

Oregon Tech Together
Forum on draft strategic plan
March 11, 2020 Klamath Falls – 11am -12:00pm – PM Room #106

Pillar I:

- 1) Goal 1.3 – communication with the locations and programs will be essential to develop these targets. Decisions can't be made from a central location with no input from the "local stakeholders."
- 2) Access and equity should be a goal for student success.
- 3) Goal 1 – grow enrollment—this has always been a goal/objective. How are your objectives different?
- 4) Goal 2 and 3 are the same. I don't see how this is any different than the goals we already have. Specifics?
- 5) Don't have to grow—can just maintain.
- 6) Goal 2 should be #1; must have 2 and then goal 1 happens.
- 7) Pillar 1 – We should mention socioeconomic inclusion and non-traditional pathways.
- 8) Pillar 1 – What is diverse high schools?
- 9) Goal 1 should be nurture and inspire student success. Growing enrollment is goal 3 at best!
- 10) This is an institutional goal rather than "student success" (goal 1)
- 11) Goal 1.4 Why call out high schools and not other avenues of enrollment. Either list multiple paths or none.
- 12) Because of PM's size, a collaborative enrollment management approach with faculty and Student Services would likely succeed. (Goal 1)
- 13) Identifying an outreach event person would be helpful at PM. Several events do not neatly fall into one area. For example: Education Partnerships, Admissions, Career Services/Employer Relations, Marketing (Goal 1).
- 14) Valuing/rewarding faculty time/investment for these in some way may help. Roc-Sat-C, Baja Sae, Inventors Club. Example: travel funding for advisors, part of tenure process, etc. (Goal 1)
- 15) What is a "university culture of career advising?" (Goal 3.1)
- 16) Environments insulates physical location. We should call out online and physical environments (Goal 2.4)
- 17) Recognize the different needs/profile of students at each campus. KF, PM, Boeing, Salem (one size doesn't fit all).
- 18) Audit of cultural competency elements within the curriculum. (Goal 3.3)
- 19) Goal 3 – reword. Ensure that all degree-seeking students who graduate are ready for success!! Not all degree-seeking students will graduate.
- 20) Increase support/customer service orientation of professional staff (Goal 3).
- 21) Emails answered within 24 hours (Goal 3).
- 22) Greater collaboration between Student Services and faculty to assess and develop new learning support programs would be ideal (Goal 2).
- 23) Cross training of staff to serve as back-up if needed (Goal 2).
- 24) How do we measure awareness (Goal 2.1)?

Pillar II:

- 1) Excellence rather than innovation. We should keep doing what we're doing well and innovate where we're not.
- 2) Develop research ties to/with industry to create relevance for faculty, staff, students (Goal 4 and 5).
- 3) This sounds like what we are already doing. Can you provide specifics? This concept has always been present here. It sounds like you changed some words.

- 4) Goal 4 – should change from innovative to focus on excellence.
- 5) Sustainability is missing from Pillar II. Can we not commit to carbon neutrality in our innovative mindset? How can we change our university’s carbon footprint as part of innovation?
- 6) Resources – concern for where these resources to accomplish this will come from. \$\$ and time.
- 7) Faculty already teaching overload because we can’t hire faculty. When do faculty have time to be innovative?
- 8) Are Goal 4 and Goal 5 equally weighted? Will both be equally supported?
- 9) Focus on both STEM +M and healthcare applied and science and how their needs/connections differ and are similar.

Pillar III:

- 1) Mention connection to state as a community we are part of.
- 2) Goal 8.1 Why only endowment? So many ways to increase funding—including endowment.
- 3) Establish that club requirement of 50 hours volunteer be at least 25 within local community (face of OT at robotics/science fairs) judging with high schools (Goal 7).
- 4) Aren’t we already doing this? I can’t get behind this if there are not specifics. What kind of pressure will there be on faculty to increase endowment funding and what kind of support will they receive? Haven’t we hired people to specifically increase endowment funding, (such as our president) are there results? I am more interested in the specifics than flowery words.
- 5) Goal 7 intentional partnerships; underrepresented student groups (varied needs within that group).

Pillar IV:

- 1) _Goal 9 Sustainable support
- 2) Goals and objectives – you are stating the obvious. This is what we are currently working at. What will be done differently?
- 3) \$\$ We have been hearing for years that we are the best kept secret. What has been done to increase our visibility? Where is the \$\$ coming from to do this?
- 4) Open communication about where all strategic investments are being made and what the ROI of these has been. Now and in the future.
- 5) Goal 11.2 Remove word center and each o allow more growth and alternative thinking.
- 6) Website and marketing material demonstrations, diversity of staff/faculty/students (Goal 9).
- 7) Consider e sports (Goal 11).
- 8) Institutionalize success of supplemental instruction (Goal 10).
- 9) Goal 10.1 should we use rigorous? How will this affect NW?
- 10) Goal 9.3 – Why only students?
- 11) Greater action toward cognitive diversity/autism spectrum would be helpful.
- 12) Goal 10 – include co-curricular programs in this mandate.
- 13) We need to put sustainability front and center. Be a leader in carbon reduction to model values for students and the state.

Mission, Vision, Values

- 1) NWCCU requires metrics for everything in the mission.