



MEMO

To: Kevin, Melanie, Mark, Greg and Tracy
From: Yvette
Re: Final Set of Questions for Seeking Input for Campus Plan
Date: October 27, 2020

Below, please find the questions that we will use to get input from our respective campus constituents. We are looking forward to receiving feedback by COB on *November 9, 2020*.

Questions:

1. What input do you have about the proposed definition of cultural agility and proposed institutional goals?
2. What is your unit already doing in this area, and how can it be improved or scaled up? What role, if any, should existing diversity committees play in this work?
3. What recommendations do you have for assessing the efficacy of your unit's work on cultural agility? What assessment tools do you recommend for your particular unit, and more broadly, for our campus? What role, if any, should a campus climate survey play in our ongoing cultural agility assessment processes?

As a reminder, below are President Schill's charge, our proposed definition of and institutional goals for cultural agility and timeline.

Presidential Charge for HB2864 Committee:

- Develop a plan that satisfies each of the HB 2864 process requirements.
- Develop an inventory of actions we are already taking across the institution to achieve the objectives of HB 2864.
- Develop a working definition of "cultural competency".
- Develop list of campus constituencies and solicit their views on training needs, goals and assessment mechanisms.

Proposed Definition of Cultural Agility:

"The integration and transformation of knowledge about individuals and groups of people into policies, practices, individual behaviors and attitudes to enhance university climate, facilitate equity in teaching, research, engagement and service to our state, professions, society and the world at large. Cultural agility focuses on an understanding of cultures, languages, classes, races, ethnic backgrounds, religions, sexuality, abilities and other diversity factors, systems of power and difference among groups, and an ethic of care that values the worth of individuals, families and communities, while protecting as well as preserving the dignity of each person."

(Adapted from the Standards of the National Association of Diversity Officers in Higher Education [NADOHE] and the National Association of Social Workers)

Proposed Institutional Goals:

Individual

Faculty, staff, students and friends of the university shall develop an ongoing understanding of their own personal and cultural values and beliefs, including the role of structural systems and oppression, as a first step in appreciating the importance of multicultural identities in the lives of the people they teach, learn, work with or serve.

Interpersonal

Faculty, staff, students and friends of the university shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, and artistic expressions of colleagues, co-workers, students and constituent groups served.

Institutional:

Faculty, staff, students and friends of the university shall influence, support, and encourage the creation of proactive processes to continually develop and exercise cultural agility, while also facilitating institutional dynamics that dismantle all forms of oppression and provide a level playing field for every member of the campus community to reach their highest levels of potential.

Structural:

Faculty, staff, students and friends of the university are encouraged to advance cultural agility beyond their departments, schools, colleges and the UO in order to challenge societal oppression and build as well as sustain communities that are empowered with cultural knowledge, free of oppression and inclusive of diverse people, culture and ideas.

(Adapted from Library Association, National Association of Social Workers and NADOHE)

Timeline:

