



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: TBD

Department/Program Name: TBD

Degree and Program Title: Occupational Therapy Doctorate

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

CIP Code 51.2306

Title: Occupational Therapy/Therapist.

Definition: A program that prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Occupational Therapy includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics.

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Occupational Therapy Doctorate (OTD) program is a three-year professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human lifespan development, anatomy and physiology, kinesiology, neuroscience, and human occupations that is complemented by evaluation and assessment, applied research, intervention and rehabilitation, and clinical practice.

The program will meet all national accreditation requirements as prescribed by the Accreditation Council for Occupational Therapy Education (ACOTE). The sixty-one learning outcomes required of all ACOTE accredited programs will be delivered by forty-two courses and four supervised clinical experiences.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The curriculum is comprised of 147 quarter credits of graduate course work. Below is the 3-year curriculum sequence:

Fall I	CR	Winter I	CR	Spring I	CR	Summer I	CR
OTD 701 OT Theories I	3	OTD 702 OT Theories II	3	OTD 707 Clinical Conditions II-	3	OTD 722 Level Ib Community based experience	2
OTD 703 Understanding Human Development and Performance	3	OTD 720 Movement Analysis (lab)	4	OTD 710 Clinical Skills	2	OTD 736 Evidence based practice	3
OTD 711 Human Anatomy I (Lab)	4	OTD 706 Clinical Conditions I	3	OTD 721 Level Ia Clinical Experience	1	OTD 737 Applied research III	3
OTD 730 Neuroscience I (Lab)	4	OTD 715 Evaluation and Assessment in OT (lab)	4	OTD 735 Introduction to applied research	3	OTD 741 Contextual Issues in OT Practice	4
		OTD 731 Neuroscience II (lab)	3	OTD 751 Therapeutic groups-	4		
				OTD 705 Study of Human Occupations	3		
Total	14	Total	17	Total	16	Total	12
Fall II		Winter II		Spring II		Summer II	
OTD 723 Level Ic Practice with Children and Adolescents	1	OTD 724 Level Id Practical Exp w/Clients w/Psychosocial	1	OTD 725 Level Ie Practical Exp w/Adults and Rehab Clients	1	OTD 792 Level Iia fieldwork I	12
OTD 742 OT Practice in Pediatrics and Adolescents (lab)	4	OTD 744 Practice with Adults and Rehab	4	OTD 745 Interventions w/Hands, Orthotics & Innovative Technology	4		
OTD 743 OT in Psychosocial practice (lab)	4	OTD 761 Interprofessional Case discussion 2	1	OTD 762 Interprofessional Case Discussion 3	1		
OTD 750 Teaching and Learning	3	OTD 785 Advocacy and Professional Responsibilities	2	OTD 780 Theoretical & Professional Reasoning in OT	3		
OTD 760 Interprofessional Case discussion 1	1	OTD 790 Introduction to Capstone 1	3	OTD 791 Capstone proposal Development 2	3		
		OTD 768 Management, Leadership and Supervision	3	OTD 734 Practice in Geriatrics & Productive Aging	4		
Total	13	Total	14	Total	16	Total	12
Fall III		Winter III		Spring III			
OTD 793 Level Iib fieldwork II Part I	9	OTD 793 Level Iib fieldwork Part 2	6	OTD 794 Doctoral Capstone Experience Part 2	11		
		OTD 794 Doctoral Capstone Experience Part I	6	OTD 795 Doctoral Capstone Project	1		
Total	9	Total	12	Total	12		

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The courses will be delivered on the Monmouth or the WOU: Salem campuses and clinical placements will occur at hospitals, clinical therapy offices, long term care communities, skilled nursing facilities, and other clinical settings where licensed occupational therapists provide patient care. The primary clinical sites will be in the mid and lower Willamette Valley and Oregon coast. Technology will be utilized to enhance the student learning and applied research will be hallmarks of this program. This will be a full-time, twelve-month program.

e. Adequacy and quality of faculty delivering the program.

ACOTE accreditation standards mandate that the program must have at least three full-time equivalent faculty positions.¹ Faculty must have academic and experiential qualifications that meet program objectives, documented expertise in their area(s) of teaching and knowledge of content delivery methods.² All full-time core faculty who are occupational therapy practitioners and teaching occupational therapy content must hold a doctoral degree awarded by an institution that is accredited by USDE-recognized institutional accrediting agency.³ The doctoral degree is not limited to a Doctorate in

¹ ACOTE Standards and Interpretive Guide, 2020, Standard A.2.2.

² ACOTE Standards and Interpretive Guide, 2020, Standard A.2.3.

³ ACOTE Standards and Interpretive Guide, 2020, A.2.7.

Occupational Therapy.³ These full-time core faculty must also be currently licensed or otherwise regulated in the state as an occupational therapist.⁴ At least 50% of full-time core faculty must have a post-professional doctorate.³

f. Adequacy of faculty resources – full-time, part-time, adjunct.

The OTD faculty will be primarily full-time with adjunct faculty used to bring in specific areas of expertise to complement the core full-time faculty. ACOTE requirements specify that the core faculty be responsible for the academic and clinical preparation of the students in the program. The WOU OTD program will be housed in a new building or on the WOU:Salem campus that will include faculty offices, instructionally-supportive technology, clinical research space and other instructional space to support student learning.

Other staff.

g. Adequacy of facilities, library, and other resources.

There are two significant fiscal elements: facility and operational. The OTD will require instructional and research space that WOU currently lack. The two options are renovation of a current space or construction of a new facility. Accreditation requirements mandate that faculty in the OTD program are active researchers. Supporting the research activities of the new OTD faculty is an opportunity to create collaborative and interdisciplinary research space that can also support the research activities of WOU faculty and students in other areas, including but not limited to public health, exercise science, special education, teacher education, rehabilitation counseling, gerontology, psychology, and social sciences. The research facilities needed to support the faculty and students in the OTD program will not be as extensive as those required in traditional research-intensive settings since the OTD research will be more application focused.

The library collections have recently been increased to support the research and instructional needs of faculty and students in health sciences and they will be increased more when faculty are hired. The program's increased use of technology will also require the addition of a dedicated staff person to support the technology needs.

h. Anticipated start date.

The program is expected to start Fall term 2024.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Adding an Occupational Therapy Doctorate program to WOU is strongly aligned with the WOU Strategic Plan in many ways. The most critical are noted below.

- 1.1.1 Providing a campus environment that enhances learning and the development of the whole person.
- 1.3.3 Support curricular innovation and accountability.
- 2.1.2 Increase support for programs and activities that demonstrate and inspire academic excellence.
- 2.4.1 Promote academic array that provides distinctive, high-quality programs.

⁴ ACOTE Standards and Interpretive Guide, 2020, A.2.6.

- 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- 3.2.1 Increase support for student engagement in community service.
- 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- 4.2.1 Develop institutional research capacity.
- 5.1.3 Support growth of academic programs to include new and innovative degrees and certificates.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Institutional goals:

The OTD program supports multiple elements of the WOU strategic plan including academic excellence, community engagement (pro-bono clinic for local residents and students lacking health insurance), and sustainability. The OTD program will expand WOU academic offerings and create research opportunities for faculty and students. Various new technologies to support instruction will be tested in the program. Those that are effective can be applied to other academic programs and facilities on campus.

Statewide goals:

The OTD program will actively support multiple HECC strategies outlined in the Spring 2016 Strategic Plan. These include:

- Strategy 1: Goal-setting. The WOU OTD program will create a synergistic impact on related WOU undergraduate programs. The OHSU Nursing program was a catalyst to a growth in WOU's Biology and Exercise Science undergraduate programs. As a campus that has continually achieved higher retention and graduation rates for Latinx students, the expected increase in student enrollment in biology, behavioral sciences, exercise science, and public health at WOU will result in an increase in the number of Latinx students who enroll and complete their degrees as well. WOU will actively recruit Latinx and other under-represented students to the current undergraduate degree programs as well as to the OTD program.
- Strategy 3: Pathways. WOU has created an external advisory committee that includes leading health practitioners and major health care providers. The committee will work with WOU to create an OTD program that strongly connects WOU students and faculty with the employers and communities so that students have the most effective and efficient pathways leading to successful transition into their occupational therapy career.
- Strategy 5 Affordability. The WOU program will have a tuition that is projected to be more than \$5,000 below the annual cost of the two established programs at private universities in Oregon.
- Strategy 6 Economic and Community Impact. The WOU program will serve a region of Oregon that is not being actively served by the one private university that has an OTD program. The planned pro-bono clinic on the WOU campus will serve residents of Polk County who would not otherwise have access to affordable occupational therapy. WOU will focus on enrolling students from the current WOU enrollment footprint and on serving all communities within the main WOU enrollment footprint.

Related to WOU's rural location, this program will be well positioned to serve rural communities and support health care accessibility in rural Oregon.

The OTD program will focus on enrolling Oregon students and will primarily offer clinical placements in the state of Oregon. Doing so will increase the likelihood that the program will improve the availability of occupational therapists throughout the mid-Willamette Valley, the coast, and rural areas in particular. Being an emerging Hispanic Serving Institution, WOU is well positioned to recruit Latinx students into the OTD program, which will also increase diversity in Oregon health professions which in turn will improve health care accessibility to Spanish-speaking populations in Oregon.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;

The OTD program at WOU will increase student and family awareness of this degree and career. As a university that effectively serves low-income, first-generation, and minority students from all Oregon communities, WOU's OTD program will increase student and family awareness and aspirations. This increased awareness will support higher academic aspirations and attainment. The research facilities that are required for program accreditation will be available for use by other WOU faculty. Nearly all WOU faculty who are active in research utilize undergraduate students in their activities. It has been well established that students who engage in high-impact activities, such as research, are more likely to succeed in college.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

According to the Oregon Employment Department⁵ occupational therapists are one of the top high wage and high demand occupations in Oregon. A November 3, 2021, search of available jobs in Oregon listed by Indeed.com found 446 openings for licensed occupational therapists. Jobs were available across the state and included local clinics, hospitals, assisted living centers, and rehabilitation centers. The lack of occupational therapists has a detrimental social and welfare impact on communities across the state. Furthermore, common barriers for medically underserved populations (MUPs) in Oregon include economic, cultural and linguistic barriers. The WOU OTD program will increase the number of Spanish-speaking and Latinx occupational therapists in Oregon, which will further diversify the health care workforce and provide greater accessibility to MUPs.

- iii. address civic and cultural demands of citizenship.

The OTD program's design to include an on-site pro-bono clinic, its emphasis on enrolling and graduating Oregon residents, especially those from under-served communities, will directly and indirectly support the creation and strengthening of an ethos of service and community engagement.

The OTD provides a meaningful opportunity for WOU to better connect with the Monmouth/Independence and Salem communities by providing a facility and content to support wellness training and occupational therapy for low-income

⁵ Oregon Employment Department "High Wage, High Demand Occupations" September 2021

residents. Most of the OTD faculty will be licensed occupational therapists and some of them will need a requisite number of hours in order to maintain their nationally recognized specializations (e.g., pediatrics, neurologic, geriatric, public health, etc.). The pro-bono clinical will not only benefit the community, but also provide opportunities for OTD faculty to complete these hours and for OTD students to gain further clinical experiences.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

ACOTE (Accreditation Council for Occupational Therapy Education)

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

We have designed the program with guidance from Dr. Paula Kramer, experienced founding director of OTD at other universities and former ACOTE President, to comply with all ACOTE standards including the 61 learning outcomes. The program curriculum is mapped to every learning outcome, the faculty and facilities will meet or exceed all ACOTE requirements. The Program Director will need to be approved by ACOTE, further ensuring the expertise and capacity to be fully accredited. The stringent nature of ACOTE Accreditation ensures that the WOU OTD program will be of high quality.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

WOU will follow the prescribed ACOTE accreditation path which involves the following steps:

- WOU Academic Review including approval by Faculty Senate and WOU Board of Trustees
- Approval by Provost Council and HECC
- Approval by NWCCU
- Approval by ACOTE

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The proposed three-year program at WOU would initially enroll new cohorts of 30 students. The OTD program will support greater research activity by the WOU faculty and provide undergraduate students with meaningful research and internship opportunities.

Year	Cohort Size	Total Enrollment
2024-25	30	30

2025-26	30	59
2026-27	30	88
2027-28	40	98
2028-29	40	108

- b. Expected degrees/certificates produced over the next five years.

Year	Number of Degrees
2024-25	0
2025-26	0
2026-27	29
2027-28	29
2028-29	29

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

The OTD program will focus on serving Oregon students but will enroll qualified students from outside the state. The university anticipates creating a formal pathway for qualified WOU undergraduates into the OTD program. This pathway may operate as an early admit, preferential admit, or some other similar program. As with all other WOU programs, the OTD program will make a deliberate attempt to recruit and enroll students from all backgrounds, with particular attention paid to students from underserved communities. The WOU OTD program will also look to develop a bilingual initiative similar to the nationally recognized WOU Bilingual Teacher Scholars Program.

The program will be taught using a cohort model and students will be required to attend full-time.

- d. Evidence of market demand.

Oregon has one ACOTE accredited OTD program (Pacific University) and one additional university has applied for accreditation from ACOTE to initiate an OTD program (Western University of Health Sciences), both of which are private universities. Pacific University's program is well established and accepts approximately 40 students per year. Western University of Health Science is a new program that has just begun accepting applications for their inaugural class. Washington state has two OTD programs, both in private universities. The University of Puget Sound has been granted Candidacy by the ACOTE and accepts approximately 36-40 per year into their 3-year OTD program. Whitworth University has applied for accreditation by the ACOTE and is now accepting applications for their 2022-2023 cohort.

In 2016, WOU contracted with STAMATS to do a market analysis and identify high need and high growth areas for graduate programming. The report concluded that "Occupational therapy is a very strong program across the board and, from analysis of just the market forces, is the most likely to be introduced successfully. The overall demand is strong regionally, and the number of providers is limited as are the size of the cohorts the

competitor programs admit.” In 2019, STAMAT estimated that jobs in occupational therapy are expected to increase by 17.6% by 2029.

2020 data produced by the Oregon Health Authority determined that

- Oregon’s population has increased an average of 1.3% each year since 2016. As a result, the Direct Patient Care FTE for occupational therapists has increased 4.5% between 2016 – 2020.
 - By 2020, Oregon was expected to lose between 6.2% - 7.2% of their licensed occupational therapists due to retirement, vocational change, and movement to other states.
 - The population of those 65 years of age and older will grow at over 3 times the rate of those younger than 64 years of age over the next 10 years, further exemplifying that there will be a growing need for occupational therapists.
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the demand for occupational therapists is projected to grow by 17 percent from 2020-2030. This is far above the average demand growth rate for other occupations. The projected growth rate of demand for occupational therapists in Oregon is expected to grow much faster (19%+) than the regional average growth rate for other occupations through 2030. Professional licensure to become an occupational therapist requires an OTD awarded from a college or university that is accredited by ACOTE.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Overall, the programs learning outcomes are:

1. Demonstrate the knowledge and skills to be competent occupational therapists,
2. Understanding the importance of promoting health through the life span using meaningful occupations,
3. Be prepared to use appropriate theories to evaluate clients and develop appropriate interventions using therapeutic occupations to improve function performance and quality of life for clients, demonstrating excellence in practice,
4. Be life-long learners,
5. Appreciate the importance of culture, community, health disparities, and sociopolitical issues that affect intervention,
6. Be informed about emerging areas of practice and the significance of community-based services,
7. Be prepared to become leaders and agents of change, empowering therapists and clients alike.

These outcomes are in keeping with the doctoral educational standards of the profession as prescribed by ACOTE guidelines and the curriculum design of the program.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

A matrix of courses and required learning outcomes will be developed to ensure that students meet all ACOTE required learning outcomes. Formative assessments will include student feedback obtained through the WOU course evaluation process that is conducted each academic term. Summative data will include the national exam pass rate (expected to be 100%), and placement into an occupational therapy or teaching position within six months of graduation (expected to be 95% or higher). ACOTE provides annual data on these figures so WOU will have national and regional benchmarks to use for comparative analysis. Feedback on student preparation will be gathered from all clinical experiences required of students in the program. Students will also provide feedback regarding their clinical placement experiences. It is anticipated that the program will also survey recent graduates to receive qualitative feedback.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

ACOTE Accreditation requirements mandate that faculty in the OTD program are active researchers. Evidence of this required activity will include the number of peer-reviewed scholarly articles published, number of professional presentations made at regional and national scholarly and professional conferences; and the number of OTD students who publish or present their work.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

There is one current ACOTE accredited OTD program in Oregon (Pacific University). Linn-Benton Community College (LBCC) has an ACOTE accredited OT associate program.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

ACOTE requirements for accreditation create OTD programs that are very similar. WOU has a dual enrollment agreement with LBCC. Furthermore, WOU will work with the LBCC program to create an articulated pathway from the OT associate degree to a WOU Bachelor's degree that is aligned with the OTD entrance requirements. WOU will continue to collaborate with Pacific University. WOU will offer social inequities, rural health, and gerontology as its point of unique training, which is complementary to Pacific University.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Professional doctorate programs like the OTD program are designed to provide a very rigorous academic experience. The four clinical rotations add time demands that further limit the opportunity for students to collaborate with other programs. Clinical faculty in the program are required to have active Occupational Therapy licenses. This requirement greatly limits their availability to collaborate with other colleges and universities.

- d. Potential impacts on other programs.

Given accreditation requirements, the OTD coursework will generally be taught by new faculty who are licensed occupational therapists and have a doctorate in the area of occupational therapy or closely related field, therefore the direct teaching requirements are not likely to affect current programs. However, there could be indirect impacts and opportunities for existing undergraduate programs, the Biology Department, Health and Exercise Sciences Division, and Behavioral Sciences Division. We have previously convened a Faculty Advisory Taskforce comprised of faculty from the above academic units to discuss impacts and opportunities.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Summary of Prospective Program in Occupational Therapy Occupational Therapy Doctorate Western Oregon University

Notification Submitted to Statewide Provosts Council on Feb 3, 2022

Brief Description

The Occupation Therapy Doctorate (OTD) program is a three-year professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human lifespan development, anatomy and physiology, kinesiology, neuroscience, and human occupations that is complemented by evaluation and assessment, applied research, intervention and rehabilitation, and clinical practice.

The program will meet all national accreditation requirements as prescribed by the Accreditation Council for Occupational Therapy Education (ACOTE). The sixty-one learning outcomes required of all ACOTE accredited programs will be delivered by forty-two courses and four supervised clinical experiences.

Program Location and Modality

The courses will be delivered on the Monmouth or the WOU: Salem campuses and clinical placements will occur at hospitals, clinical therapy offices, long term care communities, skilled nursing facilities, and other clinical settings where licensed occupational therapists provide patient care. The primary clinical sites will be in the mid and lower Willamette Valley and Oregon coast.

Anticipated Start Date

Fall 2024

Anticipated Enrollment, at launch and goals for 5 and 10 years out*

2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2033-2034
30	59	88	88	88	88

**-The above dates and enrollments may vary depending on decisions by the Accreditation Council on Occupational Therapy Education.*

Statewide Needs

Oregon has one ACOTE accredited OTD program (Pacific University) and one additional university has applied for accreditation from ACOTE to initiate an OTD program (Western University of Health Sciences), both of which are private universities. Pacific University's program is well established and accepts approximately 40 students per year. Western University of Health Science is a new program that has just begun accepting applications for their inaugural class. Washington state has two OTD programs, both in private universities. The University of Puget Sound has been granted Candidacy by the ACOTE and

accepts approximately 36-40 per year into their 3-year OTD program. Whitworth University has applied for accreditation by the ACOTE and is now accepting applications for their 2022-2023 cohort.

Aligns with WOU's Strategic Plan

Adding an Occupational Therapy Doctorate program to WOU is strongly aligned with the WOU Strategic Plan in many ways. The most critical are noted below.

- 1.1.1 Providing a campus environment that enhances learning and the development of the whole person.
- 1.3.3 Support curricular innovation and accountability.
- 2.1.2 Increase support for programs and activities that demonstrate and inspire academic excellence.
- 2.4.1 Promote academic array that provides distinctive, high-quality programs.
- 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- 3.2.1 Increase support for student engagement in community service.
- 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- 4.2.1 Develop institutional research capacity.
- 5.1.3 Support growth of academic programs to include new and innovative degrees and certificates.

Contact

Dr. Hillary Fouts, Dean of Graduate Studies and Research

Institution: Western Oregon University
Program: Occupational Therapy Doctorate

Action: At the **August 4, 2022** meeting, the Statewide Provosts Council approved a new program for **Western Oregon University, Occupational Therapy Doctorate** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Western Oregon University** Board of Trustees approved the **Occupational Therapy Doctorate** program at its **June 8, 2022** meeting.

Eastern Oregon University

Dr. Matt Seimears, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon State University

Ed Feser, Provost

☒ Approved

☐ Opposed

☐ Abstained



Portland State University

Susan Jeffords, Provost

☒ Approved

☐ Opposed

☐ Abstained



University of Oregon

Patrick Phillips, Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon Health & Science University

Marie Chisholm-Burns, Provost

☒ Approved

☐ Opposed

☐ Abstained



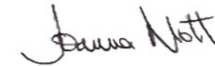
Oregon Tech

Joanna Mott, Provost

☒ Approved

☐ Opposed

☐ Abstained



Southern Oregon University

Susan Walsh, Provost

☒ Approved

☐ Opposed

☐ Abstained



Western Oregon University

Rob Winningham, Provost

☒ Approved

☐ Opposed

☐ Abstained

