed by one full-time employee (the Director of Information Security and Compliance) and one student worker, who currently contributes ten hours per week when classes are in session, and the program 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 most significant shortfalls currently impacting information security at Oregon Tech are as follows:

1. Limited dedicated resources which constrain the overall extent and depth to which information security matters may be pursued
2. Single point of failure with only one full-time employee assigned to information security
3. Lack of event visibility and correlation across the enterprise with respect to user, computer, and service-based access due to missing centralized monitoring
4. Inadequate incident response capabilities due to staffing shortfalls and missing relevant technical solutions (and specifically in the areas of network-based monitoring and network and computer-based forensics)
5. Missing capabilities in the areas of threat intel, threat hunting, pen testing, red teaming, and blue teaming
6. Inability to stay ahead of the curve on industry trends in security technologies, attacks, and vulnerabilities due to staffing shortfalls.

As the only dedicated resource in information security, the Director of Information Security & Compliance must remain directly engaged in all four areas of the security program (i.e., management, risk/compliance/privacy, architecture/engineering, operations), which limits his/her ability to remain focused on any one area or to pursue any one of these areas to any significant depth.

Anticipated Future State

1. Ideally, the Director of Information Security will have a full-time security analyst to handle daily operational and project tasks, thereby allowing the Director to focus more on management, strategy, and industry focused tasks that are more presentable and relevant to campus stakeholders, including campus executive leadership. Additionally, one or two student workers will assist with security tasks or projects as needed.
2. There will be implemented a central monitoring solution (i.e., SIEM – Security Information and Event Management) to give visibility to access events across the enterprise, including on-prem and in the cloud. Additionally, incident response specific technologies (many of which are available as open-source solutions) will be implemented and managed appropriately to help manage and remediate incidents and provide threat hunting capabilities.
3. Capabilities will be established in the areas of threat hunting, pen testing, red teaming, blue teaming, and forensics.

Strategies to Meet Future Needs

Until funding is made available for hiring a full-time security analyst, the only feasible option is to leverage student workers and students working on their senior projects to try to advance ITS' security goals and capabilities.

Technology Equipment Replacement Policies and Procedures

Student Computers

Oregon Tech implemented a Bring-Your-Own-Device (BYOD) policy beginning fall term 2021. A single row of computers was removed from every general 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. 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.

Instructional Technology

Classroom instructional technology and specialty lab computers are 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.

Conference Room Technology

Conference room technology is replaced based on a 5-year lifespan and as funding is available. Conference rooms that are within the physical space of a specific department and managed by that department are funded by those departments. The CU is an auxiliary and conference rooms in that building are funded through the CU annual budget which includes revenues from rentals. Special conference rooms, such as the Presidents conference room and the auditorium in the CU are funded at least in part by special allocations.

Staff Computers

Faculty and staff computers are paid for from a variety of funding sources including special allocations from the President, VPFA or Provost, grants that allow this type of purchase or departmental funding. It is the goal of ITS to pursue funding sources annually to maintain a 5-year maximum computer lifespan. Oregon Tech does not purchase extended warranties, but instead self-funds an insurance account for computers that are damaged or experience a hardware failure beyond their limited warranty but no older than three years.

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. If available, a dollar purchase at the end of the lease cycle is incorporated into the lease agreement. If hardware remains viable, the dollar purchase is exercised to take advantage of savings for a limited time before entering a new lease. This approach applies to networking equipment and servers.

Small Equipment

Small dollar equipment such as UPS, Smart Board accessories and peripherals are purchased as needed with funds allocated in the IS budget annually.