

Response to Faculty Senate Questions Regarding House Bill 2864

Background: In 2017, the Oregon State Legislature passed House Bill 2864,¹ a bill requiring every public institution of higher education to establish a process that will enable the public institution of higher education to recommend and provide oversight for the implementation of cultural competency standards for the public institution of higher education and the institution's employees.²

Faculty Senate Questions

1. Was a process instituted by December 31, 2019?

The legislation requires an entity to “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.” HB 2864 was enacted in 2017, during the tenure of PSU's first full time director of Global Diversity and Inclusion (GDI), Jilma Meneses. Dr. Meneses designated the President's Diversity Action Council (DAC) as the committee tasked with overseeing cultural competency. The DAC is one of GDI's most active and long-lived work groups. It is chartered by the President and the Vice President for Global Diversity and Inclusion oversees its work. It is a robust committee comprised of PSU faculty, staff, and students. The DAC has several subcommittees, one of which - Cultural Competency - runs Culturally Responsive Workshops and an Annual Symposium. The legislation further requires a biennial update to the Board of Trustees, which was shared at the January 2021 board meeting by Dr. Ame Lambert, the current Vice President for GDI.

2. If so, what is the process, what was the faculty, staff, and student role in participation, and why was FS not contacted?

The DAC includes faculty, student and staff representatives and includes ten different subcommittees. The subcommittees engage broad segments of the community and perform a wide range of activities to address cultural competency. With the arrival of Dr. Lambert in August of 2020, and with President Percy's established priorities around racial and social justice, efforts are underway to further develop this important work and bring additional opportunities for collaboration, including opportunities to strengthen connectivity with the Faculty Senate.

As to engagement with the Faculty Senate, it appears the Senate was contacted regarding HB 2864 immediately following the passage of the legislation. The minutes of June 5, 2017³ note that HB 2864 was introduced to the Faculty Senate by then-President Wiewel and was reported on by Faculty Senate Presiding Officer Michael Clark on October 2, 2017.⁴

¹ [Text of HB 2864](#)

² PSU Alumnus State Representative Teresa Alonso Leon '13 was the lead sponsor of HB 2864. Representative Alonso completed her Master's in Public Administration from the College of Urban and Public Affairs and served as a Graduate Assistant in Global Diversity & Inclusion while at PSU.

³ [June 5, 2017 Faculty Senate Minutes](#)

⁴ [October 2, 2017 Faculty Senate Minutes](#)

3. Was the plan completed, and what was the role of the Faculty in developing it?

The legislation did not require a plan, but rather a campus process. The process is under the purview of the DAC, which does include faculty representation. At the time the DAC was designated, GDI relied on many existing programs at PSU to meet the requirements of the bill.

Moving forward, GDI is partnering with Faculty Senate, Human Resources, ASPSU, and other campus groups to synthesize vital feedback they need to assess the best path forward to build and expand on existing work. Also, of note, the scope of HB2864 aligns well with President Percy's commitment to racial justice.

HB 2864 - Cultural Competency at Post-Secondary Institutions Report

Date submitted: 12/23/20

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The following document summarizes (**Portland State University**) commitment to meeting expectations of HB2864, Cultural Competency at Post-Secondary Institutions.

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 education and the institution's employees.		<p>Committee name at your institution.</p> <p>Diversity Action Council (DAC) https://www.pdx.edu/diversity/presidents-diversity-action-council</p> <p>Culturally Responsive Workshops and Annual Symposium DAC Committee. Charge:</p> <ul style="list-style-type: none"> ● Organize and develop a campus-wide Culturally Responsive Workshop Series ● Plan and coordinate workshop topic selection and workshop facilitators ● With the assistance of GDI, coordinate logistics, budget, and communications. <p>Equity Summit Education, Scholarship and Service Taskforce Charge: Serve as the brain trust of the equity summit, making sense of summit outcomes and getting grounded in prior work. The committee must recommend the three priorities in their focus area that will most impact our campus in the next three years. https://www.pdx.edu/diversity/equity-summit</p>

			<p>Committee decision making authority Both bodies make recommendations to the President and the Vice President for Global Diversity and Inclusion.</p> <p>Address oversight for implementation The committees have co-chairs and are overseen by the Vice President of Global Diversity and Inclusion. Recommendations are channeled through Global Diversity and Inclusion to implementing bodies PSU has also provided a framework to guide efforts and has been socializing national toolkits as it works to build its own.</p>
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.		<p>Committee members titles. Clearly list categories: administrators, faculty members, staff members, and students.</p> <p>PSU Education, Scholarship and Service Taskforce</p> <ol style="list-style-type: none"> 1. Vanelda Hopes (co-chair), Director of Academic Administration, Academic Affairs (Staff) 2. Rossitza Wooster (co-chair), Dean of Graduate Studies, Research & Graduate Studies (Administration) 3. Eva Thanheiser, Associate Professor, Mathematics & Statistics, College of Liberal Arts & Sciences (Faculty) 4. Amy Donaldson, Associate Professor, Speech and Hearing Sciences, College of Liberal Arts & Sciences (Faculty) 5. Michael Lupro, Assistant Professor, University Studies - Academic Affairs (Faculty) 6. Z. Brady Brewer, Student, MS in Special Education (Student) 7. Anita Bright, Associate Professor, College of Education (Faculty) 8. Mary Muhly, Night Auditor, Auxiliary Services (Staff) 9. Monica Mueller, Senior Instructor, Philosophy, College of Liberal Arts and Sciences (Faculty) 10. Maude Hines, Associate Professor, English, College of Liberal Arts & Science (Faculty) 11. Cynthia Carmina Gomez, Executive Director for Cultural Resource Centers, Diversity & Multicultural Student Services (Administration) 12. Kelly Clifton, Interim Associate Vice President for Research, Research & Graduate Studies (Administration)

			<p>13. Dawn Richardson, Assistant Professor, School of Public Health (Faculty)</p> <p>14. Carlos Crespo, Professor, School of Public Health; Vice Provost for Undergraduate Training in Biomedical Research (Administration)</p> <p>15. Todd Rosenstiel, Dean, College of Liberal Arts & Sciences (Biology) (Administration)</p> <p>16. Andreen Morris, Curriculum Coordinator - Academic Affairs (Staff)</p> <p>17. Elijah Roach, Student, ASPSU, Cultural Anthropology, Gender/Sex Studies (Student)</p> <p>PSU Diversity Action Council Culturally Responsive Workshop and Annual Symposium committee</p> <p>Meejean Park Human Resources (Co-Chair) (Staff)</p> <p>Aoi Mizushima Student Health & Counseling (Co-Chair) (Staff)</p> <p>Patrick Villaflores Global Diversity & Inclusion (Staff)</p> <p>Abigail Schmidt Advising and Career Services (Staff)</p> <p>Courtney Williams Graduate Student (Student)</p> <p>Mary Muhly Undergraduate Student (Student)</p> <p>Corinne Hughes Middle East Studies Center (Staff)</p> <p>Lori Barkley Intensive English Language Program (Faculty)</p> <p>Marchel Hirschfield Undergraduate Student (Student)</p> <p>Carla Gonzales Jimena Graduate Student (Student)</p> <p>Eli Hess Undergraduate Student (Student)</p> <p>Travis Spencer Global Diversity & Inclusion (Staff)</p> <p>Sahar Heidar Global Diversity & Inclusion (Staff)</p> <p>Address how committee structure ensures equal weight to the multiple perspectives of committee members.</p> <p>The committees work by consensus and also have a responsibility to bring in voices from outside the committee, such as through the equity summit.</p>
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December 31, 2020 Requirements

#	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.		<p>Include:</p> <ul style="list-style-type: none"> ● Title of event ● Intended audience ● Description of event ● Date offered ● Number of participating employees <p>A snapshot of PSU workshops.</p> <ul style="list-style-type: none"> ● Culturally Responsive Pedagogy Workshops: In partnership with faculty from University Studies and the School of Gender, Race, and Nations, we've created two workshops designed to provide faculty with strategies for moving forward in ways that recognize and respect the diversity of our student body. "Embracing Equity as Our Lens / Inclusive and Culturally Responsive Pedagogy" and "Uncovering the Hidden Curriculum / Inclusive and Culturally Responsive Curriculum" ● Inclusive Hiring Workshops: Global Diversity & Inclusion provides hiring workshops for faculty and staff seeking to explore strategies and best practices for creating an inclusive search and selection process. Folks are encouraged to attend a workshop at the outset of the hiring process (prior to position posting). In the fall of 2020, 93 members of search committees attended inclusive hiring workshops. ● Inclusive Curriculum and Pedagogy Faculty in Residence at OAI - The Faculty-in-Residence for Inclusive Curriculum and Pedagogy will provide leadership for programming focused on fostering inclusive learning environments that engage and include all students. This individual should have a strong desire to work together with campus constituents and OAI staff to foster greater understanding and implementation of inclusive teaching practices. Compensation and time commitment: \$5,000.00; 4 hours per week (.1 FTE) during winter and spring quarters 2021. ● The PSU Annual Culturally Responsive Symposium facilitates campus-wide engagement around issues relevant to our desire to be an equitable and inclusive community. Centering perspectives related to subjects like race, sexuality, gender, ability, the

			<p>symposium strives to break down barriers, celebrate differences, and illuminate commonalities between people.</p> <ul style="list-style-type: none"> ● Queer Inquiry (QuiNQ) Workshops provide attendees with general information about queer and trans communities. Workshops include activities, videos, and information on terminology, pronouns, advocacy tools, and more! Faculty workshops focus on student interaction, supportive climates, and position-specific recommendations. Attendees will leave with skills and tools for future learning. ● Diversity Education & Learning Webinars - To be a truly inclusive and welcoming campus it is crucial that we recognize the importance of a growth mindset for all members of our community. Whether administrators, faculty, staff, or students, we are challenged to continue to evolve alongside our campus community. ● Workshops by request for students, staff, faculty and administrators. GDI arranges sessions specific to the unit, department, school, student group etc. In the past we have explored topics such as microaggressions, implicit bias, developing inclusive workplaces and adopting an equity lens. ● The Open Education AIM is part of an Open Education Initiative, co-led by The Office of Academic Innovation and the Portland State Library, to put students' learning first through cost-saving strategies, increasing inclusion efforts, and improving academic success. Open educational teaching practices allow for more diverse voices to engage in the learning experience and provide opportunities for faculty to collaborate with students to ensure the learning materials meet their students' needs.
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.		<p>List institutional goals, seeking alignment with Strategic Planning efforts.</p> <ul style="list-style-type: none"> ● Specific goals ● Learning outcomes ● Strategies ● Assessment/measurement methods ● When are the goals reviewed/updated/modified? <p>PSU has experienced transition in both the President and VPGDI roles and this has impacted the ability of prior recommendations and strategic plans to be implemented. We have cataloged prior recommendations and organized them according to our five dimension framework. The recommendations</p>

			<p>related to cultural competence and intercultural fluency are below. https://docs.google.com/document/d/1U6KcjSGtf7_P49BMEPD8E3EUIZMc4fF-1wPp7sciReE/edit?usp=sharing The equity summit education, scholarship and service taskforces are charged with making sense of these prior recommendations and outcomes from out October 30th equity summit and will advance the 3 priorities that will make the greatest impact in the next three years.</p>
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.		<p>Include:</p> <ul style="list-style-type: none"> ● Who prepares the report ● Timeline for presenting the report ● If possible, include copy of report or link to report. <p>The report will be prepared by the Director of Diversity Education in Global Diversity and Inclusion, the Director of Training in Human Resources, the Associate Vice President of Human Resources and the Vice President for Global Diversity and Inclusion and will be presented to the Board of Trustees in January biennially.</p>
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.		<p>Options include:</p> <p>A student Campus Climate survey (include time frame and future plans) An employee Campus Climate survey (include time frame and future plans)</p> <p>The University conducted a campus climate survey in 2017, a pulse survey in 2020 and a student senate campus survey in 2020. The university is currently exploring other options for nationally normed climate surveys that can be administered on an established frequency</p> <p>Self-assessments administered at the end of trainings Inclusive hiring trainings, inclusive pedagogy workshops and culturally responsive trainings all have opportunities for both feedback and reflections after the events.</p> <p>Outcome data disaggregated by populations identified in legislation. (Include information related to how data will be used). PSU has created an equity gaps dashboard looking at disaggregated data along a variety of indicators and is also working to build an equity scorecard. The goal of both tools is to identify opportunities for interventions, track the impact of interventions on critical indicators and monitor progress towards goals.</p>

			<p>Other:</p> <p>In the fall of 2020, PSU expanded its use of the Intercultural Development Inventory from classrooms to the leadership (executive council, academic leadership and chairs) and is working on developing a snapshot of entering and departing students intercultural fluency in the Spring and fall of 2021.</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>Consider:</p> <p>What information is included in position postings at your institution.</p> <p>PSU's gateway to employment opportunities speaks to a Diversity Action plan and global citizenship. https://www.pdx.edu/human-resources/career Individual job descriptions also include context about cultural competence. This language is included below.</p> <p>Key Cultural Competencies:</p> <ul style="list-style-type: none"> • Creates an environment that acknowledges, encourages and celebrates differences. • Functions and communicates effectively and respectfully within the context of varying beliefs, behaviors, orientations, identities and cultural backgrounds. • Seeks opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings with a willingness to change for continual improvement • Adheres to all PSU's policies including the policies on Prohibited Discrimination & Harassment and the Professional Standards of Conduct. <p>What information is included in new employee orientation.</p> <p>All university employees must participate in the culture of respect training as part of their orientation to the university. https://www.pdx.edu/diversity/preventing-prohibited-discrimination-and-unlawful-harassment-module-employees "Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment" This training offers strategies for preventing unlawful discrimination, harassment, and retaliation within the University. It teaches our community how to respond appropriately when they become aware of potential discrimination or harassment, educates us about the risk of liability to Portland State University, its managers, and individual</p>

employees, and, in keeping with PSU's core values; promotes a climate of mutual respect.

What information is available on the institutional website.

PSU's Institutional websites for Human Resources and Global Diversity and Inclusion share our commitment to DEI and links to a variety of resources and supports relevant to our diverse community such as links to affinity groups and a new employee list that includes our mission, EEO statement, ethics and professional standard of conduct and other policies related to equity and inclusion.

<https://www.pdx.edu/diversity/diversity-advocacy>

<https://www.pdx.edu/human-resources/onboard>

Have you developed Principles of Community (Central Oregon), Respectful Community Policy (Chemeketa)? If so, is it included in new employee orientation?

Professional code of conduct?

PSU has a professional code of conduct that is currently under review for updates.

<https://www.pdx.edu/human-resources/professional-standards-conduct-policy>

What statement(s) has your President made to emphasize the college's commitment to Cultural Competency, Diversity, Equity, and Inclusion? (Include link to published statements).

With what frequency do these messages/strategies occur?

President Stephen Percy has made racial justice the highest priority of his presidency. In addition, he provides regular updates about diversity, equity and inclusion and affirms the commitment to anti-racism. A snapshot of statements is below.

<https://www.pdx.edu/news/taking-our-first-steps-toward-more-equitable-and-just-psu>

<https://www.pdx.edu/president/message-archive>