

**EXECUTIVE SESSION OF THE BOARD**

Mt. Bailey Room and via phone (9:30am – 10:00am)

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

**Board of Trustees Meeting Agenda  
June 30, 2020**

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1. Call to Order/Roll/Declaration of a Quorum (10:15am) <i>Chair Jessica Gomez</i>	
2. Reports	
2.1 <a href="#">President’s Report and Discussion</a> (20 min) <i>President Naganathan</i>	1
2.2 <a href="#">Administrative Council Report</a> – written report	6
2.3 <a href="#">Faculty Senate Report</a> (10:35am) (10 min) <i>President Don McDonnell</i>	10
2.4 <a href="#">OMIC Report</a> – written report	24
2.5 <a href="#">Foundation Report</a> – written report	29
2.6 <a href="#">Legislative Report</a> – written report	31
2.7 <a href="#">Enrollment Management Report</a> – written report	34
2.8 <b>Finance and Facilities Committee Report</b> (10:45am) (5 min) <i>Vice Chair Vince Jones</i>	
3. Consent Agenda (10:50am) (5 min) <i>Chair Jessica Gomez</i>	
3.1 <a href="#">Approval of the Minutes of the April 2, 2020 Meeting</a>	37
4. Action Items (10:55am)	
4.1 <a href="#">Approval of the President’s Program Reduction and Elimination Plan</a> (20 min) <i>President Naganathan</i>	43
4.2 <a href="#">Adoption of the 2020-2021 All Funds Budget</a> (11:15am) (45 min) <i>VP Brian Fox</i>	45
4.3 <a href="#">Adoption of the 2021-2026 Strategic Plan</a> (12:00 noon) (30 min) <i>President Naganathan and Dean Tom Keyser</i>	61
5. Discussion Items – none	
6. Other Matters (12:30pm) (15 min)	
7. Public Comment (12:45pm) (15 min)	
8. Adjournment (1:00pm)	

# REPORT

## Agenda Item No. 2.1

### President's Report and Discussion



## ADVANCING THROUGH AMBIGUITY AND CHANGE

PRESIDENT'S REPORT: DR. NAGI NAGANATHAN  
JUNE 30, 2020



### ADAPTING OREGON TECH TO THE COVID-19 ENVIRONMENT



#### REMOTE LEARNING

- Faculty adapted curriculum and delivery quickly over Spring Break
- Maintained almost full enrollment – some stopped out for family reasons



#### SAFETY OF UNIVERSITY

- Most employees working remotely
- Two positive cases of employees in April
- Virtual mental health services for students
- Special campus cleaning protocols



#### MANAGING STUDENT COSTS

- Reduced some fees, and eliminated certain charges
- Provided increased financial aid: scholarships and emergency loans
- Designing new financial aid programs for fall 2020 with more aid available



#### VIRTUAL COMMENCEMENT

- Designed and produced a virtual event since large gatherings are prohibited
- Was celebrated at the same time as it would have been held on June 13, 2020
- Two ceremonies: College of ETM and College of HAS



## HOW ARE OREGON TECH STUDENTS DOING? (REMOTE LEARNING SURVEY COMPLETED 2 WEEKS INTO SPRING TERM)



**HOW SATISFIED ARE YOU...**

- **With your instructors use of technology?**
  - 65% extremely satisfied or satisfied; 18% neutral (**83% total** in these areas)
- **With your interaction with instructors?**
  - 57% extremely satisfied or satisfied; 29% neutral (**86% total** in these areas)
- **With your interaction with other students?**
  - 37% extremely satisfied or satisfied; 28% neutral (**65% total** in these areas)
- **With remote support for technology?**
  - 40% extremely satisfied or satisfied; 29% neutral (**69% total** in these areas)



Oregon Institute of Technology





**AT THIS TIME, WHAT ARE YOUR PLANS FOR FALL TERM 2020?**

- **I plan to continue my enrollment at Oregon Tech if I can take either remote or in-person coursework.**
  - **65%** [70% at KF; 64% at P-M campus]
- **I plan to continue my enrollment at Oregon Tech only if I can take in-person coursework.**
  - **14%** [18% at KF; 14% at P-M campus]
- **I do not plan on continuing my education in the fall**
  - **8%** [2% at KF; 10% at P-M campus]

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## REOPENING PLAN UNDERWAY



### STUDENT SUCCESS

- Planning for in-person classes in fall
- Dependent on state mandates
- Also preparing alternative plans for another remote teaching environment as well as a hybrid model



### HEALTH & SAFETY OF PEOPLE

- Planning for safe delivery of teaching, campus activities
- Physical distancing in classrooms, spaces; masks where needed
- New cleaning protocols
- Crisis action plan in event of new case(s); or need to switch to fully remote again



### FINANCIAL SUSTAINABILITY

- Given expected state cuts, decrease expenses now: furloughs, S&S, selective hiring
- Institute budget savings initiatives
- Preserve human capital with a focus on sustainability

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## FINANCIAL & BUDGET ADJUSTMENTS ADDRESS COVID-19 IMPACTS



### FURLOUGHS FOR STAFF

- 20%-40% reductions for classified and unclassified staff
- Began week of May 18
- Estimated savings - \$350K in FY20 and \$1.4M in FY21



### PROGRAM REDUCTION & ELIMINATION COMMITTEE INSTITUTED

- Invoked PREC policy in May up on Faculty Senate's request
- Advisory to President when budget reductions are imminent
- Committee membership: 6 faculty members and 3 admin staff – all from Academic Affairs



### EARLY RETIREMENT OPTION

- ERIP - Early Retirement Incentive Program offered
- Bridges healthcare costs until Medicare eligible



### HIRING FREEZE

- Partial hiring freeze in place

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## GROWTH MODE OR SURVIVAL MODE?

- “A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” — **Winston Churchill**
- “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.” — **Jim Collins**

**Not a time to step back! Even more important that we move forward aggressively.**



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## ENROLLMENT OUTLOOK FALL 2020 (AS OF MAY 27<sup>TH</sup>)

### • Enrollment:

- Applications: +153% (freshmen in KF +274%)
- Admitted: +163% (freshmen in KF +289%)
- Freshmen deposits = 487 (+71/17% to fall 2019 census of 416)
- Transfer deposits = 257 (-305/-57% to fall 2019 census of 562)\*

### • Housing Deposits:

- Already 50+ more housing deposits than last year at this time, and that was a record; now at over 700 deposits.



(\*We're still aiming for flat or slight increase of 3% at 578, but CC enrollments are way down across the state, region, and nationally. Pulling out all of the stops until their deposit date of July 1, but we shall see, and we know about 1/3 of our deposits don't even apply until June)



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## CRITICAL SEARCHES AND HR UPDATES



### VP – INSTITUTIONAL ADVANCEMENT

- Two finalists
- Final campus visits pending



### DEAN - COLLEGE OF HAS

- Appointment of **Dr. Dan Peterson** as Dean



### DPT DIRECTOR

- Selected in partnership with OHSU
- **Dr. Marc Campolo** new DPT Director; currently Dean of College of Health Professions at South University in Savannah, GA
- Begins on July 31



### VP - FINANCE & ADMINISTRATION

- VP Fox staying through December 31
- A national search for a replacement in progress.
- Use of an external search firm



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



**Oregon TECH**  
Oregon Institute of Technology

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**Oregon TECH**  
Oregon Institute of Technology

# THANK YOU

✉ [NAGI.NAGANATHAN@OIT.EDU](mailto:NAGI.NAGANATHAN@OIT.EDU)

✳ [OIT.EDU](http://OIT.EDU)

# REPORT

## Agenda Item No. 2.1

### Administrative Council Report



#### What is Administrative Council?

The Administrative Council (AC) is a body of nine elected and two appointed members that represent Oregon Tech’s diverse group of unclassified administrative professionals across our multi-campus system.

The purpose of AC is to serve in an advisory capacity to the President and other administrators through frequent meetings and engagement. We work with university stakeholders such as Faculty Senate, President’s Council, and other partners in representing the interests of our constituents.

AC convenes monthly meetings that are open to all unclassified administrative staff and other interested stakeholders, and function as a space to share key updates with our constituents, create community, develop our strategic priorities, and provide a space for our constituents to give us timely feedback on the issues that matter most to them.

#### Who is Administrative Council?

We comprise 30.7 percent (Oregon Tech Office of Human Resources, 2020) of Oregon Tech’s workforce totaling roughly 130+ diverse constituents working within a multi-campus system that includes locations in Klamath Falls, Portland-Metro, Salem, Scappoose, Seattle, and Online. We hold positions types such as Advisor, Coordinator, Consultant, Director, Associate Vice President, and the President.

Oregon Tech’s unclassified administrative staff bring much value to the institution. Many hold advanced degrees and have transitioned to higher education after years of service in the public and private sectors. Our members support the institution in a variety of ways: We are student-facing; we conduct business affairs; we work in human resources; we oversee budgets; we manage facilities; we distribute financial aid; we conduct research; we manage institutional branding/marketing; we engage alumni; we support institutional advancement; we manage and coach athletics; we support academic affairs; and we do so much more than we have space to list. In sum, we play an essential role in making Oregon Tech not just work but thrive.

#### Why does Administrative Council exist?

We are critical to the successful continuance of Oregon Tech’s mission and strategic vision. Our goal is to be the **voice** of our constituents in bringing their diverse perspectives to our University’s leadership. Thus, we serve in our advisory capacity to influence their decision-making. In doing this work, we foster the collective human capital of our constituents to engage in the work of modeling the values drafted into our 2021-2026 Strategic Plan: **student success; integrity; respect; diversity, equity, and inclusion; service; accountability; excellence; and confidence**. In sum, we do our part to be *Oregon Tech Together*.

## 2019 – 2020 Strategic Priorities

When we engaged unclassified administrative professionals this year at Oregon Tech, we continued to hear about three specific issues of concern: **online tuition remission**, **performance evaluations**, and **merit pay**. In our advisory capacity, we made sure to highlight these priorities throughout the academic year and stress their importance with President Nagi, executive staff, and senior leadership. We look forward to the work and progress made on these issues, and know the positive impact it will have on our constituents and Oregon Tech for years to come.

- **Online Tuition Remission:** While Oregon Tech employees have staff fee privilege for in-person classes at Oregon Tech, there has never been a similar remission for online classes. This has prevented many staff members from pursuing educational opportunities and advancement due to accessibility.
- **Performance Evaluations:** We have heard from our constituents about the lack of evaluations at our university and the differences in process across departments and supervisors. To observe, reflect, and improve professional skills and services, it is necessary that Oregon Tech have a consistent and official process for performance evaluations across all divisions.
- **Merit Pay:** When the opportunity arises for Oregon Tech to award merit pay to administrative staff, a specific guideline and process must be in place that ensures equity and transparency. Our constituents led us with asking the question: how can merit pay be determined, if not all employees are being evaluated on a regular basis?

## 2019 – 2020 Accomplishments

- Administrative Council did much work to increase its visibility university-wide during the past academic year. And, we believe that we have made tremendous strides in participating in shared governance at Oregon Tech while staying true to our mission to “serve in an advisory capacity to the President and other administrators.”
- Administrative Council charted a new path by focusing on our mission and duty to represent unclassified staff and officially absolved ourselves from Spirit Week.
- We took a hard look at our bylaws and considered removing Executive Staff and Senior Leadership from our membership. At our December meeting, we had an open conversation about the realities facing unclassified staff and how we must work together, to ensure our voices are heard and shared governance is effective.

- Increased the visibility of our council, including regular meetings with senior leadership and executive staff, and taking a greater role in shared governance by collective action and choice.
- In an effort to “make the tent bigger”, we opened our monthly meetings to all unclassified staff. We have increased attendance from ten at our October meeting, to over 75 in our May meeting. This represents an increase of 650 percent from October to May meetings. It also demonstrates that over half of our constituents attended our final May meeting.
- With the appointment of Maureen De Armond, AVP of Human Resources, we collaborated on numerous projects and ideas in an effort to make Oregon Tech a better place for all.
- During the initial months of the COVID-19 pandemic, Administrative Council worked closely with our university stakeholders to ensure that our constituents’ voices were heard on issues regarding the transition to remote work, staff welfare, and distributing important information to our constituents regarding resources.
- Two subcommittees formed within our council—Professional Development, Welcome & Welfare—to make progress on issues that matter to unclassified staff.
- The Professional Development subcommittee was formed to assist in promoting professional development opportunities for unclassified staff at Oregon Tech. They also provided feedback on OHR’s Professional Development survey that was sent out this past spring to classified and unclassified staff members.
- The Welcome & Welfare subcommittee did important work in fostering staff connectivity during the initial stages of the COVID-19 pandemic, hosting two virtual coffee hours where staff members were able to engage and have community with each other while working remotely.
- Administrative Council also assisted OHR with exploring the feasibility of a sick leave pool for unclassified administrative staff.



**2019-2020 Administrative Council Members**

*Zach Jones, AC Chair*

*Josh Jones, Representative*

*Wakaya Wells, AC Vice Chair*

*Nellie Stewart, Representative,*

*Shaundrea Hirengen, Secretary*

*Rebecca Burkeen, Representative*

*Harmony Stobaugh, Welcome & Welfare  
subcommittee chair*

*Brenda Campbell, Representative*

*Sarah Matchett, Representative*

*Lindy Stewart, Faculty Senate Representative*

*Nyesia Driver, Representative*

*Maureen De Armond, Representative appointed  
by the President*

*Hands-on education for real-world achievement.*

**3201 Campus Drive, Klamath Falls, OR 97601 | 541-885-1000 | [www.olt.edu](http://www.olt.edu)**

# REPORT

## Agenda Item No. 2.3

### Faculty Senate Report

1. Introduction –  
My name is Don McDonnell and I have been a member of the Oregon Tech faculty for 14 years and have been a faculty senator since 2014. I am the radiologic science program director and teach the physics of x-radiation and image production as well as interventional radiography. Prior to coming to Oregon Tech, I worked in the x-ray and interventional radiography modalities at Sky Lakes Medical Center since 1997. I look forward to serving and representing faculty at all levels for the next two years as their president.
2. The two main goals for senate this year are to:
  - a. Actively engage in furthering the shared governance relationship between the Board of Trustees, administration, and faculty in a respectful manner always keeping the goal of Oregon Tech's success and sustainability in mind.
  - b. Reshape the purpose and tasks of faculty senate in light of the American Association of University Professors (AAUP) representing faculty on campus in the future. I would like to thank faculty who have and are serving as officers, negotiators, and authors of articles for their hard work, dedication, and donation of their time.
3. I have met with the President and Provost to open discussions pertaining to goals, plans, along with some faculty questions and concerns. I anticipate that we will develop strong working relationships for the good of our university. I will do my best to resolve university challenges with the President and Provost and let you focus on the high-level issues for the success of Oregon Tech.
4. Faculty Welfare Committee Survey on Faculty Burnout  
I have included a survey for your review that was administered to faculty winter 2020. There are a couple of items that I would like for you to note:
  - a. The survey was taken pre-COVID 19 pandemic.
  - b. A minimum of 117 faculty participated which is well over a 60% response rate.While I am not going to attempt to identify reasons for the results, you will find that they are positive when it come to working with students. However, extra nonteaching duties, overload, etc. results are negative overall. These results are deeply concerning, and I plan to work with Dr. Naganathan and his administration to address faculty concerns.
5. Finally, I would like to report that the campus community response to the remote course delivery change was outstanding at all levels. There were times of high frustration, but everyone stepped up to the plate. Faculty took on the challenge with out of the box thinking; many of us feel that our future courses will be enriched with the technology that we forced to learn. I would like to thank the faculty for their positive attitudes, innovation, and remaining student focused. On behalf of the faculty I would like to thank all of the departments that support the learning environment from facilities to ITS and finally administration. We witnessed these teams come together to achieve the common goal of delivering the best learning experience possible for our students, under these extenuating circumstances.

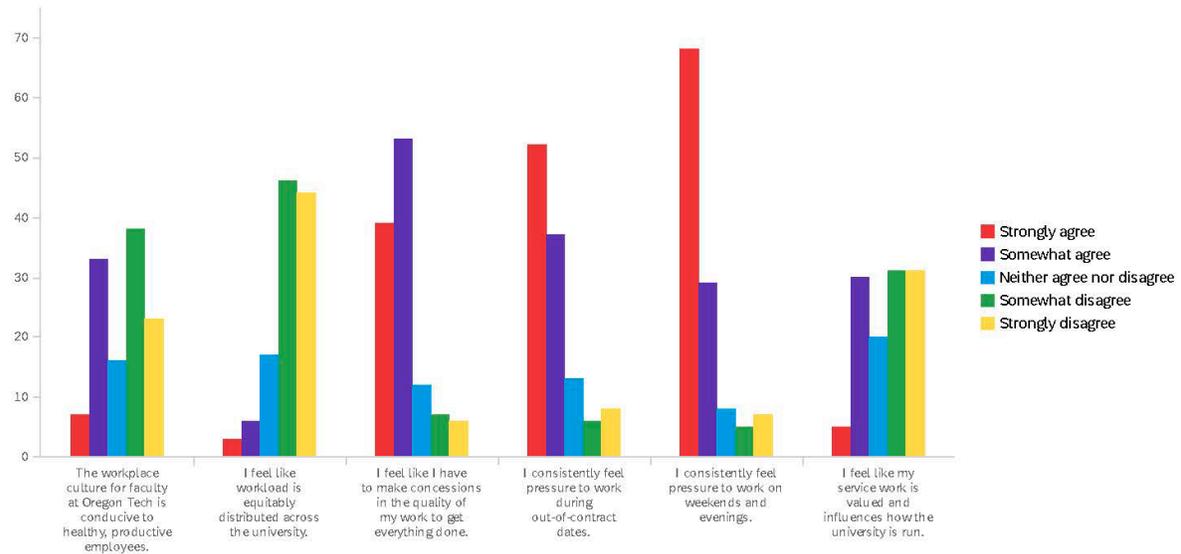
Thank you for your time. End of report.

# May Senate Report

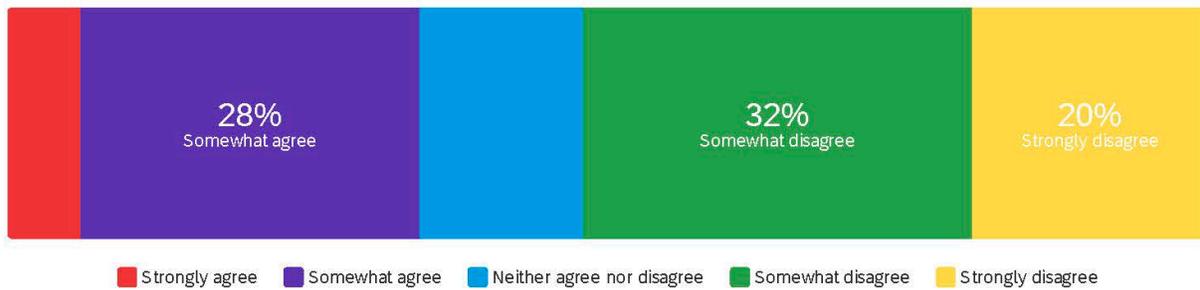
## Faculty Welfare - Work Satisfaction

April 28, 2020 3:03 PM PDT

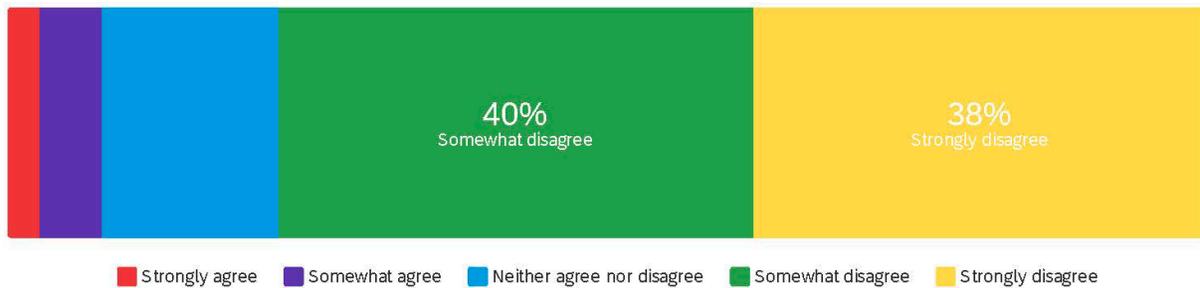
Q12 - Please indicate how strongly you agree or disagree with the following statements.



Q12\_1 - The workplace culture for faculty at Oregon Tech is conducive to healthy, p...



Q12\_2 - I feel like workload is equitably distributed across the university.

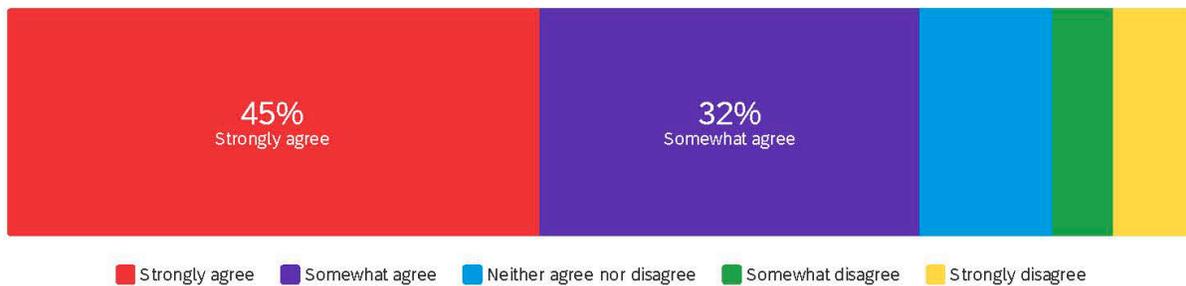


Q12\_3 - I feel like I have to make concessions in the quality of my work to get eve...

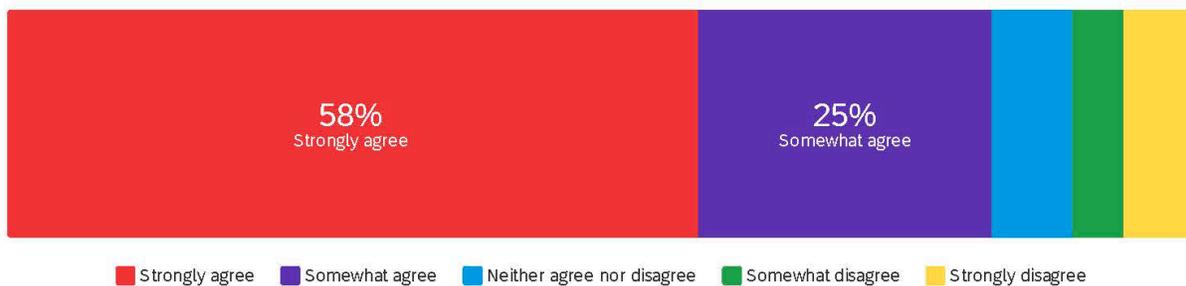




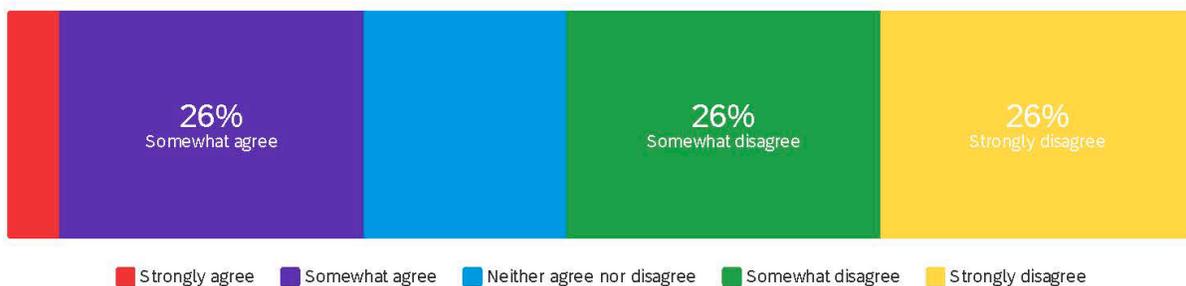
Q12\_4 - I consistently feel pressure to work during out-of-contract dates.



Q12\_5 - I consistently feel pressure to work on weekends and evenings.

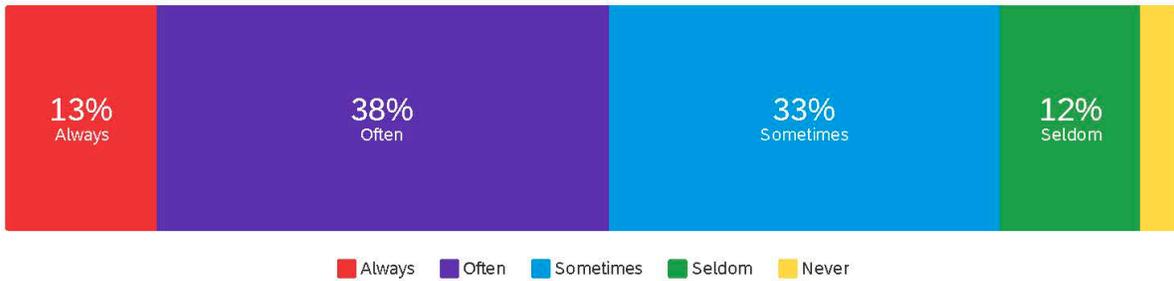


Q12\_6 - I feel like my service work is valued and influences how the university is...

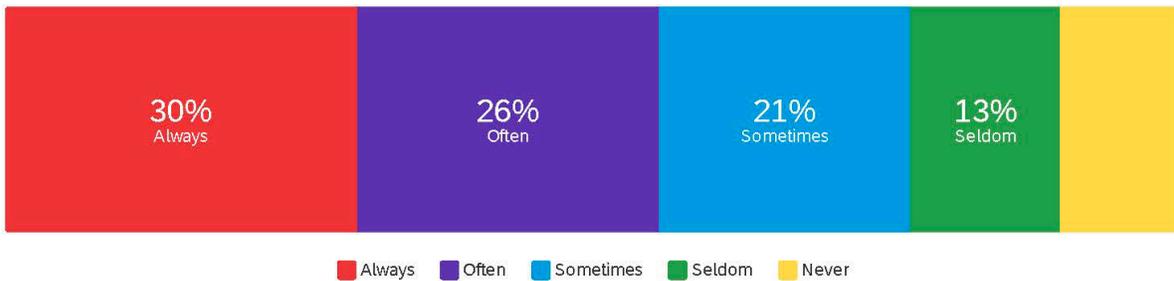


Q13 - Please indicate how often you experience the following.

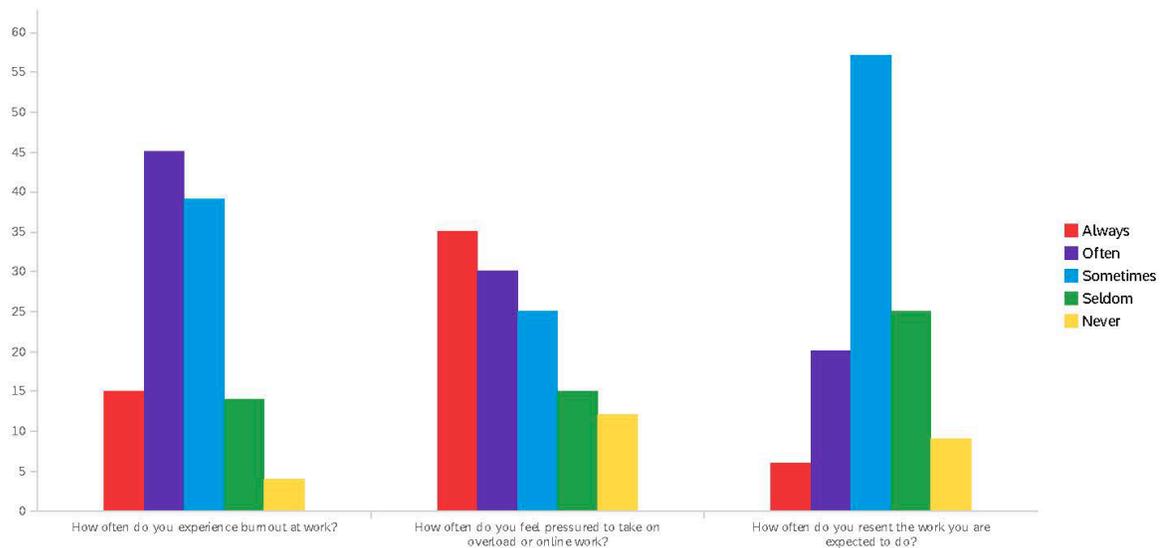
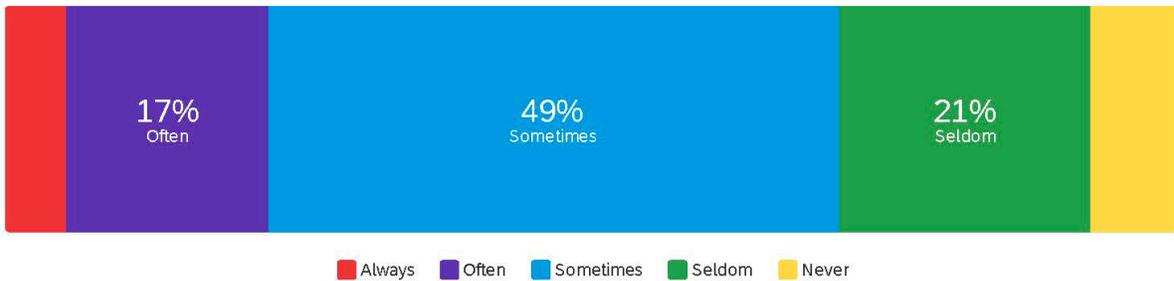
Q13\_1 - How often do you experience burnout at work?



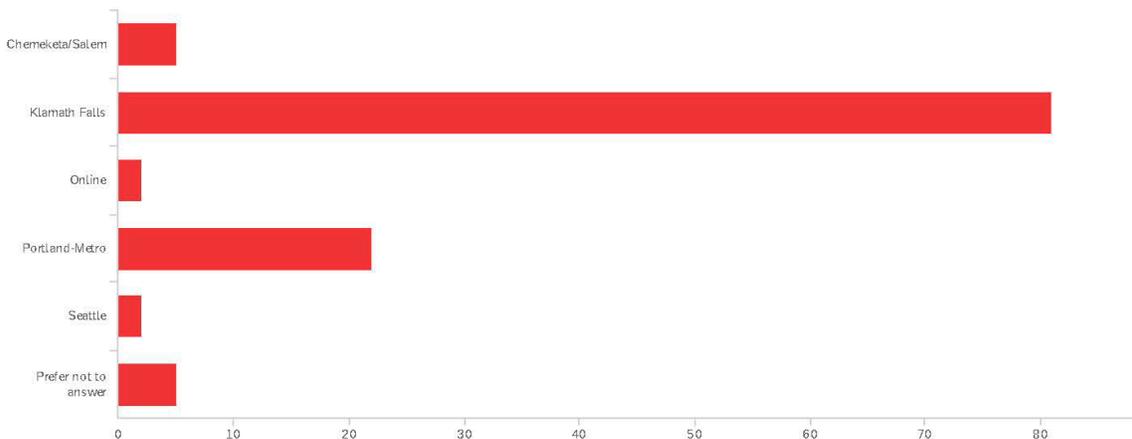
Q13\_2 - How often do you feel pressured to take on overload or online work?



Q13\_3 - How often do you resent the work you are expected to do?



Q9 - Which campus do you work from?



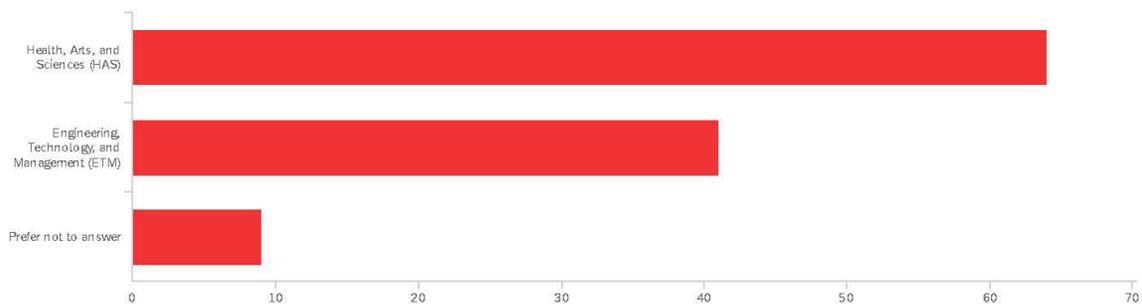
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which campus do you work from?	1.00	6.00	2.57	1.15	1.32	117

#	Field	Choice Count
1	Chemeketa/Salem	4.27% 5
2	Klamath Falls	69.23% 81
3	Online	1.71% 2
4	Portland-Metro	18.80% 22
5	Seattle	1.71% 2
6	Prefer not to answer	4.27% 5

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Showing rows 1 - 7 of 7

Q10 - Which college do you belong to?

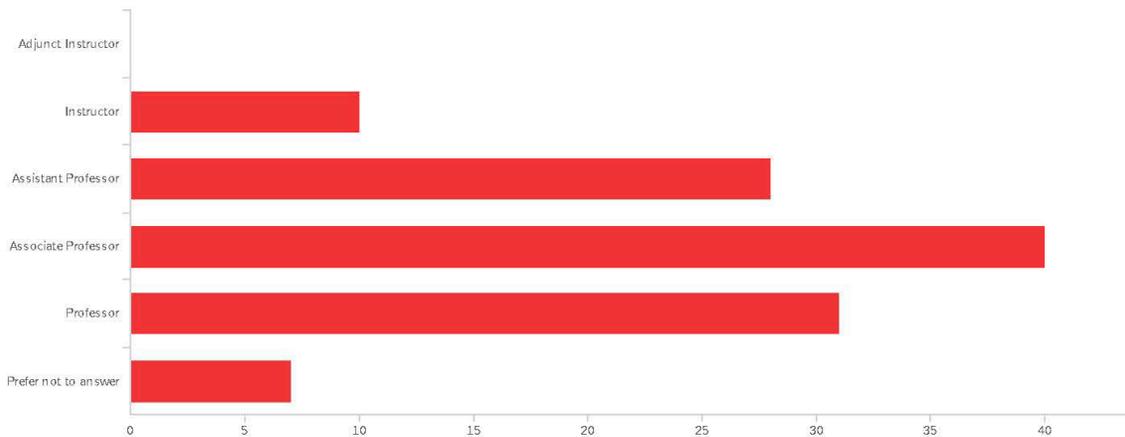


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which college do you belong to?	1.00	4.00	1.60	0.85	0.71	114

#	Field	Choice Count
1	Health, Arts, and Sciences (HAS)	56.14% 64
2	Engineering, Technology, and Management (ETM)	35.96% 41
4	Prefer not to answer	7.89% 9
		114

Showing rows 1 - 4 of 4

Q11 - What is your rank?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your rank?	2.00	6.00	3.97	1.05	1.09	116

#	Field	Choice Count
1	Adjunct Instructor	0.00% 0
2	Instructor	8.62% 10
3	Assistant Professor	24.14% 28
4	Associate Professor	34.48% 40
5	Professor	26.72% 31
6	Prefer not to answer	6.03% 7

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Showing rows 1 - 7 of 7

**End of Report**

## **Faculty Senate Welfare Survey on Faculty Burnout: Qualitative Analysis**

Prepared by

Kevin Brown, Ph.D.  
Professor of Communication

Kyle Chapman, Ph.D.  
Assistant Professor of Sociology

On Behalf of the Oregon Tech Faculty Senate Welfare Committee

May 29, 2020

### **Summary of Qualitative Responses to Questions 8 and 14**

The Faculty Senate Welfare survey administered in winter term of 2019-2020 had two open-ended questions which allowed respondents to construct their own responses in response to a prompt. The first open-ended question, Question 8, was as follows: "Could you please describe something that made you feel good about working at Oregon Tech? (e.g., student encounter, University recognition, etc.)." The second open-ended question, Question 14, was as follows: "Please share any other comments or concerns you may have on the topic." After reviewing the answers to each question, responses were coded into categories according to the commonality between the responses. The categories for the two questions are reported separately below.

In sum, responses to Question 8 can be grouped into three general categories reflecting what made faculty feel good about working at Oregon Tech—Relationships, Teaching, and Recognition—while responses to Question 14 can be grouped into three general categories reflecting what concerns faculty had about working at Oregon Tech—Working Conditions, Fairness, and Losing Focus.

**Categories for Q8: "Could you please describe something that made you feel good about working at Oregon Tech? (e.g., student encounter, University recognition, etc.)."**

The responses for Question 8 sorted into six broad categories, listed in descending order of frequency. (Due to the nature of Question 8, responses coded as dissatisfaction were not included in this summary.)

- 1) Interaction with students
- 2) Interaction with colleagues
- 3) Student accomplishment
- 4) The activity of teaching
- 5) Recognition for efforts
- 6) Physical setting

These six categories can be subsumed into three general categories that account for what made faculty feel good about their Oregon Tech experience—Relationships, Teaching, and Recognition. Relationships includes interaction with 1) Students and 2) Colleagues. Teaching includes 4) Teaching activity and 3) Student accomplishment. Recognition is comprised of awards and recognition by others.

**Relationships:** Often, respondents choose to identify both colleagues and students as primary sources of feeling good about their work at Oregon Tech. Many of the respondents point to their interaction with students as their primary motivator. The faculty report the relationship they build with students and the opportunity to help them learn, grow, and progress as the thing that provides them with the greatest satisfaction. Respondents also indicated that they feel good about the relationships they have constituted with colleagues and that they value those relationships.

**Teaching:** Next, some respondents identified the specific and general accomplishments of students and alumni as a source of pride and satisfaction. Example cited as sources of good feelings included getting into graduate schools, high salaries, good bar exam test rates, special

projects, etc. Some respondents also indicated that they felt good about their experience with the activity of teaching. They report that the activity of teaching is inherently satisfying and that they feel good about that aspect of their work.

Recognition: Some respondents mention that they felt good about the recognition for their efforts they have received from the campus community, their department, department chair, or dean.

Other: Finally, a few respondents mentioned the physical beauty of the location of Oregon Tech as providing them with a source to feel good about their work.

Overall, many of the respondents offered more than one response to the question, and the categories of Students, Colleagues, and Teaching were the most frequently combined.

**Categories for Q14: “Please share any other comments or concerns you may have on the topic.”**

This question, unlike the previous one, was neutral in tone and did not require either a positive or negative response. However, maybe as a consequence of human nature or the end position in the survey, or, perhaps more realistically, reflecting the overarching concern of faculty, the responses focused overwhelmingly on concerns.

The responses for question 14 sorted into seven broad categories, listed in descending order of frequency:

- 1) Campus work environment
- 2) Out-of-load work
- 3) Stress and burnout
- 4) Faculty-administrator relations
- 5) Workload inequities
- 6) Losing focus
- 7) Wanting to leave/quit.

These seven categories can be aggregated into three general categories: Working Conditions, Fairness, and Losing Focus.

Working Conditions is the largest category and is comprised of 1) Campus work environment, 2) out-of-load work, 3) stress and burnout, 4) faculty-administrator relations, 5) workload inequities, and 7) Wanting to leave/quit.

Fairness is comprised of the categories of 5) Workload inequities and 4) faculty-administrator relations.

Finally, Losing Focus (on the university's primary mission) is comprised of the categories of 6) Losing Focus and 4) Faculty-administrator relations.

The category of "Campus work environment" includes comments about low morale, a toxic work environment, a negative change in the work environment, frustration, unrealistic expectations, and a growing divide between groups. Overall, respondents felt that the organizational climate at Oregon Tech has changed, recently and negatively, and that this change is affecting their ability to enjoy, or even do, their job. These comments are corroborated by the results of the quantitative section of the instrument, where fewer than 40% of the respondents felt that they could agree with the statement that the workplace culture at Oregon Tech is conducive to healthy and productive employees. Respondents also talked about turnover and seeking new placements because of a negative work environment.

The category "Out-of-load work" includes comments about the impossibility of maintaining an overload/out-of-load schedule over long periods of time. The responses identified that work expectations, including expectations for online or overload work, are not realistic or, in many cases, possible. Comments include things like "the main emotion I feel is frustration" and reports of having to change their pedagogy in response to the inability to keep

up. Another theme of this category is the pervasiveness and insistence of the demand for work out of load. The results of the quantitative section show that 77% of faculty feel pressure to accept overload or online work. Faculty report that, for the university to function, they must accept more work than they can complete. This work is outside of their regularly assigned duties and requires them to adjust all of their responsibilities; it therefore affects their overall performance negatively. Also included in this category are comments that speak to the difficulty of adding a research expectation to a heavy teaching and service load. The respondents describe the difficulty of maintaining their teaching and service responsibilities, especially factoring in required overload, and accomplishing an active research agenda. However, a few respondents indicated that out-of-load work was also an opportunity to make more money. This category was often connected by respondents with the next category--stress and burnout.

The category of "Stress and Burnout" includes comments about how the demands faculty members face cause them to experience high amounts of stress and that this stress, over a period of time, leads to burnout. The key to this theme is that the respondents report that they can't keep up this level of effort, which they initially assumed would be temporary, much longer without physical or mental collapse or both. Some respondents report having already reached this level. These responses closely mirror the results from the quantitative section of the instrument which identified that 84% of the overall respondents experienced some level of burnout.

The fourth category, "Faculty-administrator relations," includes comments about how the relationship of faculty to the university administration is deteriorating, negative, and demeaning. Respondents comment that some faculty service, especially committee work, was accomplished by the faculty and then ignored by the administration, leading to feelings of resentment.

Respondents also report perceiving that there is inequity in compensation, the process of evaluation, and relative amount of possible compensation increases. The perception of these inequities has contributed to the feeling that administration does not value faculty opinions, effort, sacrifice, and competence. Some respondents additionally reported that they feel like the administration is only concerned with their own needs and not the overall growth, health, or future of the institution. They report that processes and responsibilities are transferred from administrators to faculty--things like recruiting and data tracking--that faculty have neither the time nor the expertise to accomplish.

The fifth category, "Workload inequities," includes comments about both the distribution of work and the distribution of opportunities for additional income. Some respondents reported that they feel that work is not distributed equally amongst members of the faculty. Primarily, respondents identify that not all faculty seem to accept an equal amount of responsibility for accomplishing the mission of the university. Further, they describe that there seem to be no consequences for either accepting more responsibilities or not accepting those duties. Conversely, a few responses describe that opportunities for additional income are not equitably distributed. The pervasiveness of this concern can be seen in the quantitative section of the instrument, where 78% of the respondents disagreed with the statement that workload was distributed equitably.

The sixth category, "Losing focus," includes comments that imply that the university is so concerned about tangential factors such as new buildings, etc., that the core mission of providing high-quality undergraduate education receives little focus from the administration. Because of this shift in focus, reward systems and time have been shifted to other concerns, causing a decline in the quality of education provided and the focus of the faculty.

Faculty Burnout: Qualitative Analysis

7

The last category, "Wanting to leave/quit," includes responses reporting that faculty members are actively searching for new positions, want to quit, and/or are so dissatisfied with their work experience at Oregon Tech that they don't plan on staying, as well as responses that predict or report high turnover due to the working conditions.

# REPORT

## Agenda Item No. 2.4

### OMIC Report

# OMIC R&D

**Date:** June 23, 2020

**To:** Oregon Tech Board of Trustees

**From:** Craig Campbell, Executive Director, OMIC R&D

**Re:** OMIC R&D Update - June 2020

#### STAFFING:

OMIC has increased its research staff over the last three months, with the hiring of three machining solutions researchers in the areas of subtractive/gear manufacturing, robotics/electrical engineering, and biomedical/prototyping. OMIC has also hired a dedicated machinist to support research activities on OMIC R&D's CNC machines. Finally, OMIC has hired a financial analyst in support of the budget, finance, procurement, and financial analysis associated with OMIC R&D's research activities.

#### ACTIVITY ON THE FLOOR:

With the increase in research staff, activity on the floor has increased dramatically and it is expected that activity will increase over the summer months. OMIC R&D just completed work on a specific research project on the Coordinate Measuring Machine (CMM) for one of our members. The research included volunteer hours from Renishaw, a metrology company that is not yet a member of OMIC R&D, but has been a dedicated partner. OMIC R&D has also just completed a special project for Portland State University which also provided a training opportunity, and Jon has been working on a special project that has coincided with his training on the Doosan Puma. Jon and Cody are preparing for the commencement of another specific project on the WFL and Cody has been working on the new Doosan SMX to demonstrate our ability to do power skiving as an element that was included in a recent commercial video with Sandvik Coromant whose tooling has made the power skiving possible here at OMIC R&D. Josh and Jordan have been working on the prototype tap testing module for the Thin Wall Tubing General Project and Josh F. has been working with some of our cutting tool manufacturers on translating advances in cutting tools for the use by orthopedic surgeons in bone drilling.

#### RESEARCH PROJECTS

At the June 18<sup>th</sup> Tech Advisory Board meeting, eight general research projects with a total value of \$755,758 were approved for funding. Of the eight projects, Oregon Tech was the winning proposal in one, is collaborating with Portland State University on another. The value of those two projects is over \$260,000. In addition, OMIC R&D provided the winning proposals on two of the eight projects and is

collaborating with OSU on a third with a total combined value of over \$240,000. Half of the research projects will be conducted on site at OMIC R&D.

In addition to the 8 new General Research projects, since its inception, OMIC R&D and its research members have completed 8 General Projects and are currently working on 11 more. The total value of all General Research Projects, completed, in process and new, amount to General Projects Awarded to date: \$2,627,473.

Until the signing of the Specific Projects Master Agreement between Oregon Tech, OSU and PSU, only OMIC R&D in Scappoose was able to work on Specific Projects (projects conducted directly for an OMIC R&D member). In the last 18 months, OMIC R&D has completed 8 Specific Projects, is currently working on 2 and is in discussion to conduct several more.

## **SUMMER INTERNS**

### **DeArmond Fellows:**

We will be welcoming four of the DeArmond Fellows back to OMIC R&D this summer. Following an interview with each student to identify their desired area of development and study, they will be assigned to work with one of our machining solutions researchers or Oregon Tech professors that best align with that area of interest. Their summer program will follow a classical internship approach where they will shadow a researcher to learn how to do research in support of the projects that researcher is working on. In addition, the researcher will teach the intern about the subject matter based on the expertise of the researcher. We will also have the fellows, working as a group, work on projects that will assist with OMIC R&D's development. Finally, the fellows will be trained in manual machines and depending upon the research projects they are assisting in, possibly some level of training on CNC Machines. The fellows will be full time beginning July 6th.

### **Columbia Works Summer High School Internship:**

OMIC R&D is partnering with PCC, Scappoose High School, the Northwest STEM Hub and recently OMEP to provide six high school internships at the OMEP/OMIC R&D Factory of Tomorrow. The internships are part of an effort to establish an ongoing internship for businesses in Columbia County. We are using this summer to establish the structures and processes that will allow the STEM Hub to expand the program to local businesses in a broader area beginning next summer. There will be six high school interns working at OMIC R&D this summer:

One Robotic Programmer intern will work with a mentor to write/develop effective routines that can guide the Sawyer robot towards solving real world manufacturing problems.

Two AR/VR Programmer interns will focus on building manufacturing industry training materials using virtual and augmented reality (VR/AR) tools.

Two UNITY Programmer interns will learn to work with a game engine used in our training programs called UNITY to assist in developing virtual reality (VR) training experiences.

One Video Production intern will learn to use the in-house video and photographic equipment and becoming a production assistant.

These are 20 hour per week internships for a period of 8 weeks.

**CAPITAL PROJECTS:****Construction Management:**

Oregon Tech is in the process of reviewing proposals submitted for construction management services to oversee three major construction projects at OMIC R&D (renovations to the existing facility funded through a grant from the Federal Economic Development Administration (EDA), placement of critical outbuildings overseen by a general contractor, and the construction of building 2, the Rapid Tooling/Additive Manufacturing Center). The chosen construction management firm will provide expertise and oversight as capital construction efforts increase dramatically over the next two-three years. Responding firms will make presentations the week of June 22<sup>nd</sup> in the hopes of contracting with the winning firm by mid-July.

**Proposals for Surcharge and General Contractor:**

We have selected a company to carry out the surcharge work necessary to compress the ground in preparation for the foundation of the new Rapid Tooling/Additive Manufacturing Center. We anticipate signed contracts in time for the company to carry out the work during the summer months to avoid ground water issues. In addition, Oregon Tech will be posting an RFP to select a general contractor to place an external housing for the permanent compressor for the existing facility as well as place a chemical storage building, a hazardous materials storage building, the construction of a second floor emergency exit and the renovation of the Southwest corner of the building to serve as an inspection lab. Finally, a contractor has been chosen to install audio capability in the OMIC R&D main conference room.

**Cost Estimates on Building 2:**

Cost estimates based on the preliminary design on the Rapid Tooling/Additive Manufacturing Center came in higher than the amount budgeted for the project. Oregon Tech's Director of Capital Facilities Services indicated the budgeted amount would likely not be sufficient for a building of the desired size. There is now cost data that will allow the design to be better aligned with the budget. A number of OMIC R&D industry members have indicated a willingness to review alternative approaches to reduce the cost of the new facility.

**FY21 BUDGET:**

COVID-19 has had an impact on the state's economy. As a result of the recent budget forecast, the Governor directed all state agencies to provide plans that reflected a biennial budget reduction of 8.5%. With one year remaining in the biennium, this constituted the equivalent of a 17% fiscal year reduction. As a part of their reduction plan, Business Oregon requested a budget reduction from OMIC R&D equivalent to a biennial budget reduction of 10.56% with a FY21 fiscal year budget reduction of 9.23%. OMIC R&D was able to accommodate a \$400,000 reduction from the FY20 budget which reduced the impact to the FY21 budget. While these reductions will have an impact on OMIC R&D's growth over the next fiscal year, OMIC R&D recognizes the challenges facing the State and the importance of OMIC R&D playing a positive role in assisting the State in facing those challenges.

BUDGET	AMOUNT	Reduction (\$)	Reduction (%)
<b>Original 19-21 Biennial Allocation</b>	<b>\$ 8,736,800</b>		
<b>Revised 19-21 Biennial Allocation</b>	<b>\$ 7,814,545</b>	\$ (922,255)	10.56%
<b>Original FY20 Budget</b>	<b>\$ 3,081,102</b>		
<b>Revised FY20 Budget</b>	<b>\$ 2,681,102</b>	\$ (400,000)	12.98%
<b>Original FY21 Budget</b>	<b>\$ 5,655,698</b>		
<b>Revised FY21 Budget</b>	<b>\$ 5,133,443</b>	\$ (522,255)	9.23%

Based upon revised funds available for FY21, the following constitutes the revised OMIC R&D budget:

**OMIC R&D OPERATIONS BUDGET FOR FY21 (July 1, 2020 – June 30, 2021)**

<b>LABOR</b>	<b>\$ 2,039,812</b>
<b>SERVICES &amp; SUPPLIES</b>	<b>\$ 647,046</b>
Supplies	\$ 82,000
Equipment	\$ 169,317
Operations	\$ 67,200
Professional Services	\$ 238,529
Public Relations	\$ 40,000
Travel & Training	\$ 50,000
<b>CAPITAL</b>	<b>\$ 1,765,000</b>
Construction Management	\$ 150,000
Equipment	\$ 60,000
Building 1 Construction	\$ 255,000
Building 2	\$ 1,300,000
<b>F&amp;D ASSESSMENT</b>	<b>\$ 681,585</b>
<b>TOTAL</b>	<b>\$ 5,133,443</b>

**LABOR BUDGET:**

The Labor budget allows OMIC R&D to make some modest additions to research staffing including two researchers focused on additive manufacturing. In addition, OMIC R&D has added a CNC programming position to support all on-site research efforts.

**SERVICES & SUPPLIES BUDGET:**

The Services & Supplies budget is an extension of our existing budget with funding for a small-scale industry challenge research project to assist small and medium sized Oregon manufacturers. The industry challenge constitutes a “give back” across the state that will benefit manufacturers who would otherwise not be capable of pursue a membership with OMIC R&D. In addition, \$5000 has been set aside in support of a high school internship program in partnership with the NW Stem Hub, Scappoose High School, Portland Community College, and the Oregon Manufacturing Extension Partnership. The six interns will work in support of the OMEP/OMIC R&D Factory of Tomorrow. The internship will

establish the program that will serve manufacturing companies throughout Columbia County in future years.

**CAPITAL BUDGET:**

We have included funding for the construction management services contract identified earlier in this report.

The capital equipment budget has been reduced substantially reflecting a focus on maximizing the use of existing machines. Additional machines will be acquired through bond funding for the Rapid Tooling/Additive Manufacturing Center, but acquisition of large-scale machines for the existing facility is not anticipated.

Capital funding provided for the existing facility (Building 1) will cover unanticipated costs associated with EDA renovations or projects overseen by the general contractor.

\$1,300,000 has been included to supplement the \$3.5 million bond funding provided by the legislature for the building of the Rapid Tooling/Additive Manufacturing Center.

**F&A ASSESSMENT BUDGET:**

This budget line pays for the HR, Legal, Budget, Fiscal/Procurement, Grant and Capital support provided by Oregon Tech in its capacity as host.

## REPORT

### Agenda Item No. 2.5

## University Development and Oregon Tech Foundation Report

It is my privilege to provide you an update and overall glance at the Foundation activities for the year. So far this year, the Foundation has provided \$2.25M in support to the University.

### Development

This year the Oregon Tech Foundation celebrated its 50<sup>th</sup> anniversary. We highlighted this great event throughout the year with themed communications based on *Celebrating 50 Years of Philanthropy*. We created a robust social media plan that highlighted impactful gifts over the years and planned to culminate our celebration with a donor gala on May 8<sup>th</sup>. The event was set to be a spirited celebration with food, live entertainment, philanthropic success stories and opportunities, along with a speech from one of our original founding board members, Jim Stilwell. Due to COVID-19 pandemic travel restrictions and gathering size limitations, the event was cancelled. We plan to provide an annual donor gala as part of our giving society recognition.

In January, the Development associate vice president resigned her position. The day after her last day, COVID-19 hit Klamath County. COVID-19 affected us just like many other departments on campus. We had to change plans quickly, go virtual in almost an instant, stop traveling, and build a unified team remotely. Within the first week of working remotely, the Development team repurposed our first annual *Give A Hoot Day* to respond to student's sudden financial need due to loss of income or other issues related to COVID-19 and moved up the date of the event by a month. *Give A Hoot Day* was mainly virtual and was far more successful than we had anticipated, raising nearly \$80,000.

### Alumni Relations (consolidate)

Alumni Relations, like many other universities, has transitioned most of its events to virtual gatherings. Alumni Relations Manager, Becky Burkeen, has hosted a virtual happy hour, virtual book club including a meet the author event, and developed alumni video messages that were part of the virtual commencement held June 13<sup>th</sup> to name a few activities. Upcoming events include virtual trivia night and virtual networking events with Career Services.

Alumni Relations and Career Services has continued to strengthen their partnership. Becky is working with Sarah Moore and Lynde Wright in Career Services on two specific projects this summer. First, Becky is creating a networking event, which will be conducted through Zoom for new graduates to get advice from alumni. This one-hour event will be available to all alumni. Secondly, Becky is working to create a mentorship program so that alumni can be matched with students and new graduates to fill in those gaps left by the retirement of Career Services Director Jennifer Kass. She will be working with Sarah and Lynde to launch a new platform

where students and recent alumni can work together for job search advice, resume review, interview practice and networking.

### Looking Forward

At the Oregon Tech Foundation board of directors meeting June 5, Dr. Nagi presented the fundraising priorities for the university. Coming to a grand total of \$4M, those priorities include Boivin Hall (\$1M), Doctorate of Physical Therapy program (\$1M), equipment (\$1M) and innovation funds (\$1M). The timeframe is short on these needs as many of these initiatives are likely going to need funding in the next 12-18 months.

The Development staff are strategizing about potential ways to jumpstart fundraising efforts on behalf of the university until such time that the Vice President for Institutional Advancement is on board. We will work to engage and partner with university leadership as well as our friends and supporters to join in our team's efforts, adjust where we need to, and prioritize our top initiatives, all while preparing the groundwork for the new VP's arrival—then be ready to follow their lead. We will give our best efforts in the upcoming fiscal year to maintain and support Oregon Tech's students, faculty, and staff.

Respectfully Submitted,

Krista Darrah,  
Interim Executive Director

# REPORT

## Agenda Item No. 2.6

### Legislative Report

#### 2020 Regular Legislative Session:

The 2020 legislative ended without a quorum due to partisan disagreements over the [Cap and Trade Bill \(SB 1530\)](#). As a result, [only three bills passed the House and Senate chambers](#) creating a backlog of legislation that could not move including Oregon Tech’s Boivin Hall Rehabilitation project and SB 1539 “Polytechnic Bill.” The session ended only weeks before the COVID-19 pandemic began.

- Oregon Tech’s Boivin Hall Rehabilitation project was ranked [second](#) on the [Higher Education Coordinating Commission's \(HECC\) prioritized list of public university capital projects for the 2020 legislative session](#).
- During the session, the Joint Committee on Ways and Means approved bonding for capital projects in [HB 5202](#), including Boivin Hall.
- [SB 1539, Designates Oregon Institute of Technology as Oregon’s Polytechnic University](#).
  - This bill had bi-partisan support during its consideration and was passed unanimously by the Senate and was expected to pass unanimously in the House prior to session ending early.
  - Representative E. Werner Reschke re-submitted the legislative concept for the 2021 legislative session.

#### Federal CARES (Coronavirus Aid, Relief, and Economic Security) Act:

- The Federal CARES Act included \$14 billion in aid for universities
  - The U.S. Department of Education (DOE) allocated those funds to institutions through a PELL Grant adjusted FTE based formula [Oregon Tech was awarded approximately \\$1,807,273](#) of which \$903,636 must be spent on emergency student grants. In accordance with the bill and regulations promulgated by the U.S. DOE a university can only utilize as much institutional CARES aid as it distributes in CARES student aid. There are significant restrictions on these aid streams, limiting the use to increased costs related to the COVID-19 pandemic, not for losses in revenues. It also excludes student aid grants for those who do not qualify for federal student aid programs, such as international and undocumented students.
  - Included in the total aid for education, are [GEER funds \(Governor Emergency Education Relief\) which amounts to \\$32.5 million for Oregon](#) in education relief, for K-12 through higher education at the Governor’s discretion.
    - The HECC is working on a proposal to the Governor’s office for \$12 million of GEER funding for universities and community colleges. This includes \$6 million in emergency relief for students (prioritizing those who did not qualify for the CARES Act) and \$6 million for an innovation grant pool for institutions. Details are not yet available nor is the total funding level guaranteed.

- The CARES Act also provides employment benefits through supplements to the Workshare Program as well as the ability to defer at no cost FICA taxes through 2021. Oregon Tech is utilizing both programs.
- Current state of federal legislation:
  - On May 15, the House Majority passed a comprehensive package by a party-line vote, [H.R. 6800, The Health and Economic Recovery Omnibus Emergency Solutions \(HEROES\) Act](#), it includes \$37 billion for higher education relief. The HEROES Act will not be taken up by the Senate. Instead, the Senate Majority is working on a [final COVID-19 relief package](#) which is not expected to be completed until mid-July.
  - Senator Jeff Merkley has been a strong advocate for higher education institutional relief, and recently [collected 31 signatures](#) from his Senate colleagues advocating for \$47 billion in financial support for students and institutions in the next Federal COVID-19 relief package.

### **Shift in Oregon’s Economic Forecast:**

- Oregon’s [May 2020 Revenue forecast](#) projected a significant decrease of Oregon’s expected revenues for the current and next three biennia, including a deficit of \$4.3 billion in the 2021-2023 biennium
  - Universities are actively engaging with Governor Brown and her office to adjust to the expected loss in state revenues for the next five years. She has instructed universities to begin preparing for significant reductions in state funding for the next biennium, which may be on par or worse than those seen during the 2008-2009 recession.
- Absent a special session to balance the current biennium’s budget deficit Governor Brown will be forced to use “allotment,” which is a pro-rata reduction across all line items within the state’s budget. It is important to note, that not all line items cannot be cut in this manner, such as debt service.

### **Special Sessions 2020:**

- The [first special session](#) starts June 24th and will focus on police accountability, policy fixes, and putting COVID-19 executive order protections into law.
  - Senators are expected to [confirm executive appointments](#) on the first day, June 24, including the second term for Oregon Tech Board of Trustee Faculty Representative, Rosalind McClure.
- An additional session is expected in July to address state budget deficit, which may address approved capital projects from 2020 legislative session.

**HECC Budget Development:**

- The HECC is engaged in developing its 2021-2023 agency budget with Governor Brown's office.
  - Included in their budget development process are the budget proposals for the Public University Support Fund (PUSF) and Community College Support Fund (CCSF) for the 2021-2023 biennium. [The PUSF recommendation](#) is for an 8.1% increase in current funding levels to **\$904.7 million**.
  - The HECC is also engaged with reviewing the [Student Success and Completion Model \(SSCM\)](#) with university partners and may consider changes to the SSCM formula. Timing of these changes is unclear.
  - [The HECC's prioritized list of projects for 2021-2023](#) was presented and approved by the full commission during the June 12 meeting. This includes Oregon Tech's Learning Resource Center Rehabilitation project at number 11 and the Campus Infrastructure project at number 13. Unapproved projects from the 2020 Legislative Session, including Boivin Hall, if not approved during a special session this summer will be at the top of the HECC's priority list forwarded to the Governor for her evaluation and inclusion in the Governor's Recommended Budget.

# REPORT

## Agenda Item No. 2.7

### Enrollment Management Report



#### OFFICE OF THE PROVOST

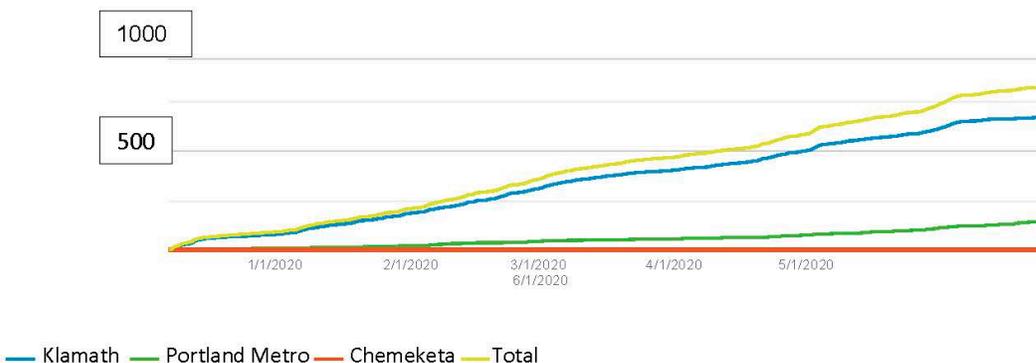
Dr. Joanna Mott  
3201 Campus Drive, Klamath Falls, OR 97601

#### Enrollment Report for the Board of Trustees, June 2020

##### Incoming Freshmen:

- First-Year admits are up by almost 3,000 (~175%) compared to last year census
- First-Year deposits are trending up 100 (24%) compared to census of 416

Metric	Klamath	Portland-Metro	Chemeketa	Total
<b>Student Type</b>				
First-Year	463	51		515
Transfer	199	91	7	297
Masters	4	2		6
Deposits by Campus	666	144	7	818
<b>Term</b>				
Fall 2020	659	132	7	799
Summer 2020	7	12		19
<b>Deposits by Month &amp; Campus</b>				



- Housing applications are at an all-time high this year
- FAFSA submissions and Scholarship Application submissions by our first-years are up 50% and 40% respectively
- At request of the Board in April, financially needy students were targeted – those who hadn't deposited were provided with additional fee remissions which produced 85 deposits in 5 weeks, producing a 16% lift by our extended deposit deadline of June 1.
- Top performing counties for first-year deposits:
  - Klamath County deposits = 69 - 13% of total first-year deposits
  - Washington County deposits = 47 – 9.1%
  - Jackson County deposits = 45 – 8.7% of total first-year deposits
  - Clackamas county deposits = 35 – 6.8% of total first-year deposits
  - Upper northern CA (Redding and up) = 24 – 4.6 % of total first-year deposits
- Most popular majors by deposits as of June 23 : Pre-MIT (150), Mechanical Engineering (98), Software Engineering Technology (63), Biology Pre-health (59)

#### Incoming transfer students

- Transfer deposits are at 296 compared to 400 enrolled at fall 2019 census, with the deposit priority date July 1.
- About 1/3 to 2/5 of total transfer applicant volume comes after June 1, yet we're currently at 92% of our final total transfer applications compared to fall 2019. This is a very positive trend given the health crisis and financial climate.

#### Incoming graduate students

- Graduate applications are at 158, which is already up 56 applications compared to 102 at KF and PM last year

#### Incoming online students

- Submitted applications to online is at 46% of total volume of 2019 census
- 60-70% of total online applicant volume doesn't come until after July, so trend is up 15% in total applications to online.

- About 60% of our online applications are to health degree completion programs like MIT or Dental Hygiene, both of which were and continue to be impacted by closures due COVID. Due to clinical requirements, we anticipate lower volume from these historically strong programs for online because students will be unable to complete their clinical requirements.
- Applied Psychology and Business programs are trending up 10% compared with last year.

Continuing students

Fall 2020 Continuing Student Comparison

As of June 19, 2020

The following data represents Fall 2020 enrollment compared to last year (June 28, 2019 vs June 19, 2020). Headcount is based on a student's Primary campus

- Registration of ongoing students is on track compared with last year.

**Continuing Student Headcount**

	Fall 2019	Fall 2020
Klamath	1,211	1,165
Portland-Metro	342	313
Online	277	314
Seattle	2	0
Chemeketa	1	42
Dual Credit (ACP)	1	0
HST at OIT	1	3
Joint Program	2	1
<b>Total</b>	<b>1,837</b>	<b>1,838</b>

Difference	% Change
-46	-3.8%
-29	-8.5%
37	13.4%
-2	-100.0%
41	4100.0%
-1	-100.0%
2	200.0%
-1	-50.0%
<b>1</b>	<b>0.1%</b>



**Meeting of the  
Oregon Tech Board of Trustees  
Sunset Room, Klamath Falls Campus  
And virtually via Teams  
April 2, 2020  
8:00am – 8:45am (Executive Session closed to the public)  
10:30am – 12:10pm**

The Oregon Tech Board of Trustees held an Executive Session from 8:00am to 8:45am Per ORS 192.660 and ORS 40.225 Rule 503, to consider information or records that are exempt by law from public inspection and to discuss confidential issues with attorney-client privilege. No final action or final decision was made during the executive session.

**Board of Trustees Meeting  
DRAFT MINUTES**

**Trustees Present:**

Jessica Gomez, Chair	Jill Mason	Mike Starr (in person)
Vince Jones, Vice Chair	Kelley Minty Morris	Fred Ziari
Jeremy Brown	Nagi Naganathan, President	
Lisa Graham	(in person)	
Rose McClure (in person)	Grace Rusth	

**Trustees Unable to Attend:**

Kathleen Hill  
Dana Londen  
Paul Stewart

**University Staff and Faculty Present:**

Brian Fox, VP Finance and Administration  
Erin Foley, VP Student Affairs and Dean of Students  
David Groff, General Counsel  
Scotty Hayes, Information Technology Consultant  
Joanna Mott, Provost  
Adria Paschal, Senior Executive Assistant to the President

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

**Chair Gomez** called the meeting to order at 10:35am. The Board Secretary called roll and a quorum was declared.

**2. Reports**

- 2.9 Administrative Council Report** – written report in agenda packet
- 2.10 Faculty Senate Report** – written report in agenda packet

### **2.11 Finance and Facilities Committee Report**

**Vice Chair Vince Jones** reported the committee recommended board approval of the proposed spring term fees and the upcoming academic year tuition and fees; both items are on the full board agenda for additional discussion.

### **2.12 Executive Committee Report**

**Chair Jessica Gomez** reported the committee recommended the Governor reappoint faculty trustee Rosalind McClure and appoint Timothy Hasty to the student position.

## **3. Consent Agenda**

### **3.1 Approve Minutes of the January 23, 2020 Meeting**

**With no amendments proposed, the minutes of the January 23, 2020 stand as published.**

## **4. Action Items**

### **4.1 Approve an Adjusted 2019-20 Academic Spring Term Fee Structure**

**VP Fox** explained the need to modify the spring term fee schedule and reviewed the agenda report. He noted the adjustments are a joint recommendation from both the Klamath Falls and Portland-Metro ASOIT groups, and administration. The Finance and Facilities Committee unanimously recommended the board approve the amended fees.

**Trustee Jones moved to authorize staff to:**

- 1) Eliminate all currently approved mandatory fees for Spring Term 2020, including the Building Fee, Incidental Fee, Health Services Fee and Student Rec Fee as well as course fees which have been previously approved administratively during Spring Term 2020.**
- 2) Replace previously approved mandatory fees with a discounted total in order to reduce the overall cost to students and simplify the fee structure.**
- 3) For those students enrolling in classes offered remotely from the Klamath Falls campus, an “Adjusted Spring Fee – Klamath Falls” be enacted at a rate of \$573 for all students enrolled in six (6) credit hours or greater and at \$344 for all students enrolled in five (5) or fewer credits during Spring Term 2020. For those students enrolling in classes offered remotely from the Portland-Metro campus, an “Adjusted Spring Fee – Portland-Metro” be enacted at a rate of \$115.00 for all students enrolled in six (6) credit hours or greater and at \$69.00 for all students enrolled in five (5) or fewer credits during Spring Term 2020.**

**Trustee Graham seconded the motion. With all trustees present voting aye, the motion passed unanimously.**

### **4.2 Approve the 2020-2021 Academic Year Tuition and Fees**

**VP Fox** reviewed the legislative requirements associated with tuition and fee setting and the manner in which Oregon Tech met those requirements. He noted approving tuition and fees now, despite the uncertainty of state funding and enrollment, provides certainty for students of what they will be expected to pay for the upcoming year. He explained the tuition and fees do not meet the greater-than-5% threshold to require HECC review. He showed a PowerPoint that was included in the Finance and Facilities Committee agenda packet and noted the information is very similar to that provided to students during tuition

forums and to the Tuition Recommendation Committee (TRC). He reviewed the tuition setting process, budget context and tuition comparisons, the different scenarios considered, student feedback, and the recommendations of the TRC and the president. Discussion regarding potential cost savings with the temporary transition to remote teaching. **Trustee Brown** requested staff to look at reducing courses or eliminating programs as we look at adding courses and programs. **President Naganathan** stated Provost Mott is working on course rescheduling to increase efficiency. **Provost Mott** stated faculty are holding back moving new programs forward as they look at older programs. She explained that a new process was implemented requiring students to place deposits to gauge the level of interest in programs. This will help guide actions for next year. **President Naganathan** explained that the personnel recruitment processes for many of the open positions are stalled based on the travel restrictions and health concerns but the candidates are being kept engaged. **VP Fox** stated the discount rate is approximately 12% which is less than many of our competitors. **Trustee McClure** shared her concern about the impact the tuition increase could have on students' ability to attend Oregon Tech. She acknowledged that the tuition and fees were made before COVID-19 and wondered if the fund balance would stay at 10% if tuition was not increased. **VP Fox** clarified that the assumption would be true if we received the same amount of state funding which is very unlikely; enrollment would then need to increase drastically and costs would need to be reduced. He stated all capital projects that are not funded by bonds were halted to save funds. **Provost Mott** stated the number of student deposits for the Fall were going up steadily but have essentially stalled two weeks ago at roughly 531 deposits for freshman and transfer students. **Trustee Graham** reminded the board that some of the tuition helps fund remissions which assists students in need. **Provost Mott** explained that staff is tracking students who are dropping courses and contacting them to determine the reasons and whether we can assist them.

**Trustee Graham** moved to approve the following changes to tuition and mandatory fee rates for the 2020-2021 Academic Year:

1. **Tuition rates be established as follows:**
  - a. **undergraduate resident and non-resident tuition rates be increased by 5.0% from the 2019-20 academic year rates for the 2020-21 academic year;**
  - b. **undergraduate and graduate Engineering Technology and Health Program differential tuition be increased from 30% premium to 35% premium above base tuition for the 2020-21 academic year;**
  - c. **graduate resident and non-resident tuition rates be increased by 5.0% from the 2019-20 academic year rates for the 2020-21 academic year;**
  - d. **resident Medical Lab Sciences programs be set at the Health Program differential tuition rate, and non-resident Medical Lab Science program tuition be set at an 80% premium to resident students in accordance with current practice;**
  - e. **resident and non-resident Paramedic Program and Chemeketa Dental Hygiene program tuition be increased by 5.0% from the 2019-20 academic year rates for the 2020-21 academic year;**
  - f. **graduate distance education tuition be increased by 5% from the 2019-20 academic year rates for the 2020-21 academic year;**

- g. summer tuition rates be adjusted in accordance with the regular academic year rates;
  - h. Staff rates will be increased at the same proportion as undergraduate resident and non-resident tuition rates;
  - i. where applicable, proration, discounts, and options be maintained from the 2019-20 academic year for the 2020-21 academic year;
  - j. tuition levels outlined in this motion are detailed in appended tuition tables which are controlling.
2. Mandatory enrollment fee rates be established as follows:
- a. the Klamath Falls Incidental Fee increase from \$367 to \$399.50 per term as recommended by ASOIT, and for students enrolled in one to five credits a prorated amount be charged as follows: for the first credit enrolled, a student will be charged \$224.50, and an additional \$35 for every additional credit enrolled until a student reaches six credits;
  - b. the Klamath Falls Summer Incidental Fees remain at \$70 as recommended by ASOIT;
  - c. the Klamath Falls Health Service Fee be increased to \$172 per term;
  - d. the Portland-Metro Incidental Fee remain at \$50 per term as recommended by ASOIT;
  - e. the Portland-Metro Summer Incidental Fees remain at \$50 per term as recommended by ASOIT;
  - f. the Wilsonville Health Service Fee increase from \$40 to \$43 per term as recommended by ASOIT; and
  - g. the Building Fees remain at \$45 per term during the academic year for students enrolling in less than twelve credits the building fee will be prorated, beginning at \$23 dollars and increasing by \$2.00 each credit hour, and \$34 per term during the summer term, and remain constant regardless of the number of credits enrolled.
  - h. Mandatory enrollment fee levels outlined in this motion are detailed in appended tuition tables which are controlling.

The President or designee is delegated such authority as is available under policy and law to make minor and technical adjustments to these proposed rates as needed to correct round-offs, errors, inconsistencies, or omissions, and execute the Board's directives. **Trustee Jones** seconded the motion.

**Trustee Ziari** cautioned the board that the timing of increasing tuition and fees is important given the existing condition of the economy and the need to be in concert with other universities, HECC and the Governor's office. He cautioned staff about the manner in which the rates are marketed or published. **Chair Gomez** explained that these new tuition and fees will be announced immediately after they are approved by the Board. Discussion regarding the pros and cons of delaying a decision on tuition and fees. **President Naganathan** suggested staff present a robust remission and financial aid strategy at the next meeting. **VP Fox** recommended an addition to the proposed motion to direct staff to come back to the board in May with a specific proposal for financial aid and remissions to assist families and students affected by COVID-19. **Trustee Graham**

**modified the motion to include direction to staff to return to the next meeting of the Board with a specific proposal for financial and remissions to assist families and students affected by COVID-19. Trustee Jones accepted and seconded the modified motion.**

Trustees voting in favor of the motion: Brown, Graham, Jones, McClure, Mason, Rush, and Starr. Trustees voting against the motion: Minty Morris and Ziari. **The modified motion passed 7-2.**

## 5. Discussion Items

### 5.1 Draft Strategic Plan Presentation

**President Naganathan** explained the strategic plan process and gave an overview of the committee participants. On behalf of the committee he requested trustee feedback on the proposal. He referenced the PowerPoint presentation included in the agenda report noting the key words from the mission statement guided the document, a revised vision is proposed, and eight values were identified. He shared the pillars of the plan: student success, commitment to innovation, commitment to community, commitment to institutional excellence; and stated there were 11 goals with 4-6 objectives under each. He stated he will come back to the Board at the next meeting with desired outcomes for each pillar and possibly specific metrics if the committee can identify such. **Trustee Brown** stated many university plans are similar to the proposed plan; he questioned what in the plan differentiates Oregon Tech from other universities. **President Naganathan** stated one of the goals focuses on being “industry’s university” which gives staff and faculty the platform to rethink how we engage with industries through curriculum and becoming a part of the industry. This is different than simply offering the courses and a degree. Discussion regarding the items that differentiates the university. **Trustee Ziari** stated he agrees with President Naganathan and added three areas of differentiation: the legislature’s designation of the university as Oregon’s Polytechnic University, the university’s involvement in the Oregon Manufacturing and Innovation Center, and the university’s image of industry. He stated he likes the draft strategic plan very much.

### 5.2 Review of President’s Employment Agreement

**Chair Gomez** stated the Board reviewed the President’s employment agreement and no changes are proposed. She thanked President Naganathan for his strong and compassionate leadership and all of the work he and his team are doing.

## 6. Other Matters

Trustees shared their thoughts about the meeting. **Trustee Brown** appreciated the conversation on tuition and the fact a non-unanimous vote is healthy for a board. He is concerned about the future and acknowledged the board will be faced with some tough decisions in the near future. He would like a reserve fund that is healthy so the university has the freedom to make decisions. **Trustee Ziari** suggested the board might need to meet more often. **Vice Chair Jones** felt the messaging around tuition and fees is important and feels the financial plan laid out by the Finance and Facilities committee is strong. He suggested looking at ways to graduate health care students earlier in order to assist in the COVID-19 crisis. **Trustee Minty Morris** stated the

board needs to be hyper-sensitive to the times and she would support staff pausing and re-evaluating the choices to increase fees and tuition. **Trustee McClure** anticipated opposing the tuition increase at the beginning of the meeting but appreciated the proposal to increase the amount of funds for those in need. She stated reducing tuition and fees was the philosophy after the last pandemic. She appreciated everyone's involvement and the discussion. **Trustee Starr** stated that there will likely be tougher and more serious decisions to be made in the future and they will revolve around cutting expenses, and personnel costs seem to be the likely area to cut. He noted increasing the tuition and fees are not done to make money but to be able to provide a quality education to students. **Trustee Rusth** stated information is changing so quickly that it is difficult to make decisions but she appreciates keeping the health of the university in mind. **Chair Gomez** stated these are difficult times and there will be difficult decisions that need to be made.

7. **Public Comment** – none

8. **Adjournment**

Meeting adjourned at 12:30pm.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Sandra Fox', with a stylized flourish at the end.

Sandra Fox  
Board Secretary

## **ACTION**

### **Agenda Item No. 4.1**

## **Approval of the President's Program Reduction and Elimination Plan**



### **OFFICE OF THE PRESIDENT**

3201 Campus Drive, Klamath Falls, OR 97601  
541.885.1100 (office) 541.885.1101 (fax) [www.oit.edu/president](http://www.oit.edu/president)

Date: June 23, 2020

To: Jessica Gomez  
Chair, Board of Trustees  
Oregon Institute of Technology

From: Nagi G. Naganathan  
President

A handwritten signature in blue ink that reads "Nagi G. Naganathan" with a stylized flourish at the end.

Re.: President's plan to the Board pursuant to Program Reduction and Elimination Policy – OIT-20-050

At the request of the Faculty Senate, on May 1, 2020, I invoked OIT-20-050, the Program Reduction and Elimination policy, and charged the Committee (PREC) to identify and recommend to the President a set of possible savings, reductions, and eliminations totaling 4.5 million dollars, balanced across our academic and non-academic operations during the next fiscal year starting July 1, 2020.

The purpose of this memo is to present my final plan to the Board as part of the due process, made with the consideration of the PREC's recommendations and the Committee's comments to my response as well as the comments received on my proposal from the campus and community.

At the outset, I want to convey my sincere thanks to the members of the PREC for their comprehensive effort, in a relatively short timeframe. Initially, I charged them to meet a budget gap of \$4.5M. Later, I lowered the target to \$3.5M based on additional feedback (though informal) from the State. As I stated in my campus announcement on PREC, administrative measures also continued in parallel, in view of the tight timeline.

PREC worked hard to propose its recommendations to meet the goal quantitatively. As importantly, PREC also provided broader identification of budget savings that can be strategic, meaningful, and effective to help shape the long-term financial strength and success of our University. I want to recognize the efforts of the members of PREC for their service and for their holistic and thorough recommendations.

PREC recommended cost-savings contributions from the various divisions totaling \$3.67M. The cost savings were grouped under different categories: Service & Supplies (\$668K), deferral of hiring in vacant positions (\$2.18M), position elimination (\$417K), restructuring stipend release model (\$300K), cost of hiring adjuncts (\$76K), and testing services (\$30K).

After reviewing the committee's recommendation, and consistent with policy, I replied with my proposed modifications to which the committee agreed. I then shared my proposal with the campus community for review and comment. Following is the President's plan which addresses both the short-term and long-term interests of Oregon Tech.

1. Overall agreement with PREC's recommendations on the relative magnitude of cost-savings contributions in all categories except "Deferral of hiring in vacant positions." Given the dynamic, developing scenario of multi-year reductions in state funding, some of the positions recommended for deferral might have to either be permanently eliminated or prioritized for hire if a position becomes necessary for core academic and support operations.
2. Reinvestment of furlough savings within the respective divisions.
3. A thorough analysis of academic programs in consultation with key stakeholders to identify additional savings, including a review of all low enrollment academic programs to be considered for potential elimination and/or reduction of staffing. Also, related to this, is a review of all academic degree programs with an objective to reduce the required credit hours for graduation to 180. This will also be in alignment with most universities in the pacific northwest.
4. Review of staffing by all division heads of their organizations with an objective to reduce managerial positions and staffing where appropriate to achieve better management to staff ratios.
5. Hiring a clinical coordinator to increase operational efficiencies and revenues from the three Oregon Tech clinics already in place (Dental Hygiene Clinics at Klamath Falls and Chemeketa Community College and the Behavior Improvement Group Applied Behavior Analysis clinic) as well as anticipated clinic(s) through the DPT program.
6. Enforcement of existing University policies restricting from having outside employment.
7. Review of contractual agreements and coordination of software purchases to reduce redundancy and costs.
8. Institution of a quality improvement commission to systematically evaluate university processes to identify and recommend improvements to enhance institutional effectiveness and become a nimbler organization.
9. Roll out of an [Early Retirement Incentive Program \(ERIP\)](#).

List items (1) and (2) from the plan above have also been implemented in developing the recommended balanced budget to the Board for FY21. I request the Board's review and endorsement of the plan. Thank you. ■

## **ACTION**

### **Agenda Item No. 4.2**

## **Adoption of the Fiscal Year 2020-21 Oregon Tech All Funds Budget**

### **Background:**

The following docket item provides the Education and General, Auxiliary, Service Operations and Designated Operations Funds budgets for the 2020-2021 Fiscal Year (FY 21). The General Fund (GF) is the primary operating budget for the university and will be the bulk of the report. The General Fund budget includes “Special General Fund” budgets which are fee-for-service activities such as clinic revenues and grant indirect charges. Distance Education and Boeing Operations are included in the General Fund budget as revenues derived from these programs are utilized to fund the general operations of the university.

The General Fund includes revenues from tuition and fees, state appropriations through the Public University Support Fund (PUSF), Engineering Technology Support Fund (ETSF) and Oregon Renewable Energy Center (OREC) and other miscellaneous income. These revenues are used to fund instruction, research, public service, academic support, student service, facilities, and administrative expenses of the institution.

Auxiliary, Service and Designated Operations funds are separate pools of restricted or purpose driven resources and included separately. Auxiliary budgets include housing operations, campus life, athletics, parking, student health and other various non-core operations. These funds are expected to maintain balanced or positive budgets through the fiscal year.

### **Covid-19 Impact**

In mid-March, 2020 the university as with nearly every business, non-profit and government entity in the United States experienced a significant shock to its operating environment from the spread Covid-19 pandemic and subsequent public health responses. This resulted in significant changes to the budget development process and uncertainty in revenue assumptions after the development of original budget goals and submission of divisional budgets and investment requests. The Faculty Senate requested the President to invoke policy OIT 20-050 related to Program Reduction and Elimination, forming the Program Reduction and Elimination Committee (PREC) to advise the President on budget reduction strategies.

The budgetary impact of Covid-19 continues to be uncertain. State revenues are likely to decline due the significant economic dislocation from the Covid-19 response but the extent and timing of this will not be known until after the beginning of the fiscal year. Impacts in future years are equally uncertain and depend on the speed of recovery, political will to invest or disinvest in higher education and fiscal policy of the state and federal governments.

**Process:**

The Board of Trustees at its November 21, 2019 meeting approved a series of principles to guide the FY 21 budget development process. These principles were co-developed between the President, Senior Leadership Team and the Fiscal Operations Advisory Council (FOAC). These are as follows:

- 1) Balance revenue and expenses within the operating budget
- 2) Prioritize recruiting, retaining, and graduating students to ensure long-term sustainability
- 3) Align programs and initiatives with industry and other employer demand
- 4) Invest in faculty, staff, and infrastructure to support student and institutional success
- 5) Use an open and transparent budget development process

A budget development timeline was developed and distributed to the Senior Team, FOAC and the Board. This process was designed to meet the budget objectives approved by the Board and to actively involve FOAC in the evaluation and recommendation of budget investment priorities.

Adjustments in the budget development timeline were made because of time pressure and uncertainty related to Covid-19 and the subsequent request by Faculty Senate for the President to establish a Program Reduction and Elimination Committee (PREC). The PREC process is confidential in nature to allow for candid assessment and feedback to the President. It became the locus of faculty involvement and recommendation in budget development for FY21. A revised timeline has been provided below.

FY 2021 Budget Build Calendar	
Original Budget Timeline	Post-Covid Budget Timeline
October 2019	Budget Principles and Targets Developed
November 2019	FOAC reviews budget principles
Oct-Dec. 2019	Budget Office Develops Templates
Dec-Jan. 2020	Sr. Leadership Established Divisional Budget Goals in consultation with FOAC
January 2020	Budget office distributes budget templates
January 2020	Budget office offers departmental and individualized training as needed
Jan.-Feb. 2020	Tuition Recommendation Committee begins developing recommendation
Jan.-Feb. 2020	Incidental Fee Committee begins developing recommendation
TBD by Deans	Budgets due to Deans
Mid-February 2020	Budgets due to Provost
Mid-February 2020	Budgets due to non-Academic Divisional Leads
February 2020	2020 Legislative Session Begins
3/9/2020	Budgets due to Budget Office
March-Mid-April 2020	Budget Office reviews and corrects budgets into templates; Discussions with Deans and Departments
<b>4/2/2019</b>	<b>Board Meeting - Tuition &amp; Fees</b>
Mid-April 2020	FOAC reviews budget recommendations and provides input to Sr. Leadership
Approx. 4/22/20	Sr. Leadership reviews and forwards recommended budget to the President
Approx. 4/29/20	President reviews and approves budget to be forwarded to BOT
May 2020	Budget Office preps final budget documentation and reports for Board
5/20/2020	Oregon Economic and Revenue Forecast released
<b>5/28/2020</b>	<b>Board Meeting - Budget Approval</b>
6/4/2020	Updated budget targets provided to Senior Team to work in parallel to PREC recommendations
6/4/2020	PREC report submitted to President
Early-Mid June	Senior Team submits final budget recommendations in light of PREC report
6/11/2020	FOAC meets to review budget situation
6/16/2020	President finalizes FY21 budget recommendation
<b>6/30/2020</b>	<b>Board approved budget loaded into Banner</b>
July 2020	Board approved budget loaded into Banner

**Budget Assumptions**

The following assumptions were used in establishing the FY 21 General Fund budget:

**Revenues:**

1. Tuition rates were increased as proposed by the Tuition Recommendation Committee (TRC) and President and approved by the Board of Trustees at its April 2, 2020 meeting.
2. Fee remissions were increased by \$100K as recommended by the TRC. Additional fee remissions were budgeted totaling \$660K after the Board of Trustees recommended increasing remissions in light of the unfolding Covid-19 pandemic. This includes \$250K in financial aid approved for incoming students and released to Admissions in spring of 2020 to help solidify the incoming freshmen class.
3. State appropriations are budgeted assuming a 10% (5% biennial) reduction in PUSF and State Program funding sources using calculations provided by the HECC. Sports Lottery funding is assumed to be reduced by 50% for FY 21 given extremely low lottery revenues during Covid-19 related closures.
4. Enrollment is assumed to remain at a net increase of 1% on an FTE basis next fiscal year in line with the assumptions used during the TRC process and which remain reasonable assuming; new student deposit trends continue at current pace, student retention remains at historical levels and the university is able to open its major locations in the fall.
5. Federal funds to the university through the CARES Act totaling \$1.8M are assumed to be offset by Covid-19 related financial aid and institutional expenses of the same amount.
6. Special General Fund revenues were adjusted to reflect program revenue anticipations.

State Funding Reductions	(10% Reduction)
Public University Support Fund	\$ (1,895,789)
Eng. Tech. Sustaining Fund	\$ (127,683)
OR Ren. Enrgy. Cntr.	\$ (29,242)
Targeted One Time	\$ (41,576)
Sports Lottery	\$ (610,140)
<b>Total State Reduction</b>	<b>\$ (2,704,430)</b>

**Expenses:**

Operating expenses were budgeted as follows:

1. PERS rates are adjusted at the onset of the first fiscal year of a biennium, which was FY 20, and are thus expected to remain flat during the upcoming fiscal year. PEBB rates were increased to reflect 8% increase in healthcare expense.
2. The full impact of prior year pay-plan increases for administrative employees and Steps and COLA adjustments for classified (SEIU) employees were rolled up for the full FY 21 fiscal year. No additional compensation adjustments were made for faculty who declined a pay-plan increase in line with that of administrative employees. No funds were reserved for compensation increases not currently contractually obligated given the current budget realities.
3. Divisions were given original budget goals of a 0% overall increase after adjusting for salary and benefit increases approved/managed centrally.
4. Salary savings of \$750K was included in the budget and will be pulled back centrally from department and division budgets to ensure anticipated salary savings are not spent in the source index since this is necessary to reach overall budget targets.
5. Ongoing strategic investments approved in prior years were rolled forward. Reductions in investments were made wherever possible.

6. Special General Fund operations, excluding Boeing and Distance Education, set their own revenue targets and are expected to manage expenses within these revenue targets or adjust expenses down mid-year.
7. An operating contingency was established to allow for mid-year adjustments as necessary and will be utilized at the discretion of the President.
8. \$1.1M was set aside for additional divisional requests was set aside to support ongoing operations or initiatives necessary to sustain the forward momentum of the university despite significant budget challenges.

**Budget Reduction and Divisional Support:**

Utilizing the assumptions outlined above, a total budget gap of \$3.6 million dollars was identified. In order to meet the Board’s balanced budget goal each division, through the functional VPs was given a budget reduction goal based on their overall proportion of the operating budget, after removing debt service and contractual expenses that cannot be reduced in the short-term. It was viewed as important that all areas of the university do their part to reduce expenses.

However, it was also recognized that reducing expenses in an “across-the-board” budget would likely not allocate resources to their highest and best use to advance the university. For this reason, \$1.1 million dollars was set aside to fund priority areas or operations within the different divisions. During the normal budget build process divisions had developed investment or add-back requests to fund priority areas within their units.

**FY 2020-21 Oregon Tech General Fund Budget**

<b>FY21 Budget - Reg General Fund + Online &amp; Boeing</b>	
Projected Revenue <sup>(1)</sup>	\$70,606,186
Change in State Funding <sup>(2)</sup>	(\$2,704,430)
Change in Tuit Rev (-SCH or +Rem)	\$0
Change in Financial Aid <sup>(3)</sup>	(\$660,000)
CARES Financial Aid <sup>(4)</sup>	\$903,637
CARES Financial Aid Expenditure	(\$903,637)
CARES Institutional Aid <sup>(4)</sup>	\$903,637
COVID Institutional Expenditure <sup>(5)</sup>	(\$903,637)
0% Change Expenses	(\$69,071,484)
Salary Savings	\$750,000
<b>Available for Investment</b>	<b>(\$1,079,728)</b>

<b>FY21 Budget - Spcial General Fund/Self-Support Operations</b>	
Projected Revenue	\$2,160,672
Expenses	(\$2,130,672)
<b>Available for Investment</b>	<b>\$30,000</b>

<b>Ongoing Strategic Investments</b>	
RDS	(\$411,604)
Military Outreach	(\$157,661)
Rural Health/DPT/Special Programs	(\$400,000)
<b>Ongoing Strategic Investment Total<sup>(6)</sup></b>	<b>(\$969,265)</b>

<b>Contingency Funds</b>	
Pres. Contingency	(\$502,231)
<b>Contingency Funds Total</b>	<b>(\$502,231)</b>

<b>Additional Support</b>	
Additional Divisional Requests	(\$1,050,000)
<b>Additional Support Total</b>	<b>(\$1,050,000)</b>

<b>Available for Investment</b>	
<b>Remaining Available for Investment Total</b>	<b>(\$3,571,224)</b>

Notes:

(1) Revenue projection from winter 2020 for start of budget build, incorporating assumed 5% increase in tuition and FY21 SSCM appropriations per start of Biennium HECC Plan.

Functional VPs were able to adjust these requests if they believed it necessary in light of additional post-Covid budget reductions.

In meeting the new \$3.6M budget gap functional the Senior Team discussed which budgetary tools were available for meeting division specific and university budget reduction strategies. Specifically:

Accruing to the department/division:

1. Furlough savings
2. S&S savings
3. Eliminating existing funded positions (vacant or with an incumbent)

Accruing to the university:

1. Salary/vacancy savings from currently vacant positions
2. Early retirement and restructuring one-time expenses

### **Budget Risks**

Given the level of operational uncertainty at Oregon Tech due to the still developing Covid-19 pandemic it is important to outline the upside and downside risks to the university over the coming budget cycle. These cannot necessarily be quantified, but should be noted and monitored as the year progresses. These include, but are not limited to:

- Developing public health and legal concerns related to reopening normal campus operations at the five physical locations spread throughout Oregon and Washington and the impact on enrollment, housing, student services, research and clinical activities.
- Costs associated with reopening and operations, including sanitation, protective equipment, IT infrastructure, overtime and the availability and restrictions on existing grant resources.
- Positive and negative impacts on enrollment over the short and medium terms from Covid-19 pandemic and the resulting economic fallout.
- Reductions in state tax and lottery revenues and the resulting impact on university budgets.
- Evolving state priorities and demands on resources from other education sectors, health and social services and the derivative impact on university funding.
- Federal stimulus efforts related to offsetting lost state revenue, unemployment benefits, and infrastructure spending.

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(2) Assumes 10% decrease in state appropriations to PUSF, ETSF, OREC and other State Programs, and 50% reduction in Sports Lottery Program.

(3) Increase in University funded remissions to incoming students of \$250K and \$410K for returning students. Excludes CARES Act student aid.

(4) CARES Act funding for universities is determined by total FTE enrollment and PELL Grant FTE Enrollment. Oregon Tech's total allocation is \$1,807,273 to be split between student financial aid and institutional support for COVID-19 related expenses.

(5) Institutional CARES Act funding can only account for 50% or less of the total CARES Act funds expended i.e. we can only utilize as much institutional aid as our students apply for and use financial aid. So far, only ~\$300-\$350K of financial aid has been expended.

(6) Various reductions were made in ongoing strategic investments from prior years.

- Labor relations, human resources and other employee impacts stemming from health concerns and economic changes in the university.
- Changes in the SSCM funding formula, either as a planned adjustment or to meet exigent financial needs of institutions with structurally imbalanced budgets.

**Budget Targets and Divisional Support**

<b>Division</b>	<b>Original Targets</b>	<b>Remove Debt Service</b>	<b>Remove Contracts</b>	<b>Adj. Total</b>	<b>Adj. Percent of FY21 0% Budget</b>	<b>Reduction Target</b>
Advancement & Marketing	\$1,964,966		\$19,500	\$1,945,466	3%	-\$113,709
Enrollment Management	\$5,625,194		\$289,258	\$5,335,936	9%	-\$311,877
Finance and Administration	\$12,830,062	\$150,804	\$2,716,388	\$9,962,870	16%	-\$582,314
Institutional General	\$3,002,783	\$1,225,370	\$1,802,152	\$0	0%	\$0
President	\$3,034,489		\$24,086	\$3,010,403	5%	-\$175,953
Student Affairs	\$4,225,476		\$41,192	\$4,184,284	7%	-\$244,565
Academic Affairs Total	\$38,388,514	\$0	\$1,727,001	\$36,661,512	60%	-\$2,142,806
Provost & Academic Affairs	\$10,282,725		\$857,076	\$9,425,648	15%	-\$550,914
ETM	\$11,840,727		\$0	\$11,840,727	19%	-\$692,071
HAS	\$13,310,494		\$742,697	\$12,567,796	21%	-\$734,567
Online Learning	\$2,954,569		\$127,228	\$2,827,341	5%	-\$165,254
<b>Total</b>	<b>\$69,071,484</b>	<b>\$1,376,174</b>	<b>\$6,619,578</b>	<b>\$61,100,471</b>	<b>100%</b>	<b>-\$3,571,224</b>

Division	Furlough	S&S/Direct Expenses	Position Savings	Total Savings	Target to Actual	Reduction %	Investments	Reductions + Investments
Advancement & Marketing	-\$109,800	\$0	\$0	-\$109,800	\$3,909	-5.6%		-\$109,800
Enrollment Management	-\$209,139	\$0	-\$262,543	-\$471,682	-\$159,805	-8.4%	\$370,000	-\$101,682
Finance and Administration	-\$404,740	-\$128,418	-\$263,696	-\$796,854	-\$214,540	-6.2%	\$429,079	-\$367,775
Institutional General	\$0	\$0	\$0	\$0	\$0	0.0%		\$0
President	-\$105,253	-\$170,700	\$0	-\$275,953	-\$100,000	-9.1%		-\$275,953
Student Affairs	-\$85,000	-\$2,359	-\$174,075	-\$261,434	-\$16,869	-6.2%	\$128,403	-\$133,031
Academic Affairs Total	-\$500,261	-\$524,353	-\$1,117,478	-\$2,142,092	\$714	-5.6%	\$495,914	-\$1,646,178
Provost & Academic Affairs	-\$408,461	-\$165,700	-\$360,330	-\$934,491	-\$383,577	-9.1%		
ETM	-\$78,000	-\$53,385	-\$307,979	-\$439,364	\$252,707	-3.7%		
HAS	\$0	-\$115,268	-\$354,381	-\$469,649	\$264,918	-3.5%		
Online Learning	-\$13,800	-\$190,000	-\$94,788	-\$298,588	-\$133,334	-10.1%		
<b>Total</b>	<b>-\$1,414,193</b>	<b>-\$825,830</b>	<b>-\$1,817,792</b>	<b>-\$4,057,815</b>	<b>-\$486,591</b>	<b>-5.9%</b>	<b>\$1,423,396</b>	<b>-\$2,634,419</b>

\*Investments in departments embedded within Academic Affairs are reflected in the division totals as some investments span multiple departments/areas.

Division	Description	Approved Amount
F&A	ITS Total Request (Banner transition and other structural overage)	\$ 429,079
	Matching contribution by F&A	\$ (214,540)
<b>Finance &amp; Administration Total</b>		<b>\$ 214,539</b>
AA (PV, ETM, HAS, Online)	Provost Discretionary fund <i>[includes S&amp;S issues- leases (\$31,421), S&amp;S issues- no S&amp;S in some areas (\$24,650), EMS software (\$13,905), and Cidi labs (\$7,400)]</i>	\$ 150,000
	Diploma to Degree	\$ 12,000
	Index HSS080 reserve -recruiting (one time funding to address long-standing issue)	\$ 15,000
	MMET chair (supplement \$ to fund the position in full)	\$ 89,000
	Faculty position (1) with cyber security expertise @\$80K	\$ 128,403
	Proposal Development Specialist (or another title) in the Office of Research) @\$60K	\$ 101,511
	For ONL teaching Fac. Comp in excess of current labor \$ in the budget, commensurate with additional revenue through online teaching [Outside of the budget build process]	
<b>Academic Affairs (PV, ETM, HAS, Online) Total</b>		<b>\$ 495,914</b>
SA	Emergency Director @\$80K	\$ 128,403
<b>Student Affairs Total</b>		<b>\$ 128,403</b>
SEM	SEM total Request (primarily to meet contractual commitments)	\$ 370,000
	Contribution by SEM	\$ (159,805)
<b>Strategic Enrollment Management Total</b>		<b>\$ 210,195</b>
<b>Total approved divisional requests for FY21 budget build</b>		<b>\$ 1,049,051</b>
<b>Supplemental online instructional costs, approved if online revenue exceeds budget build assumptions.</b>		<b>\$ 400,000</b>

**Budget Reduction Strategies Not Incorporated in Budget**

As a means of realizing long-term budget savings the university released an Early Retirement Incentive Program (ERIP). This program provides a series of monetary incentives for long-term employees of the university to retire before December 31, 2020. This program is anticipated to realize short-term and long-term savings and help the university avoid or reduce the number of employees who are released due to budgetary impacts or reorganizations made necessary because of anticipated state revenue declines. The program will close on 6.26.2020 after the budget is submitted to the Board.

In order to meet divisional budget targets certain positions have or will be reorganized or eliminated. The extent to which this is necessary is dependent on participation in the ERIP program. There are certain costs associated with termination of employees, including contractually obligated notice periods and self-funded unemployment insurance expense.

The cost of the ERIP program and any charges related to employment actions will be managed centrally as these cannot with certainty be planned prior to budget recommendation/approval. These costs will be managed through the year, offset against contingencies and salary/vacancy savings and reported to the Board through the Finance and Facilities Committee.

**Fund Balance:**

Oregon Tech is forecast to end FY20 with \$9.9M in General Fund reserves or 14.5% in operating reserves. With the FY21 budget as presented ending fund balance is expected to be \$9.9M in General Fund reserves or 13.9% in operating reserves. This falls within the Board's designated fund balance range.

**Summary**

The 2020-2021 General Fund budget described within this docket is designed to meet the budget development goals outlined by the Board, including, balancing the operating budget next fiscal year despite anticipated, but currently unknown, reductions in state funding. These goals are:

- 1) Balance revenue and expenses within the operating budget
- 2) Prioritize recruiting, retaining, and graduating students to ensure long-term sustainability
- 3) Align programs and initiatives with industry and other employer demand
- 4) Invest in faculty, staff, and infrastructure to support student and institutional success
- 5) Use an open and transparent budget development process

It is clear from budget forecasts that state revenues in Oregon will decline significantly in the near to medium term. Oregon Tech’s reliance on state funding, long a lifeline and support for our mission, will become a detriment in this environment. The FY 21 budget is a “down payment” on what will likely be future challenging budgets. It is however incumbent on the university to begin tightening its belt today, in recognition of the harder times to come over at least the next three fiscal years if not beyond.

**FY 2020-21 Oregon Tech General Fund Budget**

<b>FY21 Budget - Reg General Fund + Online &amp; Boeing</b>	
Projected Revenue	\$70,606,186
Change in State Funding	(\$2,704,430)
Change in Tuit Rev (-SCH or +Rem)	\$0
Change in Financial Aid	(\$660,000)
CARES Financial Aid	\$903,637
CARES Financial Aid Expenditure	(\$903,637)
CARES Institutional Aid	\$903,637
COVID Institutional Expenditure	(\$903,637)
0% Change Expenses	(\$69,071,484)
Salary Savings	\$750,000
<b>Available for Investment</b>	<b>(\$1,079,728)</b>

<b>FY21 Budget - Spcial General Fund/Self-Support Operations</b>	
Projected Revenue	\$2,160,672
Expenses	(\$2,130,672)
<b>Available for Investment</b>	<b>\$30,000</b>

<b>Ongoing Strategic Investments</b>	
RDS	(\$411,604)
Military Outreach	(\$157,661)
Rural Health/DPT/Special Programs	(\$400,000)
<b>Ongoing Strategic Investment Total</b>	<b>(\$969,265)</b>

<b>Budget Reductions</b>	
Divisional Budget Reductions	\$4,057,815
<b>Additional Support Total</b>	<b>\$4,057,815</b>

<b>Contingency Funds</b>	
Pres. Contingency	(\$615,426)
<b>Contingency Funds Total</b>	<b>(\$615,426)</b>

<b>Additional Support</b>	
Additional Divisional Support	(\$1,423,396)
<b>Additional Support Total</b>	<b>(\$1,423,396)</b>

<b>Net Revenue</b>	
<b>Net Revenue</b>	<b>\$0</b>

Each division has identified what will be painful temporary and permanent reductions in expenses. This has been incredibly hard and in a compressed period of time. The absolute level of state funding for FY 21 is not known, but a conservative target has been used in hopes of avoiding mid-year budget reductions when there are less levers available for the university to manage with. In order to allow for maximum feedback from faculty and campus stakeholders budget development was not finalized until less than ten days before publication of this recommendation and after PREC released its report on June 4, 2020 and FOAC met on June 11, 2020. Specific budget line items are being finalized and details clarified between the Budget and Planning Office and divisional VPs. Once this process is completed mid-summer a management report format general fund budget matching the Board approved budget will be promulgated.

It is worth noting that there have been some indications from policy makers in Salem that funding reductions to universities and community colleges will be less severe than are planned for next year. This will be made possible through use of reserves or federal offsets of state revenue shortfalls. However, there have also been clear indications from policy makers in Salem (and history of past recessions) that more significant reductions will come as the current recession turns into a recovery.

It is important to note that the budget provided to the Board not only balances the current operating budget, and prepares the university for leaner times ahead, but makes progress on the other goals identified by the Board. There are reallocations and resources focused on recruiting and retaining students, investment in infrastructure and areas necessary for employee and institutional success over the long-term.

Oregon Tech's administrative team does not believe it is prudent to plan on a "bailout" from the state, despite the challenges and hard decisions the current budget represents. It is neither practical to believe the state has such resources available to it nor that our challenges are unique. It is prudent to plan to reduced state revenues, make decisions which position us to make due in this environment and to grow our earned revenue by investing in growth in enrollment because of our confidence in the appeal of our current and future program mix.

**Recommendation:**

Staff recommends the Board of Trustees adopt of the proposed Fiscal Year 2020-21 budget, including all fund types, as recommended by the President and outlined in the docket, at its June 30, 2020 meeting.

**Attachments:**

Auxiliary, Designated Operations and Service Fund Budget Overview  
Oregon Long-Term Budget Outlook

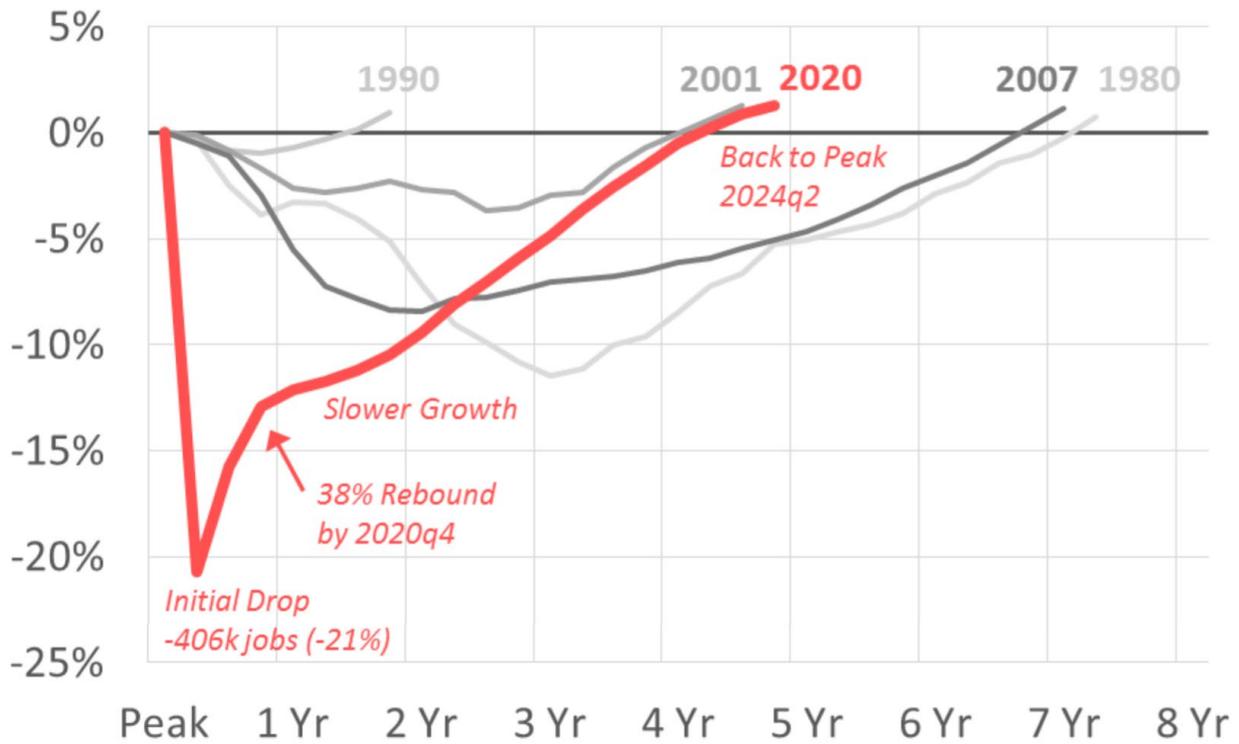
**Auxiliary, Designated Operations and Service Fund Budget Overview:**

<b>Oregon Tech Non-General Fund FY 21 Budget</b>			
	<b>Auxiliary Fund</b>	<b>Designated Fund</b>	<b>Service Fund</b>
<b>Total Revenues</b>	\$14,167,889	\$206,809	\$387,000
<b>Total Expenditures</b>	\$13,269,499	\$42,500	\$330,500
<b>Net</b>	<b>\$898,390</b>	<b>\$164,309</b>	<b>\$56,500</b>
<b><u>Revenues</u></b>			
<b>Departments</b>	<b>Auxiliary</b>	<b>Designated</b>	<b>Service</b>
Provost	\$0	\$0	\$0
ETM		\$0	
HAS	\$500,000	\$35,079	
<b>Total Acad Affairs</b>	<b>\$500,000</b>	<b>\$35,079</b>	<b>\$0</b>
A&M		\$0	
F&A	\$3,421,942	\$171,730	\$387,000
<b>Institutional</b>			
OMIC	\$1,150,711		
President		\$0	
SEM		\$0	
Student Affairs	\$9,095,236	\$0	\$0
<b>Total Revenues</b>	<b>\$14,167,889</b>	<b>\$206,809</b>	<b>\$387,000</b>
<b><u>Expenditures</u></b>			
<b>Departments</b>	<b>Auxiliary</b>	<b>Designated</b>	<b>Service</b>
Provost	\$0	\$0	\$0
ETM		\$500	
HAS	\$500,000	\$0	
<b>Total Acad Affairs</b>	<b>\$500,000</b>	<b>\$0</b>	<b>\$0</b>
A&M		\$0	
F&A	\$2,846,500	\$14,000	\$330,500
<b>Institutional</b>			
OMIC	\$1,007,673		
President		\$28,500	
SEM		\$0	
Student Affairs	\$8,915,326	\$0	\$0
<b>Total Expenditures</b>	<b>\$13,269,499</b>	<b>\$42,500</b>	<b>\$330,500</b>
<b>Net</b>	<b>\$898,390</b>	<b>\$164,309</b>	<b>\$56,500</b>

## Oregon Long-Term Budget Outlook

# Oregon Recession Comparison

Employment Percent Change from Pre-Recession Peak



Source: Oregon Employment Department, Oregon Office of Economic Analysis

General Fund Revenues	Biennium (\$ Million)		
	2019-21	2021-23	2023-25
Personal Income Taxes	-1,588	-3,231	-2,429
Corporate Income Taxes	-233	-137	-118
Other	-108	-152	-140
<b>Total</b>	<b>-1,929</b>	<b>-3,520</b>	<b>-2,687</b>

Other Revenues	Biennium (\$ Million)		
	2019-21	2021-23	2023-25
Lottery	-364	-260	-187
Corporate Activity Tax	-414	-599	-489
Marijuana Tax	9	-5	-18
<b>Total</b>	<b>-769</b>	<b>-864</b>	<b>-694</b>

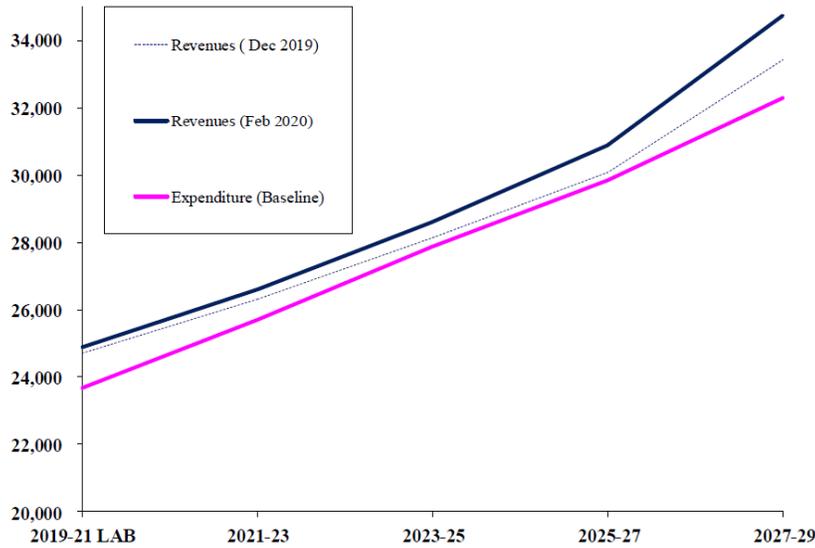
	Biennium (\$ Million)		
	2019-21	2021-23	2023-25
<b>Total Sum</b>	<b>-2,698</b>	<b>-4,384</b>	<b>-3,381</b>

Source: Oregon Office of Economic Analysis



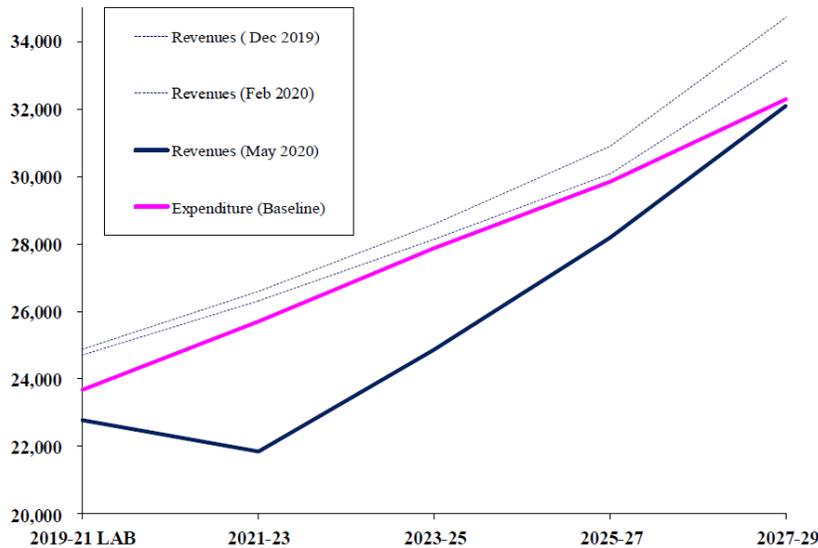
# Long Term Budget

February 2020 Revenue Forecast



# Long Term Budget

May 2020 Revenue Forecast



Source: Office of the Governor

## **ACTION**

### **Agenda Item No. 4.3**

## **Adoption of the 2021-2026 Five-Year Strategic Plan**

#### **Recommendation:**

Recommend the Board move to adopt the 2021-26 Five-Year Strategic Plan.

#### **Attachments:**

PowerPoint Presentation  
Strategic Plan

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



**Oregon TECH**  
Oregon Institute of Technology

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### STRATEGIC PLAN **ALIGNED** WITH MISSION\*

Oregon Institute of Technology (“Oregon Tech”), Oregon’s **public polytechnic university**, offers innovative, **professionally-focused undergraduate** and **graduate** degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster **student** and **graduate success**, the university provides a **hands-on, project-based learning environment** and emphasizes **innovation, scholarship, and applied research**. With a commitment to **diversity** and **leadership development**, Oregon Tech offers **statewide** educational opportunities and technical expertise to meet current and emerging needs of Oregonians, as well as other **national** and **international** constituents.



**Oregon TECH**  
Oregon Institute of Technology

\*Approved by the Oregon Tech Board of Trustees, May 30, 2019  
Approved by the Higher Education Coordinating Commission (HECC), August 8, 2019

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

### VISION

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



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

**40+** hours of Steering Committee meetings

Multiple Focus Groups  
**>40** departments, divisions, other stakeholder groups

**4** All-Campus Forums

**Numerous** other workgroup & subcommittee meetings

**3** electronic channels for feedback

**All** campus constituent groups invited to participate & represented



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



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## PILLARS: **GUIDEPOSTS** DEFINING TODAY AND OUR FUTURE



**PILLAR I:**

Commitment to **Student Success**



**PILLAR II:**

Commitment to **Innovation**



**PILLAR III:**

Commitment to **Community**



**PILLAR IV:**

Commitment to **Institutional Excellence**

## OREGON TECH TOGETHER: 4 PILLARS, 11 GOALS, 46 OBJECTIVES

<b>Goal 1. Nurture and inspire student success</b>
<b>Goal 2. Ensure degree-seeking students who graduate are ready for success</b>
<b>Goal 3. Increase the number of students recruited, retained, and graduated</b>
<b>Goal 4. Incorporate an innovative mindset into teaching, learning, applied research, scholarship, facilities, and processes</b>
<b>Goal 5. Transform the concept of 'Industry's University' from idea to reality</b>

<b>Goal 6. Forge an inclusive, cohesive university community: our people are our strength</b>
<b>Goal 7. Establish a valued presence locally, statewide, and nationally</b>
<b>Goal 8. Foster a university-wide culture of philanthropy</b>
<b>Goal 9. Champion diversity, equity, inclusion, and access among students, faculty, and staff</b>
<b>Goal 10. Create a distinctive edge for Oregon Tech and embrace a culture of excellence and continuous improvement</b>
<b>Goal 11. Build a compelling presence in Oregon, the Pacific Northwest, and beyond</b>



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## OREGON TECH TOGETHER: 22 MEASURABLE OUTCOMES



### PILLAR I: COMMITMENT TO STUDENT SUCCESS

Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.

#### Measurable Outcomes

- I.a) Student engagement measured through the National Survey of Student Engagement (NSSE).
- I.b) Increase student retention rates (1<sup>st</sup> to 2<sup>nd</sup> year and beyond) and 6-year graduation rates.
- I.c) Number of student internships/Co-op experiences/undergraduate research experiences and number of employers and their geographic footprint.
- I.d) Strategic student enrollment growth plans with attention to diversity, demographics, and robustness.
- I.e) Number of notable academic outcomes measured through students pursuing prestigious fellowships and graduates chosen as candidates for corporate and graduate leadership programs.



### PILLAR II: COMMITMENT TO INNOVATION

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

#### Measurable Outcomes

- II.a) Recognitions for faculty, students, and staff for innovative instructional pedagogies and scholarship initiatives at the state and national levels.
- II.b) New undergraduate and graduate programs that are unique and distinctive aligned with our mission.
- II.c) Students, faculty and staff engaged in applied innovation initiatives.
- II.d) Industry sponsored capstone design and research projects and undergraduate and graduate research projects.
- II.e) Number of externally sponsored grants and contracts in support of education and applied research.
- II.f) Makerspace and innovation center(s) for students, faculty, and staff to engage in entrepreneurial initiatives.



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# OREGON TECH TOGETHER: 22 MEASURABLE OUTCOMES



## PILLAR III: COMMITMENT TO COMMUNITY

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

### Measurable Outcomes

- III.a) Expand inclusive and university-based trainings and professional development for a stronger and more cohesive university community.
- III.b) A constituent-based program review process across the university coupled with continuation of an integrated assessment culture.
- III.c) Service Recognition model to recognize contributions by faculty and staff beyond the campus boundaries defining Oregon Tech as a truly engaged university.
- III.d) Oregon Tech alumni engagement strategy coupled with a simultaneous engagement of their employers.
- III.e) Expanded capital campaign.
- III.f) Launch of donor clubs and societies.
- III.g) A national visiting board at each of the colleges and at the university level to expand the opportunities for our faculty, students, and staff.



## PILLAR IV: COMMITMENT TO INSTITUTIONAL EXCELLENCE

Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.

### Measurable Outcomes

- IV.a) Continue promoting diversity, equity, and inclusion across students, faculty, and staff.
- IV.b) University-wide branding methodology and approach to create a distinctive image of our designation as Oregon's Polytechnic University.
- IV.c) A facility master plan that is reflective of the objectives of the strategic plan and promoting university pride.
- IV.d) Awards to faculty, staff, and students for going above and beyond to promote and advance the University.

# STRATEGIC PLANNING: A UNITED PROCESS ACROSS OREGON TECH



# Q/A



# STRATEGIC PLAN



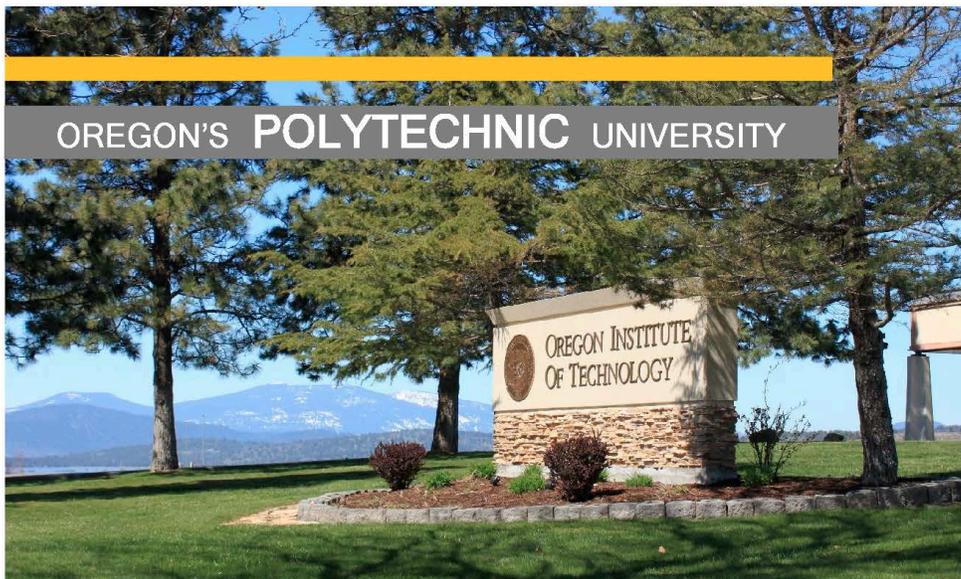
## OREGON INSTITUTE OF TECHNOLOGY

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### About the University

Oregon Institute of Technology, “Oregon Tech,” is an institution founded on the principles of excellence through hands-on learning. As Oregon’s polytechnic university, we are proud to be one of the state’s seven public universities, providing affordable, high quality undergraduate and graduate education programs. We believe in giving students a rigorous, professional practice-based education with experiential learning opportunities throughout their college career with us.

Oregon Tech takes pride in our mission to deliver tech-infused education. We continually partner with industry to ensure that our programs and classes remain relevant, leading edge, and aligned with new technology that prepares students for today’s and tomorrow’s workforce demands. This real-world focus gives our students a competitive edge: **96 percent** are either employed or enrolled in graduate school within six months after graduation, with an **average starting salary of \$60,000** per year. We also attribute this to our dedicated faculty who are genuinely invested in their students’ learning, providing personalized teaching and advising approaches. A total enrollment of about 5,400 students across all campuses and sites allows for an intimate campus environment distinguished by small classes. This personal approach leads to high levels of student engagement, achievement and career success.



## ADVANCING OREGON TECH, *TOGETHER*



*Oregon Tech Together*, our university's five-year strategic plan for 2021-2026, represents a transparent and collaborative effort across the university and our larger community. Importantly, the title of the plan itself came from our students, an expression of their dedicated engagement and pride in Oregon Tech.

As co-chairs of the Strategic Planning Steering Committee, Dr. Tom Keyser, Dean of the College of Engineering, Technology and Management, and I extend our gratitude to the dedicated Committee members. They brought active engagement to every stage of the plan's development, from surveys, focus groups and forums with their peers, to passionate discussions that defined Oregon Tech's guiding values, pillars of excellence, goals and measurable outcomes.

*Oregon Tech Together* is about world-class polytechnic university education for the future, establishing seamless industry-university partnerships, and about Oregon Tech's important role in not only meeting the talent needs of industry but also nurturing the leaders of tomorrow. As 'industry's university,' our graduates will continue to bring the latest knowledge and years of innovation-focused professional practice and leadership to organizations across the region and beyond, from community-based nonprofits to multinational corporations.

Strong talent and visionary leadership make for strong organizations, make for a strong industry sector, and make for a strong economy. Oregon Tech, through this plan, will play a key role moving our state forward through today's intense challenges and the unknowns of tomorrow. Together, our next steps will be to take the plan and operationalize it through each of the academic and administrative areas at Oregon Tech, in partnership with all constituents. The plan is a cohesive, strategic roadmap that will guide our future success and progress.

Thank you in advance for your continued engagement in helping Oregon Tech advance our vision, and for being a steward of our public higher education mission and the students who we collectively serve. We are, *Oregon Tech Together!*

Nagi G. Naganathan, Ph.D., ASME Fellow  
President

June 30, 2020



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STUDENT-CENTERED **WORLD-CLASS** POLYTECHNIC UNIVERSITY

## OREGON TECH MISSION

Oregon Institute of Technology (“Oregon Tech”), Oregon’s polytechnic university, offers innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship and applied research. With a commitment to diversity and leadership development, Oregon Tech offers statewide, public educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.

## OREGON TECH VISION

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

## OREGON TECH VALUES

We are guided by:

<b>Student Success:</b>	Prioritizing student and graduate success in every decision or action at every level of the university.
<b>Integrity:</b>	Adhering to the highest standards of ethical principles.
<b>Respect:</b>	Demonstrating high regard for one another in interactions and treating others with dignity.
<b>Diversity, Equity, Inclusion:</b>	Welcoming and empowering individuals of differing backgrounds, identities, and life experiences.
<b>Service:</b>	Contributing to the wellbeing of our university and external communities.
<b>Accountability:</b>	Taking responsibility for our actions and demonstrating leadership.
<b>Excellence:</b>	Embracing and celebrating the highest quality standards in teaching, research, and innovation.
<b>Confidence:</b>	Exhibiting pride and conviction in our university, our talent, and our contributions to those around us.

## UNIVERSITY PILLARS

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



### **PILLAR I: COMMITMENT TO STUDENT SUCCESS**

Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.



### **PILLAR II: COMMITMENT TO INNOVATION**

Oregon Tech strives to be entrepreneurial and on the leading edge of student engagement, innovative teaching, and collaborative research.



### **PILLAR III: COMMITMENT TO COMMUNITY**

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



### **PILLAR IV: COMMITMENT TO INSTITUTIONAL EXCELLENCE**

Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.



## PILLAR I: COMMITMENT TO STUDENT SUCCESS

**Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.**

### Measurable Outcomes

- I.a) Student engagement measured through the National Survey of Student Engagement (NSSE).
- I.b) Increase student retention rates (1<sup>st</sup> to 2<sup>nd</sup> year and beyond) and 6-year graduation rates.
- I.c) Number of student internships/Co-op experiences/undergraduate research experiences and number of employers and their geographic footprint.
- I.d) Strategic student enrollment growth plans with attention to diversity, demographics, and robustness.
- I.e) Number of notable academic outcomes measured through students pursuing prestigious fellowships and graduates chosen as candidates for corporate and graduate leadership programs.

### Goal 1. Nurture and inspire student success.

#### Objectives

- 1.1 Increase support for and awareness of academic and student services for student success and well-rounded student development.
- 1.2 Provide students with holistic advising and streamlined, innovative pathways to timely course and degree completion.
- 1.3 Implement collaborative university-wide retention strategies.
- 1.4 Create learner-focused environments that are welcoming, respectful, inclusive, and offer a sense of belonging to students.

### Goal 2. Ensure degree-seeking students who graduate are ready for success.

#### Objectives

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

**Goal 3. Increase the number of students recruited, retained, and graduated.**

**Objectives**

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



## PILLAR II: COMMITMENT TO INNOVATION

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

### Measurable Outcomes

- II.a) Recognitions for faculty, students, and staff for innovative instructional pedagogies and scholarship initiatives at the state and national levels.
- II.b) New undergraduate and graduate programs that are unique and distinctive aligned with our mission.
- II.c) Students, faculty and staff engaged in applied innovation initiatives.
- II.d) Industry sponsored capstone design and research projects and undergraduate and graduate research projects.
- II.e) Number of externally sponsored grants and contracts in support of education and applied research.
- II.f) Makerspace and innovation center(s) for students, faculty, and staff to engage in entrepreneurial initiatives.

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

### Objectives

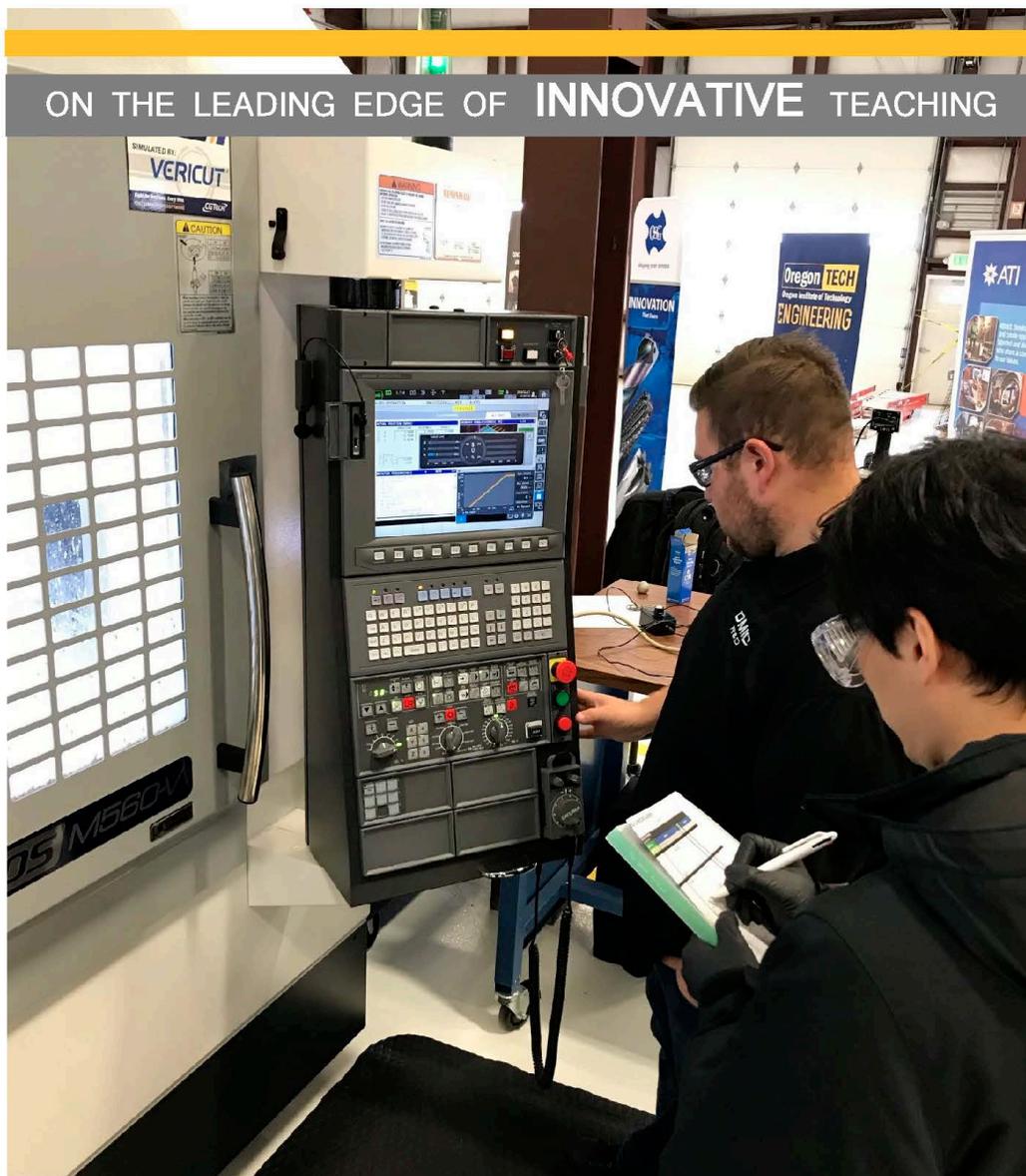
- 4.1 Implement innovative, high impact practices including experiential learning and undergraduate research to support students' academic success.
- 4.2 Create both physical and intellectual space for discovery, engagement, and creative activities among students, faculty, staff, and alumni.
- 4.3 Design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

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

### Objectives

- 5.1 Leverage collaboration with industry, government agencies, and other polytechnic partners to sustain leading edge technology in the classroom and laboratory.
- 5.2 Increase employment opportunities for graduates and provide professional development opportunities for faculty and staff across a broad range of industry sectors.

- 5.3 Promote an innovative intellectual property exchange to become a prime destination for industry investment.
- 5.4 Develop and actively encourage pursuit of external funding from government agencies and other funding sources to support the university and its faculty and students.



## PILLAR III: COMMITMENT TO COMMUNITY

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

### Measurable Outcomes

- III.a) Expand inclusive and university-based trainings and professional development for a stronger and more cohesive university community.
- III.b) A constituent-based program review process across the university coupled with continuation of an integrated assessment culture.
- III.c) Service Recognition model to recognize contributions by faculty and staff beyond the campus boundaries defining Oregon Tech as a truly engaged university.
- III.d) Oregon Tech alumni engagement strategy coupled with a simultaneous engagement of their employers.
- III.e) Expanded capital campaign.
- III.f) Launch of donor clubs and societies.
- III.g) A national visiting board at each of the colleges and at the university level to expand the opportunities for our faculty, students, and staff.

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

#### Objectives

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

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

#### Objectives

- 7.1 Intentionally cultivate and strengthen university community ties with local, state, tribal, and federal stakeholders for the betterment of Oregonians and Oregon Tech.
- 7.2 Continue our commitment to sustainability and renewable energy through innovative programs, research, and university action.

- 7.3 Increase the range of educational and service partnerships for students, faculty, staff, and alumni, particularly for underrepresented student groups.
- 7.4 Support, recognize, and celebrate the community and professional leadership service of students, faculty, staff, and alumni.
- 7.5 Engage community and other university constituents to be leaders in Oregon Tech's strategic initiatives and community outreach.

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

### Objectives

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



## PILLAR IV: COMMITMENT TO INSTITUTIONAL EXCELLENCE

**Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.**

### Measurable Outcomes

- IV.a) Continue promoting diversity, equity, and inclusion across students, faculty, and staff.
- IV.b) University-wide branding methodology and approach to create a distinctive image of our designation as Oregon's Polytechnic University.
- IV.c) A facility master plan that is reflective of the objectives of the strategic plan and promoting university pride.
- IV.d) Awards to faculty, staff, and students for going above and beyond to promote and advance the University.

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

#### Objectives

- 9.1 Foster and sustain a welcoming environment where all feel supported and experience a sense of belonging; where differing perspectives, participation, and contributions are valued.
- 9.2 Implement employment recruitment practices to attract a diverse range of qualified candidates, including people from underrepresented communities and identities.
- 9.3 Continue equal access to programs, facilities, and activities.
- 9.4 Ensure meaningful evaluation of inclusive and culturally competent teaching.
- 9.5 Use assessment tools for diversity, equity, inclusion, and access university-wide, enabling an evidence-based approach in decision-making.

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

#### Objectives

- 10.1 Develop processes for rigorous review and assessment of academic programs for relevance, quality, and timely response to strategic market opportunities.
- 10.2 Secure consistent and significant investment in systems, technology, and teaching facilities to advance program excellence and student success.
- 10.3 Invest in development opportunities focused on learning strategies, teaching techniques, specialized credentials, curriculum design, and student-centered service.

- 10.4 Support student, faculty, and staff discovery in basic and applied research; and promote the dissemination of the results.
- 10.5 Ensure opportunities and support for professional development of faculty and staff to advance skillsets in their respective fields.
- 10.6 Provide support for service units to excel in efficiency and create streamlined processes.

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

### **Objectives**

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



## GLOSSARY

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

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

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

**Constituents:** The people, organizations and industries that support Oregon Tech and enhance educational experiences for our students.

**Diversity:** A full, representative range of perspectives, backgrounds, and differences.

**Equity:** Working to ensure all people have successful outcomes, no matter where they start, especially for historically underrepresented populations.

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

**Inclusion:** The active and intentional choice of engaging with diversity and creating a sense of belonging that acknowledges that we all benefit when everyone has a place at the table.

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

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

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

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

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

**Polytechnic:** relating to, or offering instruction in a variety of industrial arts, applied sciences, or technical subjects.

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

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

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



## STRATEGIC PLANNING STEERING COMMITTEE

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Special thanks goes to Oregon Tech’s Strategic Planning Steering Committee for their thoughtful, insightful and dedicated engagement in the year-long process of developing the *Oregon Tech Together* strategic plan. Their hard work and leadership – and diverse representation from across Oregon Tech – resulted in our roadmap for the challenging and exciting five years ahead.

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**Dr. Tom Keyser**, Dean, College of Engineering, Technology & Management

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