

DISPARITIES IN HIGHER EDUCATION WORKGROUP:
REPORT AND RECOMMENDATIONS



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EXECUTIVE SUMMARY

As directed by Oregon House Bill 3308, in December of 2015, the Higher Education Coordinating Commission (HECC) convened a workgroup of various stakeholders to analyze and develop recommendations pertaining to addressing disparities in higher education through continuing education. The bill was a direct outcome of students sharing their concerns and describing less than ideal experiences at higher education public institutions. As a result, HB 3308 seeks recommendations to address these disparities that will ultimately lead to more positive learning environments to foster greater student success.

The legislatively mandated workgroup included students, faculty, staff and administrators from community colleges and public universities. The workgroup focused on specific research and tasks to arrive at their recommendations. Their research included: surveys distributed to Diversity & Inclusion directors and leads at community colleges and universities to assess existing training; national, Oregon-specific and community advocated best practices scans; student perspective and engagement; and data analysis regarding current student, faculty and staff demographics.

The workgroup identified several key recommendations, including the following:

- Adopt Cultural Fluency and Competency Standards for all employees of Oregon's public colleges and universities as presented in this report.
- Require each college and university to provide on-going training and development opportunities that foster the cultural fluency and competency of campus staff, faculty, and administration.
- Create a mechanism for assessing the cultural fluency and competency of all employees.
- Add cultural fluency and competency measures in staff, faculty and administration performance appraisals and self-evaluations.
- Include an assessment of the cultural fluency and competence of all applicants during the hiring process.
- Create mechanisms for assessing the level of safety, respect, and inclusion in all classroom learning environments;
- Provide rewards and other incentives for employees who advance their campus' efforts in diversity, inclusion, and equity efforts.
- Explore the Center for Organizational Responsibility and Advancement which offers courses designed to provide community college instructional faculty and staff with strategies and approaches that may be utilized to foster enhanced learning among people of color.

The workgroup also considered potential implementation challenges and identified areas of opportunity. Given the varying difference (region, demographics, and size) between each institution, surveys assessed existing training and institutional culture to determine common challenges. The responses were evaluated by the workgroup to identify effective recommendations for increasing the likelihood of successful implementation. The workgroup's research emphasis and thoughtful approach led to these robust recommendations and resources to address mitigating disparities in higher education, while carefully considering potential obstacles.

BACKGROUND AND LEGISLATION ORIGIN

(Provided by the Oregon Student Association)

The idea of House Bill 3308 first began with students from marginalized communities noticing a trend in their experiences at their respective institutions. These experiences included a host of micro-aggressions in the classroom, a lack of institutional resources, and a lack of understanding from their peers. Students shared these common stories with each other and discovered that as their campuses became more diverse than ever, Oregon would need to seriously consider how to address the disparities in higher education that they faced.

This led students to write policy briefs on how to address these issues on the statewide level. These policy briefs were created under a principal belief that education is for the public good and that the role of higher education institutions is to foster equality while dismissing intolerance. As policy options were being developed, it became clear students needed a multifaceted solution to address the culture shock they face when arriving on campus and the persistent underrepresented student achievement gap.

In an effort to tackle this complex issue, students decided the most strategic way to address the need for Cultural Competency was to create a workgroup to further study existing best practices, what the “standard” of trainings would be, and what the implication of implementing the standards and training would be.

With this research, stakeholders would then look to the legislature to implement the workgroup recommendations and further higher education equality in a tangible way.

While testifying on this bill, student veterans, student parents, first generation students, and students from minority backgrounds spoke about the disparities they faced. These testimonies were a representation of how different communities have encountered institutional barriers while going through their college career. Students talked about how they didn’t feel safe on campus and the lack of resources to address their needs.

For example, Danita Harris from WOU spoke about her experience in a classroom, saying:

“My third year at Western Oregon University focused heavily on my major in sociology. As a focus we tackled big social issues past and current. While discussing mechanisms for dehumanization, our lecture focused primarily around language usage. To demonstrate how language can dehumanize an individual this professor used the word ‘nigger’ with great exaggeration. His point was well made and lessons learned. However, this continued for three weeks. Thirty-seven times he said ‘nigger,’ all the while defending his usage as a lesson and justifying his ability to do so because he has black friends. Before I eventually stopped attending class I noticed others from varying ethnic backgrounds were no longer in attendance. Though this is my story, this instance not only affected me, but the class as a whole. This experience was far from anecdotal.”

As another example, Carolina deMorais:

“Due to my Bipolar Disorder, I have encountered obstacles, many times directly from faculty and staff simply not understanding the intricacies of my condition. On the eve of my last day of finals, my flashbacks and anxiety levels led to a night of insomnia and exhausting bouts of adrenaline overdrive. My first final the next morning entailed giving a speech in front of a classroom full of my peers; a task I normally revel in. In my current state, however, the thought of standing in front of critiquing eyes left me feeling uncomfortably vulnerable. I felt it would be in my best interest to speak to my professor prior to the session and let them know what was going on. When I attempted to explain the situation, I was met with curt responses of a “just do it” nature, which, in my state, felt accusatory and not the least bit helpful. When my turn arrived, my stifled tears finally broke the weak-willed barrier I had put up and came flooding to the surface for all to see. This instance could have been prevented if my professor would have had the adequate level of understanding through professional development to support my condition. Without cultural competency continuing education, students feel isolated from faculty and unsafe in the classroom. Lack of cultural competency creates barriers to academic success. It prevents us from seeking help, speaking up, and reaching out.”

Legislators listened and ultimately decided to use this opportunity to gain the necessary and essential information to make the most educated decisions regarding disparities in higher education in 2017.

The goal of HB 3308 is to provide additional research to develop the most effective recommendations to our legislative body in order to give teeth to the Higher Education Coordinating Commission’s (HECC) equity lens, and guide policy makers to develop higher education policy that works best for all of Oregon’s students. HB 3308 isn’t the silver bullet to address all of the problems previously stated, but this workgroup will lay the foundation for the necessary next steps for Oregon to create safer spaces for marginalized students in our institutions.

LEGISLATIVE DIRECTION

HB 3308 passed by the 2015 Oregon Legislature directed the Higher Education Coordinating Commission (HECC) to convene a workgroup comprised of students, faculty, staff, and administrators at public universities and community colleges to analyze and develop recommendations pertaining to disparities that currently exist amongst traditionally marginalized, underserved or underrepresented communities in higher education.

“(3)¹ The focus of the work group is on addressing through continuing education the disparities that currently exist in higher education for the following groups and subgroups:

- (a) People of color;
 - (b) People with disabilities;
 - (c) Individuals who are lesbian, gay, bisexual or transgender;
 - d) Nontraditional students;
 - (e) First-generation college students;
 - (f) Students who formerly served in the Armed Forces of the United States; and
 - (g) People whose first language is not English.
- (4) The commission shall submit a report in the manner provided by ORS 192.245 detailing the analysis and recommendations required under this section to the interim legislative committees on higher education no later than June 30, 2016.”

A copy of the legislation is available in Appendices A

¹ House Bill 3308, 2015:
<https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/HB3308/Enrolled>

LEGISLATIVE WORKGROUP CHARGE

The HB3308 legislatively mandated workgroup was comprised of six diverse professionals and four diverse students representing the group and subgroups from community colleges and public universities, as identified in the bill language. Further, key stakeholders were invited to participate: Inter-institutional Faculty Senate, Oregon Community College Association, Oregon Student Association, Teacher Standards & Practices Commission, American Federation of Teachers, Oregon Education Association and representatives from the HECC offices of: Community Colleges & Workforce Development, University Coordination, Research & Data and Executive Director. Representative Gallegos and his staff also participated.

The work group met on a monthly basis beginning December, 2015. Given their successful deployment of cultural competence continuing education for health care professionals, the first meeting included a presentation from the Oregon Health Authority (OHA) who shared insights on best practices, lessons learned, and effective approaches.

The workgroup discussed the effective and strategic approaches taken by OHA most relevant to their efforts. To better address, analyze, and develop the recommendations pertaining to disparities facing marginalized students in higher education the workgroup created three subcommittees: Standards, Existing Training & Research, and Implementation Challenges & Opportunities. Each subcommittee included a student, community college and/or university representative, and one or two key stakeholders.

- ***Standards Subcommittee:*** charged with researching, evaluating, developing and creating a model of proposed standards around necessary and essential skills specifically designed for faculty, staff and administrators. The subcommittee further evaluated the value proposition of the OHA model and research, made appropriate modifications, and recommendations regarding a three-tiered standards model consisting of essential skills set at basic, intermediate and advanced levels.
- ***Existing Training & Research Subcommittee:*** explored existing cultural competence continuing education training available at various institutions and organizations including: community colleges, public and private universities, community advocacy groups and student advocacy groups. The subcommittee also conducted a literature review, media scans and assessment of promising and best practices in Oregon and nationwide. In addition, the subcommittee examined the current disparities that exist in Oregon higher education.
- ***Implementation Challenges & Opportunities Subcommittee:*** identified operational, hierarchical, institutional and regional challenges at various community colleges and public universities throughout Oregon to implement cultural competence continuing education. The subcommittee conducted an email survey to gain a better understanding of existing training and challenges. The responses allowed the subcommittee to determine potential trends, challenges, and opportunities.

All three subcommittees began their respective work in January 2016 and met monthly over a four-month period. The subcommittees brought their initial recommendations to the full workgroup who then analyzed and developed final recommendations.

This report provides the combined subcommittee's analysis and recommendations, including a literature review on the current condition of disparities in higher education impacting the groups and subgroups identified in HB 3308, a proposed recommendation for use of the term 'cultural competence', a model depicting the proposed standards from essential skills ranging from basic to advanced levels for administrators, staff and faculty for cultural competence continuing education in higher education.

This report provides the workgroup's analysis and recommendations, including:

- a presentation of the student and faculty, staff and administrator demographics at community colleges and universities
- a literature review on the current condition of disparities in higher education impacting the groups and subgroups identified in HB 3308
- a higher education continuing education model depicting the proposed cultural competence and fluency standards for essential skills ranging from basic to advanced levels for administrators, staff and faculty

The legislatively mandated workgroup, stakeholder participants and subcommittee roster is available in Appendix B – C

OREGON STUDENT, ADMINISTRATOR AND FACULTY DEMOGRAPHICS

To address disparities in higher education within marginalized, underserved or underrepresented communities, as directed by HB 3308, it is important to begin with a description of those communities. The HECC administers and maintains two databases for student level data utilized for this purpose. Community College student data is submitted by the 17 community colleges to the Data for Analysis (D4A) database. University student data is submitted by the seven public universities to the Student Centralized Administrative Reporting File (SCARF).

Important note: student data (Tables 1 – 3) is self-reported by students to the colleges and universities and are not subject to verification by those institutions. While student level data is generally accepted as reliable, the self-reported nature introduces an element of uncertainty.

Instructional staff and administrator data (Table 4) is reported by the colleges and universities to the Integrated Postsecondary Education Data System (IPEDS). IPEDS is maintained by the National Center on Educational Statistics (NCES) located within the U.S. Department of Education.

Below are highlights from **Tables 1-4**. As a cautionary note, those interested in particular institutions or regions of the state are encouraged to use results only from selected institutions as there is considerable variation around the state and all institutions may not be consistent with the highlights below.

Student Race/Ethnicity Distribution

The first underrepresented group referred to in HB 3308 is people of color. The distribution of student race/ethnicity for academic year 2014-15 is shown in Table 1. Community colleges, in particular, had a significant proportion of students who did not report a race/ethnicity (24%). The size of the unreported category varies, however, from a low of 9.8% at Blue Mountain Community College to over a third at Clackamas and Southwestern Oregon Community Colleges. Large unreported categories increase uncertainty of actual student racial/ethnic composition.

The universities had a smaller proportion of unreported race/ethnicity (6.5%), but there was also significant variation among them (e.g. Southern Oregon University's unreported category was >30%). Those colleges and universities with relatively small unreported categories, may provide an indication of the sizes of minority student populations. Students of color compose lows of 20% - 26% at Tillamook Bay and Oregon Coast Community Colleges, respectively to highs of 40% at Blue Mountain and Columbia Gorge Community Colleges. There is also variation among the universities, but several large universities have minority populations of more than 35% (OSU-Corvallis, PSU, UO, and overall statewide). This reliably suggests that several Oregon postsecondary institutions have 35 – 40% minority student populations.

Table 1. Student Race/Ethnicity Distribution, 2014-15

Institution	Not Reported	Multi-Racial/Ethnic	American Indian Or Alaskan Native	Asian	Black	Hispanic Or Latino	International	Pacific Islander	White
Eastern Oregon University	18.3%	0.9%	2.1%	2.0%	2.1%	6.7%	1.4%	0.8%	65.8%
Oregon Institute of Technology	3.6%	4.8%	1.1%	5.3%	1.7%	8.3%	1.3%	0.6%	73.3%
Oregon State University - Corvallis	3.6%	5.4%	0.6%	6.3%	1.7%	7.1%	11.0%	0.3%	64.0%
Oregon State University - Cascades	8.6%	4.4%	1.2%	1.1%	0.4%	6.7%	0.7%	0.2%	76.8%
Portland State University	6.1%	4.4%	1.4%	6.7%	2.9%	8.7%	7.4%	0.5%	61.9%
Southern Oregon University	30.1%	4.0%	1.2%	1.9%	1.7%	7.0%	2.4%	0.4%	51.4%
University of Oregon	2.3%	5.2%	0.7%	5.2%	2.1%	8.2%	13.9%	0.4%	62.1%
Western Oregon University	4.5%	0.3%	1.8%	3.0%	2.9%	8.9%	6.6%	2.2%	69.8%
Statewide - Universities	6.5%	4.4%	1.0%	5.4%	2.2%	7.9%	8.8%	0.5%	63.1%
Blue Mountain Community College	9.8%	2.2%	2.3%	0.8%	1.4%	23.3%	0.0%	0.5%	59.8%
Central Oregon Community College	28.3%	1.9%	1.7%	1.0%	0.4%	7.4%	0.0%	0.2%	59.1%
Chemeketa Community College	18.6%	2.7%	1.4%	1.7%	1.0%	23.2%	0.5%	0.7%	50.2%
Clackamas Community College	33.9%	2.6%	0.9%	2.5%	1.3%	8.0%	0.3%	0.2%	50.2%
Clatsop Community College	31.3%	2.0%	1.4%	0.9%	0.7%	6.4%	0.0%	0.3%	57.0%
Columbia Gorge Community College	9.6%	1.5%	1.0%	1.5%	0.3%	24.0%	0.0%	0.6%	61.6%
Klamath Community College	17.7%	0.1%	4.6%	1.3%	1.0%	11.7%	1.5%	0.3%	61.8%
Lane Community College	29.0%	3.5%	1.3%	1.8%	1.4%	9.0%	2.3%	0.4%	51.3%
Linn Benton Community College	22.2%	2.2%	1.0%	2.2%	0.7%	7.2%	2.4%	0.3%	61.9%
Mt. Hood Community College	26.7%	2.3%	0.8%	6.0%	3.9%	13.2%	0.1%	0.5%	46.4%
Oregon Coast Community College	5.5%	3.6%	2.8%	1.4%	0.4%	12.1%	0.0%	0.2%	73.9%
Portland Community College	16.5%	4.1%	0.8%	6.9%	4.8%	9.5%	1.5%	0.5%	55.5%
Rogue Community College	20.7%	2.6%	1.3%	1.2%	0.7%	12.5%	0.1%	0.4%	60.6%
Southwestern Community College	35.3%	2.1%	2.2%	1.0%	0.7%	5.4%	0.6%	0.4%	52.2%
Tillamook Bay Community College	7.8%	0.5%	1.1%	0.7%	0.3%	8.3%	0.7%	0.1%	80.5%
Treasure Valley Community College	24.0%	2.1%	0.8%	0.8%	0.6%	17.2%	0.7%	0.1%	53.7%
Umpqua Community College	56.6%	0.1%	1.1%	0.5%	0.4%	3.6%	0.0%	0.2%	37.5%
Statewide - Community Colleges	24.0%	2.8%	1.2%	3.4%	2.2%	11.4%	1.0%	0.4%	53.7%

SOURCE: HECC RESEARCH AND DATA, SCARF AND D4A DATA MART, 2014-15

Student age distribution

HB 3308 also refers to nontraditional students. “Nontraditional” is a term often used to refer to students older than 18 years. On average, in 2014-15 community college students were older than their counterparts at public universities (Table 2). Only about 51% of community college students were 18 – 34 years of age, but over 80% of university students were in that age group. Viewed differently, 37% of community college students were 35 years of age or older, while only 15% of university students were that age group. There is some variation in age distribution, but overall the pattern is fairly consistent and the unreported categories are small. The age distribution in Table 2 suggest that efforts to address higher education disparities among nontraditional students should be focused on universities where the greatest disparities exist.

Table 2. Student Age Distribution, 2014-015

Institution	Not Reported	< 18 (High School)	18-21 (Traditional)	22-34 (Early-Career)	35-49 (Mid-Career)	50-64 (Late-Career)	65+ (Seniors)
Eastern Oregon	0.1%	24.3%	18.8%	33.4%	17.4%	5.6%	0.3%
Oregon Institute of Technology	0.0%	11.8%	28.6%	42.4%	13.5%	3.7%	0.1%
Oregon State University - Corvallis	0.0%	0.7%	39.1%	50.1%	8.2%	1.8%	0.2%
Oregon State University - Cascades	0.0%	0.1%	13.3%	57.6%	22.4%	6.1%	0.4%
Portland State University	0.0%	3.1%	19.8%	53.9%	16.2%	4.7%	2.2%
Southern Oregon University	0.2%	12.0%	29.6%	36.3%	12.0%	3.8%	6.1%
University of Oregon	0.0%	0.9%	50.3%	42.0%	5.1%	1.2%	0.4%
Western Oregon University	0.1%	0.4%	37.2%	47.3%	11.3%	3.5%	0.1%
Statewide - Universities	0.0%	3.8%	33.3%	47.4%	11.2%	3.1%	1.2%
Blue Mountain Community College	0.7%	16.9%	22.0%	26.9%	18.6%	12.1%	2.8%
Central Oregon Community College	1.0%	6.6%	18.6%	29.7%	18.8%	16.8%	8.5%
Chemeketa Community College	0.2%	11.6%	26.7%	32.3%	17.5%	9.5%	2.3%
Clackamas Community College	0.6%	11.6%	19.9%	24.8%	18.7%	15.2%	9.1%
Clatsop Community College	1.0%	10.5%	14.2%	27.4%	17.9%	15.7%	13.2%
Columbia Gorge Community College	0.0%	9.1%	20.6%	28.2%	20.9%	16.5%	4.6%
Klamath Community College	2.2%	19.4%	24.9%	23.3%	15.3%	11.3%	3.6%
Lane Community College	0.0%	13.6%	20.7%	28.7%	14.9%	13.6%	8.4%
Linn Benton Community College	0.0%	11.6%	25.0%	27.7%	13.9%	11.5%	10.2%
Mt. Hood Community College	4.6%	12.0%	20.2%	30.8%	18.0%	11.0%	3.5%
Community College Oregon Coast	1.8%	7.8%	15.9%	25.4%	15.7%	18.1%	15.2%
Portland Community College	0.3%	8.0%	18.0%	38.5%	19.9%	11.5%	3.7%
Rogue Community College	0.5%	14.8%	18.5%	30.0%	18.2%	13.5%	4.7%
Southwestern Community College	1.1%	9.0%	19.7%	21.9%	16.7%	18.9%	12.7%
Tillamook Bay Community College	1.0%	6.4%	11.8%	16.7%	17.1%	21.3%	25.7%
Treasure Valley Community College	0.2%	6.3%	21.5%	31.7%	22.3%	13.9%	4.0%
Umpqua Community College	0.1%	13.1%	15.3%	23.8%	20.5%	20.2%	7.0%
Statewide - Community Colleges	0.8%	10.8%	20.1%	31.0%	18.2%	13.1%	6.0%

SOURCE: HECC RESEARCH AND DATA, SCARF AND D4A DATA MART, 2014-15

Disabled and Veteran Students

Students with disabilities and former members of the Armed Services of the United States are two other groups referred to in HB 3308. The universities do not collect data on students with disabilities; however, the data for those students as well as student veterans attending community colleges are shown in Table 3. The community colleges appear to have many more veterans enrolled than the universities, however the two types of institutions define veterans differently. Community colleges rely on veteran status that is self-reported by students; universities impute veteran status based on veteran tuition reductions or Free Application for Federal Student Aid (FAFSA) information.

Table 3. Disabled and Veteran Students, 2014-15

Institution	Disabled	Veterans
Eastern Oregon University	--	46
Oregon Institute of Technology	--	54
Oregon State University	--	171
Portland State University	--	272
Southern Oregon University	--	32
University of Oregon	--	131
Western Oregon University	--	35
Statewide - Universities	--	741
Blue Mountain Community College	54	420
Central Oregon Community College	415	830
Chemeketa Community College	940	616
Clackamas Community College	376	660
Clatsop Community College	DS*	360
Columbia Gorge Community College	32	92
Klamath Community College	56	402
Lane Community College	1031	717
Linn Benton Community College	432	274
Mt. Hood Community College	59	765
Oregon Coast Community College	10	165
Portland Community College	2283	2138
Rogue Community College	504	826
Southwestern Community College	136	188
Tillamook Bay Community College	DS*	115
Treasure Valley Community College	156	250
Umpqua Community College	150	353
Statewide - Community Colleges	6643	9171

SOURCE: HECC RESEARCH AND DATA, SCARF DATA AND D4A DATA MART 2014-15

NOTE: SCARF does not collect a veteran flag from the universities. The veteran status is imputed by determining students receiving veteran fee remission, FAFSA veteran identification, and students receiving veteran tuition equity. Universities do not track data for disabled students. Disabled and veteran students are self-reported for community college students

DS* = Data suppressed to comply with HECC FERPA policy.

Administrator and Instructional Staff Race/Ethnicity

Administrators and instructional staff have frequent interactions with students; as a result, those groups have a major influence on students' perceptions of their higher education experiences. For this reason, the workgroup examined the race/ethnicity of administrators and instructional staff (Table 4). The most recent IPEDS data available were for Fall, 2013.

Generally, there was less unknown/not reported race/ethnicity for staff than for students. Less than 20% of administrators and instructional staff identify as members of racial or ethnic minorities. This appears to be a much smaller proportion than for students, even when considering the large unreported category for students at community colleges and the smaller unreported category at universities. Several institutions have 35% - 40% minority student populations. Such racial/ethnic disparity could have implications for the educational experience of minority students and support efforts to recruit administrators and instructional staff of color.

Table 4.1 Administrator and Instruction Staff Race/Ethnicity Fall 2013
Full-time Administrators

Institution	Full-time Administrators									Total Full-time Administrators
	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or more races	Unknown	Total	
Eastern Oregon University	2.2%	2.2%	1.1%	1.1%	1.1%	92.3%	0.0%	0.0%	100.0%	91
Oregon Institute of Technology	1.2%	0.0%	3.5%	2.3%	1.2%	87.2%	4.7%	0.0%	100.0%	86
Oregon State University	0.9%	4.5%	1.7%	4.1%	0.1%	85.3%	1.0%	2.3%	100.0%	689
Portland State University	1.1%	7.0%	4.0%	5.2%	0.5%	74.0%	2.5%	5.8%	100.0%	653
Southern Oregon University	3.2%	1.6%	2.1%	1.1%	0.5%	91.5%	0.0%	0.0%	100.0%	188
University of Oregon	1.5%	3.9%	3.2%	4.1%	0.1%	81.7%	0.6%	4.8%	100.0%	684
Western Oregon University	1.7%	3.5%	0.9%	4.3%	0.0%	85.2%	0.0%	4.3%	100.0%	115
Blue Mountain Community College	0.0%	0.0%	0.0%	2.6%	0.0%	78.9%	0.0%	18.4%	100.0%	38
Central Oregon Community College	0.0%	0.0%	3.1%	1.6%	0.0%	87.5%	0.0%	7.8%	100.0%	64
Chemeketa Community College	1.2%	0.0%	1.2%	6.0%	1.2%	83.3%	6.0%	1.2%	100.0%	84
Clackamas Community College	2.4%	9.8%	0.0%	2.4%	0.0%	85.4%	0.0%	0.0%	100.0%	41
Clatsop Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	16
Columbia Gorge Community College	0.0%	7.7%	0.0%	7.7%	0.0%	84.6%	0.0%	0.0%	100.0%	26
Klamath Community College	5.0%	0.0%	0.0%	5.0%	0.0%	90.0%	0.0%	0.0%	100.0%	20
Lane Community College	1.4%	1.4%	0.7%	5.1%	0.7%	84.8%	4.3%	1.4%	100.0%	138
Linn-Benton Community College	0.0%	0.0%	1.9%	1.9%	0.0%	92.3%	1.9%	1.9%	100.0%	52
Mt Hood Community College	0.0%	0.0%	0.0%	6.5%	0.0%	88.7%	4.8%	0.0%	100.0%	62
Oregon Coast Community College	0.0%	10.0%	0.0%	10.0%	0.0%	80.0%	0.0%	0.0%	100.0%	10
Portland Community College	0.5%	5.2%	5.2%	5.8%	0.5%	80.1%	1.6%	1.0%	100.0%	191
Rogue Community College	2.0%	0.0%	0.0%	4.0%	0.0%	94.0%	0.0%	0.0%	100.0%	50
Southwestern Oregon Community College	2.7%	0.0%	0.0%	0.0%	0.0%	91.9%	0.0%	5.4%	100.0%	37
Tillamook Bay Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	7
Treasure Valley Community College	0.0%	0.0%	0.0%	5.3%	0.0%	94.7%	0.0%	0.0%	100.0%	19
Umpqua Community College	2.0%	0.0%	2.0%	0.0%	0.0%	69.4%	10.2%	16.3%	100.0%	49
Statewide	1.3%	3.9%	2.5%	4.0%	0.3%	82.9%	1.6%	3.5%	100.0%	3410

**Table 4.2 Administrator and Instruction Staff Race/Ethnicity -Fall 2013
Part-time Administration**

Institution	Part-time Administration									Total Part-time Administration
	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or more races	Unknown	Total	
Eastern Oregon University	5.9%	0.0%	0.0%	0.0%	0.0%	94.1%	0.0%	0.0%	100.0%	17
Oregon Institute of Technology	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	6
Oregon State University	3.1%	0.0%	3.1%	9.4%	0.0%	78.1%	0.0%	6.3%	100.0%	32
Portland State University	2.1%	6.3%	4.2%	2.1%	0.0%	81.3%	2.1%	2.1%	100.0%	48
Southern Oregon University	0.0%	4.3%	0.0%	2.2%	0.0%	93.5%	0.0%	0.0%	100.0%	46
University of Oregon	0.0%	1.7%	0.0%	0.0%	0.0%	87.9%	1.7%	8.6%	100.0%	58
Western Oregon University	0.0%	2.2%	2.2%	4.5%	1.1%	79.8%	0.0%	10.1%	100.0%	89
Blue Mountain Community College	0.0%	0.0%	0.0%	0.0%	0.0%	52.9%	5.9%	41.2%	100.0%	17
Central Oregon Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	3
Chemeketa Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	1
Clackamas Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	3
Clatsop Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Columbia Gorge Community College	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%	100.0%	3
Klamath Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Lane Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	7
Linn-Benton Community College	25.0%	25.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	100.0%	4
Mt Hood Community College	0.0%	14.3%	0.0%	14.3%	0.0%	57.1%	0.0%	14.3%	100.0%	7
Oregon Coast Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	1
Portland Community College	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	20.0%	100.0%	5
Rogue Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Southwestern Oregon Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Tillamook Bay Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Treasure Valley Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	--	0
Umpqua Community College	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	1
Statewide	1.1%	2.9%	1.4%	3.2%	0.3%	82.2%	1.4%	7.5%	100.0%	348

**Table 4.3 Administrator and Instruction Staff Race/Ethnicity –Fall 2013
Full-time Instructional Staff**

Institution	Full-time Instructional Staff									Total Full-time Instructional Staff
	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or more races	Unknown	Total	
Eastern Oregon University	0.0%	1.9%	1.9%	2.8%	0.0%	92.5%	0.0%	0.9%	100.0%	107
Oregon Institute of Technology	0.7%	5.2%	0.0%	2.2%	0.0%	89.6%	0.7%	1.5%	100.0%	134
Oregon State University	0.7%	9.1%	0.7%	4.9%	0.0%	77.2%	0.7%	6.7%	100.0%	856
Portland State University	1.4%	6.2%	2.0%	4.2%	0.0%	74.5%	1.4%	10.3%	100.0%	698
Southern Oregon University	1.4%	4.8%	0.0%	4.3%	0.0%	88.9%	0.5%	0.0%	100.0%	207
University of Oregon	0.9%	7.9%	1.4%	4.9%	0.0%	76.8%	0.3%	7.8%	100.0%	862
Western Oregon University	0.0%	2.8%	2.3%	5.1%	0.0%	87.0%	0.0%	2.8%	100.0%	216
Blue Mountain Community College	0.0%	0.0%	0.0%	0.0%	0.0%	89.3%	0.0%	10.7%	100.0%	56
Central Oregon Community College	0.0%	2.5%	0.0%	2.5%	0.0%	86.7%	0.8%	7.5%	100.0%	120
Chemeketa Community College	1.1%	2.1%	1.1%	5.3%	0.0%	83.7%	3.2%	3.7%	100.0%	190
Clackamas Community College	1.9%	1.9%	0.9%	4.6%	0.0%	90.7%	0.0%	0.0%	100.0%	108
Clatsop Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	27
Columbia Gorge Community College	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	18
Klamath Community College	3.2%	0.0%	0.0%	3.2%	0.0%	93.5%	0.0%	0.0%	100.0%	31
Lane Community College	1.6%	2.4%	0.8%	3.9%	0.4%	86.2%	1.6%	3.1%	100.0%	254
Linn-Benton Community College	0.0%	1.6%	1.6%	1.6%	0.0%	92.8%	0.8%	1.6%	100.0%	125
Mt Hood Community College	0.7%	1.3%	1.3%	6.6%	0.0%	86.1%	2.0%	2.0%	100.0%	151
Oregon Coast Community College	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%	0.0%	0.0%	100.0%	10
Portland Community College	0.5%	4.6%	2.1%	5.1%	0.0%	82.9%	2.1%	2.8%	100.0%	433
Rogue Community College	0.0%	1.3%	0.0%	2.6%	0.0%	90.8%	0.0%	5.3%	100.0%	76
Southwestern Oregon Community College	3.7%	3.7%	1.9%	0.0%	0.0%	83.3%	0.0%	7.4%	100.0%	54
Tillamook Bay Community College	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	0.0%	12.5%	100.0%	8
Treasure Valley Community College	0.0%	1.7%	0.0%	0.0%	0.0%	94.9%	0.0%	3.4%	100.0%	59
Umpqua Community College	0.0%	0.0%	1.6%	0.0%	0.0%	68.9%	16.4%	13.1%	100.0%	61
Statewide	0.9%	5.3%	1.2%	4.2%	0.0%	81.7%	1.1%	5.6%	100.0%	4861

**Table 4.4 Administrator and Instruction Staff Race/Ethnicity –Fall 2013
Part-time Instructional Staff**

Institution	Part-time Instructional Staff									Total Part-time Instructional Staff
	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or more races	Unknown	Total	
Eastern Oregon University	0.0%	0.0%	0.0%	5.9%	0.0%	94.1%	0.0%	0.0%	100.0%	17
Oregon Institute of Technology	0.0%	15.0%	0.0%	0.0%	0.0%	80.0%	0.0%	5.0%	100.0%	20
Oregon State University	2.2%	5.7%	1.4%	1.4%	0.0%	83.7%	0.5%	5.1%	100.0%	369
Portland State University	0.4%	2.8%	2.3%	3.8%	0.1%	78.1%	1.4%	11.1%	100.0%	791
Southern Oregon University	1.8%	1.8%	0.9%	0.0%	0.0%	94.7%	0.0%	0.9%	100.0%	114
University of Oregon	1.0%	4.0%	1.0%	2.8%	0.3%	85.9%	0.3%	4.8%	100.0%	398
Western Oregon University	1.1%	2.7%	1.1%	4.4%	0.5%	84.6%	1.1%	4.4%	100.0%	182
Blue Mountain Community College	0.0%	0.0%	0.0%	2.3%	4.6%	40.8%	0.0%	52.3%	100.0%	130
Central Oregon Community College	0.9%	1.4%	0.0%	0.9%	0.0%	87.5%	0.5%	8.8%	100.0%	216
Chemeketa Community College	1.2%	1.8%	1.0%	7.1%	0.0%	82.7%	3.3%	2.9%	100.0%	510
Clackamas Community College	1.0%	1.4%	0.7%	4.1%	0.0%	91.9%	0.0%	1.0%	100.0%	296
Clatsop Community College	0.0%	1.3%	1.3%	0.0%	1.3%	96.1%	0.0%	0.0%	100.0%	77
Columbia Gorge Community College	0.9%	1.9%	0.0%	3.7%	0.0%	93.5%	0.0%	0.0%	100.0%	107
Klamath Community College	1.4%	0.0%	2.7%	2.7%	0.0%	93.2%	0.0%	0.0%	100.0%	74
Lane Community College	1.0%	1.5%	1.2%	2.7%	0.0%	80.1%	2.5%	10.9%	100.0%	403
Linn-Benton Community College	0.6%	3.3%	1.2%	2.7%	0.6%	86.6%	1.2%	3.9%	100.0%	336
Mt Hood Community College	0.3%	2.6%	1.3%	3.9%	0.0%	69.1%	1.3%	21.6%	100.0%	385
Oregon Coast Community College	0.0%	0.0%	2.0%	0.0%	0.0%	98.0%	0.0%	0.0%	100.0%	49
Portland Community College	0.4%	4.5%	1.7%	3.7%	0.1%	80.9%	1.0%	7.8%	100.0%	1452
Rogue Community College	0.3%	1.5%	0.0%	2.0%	0.0%	85.5%	1.0%	9.7%	100.0%	393
Southwestern Oregon Community College	2.0%	0.7%	0.7%	0.0%	0.0%	64.7%	0.7%	31.4%	100.0%	153
Tillamook Bay Community College	2.3%	0.0%	2.3%	0.0%	0.0%	93.0%	0.0%	2.3%	100.0%	43
Treasure Valley Community College	0.7%	1.3%	0.0%	5.4%	0.0%	87.9%	0.0%	4.7%	100.0%	149
Umpqua Community College	0.7%	1.3%	0.7%	0.0%	0.7%	84.3%	7.2%	5.2%	100.0%	153
Statewide	0.8%	2.8%	1.2%	3.2%	0.2%	81.8%	1.2%	8.7%	100.0%	6817

SOURCE: HECC RESEARCH AND DATA, SCARF DATA AND D4A DATA MART, 2013

DISPARITIES IN EDUCATION

To effectively address post-secondary education disparities, it is important to learn and understand its root cause. Disparities occurring amongst ethnic/racial groups are often progressive and begin at very early ages. To better assess the current disparities in post-secondary education, research, literature and media scans were explored by the Existing Training & Research Subcommittee.

This brief presentation and observations include the most recurring online information available to date regarding disparities in achievement, services, and capacity within the educational system (both K-12 and higher education) in the State of Oregon, as well as highlights from key resources.

The Oregonian makes a case for disparities negatively impacting school achievement across the state² and highlights key findings.

² http://www.oregonlive.com/education/index.ssf/2016/01/oregon_ranks_low_in_education.html

According to *Education Week* researchers, Oregon ranks #14 nationally for per student spending, yet significantly lags in its progress to address disparities within the P-20 education systems.³

Oregon ranks low nationally⁴:

- Disparities between poor and not-poor students' reading and math scores (# 49)
- Improvements in reading and math achievements since 2003 (# 45)
- Percent of taxable wealth spent on education (# 42)
- Increase in eighth-graders with advanced math skills (# 49)
- Students with school funding at or above national average (# 38)

In 2012, the American Psychological Association published *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*. The following educational disparity areas were covered within that report: early childhood education, immigrants, English learners, gifted learners, intersection of gender and race, social identities and ethnic and racial self-consciousness, racial and ethnic composition of schools, and re-envisioning teaching and learning; recommendations.⁵

Academic performance disparities between White and other Asian Americans and African American, American Indian, Latinos, and Southeast Asian groups are pervasive.

These educational disparities:

- Mirror ethnic and racial disparities in socioeconomic status as well as health outcomes and healthcare
- Are evident early in childhood and persist through the K-12 education spectrum
- Are reflected in test scores assessing academic achievement such as reading and math, repeating one or more grades, drop-out and graduation rates, etc.

Oregon's Chief Education Office has authored numerous reports including those devoted to examining equity, poverty, ethnicity/race and minority teacher status.⁶ The items below draw out some of the key findings:

The Oregon Educator Equity Report Executive Summary 2015

- As of July 2015, Oregon falls short by 6 individuals of being on track to meet the 2015 goal of increasing the percentage of diverse teachers employed by school districts and education service districts by 10% as compared to July 2012
- As of July 2015, Oregon has met the 2015 goal of increasing the percentage of diverse administrators employed by school districts and education service districts by 10% as compared to July 2012
- The 2012-2013 data show that enrollment of racially diverse candidates decreased in public educator preparation programs by 82 compared to the 2011-2012 baseline

³ http://www.edweek.org/media/qualitycounts2016_release.pdf

⁴ <http://www.edweek.org/media/ew/qc/2016/shr/em16shr.or.h35.pdf>

⁵ <http://www.apa.org/ed/resources/racial-disparities.pdf>

⁶ <http://education.oregon.gov/accelerated-learning/#research>

2014 Oregon Minority Teacher Status Report

- The 2012-2013 data indicate the annual yield of minority candidates graduating from public educator preparation programs increased by 16 and minority graduates accounted for 14.3% of the total graduates.
- The 2013-2014 data reveal the number of culturally and linguistically diverse administrators employed in Oregon public schools has increased by 18 since 2011-2012 and is currently 10.8% of the employed administrator workforce
- The 2013-2014 data show the number of culturally and linguistically diverse teachers employed in Oregon public schools only increased by 10 for a total of 2,401, which is 8.46% of the employed teacher workforce

Issue Brief: “English Learners”

- Girls score higher than boys on reading ability tests. This is a gender gap that stands today and has persisted over the past several decades
- Analysis of the Common Core State Standards on U.S. education to assess its policy value
- High school years are a time when student engagement intensity decreases

Issue Brief: “Disproportionate discipline in Oregon’s K-12 Schools”

During the 2011-2012 school year, approximately 43,000 (8%) of Oregon students were subject to formal disciplinary action (in or out-of-school suspension or expulsion). Disciplinary actions taken lead to less classroom time, less time learning, and a higher propensity to lag-further behind in experiencing academic success.

Of these, across Oregon, disciplinary action lasting 1 day (55%) or less than 10 days (95%) including out-of-school suspension and expulsions involved:

- 70% students from low-income families;
- 70% male students;
- 25% students in elementary school;
- 40% in middle school;
- 35% in high school.

Of the students disciplined, the least disciplined were Asian and the most or recurring discipline occurred amongst Black/African American students:

- 16% Black/African American;
- 11% Indian/Alaskan Native;
- 9% Hispanic/Latino;
- 9% Native Hawaiian/Pacific Islander;
- 8% Multiracial;
- 7% White;
- 2% Asian.

NATIONAL BEST PRACTICES SCAN

The following is a brief presentation and analysis on programs offering cultural competence training to higher education faculty across the nation; in particular, noting promising and best practices.

*New York University*⁷

An essential need at NYU (and all campuses) is to constantly improve understanding of the diverse identities and worldviews of students and professionals with which students, faculty and administrators engage at the university. Thus, it is imperative and most critical that the NYU community understands the dramatic and the subtle aspects of difference and knows others in all their complexity. The A.C.T. Institute recognizes that to keep pace with the immensity of this enterprise, Student Affairs administrators must all be life-long learners in the field of diversity and have forums for facilitated discussion on these topics.

It does this through a sustained series of seminars, with innovative pedagogies, that allow for dialogue that honors the experiences and worldviews that exist within the participants. Such opportunity to dialogue around these complex subjects, between colleagues across a multitude of departments and schools, has been another critical need participants report being met.

Though the Director and Associate Director of CMEP take the lead on creating the curriculum and serve as primary instructors for the A.C.T. Institute. Rich collaborations with academic affairs occurs as faculty from various schools present at seminars, provide consultation and contribute relevant research and publications to the reading list. The A.C. T. Institute also works closely with a wide range of colleagues from departments such as university chaplains, Institutional Research, Admissions, Office of LGBT Student Services, Office of International Students and Scholars and many others. These departments provide speakers, educational materials, expertise and additional resources. Academic deans, faculty and administrators from student affairs departments all collaborate with the A.C.T. Institute to promote the seminar series through various communications channels. Such collaboration results in a high level of awareness among administrators regarding the institute, which translates to high enrollment of participants from diverse sections of the university. This cross-section of participants itself represents another form of ongoing collaborations between many departments as they collectively explore the many facets of diversity and discuss ways they can work together in promoting greater awareness of these critical issues.

*Florida Universities*⁸

Any University of West Florida faculty or staff member is eligible to earn the Cross-Cultural Competency Certificate. Participants must complete the core course plus 5 additional courses (6 courses = 12 hours). All who complete the certificate program will be honored at the annual Office of Equity Diversity & International Affairs OEDIA Awards ceremony in April of each year.

⁷ <http://www.nyu.edu/life/student-life/student-diversity/multicultural-educationandprograms/programs-and-events/administrators-cultural-training-institute.html>

⁸ <http://uwf.edu/offices/equity-diversity-international-affairs/oedia/cultural-competency-training/>

*Washington University*⁹

Washington State University is becoming one of the fastest growing diverse and inclusive universities in the Northwest. Their commitment to diversity is even more apparent with the creation of the first Cultural Competency Certificate Program in the Washington State University system. Offered through the Office of Equity and Diversity, the Cultural Competency Certificate Program consists of cultural diversity workshops, seminars, classroom curriculum offerings and service learning opportunities available to all members of the community. The Cultural Competency Certificate Program is the link between theory and the practical application of concepts to the workplace, creating an experiential shift in values, attitudes and behaviors that will result in a fully engaged workforce. Upon completion of the program, participants are able to leverage their cultural competencies in order to better access new and emerging markets.

*Wisconsin*¹⁰

Learning Communities for Institutional Change & Excellence (LCICE) Cultivating Inclusive Practice through Dialogue. LCICE is a unit in the Division of Diversity, Equity and Educational Achievement (DDEEA) that offers academic-year and semester-long Learning Communities (LCs) to help build institutional capacity to implement strategic diversity initiatives and develop abilities to engage effectively in a globally interconnected workforce and world. The university's success in its mission as a world-class teaching, research, and public service institution depends on nurturing a diverse body of students, faculty and staff to foster innovation and excellence. To achieve this mission, the Learning Communities provide a forum for active participation in dialogue focused on creating working, learning, and teaching environments where everyone is heard, valued and included. Through dialogue, one learns how to engage in transformative changes of behaviors, policies, and procedures that collectively impact the campus climate for ALL community members.

Research Conclusion:

Medical school programs and social work programs seem to have the greatest focus in cultural competency and creating culturally competent faculty. Virginia's special education program also has a large section addressing working with cultural competence when practicing with those who have a disability. NYU implements a strong cultural competency program run by the CEMP and ACT center of multicultural education and administration cultural training institution. The program focuses on faculty training via a variety of lectures and workshops as well as fostering a collaborative relationship between various university departments such as the LGBT department and international affairs. West Florida University and Washington State University offer certification in cultural competence training. Florida's certification takes 12 hours to complete and 6 different courses covering a variety of subjects around varying cultural and religious practices, and LGBT community competence. Wisconsin has created the LCICE (Learning Communities for Institutional Change and Excellence) department that implements strategic diversity initiatives throughout campus and offer workshops around cultural competence and social justice workshops to faculty and students in Madison. The phrase "cultural competency" is still a new concept to many universities. The need for

⁹ <http://diversityeducation.wsu.edu/cultural-competency-training/>

¹⁰ <http://www.library.wisc.edu/lcice/>

departments of cultural affairs and cultural competency resources, particularly to faculty members, is still a relatively new concept and ongoing process.

INSTITUTIONAL SURVEY RESULTS

The HECC Office of University Coordination, Academic Policy & Planning Director emailed a three question cultural competency survey to the lead administrator responsible for diversity and inclusion at each public university. Soliciting information at a high administrative level was deemed an effective strategy to obtain current institution-wide data.

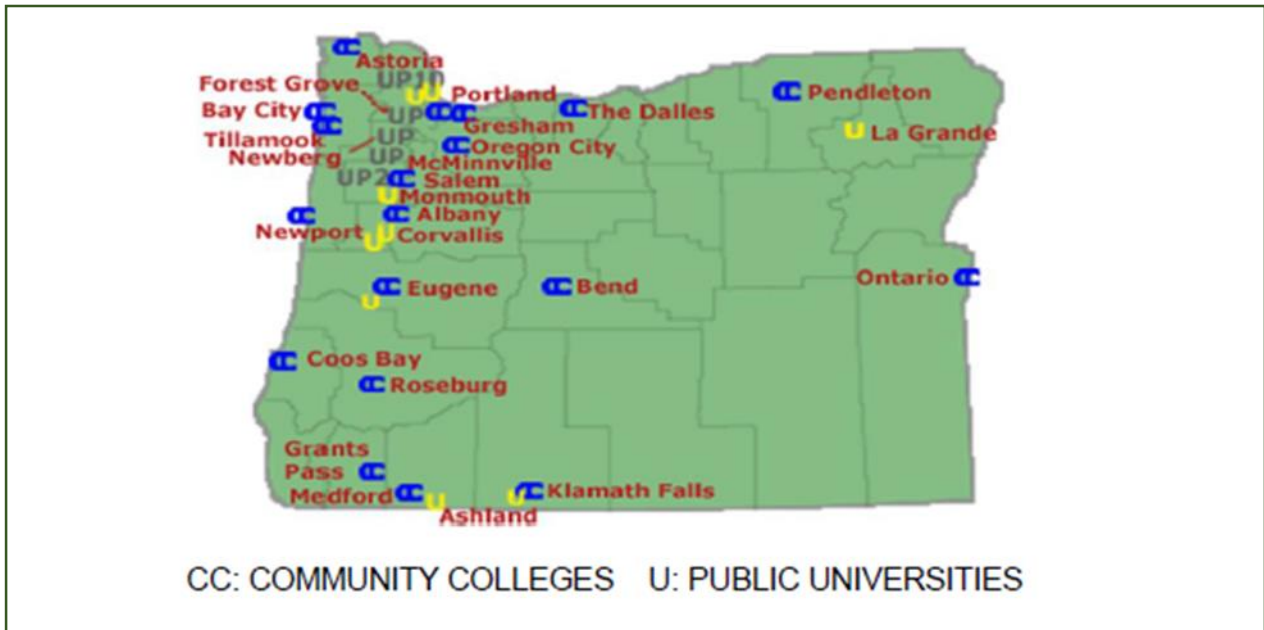
For the purpose of collecting data pertaining to community colleges, the Academic Advisor from Oregon Coast Community College utilized listserves for the CSSA (Counsel of Student Services Administrators), CIA (Counsel of Instructional Administrators), and the state IDC (Inclusion and Diversity Consortium) to identify staff, faculty, and administrators at each community college engaged in diversity work. Once email addresses were gathered, an email was composed with the following questions:

The questions queried were:

-
1. Does your college currently provide cultural competency training or training that might fall under that umbrella? What is the content of those trainings? Who does it reach? Who attends?
 2. Are there/were there any obstacles in implementing this training? What seems/seemed to work well?
 3. If your campus does not currently have cultural competency training, what barriers have you encountered at your college in the past when implementing new initiatives that might have some connection to cultural competency?
-

Six of seven universities responded including: Portland State University (PSU), Southern Oregon University (SOU), Oregon Institution Technology (OIT), Oregon State University (OSU), Western Oregon University (WOU) and University of Oregon (UO).

Nine of seventeen community colleges replied to the inquiry including: Clackamas Community College, Central Oregon Community College, Lane Community College, Rogue Community College, Linn-Benton Community College, Portland Community College, Mount Hood Community College, Oregon Coast Community College, and Chemeketa Community College.



Map Source: <http://www.orinfrastructure.org/assets/images/misc/edmap.gif>

In response to the survey questions, the following generalizations were derived given three distinct findings around existing training, challenges implementing training opportunities, and areas of success.

Finding 1: Existing Training

- Five of six university respondents offer courses in cultural competency and/or seminars or other courses with topics such as inclusion, diversity, underserved populations, LGBTQ related programs, harassment, and equity.
- Some universities include such training as a component of new employee/student orientation, while others do not.
- Seven of nine community colleges respondents have some cultural competency/fluency training while the other two community colleges respondents identified it as a future goal.

Finding 2: Implementation Challenges

The survey results revealed few community colleges have dedicated staff devoted to issues of equity, diversity and inclusion.

- Three of nine community colleges indicated those who most need training, don't participate in the training.
- Rural community colleges struggle to obtain trainers.
- If just one individual is responsible to lead the work, it results in message and momentum fatigue.

- None of the responding colleges mandate such training for faculty, staff, or students but most trainings are openly available to appropriate audiences when offered.
- There is an overall lack of understanding regarding the importance of equity, diversity and inclusion training; it is not seen as a critical element in the learning environment.

Universities indicate the most common obstacle to offering Equity, Diversity and Inclusion training is scheduling with minimal burden on faculty and departments.

- At the universities: additional concerns include outside contractor training costs, securing faculty/staff support for trainings, and finding ways to collaborate across departments for training implementation.

Finding 3: Opportunities to Overcome Challenges

- Three of nine responding community colleges use "Navigating Differences" training with one additional community college under consideration.
- Seven of nine responding community colleges have some cultural competency/fluency training in place, while the others list it as an identified future goal.

One community college has a "Diversity Education Award" for staff, faculty, and students earned by completing 15 hours of training.
Overwhelmingly positive response.

- Techniques that have worked well or show promise, include:
 - utilizing interactive training delivery rather than pure lecture style
 - allowing/encouraging students to invite others to trainings
 - promoting in-person as well as online training options
 - providing a variety of resources to facilitate learners at various stages of learning the topic

The survey response from the community colleges and universities are available in Appendices D

STANDARDS MODEL AND WORKGROUP RECOMMENDATIONS

The cultural fluency and competency standards listed below include the awareness, knowledge, and skills needed to create learning environments that support students' academic success and career goals. They also promote an institutional ethos that respects differences among people and fosters equity and inclusion in our educational structures. The standards of cultural fluency and competency pertain to various racial and cultural groups as well as other often under-served student populations, such as students of color, LGBTQ, veterans, students with disabilities, non-traditional, first generation, and students whose first language is not English. The following list was drawn from the work of the National Association of Student Affairs Professionals (NASPA) Professional Competency Areas for Student Affairs Practitioners, Oregon Cultural Competency Content Framework¹¹, and Washington State's Recommendations for Cultural Competency for All Teachers¹².

Basic Level of Cultural Fluency and Competence¹³

One should be able to:

- Assess one's own awareness of equity, privilege, and diversity, and articulate one's own cultural differences and similarities with others;
- Articulate how cultural differences impact human development, learning, and teaching;
- Integrate cultural knowledge with specific and relevant diverse issues on campus;
- Demonstrate personal skills associated with equity and diversity by participating in activities that challenge one's beliefs;
- Interact with diverse individuals involved in campus programs, services, and activities in a way that reflects an understanding and appreciation of cultural and human differences;
- Recognize the intersectionality of diverse identities possessed by an individual;
- Recognize systems of oppression and the effect they have on people of diverse backgrounds and traditionally marginalized populations;
- Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment;
- Identify one's own cultural and learned biases;
- Recognize, use, and respect individual identifiers such as pronouns, cultural identities, etc.;
- Demonstrate ability to effectively address acts of bias or disrespect;
- Direct students to available campus resources for any needed accommodations or support;
- Identify the broad span of differences as assets and not deficiencies; and
- Articulate the value that diverse perspectives, backgrounds, and cultures brings to learning environments.

¹¹ http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf

¹² <http://www.k12.wa.us/Compensation/pubdocs/PreparingTeachersforSchoolsAsTheyAre1.PDF>

In addition to the above, **classroom instructors** should also be able to:

- Create respectful and inclusive learning environments that are free of cultural biases;
- Use appropriate technology to assist individuals with diverse backgrounds; and
- Facilitate respectful, safe, and inclusive dialogues effectively among disparate audiences.

Intermediate Level of Cultural Fluency and Competence

One should be able to:

- Engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory;
- Integrate cultural knowledge with specific and relevant cultural issues on campus;
- Contribute to multicultural training that expands one's cultural knowledge;
- Identify systemic barriers to equity and inclusiveness, and then advocate for and implement means of dismantling them;
- Apply advocacy skills to assist in the development of a more multi-culturally sensitive institution and profession;
- Challenge and educate other faculty, staff, and administrators around issues of diversity, social justice, and inclusion;
- Engage in opportunities for self-reflection and self-evaluation on issues of equity and diversity; and
- Participate in opportunities for diverse interactions with professionals in higher education who focus on this work.

In addition to the above, **classroom instructors** should also be able to:

- Identify how power and privilege impact the college social and learning environment;
- Apply knowledge of how micro-aggressions, identity, assumptions, and biases impact students' experience on campus;
- Evaluate curricula, textbooks, instructional materials, and other teaching tools for cultural appropriateness; and
- Implement multi-cultural and anti-bias instruction in one's courses and curricula.

Advanced Level of Cultural Fluency and Competence

One should be able to:

- Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, cultures, and characteristics;
- Assess the effectiveness of the institution in addressing issues associated with equity and diversity and overcoming any barriers that exist;
- Ensure that elements of equity and diversity are demonstrated throughout institutional mission, vision, goals, and programs;
- Champion strategic plans that advance the development of diversity initiatives and inclusive practices throughout the institution, and ensure that competence in these areas is fully integrated into practices throughout the campus;

- Collaborate with other units and departments on strategies to increase support and opportunities for under-represented and under-served groups;
- Provide leadership in fostering an institutional culture that supports the open exchange of ideas and beliefs and that addresses issues of power and privilege as they are identified;
- Effectively respond to acts of hatred or intolerance that affect the institution; and
- Ensure individuals throughout the institution are treated respectfully, justly, and impartially.

In addition to the above, **classroom instructors** should also be able to:

- Use learner centered curricula that engage students in a variety of culturally responsive and developmentally appropriate strategies;
- Provide multiple avenues for students to access the learning that is offered as well as multiple forms of assessment of students to demonstrate what they have learned;
- Contribute to a learning community and embed new culturally relevant instructional learning into practice; and
- Prepare students to be culturally competent and responsible citizens in a globally interconnected and diverse society.

RECOMMENDATIONS FROM THE DISPARITIES WORKGROUP

In order to implement the Cultural Fluency and Competence Standards on campuses, the following recommendations are highly suggested by the disparities in higher education workgroup:

- 1) Adopt the recommended Cultural Fluency and Competency Standards for all employees of Oregon's colleges and public universities.
- 2) Expect each college and university to provide on-going training and development opportunities that foster the cultural fluency and competency of campus staff, faculty, and administration.
- 3) Create a mechanism for assessing the cultural fluency and competency of all employees.
- 4) Add cultural fluency and competency measures in the performance appraisals, self-evaluation for staff, faculty, and administration, and promotional materials.
- 5) Include an assessment of the cultural fluency and competence of all applicants during the hiring process.
- 6) Create mechanisms for assessing the level of safety, respect, and inclusion in all classroom learning environments;
- 7) Provide rewards and other incentives for employees who advance their campus' diversity, inclusion, and equity efforts.
- 8) The Center for Organizational Responsibility and Advancement¹⁴ offer courses designed to provide community college instructional faculty with strategies and approaches that can be used to foster enhanced learning among college men of color.

¹⁴ <http://www.aacc21stcenturycenter.org/article/leaders-are-you-hiring-minorities/>

Student Perspective Recommendations

To further elaborate on the recommendations previously outlined, student's advocacies relayed the following student perspective and desired actions institutions should implement and practice to strive to create an inclusive and socially just environment across administration, departments, housing, and campus safety initiatives. The following recommendations primarily focusses on Administration and Colleges, and Training and Orientation as it pertains to the House Bill 3308 and this report.

1. *Administration and Colleges*

Transparency

- streamlined communication, and active education on the part of administration and faculty, to the student body regarding how policies works, how the institution operates, and is organized.
- Increased funding allocation to student groups and departments that are geared to programming events on diversity, social justice education, and inclusion towards underrepresented populations on campus.
- The formation of a Diversity and Inclusivity coordinator or director in all colleges and departments.
- The allocation of funds for low-income and first generation student programs and resources on campus

2. *Training and Orientation*

- Diversity and inclusivity programming, education, and topic areas throughout orientation week, including an awareness program specifically covering diversity, and identity exploration that focuses on privilege (white, male, cisgender, accessibility, etc.)
- Orientation social events centered around underrepresented groups.

The complete list of student recommendations can be found under Appendices E

KEY TAKEAWAYS

After several months of collaborative effort amongst a diverse workgroup to address disparities in higher education, several findings were made. Those findings provided insight in understanding the current demographics pertaining to students and faculty at community colleges and public universities. By and large, several Oregon institutions have between 35%-40% minority populations compared to less than 20% of administrators and instructional staff. The gap lends itself to continued disparities in higher education at the faculty, staff and administration level resulting often in a direct impact on the student experience.

The email survey sent to all seventeen community colleges and seven public universities revealed the current conditions of continuing education in cultural competencies. Of the ten community colleges responding to the survey questions, most maintained some sort of training opportunities for cultural competence/fluency; while allocation of staffing resources was very limited. At universities, cultural competency trainings were more widely accessible.

The workgroup considered several models pertaining to the ideal essential skills in cultural fluency and competencies that would enable faculty, staff, and administrators to become better equipped in leading and facilitating classroom discussions. The workgroup concluded a standard model to be the best approach for Oregon's institutions. The model provides a clear and detailed assessment of the desired skills, knowledge, and application. In addition, the model accounts for incremental levels, from basic to advanced skill levels.

Potential challenges that could arise with the standards model, additional recommendations and resources proposed were also considered. In order to increase the likelihood of a success implementation the following pre-cautionary measures were identified:

- Efforts to be led by top level administration;
- Initiatives be informed by the experience of students;
- Faculty engaged in the work to secure their commitment for planning, implementation and investment over time;
- Commitment of high-level administrative personnel who can participate on workgroups and possess decision-making authority on behalf of the institution;
- Allocate resources in the form of funding or time to allow workgroups to meet on a regular basis to implement the work;
- To remain on track, establish regular meetings for exchange of ideas around best practices; challenges; and updates related to implementation;
- Build an effective support structure around the work.

78th OREGON LEGISLATIVE ASSEMBLY--2015 Regular Session

**Enrolled
House Bill 3308**

Sponsored by COMMITTEE ON HIGHER EDUCATION, INNOVATION, AND WORKFORCE DEVELOPMENT

CHAPTER

AN ACT

Relating to underrepresented communities in higher education; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Higher Education Coordinating Commission shall convene a work group to analyze and develop recommendations to address disparities in higher education within traditionally marginalized, underserved or underrepresented communities.

(2) The work group established under subsection (1) of this section shall be composed of students, faculty, staff and administrators at public universities listed in ORS 352.002 and community colleges. The commission shall provide any staffing resources necessary for the work group to complete its analysis and recommendations.

(3) The focus of the work group is on addressing through continuing education the disparities that currently exist in higher education for the following groups and subgroups:

- (a) People of color;
- (b) People with disabilities;
- (c) Individuals who are lesbian, gay, bisexual or transgender;
- (d) Nontraditional students;
- (e) First-generation college students;
- (f) Students who formerly served in the Armed Forces of the United States; and
- (g) People whose first language is not English.

(4) The commission shall submit a report in the manner provided by ORS 192.245 detailing the analysis and recommendations required under this section to the interim legislative committees on higher education no later than June 30, 2016.

SECTION 2. Section 1 of this 2015 Act is repealed on December 31, 2017.

SECTION 3. In addition to and not in lieu of any other appropriation, there is appropriated to the Higher Education Coordinating Commission, for the biennium beginning July 1, 2015, out of the General Fund, the amount of \$48,092 for the purpose of implementing section 1 of this 2015 Act.

SECTION 4. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.

Passed by House April 16, 2015

Repassed by House June 30, 2015

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate June 29, 2015

.....
Peter Courtney, President of Senate

Received by Governor:

.....M,....., 2015

Approved:

.....M,....., 2015

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M,....., 2015

.....
Jeanne P. Atkins, Secretary of State

WORKGROUP COMPOSITION - APPENDIX B

Legislative Mandated Workgroup

Brent Finkbeiner, Student	Clackamas Community College
Anesat Leon-Guerrero, Student	Oregon State University
Amber Potratz, Student	University of Oregon
Mariana Sofia Paredones, Student	Lane Community College
Susan A. Rivera-Mills, Vice Provost	Oregon State University
Veronica Koehn, Assistant Professor	Oregon Institute of Technology
Sari M. Pascoe, AVP Equity and Inclusion	University of Oregon
Karen Roth, Director Multicultural Activities	Central Oregon Community College
Klaudia C. Esquivel, Recruitment Specialist & PT Spanish GED Faculty	Clackamas Community College
Ben Kaufmann, Academic Advisory	Oregon Coast Community College

Interested Stakeholders

Elizabeth Cox-Brand, OCCA	OCCA
Lamar Wise	Oregon Student Association
Dan HoSang	American Federation of Teachers
Jose Padin	Interinstitutional Faculty Senate
Keith Menk	Oregon Teachers Standards & Practice
Representative Gallegos Adriana Miranda, Legislative Assistant	Oregon Legislature

Higher Education Coordination Commission (HECC)

Cheryl Myers	Chief of Staff
Paul Schroeder	Office of Research & Data
Evelyn Roth	Office of Community Colleges & Workforce Development
Veronica Dujon	Office of University Coordination
Blanca E. Torres De Hawkins	Office of the Executive Director

SUBCOMMITTEES MEMBER ROSTER – APPENDIX C

Members	Standards	Existing Training & Research	Implementation Challenges & Opportunities
Brent Finkbeiner, Student	X		
Anesat Leon Guerrero, Student		X	
Mariana Sofia Paredones Student	X		
Amber Potratz, Student			X
Ben Kaufmann, OCCC			X -Lead
Susana Rivera-Mills, OSU			X
Veronica Koehn, OIT	X		
Sari Pascoe, UO		X	
Karen Roth, Central Oregon CC	X- Lead		
Klaudia Esquivel, Clackamas CC		X	
INTERESTED STAKEHOLDERS			
Dan HoSang, American Federation of Teachers			X
Jose Padín, Interinstutional Faculty Senate			X
Elizabeth Cox-Brand, OCCA	X		
Lamar Wise, OSA		X- Lead	
Keith Menk, TSP			X
Representative Gallegos Adriana Miranda, LA		X	
Veronica Dujon, HECC			X
Paul Schroeder, HECC		X	

HB 3308 INSTITUTIONAL SURVEY RESPONSE - APPENDICE D

UNIVERSITIES

Question #1: Does your college currently provide cultural competency training or training that might fall under the umbrella of cultural competencies?

Oregon Institute of Technology

Oregon Tech has a variety of different opportunities for the campus community aspects of cultural competency.

Oregon State University

Yes, Oregon State offers cultural competency training for students, staff and faculty. Student Training and programs are typically coordinated through the Office of Diversity and Cultural Engagement and its associated cultural centers and University Housing and Dining (UHDS). Trainings include peer engagement and facilitation sessions, cohort-based retreats, and identity awareness and exploration workshops. Training for faculty and staff is presently coordinated through the Academic Affairs Office in collaboration with the Office of Equal Opportunity and Access and the newly established Office of Institutional Diversity. Offerings include large-scale programs like Search Advocate, which engages staff and faculty in a ten-hour curriculum on foundational social justice topics to better inform their participation on search committees with the goal of creating more social justice topics to better inform their participation on search with the goal of creating more inclusive hiring outcomes. Other “ala carte” workshops are offered for staff and faculty and include sessions on microaggressions and zones of safety. Social justice and cultural competency training is additionally offered to staff and faculty during campus-wide training days. OSU also has adopted a core curriculum requirement under the Difference, Power and Discrimination (DPD) program for undergraduate students. A pilot DPD for graduate students is currently in development. In the fall of 2015, OSU committed to developing cultural competency training programs to reach all OSU students, faculty, and staff. New student, faculty and staff training programs are under development with a target roll out date of Fall, 2016.

Portland State University

Yes, PSU provides a wide variety of workshops, trainings, seminars and related sessions that are categorized as cultural competency.

Available to all faculty, staff, students, administrators, community members.

Southern Oregon University

We do not have a comprehensive cultural competency training program and none of the trainings are obligatory. Additionally, some of these trainings haven't happened in a while.

University of Oregon

We currently have implicit bias training.

Western Oregon University

Not at this time.

Question #1.1: If yes, what is the content of those trainings? Who does it reach? Who attends?

Oregon Institute of Technology

Safe Zone training – Geared to provide understanding and support for the LGBTQ population (training open to anyone on campus).

Diversity Center

Cultural hours – Monthly presentations by students about their culture (most are international students talking about their countries; open to anyone on campus).

International dinners

Oregon Tech has an Equity Committee that includes faculty and staff who are all engaged in developing and providing a welcoming and inclusive environment for all students, faculty and staff at our campuses. Based on faculty demand, the committee is currently looking at ways to provide cultural competency training for faculty. *

*Student Affairs Strategic Plan

http://www.oit.edu/docs/default_source/Student_Affairs/student_affairs_strategic_plan_2014-15.pdf?sfvrsn=4

Oregon State University

OSU combined this answer with the answer to Question #1.

Portland State University

Diversity 101

Understanding micro-aggressions

Diversifying the workforce: Best practices in searches

AA/EEO

General anti-discrimination overview

Investigation process and purpose: Improved culture and climate

Title IX: Various, including overview, general gender discrimination, reporting obligations, campus resources, advanced for managers/supervisors/chairs.

Bystander intervention

ADA accommodations: History, purpose, requirements, expectations

Web accessibility

Universal design, universal access

General equity training (what is equity)

Building cultural competence

Religious accommodations best practice

Implicit bias/Unconscious bias

Non-Discrimination: Sexual Orientation, Gender Identity/Expression

(PSU Question #1.1 continued)

Effective/Professional/Respectful communications
Anti-homophobia
Interrupting Oppression
Healthy Sexual Relationships
Overcoming hate, bias and fear
Disability/Ability
Retention of Students of Color
LGBTQ curriculum (various workshops)
Strategies for Coalition Building and Understanding
Islamophobia
Pronouns and Beyond: Supporting Trans Students
Facilitating Accessibility and Interrupting ableism
Intercultural Awareness and Creating Cultural Synergy in a Multicultural Classroom: Understanding Yourself and Your Students
Changing Demographics at PSU: Identifying and addressing factors that impede the success of students of color at PSU
Intersectionality
Working with transgender students
Interrupting oppressions and micro-aggressions in the classroom
Understanding privilege
A presentation by Robert Barr, and expert on working with low-income students
A partnership with the Oregon Association of Latino Administrators (cosponsored a conference with them on campus)
Membership in the Oregon Leadership Network which includes most of the large school districts in Oregon and whose agenda is to address equity in education
Co-sponsoring a conference of the Carnegie Project on the Education Doctorate which will be held at PSU in June. The focus of that conference is equity.
Sensitivity training
Equity as a concept
Supporting LGBTQ people within our communities and creating more accessible spaces for people with disabilities.
Faculty and staff receive training on underserved populations
Title IX series separate sessions for students, coaching staff and administrators)
Anti LGBTQ discrimination

Southern Oregon University

Multicultural Awareness – Exploring identity and experiences (FACULTY/STAFF)
Disability Awareness and Support – How to promote Universal Design in areas across campus (FACULTY/STAFF)
Disability Resources Brown Bag Discussions – Tools and Tips that faculty can use to support students with disabilities (FACULTY)
Trans Student Success – Tools and tips for faculty to support Trans and Gender Non-Conforming Students (FACULTY)

Ally Trainings – Tools and Tips for supporting LGBTQ individuals
(FACULTY/STAFF/STUDENTS)
Harassment Training – Online module about harassment in the workplace
Privilege 101—Exploration of the history and manifestation of Power, Privilege, and Oppression
(FACULTY/STAFF/STUDENTS/COMMUNITY MEMBERS)
Lee Mun Wah session—Diversity Training/Consulting for how we engage across Race
Bias, Discrimination and Academic Freedom – Conversation with STEM Faculty around Bias and
Academic Freedom (STEM FACULTY)
Panel on Trigger Warnings (FACULTY/STUDENTS)
Title IX Responsibilities and Obligations – Articulating the Expectations around Title IX
(FACULTY/STAFF)
Sexual Misconduct Review Board Trainings – Training to understand nuances of Sexual Violence and
Discrimination (STAFF WHO PARTICIPATE ON REVIEW BOARDS)
Language of Diversity (FACULTY/STAFF)
What Stands Between Us (STUDENTS)
What is Social Justice (FACULTY/STAFF/STUDENTS/COMMUNITY MEMBERS)
Social Justice Conference – Different Presentations on topics pertaining to social justice
(FACULTY/STAFF/STUDENTS IN THE GROUP)

Additionally, our Human Resources Office is exploring online modules to facilitate this training.

University of Oregon

Implicit bias training is designed for Deans, VPs and search committees and other interested parties.

Western Oregon University

N/A

UNIVERSITIES

Question #2: Are there/were there any obstacles in implementing this training? What seems/seemed to work well?

Oregon Institute of Technology

Identifying date/times to maximize participation is often a challenge. Students inviting others to these events works the best.

Oregon State University

Typical obstacles include resources – as programs grow and become more successful, staff resources are often strained to meet demand. For example, the cohort-based retreats often have waiting lists, and Search Advocate has gained a degree of success that has strained its present resources. However, with the establishing of a new Office of Institutional Diversity, university commitment to training, particularly for all students, staff, and faculty is strong and has involved ongoing discussion of necessary resources to support increased new and future program development.

Portland State University

Costs for outside trainers and speakers when appropriate; finding good times for best attendance.
Collaborating with other partners to share costs and maximize attendance.
Interactive sessions, not just lecture style.
Having a variety of resources for folks who are at different levels of learning related to this subject matter.
Connecting to the bigger picture of social justice, equity, current demographics and inclusive excellence.
In-person facilitated workshops that allow for small group discussions.

Southern Oregon University

There are several obstacles in implementing this training. Most of the trainings were in person trainings, with the exception of one (Harassment Training). It is difficult to find a common time to gather people for the training. Additionally, many of our faculty (unionized) feel beleaguered by the workload and priorities, so many don't attend the trainings. Some of our constituents also balk at things that are required or mandated and so we have struggled in getting 100% participation in required trainings.

University of Oregon

Currently, it is not mandatory. We are working to ensure that it is required for all staff, faculty, administrators and students.

Western Oregon University

I think the only obstacle is finding time that works for people. For some staff the summer is better. The previous training was excellent but it was in the evenings after a long day in the office. Not everyone can work all day and then do an evening training, especially if they have children or are caregivers. What worked well was the diversity of faculty and staff, so it wasn't just one department, but you were able to interact with colleagues across campus.

Question #3: If your campus does not currently have cultural competency training, what barriers have you encountered at your college in the past when implementing new initiatives that might have some connection to cultural competency?

Oregon Institute of Technology

The biggest challenge to providing a formal cultural competency training is finding the right department to take it on and coordinating efforts with other units on campus.

Oregon State University

N/A

Portland State University

No response.

Southern Oregon University

This is a good question. We have implemented many new initiatives and efforts on our campus, so change fatigue exists for many of the members of our community. There are a few individuals that (are) vocally resistant, but there tends to be general support for advancing diversity.

University of Oregon

N/A

Western Oregon University

I can't think of anything immediately with regards to this question, but I think that in general we are "that we are most likely unaware often of how cultural is impacted." (sic) We each see the world through our individual experiences and prisms and we need to be educated and reminded that others bring their culture to the table as well.

COMMUNITY COLLEGES

Question #1: Is cultural competency training provided at your institution?

Central Oregon Community College

No response.

Chemeketa Community College

No response.

Clackamas Community College

The Diversity Task Force is working on a single statement to help point us in direction regarding issues of diversity, inclusion, and equity. There will be opportunities for dialogue around this statement. The Task Force is also charged with developing recommendations for three goals related to diversity issues that specifically contribute to student success.

Lane Community College

No response.

Linn-Benton Community College

Two different trainings – one for new hires and one for continuing.

Mount Hood Community College

We have some trainings, but they are not regular or mandatory.

Oregon Coast Community College

One training for faculty and staff (not mandatory but conducted during an in service).

Portland Community College

PCC will offer a Diversity, Equity & Inclusion (DEI) Certificate program that will be available to current PCC faculty/staff.

Rogue Community College

None

Question #2. What is the content of the training?

Central Oregon Community College

We don't provide cultural competency training per se; however, we have many events and workshops that faculty and staff regularly attend, such as our LGBTQ Safe Zone Training; Culturally Respectful Hiring Practices workshops; Understanding the Needs of Undocumented Students; Season of Nonviolence speakers, workshops, and film discussions; the Can We Talk About Race and Other Differences Series; and other events offered as part of Native American History Month, Hispanic Heritage Month; Transgender Awareness Day, etc.

The content of each event varies with the topic and focus for the program. For example, the Safe Zone workshops are six hours long while other events range from one – three hours in length.

Chemeketa Community College

No response.

Clackamas Community College

No response.

Lane Community College

We are in the planning process for a mandatory set of trainings along the following subject areas:

1. Race, Ethnicity, Culture, and Language
2. Religion and Spirituality
3. Socio-Economic Status & Social Class
4. Gender, Sexual Orientation, Domestic Violence, and Marital Status
5. Accessibility, Age, Ability, Mental Health
6. Veterans and Military Status
7. Social Justice: Understanding the Dynamics of Power, Privilege and Oppression

Linn-Benton Community College

New Employees-Institutional Strategies Institute Orientation. About an hour of diversity at LBCC and college values, mission.

Resource for faculty members in case controversial issues come up in the classroom.

Continuing – Navigating difference Six sessions

1. Cultural awareness and understanding
2. Cultural knowledge and interactions
3. Sensitivity
4. Issues of poverty and LGBTQ
5. Universal design for learning difference
6. Understanding Microaggression
7. Engaging global students

Mount Hood Community College

1. During faculty at fall in service (unconscious bias and microaggressions, etc.) (MHCC response finished on next page)

2. Professional development series for employees, primarily student services – similar topics have been offered.

Oregon Coast Community College

Campus Compact discussing whiteness and microaggressions

Portland Community College

There will be three distinct tracks. Based on the individual's DEI level of readiness, the focus of the learning will be co-experiential focus on self-awareness, interpersonal awareness operating under the theory of social justice. This training will be piloted Spring/Summer term 2016.

Rogue Community College

Unsure. On the radar for future

Question #3: Who is reached and/or attends the training?

Central Oregon Community College

The events I've listed are open to the campus – faculty, students, and staff.

Chemeketa Community College

No response.

Clackamas Community College

No response.

Lane Community College

Theoretically all staff.

Linn-Benton Community College

New Employees – All new faculty

Continuing – Program for classified staff, faculty, board of education members. Leadership LBCC inclusion program. 17 – 24 people over the last 2 years. 40 people this year.

Mt Hood Community College

No response.

Oregon Coast Community College

90% of total staff and faculty (no students)

Portland Community College

No response.

Rogue Community College

Possibly mandatory

Question #4: What are the existing opportunities, obstacles and/or pushback?

Central Oregon Community College

We don't have a structured cultural competency training program as such. However, students, staff, and faculty can earn a Diversity Education Award by participating in 15 hours of training on the topics listed above. The award was sponsored by the Diversity Committee and met with overwhelming positive response from both students and employees.

Chemeketa Community College

Barriers are that for the most part, trainings are optional – employees are not required to take the trainings, but strongly encouraged. We have had good attendance to the trainings from both faculty and staff employees.

Clackamas Community College

No response.

Lane Community College

The initiative came from faculty, classified, community, admin, of color and white. Resistance is coming from the mostly white faculty union leadership.

Linn-Benton Community College

Subject matter can be controversial. Some people have a hard time understanding the need to discuss topics. Conservative community. One person to drive all cultural competency relevant professional development on campus. Message fatigue from one individual. Becoming the PC police?

Mount Hood Community College

Logistics – Finding times that work for people to participate, especially faculty (pushback: “not in contract”). Many people believe that if they are an expert in “their area” (teaching math, advising students, etc.) that they are doing well. Lack of understanding the value and importance becoming culturally responsive as people and as an organization.

Oregon Coast Community College

Money, time, cultural bias at the college. Has not been a priority in the past—not part of the culture of the college. Historically, no dedicated staff. Difficult to get trainers out to small, rural community.

Portland Community College

Lack of capacity to facilitate the training (e.g. staffing, we do not have full-time facilitators), monies to design the curriculum (e.g. paying for employee time or consultant time to work on the curriculum). It is already clear that the college's articulated need for such training will outweigh the capacity to train cohorts for some time. There is also the issue of those staff/faculty that need this training the most not voluntarily opting to participate.

Rogue Community College

No response.

HB 3308 STUDENT SURVEY RESPONSE – APPENDIX E

Prepared by Anesat León-Guerrero

SUMMARY

The following is a summary of student perspectives of actions institutions should implement and practice to strive to create an inclusive and socially just environment across administration, departments, housing, and campus safety initiatives. The information was gathered electronically through email, phone conversations, as well as 1:1 conversation while at the Northwest Student Leadership Conference in February. Due to students stating similar concepts the data is a summary of those ideas. In addition, the recommendations are open for interpretation to allow each institution to implement them according to their own internal structure, budget, and practices since all institutions are vastly different.

Please be mindful that this is not a document that highlights all the recommendations that institutions should follow to improve their institutions; Campus climate is also a great factor that influences change. Institutions should evaluate themselves and that may be an internal project in itself. Lastly, mind that students that were contacted are leaders in various communities and share spaces and exchange thoughts with other students, therefore to accurately count the students that contributed to the data is not in my capacity.

Administration and Colleges

- A. Transparency, streamlined communication, and active education on the part of administration, staff and faculty, to the student body regarding how policies work, how the institution operates, and is organized.
 - B. Increased funding allocation to student groups and departments that are geared to programming events on diversity, social justice education, and inclusion towards underrepresented populations on campus.
 - C. The establishment of a Diversity and Inclusivity Coordinator or Director in all colleges and departments.
 - D. The allocation of funds for low income and first generation student completion and retention programs and resources on campus
 - E. Holding all University Administration accountable for taking proactive action against discrimination on campuses and taking reactive action when such instances occur
- II. Program Evaluation & University Advancement

- A. The institutional program should be reviewed as to how the campus is presented to prospective students (i.e. diversion of areas or events on campus) and that incoming students are made aware of the reality of our campus climate.

III. Community College / Transfer Students

- A. Inclusivity and training programs for transfer students, who don't have access to training programs in community colleges
- B. Orientation programs for 4-year schools, since first-generation or low-income students who attend community colleges will have a hard time adapting to the university lifestyle/expectations and class sizes
- C. Associate of Arts Oregon Transfer degree should have more detailed diversity requirements, including a section that encompasses ethnic, gender, or queer studies classes. These classes should be made more available to community colleges

IV. Training and Orientation

- A. Diversity and inclusivity programming, education, and topic areas throughout orientation week, including an awareness program specifically covering diversity, and identity exploration that focuses on the dynamics and systems of power and privilege
- B. Orientation social events centered around underrepresented groups.
- C. Online or in-person cultural sensitivity training for new students before coming to the institution in addition to all of this, so students are thinking of these issues before they even arrive.

V. University Housing

- A. Overhauled diversity and inclusivity training for student housing staff
- B. Gender neutral or co-gender housing options for any student living on campus in locations
- C. All residence halls should implement a comparable level of gender neutral facilities to gendered facilities, in restroom facilities and living arrangements, as required by law.
- D. Offer free feminine hygiene products in residence halls and health centers
- E. Quiet rooms reserved for students that need space to pray, meditate, or feed children.
- F. Foot washing stations in the restrooms, or located near the quiet room
- G. Make all building accessible for all students, including those with mobility assistance devices. Include ramps, all-time functioning automatic doors, elevators, and a built in intercom that people can use if any issues arise during their entrance or exit.

- H. Requiring that all maintenance issues that can interfere with a student's accessibility be reported within 12 hours and remedied within 5 days, a period of time in which University Housing will be required to make accommodations to any and all students who need it with no penalty, cost, or infringement upon the student

VI. Education and Curriculum

- A. Establishing Ethnic Studies Departments in all public colleges and institutions and make efforts to increase funding and resources for implementation, research and support.
- B. Institute mandatory Women's & Gender Studies or Ethnic Studies courses for students in every major or program.
- C. Institute a class under Ethnic Studies about how underrepresented groups navigate systems of oppression rooted in white supremacy
- D. Students should be able to enroll into a handful of topic areas, like "Race and Ethnicity," "Sexuality," "Gender," with students required to take at least 2 or 3 courses from different topic areas.
- E. Required first year seminars focused on topic areas related to gender, race, sexuality, and culture in order to prepare students for continued learning in these areas and emphasize that these are critical aspects of education
- F. The implementation of a cultural sensitivity class requirement around privilege, oppression, culture, society, and campus climate. Students mandated to take such course would receive adequate education around these topics.
- G. The implementation of a Queer Studies minor and the establishment of a Women's, Gender, & Queer Studies major or minor and hire of tenure track faculty members to teach in Women's, Gender, & Queer Studies.
- H. Increased resources and curricular opportunities in Ethnic Studies, including courses in Arab American Studies.
- I. The hiring of tenure track faculty members, as to enable Ethnic Studies to provide ethnically specific concentrations for students (African American/Black studies, Asian American / Pacific Islander studies, Chicano / Latino studies, etc.)
- J. Requiring that 4-8 credits required for any and all degree and certificate completions come from Women's studies AND Ethnic Studies.
- K. STEM majors be required to take an additional course in Ethnic Studies, Women's Gender & Queer Studies or any other courses that provide an introduction to intersectional feminist and antiracist science and technology studies.
- L. STEM students should be exposed to intersectional feminist and antiracist perspectives in their curriculum.

VII. Admissions, Faculty, Staff, Retention, and Support

- A. Active Recruiting/Retaining faculty of color across all Universities & Community Colleges.
- B. Colleges should establish hiring practices that increase diversity in all departments, especially in faculty, staff and administrators.
- C. Establishment of cultural centers and increase the number of staff to more than just one representative of each ethnic minority
- D. Support of veterans' success on campus through resources, staff, advising and programming.
- E. Establish at least one multi-stall All Gender Restroom in every building on college campuses.

VIII. Data, Transparency, and Accountability

- A. The offices that are responsible for equity and inclusion/student advocacy center have a service to encompass bias incident reporting systems specifically targeting instances of racism, homophobia, transphobia, ableism, Islamophobia, xenophobia, or queer phobia - including an online reporting system with ties the office of student life.
- B. College institutions should be reporting and keeping updated reports on overall student population on underrepresented communities to the public.
- C. All Public Safety Officers or Campus Police must make all reports on the findings/cases of bias or discrimination public and held accountable.
- D. Quarterly/Semester updates from the President's Office and other campus entities highlighting specific actions that have been taken in the last quarter to address our demands and improve campus climate.

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COMING OUT FOR RACIAL JUSTICE SYNTHESSES REPORT – APPENDICE F

Syntheses prepared by the Oregon Student Association

Below is summary of all the sections within the “Coming out for Racial Justice” toolkit that Basic Rights Oregon provided to the Cultural Competency work group.

Section 1. How to Use Toolkit

This toolkit contains information, exercises and workshops surrounding the three main focuses on specific areas of racial justice organizational development. It’s meant to:

- Starting the Conversation: builds a shared language and analysis of race and racial justice issues, establishing the foundation for a meaningful dialogue that will ground and guide your work.
- Linking the Issues: bridges struggles for LGBTQ equality with those for racial justice. This section highlights the importance of what makes our issues and movements similar, as well as distinct.
- Moving to Action: provides concrete actions and tools for LGBTQ organizations to undergo self-assessment and move forward with staff, board and key leaders in a shared commitment to anti-racist work. This section also shares resources for moving our base to take action and become public allies to racial justice

Section 2. Starting the Conversation

This lays out the ground necessary to further Cultural Competency in your Workspace/
Organizations:

- Diversity Training: The goal is to create an organizational culture with a deep and shared understanding of racism where white people are committed to holding themselves accountable, and where naming racism and other oppression when it occurs is encouraged and not avoided. Skillful racial justice work also creates a basis for understanding systemic inequality and oppression based on other identities such as classism, sexism, heterosexism, and ableism.
- Shared Assumptions: Because racism, sexism, classism, anti-Semitism and homophobia are so widespread, we have been imprinted with negative beliefs, prejudices, and stereotypes about groups of people we barely know. We all have responsibility to examine what we have learned and make a commitment to dismantle oppression in our lives.
- Defining Racism: Racism is defined as a set of societal, cultural and institutional beliefs and practices that oppress one race for the benefit of another. Key indicators of racism are

inequities in power and opportunities, unfair treatment and the disparate impacts of policies and decisions.

- Types of racism include: personal racism, cultural racism, white privilege, internalized dominance, institutionalized racism, and structural racism
- Ally 101: How and Why to Be a White Anti-Racist Ally: build investment in and understanding of what it means to be an ally.
 - Understanding tactics of resistance, distancing behaviors, moving from concern to action.
- From Internalized Oppression to Empowerment- Understanding the process of oppression will help gain an understanding of the internalized effects it has on our communities.
 - Challenging Oppressive Movements is also included in this section

Section 3. Linking the Issues

Oppression exists in different forms, but their effects often fall into the following category: to limit, control and destroy lives. There is no hierarchy of oppressions. Each is terrible and destructive. To eliminate one oppression successfully, a movement has to include work to eliminate them all or else success will always be limited and incomplete. This section covers the link between oppression and different communities.

- Countering Wedge Strategies: LGBTQ communities and communities of color (among others) are often the targets of wedge strategies that the conservative far right has developed and used for decades. Familiarizing ourselves with these tactics that serve to divide and conquer, keep us from building a powerful and progressive movement. If the LGBTQ community lacks an analysis of power and privilege within all anti-oppression work (including those that exist within LGBTQ spaces), we cannot call ourselves a movement for social justice. This cuts us off opportunities to build coalitions and gain progressive power. A wedge issue is not just a controversial issue. It is an issue that is carefully framed by our opposition to get the potential base for an issue to prioritize one part of their identity over another part of their identity.
- Civil Rights and LGBTQ Equality: Comparing Two Movements- unlike racism, homophobia and transphobia don't result in the same kind of cyclical, generational oppression that takes place in generation after generation of communities of color. We're talking about fundamentally different kinds of oppression. Racism operates much differently from homophobia and transphobia; drawing comparisons frames the Civil Rights movement as something that's "completed," implying that racism is "over."
- Immigrant Rights, Racial Justice and LGBT Equality: There's a rich history of solidarity between immigrant rights and LGBTQ rights movements, but LGBTQ rights activists don't

always see the connections across issues or feel the urgency to work as allies to immigrant communities.

- Law Enforcement, Incarceration and LGBTQ and People of Color: Explore the links between the U.S. prison system, racial justice and LGBTQ justice. We believe our criminal justice system is based far more on maintaining power than on justice. And it further pushes marginalized groups, like the LGBTQ community and people of color, into prisons, but this system only works when we are silent about it.
- Incorporating Racial Justice into Volunteer One-on-Ones: Volunteer one-on-one meetings provide a great format to have conversations about racial justice work and values more intimately than in a group setting. As organizers, we can shape one-on-one meeting to empower volunteers, check-in on a more personal level and push them to grow. And being intentional about the identities you carry into a one-on-one space can be really critical to moving the conversation forward.
- Listening Session Model: Sample Agenda for an LGBTQ Youth of Color Visioning Workshop- In-community listening sessions can be a very effective tool for hearing the specific needs and feedback of a constituency while making a meaningful investment to build power for marginalized community members.
- Planning Tool: Community Town Halls: Town halls are fantastic ways to empower communities and when done well, reflect an intentional investment to engage in direct communication and hear community needs. Community town halls—targeted by geography or identity—are also a simple way to share important information and seek community feedback and buy-in in an organizational development process or issue campaign.
- Common Elements of Oppression Defined Terms:
 - Defined Norm- A standard of being or behavior backed up with institutional and economic power as well as institutional and individual violence.
 - Institutional Power- Majority status at the upper levels of the major institutions that comprise a society
 - Economic Power- The control of economic resources through laws and policies that reinforce the status quo.
 - Myth of Scarcity- The idea that resources are limited in such a way that those not in power are to blame for economic problems.
 - Violence/ Threat of Violence- The sanctioning of violence either through direct threat or through lack of protection.
 - The Other- Those who are not part of the defined norm.
 - Internalized Oppression- The devaluing of one's own identity and culture according to societal norms.

- Invisibility- Ignoring or denying the existence, histories and achievements of certain groups of people
- Distortion- The selective presentation and false representation of the lives and histories of particular groups of people.
- Stereotyping- Defining people through beliefs about a group of which they are a part; usually a product of ignorance about the diversity among individuals within any given group
- Blaming the Victim- Assigning blame to the targets of oppression for the oppression itself and for its manifestations.
- Tokenism- A limited number of people from non-dominant groups are chosen for positions in order to deflect criticism of oppression.
- Isolation- A necessary component of oppression that frames injustice in terms of individuals, rather than recognizing commonalities between members of a group or between groups.
- Individual Solutions- Seeking to create change at an individual level, rather than at the level of social change.
- Assimilation- Taking on the appearance and values of the dominant culture; it is important to recognize that assimilation is often forced.

Section 4. Moving to Action

Moving to Action: Important individual work must in turn spark a commitment to undoing racism within organizations in order to position us to advance more effective and accountable racial justice organizing. The transformation begins with developing a comprehensive understanding of how racism and oppression operate within an organization's own walls. From that analysis, we can make shape tangible plans for dismantling racism internally and calling our base to action.

- Assessing Your Organization's Readiness and Capacity to Move a Racial Justice Agenda- Identify potential barriers to taking on a racial justice focus and outline the preparatory work that may be needed to effectively engage in and sustain racial justice work for white organizations and multi-racial organizations
- Assessing Organizational Racism-The structures and cultures of nonprofits and grassroots organizations can reproduce white privilege and racial oppression found in the wider society even though, as organizations working for equality, it can be easy to feel exempt from this dynamic. The transformation begins with developing a comprehensive understanding of how racism and oppression operate within an organization's own walls. From that analysis, a commitment and concrete plans for dismantling racism within the organization and in the larger society will follow.
- The Four Stages of Organizational Development
 - The All White Club

- The Affirmative Action or “Token” Organization
 - The Multicultural Organization
 - The Anti-Racist Organization
- Putting Racial Justice into Work plans: In order to develop a successful anti-racist organizational development work plan, you’ll need to involve key players in the organization including board, lead staff and decision makers. All of these people should be involved in the evaluation, as well as in developing the details of the work plan. If that is not possible, find a trusted, external anti-racist group to assist you in evaluation, resources and mentoring to ensure all people color truly experience equity in the workplace.
 - Naming and Framing Racism: clearly and publicly using language and analysis that describes an issue as a matter of racial justice and explain how LGBTQ and straight people of color are disproportionately impacted by the issue. We must clearly talk about and educate people about the existence of racism as a current and critical social justice issue. Otherwise, we risk allowing racist institutions to perpetuate the myth that racism is no longer relevant and doesn’t affect LGBTQ communities, undermining our ability to dismantle it.
 - In order to advance racial justice, it has become necessary to argue the existence of societal racism.
 - Naming and framing racism reclaims our right to define our own reality
 - By naming and framing racism, you can expose coded language and denial.
 - Naming and framing racism can help us connect with our constituency, particularly people of color.
 - Naming and framing racism can prepare us for post-campaign work.
 - Building Alliances Across Race, Gender and Sexuality: building alliances across difference, especially race, gender and sexuality, can be riddled with potential conflicts. This work is incredibly important and requires a great deal of thoughtfulness—much more than good intentions, identify fears, barriers, gains and best practices in alliance building and coalition work to help us do this critical work effectively.
 - Movement Building vs. 51% Approach to Campaigns: Elections and legislative sessions can feel fast-paced, hard-nosed and unwelcoming, but they don’t have to be. We believe a movement-building approach that is values-driven and led by those most affected by the issues can transform these kinds of organizing into an experience that builds leadership, community and grassroots power. While ballot measure and legislative campaigns can feel very disappointing, remembering our long-term goals and the strategies that will get us there is critical.
 - Trans Justice Now: Building Movements to Support Trans Justice and Trans Leadership: To begin to support trans people on both an individual or a structural level, it is important to

know how transphobia operates and how deeply entrenched it is in our society, talk about the devastating impact that transphobia has on trans communities and what this looks like for different trans communities. And trans people of color experience every aspect of discrimination more harshly than white trans people including higher rates of poverty, harassment and discrimination and negative life outcomes across the board. We serve trans justice values well when we listen to the feedback that trans communities are sharing with primarily lesbian and gay equality groups and we work to implement their recommendations, prioritize funding and honor their leadership.