

## 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.**

#	Text from Legislation	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 education and the institution's employees.	<ul style="list-style-type: none"> <li>● Equity and Inclusion Committee</li> <li>● <a href="https://tillamookbaycc.edu/about-tbcc/equity-and-inclusion/">https://tillamookbaycc.edu/about-tbcc/equity-and-inclusion/</a></li> <li>● The committee is charged by College Leadership with building the cultural competence of staff, faculty, and students and with leading the college in becoming a more equitable environment.</li> <li>● The committee develops strategy and budget requests and makes recommendations to College Leadership.</li> </ul>
2(a) ) 2(b) )	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	<ul style="list-style-type: none"> <li>● Committee members:               <ul style="list-style-type: none"> <li>○ Executive Director, TBCC Foundation</li> <li>○ Director of Institutional Effectiveness</li> <li>○ Faculty member</li> <li>○ Student Engagement Facilitator</li> <li>○ Director Opportunity Programs</li> <li>○ Grant Accountant</li> <li>○ Resource Navigator</li> <li>○ AV/Instructional Support Specialist</li> </ul> </li> </ul>
#	Text from Legislation	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	<p>Movie Events – the College sponsored one event in the 2022-2023 academic year in collaboration with ASTBCC.</p> <p>Book Clubs – the College continues to sponsor quarterly book clubs to increase awareness and understanding of diversity and equity. The book is provided for anyone interested, and then weekly discussions occur to learn collaboratively. Typically 15 people participate.</p>

	administration to meet cultural competency standards.	Equity Lens Implementation – the committee developed an implementation proposal for building the lens into practice across the college. This is a strategic project under the ‘equity & inclusion’ priority and is included in Appendix 1.
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	Appendix 2 is the College’s Strategic Plan. Instead of creating a separate Equity Plan, we built equity into each priority in the plan and then included a fifth priority focused specifically on equity and inclusion. This priority highlights the need for additional capacity to meet the objectives of the plan, including providing college-wide training and professional development.  The Equity and Inclusion Committee prepares an annual a list of ongoing projects which is included in Appendix 3.
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.	This report was created by the Equity and Inclusion Committee and will be shared with the Tillamook Bay Community College Board during the December 4, 2023 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. These data are helpful, as they provide insights into student concerns and guide us in how to support students more effectively.  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.
2(g)	Ensure that the institution clearly communicates to	The College has developed both an Equity Statement which asserts our commitment to equity and diversity, as well as an Equity Policy which was approved by our Board. These

	<p>new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.</p>	<p>documents are shared and discussed with new staff and faculty as a part of their onboarding. The 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>
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## Appendix I:

# Equity Lens Implementation

In July 2023, the Equity and Inclusion Committee (EIC) met to outline a process and governance structure for the use of the Equity Lens across Tillamook Bay Community College. The Equity Lens can be used to consider the impacts of a wide range of issues, including policies, procedures, processes, decisions, programs or practices at the College. This proposal includes recommendations for how issues are suggested for a Lens Review, who determines what gets reviewed, who participates in the review and the process for approving and implementing the resulting recommendations. As this process is implemented, a SharePoint site will be developed and maintained to document the process and share the results of Lens Reviews. The EIC will lead this process, but the participation and support of staff, faculty, students, College Council and the Leadership Team are necessary to build a robust and sustainable system.

### Identifying Issues of Concern

We propose creating multiple ways for employees and students to suggest an issue for review, including emailing EIC members, sharing to the virtual suggestion box, and/or adding the suggestion to a collaborative document on the SharePoint site where ideas can be shared. We suggest creating an anonymous suggestion box for students as well, with a link on MyTBCC. Our Lens Reviews to date have focused primarily on employee concerns, with little student involvement. A student suggestion box will create a way to elevate student concerns.

Every month these suggestions will be reviewed by the EIC. Policy and Administrative Rules suggestions will be coordinated with Leadership's review calendar, so that recommendations can be incorporated into the edited versions, before they are reviewed by College Council and the Board. Other suggestions will be prioritized by the EIC, with input from subject matter experts.

### Workgroup Participation

Workgroups will be formed ad hoc for each Lens Review, with an email invitation to employees, and students where possible. These groups should be small (5-6 members) so that scheduling can be done quickly, but also be representative of those impacted by the issue, including:

- EIC members
- Staff or faculty with particular expertise in the issue, decision, policy, program, etc. (e.g. HR manager for personnel policies).
- Exempt and non-exempt employees
- Faculty
- An 'outsider' perspective (an employee with a 10k foot view of the subject)

- Students

For Lens Reviews of issues directly impacting students, we propose that the majority of participants in the workgroup be students. This can occur through collaboration with ASTBCC and the Career to Career, First Class Scholars, or other student groups depending on the issues being considered. Participation could fulfill the expectation for college engagement.

#### Lens Application Process

To apply the Lens, the workgroup should plan on an initial 90 minute session, with additional sessions if needed. A facilitator and a scribe should be identified to lead the discussion and to record the learnings. When reviewing a policy or procedure, the document itself is the foundation for the review. When a decision or program or practice are being reviewed, it will be helpful to prepare an outline of the issue to use in the review.

1. Stakeholders – Identify who is impacted by the issue under review. The Obear Group Identity Cards can be useful at this step, or the Lens tool includes a list of student and employee populations to consider. These perspectives should be kept front of mind when considering the impact of the decision, policy, program etc.
2. Potential Impacts – As the workgroup talks through the issue under review, identify the potential impacts. Does the policy or procedure as written increase disparities? Does the program or practice as it currently functions increase or decrease access and equity?
3. Mitigating Strategies – Identify ways to mitigate the negative impacts of the policy, practice or program under review. For each negative impact, discuss and identify ways to address the impact. For a policy or procedure, this may involve reviewing each section of the document, editing it, or making suggestions to create more equitable impacts.
4. Recommendations – Summarize any overarching recommendations that have emerged.
5. Documenting Results – The workgroup should prepare a document which summarizes the process that was conducted, who participated, what was learned and the recommendations that resulted. This draft document will be reviewed by the EIC, before being shared publicly.

#### Information Sharing and Governance

The results of the Lens Review will be shared campus-wide by email and posted on the SharePoint site. The results will then be shared with various stakeholder groups:

- Faculty, Deans and Directors, Board of Education – An informational discussion will be held with these groups to apprise them of the process conducted and the recommendations made.
- College Council – The workgroup will present the results of the Lens Review to the Council to gather their feedback as well as to build support for the recommendations before they move to leadership.
- Leadership Team - The workgroup will present the results of the Lens Review to leadership, making the case for the recommendations and answering any questions that arise. The Leadership Team will then determine which recommendations to accept and integrate into policies and A.R.'s.

It is important to make clear that this process doesn't supersede the process for policy and A.R. approval which is described in XX. The recommendations that are accepted and approved by Leadership Team as a result of a lens review will be integrated into the relevant documents, with A.R.'s then being approved by College Council and policies approved by the Board.

#### Annual Process Check-In

As this process is implemented, it is necessary that the College identify and correct any issues that arise. The EIC proposes that they meet annually with the Leadership Team for a review of the Lens Reviews conducted in the previous year. The purpose of this discussion will be to ensure communication is occurring across the college, that participation in workgroups is representative, the review process and template are functioning, and the governance process is working well. This will also be an opportunity to identify any barriers to the implementation of approved recommendations. Updates to the review process can then be implemented for the following year.

# Appendix II:

MISSION		VISION		VALUES (RISES)	
<p>TBCC serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning.</p>		<p>TBCC is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.</p>		<p>Relationship-Oriented: We prioritize relationships and partnerships that strengthen our community.                      Innovative: We are continually evolving to meet the changing needs of our community with responsive and relevant solutions.                      Student-Centered: We provide our students with the individualized support they need to achieve their unique goals.                      Equitable: We are committed to tackling systemic inequities and building an accessible and inclusive environment.                      Scholarly Excellence: We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.</p>	
STRATEGIC PRIORITIES		STRATEGIC OBJECTIVES		STRATEGIC INITIATIVES	
<p><b>Exceptional Student Experience</b>                      Continue our Guided Pathways work to foster an environment where students can gain a sense of belonging, feel heard, and be empowered to achieve their own excellence.</p>	<ul style="list-style-type: none"> <li>Increase the number of students that successfully complete the application to registration process.</li> <li>Increase students' reported sense of belonging and community and minimize any equity gaps.</li> </ul>	<p><b>Strengthen Student Onboarding</b>: Provide guidance and resources to support students in the entry and onboarding process.  <b>Provide Equitable Student Support</b>: Define and create equitable support for students reflective of their needs.  <b>Deliver Responsive Student Engagement Opportunities</b>: Create equitable, innovative, and responsive student engagement opportunities.</p>			
<p><b>Educational Excellence &amp; Workforce Development</b>                      Engage individuals in equitable, inclusive, and supportive learning environments that stimulate growth and prepare them with the skills they need for their next steps in higher education and the modern workplace.</p>	<ul style="list-style-type: none"> <li>Students make consistent progress toward their individual educational goals as measured by increased retention, completion, and transfer rates while addressing equity gaps.</li> <li>Increase the number of credential-seeking students who participate in applied learning experiences such as Cooperative Work Experience (CWE), internships, job shadowing, service learning.</li> </ul>	<p><b>Implement Learning Communities</b>: Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work.  <b>Advance Internships and Job Experiences</b>: Develop more experiences for TBCC students regardless of degree and program.  <b>Broaden Assessment Efforts</b>: Provide relevant skill building opportunities and develop educational pathways that address local priorities.  <b>Streamline and Standardize Roles and Processes</b>: Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity.  <b>Improve Employee Experience</b>: Utilize employee experience data and best practices research to improve TBCC's employee experience.  <b>Grow our Capabilities</b>: Determine and provide key opportunities for professional growth and development for faculty and staff.</p>			
<p><b>Employee Experience &amp; Organizational Health</b>                      Continuously assess and improve our systems, processes, and employee experience to ensure TBCC is a healthy and effective organization that can attract and retain a talented and diverse team.</p>	<ul style="list-style-type: none"> <li>Increase the recruitment and retention of employees, with a focus on mirroring the demographics of Tillamook County.</li> <li>Improve employee experience as measured by engagement scores.</li> <li>Maintain economic stability while managing sustainable growth.</li> </ul>	<p><b>Build Partnerships</b>: Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students.  <b>Connect and Convene</b>: Connect and convene the community to come together to address issues that create barriers for students.  <b>Be Present in Tillamook County Schools</b>: Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC.</p>			
<p><b>Community Engagement &amp; Awareness</b>                      Intentionally seek opportunities to strengthen and develop relationships with our community and build awareness of how TBCC can contribute to the health and vitality of Tillamook County.</p>	<ul style="list-style-type: none"> <li>Increase the percentage of organizational partners who report a shared sense of direction with TBCC</li> <li>Increase enrollment through targeted communities, high school students, and those seeking additional education.</li> </ul>	<p><b>Apply our Equity Lens</b>: Embed the equity lens process based on the existing three-year lens implementation plan.  <b>Community Education and Engagement</b>: Develop a comprehensive plan for community education and engagement to increase understanding of equity and inclusion principles and practices.</p>			
<p><b>Equity &amp; Inclusion</b>                      Intentionally welcoming the community into a safe and supportive environment where everyone belongs. We do this by eliminating systems barriers and embedding equity and inclusion into every facet of TBCC.</p>	<ul style="list-style-type: none"> <li>Implement the Equity Lens in both the development and review of policies, administrative rules, and decisions.</li> <li>Increase the community participation in conversations about how equitable environments enrich us all.</li> </ul>				

Appendix III:

## 2023-2024 Equity Plan

<b>Goal</b>	<b>Strategy</b>
<b>Access &amp; Representation</b>	<ul style="list-style-type: none"> <li>• Maintain the food pantry as a sustainable response to food insecurity among students, by coordinating multiple funding streams including product-specific fundraisers.               <ul style="list-style-type: none"> <li>○ Pet Food Drive – Nikole</li> <li>○ Personal Care Products</li> <li>○ Snack Foods (WinCo collaboration – Britta?)</li> </ul> </li> <li>• Remove barriers to access for students:               <ul style="list-style-type: none"> <li>○ Dyslexia/Learning Strategies Course– Jude</li> <li>○ Computer Skills/Basics – Tech Equity – Nikole</li> <li>○ Student safety (parole and DV) - Jude</li> </ul> </li> </ul>
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>• Disability &amp; Neurodivergent Education for employees– Baylee</li> <li>• Coordinate the implementation of the Equity Lens – Erin</li> <li>• Book Club – term by term, depending on interest (Fall maybe Tom and Nikole)</li> <li>• Movie Nights- off campus gatherings - Tom</li> <li>• Observance Emails – Nikole &amp; Baylee</li> </ul>
<b>Outreach &amp; Partnership</b>	<ul style="list-style-type: none"> <li>• MLK Day of Service Event Planning - Jenny</li> <li>• CARE Homeless Connect – Jenny</li> <li>• June Dairy Parade</li> </ul>