

University of Oregon
Division of Student Affairs
Diversity Action Plan

Prepared by:

Diversity Action Committee for Student Affairs
July 20, 2007

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University of Oregon
Division of Student Affairs
Diversity Action Plan

Diversity Action Plan Summary

The staff and faculty employed by the Division of Student Affairs represent seven departments and possess a broad range of talents and expertise. These seven departments administer a wide array of programs and services in the following administrative areas:

- Residential Programs and Facilities—providing social, physical, and cultural development opportunities for students (Erb Memorial Union, Housing, and Physical Activity & Recreation Services).
- Student Services— offering programs and services that provide students with opportunities to practice or develop skills in a healthy environment (Career Center, Counseling & Testing Center, Health Center, and Student Life).

In May, 2005, the University of Oregon began efforts to develop and adopt a five-year, University-wide diversity plan (The Plan). The vision set forth in this plan reaffirmed the University's core values of equality, opportunity and pluralism, as well as its dedication to the dissemination of knowledge in an increasingly diverse world. The Plan recognizes, however, the University's ongoing struggle with how to best articulate and achieve these ideals.

The Division of Student Affairs crafted a diversity action plan in line with the six strategic directions (listed as "goals" in our plan). Guiding principles undergirding each of the goals as well as action steps are outlined in the full document of the diversity action plan following this summary.

Goal 1: Developing a Culturally Responsive Community

A culturally responsive community recognizes that students, staff and faculty come from a myriad of cultural backgrounds and that these cultures are integral to how we view and experience the world. A responsive community acknowledges that there are differences between and amongst cultures. It is a community that seeks to understand the commonalities among different cultural groups and also one that embraces and celebrates the differences. A culturally responsive community supports and rallies around diverse groups that may be verbally or physically threatened or misunderstood, and works to improve and educate the community.

Goal 2: Improving Campus Climate

Climate encompasses the University of Oregon's learning, working, social, and cultural environments. It also includes the University's relationship with the surrounding community. Student Affairs will expand its efforts to make the University a more open

and inviting place for all students, faculty, staff, alumni, and community members by recognizing that this requires a sustained, long-term commitment and continuous evaluation of the campus climate.

Goal 3: Building Critical Mass

Building a critical mass of staff and faculty from underrepresented groups is central to the goals of maintaining a campus environment that embraces diversity and providing the campus community with tools to be global citizens.

Achieving a critical mass of staff and faculty from underrepresented backgrounds demands the retention of such individuals. Our goal is to create an institutional culture that provides all members with opportunities for professional growth. Investment in and development of underrepresented members will result in consistency and excellence of service for U of O students.

Goal 4: Expanding and Filling the Pipeline

Filling the pipeline refers to the University's efforts in the recruitment of students as early as the middle school years. Various programs and offerings within Student Affairs strive to retain these students once they have indicated their intention to attend the University. A focus is placed on "growing scholars" to attend graduate school and later become faculty and or staff members in the academy.

Goal 5: Developing and Strengthening Community Linkages

As a public institution, the University of Oregon is a community resource that must serve as an active participant in the Eugene/Springfield area as well as the State of Oregon. The University, the Eugene-Springfield community, and the state will all benefit from developing and strengthening these connections.

Goal 6: Developing and Reinforcing Diversity Infrastructure

Diversity infrastructure is the framework necessary to support, maintain, and enhance a vibrant, diverse community. This framework consists of developing clear and effective diversity goals and expectations within all departments in Student Affairs. Developing and reinforcing institutional diversity infrastructure involves all levels of University administration. It will be incumbent upon upper administration within Student Affairs to provide vision, inspiration and direction for each department in order to attain divisional goals regarding diversity.

Diversity Action Plan

The Division of Student Affairs

About Student Affairs

Mission Statement

The Division of Student Affairs develops and administers University and unit policies to assure that students at the University of Oregon are supported in their academic and personal development and challenged to develop as individuals through an array of co-curricular experiences. Student Affairs staff plays a significant role in preparing students for a culture of learning in a global and diverse society.

Organization

The staff and faculty employed by the Division of Student Affairs represent seven departments and possess a broad range of talents and expertise. These seven departments administer a wide array of programs and services in the following administrative areas:

- Residential Programs and Facilities—providing social, physical, and cultural development opportunities for students (Erb Memorial Union, Housing, and Physical Activity & Recreation Services).
- Student Services— offering programs and services that provide students with opportunities to practice or develop skills in a healthy environment (Career Center, Counseling & Testing Center, Health Center, and Student Life).

Guiding Principles

Through the breadth and depth of our programs and services, we seek to honor our responsibility to meet students where they are and facilitate their growth academically, personally, and professionally so they will succeed in a diverse, global environment. In recognition of this responsibility, we are dedicated to the following principles:

1. We value and recognize our responsibility to foster an inclusive community characterized by safety, respect, and kindness in which each member, student and staff alike, is empowered to use his or her voice and be heard.
2. We seek to effectively model the ability to identify and respond to issues affecting campus climate while maintaining/increasing awareness of our own ongoing process of self-reflection and learning.
3. We strive to support students on their academic journeys by fostering their holistic development as lifelong learners and encouraging their active participation in a multicultural society.
4. We will ensure, through cooperation and collaboration with other members of the University community, that all programs, services, and office environments are

welcoming and that we are willing and able to assist any person, regardless of ethnicity, gender, age, national origin, race, ability, religion, sexual orientation, or socio-economic status.

Need for a Five Year Strategic Action Plan for Diversity

In May 2005, the University of Oregon began efforts to develop and adopt a five-year, University-wide diversity plan (The Plan). The vision set forth in this plan reaffirmed the University's core values of equality, opportunity, and pluralism, as well as our dedication to the dissemination of knowledge in an increasingly diverse world. The Plan recognizes, however, the University's ongoing struggle of how to best articulate and achieve these ideals.

The Plan challenges the University community to “protect and enhance all intellectual discourse” and to continually “work to make ourselves more adept at understanding how the differences of race, ethnicity, international origin or citizenship, gender, religious affiliation or backgrounds, sexual orientation, gender identity, economic class, political affiliation or belief and ability or disability affect the way we live and learn.”

The Plan calls for each school, college, and administrative unit to develop a strategic action plan to guide that unit's efforts on diversity, focusing on the relevant issues of that unit. While each of the seven departments in Student Affairs could have prepared its own individual plan, Student Affairs opted to take a broader approach by constructing a *divisional* plan reflective of our collective efforts, strengths, goals, and challenges.

The advantage of this approach will be a more uniform plan encompassing multiple administrative units. This holistic approach will result in a more consistent and broad-based effort than would be possible for any individual office or department. This collective effort further strengthens our ability as a division to serve the needs of our students, solidifies those common elements unique to the Division of Student Affairs, and strengthens our cooperation with the University's academic units.

The Process of Completing Strategic Action Planning

During fall term 2005, the Student Affairs Cultural Competency Committee was formed to begin strategic action planning for the division. The committee's name was later changed to the Diversity Action Committee for Student Affairs (DACSA). The seven Student Affairs directors were each asked to nominate 2-3 individuals from their department to serve on the committee, with the hope of ensuring broad representation and optimum buy-in across the division. DACSA members for 2005-06 are listed in Appendix 1.

DACSA was charged to:

- Complete a five-year strategic action plan to guide the diversity efforts of the division.
- Develop a plan for professional development around cultural competence within the division.
- Develop a vehicle for exploring/identifying expertise in regards to diversity efforts.
- Develop a professional development series for Student Affairs and/or the rest of campus (i.e., faculty, staff, students).
- Make recommendations regarding the division's role in assessing and campus affecting campus climate.
- Develop divisional "best practices" in regards to culturally competent hiring practices, including the recruitment, and retention of diverse divisional staff.
- Address the "call to action" points of the University's Five-Year Diversity Plan.

One of the committee's first tasks was to develop and disseminate a survey to all Student Affairs staff and faculty. The purpose of this survey was to assess the perceptions, needs and accomplishments of divisional members regarding diversity efforts. Two versions of the survey were sent: one to department heads, directors, and associate directors, and another to the rest of student affairs staff (Appendices 2 and 3 respectively).

The survey, which was administered in the spring of 2006, provided the opportunity for broad participation in the strategic planning efforts by the majority of the division's staff and faculty. It also served as an invaluable tool for collecting information about the plethora of programs, efforts, expertise and resources within the Division of Student Affairs.

More than 180 staff and faculty members in Student Affairs completed and returned the survey.

The Student Affairs Diversity Action Plan

Preface

Preparing this document is the first time that the Division of Student Affairs has crafted a collective strategic action plan to address diversity efforts. This action plan reflects our collective hopes, commitment and belief in the importance of a multicultural division, University, and world.

This document is a “living document,” meaning it is neither finished nor static. Current and subsequent DACSA committee members will review and update the plan on an on-going basis to improve upon the goals outlined in this document.

Divisional Responsibility

Led by the Vice President for Student Affairs, the Division of Student Affairs should improve communication, both within the division and across campus, regarding best practices and effective strategies that enhance cultural responsiveness. DACSA makes the following suggestions:

- A “point” office should be responsible for keeping the community informed regarding upcoming cultural events, challenges that have been encountered, and approaches to dealing with those challenges. The newly created Dean of Students position/office seems to be ideally suited for this task, and could provide quarterly reports communicating important information regarding our community’s responsiveness. This office, working in conjunction with the Bias Response Team and other offices could also provide immediate reports when more timely communication is needed (e.g., a recent incident that has widespread impact on the student body and/or campus community).
- More difficult/challenging incidents may occur that will have an impact on students, staff and faculty. If this occurs, the University will need to implement debriefing groups to allow those affected an opportunity to hear the facts, debrief reactions and to make plans regarding a sensitive and timely response. The Dean of Students Office, with assistance from other relevant parties (i.e., Bias Response Team, Office of Student Life, Counseling Center, Office of Institutional Equity and Diversity, etc.), should be responsible for carrying out this function.
- Given the wealth of expertise and talent among Student Affairs staff and faculty, it is important that as a division we develop effective ways to communicate best practices of cultural responsiveness to the various departments. This committee strongly encourages formal and informal training opportunities allowing cross-department sharing and discussions.

- Providing students learning experiences and leadership opportunities are central aspects of the mission of Student Affairs. Whenever possible, DACSA recommends the involvement of students in the learning, development and implementation of culturally responsive best practices.

Accountability

Each year, the Vice President for Student Affairs will require each of the seven Student Affairs directors to document activities and programs that have supported the University's diversity plan. Each director will provide the following information in their report:

- Progress or non-progress on each of the new initiatives and programs developed in regard to our diversity efforts.
- Results of our efforts to hire and retain a diverse staff and faculty.
- A careful assessment of our progress in identifying and realizing cultural competence (Appendix 5) for Student Affairs staff and faculty.
- Information regarding our success or lack of success in following through with the various goals and plans outlined within this document, both for the division and for each department.
- Evidence of how each department is making a difference in regards to campus climate.

This critical review will allow the Division to make improvements, replicate our successes throughout the division, share pertinent and innovative solutions in regards to diversity efforts with the rest of the campus, and provide direction to the Division in subsequent years of strategic planning. To this end, DACSA recommends that each department in Student Affairs include excerpts of department diversity activities in their individual annual reports and executive summaries.

The Vice President for Student Affairs, in accordance with the directive in the University's Five-year Diversity Plan, will submit an annual report reflecting the above information to the Vice Provost for Institutional Equity and Diversity and to the Provost. This report will describe the Division's and individual units' activities related to diversity during that year. The Vice President will disseminate this information to all division staff and faculty, allowing us all to realize the successes we have had as well as the challenges still ahead of us.

Goals

The Student Affairs Diversity Action Plan is presented as a series of six goals. For each goal we offer our definition of the goal statement, guiding principles, and an action plan.

The various activities listed in the action plans are a small sample of possibilities for each department to consider. Because each department experiences different time pressures and demands at different times of the year, a specific timetable for completing such activities will vary department to department.

Goal 1: Developing a Culturally Responsive Community

A culturally responsive community recognizes that students, staff, and faculty come from a myriad of cultural backgrounds and that these cultures are integral to how we view and experience the world. A responsive community acknowledges that there are differences between and amongst cultures. It is a community that seeks to understand the commonalities among different cultural groups and also one that embraces and celebrates the differences. A culturally responsive community supports and rallies around groups that may be verbally or physically threatened or misunderstood, and works to improve and educate the community.

Guiding Principles

The mission of Student Affairs includes supporting academic and personal development while preparing students for a global society. This strategic direction is important for Student Affairs because we interact with students in a holistic way, attending to their academic, emotional, social, physical and spiritual needs. Becoming and remaining a culturally responsive community is necessary in order to fulfill this mission.

Action Plan

Each department will plan and implement specific multicultural activities that best suit its needs and resources. The purpose of these activities is to increase community awareness regarding culture, improve campus climate, and increase our cohesion. Suggested department activities include:

- In-service/professional development opportunities
- Formal and informal trainings
- Conference attendance
- Ensuring opportunities for employees who work outside of the standard 8 to 5 workday (i.e., graveyard shift) to attend workshops and professional development activities
- Developing a library of training videos and critical information for all staff to utilize as needed
- Inviting guest speakers from within the division or from other departments on campus who have expertise working with various cultural groups
- Providing opportunities for students to share information about their cultural backgrounds and their experiences on campus and in the community
- Inviting off-campus experts to speak at or facilitate in-service events
- Including cultural responsiveness training in all new employees' orientation programs

- On-going recruitment and outreach efforts need to include visits to U of O student organizations to provide information about services as well as to solicit applications for student positions.

Goal 2: Improving Campus Climate

Climate encompasses the University of Oregon's learning, working, social, and cultural environments. It also includes the University's relationship with the surrounding community. Student Affairs will expand its efforts to make the University a more open and inviting place for all students, faculty, staff, alumni, and community members by recognizing that this requires a sustained, long-term commitment and continuous evaluation of the campus climate.

Guiding Principles

Student Affairs strives to foster a climate that nurtures diversity and promotes a learning environment that stimulates debate and free inquiry. Such discourse must take place within the bounds of courtesy, sensitivity, confidentiality, and respect. Student Affairs staff recognize that all students' presence and contributions are of great value. We seek to learn as we collaborate with all members of our University community. Student Affairs will ensure that all programs, services, and office environments are welcoming and able to assist any person regardless of his or her race, gender, age, sexual orientation, religion, ethnicity, national origin, ability, or socio-economic background.

Action plan

- Seek out and promote opportunities for awareness of differences through presentations and training; invite departments and faculty to attend rather than expect volunteer participation.
- Offer forums to give students a voice to express their feelings and perceptions of campus climate.
- Follow-up on previous campus climate surveys conducted through the department of Student Life; consider reassessment of campus climate using instruments developed in the Rankin Report, 2001).
- Hold focus groups to allow specific topics to be addressed; collaborate with the Associated Students of the University of Oregon (ASUO) to gather pertinent student data regarding students' perceptions of campus climate.
- Provide campus-wide and divisional opportunities for informal interaction between faculty, staff and students.
- Provide leadership in developing effective ways to improve campus climate; hold forums, trainings and in-services on campus climate, safety, civility, and community building.
- Develop a brochure and provide web links that display how Student Affairs departments can assist students.
- Conduct annual assessment of effectiveness and participation.

Goal 3: Building Critical Mass

Building a critical mass of staff and faculty from underrepresented groups is central to the goals of maintaining a campus environment that embraces diversity and providing the campus community with tools to be global citizens.

Achieving a critical mass of staff and faculty from underrepresented backgrounds demands the retention of such individuals. Our goal is to create an institutional culture that provides all members with opportunities for professional growth. Investment in and development of underrepresented members will result in consistency and excellence of service for U of O students.

Guiding Principles

Staff and faculty in Student Affairs are often the first points of contact students have with the University. Examples of these contacts include admissions recruiters, financial aid counselors, medical personnel in the Health Center, facilities staff in Housing and the EMU, and instructors in Physical Activities and Recreation Services.

It is vital that Student Affairs create a University environment in which students feel comfortable and “at home.” Achieving a critical mass of faculty and staff from underrepresented backgrounds within Student Affairs is essential to this effort. This representation will provide role models, mentors, and diverse experiences that will benefit all students.

Action Plan

- Ensure that job announcements address our desire to hire individuals with experience or demonstrated commitment to working in an increasingly diverse higher education environment. For example, at the Counseling and Testing Center, all job announcements stress the importance of a successful candidate possessing strong multicultural competencies.
- Identify and implement initiatives for recruiting and retaining individuals whose native language is not English. Examples could include making all department handbooks, job descriptions, new employee orientation materials, or the Student Affairs Diversity Plan available in languages other than English.
- Create access to larger pools of qualified candidates through recognition of work experience and academic degrees. For example, when developing minimum qualifications for a position, critically evaluate if a degree is necessary to be successful in the position.
- Identify and develop relationships with key organizations and community leaders who can assist in disseminating information about University job opportunities. These relationships allow the University to improve identification of qualified candidates and create opportunities for personalized recruiting efforts.

- Sharing strategies and best practices to network and identify individuals and groups who may possess similar experience or backgrounds is helpful in building community and, in turn, towards maintaining a critical mass of individuals from underrepresented groups.
- During staff and faculty recruitment and orientation, make the multicultural resource directory developed by the Center on Diversity and Community (CoDaC) available to new employees. This listing of resources includes advocacy, multicultural resource information, campus and community organizations, churches and spiritual resources, festival and events, and other places of cultural interest.
- Encourage development of a Student Affairs mentoring program for new employees. Having personal contact with individuals who share common characteristics and interests may be helpful in building allies and creating a sense of community. Mentoring opportunities could be either formal or informal, depending on department needs and resources.

Goal 4: Expanding and Filling the Pipeline

Guiding Principles

Filling and expanding the pipeline of students from diverse backgrounds, identities, and cultures should be an ongoing mission within Student Affairs. The Division of Student Affairs develops and administers University and unit policies to ensure that students are supported in their academic and personal development.

Future recruitment and outreach to underrepresented students may be enhanced through collaborations with programs such as multicultural student organizations, admissions programs, and the Office of Institutional Equity and Diversity (OIED). Student Affairs departments, on an ongoing basis, are encouraged to evaluate their current strategies for recruiting underrepresented students.

Action Plan

- Review current promotional materials (e.g., admission brochures, flyers, educational materials, department websites, etc.) to ensure that they are inclusive and welcoming. Units should provide multicultural and diversity-related news, services, and resources for students.
- Explore and develop strategies for Student Affairs departments to participate in the recruitment of students, specifically in the programs related to “low access” students and students of color.
- Support recruitment efforts by highlighting on-campus employment opportunities for incoming students. Examples include: attending IntroDUCKtion, providing

information via listservs and websites such as the Office of Multicultural Academic Support (OMAS), Career Center, Oregon Economic Initiatives (OEI), Office of International Programs (OIP), and Academic Learning Services (ALS), and by providing job announcements and recruitment flyers at job fairs and other events.

- Offer resource materials and possible programming to visiting multicultural groups (K-12). Create and disseminate resources for incoming students. Once an event is confirmed, a summary of opportunities available through Student Affairs should be provided.

Goal 5: Developing and Strengthening Community Linkages

As a public institution, the University of Oregon is a community resource that must serve as an active participant in the Eugene-Springfield area as well as the State of Oregon. The University, the Eugene-Springfield community, and the state will all benefit from developing and strengthening these connections.

Guiding Principles

The Division of Student Affairs will work in partnership with the community to establish valuable linkages that promote diversity. Student Affairs is dedicated to providing cultural enrichment, understanding and celebration through events and services within the Division. The Eugene-Springfield community also offers a variety of cultural events. Collaboration between the two entities is mutually beneficial.

Action Plan

- Actively promote community events and networking opportunities.
- Provide a variety of cultural events whose goals include bringing community members to campus.
- Offer community access to Student Affairs speakers and presenters.
- Develop a speakers list for community access.
- Develop relationships with community leaders, organizations and businesses/corporations to improve recruitment and retention efforts for underrepresented staff and students.
- When appropriate, invite community members to serve on search committees.
- Create a Student Affairs website for community and University access.
- Invite community members to participate in training opportunities that enhance cultural knowledge.

Goal 6: Developing and Reinforcing Diversity Infrastructure

Diversity infrastructure is the framework necessary to support, maintain, and enhance a vibrant, University community. This framework consists of developing clear and effective goals and expectations within all departments in Student Affairs. Developing and reinforcing institutional diversity infrastructure involves all levels of University administration. It will be incumbent upon upper administration within Student Affairs to provide vision, inspiration, and direction for each department in order to attain divisional goals regarding diversity.

Guiding principles

A framework for developing and reinforcing infrastructure specifically focused on diversity efforts may include: 1) developing a vision; 2) creating or revising mission statements; 3) strategic planning, and; 4) developing the necessary resources to realize the vision.

Each Student Affairs unit will be responsible for developing programs and services focused on the growth of cultural knowledge, awareness, and skills. Key to this endeavor will be Student Affairs administration setting the tone and outlining the importance of diversity. Also important is understanding and appreciating the developmental nature of such efforts, the need for all levels of staff to engage in these efforts, and a willingness to sustain commitment over time.

Action Plan

- Identify professional development opportunities for Student Affairs administration to develop diversity related vision and direction for individual departments.
- Attend professional development trainings and workshops in order to increase cultural awareness, knowledge, and skills.
- Commit resources that each department needs to accomplish diversity-related goals.
- Develop successful strategies to recruit and retain more diverse Student Affairs staff and faculty.
- Directors should encourage staff at all levels to attend in-service and/or professional development opportunities to increase cultural awareness, knowledge, and skills.
- Include an assessment of the unit's diversity infrastructure efforts in the director's annual review.
- Maintain the Diversity Action Committee for Student Affairs (DACSA) allowing for a sustained diversity effort for the division.

Appendix 1

2005-2006
Diversity Action Committee for Student Affairs

Robin Holmes, Co-Chair	Student Affairs/Dean of Students
Laura Blake Jones, Co-Chair	Student Life
Mandy Chong	Erb Memorial Union
Ben Douglas	Health Center
Jen de-Vries	Physical Activity & Recreation Services
Karen Duncan	Registrar's Office
Suzanne Hanlon	Erb Memorial Union
Brian Henley	Admissions
Tomas Hulick-Baiza	Admissions
Jane Marshall	Health Center
Ron Miyaguchi	Counseling & Testing Center
Tina Haynes	Career Center
Judy Saling	Financial Aid
Tina Schmich	Student Affairs Diversity Intern
Lou Vijayakar	Housing
Donna Winitzky	Housing

4. On a scale from 1-5 how “culturally competent” do you feel your department is?

Not very culturally competent **Very culturally competent**
1-----2-----3-----4-----5

5. On a scale from 1-5 how rate how important you feel developing cultural competency is to your unit and the role your unit plays on campus?

Not very important **Very important**
1-----2-----3-----4-----5

6. On a scale from 1-5 ho well do you think your unit has positively impacted the climate regarding diversity on campus?

Not very positive **Very positive**
1-----2-----3-----4-----5

Write in/Free Response

7. What important issues or considerations regarding diversity do you want the Student Affairs Cultural Competency Committee to be aware of as we are writing the Division’s 5 year plan?

6. On a scale from 1-5 rate how much of a priority is it for your staff to develop cultural competency skills in their work with students on campus?

Not very important

Very important

1-----2-----3-----4-----5

Write in/Free Response

7. What challenges has your department faced in regards to diversity in the areas of:
- Training?
- Personnel/Hiring?
- Implementing diversity initiatives?
8. What are some specific accomplishments/"best practices" that you feel your unit has achieved regarding cultural competency, diversity initiatives, or campus climate? Please describe here and/or attach separate documents.
9. What important strategies or concepts do you want to convey to the Student Affairs Cultural Competency Committee as they go about constructing our divisional diversity plan?

Appendix 4

Results from the Survey for Department Heads and Associate Directors*Total Responses for each question = 31*

Has your department defined or described diversity in the department's mission and goal statements?

Yes	17	54.8%
No	14	45.2%

On a scale from 1-5, please rate how important diversity seems to be to your department, based on actions.

not very important	0	0%
somewhat important	2	6.5%
important	7	22.6%
fairly important	14	45.2%
very important	8	25.8%

On a scale from 1-5, please rate how responsive you feel your department has been in addressing diversity in general

not very responsive	1	3.2%
somewhat responsive	1	3.2%
responsive	8	25.8%
fairly responsive	16	51.6%
very responsive	5	16.1%

On a scale from 1-5, please rate how well your department has developed strategies to welcome students from various backgrounds, underrepresented groups or international students.

little development	2	6.5%
few strategies	3	9.7%
some strategies	13	41.9%
many strategies	7	22.6%
multiple strategies	6	19.4%

On a scale from 1-5, how "culturally competent" do you feel your department is?

not very	1	3.2%
somewhat	3	9.7%
competent	15	48.4%
fairly competent	11	35.5%
very competent	1	3.2%

On a scale from 1-5 rate how much of a priority it is for your staff to develop cultural competency skills in their work with students on campus.

not very important	0	0%
somewhat important	0	0%
important	4	12.9%
fairly important	13	41.9%
very important	14	45.2%

Appendix 5

What is Cultural Competence?

Cultural competence is a developmental process occurring at individual and system levels that evolves over an extended time period. Cultural competence encompasses multicultural awareness, knowledge and skills. Cultural competence requires that individuals and organizations:

- a) Have a defined set of values and principals, demonstrated behaviors, attitudes, policies and structures that enable them to work effectively in a cross-cultural manner
- b) Demonstrate the capacity to
 - 1) Value diversity,
 - 2) Engage in self-reflection,
 - 3) Manage the dynamics of difference,
 - 4) Acquire and institutionalize cultural knowledge, and
 - 5) Adapt to the diversity and the cultural contexts of the communities they serve
- c) Incorporate and advocate the above in all aspects of *leadership, policy making, administration, practice, and service delivery* while systematically involved with customers, key stakeholders, and communities.

Cultural competence begins with a strong presence of culturally diverse individuals with the credibility, skills, and expertise to further the causes of equity, diversity, and inclusion. There is a need for a critical mass of executives, administrators, faculty, staff, and students of various backgrounds, in order to provide a diverse stream of talent, skills, opinions, and experiences. In order to recruit and retain such individuals, institutions must create an atmosphere and have in place incentives which will draw in a broad range of individuals. The University of Oregon has the unique challenge and opportunity to become an institution with the reputation and resources to draw such talented individuals, and to further important research agendas such as cultural competence.

Secondly, cultural competence can only be achieved if individuals increase self-awareness. This reaches far beyond “appreciating” or “valuing” diversity, and requires active as opposed to passive action. Self-reflection of this nature can be difficult at best; and careful, thoughtful exploration with trained facilitators as well as utilizing critically-researched intervention strategies is needed.