

University Cultural Competence Advisory Committee (UCCAC) Update

University Council

Friday April 23, 2021

Ryan J. Hagemann, UCCAC Chair



Western Oregon
UNIVERSITY



UCCAC: House Bill 2864 (2017)

Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, **cultural competency standards** for the public institution of higher education and the institution's employees. The process established under this subsection must....



UCCAC: House Bill 2864 (2017)

- (a) Include a **broad range** of institutional perspectives;
- (b) Give **equal weight** to the perspectives of administrators, faculty members, staff and students;
- (c) Require that the institution provide continuing **training and development** opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards;
- (d) Propose **institution-wide goals** that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds;
- (e) 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;
- (f) Recommend **mechanisms** for **assessing** how well the institution meets cultural competency standards; and
- (g) Ensure that the institution **clearly communicates** to **new faculty, staff and administrators** the institution's commitment to including meeting cultural competency standards in professional development.



UCCAC Structure

Equal Weight: 12-person committee evenly divided between administrators, faculty, staff, and staff

Training and Development: One of three subcommittees designed to discharge obligation to recommend appropriate training and development

Institution-Wide Goals: One of the three subcommittees designed to discharge obligation to recommend cultural competence standards

Biennial Report: Notwithstanding additional work and refinement, including work with shared governance and unions, among others, Board received UCCAC update, along with review of its Board Statement on Diversity, Equity, Inclusion and Accessibility, at November 2020 Board meeting

Assessment Mechanisms: One of the three subcommittees designed to discharge the obligation to assess how well institution meets standards

New Employees: Embedded in the cultural competence goals



UCCAC Membership

Faculty

Dr. Emily Plec, Communication Studies (Training)

Dr. Shari Hopkins, Educational Leadership (Assessment)

Dr. Lucas Cordova, Computer Science (Goals)

Staff

CM Hall, DeafBlind Interpreting Grant/COE (Assessment)

Samhita Dixit, Admissions (Training)

Gabbi Boyle, Student Success and Advising (Goals)

Students

Aliyah Favela (Training)

Arlette Tapia Lopez (Goals)

Elizabeth Braatz (Assessment)

Administrators

Ryan J. Hagemann, VPGC (Goals)

Judy Vanderburg, AVP, Human Resources (Training)

Dr. Kathy Cassity, Dean, LAS (Assessment)



Diversity, Inclusion, Equity and Accessibility at Western Oregon University

Board Statement
Expectations

UDIAC
Diversity Action Plan

UCCAC
*Goals, Training,
Assessment*



Board Statement on Diversity, Equity, Inclusion, and Accessibility

The Board of Trustees approved its Board Statement on Diversity, Equity, Inclusion, and Accessibility at its April 21, 2021 Board meeting. The heart of the Board Statement are the Board's seven priorities and expectations for the university:

- (1) Climate
- (2) Recruitment and Retention of Employees
- (3) Recruitment and Retention of Students
- (4) Curriculum and Pedagogy
- (5) Community Partnerships
- (6) Business Practices
- (7) Facilities and Physical Plant

Reflecting on HB 2864's requirements (goals, training, assessment) and UCCAC structure, the committee focused on climate, employees, students, and curriculum and pedagogy in developing standards.



STANDARD ONE: CLIMATE

The University will take intentional actions to create and sustain a climate of respect, civility, and acceptance to all members of the University community



STANDARD ONE: CLIMATE

- (1) Collaborate with other campus entities (e.g. SafeZone, UDIAC) to utilize existing training(s) as a general education module for all employees, required as described in the Training & Development section

- (2) Create a system of tracking for campus employees to acknowledge/get credit for continuing education experiences that directly align with the cultural competency learning outcomes, required as described in the Training & Development section

- (3) Provide a structure for specialized, relevant training to be requested by university units and departments, as appropriate

- (3)(a) Ensure appropriate training for the Board of Trustees, the president, and the president's cabinet, required as described in the Training & Development section



STANDARD ONE: CLIMATE

(4) Complete, in conjunction with the University Diversity & Inclusion Advisory Committee, a budget proposal to:

(4)(a) Create internal capacity for cultural competency/DEIA work, whether a separate office, dedicated employees within key departments and units, and/or release time; and

(4)(b) Incorporate the priority of cultural competency/DEIA principles into any and all budget proposals presented to the University Budget Advisory Committee

(5) Revise and improve bias incident response processes and discrimination/harassment complaint processes

(6) Create an in-service day each term with no classes and, to the extent possible, no work in order to sponsor programming, hold events, and offer trainings, as described in the Training & Development section



STANDARD TWO: EMPLOYMENT

The University will take concrete steps and deploy intentional strategies to recruit and retain a diverse workforce which, in turn, will contribute to, and sustain, the University's pursuit of a climate of respect, civility, and acceptance



STANDARD TWO: EMPLOYMENT

- (1) Implement cultural competency elements to the performance evaluations of all classified and unclassified employees
- (2) Work with appropriate faculty and WOUFT representatives about incorporating cultural competency into the promotion and tenure and post-tenure review processes
- (3) Provide appropriate training for any and all search committee chairs as described in the Training & Development section
- (4) Include cultural competency module at New Employee Orientation and Faculty Orientation



STANDARD THREE: STUDENTS

The University will deploy intentional strategies to retain a diverse student body, elevating culturally competent practices and actions in any retention efforts which, in turn, will contribute to, and sustain, the University's pursuit of a climate of respect, civility, and acceptance.



STANDARD THREE: STUDENTS

- (1) Include a required cultural competency segment during each New Student Week
- (2) Provide appropriate cultural competency training of all student-employees (e.g., resident advisors (RAs) and ASWOU Executive Cabinet
- (3) Work with ASWOU on offering appropriate training to officers and leadership of all ASWOU incidental fee-funded clubs & organizations, as described in the Training & Development section



STANDARD FOUR: CURRICULUM

Recognizing the faculty's primary role in developing and stewarding the University's curriculum, the University will prepare students for the challenges and expectations they will encounter in an increasingly diverse and inclusive community, state, nation and world



STANDARD FOUR: CURRICULUM

- (1) Work with faculty and appropriate departments and offices (e.g., General Education) to catalog and highlight university courses which incorporate cultural competency as the primary subject matter
- (2) Work with faculty and Faculty Senate on a cultural competency certificate, endorsement, or emphasis that can be added to any degree or pursued as an additional credential
- (3) Work with appropriate faculty and WOUFT representatives about inclusion of a cultural competency dimension to the student evaluation instrument for all courses offered at the university



TRAINING & DEVELOPMENT

Fall Term:
Campus-Wide
Group Training

Winter Term:
Unit-Specific
Group Training

Spring Term:
Individually-
Selected Training



TRAINING & DEVELOPMENT PROPOSAL

Fall Term: Campus-Wide Group Training

At the beginning of each fall term, two trainings will be offered concurrently: one for students and the other for employees. The fall trainings should emphasize critical thinking and self-reflection skills and be focused on broad topics such as unconscious bias, microaggressions, privilege, power, and dimensions of culture. To the extent possible, live facilitation and customized student/employee engagement opportunities should be prioritized in this training. Holding the training during the week prior to the first day of class would minimize any adverse impacts related to academic scheduling.



TRAINING & DEVELOPMENT PROPOSAL

Winter Term: Unit-Specific Group Training

At the conclusion of Fall Term, employees in each academic division or work unit on campus will, collectively, select an online training option from SkillSoft, CUPA-HR, or another provider and notify Human Resources accordingly. Student employees should also be invited (and paid) to participate in these “unit-specific” training opportunities, should they wish to do so. ASWOU will be responsible for selecting/recommending student training opportunities based on input gathered from students, which can be administered and assessed through the Service Learning and Career Development (SLCD) office.



TRAINING & DEVELOPMENT PROPOSAL

Spring Term: Individually-Selected Training

By the conclusion of Spring Term, all employees are expected to complete a third training, from a suite of options made available to employees by Human Resources. Employees wishing to take advantage of cultural competency trainings outside of those promoted by the university should contact HR regarding appropriate documentation. Students should also be encouraged to complete a third training, with ASWOU functioning as the primary vehicle for communicating options available to students and SLCD. The third training should not duplicate the unit-specific or campus-wide training and should provide an opportunity for the individual to choose an area related to cultural competency they wish to explore. An in-service half-day (with no classes or other meetings) should be scheduled to enable students and employees to complete their individually-selected training.



ASSESSMENT CONCEPTS

Climate Surveys: Developed internally in order to capture longitudinal data and custom questions based on university circumstances, but to be administered in conjunction with existing national climate surveys on a regular interval in order to compare the university to national and peer comparator data

Dashboard: Developed to publicly track quantitative data, such as the number of employees or students that have completed required training successfully, number of bias complaints that have been filed and/or investigated, and/or number of discrimination or harassment complaints that have been filed and/or investigated

On-Line Curriculum: Ensure that any on-line training modules that are used in the Training & Development framework include assessment tools for the Assessment Subcommittee to deploy and review

Learning Outcomes: Ensure that any in-person or curriculum delivered in a modality other than on-line include an assessment mechanism featuring key learning outcomes



QUESTIONS?

