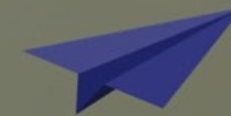# HB2864 Update

Cultural Fluency

HB3308- Laying the groundwork

- 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.

Equality — The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity — **Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

Justice — All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

What does Cultural Competency Mean?

- "Cultural competency" means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

HB 2864- December 2020 Requirements

- Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards

- Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds

- Recommend mechanisms for assessing how well the institution meets cultural competency standards.

HB 2864- December 2020 Requirements

- Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.

- Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection

Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards

- Past and continued opportunities at In-service: Microagressions, Implicit Bias, Collaboration with The Confederated Tribes of Siletz Indians, presentations on disability resources and Universal Design, student panels, etc.

- Equity and Inclusion has selected trainings from SafeColleges to supplement In-service and other professional development opportunities. Training on Diversity and Inclusion, Implicit Bias, Transgender Students

Recommend mechanisms for assessing how well the institution meets cultural competency standards

- OCCC implemented a staff and faculty campus climate survey in spring of 2019 and a student campus climate survey spring of 2020 to establish a baseline. Going forward, surveys will be regularly administered

- Additionally, OCCC will use data collected from post event surveys, student panels, Student Government, and other groups to continue to assess the campus climate.

Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.

- SafeColleges Diversity, Equity and Inclusion trainings are included as part of new employee orientation.

- Oregon Coast Community College includes language on equity, inclusion, and diversity in all job postings.

- E&I have a place on the College Council agenda, other places in the college also working on diversity and inclusion.

- The College statement on racial injustice

https://oregoncoast.edu/college-statement-on-racial-injustice/

Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection;

Done! ☺

Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds

1. A college infrastructure that dismantles barriers to student access and success. Some populations are disproportionately impacted.

2. OCCC will have an environment that is welcoming and inclusive to all students and staff.

How did we arrive at these goals?

- Student panel at in-service discussing challenges

- In-service session focused on student challenges and solutions.

- Equity and Inclusion Committee created categories from the In-service activity.

- Synthesized into two goals.

- Ongoing success initiatives

Goal 1- Infrastructure

- Technology
- Books
- Transportation
- Mental Health

- Community Connections
- Childcare
- Food Insecurity
- Housing Insecurity

Transportation

Short Term Goal(s): Create an online ride-share board for OCCC students commuting between OCCC locations.

- Research options already available online.

- Ensure board complies with OCCC policies, FERPA

- Market to students using website, FB, etc.

Long Term Goal(s): AAOT is available via livestream. Livestream classrooms are in Lincoln City, Newport, Waldport, Toledo, Siletz.

- Assess need at site locations.

- Ensure tech is available at site locations.

- Schedule courses so that a student could complete within 6 quarters via livestream.

- Market to students using website, FB, etc.

Goal 2- Welcoming and Inclusive Environment

- Diverse Identities Celebrated and Welcomed

- Student/Student Student/Staff Relationships

- Bi-lingual Resources

- Staff and Faculty Diversity

- Commitment to Universal Design

- Inclusion and Cultural Fluency Training

- Celebrating Neurodiversity

- Hiring Practices

- Clear Grievance Policy for Students and Staff

Commitment to Universal Design

Short Term Goal(s): Train faculty in the basics of Universal Design for Learning (UDL)

- Identify and pilot at least one ready-made, free, UDL training course by the end of Fall Term.

- Form a small, diverse group of faculty to test a practical, free, UDL-focused training course, for example, Canvas's own "Implementing UDL on Canvas (K-12/HE)" course.

- Continue pilot process until at least one quality training is identified

- Identifying a training no later than end of Winter Term

Long Term Goal(s): Develop a culture of UD and other inclusive design philosophies at OCCC

- UDL training included while onboarding faculty

- Select faculty and staff to be developed as UDL mentors or UDL leadership

- Include self-assessment tools like UDL or Quality Matters checklists for content and delivery methods

- Evaluate and improve OCCC-published materials and resources to meet UD and other inclusive design standards. This includes website, application, syllabus template, etc.

Diverse Identities Celebrated and Welcomed

Short Term Goal(s): OCCC will establish a routine (not ad hoc) process that will allow for a preferred first name to override a legal name in email, rosters, and in Canvas.

OCCC will recognize heritage months and cultural holidays

- on campus calendar ie Black History Month, 16 de Septiembre, Juneteenth….

- Through displays, social media posts

- Events and celebrations, post COVID

Long Term Goal(s): OCCC will add local native names to campus signage where possible

- Consult with Confederated Tribes for historical names

- Update signage according to routine maintenance needs

- OCCC will provide Mutiple opportunities for students, staff, and faculty to be exposed to, learn about, and engage with others who are different from them

Next Steps

E&I is creating a process for students to have input on prioritization. E&I and ET are prioritizing as well.

- E&I are not experts in all areas of the college.

- E&I role is to provide accountability and report out on progress.

Next Steps

- E&I is creating a process for students to have input on prioritization. E&I and ET are prioritizing as well.

Questions?