



## HB 2864 - Cultural Competency at Post-Secondary Institutions 2021 Institutional Board Report

**Submitted by Alex Jardon and Rachel Pokrandt  
at the December 2021 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 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	<p>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.</p>	<p><b>Committee Name</b></p> <p>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.</p> <p><b>Committee Purpose and Charter</b></p> <p>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).</p> <p><b>Process Committee Uses for Recommendations</b></p> <p>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. During the fall of 2020, a DEI plan was approved that guides implementation of IDEAL related efforts.</p> <p>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 &amp;</p>

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		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.
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	<p><b>Committee Membership</b></p> <p>Per its charter, the IDEAL Committee includes representative voices of Administrators, Classified Staff, Faculty, and Students. Current members include:</p> <ul style="list-style-type: none"> <li>● President of UCC (<i>ex officio</i>)</li> <li>● Diversity, Equity, and Inclusion Coordinator (<i>ex officio</i>)</li> <li>● HR Director (<i>ex officio</i>)</li> <li>● Director of Institutional Effectiveness (Administrator)</li> <li>● Compliance officer (Administrator)</li> <li>● Dean of Arts &amp; Sciences (Administrator)</li> <li>● Purchasing Manager (Administrator)</li> <li>● Advising specialist for TRiO/SSS and Transfer Opportunity Program (Administrator)</li> <li>● Adult Basic Skills Administrator</li> <li>● HR/Payroll Assistant (Classified)</li> <li>● Academic Advisor (Classified)</li> <li>● Peace at Home CARE Advocate (Community Partner)</li> <li>● Chemistry Instructor (Faculty)</li> <li>● Automotive Instructor (Faculty)</li> <li>● Arts Instructor (Faculty)</li> <li>● Adult Basic Skills Instructor (Faculty)</li> <li>● Associated Students of UCC President (Student)</li> <li>● Student Representatives (Students)</li> </ul>
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><b>Training and Professional Development Opportunities for Faculty, Staff, and Administrators</b></p> <ul style="list-style-type: none"> <li>● All full-time employees have been 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.</li> <li>● Annual training for employees is provided on topics such as Anti-Oppression and Cultural Competency, Safe Zone, Working with Students with Accommodations, Trauma-Informed Services and Classrooms, How to Use an Equity Lens,</li> </ul>

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		<p>and other topics related to working with identity-specific populations.</p> <ul style="list-style-type: none"> <li>• Annual DEI training is provided during Kick off week and Inservice. For example, during the Fall 2021 Kick off, several IDEAL committee members facilitated a cultural awareness presentation that focused on the new IDEAL cultural resource webpage for all employees in attendance.</li> <li>• 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.</li> <li>• 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. There are more than 50 full-time faculty members who participate in these events, and part-time faculty are invited to participate.</li> <li>• UCC provides cultural competency professional development to faculty to help students achieve UCC’s Universal Learning Outcomes (ULO) and First Year Experience (FYE) Outcomes, including the following: <ul style="list-style-type: none"> <li>○ ULO - Culture: Analyze and respond to cultural and individual differences between individuals, communities, and global societies.</li> <li>○ FYE Learning Outcome: Work cooperatively in diverse communities in order to build a support network of faculty, staff, and peers.</li> </ul> </li> <li>• In the last year, a new IDEAL resource webpage has been created and 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: <a href="https://umpqua.edu/ideal-committee/resources">https://umpqua.edu/ideal-committee/resources</a></li> <li>• The DEI coordinator and IDEAL committee chair both regularly participate in the meetings for the Rural Consortium of Community Colleges to share practices for improving inclusion</li> </ul>

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		<p>and equity at each college. Several other IDEAL members are included in the email list for the Rural Consortium as well.</p> <ul style="list-style-type: none"> <li>• The IDEAL committee has recently developed a Land Acknowledgement after consultation with the Cow Creek Band of the Umpqua Tribe of Indians to honor the original inhabitants of the land where UCC is now located. This Land Acknowledgement was approved by the UCC President, who read this statement to all in attendance at the start of kick off week.</li> <li>• Another statement developed by the IDEAL committee was a diversity statement that was added to the syllabus template starting in the fall of 2021. This statement describes UCC’s commitment to inclusive and equitable practices and provides a link to the IDEAL resource webpage and is visible in the syllabus for every UCC course.</li> </ul>
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	<p><b>Cultural Competency in Strategic Planning and Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan Goal 1: Cultivate a healthy and efficient institutional culture; Objective C: Utilize equity lens college wide in the development and review of policies, services, programming, activities, and resource allocation decisions.</li> <li>• Strategic Priorities: In 2020-2021, one of the strategic priorities was: Enhance diversity, equity, and inclusion across all campus operations and services.</li> <li>• UCC has 11 institutional indicators of mission fulfillment. <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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</li> </ul> </li> </ul>

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		<p>identities; and how supportive, friendly, respectful, and collaborative the campus is.</p> <ul style="list-style-type: none"> <li>The IDEAL Committee followed through with creating a Diversity, Equity, and Inclusion (DEI) plan for all of UCC that was approved in the fall of 2020. 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.</li> </ul>
2(e)	<p>Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.</p>	<p><b>Annual Report</b></p> <ul style="list-style-type: none"> <li>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 administrator feedback regarding the DEI work being done for UCC.</li> </ul>
2(f)	<p>Recommend mechanisms for assessing how well the institution meets cultural competency standards.</p>	<p><b>Annual Review of Data</b></p> <ul style="list-style-type: none"> <li>Institutional Indicators – Equitable Outcomes: In Summer of 2021, institutional indicator data were released and analyzed; see the <a href="#">2020-2021 Institutional Indicators Annual Data Report</a> and the <a href="#">2020-2021 Mission Fulfillment and Institutional Effectiveness Annual Report</a>; the results are currently informing tactical plans, operational plans, academic program action plans, and the guided pathways plan.</li> <li>Institutional Indicators – Campus/Community Engagement: Several surveys have been implemented over the last year to obtain data related to student and employee views of campus climate with future qualitative surveys in development. The Director of Institutional Effectiveness is leading a group to use the disaggregated data from UCC to close equity gaps in student success. These efforts are taking place with consultation from the DEI coordinator and other invested employees to improve equitable outcomes for students from disadvantaged backgrounds.</li> </ul>

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		<ul style="list-style-type: none"> <li>● Strategic Plan: Progress on goals, objectives, and priorities were summarized in the <a href="#">2020-2021 Strategic Plan Annual Report</a> for Goal 1, 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.”</li> <li>● 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.</li> </ul>
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><b>New Employee Communication</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● The HR compliance officer has been participating in training to improve equitable practices for hiring procedures in order to develop guidelines for all UCC hiring committees.</li> <li>● Given the current COVID-19 pandemic, an online new employee orientation was developed 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. The orientation also includes contact information for any questions or concerns regarding these topics. Several IDEAL</li> </ul>

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		members, including the DEI coordinator, provided input during the creation of this orientation.