HB 2864 - Cultural Competency at Post-Secondary Institutions
2024 Institutional Board Report

Submitted by the Inclusion, Diversity, and Equity Action Leadership (IDEAL) committee
at the May 2024 meeting of the UCC Board of Education

Introduction

In 2017, the Oregon legislature approved a bill that requires cultural competency standards at all public universities and community colleges by the end of 2020.

According to the bill, cultural competence means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Critical milestones and due dates of the legislation include:

- Not later than December 31, 2019, establish a committee or other entity, or establish a process, that will enable the public institution of higher education to recommend, and provide oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees.

- Not later than December 31, 2020, be in compliance with all of the requirements set forth in section 1 of the 2017 Act.

  o Provide continuing training and development opportunities that foster the ability of the college's faculty, staff and administration to meet cultural competency standards
  o Propose college-wide goals to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds
  o Submit biennial reports to the Board of Education regarding the college's progress toward achieving the goals
  o Recommend mechanisms for assessing how well the college meets cultural competency standards
  o Ensure that the institution clearly communicates to new faculty, staff and administrators the college's commitment to including meeting cultural competency standards in professional development

UCC's Compliance Progress

The following chart summarizes UCC's efforts to meet the expectations of HB 2864 Cultural Competency at Post-Secondary Institutions. Requirements for colleges are specified in section 2 of the legislation; the following chart is aligned with that section.

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2	Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees.	**Committee Name** The Diversity, Equity, and Inclusion (DEI) Advisory Council was established in January 2018 as part of UCC's governance structure. In January 2020, the purpose and structure of this council were updated and the council was renamed the Inclusion, Diversity, and Equity Action Leadership (IDEAL) Committee. These changes were effected to provide members of the committee a more active role in DEI efforts beyond the former advisory role. **Committee Purpose and Charter** The IDEAL Committee leads and supports the design, implementation, and evaluation of strategies that promote understanding and respect of diverse people, create a more inclusive learning and working environment, and provide equitable opportunities for success. This committee is responsible for assessing compliance with Oregon HB 2864 Cultural Competency and with Office of Civil Rights requirements. The IDEAL Committee historically has been a committee of the Office of the President. However, the UCC Governance Organizational Chart has been updated and the IDEAL committee falls under the Student Services Council. The Student Services Council is currently being established and once the council has been formed, the IDEAL committee will begin reporting to the Student Services Council. The complete charter for IDEAL is available in the Governance section of the UCC Intranet (The Nest). **Process Committee Uses for Recommendations** The committee makes recommendations and/or proposals by consensus and sends them to the Senior Leadership Team and College President for further review. The President directs the recommendations and proposals to appropriate bodies for implementation and oversight. Plans are approved by the Senior Leadership Team and provided to the Board of Education as information. Policies and procedures are sent to the College Council and then to the Board of Education for final approval. This process will change once the Student Services Council has been formed. The IDEAL committee's recommendations and proposals will then be reported to the Student Service Council. The IDEAL Committee, as necessary, may create sub-committees tasked with specific goals related to topics such as cultural

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		competency, equity lens, professional development, and teaching & learning. Sub-committees report their work to the IDEAL Committee.
2(a) 2(b)	Include a broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	**Committee Membership** Per its charter, the IDEAL Committee includes representative voices of Administrators, Classified Staff, Faculty, and Students. Current members include: ● President of UCC (*ex officio*) ● HR Director (*ex officio*) ● Director of Curriculum, Assessment and Scheduling (Administrator) ● Dean of Instruction: General Education and Transfer Degrees (Administrator) ● Chief Student Services Interim Vice President of Student Services (Administrator) ● Director of JOBS Program (Administrator) ● TRiO Upward Bound Program Assistant (Classified) ● TRiO Student Support Services Advisor (Classified) ● Peace at Home CARE Advocate (Community Partner) ● Associate Professor of Apprenticeship (Faculty) ● Associate Professor of Psychology (Faculty) ● Associate Professor of Human Services (Faculty) ● Gallery Director & Assistant Professor of Art (Faculty) ● AmeriCorps Volunteer ● Associated Students of UCC Public Relations Officer (Student) ● Visual Director for The Mainstream (Student) ● Print Editor for The Mainstream (Student) ● Student Representatives (Students)
2(c)	Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural	**Training and Professional Development Opportunities for Faculty, Staff, and Administrators** ● All full-time employees have been required to complete SafeColleges training modules annually, including a recent focus on Title IX related trainings. Part-time employees are encouraged to participate in the trainings as well. ● Annual training for employees is provided on topics such as Safe Zone LGBTQ+ Awareness, Working with Students with Accommodations, Trauma-Informed Services and Classrooms,

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	competency standards.	Proper pronoun use, and other topics related to working with identity-specific populations.
		• Annual DEI training is provided during Kick off week and Inservice. For example, during the Fall 2023 Kick off week, the keynote speaker was Donna Beegle, who works to educate about the effects of poverty on college students.
		• Each term during the academic year, the faculty members participate in a teaching and learning summit designed to improve instructional and inclusive practices. Educational sessions related to equitable and inclusive teaching practices have been offered during these events. During the Faculty Summit in Kick off week 2023, Joe Feldman was invited to speak about his book and work on equitable grading practices.
		• UCC provides cultural competency professional development to faculty to help students achieve UCC's Universal Learning Outcomes (ULO) including the following: ○ ULO - Culture: Analyze and respond to cultural and individual differences between individuals, communities, and global societies.
		• For several years now, the IDEAL resource webpage has been activated on the UCC website to provide the UCC community with information on numerous topics including equitable practices, bias, gender, racism, etc. This information is public facing and can be found at: https://umpqua.edu/student-life/student-resources/diversity-equity-and-inclusion-resources/
		• Several IDEAL members regularly participate in the meetings for the Rural Consortium of Community Colleges to share practices for improving inclusion and equity at each college.
		• The IDEAL AmeriCorps Volunteer has helped with many initiatives and is now serving a second year term
		• The AmeriCorps Volunteer created a multicultural student club
		• Thrive Umpqua facilitated a Diversity, Equity, and Inclusion Training for the IDEAL members and members of the president's cabinet
		• IDEAL members participation in the Douglas County DEI Community Group

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		• IDEAL members participated in a Crystal Reports/Banner preferred pronoun training • The AAOT Cultural Literacy Awareness was presentation to IDEAL by the chair of the Assessment and Curriculum Standards Committee • The IDEAL Charter was reviewed and updated during the spring term of 2023 • SharePoint IDEAL website site was developed and is live
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	**Cultural Competency in Strategic Planning and Goal Setting** • Strategic Plan Strategy 1 Goal E: Increase engagement opportunities for all members of the community with UCC services, facilities, and learning opportunities. o One of the tasks of this goal is "100% of students will engage outside the classroom through increased clubs, volunteerism, out-of-classroom experiences, community service, and service learning." The IDEAL committee will organize at least one opportunity each term on campus for students to engage outside the classroom. Such opportunities might include screening movies and documentaries that offer diverse perspectives, creative activities that educate on various life experiences and demonstrate new skills, and other learning opportunities that help the campus community feel included and valued as part of the UCC family. • Strategic Plan Strategy 2 Goal E: Increase community support for the college and students through communication, collaboration, and engagement. o One of the tasks of this goal is to "Continue to tell the UCC story through marketing and connecting efforts across the community and beyond." The IDEAL committee will aid the marketing department in finding students, staff, faculty, and administrative members to share their diverse voices, experiences, and perspectives.
2(e)	Require preparation of a biennial report that is presented to the	**Annual Report**

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	appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.	• UCC is currently restructuring our IDEAL committee roles and responsibilities. We are also developing a new way to analyze demographic information using Power BI. Due to these changes, we do not have an up-to-date biennial report to share, however, we will have a report ready by May 2025.
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.	**Annual Review of Data** • We are developing a new system to collect student progress, learning outcomes and demographic information. We will be building a bridge between our SMS (Banner) and LMS (Canvas) to collect information. Using the new data analysis tool, Power Bi, we will be able to build dashboards that allow for interactive reports that look across many factors influencing students, community members and employees.
2(g)	Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.	**New Employee Communication** • Regarding language to be included in job descriptions - HR plans to audit all job descriptions during spring term 2024 to verify whether this language is either existing or added. • Referring to interview questions designed to assess candidates' investment in DEI, HR plans to design a series of questions that will be provided to Hiring Committees and will require that at least one of those questions be included in their questions. • Referring to Canvas training - HR is currently redesigning the Canvas training shell for Hiring Committees and will include this direction within that newly designed shell. • Referring to the Compliance Officer – This position is currently vacant. HR will assign another employee to attend training to improve equitable hiring practices. • Referring to the Canvas Shell for Orientation – HR is currently redesigning this orientation and plans to launch its use by in test format by summer term 2024.