



HB 2864 - Cultural Competency at Post-Secondary Institutions 2019 Institutional Board Report

Submitted by Debra H. Thatcher and April Hamlin
at the December 11, 2019 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.
 - Provide continuing training and development opportunities that foster the ability of the college's faculty, staff and administration to meet cultural competency standards
 - Propose college-wide goals to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds
 - Submit biennial reports to the Board of Education regarding the college's progress toward achieving the goals
 - Recommend mechanisms for assessing how well the college meets cultural competency standards
 - 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 document summarizes UCC's efforts to meet the December 31, 2019 expectations of HB 2864, Cultural Competency at Post-Secondary Institutions.

December 31, 2019 Requirements			
#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
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.	Met	<p>Committee Name:</p> <p>The Diversity, Equity, and Inclusion (DEI) Advisory Council (hereafter, "the Council") was established in January 2018 as part of UCC's governance structure.</p> <p>Committee Purpose and Charter</p> <p>The Council's purposes are to develop, review, and evaluate plans, policies, and procedures which create a more inclusive environment in order to celebrate and promote understanding and respect of all people; facilitate campus-wide dialogue regarding issues of diversity, equity, and inclusion; and provide direction for compliance with Oregon HB 2864 and Higher Education Coordinating Commission (HECC) Equity Lens. The charter is available in the Governance section of the UCC Intranet (MyUCC).</p> <p>Process Committee Uses for Recommendations:</p> <p>The Council, as necessary, may create sub-committees tasked with specific goals related to topics such as cultural competency, equity lens, professional development, and teaching & learning. Sub-committees report their work to the Council.</p> <p>The Council makes recommendations and/or proposals by consensus and sends them to the Provost and President for 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.</p>
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of	Met	<p>Committee Membership:</p> <p>Per its charter, the Council includes representative voices of Administrators, Classified Staff, Faculty, and Students.</p> <p>Current members are:</p> <ul style="list-style-type: none"> ● President of UCC (<i>ex officio</i>) ● Dean of Student Services/Diversity Officer (<i>ex officio</i>)

	administrators, faculty members, staff and students.		<ul style="list-style-type: none"> ● Interim HR Director (<i>ex officio</i>) ● Student Representatives (Students) ● Director of Assessment & Accreditation (Administrator) ● Director of Student Engagement (Administrator) ● Director of Advising & Career Services (Administrator) ● Career Coach (Classified) ● Testing Center Coordinator (Classified) ● Administrative Assistant to the Deans of EM/SS (Classified) ● Academic Advisor (Classified) ● College Transitions Specialist (Classified) ● Sociology Instructor (Faculty) ● Chemistry Instructor (Faculty) ● Automotive Instructor (Faculty) ● Psychology Instructor (Faculty) ● Communications & Speech Instructor (Faculty) ● C2C Equitable Pathways Specialist (AmeriCorps Volunteer)
--	--	--	--

UCC has not restricted itself to simply meeting the 12/31/19 deadline for the bill. The Council has been working on multiple matters in the past 12 months. Below is a summary of its actions toward the December 31, 2020 requirement of HB 2864.

December 31, 2020 Requirements		
#	Text from Legislation	Institutional Summary
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 competency standards.	<p>Training and professional development opportunities for faculty, staff, and administrators:</p> <ul style="list-style-type: none"> ● During New Employee Orientation, all participants watch and discuss <i>Ouch – That Stereotype Hurts!</i> ● All full-time employees and part-time faculty on an annual basis are required to complete SafeColleges training modules: Transgender Awareness, Diversity Awareness: Staff-to-Staff, and Implicit Bias and Microaggression Awareness ● Annual training is provided for Anti-Oppression & Cultural Competency, Safe Space, Working with Students with Accommodations, Trauma-Informed Services & Classrooms, How to Use an Equity Lens, and other topics related to working with identity-specific populations ● Plans are underway for UCC Faculty, led by Alyssa Harter, to develop and co-facilitate 6 - 7 workshop series throughout the year, including Identity & Empathy, Race & Ethnicity, Social

		<p>Economic Status, Sex and Gender, LGBTQ, Ability & Disability, and Body Image; these workshops will be intended for a student audience, but any UCC staff and/or community member may participate.</p> <ul style="list-style-type: none"> • UCC’s Universal Learning Outcomes and First Year Experience Outcomes include the following: <ul style="list-style-type: none"> ○ ULO - Culture: Analyze and respond to cultural and individual differences between individuals, communities, and global societies. ○ FYE Learning Outcome: “Work cooperatively in diverse communities in order to build a support network of faculty, staff, and peers.” ○ Faculty will receive training and information related to creating inclusive classrooms, self-assessment of inclusive teaching strategies, and assessment of cultural competency. Faculty will assess these outcomes through program outcome assessment. • As part of its membership in Campus compact, the following have occurred: <ul style="list-style-type: none"> ○ In 2018-2019, 4 members of UCC’s staff participated in the Executive Leadership Series on Equity & Empowerment (ELSEE). ○ In 2019-2020, UCC received an AmeriCorps volunteer position whose role on campus will help promote equity in UCC’s guided pathways work. ○ Campus Compact has facilitated a 4-hour workshop on Introduction to an Equity Lens for Administrators on July 10, 2019. • Umpqua Community College’s Administrative Staff participate in training and discussion related to advancing Diversity, Equity, and Inclusion topics during regularly scheduled monthly meetings.
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	<p>Cultural competency in Strategic Planning and Goal Setting:</p> <ul style="list-style-type: none"> • Strategic Plan Goal 1: Cultivate a healthy and efficient institutional culture. • 2019-2020 Strategic Priority 2: Enhance diversity, equity, and inclusion across all campus operations and services

2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.	<p>Institutional Assessment & Planning</p> <ul style="list-style-type: none"> ● Institutional Indicator data will be disaggregated by women, men, white students and students of color, veteran students, and students receiving accommodations that inform us of achievement gaps. The data will be used to build operational, tactical, and strategic plans intended to eliminate achievement gaps. This data will also inform UCC's guided pathways planning. ● Annual Strategic Plan Reports on "Enhanced diversity, equity, and inclusion" strategic priority – Goal 1, Priority 3.
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.	<p>Job Descriptions:</p> <ul style="list-style-type: none"> ● Human Resources posts Job Descriptions that include a requirement for all positions to have the following KSA: "Sensitivity and experience working with individuals from diverse social, economic, ethnic, academic and cultural backgrounds" (or similar language).

2019-2020 Priority:

A priority for 2019-2020 is the development of a comprehensive Diversity, Equity, and Inclusion plan that will intentionally and systematically provide a roadmap to meet all requirements of HB 2864 as well as other matters deemed crucial for creating positive working and learning environments.