HB 2864
Oregon Public Universities
Cultural Fluency and Competency

1) Cultural fluency and competency standards implemented for university employees:

EOU: Cultural competency policies are overseen by the Diversity Committee which is made up of students, faculty, and staff. The Diversity Committee is guided by the EOU Diversity Strategic Plan. The Center for Culturally Responsive Practices has facilitated several faculty and staff development sessions and community keynote sessions that are available in both the face-to-face setting and LiveStreamed. The sessions are archived on our website, sign-in sheets are collected, and many additional LiveStream views have been tracked. This year, an event was hosted in the Fall that specifically discussed meeting the linguistic needs of our culturally and linguistically diverse students. This spring (April 28th) there will be an additional session discussing culturally responsive campus interactions.

Although there is not structured process for all EOU employees to partake in cultural competency standards, there are efforts by different departments that support and provide opportunities for employees to enhance their knowledge of diversity and equity as well as understanding of cultural competency. Such programs include efforts from the Multicultural Center with different diversity training including, but not limited to, SAFE Zone program and the Celebrate, Educate, and Appreciate Diversity conference. In addition, this year, the Human Resources office, in collaboration with other groups, implemented a mandatory campus wide diversity and inclusion training for all EOU employees.

Oregon Tech: Oregon Tech has a number of strategic plan goals and policies around cultural fluency and competency. The Oregon Tech Strategic Plan includes the goal of "Advancing the diversity of Oregon Tech staff and faculty through innovative hiring practices, professional development and the overall inclusive university environment." The Student Affairs Division Strategic Plan includes two goals specific to cultural competency:

Goal 1: Provide and promote an exceptional experience for every student from initial contact throughout their life as a student, graduate and alumnus.

 1a. Wellness: Encourage student participation in initiatives that promote a holistic approach to student development (social, emotional, spiritual, intellectual, physical and occupational).

 1b. Programs & Services: Continually review and assess student-centered university initiatives in critical areas such as retention, student life, financial aid and campus housing in order to meet evolving student needs.

 1c. Safe Campus: Create a culture of awareness, responsibility and respect through internal training and convening of students, faculty and staff in the areas of emergency preparedness, sexual misconduct, and cultural competency, among other areas, to promote an environment where every student feels physically, emotionally and culturally safe and welcome.

Goal 2: Serve as a model of diversity, equity, inclusion, and collaboration in everything we do.

 2a. Diversity: Promote multicultural competence as an essential component of personal and professional development, through training and experiential learning.

 2b. Equity: Integrate impartiality and justice in working with students and student groups by reviewing division policies and procedures to ensure equal treatment.

2c. Inclusion: Foster a community of inclusion by providing opportunities for students to connect with each other, with faculty and staff, and with external communities that create a sense of belonging (for example, service learning and volunteerism).

2d. Collaboration: Evaluate and strengthen opportunities to develop innovative partnerships with academics in and out of the classroom that improve overall student success outcomes.

Additionally, Oregon Tech has numerous policies and procedures for both employees and students around diversity, affirmative action and equal opportunity:

- [Faculty/Staff Statement on Diversity, Affirmative Action, and Equal Opportunity](#)
- [Discrimination Grievance Procedure](#)
- [Student Organization Diversity Statement](#)
- [Affirmative Action and Equal Opportunity](#)

OSU: Launched in 2016, the **Social Justice Education Initiative (SJEI)** is a professional development program for all Oregon State faculty, staff, and graduate students aimed at building foundational knowledge around equity and inclusion issues, and developing cultural fluency and competency. The program's objective is to establish foundational knowledge that leads to interest and participation in the many additional cultural fluency and competency professional development opportunities available at Oregon State.

The program is currently organized into two, four-hour live workshops covering the following topics:

- **Session One** addresses historical and current social context, connections between these contexts, and why creating equity and inclusion at both the individual and institutional levels is important. The session also focuses on locating individual identities within a broader social context.
- **Session Two** is aimed at developing awareness and building skills. Topics covered include zones of safety, implicit bias, micro-aggressions, and cross-cultural communication.

In addition to being offered as standalone workshops, SJEI is customized for unit or cohort based delivery. As the program continues to develop, a key goal is exploring the integration of SJEI content into the professional development curriculum for all Oregon State employees.

PSU: Through its [strategic plan](#), Goal 4 "Expand our commitment to equity", PSU has embarked on a more in-depth series of professional development offerings for faculty and staff focused on increasing cultural responsiveness skill sets and the use of the equity lens in decision making.

The offices of [Academic Affairs](#) and [Global Diversity and Inclusion](#) have designed and offered workshops, as well as a cohort models, to faculty to build both curriculum and pedagogy that makes the classroom climate more welcoming and supportive of all students as well as creates the learning environment for all students to critically think about diversity, equity, inclusion and multicultural issues.

All PSU leadership has undergone professional development offerings in Implicit Bias, as well as training and on-going skill building in the use of the equity lens in decision making, from big picture policy to every day decision making.

SOU: SOU currently does not implement cultural fluency and competency standards for all employees, but we do provide different types of trainings, discussions, and presentations to employees. Some of these trainings include: Title IX Trainings, Privilege 101, Ally Trainings, Disability Awareness, Diversity Advocate Training (including a session on implicit bias), and the Social Justice Conference. There are also special sessions during the Instructional Institute that pertain to Teaching/ pedagogy. During the new

faculty orientation, the Director of Diversity and Inclusion meets with the new faculty to discuss the value of diversity, resources and opportunities.

UO: The Collective Bargaining Agreement between the UO and United Academics ratified in October 2013 stipulates that the personal statement of a candidate for tenure and promotion should "include discussion of contributions to institutional equity and inclusion." (Article 20, Sec 8, p 32). https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review

Collaboration with HR and Affirmative Action units to address best practices and policies about equity, inclusion, and diversity at the UO

Collaboration with the Office of the President and the Provost to implement campus-wide best practices addressing equity, inclusion, and diversity as identified in the IDEAL Framework for equity, inclusion and diversity at the UO (https://inclusion.uoregon.edu/IDEAL)

WOU: WOU's commitment to equity and diversity is featured prominently in the new Strategic Plan adopted by the WOU Board of Trustees on January 25, 2017. This follows an extensive effort by a Strategic Planning Committee to draft the plan over nine months of meetings, fact-finding, community forums, and other activities. The plan may be viewed at:
http://www.wou.edu/planning/files/2016/05/Forward_Together_2017_23.pdf

2) **Continuing training and development opportunities provided to employees that foster cultural fluency and competence:**

EOU: Through the Multicultural Center, EOU provides different trainings by request on topics such as "Power, Privilege & Oppression", Microagression, SAFE Zone LGBTQ training and other social justice topics. Some of the events from this year include:

- "Power, Privilege and Racial Diversity in Oregon," a Conversation Project with visiting professor Emily Drew on October 17th. Drew is an associate professor of sociology at Willamette University, where she teaches courses on racism, race and ethnicity, urban sociology, mass media and social change. The Conversation Project is sponsored by Oregon Humanities and hosted by EOU's Multicultural Center, Center for Student Involvement, Student Council for Multicultural Affairs, Oregon Rural Action, and Racial Justice in Eastern Oregon.
- Screening and discussion of the feature documentary film Crossing Borders, hosted by the Diversity Committee Chair, on November 18th during International Education Week.
- Micah Bournes and Aisea Taimani were on campus December 6th and offered a spoken work and poetry night that focused specifically on power differentials, schooling, and multiculturalism.

EOU also hosts an annual Celebrate, Educate & Appreciate Diversity conference that is offered to all EOU employees, students and community members.

Oregon Tech:

Oregon Tech Safe Zone Program/Training - The Safe Zone program was created to help us increase our understanding and awareness of issues faced by lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) and other marginalized groups. Here at Oregon Tech, we strive to provide a more inclusive and accepting campus climate for our students, faculty and staff.

Oregon Tech Leadership Academy - Program for campus student leaders who want to learn more about how to provide effective leadership, clear objectives and goals, and long-term direction for their organizations. The Office of Campus Life will hold fun, informative workshops throughout the academic year to give student leaders the tools they need to lead others. Students receive training in the following

areas: Communication; Connection & Outreach; Diverse Perspectives; Professional Development; Teamwork & Service; Wellness

OSU: A range of continuing training and development opportunities to foster cultural fluency and competency are offered for Oregon State employees.

Search Advocate - Initiated in 2007, Oregon State's Search Advocate program enhances integrity, effectiveness, and diversity in the university's hiring practices. Search Advocates are Oregon State employees trained as process experts in search and selection who serve on search committees. Many departments now require a Search Advocate for new employee searches.

Program participants complete a series of workshops to address current research about diversity and cognitive bias, the changing legal landscape in hiring, inclusive employment principles, specific steps to strengthen each stage of the search process, and effective approaches to participation on search committees in the advocate role. Continuing education is required for Search Advocates to maintain their active status.

To date, 996 Oregon State employees have completed the Search Advocate Program; 236 Oregon State employees are active Search Advocates. Information regarding the Search Advocate program can be found here: eoa.oregonstate.edu/search-advocate

Difference, Power and Discrimination Program - The Difference, Power, and Discrimination (DPD) Program works with faculty across all fields and disciplines at Oregon State to develop inclusive curricula that address institutionalized systems of power, privilege, and inequity in the United States. Through a myriad professional development opportunities, the DPD program supports transformative curricular work. Faculty utilize DPD resources when creating a new course, revising an existing course, or transforming an entire curriculum.

To date, approximately 175 faculty members have taken part in at least one of the DPD professional development programs.

Information on the DPD program can be found here: dpd.oregonstate.edu. Information regarding DPD professional development programs is here: dpd.oregonstate.edu/professional-development

OREGON STATE ADVANCE - OREGON STATE ADVANCE was funded in the fall of 2014 as part of the National Science Foundation's ADVANCE program, which is aimed at increasing the participation and advancement of women in academic science and engineering careers, thereby developing a more diverse science and engineering workforce. Oregon State is the recipient of an ADVANCE Institutional Transformation (IT) award, which is intended to produce large-scale comprehensive change within our university.

The primary goal of OREGON STATE ADVANCE is to serve as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups in the academy.

A key feature of the OREGON STATE ADVANCE program is the ADVANCE seminar, a 60-hour seminar focused on interactive learning experiences to analyze the operations of difference, power, and privilege in higher education. The seminar provides participants an opportunity to develop action plans to implement their learning in their own areas of influence on campus. To date, 81 faculty members have participated in the ADVANCE seminar, including the majority of Oregon State's senior leadership team.

Information on OREGON STATE ADVANCE can be found here: advance.oregonstate.edu

PSU: All of the efforts described under section 1 are ongoing. Additionally, the [Diversity Action Council](#) sponsors diversity programming and special projects to the PSU community to "foster equity and social justice". The DAC also sponsors and hosts the annual [Cultural Competence Worship Series](#).

SOU: The trainings mentioned in #1 above are a part of continuing training towards cultural competency.

UO: the Division of Equity and Inclusion (DEI) hosts Implicit Bias Training for all members of search committees to support recruitment and retention best practices (https://inclusion.uoregon.edu/implicitbias)

The Center on Diversity and Community (CoDaC), a unit of DEI, offers quarterly workshops on topics including equity and inclusion in the Natural Sciences (e.g., creating an optimal departmental climate, academic acculturation (https://inclusion.uoregon.edu/codacworkshops)

CoDaC also hosts and facilitates the University of Oregon's institutional membership with the National Center for Faculty Development & Diversity (NCFDD). The Center offers a rich array of faculty-designed tele-workshops/webinars, online short courses and other resources (https://inclusion.uoregon.edu/content/national-center-faculty-development-diversity)

CoDaC Interim Director Dr. Gordon Nagayama Hall has offered trainings to Departments and units on Microaggressions and on Cultural Adaptations of Psychotherapy.

WOU: WOU has an active University Diversity Committee, with administrative, faculty, staff, and student participants. It administers a diversity grant program and helps coordinates major events on campus, including MLK Day. The university president has asked UDC to assume a prominent role in revising the university's Board Statement on Diversity. WOU also hosts the Cesar Chavez Leadership Conference.

The UDC's website may be viewed here: http://www.wou.edu/diversity/

Information on the Cesar Chavez Leadership Conference may be viewed here: www.cecleadershipconference.org

3) **Additional activities undertaken to increase the cultural fluency and competency of university employees:**

EOU: The College of Education recently had each faculty member complete a [cultural competency assessment](#) as a pilot for consideration in the future. The cultural competency assessment is a part of a suite of tools and resources provided by the [NAFSA Association of International Educators](#) to "encourage internationalization of teacher education and support faculty members in colleges and departments of education in preparing teachers for twenty-first century classrooms."

Oregon Tech:

Safe Campus - Shared vision and a collaborative effort by Oregon Tech's administrators, faculty and students. The Oregon Tech community has a right to a safe campus, free of discrimination and violence. While our focus is on academic achievement, building and supporting an inclusive community that encourages personal growth and mutual awareness is a top priority. Safe Campus Objectives: To support a safe, secure environment that promotes inclusiveness; to cultivate open dialogue, appreciation of diversity, and understanding; to combat prejudice and promote equality; to provide education, facilitation and resources; to serve as an advocate for those alienated and marginalized by society

Sexual Misconduct Information and Resources - Information and resources intended to educate individuals on gender discrimination, sexual misconduct and sexual harassment, as well as to provide resources to victims of such instances.

The Diversity Center - The Diversity Center is committed to foster a safe and welcoming environment for all students, faculty, and staff by promoting a deeper understanding, appreciation and awareness of the diversity of individuals and groups that make the world we live in, and by strengthening access to multicultural perspectives through engaging programs.

Objectives: Encourage free exchange of ideas in a safe and oppression free environment; provide engaging programs that encourage diversity awareness and appreciation; listen attentively to the voices of the Oregon Tech community; support the exploration of similarities as well as differences; collaborate on campus initiatives that support cultural diversity

Cultural Hours - Monthly presentations by students about their culture and countries. Past cultural hours include: LGBTQ+ Diversity Dinner; Native American Heritage Cultural Hour; Dia de los Muertos Cultural Hour; Family Cultures; Dr. Martin Luther King Jr. Day Celebration; Snapshot of Arabia; Chinese New Year; Love Around the World; and International Delicacy Challenge.

Arabic Immersion - Arabic Immersion is a program presented by Mohamed Alhosani, and it provides an introduction to conversational Arabic, and some Arabian Culture and Norms.

Women's Resource Center - The Women's Resource Center is dedicated to helping women on campus connect, learn, and grow while raising awareness to important issues and amazing achievements for women around the world. Through education, support, outreach and community the WRC is committed to work actively against oppression, hate, sexism, and inequality at Oregon Tech and beyond.

Services for Students with Disabilities - Oregon Tech's Disability Services office coordinates academic adjustments and auxiliary aids for students with disabilities, including visual, hearing or mobility impairments; learning and psychological disabilities; chronic health conditions; and other disabilities. The DS program also assists in the modification of classroom, laboratory, on-campus housing and University program modifications as well as access to adaptive and assistive technology.

Student Clubs and Organizations
- AASU Multi-Cultural Student Union
- International Club
- International Student Services
- Greek Life at Oregon Tech

Tech Opportunities Program (TOP) - TRiO - The Tech Opportunities Program (TOP) is Oregon Tech's TRiO Student Support Services program on the Klamath Falls campus. The program provides academic and personal support to Oregon Tech students who: are low income or first generation, or students with disabilities; have an academic need; and are enrolled in a bachelor's degree granting program at the Klamath Falls campus.

General Education Review Task Force - Oregon Tech will provide students with ways to engage in lifelong and professional learning by developing their abilities to effectively communicate; conduct inquiry and analysis in diverse fields; practice ethical decision making; work with others; reason quantitatively, and function individually and within diverse global and cultural systems.

Leadership and Diversity Scholarship - Oregon Tech awards Leadership and Diversity (LAD) Scholarships each year to students who meet the application criteria. Students must not have a bachelor's degree in order to receive an LAD Scholarship. LAD Scholarship recipients are expected to fulfill ten service hours

each term, providing leadership and/or promoting diversity in some way at Oregon Tech or in the community.

OSU: In addition to developing programs to address cultural competency, key institutional offices and committees exist to increase employee awareness and knowledge of diversity, equity and inclusion issues.

Office of Institutional Diversity - The Office of Institutional Diversity (OID), launched in February 2016, designs, plans, leads and implements, in collaboration with university partners, institutional change actions, initiatives and communications to advance diversity, equity and inclusion throughout all facets of Oregon State University. OID frequently collaborates to host talks, plan programs, initiate policy reviews and take other actions focused on creating awareness and knowledge around cultural competency among Oregon State employees.

In June 2016, OID produced a "First 100 Days" report assessing diversity, equity and inclusion efforts at Oregon State. The report contains updates from colleges and central administrative offices, as well as departments carrying out work directly related to institutional diversity, equity and inclusion. While not a complete catalog of all ongoing efforts, it provides important context for the work of OID and Oregon State in these areas.

Information on the Office of Institutional Diversity can be found here: leadership.oregonstate.edu/diversity

Information on the "First 100 Days" report can be found here: leadership.oregonstate.edu/diversity/reporting-and-assessment/first-100-days-report

Leadership Council for Equity, Inclusion and Social Justice - The Oregon State Leadership Council for Equity, Inclusion and Social Justice is an institutional council charged with bringing focused energy to university-wide planning and implementation of equity and diversity efforts. The Council advises the President, the Provost, the Chief Diversity Officer and other university leaders.

The Council shapes and guide a deliberate institutional strategy to provide comprehensive leadership and investments in equity, inclusion, diversity and social justice initiatives throughout the university. Currently, the Leadership Council is focused on several initiatives impacting the cultural competency of employees. Including supporting ongoing efforts to make diversity central to faculty hiring practices and exploring collaborations with the Oregon State Faculty Senate to: revise Faculty Handbook statements of expectation for faculty to contribute to diversity, equity and inclusion efforts; recommend all colleges make Search Advocates mandatory for searches; and recommend diversity criteria for inclusion in position descriptions and dossiers.

Information about the Leadership Council for Equity, Inclusion and Social Justice can be found here: http://leadership.oregonstate.edu/diversity/councils-and-committees/leadership-council-equity-inclusion-and-social-justice

PSU: A wide range of topical workshops, seminars, symposia and learning opportunities are structured as an arc of professional development that provide a broader exploration of the multiple dimensions of diversity, the ways in which cultural competence/responsiveness is an important skill set that must be deployed amongst the various dimensions, and an understanding of the need for and deep goals of structural and systemic organizational change. These opportunities for learning are part of the strategic effort to continuously improve the experiences, successes and retention of our students, faculty and staff and meet the challenges they encounter in navigating the structures, the classes, the living and learning spaces, and the workplace.

SOU: The SOU [Diversity and Inclusion Oversight Committee](#) has sets goals to further demonstrate our commitment to diversity. SOU also has a Title IX team that considers appropriate gender equity training for staff, students and faculty. Additionally, SOU has a Bias Response Team, that tracks incidents of bias, provides supportive response, and provides appropriate educational remedies. Based on the bias reports, policies, procedures or trainings are created to remedy situations at an individual and institutional level.

UO: Cultural competence development opportunities for campus leadership, including all Vice Presidents and Deans, on topics like accessibility, equity and race, hate speech, etc.

Collaborations across campus units to offer access to diversity as represented in the student body (e.g., BEseries, African American Speakers Series).

Collaborations with the community to promote educational and social justice initiatives about equity, inclusion, and diversity in the State of Oregon (e.g., sponsorships, event participation)

Collaborations with State organizations (HECC in Salem) to further research and inform policy implementation state-wide to support equity, inclusion, and diversity best practices in academic institutions

WOU: Human Resources has implemented strategies and approaches to highlight and advance diverse populations in the recruitment process. First, applicants for WOU employment are asked the following question on the employment application: Please include how your experience, education, and/or training might help us build a more inclusive, collaborative, and diverse community. Our search committees have had favorable results from adding this language. Second, every search committee member undergoes required orientation on affirmative action, diversity, and implicit bias before the member can serve on the committee. These resources may be viewed here: http://www.wou.edu/hr/files/2015/05/Affirmative-Action-checklist.pdf

http://www.wou.edu/hr/files/2015/05/Search-Committee-Checklist.pdf

PowerPoint Presentation under Search Committee Online Orientation at http://www.wou.edu/hr/resources/forms/.

WOU's curriculum and research profile enhance diversity and equity on campus. The ASL Studies, ASL/English Interpreting, Deaf and Hard-of-Hearing Education, ESOL Education, Community Health Education, and Gerontology cultivate an appreciation of diversity and attract faculty and staff from diverse backgrounds to campus. These campus strengths are further enhanced by research centers on the topics in the WOU Research Institute (TRI) Information on TRI may be viewed here: http://triwou.org/