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.

#	Legislation Text	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.	**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. Over the summer of 2020, a new position of Diversity, Equity, and Inclusion Coordinator was created to organize the implementation of this committee's goals; these responsibilities were taken on by Alex Jardon, a faculty member and primary author of this report. **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 is a committee of the Office of the President. The complete charter is available in the Governance section of the UCC Intranet (MyUCC). **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. The IDEAL Committee, 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 IDEAL Committee. The DEI coordinator oversees the implementation of this work that is guided by DEI plan created by the committee.

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2(a) 2(b)	Include 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 are: ● President of UCC (*ex officio*) ● Diversity, Equity, and Inclusion Coordinator (*ex officio*) ● HR Director (*ex officio*) ● Director of Faculty Development (Administrator) ● Purchasing Manager (Administrator) ● Director of TRiO/SSS (Administrator) ● Director of Transfer Opportunity Program (Administrator) ● CARE Advocate (Community Partner) ● Associated Students of UCC President (Student) ● Student Representatives (Students) ● Career Advisor (Classified) ● HR/Payroll Assistant (Classified) ● Chemistry Instructor (Faculty) ● Automotive Instructor (Faculty) ● Arts Instructor (Faculty) ● Adult Basic Skills Instructor (Faculty)
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.	**Training and Professional Development Opportunities for Faculty, Staff, and Administrators** • All full-time employees are required to complete SafeColleges training modules annually, including topics such as Transgender Awareness, Diversity Awareness, Implicit Bias and Microaggression Awareness, Discrimination in the Workplace, and Title IX related trainings. Part-time employees are encouraged to participate in the trainings. • Annual training for employees is provided on topics such as Anti-Oppression and Cultural Competency, Safe Spaces, Working with Students with Accommodations, Trauma-Informed Services and Classrooms, How to Use an Equity Lens, and other topics related to working with identity-specific populations. • Annual DEI training is provided annually during Convocation and Inservice. For example, during the Fall 2020 Convocation and in-service training, the DEI coordinator, with support of IDEAL committee members, facilitated a cultural awareness

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		and equity focused training for all employees at UCC. Approximately 170 employees participated in this event.
		• Umpqua Community College's Administrative Staff participate in training and discussion related to advancing Diversity, Equity, and Inclusion during regularly scheduled monthly meetings. About 25 – 30 administrators participate in these meetings each month.
		• 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, and multiple DEI related trainings are currently in development by IDEAL members for future teaching and learning summits. There are more than 40 full-time faculty members who participate in these events, and part-time faculty are invited to participate.

		• UCC provides cultural competency professional development to faculty to help students achieve UCC's Universal Learning Outcomes and First Year Experience Outcomes, including the following:
		    ○ 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 receive training and information related to creating inclusive classrooms, self-assessment of inclusive teaching strategies, and assessment of cultural competency. Faculty assess these outcomes through program outcome assessment.
		• In 2019-2020, UCC received an AmeriCorps volunteer position whose role on campus was to help promote equity in UCC's guided pathways work. This individual regularly participated in IDEAL committee meetings with input on DEI efforts.
2(d)	Propose institution-wide goals that seek to improve the cultural	**Cultural Competency in Strategic Planning and Goal Setting** • Strategic Plan Goal 1: Cultivate a healthy and efficient institutional culture; Objective C: Utilize equity lens college

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	inclusion climate for students, faculty, staff and administration from diverse backgrounds.	wide in the development and review of policies, services, programming, activities, and resource allocation decisions.
		
		• Strategic Priorities: In 2019-2020, one of 13 strategic priorities was: Enhance diversity, equity, and inclusion across all campus operations and services. This priority was renewed as one of 6 strategic priorities for 2020-2021.
		
		• UCC has 13 institutional indicators of mission fulfillment.
		   o One institutional indicator is "Equitable Outcomes", which is aimed at the reduction or elimination of statistically significant equity gaps in transfer, graduation, and retention and in early momentum course pass rates across identified demographic groups (gender, race, FT/PT, Pell, veteran, and accommodations).
		   o Another institutional indicator, "Campus/Community Engagement", measures a wide range of employee and student perceptions through satisfaction surveys. Among those areas measured are how inclusive and welcoming the campus is in terms of diverse identities; comfort level when interacting and communicating with others who differ in terms of identities; and how supportive, friendly, respectful, and collaborative the campus is.
		
		• As identified in last year's report, the IDEAL Committee has followed through with creating a Diversity, Equity, and Inclusion (DEI) plan for all of UCC, and this plan is in its final stages of approval, awaiting endorsement from the Board of Education. This three-year plan outlines goals and measures to promote an inclusive campus climate and improve equitable teaching practices. The DEI coordinator is tasked with overseeing the implementation of this plan.

2(e)	Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the	**Annual Report** ● The Cultural Competency report is prepared annually in December by the DEI coordinator and presented to Senior Leadership Team, the UCC President, and UCC's Board of Education. The report is based upon IDEAL Committee work, information from other campus committees, and

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	goals set forth in this legislation.	administrator feedback regarding the DEI work being done for UCC.
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.	**Annual Review of Data** ● Institutional Indicators − Equitable Outcomes: In Spring 2020, institutional indicator data were released and analyzed; see the 2019-2020 Institutional Indicators Annual Data Report and the 2019-2020 Mission Fulfillment and Institutional Effectiveness Annual Report; the results informed 2020-2021 tactical plans, operational plans, academic program action plans, and the guided pathways plan. ● Institutional Indicators − Campus/Community Engagement: The campus survey was piloted this year and not included in the official indicator report. However, the results of employee and student satisfaction surveys were reviewed and are being used to inform future DEI plan implementation. The current DEI coordinator is researching more campus climate survey options to ensure continued thorough assessment of inclusion and equitable practices. ● Strategic Plan: Progress on goals, objectives, and priorities were summarized in the 2019-2020 Strategic Plan Annual Report for Goa1, Objective 1c: "Significant progress was made toward the target. A diversity, equity, and inclusion plan is in draft form. Regular trainings were provided to faculty, staff, administrators, board, and students. Student achievement data were disaggregated to identify and remove/reduce equity gaps." ● The Cultural Universal Learning Outcome mentioned in section 2(c) is regularly assessed in a written report by faculty members who instruct classes that have been designated as having a strong cultural focus to meet this learning outcome for students.
2(g)	Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to	**New Employee Communication** ● Human Resources posts job descriptions that include a requirement for all positions to have the following: "Sensitivity and experience working with individuals from diverse social, economic, ethnic, academic and cultural backgrounds" (or similar language).

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	including meeting cultural competency standards in professional development.	• Hiring committees for UCC have emphasized the importance of cultural awareness during the interview process and asked questions designed to assess candidate's investment in DEI initiatives. The 2020-2022 Human Resources tactical plan includes the systematic DEI training of all personnel selection committee members; actions include identifying equitable practices, creating a Canvas shell with training materials, piloting the training, and refining the training. • During New Employee Orientation, all participants watch and discuss *Ouch – That Stereotype Hurts!* • Given the current COVID-19 pandemic, an online orientation is in development for new employees which emphasizes UCC's Equal Employment Opportunity (EEO) hiring focus, a Veteran's preference, a statement of non-discrimination, Title IX information, and other DEI efforts that UCC utilizes. This orientation includes contact information for any questions or concerns regarding these topics.