

## Minutes

The Faculty Senate met on March 1<sup>st</sup> 2022, in the Sunset Meeting Room of the College Union (Klamath Falls campus) and via Zoom for Portland-Metro faculty and others attending remotely.

## Attendance/Quorum

President Terri Torres called the meeting to order at 6:00pm. All Senators or alternates were present except for Cecily Heiner.

Following the roll call, I made a motion to move Matthew Compton-Clark's Simple Syllabus presentation to 6:30pm and to move Jennifer Wilson's DEI presentation to follow immediately after. This motion was seconded by Christopher Syrnyk and was approved by Senate vote.

## Approval of Minutes

The minutes for the February 1<sup>st</sup>, 2022 Faculty Senate meeting were approved with no changes.

## Reports of the Officers

### Report of the President – Terri Torres

- Terri thanked all in attendance and the members of SenEx in particular for their support and help during this time.
- She reported that SenEx has met with the Provost to discuss draft charges for the “middle-level” committees (as per the new Senate organization chart approved previously).
  - Terri read all the draft charges; **see pages 11-12 of this packet for the list of charges.**
  - Terri hopes to be able to finalize these changes shortly. She asks that you let her or SenEx know if you have any input or suggestions regarding the charges.
- Terri addressed the fact that faculty have had concerns about the equity study; she said that this study falls under the union's purview, not Senate's, so please reach out to your OT-AAUP leadership and/or your building Steward if you have questions or concerns.
- SenEx has peopled the new Senate DEI committee. Franny Howes will be chair, and Jamie Kennel will also serve on the committee.
  - This new committee's charges are included **in the document on page 13 of this packet.**
- The Marshals for graduation will be: John Ritter (ETM), Yasha Rohwer (HSS), Don McDonnell (General Faculty).
- Terri had an update on the NTT promotion policy: it has made it through legal review and is now waiting for the next President's Council meeting, to be reviewed. That meeting has not yet been scheduled, but will be soon.
- Faculty are having a “Don't Stop Believing” meeting on March 8<sup>th</sup> at 2pm. Please attend if you are able.
  - There will be a follow-up meeting between the faculty, the Provost, and the Deans.
  - There will also be a barbeque in spring term including faculty and that administration.
- End of report.

### Report of the Vice President – Lindy Stewart

- Lindy attended Academic Council on February 8<sup>th</sup>.
  - During this meeting, the HECC coding for classes was reviewed.
    - Courses that are being offered remotely need to be coded as either remote synchronous, remote hybrid, or remote asynchronous.

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- There is some concern about differing tuition costs across these different modalities; Lindy said that Student Affairs will be sending an email out to students to keep them informed.
- How these changing codes would affect various programs' accreditation was discussed.
- “Hyflex” courses and how those would be coded was also discussed.
- Accreditation was also discussed.
  - We need to be focused on student learning outcomes, and the process must be evidence-based (“data-driven”).
  - One piece of this is a HECC performance compliance process, which all programs must complete.
- HB2919 was also discussed. This bill requires each public university and community college to provide public, online information regarding courses' materials fees.
  - The HECC workgroup is working on this, and the first reports will be due in January of 2023.
- Lindy reported that the election for the next Senate President is complete. Terri Torres won the election. Our election for new Senators will be at the end of April.
- Questions?
  - Randall Paul asked about the HECC coding. Specifically, he wanted to know how this would affect cross-listing students across our campuses. Would, for example, Klamath Falls students taking a cross-listed course would end up being charged the online fee *and* the campus fee for the same course.
    - Lindy responded that students in this situation aren't being charged the online fee. These students are considered “on campus.”
    - Dr. Mott clarified that when we stream a class across multiple campuses, the expectation is that students are in the classroom proper on *both* campuses, even if the instructor is of course only in one of the two classrooms at a time.
- End of report.

### Report of the ASOIT Delegates – Brie Landis and Jack Zoucha

- Justin Echternacht gave Brie Landis's report as their alternate.
- Early in spring term, ASOIT will be holding elections for new officials.
- Brie is still working on edits to the Board's bylaws (as presented during the March Senate meeting), but the hope is that those will be finished shortly.
- The Tuition Recommendation Committee has recommended that tuition be raised by 8%. ASOIT is looking into the possibility of petitioning the state for more funding so a tuition hike of this magnitude isn't necessary.
- Questions?
  - Vanessa Bennett asked when the tuition was last increased and what that increase was.
    - Justin responded that tuition is raised every year, though he wasn't sure what last year's increase was.
      - Dr. Mott responded that last year tuition was raised by 3.9%.
- Jack reported that ASOIT is still working on raising student engagement at the Portland-Metro campus. Fees have been raised, and a Student Involvement Coordinator is going to be hired.
- He also explained that it was a student who proposed the 8% figure, as the originally suggestion was a 5% increase.

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- Jack has also been in communication with OT-AAUP representatives in an effort to identify why faculty retention has been so bad, and to see what can be done to improve it.
- Questions?
  - Andria Fultz asked if there were any concerns about graduate tuition increasing alongside undergraduate tuition.
    - Jack explained he was not able to attend the forum, but his understanding was that the 8% figure is all-encompassing and that the differential will be left at 37%.
      - Justin and Dr. Mott both explained that the Tuition Recommendation Committee does not deal with graduate tuition.

### Open Floor

#### Matthew Compton-Clark (Simple Syllabus Presentation)

- **Note:** This presentation occurred chronologically after Yuehai's RPT report, but to keep the organization of the minutes consistent, I've listed Matthew and Jennifer's Open Floor items separately, above the Reports of the Standing Committees section of the document.
- **Another Note:** For the sake of brevity, I have not transcribed Matthew's entire presentation into the minutes, but have **included the slides from that presentation as part of the April packet, on pages 36-42.** Additionally, any questions from attendees will be recorded below for reference.
- Questions?
  - Terri asked if graduated students can still access syllabi from courses they took prior to graduation.
    - Matthew said that there are a number of ways to make this possible via Simple Syllabus, but the easiest way is to make the university's syllabus library entirely public. There are also other ways to make syllabi available more selectively if you don't want to go that route.
  - Cristina asked how IP protections work through Simple Syllabi, when there are already rules and/or policies set by each university dictating how IP works at that university.
    - Matthew said that the university owns all material uploaded to Simple Syllabus from the get-go. Otherwise, your rights to your syllabus shouldn't look any different via this program than they do without it.
    - He also clarified that you can control what elements of your syllabus are visible to various users.
  - Terri asked Dr. Mott how/when the university will decide to adopt Simple Syllabus or not.
    - Dr. Mott responded that any faculty feedback should be submitted and that chairs have already received the same presentation and can weigh in as well. She intends for the decision to be made soon.
  - Cristina asked if Dr. Mott knew the cost of adding Simple Syllabus.
    - Dina Battaglia responded that the cost is "around \$11,000," but did not know if that was the cost annually, per term, or as a one-time payment.
  - Terri suggested that Senators send in comments if they have input on the adoption of Simple Syllabus.
  - Randall asked if Simple Syllabus will be optional if adopted, or if it will be mandatory for all faculty.
    - Terri responded that it will be mandatory for all faculty.

#### Jennifer Wilson (DEI and Senate subcommittee Presentation)

- Jennifer began by talking about HB 2864, which requires all public institutions to "create, implement, and assess cultural competency practices and standards on their campuses." All public institutions were also required to create an office or committee to address these issues.

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- Each department at Oregon Tech was charged with identifying ways that they could contribute to these goals.
- Jennifer explained what is meant – via HB 2864 – by “cultural competency.”
  - The text of the bill has been **included on pages 14-15 of the packet for your reference.**
- Franny also gave a little bit of background, because e has been working with this bill on Oregon Tech’s behalf since 2017.
  - Franny and the then-DEI Committee generated Oregon Tech’s “polytechnic cultural competency standards” in 2021, with the intent being that those standards address HB 2864 in a way that is specific to Oregon Tech’s strengths and mission.
  - Franny also shared a document containing these standards, which is **included here on page 16 of the packet.**
    - Franny noted that the document includes a definition provided by Student Affairs of who constitutes “historically marginalized people” in education specifically.
  - E said that the next step is to set goals and take action toward growing our capacity to meet the needs of these groups. That’s what this presentation is meant to be about.
- Jennifer noted that we want to find ways to match actions to words so that our DEI efforts don’t just amount to “checking boxes.” We want to take actions and then be able to assess the effectiveness of those actions.
  - Jennifer and Franny provided an example of such an action that was previously proposed by Student Affairs. This example is **included here on pages 17-21 of the packet for your reference.**
- Jennifer stressed repeatedly that these actions and efforts are intended to be collaborative and interdisciplinary.
- Jennifer also explained that faculty should be able to identify three to five areas from each area on the cultural competency document, and then identify an initiative that captures those areas, as well as you would assess the success of that initiative.
  - Terri asked who makes this decision.
    - Jennifer responded that faculty as a group should make the decision.
  - Franny explained that all university divisions are being asked how they plan to meet these cultural competencies. Faculty Senate has been identified as the body that is responsible for developing that plan on behalf of faculty. It is Franny’s expectation that this is why e is heading up the DEI Senate committee: to organize the work around this via Senate.
- Maureen Sevigny asked how this work involves those not on the Klamath Falls campus, including adjuncts.
  - Jennifer clarified that of course the DEI work engages all people on all campuses, not just the Klamath Falls campus.
    - Maureen emphasized that engaging adjuncts in particular is going to be difficult.
      - Franny responded that whatever plan we develop should be inclusive of other campus locations as well as those who work entirely remotely.
- Cristina asked for clarification on the idea that “everyone” will be expected to support these initiatives.
  - Jennifer explained that, yes, *all* employees will be expected to support the initiatives, including staff, administration, and so on.
    - Cristina suggested that the Senate DEI committee be an ad hoc committee instead of a standing committee so that others (aside from just faculty) can be involved in the work of the committee.
- Christopher asked for clarification: would we only be assessing initiatives in the classroom, not elsewhere?
  - Jennifer explained that faculty would be coming up with ways to assess DEI success in the classroom, but are also welcome to make other suggestions (Christopher, for example, suggested that faculty might want to evaluate hiring processes).

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- Sean Sloan asked if Jennifer could provide an example of a way in which faculty could meet these competencies in their classroom.
  - Jennifer clarified that the goal of these new initiatives is not to determine whether or not a “violation” of any sort occurred in the classroom, but instead to find ways that faculty can productively engage with the university’s DEI efforts while teaching their students.
  - Sean expressed concern that it would be difficult to add material about historically marginalized groups to his engineering courses.
    - Franny spoke to say that teaching DEI-related material looks different in different disciplines. E also clarified that it’s not always about teaching particular *content*, but also considering the teaching *methods* being used, and whether or not they are inclusive.
- Terri reread the charges for the Senate DEI committee.
- Jennifer announced that new regulations for Title IX were passed in 2020, went into effect in 2021, and as of 2022 we are “not quite” in compliance with them.
  - In short, there need to be people on campus who are actively trained in Title IX regulations, people who can serve as Title IX advisors, and people who are willing to engage in the Title IX decision-making process.
    - If you are interested in helping out with any of these things, there is a new tab on the Title IX page, and you can sign up there to receive training and help out.

### Reports of the Standing Committees

#### Faculty Rank Promotion & Tenure (Yuehai Yang)

- Yuehai explained that during the legal review of the proposed NTT promotion policy, Dave Groff expressed concern that the grievance process outlined in the draft policy might not match the “new” policy described by the CBA.
  - With input from Cristina Negoita, RPT was able to address this concern to Dave Groff’s satisfaction, allowing the policy to move on to President’s Council.
- He also said that RPT will be meeting again soon to discuss how to better align the FOP and APE timelines.
- End of report.

#### Academic Standards (Laurie Yates)

- Academic Standards met last week and talked about SenEx charges. In particular, the committee will be meeting soon to address two charges in particular:
  - Policy and procedure guiding exceptions to the revised waitlist functionality.
  - The academic calendar in general, and the fall start date in particular.
    - If you have input on any of these things, let Laurie know.
- Questions?
  - CJ asked how Laurie wants us to provide input.
    - Laurie said to send the input however is convenient.
    - Laurie also suggested that Academic Standards could send out a survey, and Cristina spoke in support of that idea.
- End of report.

#### Reports of Special or Ad Hoc Committee

- Currently, there are no Special or Ad Hoc committees.

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### Unfinished Business

- There is no unfinished business.

### New Business

- There is no new business.

### Open Floor (cont'd)

#### Dibyajyoti Deb

- Deb reminded the Senate about nominating your students for the annual Student Awards. The nomination deadline is March 17<sup>th</sup>, and the recommendation letter and student biography deadline is April 14<sup>th</sup>.
  - More details are available on the Student Awards website.
  - Franny asked if it is possible for the Student Awards committee to publish the student biography questions ahead of time in the future to make it easier for students to apply for these awards.
    - Deb said he would relay that suggestion to the committee.
  - Christopher asked if you are allowed to both nominate a student *and* write them a recommendation letter.
    - Deb said yes.
- Deb shared another concern: during the President's Forum today, the President announced that there would be a "Center For Applied Computing and Data Analytics." A concerned constituent reached out to Deb to indicate that although this Center seems to have significant overlap with the work our Data Science faculty do, none of them have been involved in the process of developing this Center.
  - Dr. Mott clarified that the idea behind the Center has not yet been fleshed out enough to be at the point where faculty input is solicited.
  - Cristina asked how we received \$5.5M for this Center without providing any details (or knowing any) about what the Center would be.
    - Dr. Mott explained that we were able to get the money quickly, so we got it. The money will be split across the development of the Center and rural health-related initiatives.
    - Sean Sloan requested to be involved in the conversations about the Center going forward.
  - Lindy suggested that if faculty have ideas for the Center, that they could write those ideas up and share them.
    - Dr. Mott suggested that such ideas be sent to Dean Keyser.
  - Vanessa Bennett asked about the rural health money: can that money be used to help existing programs, or only to establish new programs?
    - Dr. Mott said that it can also be used to help existing programs.
      - Vanessa said that lots of her program's equipment needs replacing, and that this money could be really helpful in addressing that need.
        - Dr. Mott said that this is a possibility, and any requests should be directed to Dean Peterson.

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### Vanessa Bennett

- Vanessa expressed a concern that it is getting increasingly more difficult to get her program's students into their general education courses. This was a problem at the beginning of the year, but has only gotten worse as the year has gone on. She says that this has become a retention problem, because, among other things, students are going elsewhere to get these courses, and not being able to take them on time is putting student behind in their graduation timelines. She also said that it is not just her program, but the problem is more widespread.
  - Dr. Mott suggested that the program chair needs to talk to the Dean.
  - Sean spoke to support Vanessa's frustration.
  - Referencing the "Strong Start" program the President mentioned in his address earlier in the day, Cristina suggested that there might be significant funding available to hire and retain faculty to fill these gaps (as opposed to "fixing" the problem by sending students to other universities or colleges to get their general education credit).
    - Dr. Mott said we have \$400,000 to spend and could definitely consider using it to help other general education offerings in addition to our MATH offerings.
      - Brie asked if this was a one-time fund boost, and Dr. Mott said yes.
  - Maureen mentioned that students who can't get on-campus classes are registering online, which in turn narrows down the course options for *only online* students. She also mentioned that the new funding model for online adjuncts makes it harder to find people to cover online courses.
    - Vanessa echoed Maureen's frustration.
  - Deb asked if the problem has become more pronounced since the CBA was signed.
    - Maureen said yes.
  - Franny spoke from the COM department perspective, saying that they asked for six positions to cover demand this year, received two, and then lost two faculty earlier in the year, putting them right back where they started in terms of capacity. They also lost a lot of adjuncts because of the change in pay structure.
  - Cristina asked why we can't spend some of the aforementioned \$400,000 now to help with these issues.
    - Dr. Mott said she would look into it, but that the money is intended to be used in the summer, as she understands it.
  - Jack asked if the Strong Start money has an expiration date, and whether or not we will have faculty to teach the courses in the summer, if they are used to being on a nine-month contract.
    - Dr. Mott said the funds will expire, and that Dean Peterson has talked to some MATH faculty already about teaching this summer. She said we could also talk to local high school teachers if our faculty aren't interested.

### Jack Walker and John Ritter

- Jack spoke on behalf of John Ritter, our primary Geomatics faculty, who is retiring. Jack explained that because of this, they were pursuing a replacement hire, and were told that they could only ask for a non-tenure-track, annual contract position. This is concerning to them, because it might result in a failed search, or, at best, an unqualified hire. Jack asked that this be a broader conversation so a better outcome can be reached.
  - Ashton Greer spoke in support of this request, based on her experience serving on search committees last year and losing good applicants because they didn't want to work in a non-tenure-track capacity. She also spoke to the importance of John's work and how hard he will be to replace.
  - Dr. Mott said that a new tenure-track position description is already being worked on to address Jack's concerns. She recommended that future issues of this nature be taken to the Deans, or, at worst, sent in the form of an email to the Provost.

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### Report of the Provost – Dr. Joanna Mott

- Sponsored Programs Director has been hired. They will be starting March 31<sup>st</sup>. She will be based in Portland-Metro, but will be visiting Klamath Falls regularly.
- Sabbatical decisions will be made tomorrow and those decisions will be communicated “rapidly.”
- Three Student/Faculty Innovation Grants have been approved.
- Equipment Request decisions will also be coming out “quickly.”
- Regarding assessment:
  - The Assessment Exec Commission received training from Farooq Sultan and Janette Isaacson. They will be giving a presentation to Academic Council next week.
  - The Commission will be communicating with chairs.
  - The Year Six assessment report was just submitted. This report dealt with administrative- and finance-level things.
  - The upcoming Year Seven assessment report is much more focused on the academic side. We received five recommendations in 2016, and are expected to address three of those “unsatisfactory” recommendations in this report.
    - We are also required to submit three ad hoc reports, one each to address those “unsatisfactory” recommendations.
      - We need evidence that our outcomes are being met, and that we are taking positive steps toward improvement.
  - Abdy also spoke to the importance of faculty engagement in the process of assessment.
  - Terri asked for more clarification on what the “unsatisfactory” recommendations are based on.
    - Dr. Mott explained that we need to show more evidence that our assessment results are being used to improve our programs.
- Questions?
  - Yuehai expressed concern about the faculty retention issue – not only are we losing faculty, we are also taking up the remaining faculty’s time with service on search committees that are often unsuccessful or lead to a hire who only lasts a year or two.
    - Dr. Mott said that Trustee Brown has asked for a data set from HR so that this issue can be further investigated. This data is based at least somewhat on faculty exit interviews.
    - Vanessa asked about exit interviews: who does them, and when are they done?
      - Dr. Mott said that HR does faculty exit interviews, “when they can.”
      - Cristina spoke up in favor of a more robust data collection effort on this front, which could be a big help with the issue of faculty retention. She also pointed out that we currently have more adjuncts than we have non-adjunct faculty. Our students are very reliant on these faculty, and the recent pay cuts are going to affect our ability to attract and retain adjuncts as well, *not* just full-time faculty.
        - Cristina recommended that we consider representing adjuncts via Faculty Senate.
- End of report.

### Report of the President’s Council Delegate – Terri Torres

- They have not met, but they will, according to Terri.

### Report of the Inter-institutional Faculty Senate (IFS) Representative – Maureen Sevigny

- IFS met last week, and Maureen allowed Lindy to give the report because Maureen had computer issues during the meeting.
  - Lindy said that SOU’s faculty is currently struggling through union negotiations, including a challenge to the existence of tenure, and that they would appreciate support from Oregon Tech faculty. She believes that OT-AAUP is drafting a letter of support, but if they do not, maybe Senate can?



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- Maureen reported that the AGB report on all the Oregon universities' Boards of Trustees was discussed at the last IFS meeting.
  - One big recommendation coming out of this report was that the Board members should interact more directly and more often with their stakeholders.
  - Another recommendation was that there should be a governance committee set up above all the Boards of Trustees.
- Maureen also shared a concern about common course numbering, specifically the 100-level MATH courses involved. There is a question about whether these courses should be four credits or five going forward. Maureen asked if we had representatives in this discussion from Oregon Tech.
  - Randall spoke as a representative, and explained that Joe Reid was representing Oregon Tech when it comes to statistics specifically, and that Christopher was also a representative.
    - Christopher said that our faculty just received notification today that they are going to serve as representatives: Randall and Joe for MATH, and Christopher and Vicki Crooks for COM.
      - Maureen suggested that we inform the rest of the faculty of these appointments in case they need to contact a representative with questions or input.
- Terri offered (again) to send out the AGB report via email to anyone who wants it.

### **Report of the Fiscal Operations Advisory Council (FOAC) Representative – Lindy Stewart**

- FOAC has not met since the last Senate meeting, but Lindy said they will be meeting on March 30<sup>th</sup>.

### **Report of the Administrative Council Delegate**

- There is currently no Administrative Council delegate, so no report.

### **Adjournment**

Terri adjourned the meeting at 8:35pm.

Respectfully submitted,  
Ben Bunting, Secretary

## Potential Charges for Middle Level Committees

### **GEAC**

1. Survey comparators (Board approved list and Oregon universities) with regards to credits devoted to GE as well as distribution by discipline.
2. Define data literacy and consider placement in ESLOs.
3. Consider inclusion of PCCs in Diverse Perspective ESLO.
4. Develop a block in Simple Syllabus that indicates which ESLO is supported by the course.

### **CCT**

1. Develop training videos for YUJA.
2. Develop training for PCCs.
3. OTET workshop delivery
4. OTET Conference and Convocation Activities
5. Develop training that supports ALL specific modalities (hyflex, online, F2F, and other)
6. Develop faculty peer observation process for implementation
7. Endorse and promote the Institutional Teaching model
8. Review Teaching Grants at least once per year.

### **Assessment**

1. Rebuild the Assessment Commission
2. Train faculty Assessment Coordinators
3. Post all (past and present) programmatic assessment reports

### **Graduate Council**

1. Standardize continuous enrollment

2. Recommend organizational structure for a College of Graduate Studies

**University Research**

Revise IRB policy (with Dave Groff) and streamline process

#### Charges for Academic Standards 21/22

1. Review work done by 2020 Academic Standards Committee and make current recommendations concerning the waitlist policy.
2. Review and make recommendations regarding the length of summer term in weeks.
3. Review work done by past ad-hoc committee on student evaluations. Make recommendation for any needed changes to teaching evaluations including student numerical evaluations. Make recommendations for revisions to current procedures.
4. Review proposed changes to student admissions standards to ensure that they support Oregon Tech's strategic goals and that they are data driven.
5. Review, including all stakeholders, the 5-year academic calendar and make a recommendation.

#### Charges for RPT

Examine and make recommendations concerning the timeline for the Faculty Objective Plan (FOP).

#### NTTF policy

#### Charges for Faculty Senate DEI committee

1. Engage in the work to develop and implement pedagogical and curriculum practices that support Oregon House Bill 2864 and Oregon Tech Polytechnic Cultural Competency standards.
2. Develop tools to measure the impact of the PCC practices implemented and assess their overall effectiveness in creating curriculum that encourages cultural competency in our students and community.

**A-Engrossed**  
**House Bill 2864**

Ordered by the House April 18  
Including House Amendments dated April 18

Sponsored by Representatives ALONSO LEON, GORSEK; Representatives EVANS, HERNANDEZ, LININGER, MCLAIN, NOSSE, RAYFIELD, SANCHEZ, SOLLMAN, Senators DEMBROW, GELSER

**SUMMARY**

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Requires each community college and public university to establish [*cultural competency oversight committee. Requires committee to adopt and implement cultural fluency and competency standards for all employees of community college or public university.*] **process for recommending, and providing oversight for implementation of, cultural competency standards for institution and institution's employees. Lists requirements that process established by institution must satisfy.**

**A BILL FOR AN ACT**

1  
2 Relating to cultural competence at post-secondary institutions of education.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. (1) As used in this section:**

5 (a) **"Board" means:**

6 (A) **For a public university listed in ORS 352.002, the governing board of the university;**

7 **or**

8 (B) **For a community college, the board of education of a community college district.**

9 (b) **"Community college district" has the meaning given that term in ORS 341.005.**

10 (c) **"Cultural competency" means an understanding of how institutions and individuals**  
11 **can respond respectfully and effectively to people from all cultures, economic statuses, lan-**  
12 **guage backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender iden-**  
13 **tifications, sexual orientations, veteran statuses and other characteristics in a manner that**  
14 **recognizes, affirms and values the worth, and preserves the dignity, of individuals, families**  
15 **and communities.**

16 (d) **"Governing board" has the meaning given that term in ORS 352.029.**

17 (e) **"Public institution of higher education" has the meaning given that term in ORS**  
18 **350.350.**

19 (2) **Each public institution of higher education shall establish a process for recommend-**  
20 **ing, and providing oversight for the implementation of, cultural competency standards for**  
21 **the public institution of higher education and the institution's employees. The process es-**  
22 **tablished under this subsection must:**

23 (a) **Include a broad range of institutional perspectives;**

24 (b) **Give equal weight to the perspectives of administrators, faculty members, staff and**  
25 **students;**

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1       (c) Require that the institution provide continuing training and development opportu-  
2 nities that foster the ability of the institution's faculty, staff and administration to meet  
3 cultural competency standards;

4       (d) Propose institution-wide goals that seek to improve the cultural inclusion climate for  
5 students, faculty, staff and administration from diverse backgrounds;

6       (e) Require preparation of a biennial report that is presented to the appropriate board  
7 regarding the institution's progress toward achieving the goals set forth in this subsection;

8       (f) Recommend mechanisms for assessing how well the institution meets cultural com-  
9 petency standards; and

10       (g) Ensure that the institution clearly communicates to new faculty, staff and adminis-  
11 trators the institution's commitment to including meeting cultural competency standards in  
12 professional development.

13       **SECTION 2.** (1) As used in this section:

14       (a) "Cultural competency" has the meaning given that term in section 1 of this 2017 Act;  
15 and

16       (b) "Public institution of higher education" has the meaning given that term in section  
17 1 of this 2017 Act.

18       (2) Each public institution of higher education shall:

19       (a) Not later than December 31, 2019, establish a committee or other entity, or establish  
20 a process, that complies with the requirements set forth in section 1 (2)(a) and (b) of this  
21 2017 Act and that will enable the public institution of higher education to recommend, and  
22 provide oversight for the implementation of, cultural competency standards for the public  
23 institution of higher education and the institution's employees; and

24       (b) Not later than December 31, 2020, be in compliance with all of the requirements set  
25 forth in section 1 of this 2017 Act.

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## **Polytechnic Cultural Competency Standards**

### **Systems thinking and knowing:**

- A member of our community should know the specific past and present relationship of their field to historically marginalized groups.
- A member of our community should be able to recognize their own point of view and articulate it in a multicultural context.
- A member of our community should understand barriers to equity and inclusion that exist at both the individual and systemic level.

### **Noticing:**

- A member of our community should be able to analyze a simple or complex situation for inequality, inequity, and lack of diversity.
- A member of our community should be alert to their own implicit biases and analyze their own actions in this manner.

### **Intervening:**

- A member of our community should be able to intervene when they have noticed an inequitable situation.
- A member of our community should act in their full capacity to increase equity and inclusion through their work.

### **Imagining:**

- A member of our community should be able to imagine equitable solutions to pressing social problems within their professional fields.
- A member of our community should build their creative capacity to execute their proposed solutions to increase inclusion and equity.

### **Serving:**

- A member of our community should seek out opportunities for their work to benefit historically marginalized communities and increase their access to the university.

### **Listening:**

- A member of our community should know how to solicit feedback on the equity and inclusion aspects of their professional work.
- A member of our community should always seek out the perspective of the people impacted by their work.

### **Accepting feedback:**

- A member of our community should be able to accept and incorporate feedback about the equity and inclusion aspects of their work.
- A member of our community should use listening and feedback to increase their knowledge about equity and inclusion.

**Polytechnic Cultural Competency Standards**  
**Draft 0.5**  
**6-1-21**

**Student Affairs: Proposed Action Items**

Student Affairs feels strongly that campus-wide training on key terminology is needed in order to anchor all future work in this area. It is challenging to identify action items when agreement on terms is not yet in place. This should be combined with the value of cultural competency initiatives and that is not just checking a box to meet a state mandate. Once an understanding of terminology is better understood, additional action items can be identified for the SA division to undertake.

**Systems thinking and knowing:**

- A member of our community should know the specific past and present relationship of their field to historically marginalized groups.
- A member of our community should be able to recognize their own point of view and articulate it in a multicultural context.
- A member of our community should understand barriers to equity and inclusion that exist at both the individual and systemic level.

SA full-time employees participate in a Lunch n' Learn series (see Appendix).

**Noticing:**

- A member of our community should be able to analyze a simple or complex situation for inequality, inequity, and lack of diversity.
- A member of our community should be alert to their own implicit biases and analyze their own actions in this manner.

SA full-time employees participate in bias training annually-but make sure the training is targeted to a specific message and inclusive; allow employees to participate from where they are at and to help them recognize and identify their own biases in a safe manner and to gain a better understanding of their biases and how biases influence the work we do.

**Intervening**

- A member of our community should be able to intervene when they have noticed an inequitable situation.
- A member of our community should act in their full capacity to increase equity and inclusion through their work.

HRL staff are trained to address any situation that may be viewed as inequitable and document the concern as well as the interaction and follow up.

May need to track what/how many issues are addressed and the outcomes as a way to measure our efforts.

**Imagining:**

- A member of our community should be able to imagine equitable solutions to pressing social problems within their professional fields.



- A member of our community should build their creative capacity to execute their proposed solutions to increase inclusion and equity.

- Encourage staff to think outside the box when faced with an issue and create a safe and inviting space for staff to share their concerns and thoughts on how to address the concerns.

#### **Serving:**

- A member of our community should seek out opportunities for their work to benefit historically marginalized communities and increase their access to the university.

- Athletics teams reading to low-income kids in schools and shares college-going support/benefits.
- Housing community service events help to expose students to the university by bringing them onto the property and exposing them to various activities that students participate in and what they are doing within their respective degree fields.

#### **Listening:**

- A member of our community should know how to solicit feedback on the equity and inclusion aspects of their professional work.
- A member of our community should always seek out the perspective of the people impacted by their work.

- Adding the following questions to current surveys being done throughout the division to gain information about students sense of inclusion, acceptance, and appreciation:

1. To what extent would you say that our department provides a sense of inclusion and a welcoming environment for students?
  - a. Very Inclusive and welcoming
  - b. Inclusive and welcoming
  - c. Moderately Inclusive and welcoming
  - d. Slightly inclusive and welcoming
  - e. Not inclusive and welcoming
2. To what extent did you feel accepted by our staff?
  - a. Very accepted
  - b. Accepted
  - c. Moderately accepted
  - d. Slightly accepted
  - e. Not accepted
3. And finally, to what degree would you say that our staff appreciated your individual attributes during your interactions?
  - a. Very much appreciated
  - b. Appreciated
  - c. Moderately appreciated
  - d. Slightly appreciated
  - e. Did not appreciate
4. Were there any obstacles that made accessing our services challenging for you?
  - a. Yes; if so what were they? \_\_\_\_\_

b. No

- Continue to invite feedback from surveys including how are we doing throughout the division

**Accepting feedback:**

- A member of our community should be able to accept and incorporate feedback about the equity and inclusion aspects of their work.
- A member of our community should use listening and feedback to increase their knowledge about equity and inclusion.

- Help full time and student employees better understand why we are focusing on DEI on campus and how their participation helps us move Oregon Tech further to be a welcoming space for all
- Help full time and student employees learn more about systemic bias and inequity so they see how our efforts can help future generations have a better experience due to the work we are doing around DEI

## **Appendix**

### **Proposal: Division of Student Affairs Staff Lunch n' Learn**

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#### **Background:**

Create opportunities for Division of Student Affairs Staff (classified and unclassified-administrative) to engage in co-created learning dialogues about historically marginalized groups to ensure adherence to Oregon Tech's Polytechnic Cultural Competency Standards. The proposed Lunch n' Learn series will focus on the following standard—*Systems thinking and knowing*:

- A member of our community should know the specific past and present relationship of their field to historically marginalized groups.
- A member of our community should be able to recognize their own point of view and articulate it in a multicultural context.
- A member of our community should understand barriers to equity and inclusion that exist at both the individual and systemic level.

Note: while the focus for this proposed initiative is among one standard, the trickle into incorporating or gaining further competence in more standards is not mutually exclusive.

#### **Connection and Mapping Proposed Initiative to Oregon Tech 2021-2026 Strategic Plan:**

##### **Pillar II: Commitment to Innovation**

Goal 4.4. Increase opportunities and support for professional development of faculty and staff to advance skill sets in their respective fields.

##### **Pillar III: Commitment to Community**

Goal 6.3. Promote inclusiveness and collegiality through open engagement, mutual respect, and acceptance of diverse populations.

##### **Pillar IV: Commitment to Institutional Excellence**

Goal 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.

#### **Proposed suggested list of historically marginalized groups:**

Focus area groups for the Lunch n' Learn series is defined as historically underrepresented and underserved student populations in higher education\*\* (also known as historically excluded):

- Black/ Afro-American/ African
- Latinx/a/o (Latinidades)
- Native American/ Indigenous
- Asian, Pacific Islander, Desi American
- Multiracial, Multiethnic, Multicultural
- Transracial Adoptees

- International
- Undocumented
- Student Activist
- Queer
- Transgender
- Religious Minority
- Students with Disabilities
- Justice Involved (formerly incarcerated people, and those who have criminal histories)
- First Generation
- Poor and Working Class
- Commuter, Part-Time, and Returning Adults
- Veteran and Military-Connected (active duty personnel, reservists, veterans or members of the National Guard)
- Student Parents
- Graduate Students

\*\*as defined in Pendakur, S.L., Quaye, S.J., & Harper, S.R. (2020). The heart of our work: Equitable engagement for students in US higher education. In S.J. Quaye, S.R. Harper, and S.L. Pendakur (Eds.), Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations. (pp. 1-16). Routledge Taylor and Francis Group.

#### **Implementation Strategy Steps:**

1. Identify timeframe for consistent Lunch n' Learn series to be offered.
  - a. Once a month (3 times per academic term)
2. Identify mode of learning engagement for professional development.
  - a. Readings- journal articles, blog post/ thought pieces/ book excerpts, and more
  - b. Multimedia- videos, film excerpts, and more
3. Identify schedule of topic offerings and co-facilitators.
  - a. Call out to Division of Student Affairs Staff, Oregon Tech community at-large, and more for participation in selection of desired topic area and co-facilitators of dialogue.
    - i. Choose topic area for particular Lunch n' Learn session (see proposed list above)
    - ii. Choose co-facilitator model (2-3 people)
4. Identify modality for dialogue to occur.
  - a. In-person
  - b. Virtual
5. Provide the mode of learning engagement in advance of session.
6. Conduct Lunch n' Learn session with the following understanding:
  - a. Co-facilitators present an introduction to the topic chosen and create dialogue plan (pose questions for further conversation).
7. Assess session outcomes in alignment with the *Systems thinking and knowing* standard (and more- if applicable).



March 24, 2022

President Nagi Naganathan  
Oregon Institute of Technology  
\*\*Sent via Email only\*\*

Dr. Nagi,

Oregon Tech's Tuition and Fees Recommendation Committee (TRC) met four times, beginning in January, and completing its work on February 25, 2022, after holding two virtual TRC/ASOIT student forums, one for Klamath Falls and another for the Portland-Metro campus. The TRC met all requirements set forth by ORS 352.102 as outlined in Attachment B – TRC Staff Report.

ASOIT, with support of Student Affairs and Finance and Administration, advertised TRC meetings, student forums and provided links to materials and feedback opportunities on the TRC website at [www.oit.edu/trc](http://www.oit.edu/trc) to facilitate student and community feedback. The Klamath Falls open forum had 1 non-committee attendee, and the Portland-Metro forum had 3 non-committee attendees, representing an insignificant portion of the student voice. The committee said there would be an additional, university-wide forum for us to ask follow-up questions, but no such forum was held.

During the ASOIT forums, students from each campus provided comments and/or asked questions. Students had questions about the overall university budget and its pressures, and how tuition is used, a couple of the students also remarked that any tuition increase makes it more difficult for some students to afford college. One student noted that the amount of resident undergraduate tuition now exceeds the maximum Pell grant. A number of students' questions went unanswered at each campus forums with the promise to "get back to them" at the university forum, and questions were even collected at a Portland-Metro Parliament meeting to better represent the student body as a whole, but the opportunity was never given to ask.

On top of the lack of additional fora, the only amount ever discussed in the public campus forums was 5%. There would have been much more pushback from students and from ASOIT if administration members had been up front with us about the 8% that was voted on – without warning, without notice, and without any real chance to object. The tuition setting scenarios were changed on the unannounced day of the vote, and the motion to increase was made by a future Board of Trustee member without any meaningful discussion at all. ASOIT must firmly object to this being recognized as a "student representative", when both their motion and their vote was the deciding factor in a 5-4 vote, and an ASOIT representative on the committee, unaware of the vote, did not get to vote.

The lack of preparation of the committee should also be considered. During the first TRC meeting, a request by ASOIT representatives was made for the distribution of preparatory materials prior to each meeting, as well as access to the annual financial report for fiscal year '21, neither of which were ever provided. The

original recommendation also comes prematurely compared to previous years, with 43% fewer meetings than the previous three years before a final vote was called. Questions went unanswered, students went unheard, and the process was much too rushed to produce a result agreeable for all sides.

During TRC meetings, and at the campus forums, the Committee discussed internal budget projections for the upcoming academic year, tuition rates at peer institutions, reduced state funding, recent enrollment shortfalls, increasing organized labor wage and benefits costs, state mandated cost increases and other factors impacting the university's operating budget. This information was used to develop the Tuition and Fees Recommendation for the 2022-2023 academic year and can be found on the TRC website.

Additionally, the committee discussed the possibility of the differential tuition historically being increased to avoid the required HECC or Legislative Assembly approval for base tuition increases greater than 5%. The committee was unable to deny this possibility or provide the programmatic expenditures that would justify increases to the differential tuition. A number of students expressed an interest in vocalizing their dissatisfaction with the recent changes in the HECC funding formula that resulted in reduced funding for Oregon Tech moving forward, as well as the lack of investment in higher education from the state of Oregon.

At its first meeting on January 21<sup>st</sup>, the Committee was briefed on the Oregon Revised Statute establishing the requirement for the Committee along with the applicable Board Policy outlining the Committee's principles and responsibilities. These principles are as follows:

- Consider long-term factors when recommending the single year decisions (important to have a forward-looking vision)
- Recognize the importance of affordability for students
- Tuition levels should be developed using data and information, including internal budget, comparator institutions, and external cost indices
- Ensure we maintain the current service level, quality and support that Oregon Tech provides to students

The TRC recognizes the continued uncertainty regarding state funding, especially related to the recent reconfiguration of the Higher Education Coordinating Commission's funding formula, coupled with recent enrollment shortfalls and the continuing rise in faculty and staff healthcare and retirement costs which are not within the university's control. Those factors place a significant burden on the university's commitment to ensure continued investments in equipment-intensive degree programs, ensuring small class sizes and supporting new initiatives. ASOIT representatives worked with the Office of Student Affairs in developing the recommendation for mandatory fees including the student health fee.

Last week Oregon Tech was notified by the HECC that it will receive an additional \$343K during FY 2023 from the Student Success and Completion Model (SSCM) due to the discovery of a HECC formula error. This increases Oregon Tech FY 2023 SSCM funding from \$29.1 to \$29.4 million. As such, the ASOIT recommendation for FY 2022-23 is revised from the TRC Staff Report recommendation dated March 4th because the Committee had already completed its work before the additional funds were identified.

#### TRC Tuition and Fees Recommendation:

- Increase academic year 2022-23 base tuition and fees by 7.0%, contingent upon HECC approval, and if that approval is not forthcoming the increase shall be 5.0%, and;
  - This is comprised of a 6.6% tuition increase and increasing the health service fees at

the Klamath Falls campus to \$195 from \$172 and at the Portland-Metro campus to increase to \$63 from \$43 for students enrolled for the regular academic year.

- If allocations to Oregon Tech for FY 2022-23 from the Student Success and Completion Model (SSCM) exceed the amount previously forecasted by HECC (\$29,137,735), consideration be given to reducing the amount of the 2022-23 increase, and;
- Differential tuition related to Health and Engineering Technology programs remain at the current 37% premium on base tuition rates, and;
- Tuition remissions continue at approximately 14% of tuition revenue and that an additional \$200,000 be targeted for underserved and disadvantaged students.

#### Service Recommendation:

- Oregon Tech administration should create a lobbying task force comprised of students, faculty, and administration focused on securing affordable education for students by increasing available aid and working to decrease costs, while still maintaining the current service level, quality, and support Oregon Tech provides to students.
- Expedite recruitment for budgeted vacant faculty positions.
- Increase monitoring of movable equipment on Portland-Metro campus to evaluate replacement.

#### ASOIT TRC Tuition and Fees Recommendation:


- Increase academic year 2022-23 base tuition and fees by 5.0%, and;
  - This is comprised of a 4.6% tuition increase and increasing the health service fees at the Klamath Falls campus to \$195 from \$172 and at the Portland-Metro campus to increase to \$63 from \$43 for students enrolled for the regular academic year.
- If allocations to Oregon Tech for FY 2022-23 from the Student Success and Completion Model (SSCM) exceed the amount previously forecasted by HECC (\$29,137,735), consideration be given to reducing the amount of the 2022-23 increase, and;
- Differential tuition related to Health and Engineering Technology programs remain at the current 37% premium on base tuition rates, and;
- Tuition remissions increase to approximately 17% of tuition revenue and that an additional \$200,000 be targeted for underserved and disadvantaged students.


ASOIT agrees with all service recommendations given above but cannot agree to a recommendation of more than 5% until proper preparation, communication, and exploration of alternatives to an 8% increase are given to students or student representatives. These tuition increases are unsustainable, and continue to impact both recruitment and retention at Oregon Tech. There needs to be a greater effort to cut costs, increase university funding through state, federal, and institutional funding, and reduce the burden to students.

The school needs to be soliciting funding and government support, not searching for industrial partnerships to increase our reputation. Our students ARE our reputation, and as the school continues to make it harder for students to attend Oregon Tech, these students will start taking their talent elsewhere. We strongly recommend university leadership weigh the short-term gains against the long-term goals for this university – there is already a national trend of young adults avoiding college due to the cost, and the financial impact it can have for decades afterwards, don't give them 8% more of a reason to be an electrician instead of an electrical engineer, a welder instead of a mechanical engineer, or a CAN instead of a nurse. Support the future of Oregon, and the future of Oregon Tech, and force others see the impact we have on the world around us.

We look forward to further discussion on this matter,

DocuSigned by:  
  
A24EFD09786F471...  
Brie Landis  
ASOIT President, KF

  
Jack Zoucha  
ASOIT President, PM

DocuSigned by:  
  
2D2A22E3BEB744C...  
Justin Echternacht, KF  
ASOIT- TRC Committee Rep.

*Billy Kimmel*  
Billy Kimmel, PM  
ASOIT- TRC Committee Rep.

Cc: John Harman, VP for Finance & Administration, TRC Chair  
Dr. Erin Foley, VP for Student Affairs, TRC Ex Officio  
Dave Groff, Interim Board Secretary, Oregon Tech Board of Trustees





**Associated Students  
of Oregon Institute of Technology**

# **PM-ASOIT Faculty Senate Report**

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**Jack Zoucha, President**

# Campus Involvement

- Engineer's Week
  - Trivia
  - Hands-on workshops – Arduino, 3d Printing, Fusion 360,
  - Tech Teardown
  - Dean's dinner with students, faculty, and administration
- Dead Week
  - Donuts & Coffee, meet the new librarian
  - Lunch/Dinner for study groups
  - Paper Airplane Contest
  - Pi-Day





# Oregon SGA Conference

- Reality vs. Expectations

- 11 schools said they would come...only 3 showed!
- 4/6 schools that were going to give talks didn't cancel...or show up
- Besides all that, food was great, talks were even better!
- Established some long-term relationships, people already asking each other for help/advice via email/chat!

- Future plans:

- Still going to do more conferences – it was a great tool for everyone who attended!
- Pre-registration/pre-payment?
- Alternative location?

# Other Updates

- Lobbying efforts
  - Working with some members in Wilsonville, surrounding area to get Oregon Tech, Renewable Energy Engineering program out into the community
    - Pedestrian Bridge at Willamette River
    - Traffic study for I-5 Bridge at Willamette River
    - Diesel->Electric boat conversion for Willamette Riverkeepers
    - In return, getting some help talking to city, government leaders about dorm proposal
  - ASOIT is actively looking for ways to increase state, federal funding, lobby HECC against recent changes to funding formula
- General campus notes

# 2022-23 Incidental Fee

- Chance to hire full-time student engagement coordinator at PM Campus
  - Aligns perfectly with PM-ASOIT goals all year
  - Give future officers a chance to work on other issues
  - Continue some of the traditions we've tried to start, without all the effort!
- Started with a proposed increase from \$50 to \$150
- After teamwork, collaboration, budget cuts with SIB, got the required fee from to \$100 – and only for students taking 6+ credits
  - Based on 10% decrease in enrollment, fee could be lowered with enrollment increases or extra revenue can be used to further “community” feeling at PM Campus!

# 2022-23 Health Fee

- Also had a proposal to help fund a full-time counselor at PM Campus
  - Resource that has been needed, but lacking at PM
  - Previous counselor used to be pretty busy before COVID
- After working with Dr. Foley/SIB, we were assured that a decrease in Incidental Fees would not ruin our plans for the engagement coordinator
- Took \$20 of incidental fee, added to Health Fee
  - Same increase of \$50/term for 6+ credits, increase of \$20 for the others
- Final fee recommendations:
  - Incidental Fee = \$80 (6+credits), \$50 (<5 credits), remain at \$50 for summer
  - Health Fee = \$63 for all students



# 2022-23 Tuition Increases

- As pointed out in our recommendation memo to Dr. Naganathan:
  - Lack of preparatory materials, participation at either campus forum
  - No chance for follow-up, University-wide forum was never held
  - A 5% increase was the only number ever discussed in public
  - Vote was unannounced, missed by an ASOIT rep – only passed with 5-4
  - Additionally, the 8% increase was proposed by a “student representative” without any meaningful discussion, proof of accurate representation of student body
- University leaders need to be soliciting funding and government support, not searching for the next big industrial partnership to increase our reputation!

# 2022-23 Tuition Increases

- ASOIT WILL NOT endorse more than a 5% increase until proper preparation, communication, and exploration of alternatives
  - Differential tuition now more than a maximum Pell Grant – Every. Single. Cent. of these increases now fall DIRECTLY on students
  - Tuition increases are unsustainable, continue to impact both recruitment and retention at Oregon Tech
  - Financial discussion focused solely on increasing revenue
    - What about cutting costs? Pausing construction? Using reserves?
    - What about other sources of revenue? State, federal funding, grants, etc.

**Oregon** **TECH**

Syllabus  
Publishing  
Made Easy



# OREGON TECH PERSPECTIVE



- Canvas is your Learning Management System.
- Ideally want syllabus template where building can be a collaborative effort.
- Ensure faculty do not have to worry about making sure the most current policies are correct.
- Make sure all syllabus information is up to date.
- Unify syllabus process in one accessible location.
- Comprehensive syllabus repository.
- Increase student accessibility and equitable access.

# Simple Syllabus

It's a solution for everyone on campus

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## STUDENTS

- ✓ Access syllabi anytime from anywhere
- ✓ Easily research classes in advance
- ✓ Save time & money preparing for class

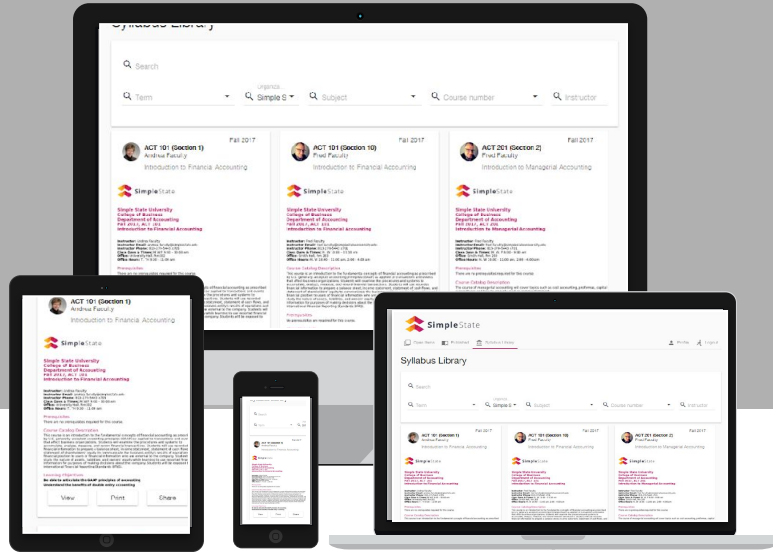
## INSTRUCTORS

- ✓ Virtual personal assistant keeps things organized
- ✓ Better protection of Intellectual Property
- ✓ Automatic population of data saves time, eliminates redundancies

## ADMINISTRATORS

- ✓ Establish standards that promote consistency
- ✓ Easily retrieve syllabi for accreditation purposes
- ✓ Immediate propagation of policy
- ✓ Automatic archiving of records

# ACCELERATE LEARNING INCREASE AFFORDABILITY



*64% of students indicate they use a mobile device to complete school work weekly, yet only 16% of syllabi are mobile optimized.*



## Multi-Channel

Automatic generation of web, mobile, and print versions of the syllabus simultaneously



## Section 508

Address the learning needs of all students, insure compliance with accessibility standards



## Class Planning

Searchable repository helps students find teaching methods that align with their learning styles in advance



## Material List

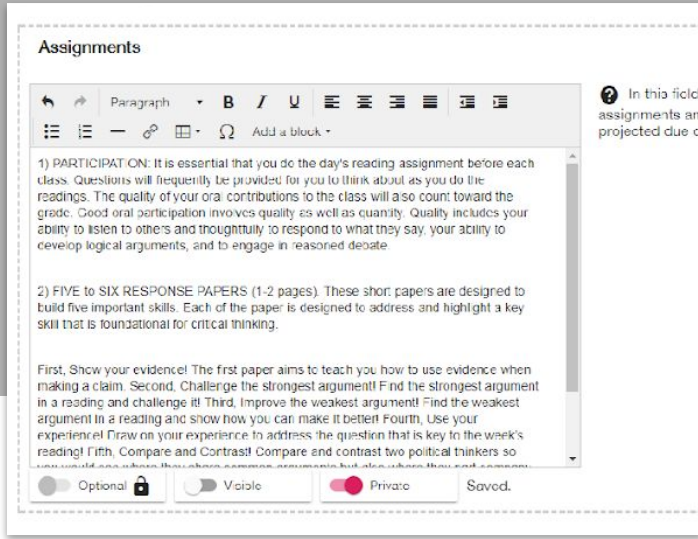
Automatic creation of class material list including textbooks



## Never lost

No more misplacing syllabi, access to digital copy for students is limitless

# SIMPLE & EASY, A TOOL THAT WORKS FOR YOU



Nearly 1 in 2 schools now report having issues with syllabus consistency.



## Configurable

Control to create and modify new syllabus components and incorporate rich media



## Save Time

Major sections of syllabus content already completed, so you do not have to



## Share Ideas

Give access to institutional syllabus repository for ideas, provide predefined templates for expediency and guidance



## IP Protect

Faculty control of public and private content at individual component level of a syllabus



## Integrated

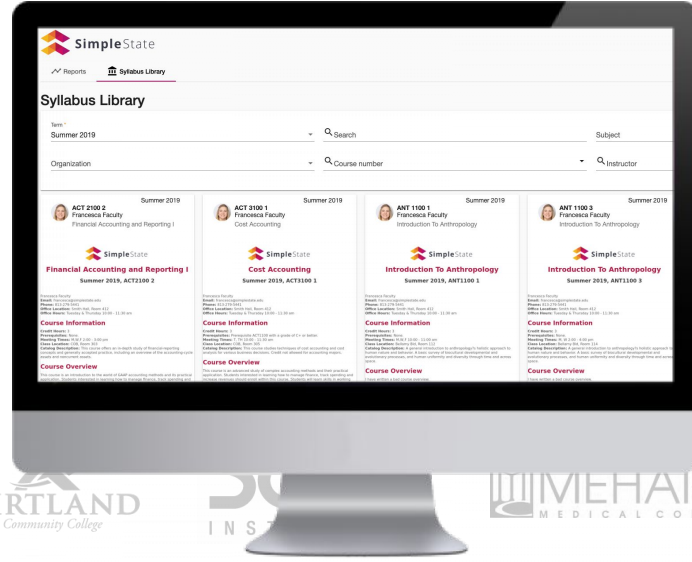
Pull data from SIS & LMS, automatically publish content back through Data Hub



Fresno City College



Palm Beach State College





# Closing Remarks

We want to hear from you!

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## **Visit Website:**

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## **Contact Us:**

**Matthew Compton-Clark**

Account Executive

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