



## **HB 2864 - Cultural Competency at Post-Secondary Institutions Report**

*The following document summarizes Tillamook Bay Community College's commitment to meeting expectations of HB2864, Cultural Competency at Post-Secondary Institutions.*

### **Contextual Considerations:**

In mid-March, the state of Oregon was impacted by the spreading coronavirus pandemic. The College made a series of decisions over the first few weeks of the pandemic to keep both students and staff safe. A core value in this transition and in our ongoing response to the pandemic is ensuring an equitable experience for our students and addressing the varying needs of our student populations. Our students experienced many challenges during the initial pandemic, and we worked hard to support them and to provide the same information, support and advising as they would receive on-ground. Our Student Services team reached out to all students by phone to offer support and answer their questions. All advising appointments moved to Zoom or phone, as well. Virtual options were created for all the workshops that were scheduled (wellness, job interviewing, transferring, applying for scholarships and career exploration) so that students were still supported through these processes. The team also streamlined processes for students by removing the requirement for signatures, when possible. Documents and supplies were also mailed to students with limited internet access. We extended WIFI access into our parking lot for those students who do not have reliable service at home.

Many of our students experience basic needs insecurity during a typical term, so we knew that unemployment and financial strain would hit our students hard. We responded by making the food pantry available in the lobby of the building during regular business hours – despite the building being closed to the public. We have seen a significant increase in use of the pantry during the fall quarter. We extended our scholarship cycle to allow students more time to apply. We also disaggregated our scholarship data to ensure that marginalized students were not underrepresented in applications and awards. We found that in 2020, 26% of applicants and 29% of those awarded a scholarship were Latinx. As Latinx students represent about 20% of our undergraduates annually, this indicates equitable access to scholarships. We distributed over \$85k in CARES Act funds but these funds were only available to undergraduate students who were Title IV eligible, so we wrote and received a grant to give non-credit and DACA students access to emergency funds. We worked diligently to ensure that we were able to connect all students in need with emergency funds, regardless of status. We wrote for and received a grant to support our GED/ABE students. Our Foundation earmarked \$5,000 for emergency funds to be used for any student in need and we designated funds from two

donors be given to students' ineligible for CARES funding. These efforts resulted in over \$19,000 distributed to students not eligible for CARES funding.

Our community was impacted by wildfire in September, with some staff, faculty, and students evacuated from their homes. Many in our community were involved in fighting and responding to the fires as well. This prompted us to postpone the start of fall term, so that the community could have more time to prepare for classes and enroll. This also helped us to align with the schedules of local high schools and to support those students in enrolling in dual credit courses.

Clearly, it hasn't been a normal year. This year was really challenging for everyone, students, staff and faculty alike. The work of the Equity and Inclusion Committee has certainly been impacted, with in-person events and trainings cancelled, but we have maintained our focus on identifying and responding to the needs of our community in an equitable and inclusive way, just not in the ways that we had expected. Many in our community were galvanized by the killing of George Floyd by police and have become very active in supporting Black Lives Matter. The College realized the essential role that we as an educational institution can play in supporting these efforts. We convened a virtual conversation with the community in October, to hear from community members, local organizations and businesses to identify ways to partner in advancing racial equity in Tillamook County. Over 25 Community members shared about their work and identified ways that the College can reach across our existing silos and magnify our collective impact. This includes serving as a communications hub, to support community groups in communicating and collaborating more easily, developing an educational resource website to provide access to no-cost equity training resources, and to support community groups through virtual events and technical support. These are now a part of the College's Equity Plan.

SECTION 1			
December 31, 2019 Requirements			
#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2	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	Met	TBCC's Equity and Inclusion Committee was formed in 2017 to build the cultural competence of staff, students, and faculty and to lead the College to become a more equitable environment. The committee develops strategy and budget requests and makes recommendations to College Leadership.  <a href="http://tillamookbaycc.edu/equity-and-inclusion/">http://tillamookbaycc.edu/equity-and-inclusion/</a>

	education and the institution's employees.		
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	Met	<p>The College's Equity and Inclusion Committee includes representatives from each department or team. In 2019 this included three administrators, five staff members, one faculty representative and one student. In 2020, we added an adjunct faculty member to the committee.</p> <p>Initially, the committee attempted to recruit students to participate in monthly meetings, but this strategy was not effective. This year we are building student voice in the committee by:</p> <ul style="list-style-type: none"> <li>€ Encouraging both Career to Career Scholars and Oregon Promise Scholars to join our biweekly Zoom conversations, (which has experienced some success) and</li> <li>€ An outreach strategy to student groups including Phi Theta Kappa, Associated Students, and our extracurricular student groups.</li> </ul>
<b>December 31, 2020 Requirements</b>			
#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2(c)	Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.	Ongoing	<p>The list below includes the workshops, trainings, and events held at the College over the last two years. As we adapted to the pandemic closures, we have moved from traditional in-person trainings to more virtual events, conversations, and the sharing of resources in creative ways:</p> <p>Campus Compact Equity Lens Training, October 2019 - Introduction to the use of an equity lens to evaluate decision-making, policy and program development. Participants included 12 leadership team and committee members.</p>

			<p>Campus Compact Oppression Training, October 2019 - 39 staff and faculty explored historical basis for racial inequities, different types of racism and definition of key terms related to oppression and racism.</p> <p>NW Regional Equity Conference, February 2020 – This conference aims to improve equitable, sustainable experiences and outcomes for historically underrepresented students and employees of the higher education system through effective instruction and anti-racist supports. Three staff participated.</p> <p>Summer 2020 Book Club – a weekly book club to discuss <i>White Fragility</i>, with 20 staff and faculty participating</p> <p>Community Movie Night, August 2020 – the College sponsored a weekend of showings of <i>Just Mercy</i> for the community, in collaboration with our local movie theater. Over \$800 was raised to support the Equal Justice Initiative.</p> <p>Higher Education Coordinating Commission’s Digital Summit on House Bill 2864, October 2020 - This day included keynote speakers, panel discussions, and small group collaborations to explore multiple issues relevant to the advancement of HB 2864. Three staff participated.</p> <p>Fall 2020 Book Club - a weekly book club to discuss <i>How to be an Anti-racist</i>, with 15 staff, faculty, and students participating</p> <p>Cascade Alliance for Equity Summit “Concrete Jungle”, October 2020 - A deep discussion on racism, equity, education and concrete</p>
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			<p>actions needed in today's strange world. Four staff and faculty participated.</p> <p>Community Conversation, October 2020 – Ten College staff and faculty joined with 25 community members to discuss ways the College can support local equity efforts.</p> <p>Safe Colleges Micro-Aggression Training, November 2020 – All College employees participated in an online training in recognizing, responding to, and minimizing micro-aggressions in the workplace and classroom environments.</p>
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	Met	Appendix 1 is our Equity Plan 2020, which includes a summary of the College's efforts for the 2019-2020 academic year. Many of these strategies or projects are ongoing and reflect goals which will never be 'met'. We will continue to work toward them.
2(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 legislation.	Met	This report was shared with the Tillamook Bay Community College Board during the December 7, 2020 meeting.
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.		The Student Campus Climate Survey and the Employee Campus Climate Survey are distributed annually, beginning in 2018. The findings of these assessments are reviewed by the Equity and Inclusion Committee, the Leadership Team and are shared with all staff and faculty. The results are disaggregated on race/ethnicity and gender to determine if there are any detectable disparities in experience. As a part of our 2020 climate surveys, we added questions to gather student feedback on our response to the

			<p>pandemic. We wanted to hear how we could improve. Over 90% of students reported satisfaction with the College’s overall response, rating communications as timely, frequent and clear. Students were also asked whether they were concerned about the impact of the pandemic on their lives, and nearly 30% were concerned about consistent access to housing and food. 64% expressed concern about the financial impact on their lives and the impact of the pandemic on their academic future. These data are helpful, as they provide insights into student concerns and guide us in how to support students more effectively.</p> <p>Student success and outcome data are regularly disaggregated by gender, race/ethnicity, enrollment intensity, Pell status, and first-generation status of students. The College is investigating the data to determine our equity gaps, so that we can align service and supports to address disparities.</p>
2(g)	<p>Ensure that the institution clearly communicates to new faculty, staff and administrators the institution’s commitment to including meeting cultural competency standards in professional development.</p>		<p>The College has developed both an Equity Statement (Appendix 2) which asserts our commitment to equity and diversity, as well as an Equity Policy (Appendix 3) which was approved by our Board. These documents are shared and discussed with new staff and faculty as a part of their onboarding. TBCC’s President has implemented a new staff orientation program which includes a monthly introduction to essential components of College operations and higher education in general. Equity and inclusion are components of this orientation.</p> <p>President Tomlin has spoken out in support of Black Lives Matter, both to staff, faculty and students (Appendix 4) as well as in a statement to the community published in our local newspaper:</p>

			<a href="https://www.tillamookheadlightherald.com/opinion/tbcc-connections-our-continuing-focus-on-students-and-equity/article_eb00aa9c-fe7d-11ea-8d4b-e7e6e702f4fa.html">https://www.tillamookheadlightherald.com/opinion/tbcc-connections-our-continuing-focus-on-students-and-equity/article_eb00aa9c-fe7d-11ea-8d4b-e7e6e702f4fa.html</a>
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## Appendix 1: Equity Plan

Goal	Outcome	Strategy	Lead	2019-2020 Progress
<b>Mission:</b> Build an infrastructure that supports diversity and promotes inclusion in alignment with TBCC mission, and strategic plan.	1. TBCC’s strategic plan reflects a commitment to equitable access and respectful inclusion.	1. Establish an Equity & Inclusion Committee to sustain college-wide diversity/inclusion initiatives and support implementation of equity plan. (HB 2864)	Director of Institutional Effectiveness	Committee established and functioning 2017-2018
		2. Create a report to the board regarding progress toward achieving the goals (HB 2864) - first report by December of 2019 and second by December 2020.	Director of Institutional Effectiveness	December 2019 Board Report
		3. Develop multiple strategies to build student voice in the committee’s work	E&I Committee	Student outreach strategy developed
<b>Access &amp; Representation:</b>	1. TBCC staff and faculty demographics reflect the diversity of the students.	1. Ensure that faculty and staff recruitment and hiring processes foster greater access and hiring of underrepresented groups and that retention strategies are in place.	Director of Human Resources, Facilities, and Safety & the Leadership Team	LT reviewed current data on staff and faculty demographics and created a committee 7/28/20 to further analyze gaps, evaluate hiring process, and propose improvement strategies.
	2. The student demographics reflect	2. Support current student-focused	Vice President for Student Affairs	% Latinx - FCS- 18/19 - 23.5% 19/20 – 52.4%



	the diversity of the TBCC college district.	diversity initiatives with students and student groups.		
<p>Improve recruitment and retention of faculty and staff to be more inclusive of historically underrepresented populations.</p> <p>Increase the recruitment and retention of students from historically underrepresented groups.</p>		3. Translate recruitment materials and web page information in Spanish.	Executive Director of Advancement	All academic program brochures were translated to Spanish. Recruitment ads were run in print and on social media in Spanish. All TBCC scholarship information was translated to Spanish on the website.
		4. Identify and implement strategies and programs to recruit, retain and fully support a diverse student body.	Vice President for Student Affairs	We created a new LatinX & LGBTQIAA clubs, as well as initiated interactive boards to recognize Black history month as well as women's history month
		5. Increase options for financial aid and scholarships to support the educational pursuits of under-represented students.	Vice President for Student Affairs & Executive Director of Advancement	Created a matrix for First Class Scholars and Career to Career Scholars Strong start scholarship awarding
		E&I Committee:		
		· Expand the food pantry to create a sustainable response to food insecurity among students, by		Ongoing

		establishing an annual fundraising calendar.		
		· Improve the accessibility of bus routes		
<b>Campus Climate:</b> Create and maintain a campus climate that is welcoming, inclusive, and supports positive interactions between faculty, staff, students, and the community.	1. Students and staff feel respected, represented, and valued on campus.	1. Distribute TBCC Equity Statement and create opportunities for review and dialogue annually to all staff and faculty.	The College Leadership Team	The equity statement was included in all academic program brochures. There is a 3'x6' banner in the lobby with the equity statement
	2. Underrepresented students and staff see themselves reflected in curriculum and campus activities.	2. Increase the visibility of campus harassment and discrimination policies and practices, including the TBCC Equity Statement.	Director of Human Resources, Facilities, and Safety	The equity statement was included in all academic program brochures. There is a 3'x6' banner in the lobby with the equity statement
	3. Acts of disrespect and/or discrimination are responded in an appropriate and timely manner.	3. Review campus harassment and discrimination policies (and implementation practices) annually to ensure ease of use and wide communication of the reporting processes.	Director of Human Resources, Facilities, and Safety	All discrimination policies and the grievance policy were translated on the TBCC website.
<b>Campus Climate:</b> Create and maintain a campus climate that is welcoming, inclusive, and supports positive interactions between		4. Determine strategies and feasibility to incorporate availability of bilingual services on campus.	The College Leadership Team	

faculty, staff, students, and the community.				
		5. Work with Office of Instruction to ensure that faculty create inclusive climates in their classrooms.	Vice President of Instruction	Spring term focused on students w/differing abilities in the classroom. Summer term offered a "Teaching at Community College" class with 12 faculty (all adjuncts except for 1 FT), one entire class devoted to equity, but equity discussed and applied across 8-week class. White Fragility book club- 4 adjuncts participating.
		6. Develop process for student and employee gender and name change in technical systems (2020-2021)	Director of Institutional Effectiveness	
<b>Education &amp; Training:</b> Develop and implement a comprehensive equity & inclusion education & training plan in order to engage faculty, staff, and students to support and promote equity & inclusion.	1. Staff have knowledge of various cultures and backgrounds and are skilled in communicating cross-culturally.	1. Educate all full-time and part-time employees to understand the college's diversity/inclusion commitment, policies and initiatives.	E&I Committee	

	2. Students will develop awareness to interact effectively in a multi-cultural community.	2. Develop student and employee orientation programs to bring awareness of the campus's commitments to equity & inclusion (HB 2864).	College President	Curriculum developed and implemented
		3. Build a practice of using the Equity Lens to evaluate new policies, practices, programs, and interventions.	Executive Director of Advancement and the College Leadership Team	The advancement team is seeking support for us to begin this work.
		4. Provide on-going educational workshops on topics such as intercultural competence, equity, and social justice for students, staff, and faculty (HB 2864).	E&I Committee	
<b>Outreach &amp; Partnership:</b> Establish partnerships consisting of robust, meaningful relationships within the college and between the college and community organizations to foster increased diversity and inclusion	1. TBCC promotes a unified effort in the community to create a culture of equity and inclusion.	1. Build relationships with local communities, community resource centers, K-12 Institutions and other community colleges for outreach and recruitment of under-represented students.	E&I Committee	Number of joint events, Social Services Directors (jenny's collaborations), Juntos with TEC, ORSA presentations
		2. Collaborate with local communities, community resource centers, K-12	E&I Committee	

		Institutions, and other community colleges to deliver equity and inclusion related trainings.		
		3. Collaborate with local communities, community resource centers, K-12 institutions, and other community colleges to capitalize on funding opportunities.		
		4. MLK Day of Service Event Planning	E&I Committee	

## **Appendix 2: TBCC Equity Statement**

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

## **Appendix 3: TBCC Equity Board Policy**

EQUITY Article Number: 201

Approved Date: February 4, 2019

Reference: 201.1 –

EQUITY Tillamook Bay Community College is committed to equity and the success of every member of our college community. We are focused on removing the barriers that are pre-determined by characteristics including, but not limited to, race, ethnicity, family economic status, mobility, language, country of origin, gender, gender expression, sexual orientation, disability, zip code, and religious affiliation. Equity in education ensures that everyone has the opportunity to participate and is rooted in justice for every person. Equity is not used interchangeably with principles of equality. Equity goes beyond equality through our efforts to provide whatever students need to succeed, thereby fostering an environment in which every student has the opportunity to succeed in the same high-quality educational experience. High quality education makes a difference in a student's health, well-being, economic stability, civic involvement, and contribution to society. Equity in education impacts the creation of an equitable and just society. In order to change the correlation between student demographics and student achievement and outcomes, the principle of equity will be a key driver of all policies, programs, operations, and practices.

To achieve educational equity for our students, TBCC will commit to:

- Using data, that has been separated out by race, ethnicity, language, and gender to inform decision-making;
- Creating and promoting an environment that welcomes and includes all students and staff;
- Providing professional development for all faculty and staff to support implementation of equitable practices
- Engaging members of the TBCC community who are representative of our diverse student population

## **Appendix 4: TBCC Leadership response to the killing of George Floyd**

We are appalled and saddened by the recent horrific incidents of violence and hate against black people in our country. The senseless killing of George Floyd in Minnesota was certainly the tipping point. The Leadership Team of Tillamook Bay Community College (TBCC) stands with all people around the world that again condemn the brutality and inequity against people of color. As an educational institution, we have an obligation to speak up and be an active part in dismantling systemic racism. In this time of social upheaval, we believe it is important to assert that Black Lives Matter.

Many Tillamook County residents are white, which makes it even harder for those of us that are white to fully understand and grasp the challenges experienced by people of color regarding race. As Robin DeAngelo stated in her book *White Fragility*, “the dimensions of racism benefiting white people are usually invisible to whites.” We must work through this by having ongoing discussions throughout our college and community on the devastating impacts of continued systemic racism toward people of color. We understand that we will learn the most by listening, and we are available to hear from anyone in our community who is willing to teach us. As Nelson Mandela stated, “Education is the most powerful weapon which you can use to change the world”. The world has to change in regard to racism and we are committed at TBCC to use our role as educators to do everything in our power to make a positive difference in this critical issue. TBCC is committed to not allowing this issue to again be swept aside by other priorities. Please join us.