

# 2023-2025 AFFIRMATIVE ACTION & EQUITABLE WORKFORCE AGENCY PLAN (AA)



HECC  
2023-2025 Affirmative Action & Equitable Workforce Agency Plan

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\* Agency Cover Letter

April 3, 2023

Email: [affirmative.action@oregon.gov](mailto:affirmative.action@oregon.gov)

Juliet Valdez  
The Governor's Office of Diversity &  
Inclusion/Affirmative Action  
900 Court Street NE. Suite 254  
Salem, OR 97301



Dear Ms. Valdez:

As Executive Director of the Higher Education Coordinating Commission agency, I am pleased to submit our Affirmative Action & Equitable Workforce Agency Plan for the 2023-2025 biennium.

The HECC Equity Lens, as adopted by our agency, is a focal point of our work, both internally and externally. Throughout our organization, we hold high expectations to contribute to the access, growth and success of *all* individuals and partners we are privileged to work alongside and serve.

You have my continuing commitment to promote best practices in the support of equal opportunity employment and to solicit the engagement of underutilized and historically underrepresented individuals and communities. Our goal for diversity, equity, and inclusion is woven in as part of our work and how we work at the HECC. These are not merely concepts visited periodically; it is forethought, not an afterthought.

Should questions or clarifications arise regarding our plan, please contact myself, Rudyane Rivera-Lindstrom, Director of DEI, at (503) 689-4309 or Susie Hosie, HR Director, at (503) 510-9291.

With sincere regards,

Ben Cannon, Executive Director

## I) Agency Description

The Higher Education Coordinating Commission (HECC) is both a state agency and a 14-member Commission. The HECC was established in 2011 and vested with its current authorities and agency in 2013. On July 1, 2015, two state agencies integrated into the HECC agency, specifically the [Oregon Student Assistance Commission](#) agency and the [Community Colleges & Workforce Investments agency](#).

The HECC leads, develops, and implements policies and programs to ensure that Oregon's network of postsecondary institutions, workforce development initiatives, financial aid, college access, and pre-college outreach programs are well-coordinated to foster success. The HECC also recommends the comprehensive state budget for public postsecondary education in Oregon, and advises the [Oregon Legislature](#) and the [Governor](#) on higher education policy, funding, and strategic planning to achieve the state's postsecondary education goals.

The HECC's eight (8) offices include the: Office of the Executive Director, Operations (Ops), Research and Data (R&D), Student Access and Completion (OSAC), Postsecondary Finance and Capital (PFC) (formerly named University Coordination – Finance), Academic Policy and Authorization (APA) (formerly named University Coordination – Academic), Community Colleges and Workforce Development (CCWD), and Workforce Investments (OWI). For more information, see: <http://www.oregon.gov/highered/about/Pages/hecc.aspx>

*Oregon's diversity is increasingly multifaceted, including racial/ethnic, socioeconomic, cultural, gender, geographic (urban and rural), gender identity and sexual orientation, disability, and age/generational diversity. The Higher Education Coordinating Commission has adopted the Equity Lens and is firmly committed to the representation, inclusion and engagement of broadly diverse populations through a variety of initiatives. Equity is firmly at the forefront of our prioritization, decision-making and daily work.*

Total state funding for all public postsecondary and workforce entities in federal, state general and lottery fund appropriations total approximately \$3.47 billion per biennium in the HECC budget. The HECC agency operations budget is \$104.7 million, including \$66.3 million GF. The 2021-2023 budget includes approximately 190 positions and also supports 113 board and commission positions, totaling 293 positions. The professional staff within the agency support the Commission in providing state-level policy, program and budgetary leadership on higher education issues and coordinating the activities of Oregon public universities, community colleges, private colleges and universities, career schools, and state financial aid and student access programs to accomplish statewide goals. This highly complex system enrolls over 380,000 students in 7 public universities, 17 public community colleges, the Oregon Health & Science University, and 67 private for-profit and independent colleges and universities.

The HECC is also the administrative entity for federally funded programs authorized by the U.S. Workforce Innovation and Opportunity Act (WIOA), including the WIOA Youth, Adult, Dislocated Worker programs and Federal Discretionary grants, providing programmatic and fiscal oversight and accountability, as well as policy direction and technical assistance to state and local partners. Workforce investments in Oregon are used to fund a variety of resources, programs, initiatives, and activities focused on creating a better tomorrow for all Oregonians via employment opportunities, skill attainment, and work-related training. HECC is one of several agencies that contribute

oversight, resources, and programming to the workforce development system. [Learn more about Oregon's key workforce agency partners and goals.](#)

The Office of Workforce Investments (OWI) is focused on employment opportunities, skill attainment, and work-related training statewide. OWI is a collaboration between the HECC and the [Oregon Employment Department](#), and is responsible for convening partnerships in the workforce system, supporting and providing technical assistance to the [Workforce and Talent Development Board](#) (WTDB) and Local Workforce Development Boards, and implementing the Governor's vision and the WTDB strategic plan. For comprehensive information on our work, see: Institutions and Programs: [Workforce Investments](#) and [Our Coordinating and Partnership Role](#).

[Future Ready Oregon](#) project approved through the 2022 legislature is part of the Office of Executive Director (EDO). Future Ready Oregon is a comprehensive \$200 million investment package that supports the education and training Oregonians need for family-wage careers. This package includes strategic and targeted investments focused on advancing opportunities for historically underserved communities. This historic package invests in existing successful programs and in innovative equity-focused solutions to bolster recruitment, retention, and career advancement opportunities for priority populations. Many of the funds will be administered through the HECC, working with local workforce development boards, community-based and culturally specific organizations, education & training providers, employers, and communities. The HECC is working to implement this vision and is committed to engaging diverse partners to shape the process. An overview of the components is provided below as well as brief updates.

## A) Mission and Objectives

### Agency Mission Statement

By promoting collaboration and coordination between Oregon's education and workforce partners, as well as through our own programs and policy leadership, HECC staff ensure that Oregonians experience increased access, equity, and success in completing their higher education, training, and career goals.

### Agency Values

Transparency, Equity, Integrity, Trust, Collaboration, Accountability, Lifelong Learning

## B) Agency Director Contact Information:

Ben Cannon, Executive Director, [ben.cannon@oregon.gov](mailto:ben.cannon@oregon.gov); (503) 378-5690  
3225 25<sup>th</sup> Street, Salem, Oregon 97302; [www.oregon.gov/HigherEd](http://www.oregon.gov/HigherEd)

## C) Agency's Governor's Office Contact Information:

- Pooja Bhatt, Education Initiative Director; [poojq.bhatt@oregon.gov](mailto:poojq.bhatt@oregon.gov); Policy Assistant – [Rikkianne.Chattfield@oregon.gov](mailto:Rikkianne.Chattfield@oregon.gov) (503)378-8636
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- Becca Uherbelau, Equity & Racial Justice Director; [becca.uherbelau@oregon.gov](mailto:becca.uherbelau@oregon.gov) Policy Assistant, [Nolan.douglass@oregon.gov](mailto:Nolan.douglass@oregon.gov); 503-986-6536

## D) Agency's Affirmative Action Representatives Contact Information:

- Rudyane Rivera-Lindstrom, Director of Diversity, Equity, & Inclusion  
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- Susie Hosie, HR Director, Cell (503) 510-9291; [susie.j.hosie@hecc.oregon.gov](mailto:susie.j.hosie@hecc.oregon.gov)



**E) Agency’s Equity Positions Contact Information:**

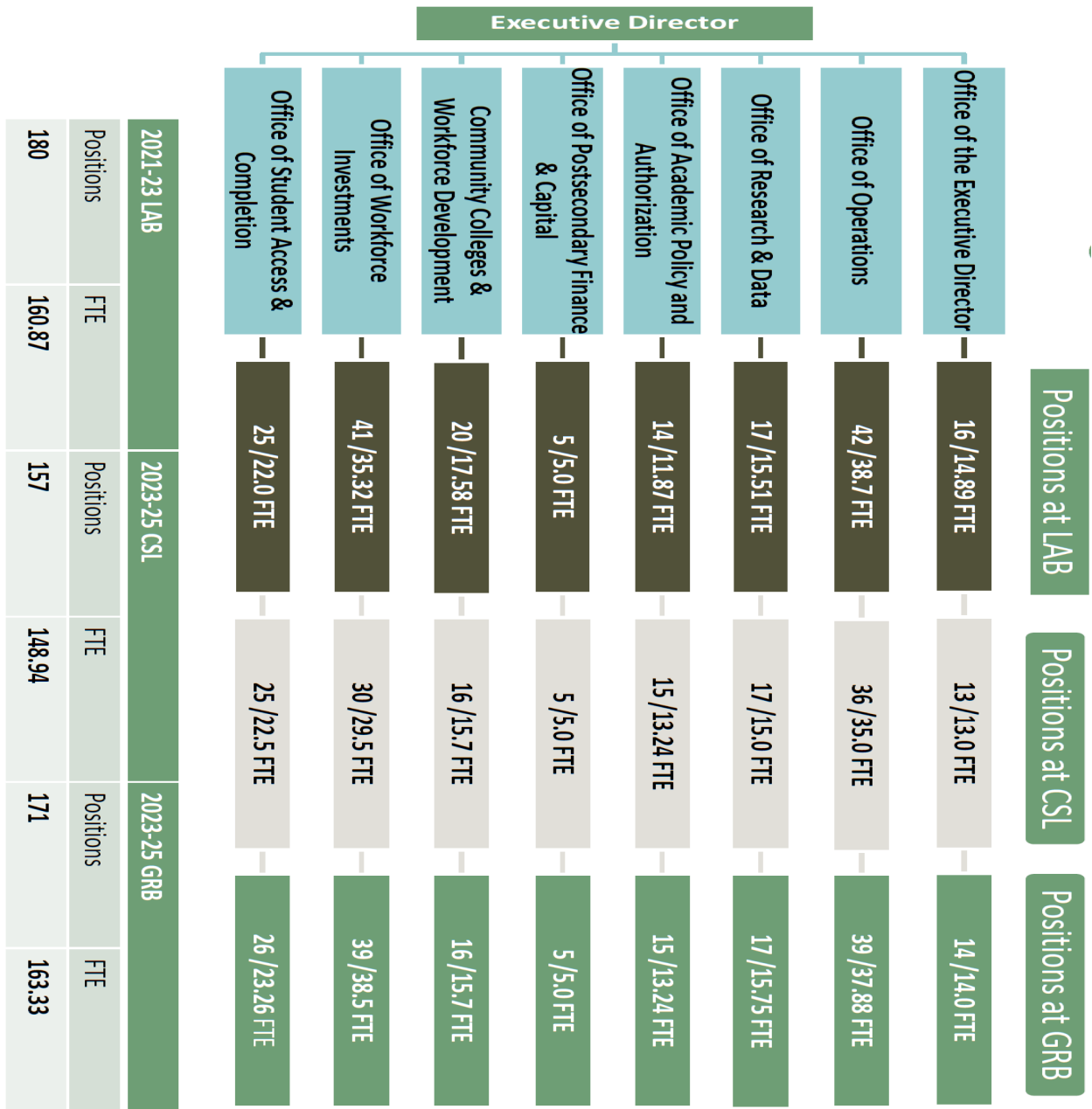
- Rudyane Rivera-Lindstrom, Director of Diversity, Equity, & Inclusion  
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- Rebecca Arce, Inclusion and Equity Specialist; [rebecca.arce@hecc.oregon.gov](mailto:rebecca.arce@hecc.oregon.gov)

**i) Agency’s Lead for COBID Contracting and Procurement**

- Derek Dizney, Procurement Manager; [derek.dizney@hecc.oregon.gov](mailto:derek.dizney@hecc.oregon.gov)  
(503) 979-5912

**F) Organizational Chart**

**FIGURE 1 – HECC 2023-2025 AGENCY ORGANIZATIONAL CHART & POSITIONS**





## II) **Affirmative Action Plan and Equitable Workforce**

**What is Affirmative Action?** It has been defined as "any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future." (U.S. Commission on Civil Rights, Statement on Affirmative Action, October 1977.)

Affirmative action therefore means taking positive steps to end discrimination, to prevent its recurrence, and to create new opportunities that were previously denied minorities and women.

Affirmative action has varying definitions depending upon the sector in which it is found, e.g., education, government contracting and employment. For example, [Executive Order 11246](#) and its regulations refer to a process that requires a government contractor to examine and evaluate the total scope of its *personnel practices* for the purpose of identifying and correcting any barriers to *equal employment opportunity*. Where problems are identified, the contractor is required to develop a program that is precisely tailored to correct the deficiencies. Where appropriate, the contractor is required to establish reasonable goals to measure success toward achieving that result. The affirmative action program incorporated in the regulations has its origins in the private sector, where contractor "Plans for Progress" were reportedly designed to take positive action and prevent discrimination lawsuits.

**Affirmative Action** - The HECC is committed to providing, through a program of affirmative action, equal access to programs and services and fair and equal opportunities for employment, outreach, recruitment, and efforts to prevent discrimination by eliminating barriers to equal employment opportunity. In administering its program, staff and board and commission members will not discriminate against any person who is a current or potential user of its services on the basis of race, color, ancestry, gender, national origin, age, family or marital status, sexual orientation, political or religious affiliation, veteran status, physical or mental disability. Our agency statement below in D(1) applies to all HECC staff and all matters relating to hiring, firing, promotion, benefits, compensation, and other terms and conditions of employment. The HECC strives to achieve equal employment opportunity and affirmative action objectives through the recruitment, employment and advancement of a diverse workforce, including women, people of color, underrepresented, and the disabled. The agency will not tolerate any form of discrimination or harassment and endeavors to maintain a tolerant and respectful work environment free of hostility or unwelcome behavior.

**Affirmative Action and Equitable Workforce** - A holistic approach is essential to attain and maintain an Equitable Workforce, this includes the Affirmative Action program and diversity, equity, and inclusions (DEI) actions to support a work environment and culture that is welcoming, inclusive, engaging, supportive, and safe for all staff. To support this, we promote and provide many events, activities, and actions for employee engagement, learning, wellness, safety, and a holistic approach to ways of being and doing. This is woven as part of our work and how we work at the HECC. These are not merely concepts visited periodically; it is forethought, not an afterthought. We continually seek out learning opportunities to promote growth, development, knowledge, as well as employee engagement and health, safety, and wellness, as HECC is a learning organization that recognizes the importance of encouraging and supporting employees in learning related to their position, development, and state opportunities.

Through the work of each office, we are developing an Agency Equity Action Plan to operationalize the Equity Lens. The HECC Equity Lens guides our work, both internally

and externally. Throughout our agency, we hold high expectations to contribute to the access, growth and success of *all* individuals and the partners we are privileged to work alongside and serve. We seek out best practices in the support of equal opportunity employment and solicit the engagement of underutilized and historically underrepresented individuals and communities.

**A) Agency Affirmative Action & Equitable Workforce Policy Statement:**

**We require the following statement on our recruitments and applicable documents:**

*The HECC is an Equal Employment Opportunity and Affirmative Action (EEO/AA) Employer Committed to Workforce Diversity Employment Opportunity Commission under Title I of the Americans with Disabilities Act (ADA). The HECC does not discriminate on the basis of disability in admission or access to our programs, services, activities, hiring, and employment practices. This information may be made available in alternate formats upon request by contacting (contact information of Office responsible for the publication). If space is an issue this statement may be abbreviated to: The HECC is an Equal Employment Opportunity and Affirmative Action Employer. Alternate formats available.*

*Several state and federal regulations, including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Equal Opportunity Commission (EEO) regulations, require a statement be printed on recruitment materials and publications that contain general information, if the materials are made available to participants, beneficiaries, applicants, or employees. **The notices above must be included in public publications such as recruitment information, brochures, pamphlets, general information publications, manuals, instructional videos, and posters.** Employees must use the text above on documents described above. These statements do not need to be included on internal or external forms that applicants, beneficiaries, the public, or employees may be required to fill out (employment application forms, program services forms, benefit forms, and so on).*

**B) Agency Diversity & Inclusion Statement:**

**HECC EQUITY LENS** - A transformative quality improvement tool used to improve planning, communication, engagement, strategic decision-making, and considered resource allocation leading to more racially equitable policies, programs, and outcomes.

**HECC COMMISSION VISION** -

The Higher Education Coordinating Commission (HECC) envisions a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training. It is a future where innovative public and private colleges, universities, and training providers help Oregonians to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty. It is a future where postsecondary education fuels a resilient economy by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training: higher earnings, lower unemployment rates, self-sufficiency, civic involvement, better health, and more. Our communities thrive as a result. *The [HECC Commission Strategic Framework 2017-2021](#) details the Commission’s mission, values and beliefs, strategic action areas (reporting to steer progress; funding for success; streaming learner pathways; and expanding opportunity through outreach) and strategic goals (student success, **equity**, affordability, and economic and community impact).*

**HECC AGENCY MISSION** - By promoting collaboration and coordination between Oregon’s education and workforce partners, as well as through our own programs and

policy leadership, HECC staff ensure that Oregonians experience more access, **equity**, and success in completing their higher education, training, and career goals.

**HECC AGENCY VALUES** - Accountability, Collaboration, **Equity**, Integrity, Lifelong Learning, Transparency, Trust

**STATE ENTERPRISE VALUES** - Accountability, **Equity**, **Excellence**, Integrity

The [Equity Lens](#) is a focal point of our work, both internally and externally. Throughout our organization, we hold high expectations to contribute to the access, growth and success of all the individuals and partners we are privileged to work alongside and serve. Diversity, equity, and inclusion is essential to achieving state education goals and promoting a workplace culture and climate that supports the success of all who learn, work and engage with the agency.

- Learn about the [HECC Equity Lens](#) here, which includes the case for equity, focus and purpose, beliefs, guiding questions, and definitions.
- [HECC Affirmative Action/Diversity, Equity, and Inclusion Plan \(AA/DEI\) 2023.25](#)
- [Learn about Equity Impact Protocol](#) here.
- [Learn about Equity and Student Success](#) here.
- [Learn about recent equity-related work and initiatives](#) here.
- [Learn about engagement with Oregon tribes](#) here.

The HECC provides agency leadership in workforce diversity, inclusion, equity (DEI) and cultural competency through the application of our vision, mission, and equity lens. We are committed to leveraging diverse perspectives to create innovation and synergy resulting in stronger, more effective and more equitable outcomes. The HECC is committed to establishing, monitoring, and maintaining a work environment where all employees are valued, treated fairly, and provided opportunities to develop and grow to their full potential. The agency promotes excellence in workforce DEI and cultural competency by:

- Committing to recruit, retain, and advance talented staff from historically underrepresented populations.
- Intentionally creating an environment of respect that is supportive of workplace success and fostering a climate of diversity, equity, inclusion, and cultural competency.
- Recognizing that every employee plays a part in the agency's inclusive work environment by being respectful, supportive, and by acting with integrity toward one another.
- Acknowledging each person's skills, talents, knowledge, experiences and personalities broaden the range of perspectives in and approaches to conducting the agency's work.
- Implementing an integrated strategy with performance accountability for workforce DEI and cultural competency.
- Creating internal opportunities for learning, research, implementation, and assessment that promote empowerment for all staff.
- Promoting a culture of inclusiveness and social justice.
- Actively addressing systemic oppression through research, programs and policies.
- Supporting DEI in our services and administration.



Governor Tina Kotek launched her new administration by setting ambitious goals for improving customer service and delivering on a focused agenda. On [January 11](#),

[2023, she sent a letter to all agency leaders](#) outlining new expectations that will serve as guideposts. The [Oregon Agency Expectations](#) will provide new data to help break down silos and make systems improvements across state government. “A core part of my vision for the next four years is to improve customer service for Oregonians – whether they are coming to us for a service, or we are coming to them in the wake of a disaster,” Governor Kotek wrote. “That means being more efficient, more effective, and creating systems that will empower our collective 42,000 public servants to deliver for Oregonians.” Gov. Kotek directed the Department of Administrative Services (DAS) to provide her office with updates on the progress in meeting the new expectations quarterly beginning June 1, 2023.

There are eleven identified expectations, including:

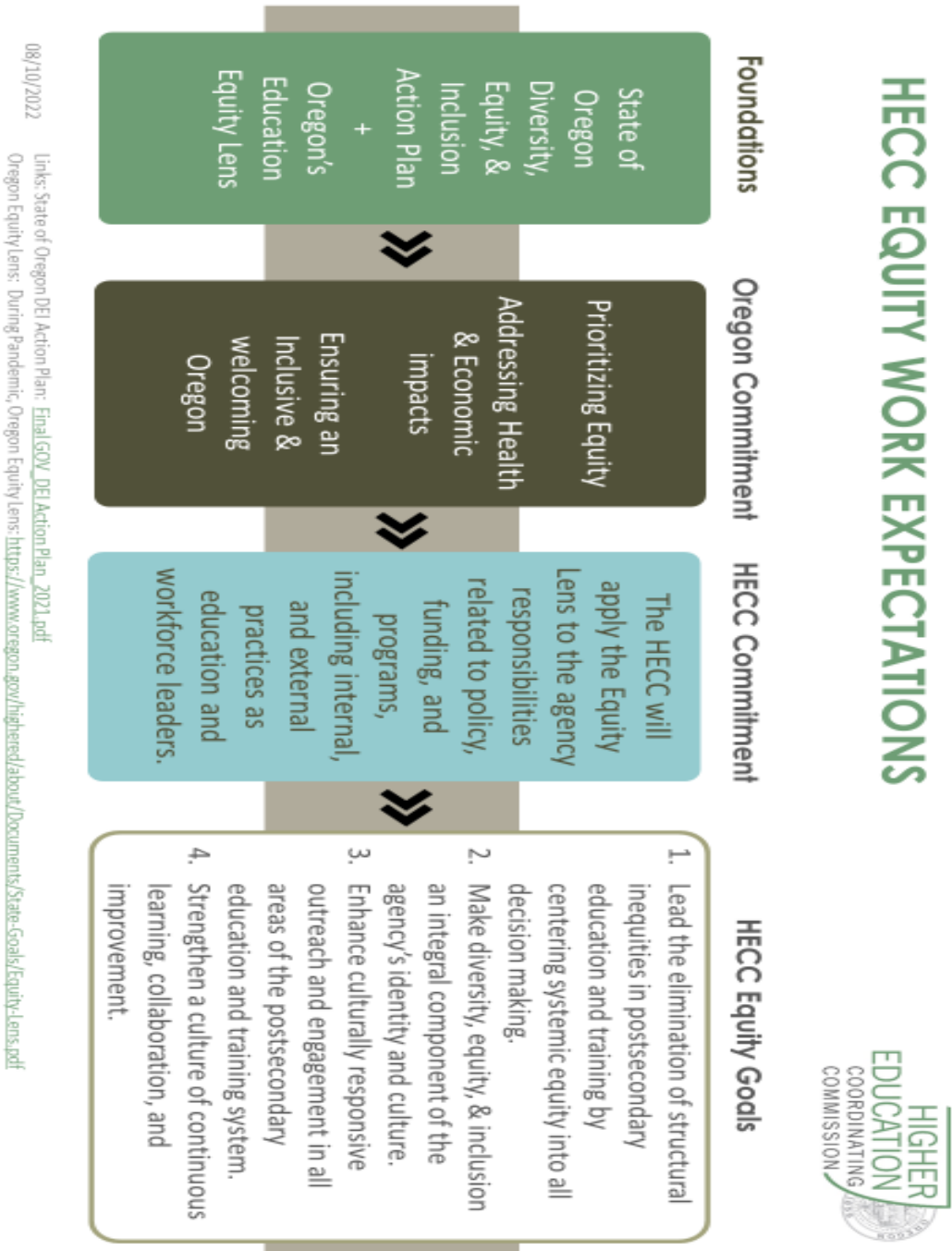
- 1) 360 performance reviews for agency directors completed every two years.
- 2) 90% completion of quarterly performance feedback for employees,
- 3) Measuring employee satisfaction annually.
- 4) Supporting strategic planning and measuring agency performance using a to-be-developed required template,
- 5) Managing IT progress through IT strategic plan using a to-be-developed required template.
- 6) Succession planning for workforce to be completed by December 31, 2023.
- 7) State commitment to DEI requires agencies to have an initial agency DEI Plan by June 1, 2023. *It is specifically noted that the Affirmative Action Plan serves as an element of the DEIP and supplements the implementation to achieve both the DEI and Affirmative Action goals.*
- 8) Emergency preparedness requires agencies to update annually their continuity of operations plan (COOP). DAS Policy 107-001-010 outlines COOP requirements for agencies.
- 9) Hiring practices requirement to ensure that average time to fill positions does not exceed more than 50-days. Time to fill means from the day the recruitment is open to the day a job offer is made to the candidate. DAS will provide the Governor’s office with a quarterly progress report to identify agency hot spots. This is intended to be both a stretch goal for agencies and an early warning indicator of a potentially struggling agency.
- 10) Audit accountability to work to resolve internal audit findings by required dates or within 12 months from date of audit report.
- 11) Developing new employees and managers. This includes:
  - Implementation of a new employee orientation (NEO) program within the Workday system and 100% participation within 60 days of hire with compliance by December 31, 2023.
  - DAS is to develop a new customer service training by June 1, 2023, which will be included in the NEW program.
  - Every new employee will complete the Uplift Oregon’s Benefits workshops within 30 days of hire, previously, this was required by on SEIU represented employees.
  - Managers new to state government must complete the introductory manager training program within three months of starting their new position.

The agency will meet the new agency expectations outlined above, as well as continuing the implementation of the goals and policies set forth in Executive Order and [EO 22-11](#). Since the issuance of the original Affirmative Action Executive Order, EO 05-01, the subsequent amendments (08-18, 16-09, [EO 17-11](#)), and the current order [EO 22-11](#), state agencies met with the Governor's Affirmative Action Office

(GAAO) to review and discuss their affirmative action plans. The State of Oregon remains committed to every person's right to work and advance on the basis of merit, ability, and potential. As previously mentioned in section II(a), the HECC embeds its plan as an *Affirmative Action and Equitable Workforce* plan in order to implement a holistic approach to attain and maintain an Equitable Workforce, this includes the Affirmative Action program and diversity, equity, and inclusions (DEI) actions to support a work environment and culture that is welcoming, inclusive, engaging, supportive, and safe for all staff.

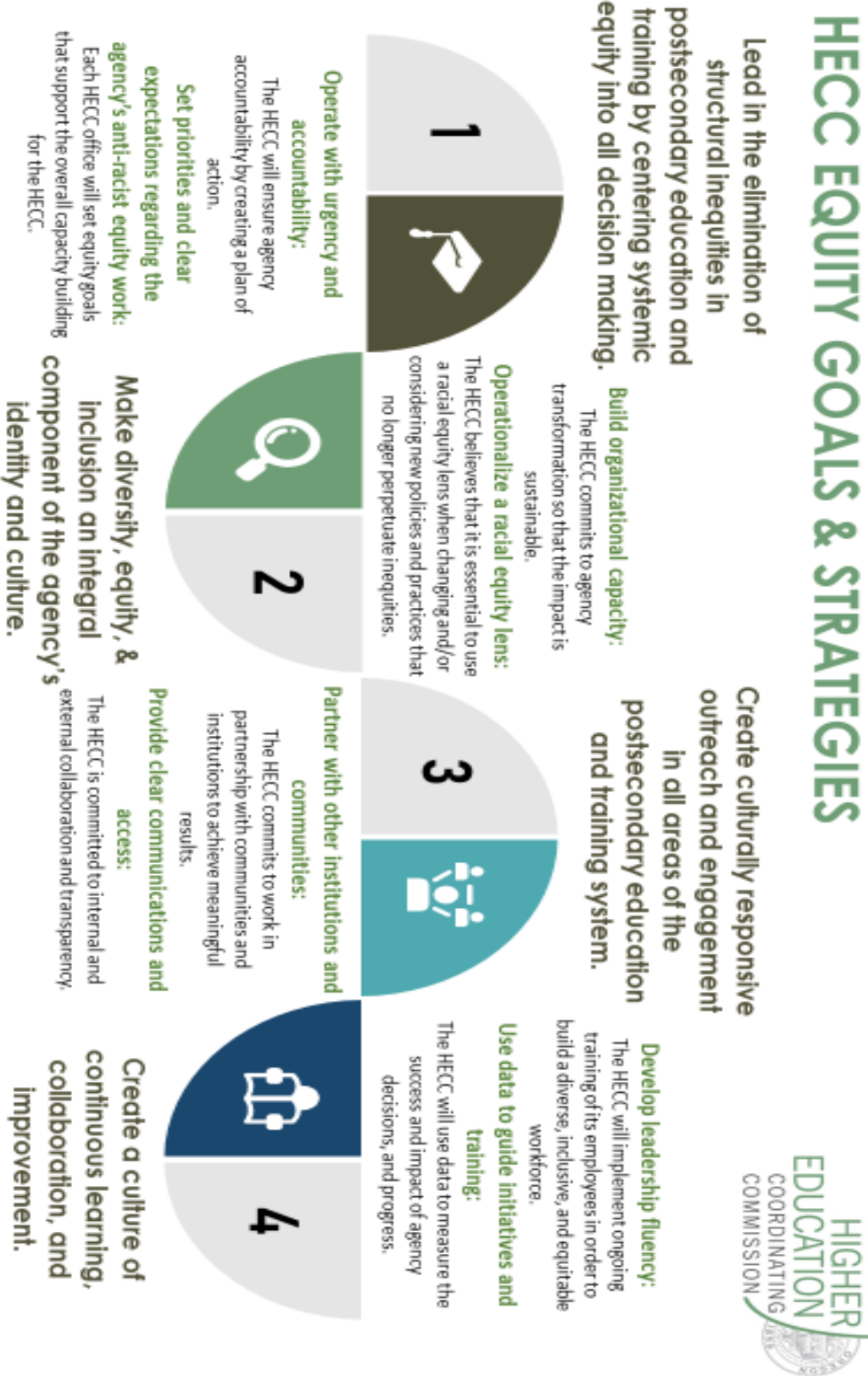
In 2022, the agency created additional tools to guide the DEI work for staff:

FIGURE 2: EQUITY GOALS & STRATEGIES 2022 (PAGE 1)



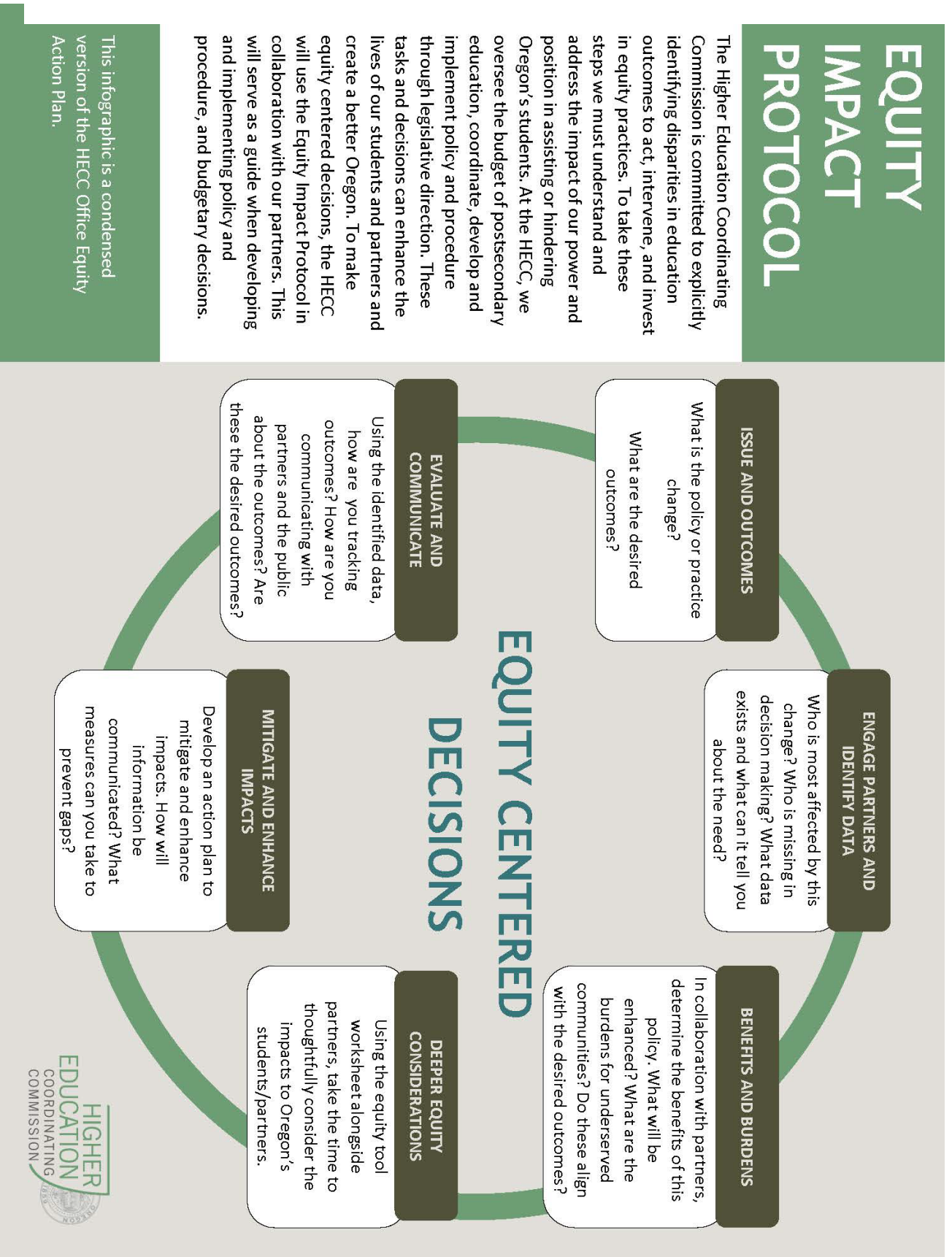


(FIGURE 2: PAGE 2



08/10/2022

FIGURE 3: EQUITY IMPACT PROTOCOL



# EQUITY IMPACT PROTOCOL

The Higher Education Coordinating Commission is committed to explicitly identifying disparities in education outcomes to act, intervene, and invest in equity practices. To take these steps we must understand and address the impact of our power and position in assisting or hindering Oregon's students. At the HECC, we oversee the budget of postsecondary education, coordinate, develop and implement policy and procedure through legislative direction. These tasks and decisions can enhance the lives of our students and partners and create a better Oregon. To make equity centered decisions, the HECC will use the Equity Impact Protocol in collaboration with our partners. This will serve as a guide when developing and implementing policy and procedure, and budgetary decisions.

This infographic is a condensed version of the HECC Office Equity Action Plan.





### C) Learning, Education, and Development Plan (TEDP)

We are a learning organization that recognizes the importance of encouraging and supporting employees in learning related to their position, development, and state opportunities. We continually seek out learning opportunities to promote growth, development, knowledge, as well as employee engagement and health, safety, and wellness.

As a learning organization, the HECC recognizes the importance of encouraging and supporting employees in learning related to their position, development, and State opportunities. Professional learning and development extend to all employees of the agency. The HECC goal is to attain at least 20 hours annually of learning for all permanent employees. A key HECC value is continued learning for all staff. The HECC strives to be an agency where staff are motivated, empowered, supported, and engaged. Training activities are integrated with and linked to, wherever possible, the performance management process, and continuous improvement, which is a distinguishing feature of learning organizations.

Employee learning and development at the HECC includes managers and employees collaborating on a plan that supports employee professional growth and development. These plans are living documents within the employee evaluation process and are revisited on a regular basis. Learning requests should align with each employee's professional development. At the HECC, [State Employee Training policy 10-040-01](#) is used to promote employee career growth.

The HECC actively strives to provide promotional opportunities that either use existing skills in a different setting or support employees in the acquisition of new skills, be it through formal classroom training, job rotations, various work projects or experiences, and educational or continuing education opportunities. Employees receive annual performance evaluations.

As the agency moves forward its commitment to foster learning environments and promote continual growth and improvement, it is crucial that all aspects of equity, diversity and inclusion be at its core foundation. As such, important conversations take place to determine the overarching perspectives, beliefs and vision amongst HECC leadership/management. The following agency priorities have been identified:

- Nurture an environment intentionally inclusive of diverse groups, people and perspectives.
- Align equity, diversity and inclusion efforts with board, commission, and agency strategic plans.
- Recruit, hire, support, promote and retain diverse staff.
- Increase cultural awareness and staff diversity.
- Maintain a strong, clear and consistent agency wide Diversity, Equity, and Inclusion (DEI) communications.
- Align DEI efforts with agency programs and services.
- While the agency's leadership and coordination with partners on equity and student success is vital to achieving Oregon's higher education and workforce goals, it is equally important to engage the agency's internal staff at all levels.
- All staff are regularly informed of DEI events occurring in local areas. Staff representation is encouraged at community-based and/or equity-focused events and convenings, demonstrating the agency's support and creating additional agency awareness.

### i) Employees/Staff

- The agency AA Plan including the agency's AA Statement is posted on the [agency's website](#).
- Position descriptions are reviewed and updated as necessary to ensure affirmative action and diversity and inclusion responsibilities are included in staff and management position descriptions.
- Learning opportunity access is available to all staff per the State Employee Training policy 10-040-01 (<https://www.oregon.gov/das/Policies/10-040-01.pdf>).
- The HECC New Employee Orientation is provided within the first week of employment to new employees to guide them through their first days of employment and to answer any questions. HR hosts Newer to HECC staff meetings to allow newer staff time to engage and connect with other staff, including HR and agency leadership staff.
- The Executive Director hosted lunches with staff in early years of the agency, and in 2022 restarted this practice. Ben Cannon hosts regular lunches, with his assistant, held in his office with small groups of staff from various offices. The purpose is just to connect and have engaging conversation through an informal setting to allow himself and the group to get to know one another.
- The HECC's role in engaging external partners and informing the public is vast, particularly in our work for equitable outcomes.
- OSAC maintains the ASPIRE program. The ASPIRE program helps educate Oregon students to become career and college ready. ASPIRE offers education, resources, and mentoring opportunities for all students. Student supports include 1:1 and group mentoring, activities or events that focus on career exploration, career and college research, admissions applications, scholarships, and financial aid. More than 13,000 students were served by ASPIRE during 2019-21 and over 2,000 mentors donated 32,000 hours to support students, which is valued at more than \$958,400. The program has recently expanded to serve more than 176 middle schools, high schools, colleges and community-based organizations including all high schools in the Bend-LaPine, Portland Public, and Salem-Keizer school districts as well as increasing the number of rural high schools served by the program.
- OSAC interns work with the Scholarship program reviewing scholarship application transcripts from January through March each year. OSAC also utilizes work-study students for the ASPIRE program to assist in maintaining the social media presence for the program.
- The agency established the HECC Employees and Dependent Scholarship (Fund 125), which is 100% staff funded through bottle drop recycling efforts, voluntary automatic payroll deductions, and miscellaneous individual contributions. The scholarship is available for the 23-25 academic year. Eligible HECC employees and their dependents may apply **for the scholarship online beginning November 1, 2022** at <https://oregonstudentaid.gov/scholarships.aspx>. **February 15, 2023 - 5pm PST: Early Bird Deadline.** Error-free applications submitted will be entered into a drawing for one of several \$1,000 Early Bird scholarships. **March 1, 2023 - 5pm PST: Final Deadline** for all materials to be submitted. The number of awards and award amounts are based on funds available with the intent of awarding at least one employee and one dependent recipient each year. Eligibility requirements for this scholarship may be found in our online catalog at <https://app.oregonstudentaid.gov/Catalog/Default.aspx> (enter "125" or "HECC" in the search field). Contributions to this fund can be made either by check or voluntary automatic payroll deduction.

## ii) Volunteers

The agency has over 113 [board and commission member](#) volunteer positions. As public officials, board and commission members receive the [required state board training](#) and policy training. HECC staff must provide complete support, including, onboarding, training, travel, stipends (if applicable), and public or executive session meeting support for the boards and commissions. Our boards and commissions include:

- [Higher Education Coordinating Commission](#) (HECC) – 15 -member volunteer state board appointed by the Oregon Governor; all are voting members confirmed by the State Senate. This board is the Commission for the agency and appoints the agency director.
- [OregonServes Commission](#) (OSC) – maximum 25-member board of Governor-appointed commissioners; supporting statewide service and volunteer efforts, and providing funds for the state-based AmeriCorps program. OregonServes, also known as the Commission for Voluntary Action & Service, was created in 1994 to provide Oregonians with a statewide entity to focus service and volunteer efforts, to enhance the ethic of service and voluntarism in the state and provide funds for state-based AmeriCorps programs. As a state commission, OregonServes' role is to promote and elevate service, volunteerism and civic engagement in Oregon Communities. *Through changes made by the Oregon Legislature in 2018, the Oregon Volunteers: Commission for Voluntary Action & Service (now called OregonServes) was transferred from the Governor's Office to the Higher Education Coordinating Commission, through House Bill 5201 and House Bill 4163, effective July 1, 2018. Oregon Volunteers is housed in the HECC Office of Workforce Investments.* OSC fulfills the statutory responsibilities for state service commissions as authorized by 42 U.S.C. § 12638 and outlined in 45 CFR 2550.50 National and Community Service Trust Act of 1990 as amended by the Serve America Act.
- [Oregon Conservation Corps Advisory](#) (OCC) – currently an eight-member volunteer advisory board appointed by the Governor of Oregon. Current membership consists of representation from the following: Timber Landowner and member of Oregon Women in Timber, Local Workforce Investment Board, County Commissioner, Service Provider, Public Utilities, Educator, and Private Firefighting Business also representing the National Wildfire Suppression Association. There is one current seat open for tribal representation. The Oregon Conservation Corps Advisory Committee is established for the purpose of advising the Oregon Conservation Corps Program and actively seeking and sourcing private donations to help support the program. The Committee is staffed by HECC's Office of Workforce Investments in accordance with ORS 476.694 to 476.698 and OAR 715-101-0005 to 715-101-0025.
- [Oregon Youth Corps Advisory Board](#) (OYC Advisory Board) – 9-member volunteer committee: three members are appointed by the Oregon Governor, three appointed by the Oregon Senate President, and three appointed by the Speaker of the Oregon House. *There are several roles of the OYC Advisory Board: Read and score grant applications; Provide feedback on proposed policy, procedures, and/or grant guidelines; Provide feedback on program surveys; Participate in and lead efforts for increased program funding; Participate on subcommittees.* Per ORS 418.653
- [Workforce and Talent Development Board](#) (WTDB) – 34-member (up to 40 or may be adjusted for population demographics) volunteer board, majority business representatives, appointed by the Oregon Governor, as prescribed in

the Workforce Innovation and Opportunity Act (WIOA), with voting members confirmed by the Oregon Senate. The WTDB is the overall advisory board to the Governor on workforce matters, including developing a strategic plan for Oregon's Workforce Development System. The WTDB is made up of leaders representing private business, labor, community-based organizations, Oregon legislature, local government, and state agencies. The [WTDB is organized by and operates in accordance with](#) Section 101 of the Workforce Innovation and Opportunity Act (WIOA), Oregon Revised Statute 660.300 to 660.364, [660.321](#), and Governor's Executive Orders.

**iii) Contractors/Vendors**

The HECC does not provide vendor diversity training. The HECC provides Contract Administrator training for agency staff and a major element is the push to spend to COBID firms. Agency contracts and grants now have language regarding nondiscrimination:

Grantee shall comply with ORS 652.220 and shall not discriminate against any of Grantee's employees in the payment of wages or other compensation for work of comparable character, the performance of which requires comparable skills, or pay any employee at a rate less than another for comparable work, based on an employee's membership in a protected class. "Protected class" means a group of persons distinguished by race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability or age. Grantee's compliance with this section constitutes a material element of this Agreement and a failure to comply constitutes a breach that entitles HECC to terminate this Agreement for cause.

In addition, our contracts now include a provision against harassment:

Certifies that Contractor has a written policy and practice that meets the requirements, described in ORS 279A.112, of preventing sexual harassment, sexual assault, and discrimination against employees who are members of a protected class. Contractor agrees, as a material term of the Contract, to maintain the policy and practice in force during the entire Contract term; and

**D) Programs**

**i) Internship/Fellows**

- Formal: The agency has continued its engagement with graduate students from the Hatfield School of Business' Fellows Program. The Office of the Executive Director – engaged one college intern assist with our policy programs and APA office has used multiple Hatfield fellows over the last two biennia.
- Informal: As vacancies or opportunities arise, interns are encouraged to apply for any position openings they may be qualified for. The agency strives to maintain contact with interns for ongoing opportunities and community outreach communication.

**ii) Mentorship**

Formalized programs are not currently in place, but we will consider other agency and organization models available during the 23-25 biennium.

**iii) Community Outreach & Engagement**

Informal community involvement activities included:



- Participation in the Racial Justice Council (RJC). The HECC collaborates and participates in presentation updates of our investments, such as, for the Future Ready legislation and grants. We also work with and participate in the RJC's subcommittees meetings for education and the other committees as needed.
- Career and college fairs from our Office of Student Access and Completion and DEI Specialists. These sites vary by institutions, high schools, and Tribes. Topics include resources to scholarships and financial aid opportunities, youth development programs, pathways guidance.
- Numerous staff have presented at community college and university conferences as well as multi-cultural community events. Topics covered ranged from speaking about the HECC, the Tribal Student Grant, being a leader of color, scholarship opportunities and mentorship programs.
- Invitations are regularly extended to staff for diversity events, such as Say Hey, Networkin' It, etc. and as budget allows, sponsorship opportunities are considered.
- OSAC partners with numerous community and professional groups throughout the state to deliver its access and financial assistance programs, including the following: middle & high schools, community-based organizations, Oregon Association of Student Financial Aid Administrators (OSAFAA), The Oregon Community Foundation, The Ford Family Foundation, Pacific Northwest Association for College Admission Counseling, Oregon GEAR UP, Incight (for students with disabilities), Oregon Independent Colleges Association, Oregon Indian Council for Postsecondary Education, Oregon Student Association, Oregon Community College Association, Oregon College Access Network, and Career Information Systems.
- OSAC implements mentoring and outreach programs to prepare students of all backgrounds for success in college and career including Oregon ASPIRE, and financial aid outreach through the [FAFSA Plus+ initiative](#), College Goal Oregon and more.
- The HECC is advancing work supported by a [\\$689,000 Talent, Innovation, and Equity \("TIE"\) partnership grant from Lumina Foundation](#) to help eliminate disparities in postsecondary success rates between Oregon's overall student population and historically underrepresented students of color. The grant supports a suite of state leadership activities aimed to improve postsecondary success in Oregon for African-American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander learners, with a particular focus on adult learners of color. The HECC's first steps are focused on building partnerships and engaging in focus group research with diverse communities.
- In 2015, the HECC adopted, a new formula for the distribution of state resources to public universities that incentivizes support for underserved populations. This model is reviewed and updated. The Public University [Student Success and Completion Model \(SSCM\)](#) creates state financial incentives for universities to increase the number of resident students who complete degrees, with additional funding weights for students of color, low-income, rural, and veteran students. There has been movement; however, disparities persist.



Since then, we have seen undergraduate degrees awarded to underrepresented students grow, completion rates improve, and the completion of STEM related degrees increase, though we cannot say this was the result of the funding formula. A collaborative review during 2020 maintained the priority on equity, streamlined

the treatment of transfer students, and simplified the mission support component. The next review cycle is scheduled for 2025. After two years of work, a proposal to incorporate student support and student success into the community college funding formula is underway. In 2023, the Commission is currently considering this proposal, which includes a small portion of the funding devoted to greater support for students of color, students from low-income backgrounds, students over age 25, and students enrolled in career and technical education. The proposal also devotes a portion of funding toward student progression and completion and weights completions of students in the student support groups more highly.

- HECC staff reconvened the **Equity Advisory Committee** in June 2019. It is comprised of postsecondary leaders who inform staff on equity initiatives, and promote inter-campus communication, collaboration, and innovation as a learning community to improve equity. The group meets quarterly in order to network, provide needed feedback on legislation and programs, share events, and bring problems of practice to discuss among peers.
- HECC highly values its Government-to-Government (G2G) relationship with the nine federally-recognized Oregon tribes, who each hold sovereign status and [we regularly collaborate with Oregon tribes](#). We meet with G2G education leaders, attend quarterly and annual education cluster gatherings and semi-annual Legislative Commission on Indian Services trainings, and provide quarterly and annual agency reports in collaboration to better serve Native students.
- A number of Commission's recent [affordability initiatives detailed here](#) are driven by equity goals, including redesign and expansion of the Oregon Opportunity Grant to prioritize support for low-income students, and efforts to improve textbook affordability.
- Recent Legislative Work Groups, Reports and Resources: The Oregon Legislature entrusts the HECC with research and analysis of numerous higher education policy questions of critical interest to the state, including bills and initiatives related to improving equity noted below. All [final HECC reports submitted to the Legislature can be found on our website](#).
- Expanded outreach and communication on the GED™.
- HECC staff are involved in numerous collaborative campus efforts to [streamline the community college to university transfer pathway](#), working to ensure students do not lose credits; this impacts affordability and time to degree for low-income, first generation, and other underserved student groups. HECC also leads policy efforts on [Credit for Prior Learning](#), improving pathways for returning and adult students to earn credits.
- Collaboration: In its equity initiatives and efforts, the HECC welcomes the involvement and collaboration of campus communities, students and families, community-based organizations, tribal partners, agencies and additional partners to achieve mutual education goals and build lasting relationships to improve the futures of all Oregon students.
- OregonServes program.
- Oregon Youth Corps program.
- Oregon Youth Advisory
- Statewide dislocated worker presentations and assistance.

#### iv) Diversity Awareness

##### a. Agency DEI Council

The HECC continues to dedicate resources to the DEI Council which serves as the agency's committee focused on DEI activities for the agency's workforce. Our DEI Council is committed to energizing the agency's diversity efforts. The DEI Council's

mission is to *foster a climate that empowers all to embrace a culture of diversity, equity, and inclusion as a valued asset. HECC management and staff prioritize these values through professional development and engagement in order to achieve equity-driven results.*

To support the DEI Director's and new team accountability process, ongoing monitoring and quarterly reporting, in 2022, the DEI Council will serve as the agency advisors to the DEI Director and Executive Team in vetting the progress of the Agency Equity Action Plan across all the offices.

The council members also serve as ambassadors to equity work and will build fluency and courage to become productive interrupters as equity leaders in the agency. The council will discuss problems of practice and identify recommended solutions. The DEI Director along with the new team will meet with each office to make sure they are on track and provide support.

The DEI Council strives to:

- Support accountability for the four (4) Agency Equity Goals.
- Create an agency culture that celebrates the unique attributes of all people;
- Create a workplace where individual strengths are recognized and appreciated, and all employees are encouraged to contribute.
- Provide a safe learning environment for all staff for increased cultural competency and cultural agility; and
- Collaborate closely with the agency Learning & Change Management Team to provide learning events in support of learning, DEI, engagement, culture, and wellness.

### **b. Employee Resource Groups (ERGs)/Affinity Groups**

Our staff are able to participate with larger agencies ERGs, such as DHS, OED, and ODE. In 2023-2025 the Learning Team plans to actively reach out to other agency groups to provide updated resources and information with the HECC Staff to share through the HECC intranet and all-staff meetings.

### **c. Diversity Presentations, Training, and Activities**

- The HECC is committed to the goals of enriching the diversity of the agency and increasing the level of cultural competency, both internally and throughout our external and partner base. As the agency is developing, additional efforts are emerging, as demonstrated by the recently created position dedicated to equity effort. This position furthers design and agency equity initiative implementation, building upon the initial employee survey assessment identified in the Training & Development section. The sexual harassment requirement is being met by mandatory annual policy review and acknowledgement and Workday DAS mandatory training modules. This is also a requirement for all new employees.
- In collaboration with Oregon public education institutions, the HECC will continue the convening of a higher education Equity Workgroup, comprised of professionals charged with diversity and equity policies at their campuses. This learning community provides input to the HECC on equity best practices and innovative approaches.
- The Commission formally adopted the [HECC Equity Lens](#) as a guiding principle with a primary focus on race and ethnicity; however, not excluding other underrepresented populations. An equity lens is a transformative quality improvement tool used to improve planning, decision-making, and resource



allocation leading to more equitable policies, programs, and outcomes. It is intended to create a culture of equity not only for HECC programs, but also for the internal agency culture. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in communities of color and rural geographical locations, with a particular focus on racial equity. The system outcomes focus on resource allocation, overall investments, hiring and professional learning.

- Statewide leadership programs are available to staff such as the Management Developmental Series and other trainings in the State of Oregon Workday Training site.
- The HECC Management Team addresses affirmative action, diversity and equity topics on an ongoing basis at its biweekly meetings.

#### v) Leadership Development & Evaluation

ORS 659A.012 requires agencies to achieve the public policy of the State of Oregon for persons in the state to attain employment and advancement without discrimination because of race, religion, color, sex, marital status, national origin, disability or age, every state agency shall be required to include in the evaluation of all management personnel the manager's or supervisor's effectiveness in achieving affirmative action objectives as a consideration of the manager's or supervisor's performance. The HECC implemented a Performance Management Plan, in accordance with the statewide Performance Management Process Policy (50.035.01). The HECC's evaluation includes competency and objective of:

*“Understands HECC's affirmative action, diversity, equity, inclusion and equity lens objectives and acts to achieve them”*, for all staff.

The HECC Manager's evaluation was updated in 2018 to align with the enterprise values and competencies defined in the [Oregon Management Program \(TOMP\)](#). The enterprise values are Accountability, Equity, Excellence, and Integrity, and the agency's values also include, Collaboration, Lifelong Learning, Transparency, Trust. The enterprise competencies are: [communication, innovation, intentional engagement, mentoring & developing people, stewardship, and business acumen](#).

The enterprise competencies include the specific expectations of:

- Communication, *“listens with cultural humility and confirms understanding of feedback”*;
- business acumen, *“Effectively selects, recruits, and on-boards a diverse and culturally competent workforce”*;
- business acumen entry to expert proficiency for interpersonal skills include, *“develop cultural awareness and sensitivity”*;
- business acumen proficient to expert proficiency for interpersonal skills include, *“relates well to a variety of people regardless of their cultural background”*;
- entry proficiency, *“Demonstrates sensitivity to other cultural practices and beliefs”*; and,
- expert proficiency, *“Exhibits understanding and sensitivity to varied cultural practices and beliefs when working with customers or co-workers with different backgrounds and encourages others to do so as well. Recognizes and utilizes the abilities of all individuals and groups equally to achieve organizational goals. Advocates the benefits of diverse values and skills to the organization.”*

In addition to the enterprise competencies, the HECC established an agency Work Objective - Cultural Competency, defined as:

*Understands HECC’s affirmative action, diversity, equity, inclusion, and equity lens objectives and acts to achieve them as evidenced by: Attending diversity learning events and conferences; Attending Diversity Council events; Encouraging employees to attend internal and external learning and events, Reviewing diversity-related policies with staff; Addressing and correcting diversity related conduct or issues with contractors and/or staff; Engaging in outreach recruitment (e.g.; networking with other organizations to source potential applicants); Establishing diverse interview panels when filling vacancies; Promoting and fostering a diverse workforce and discrimination/harassment-free workplace; Recognizing the value of individual and cultural differences and create a work environment in which individual differences are valued; Consistently treat partners, co-workers with dignity and respect; value diverse viewpoints, and actively solicit and engage diverse groups in program planning and implementation.*

The state now requires quarterly PAF (Performance Accountability Feedback) 1:1 check-ins recorded through the Workday System for management service employees. Currently, executive service staff are excluded from this requirement by DAS. The agency uses our past staff evaluation questions, development plan, succession, and goal setting questions as a resource.

**a. EEO Data of Trainees**

All managers of the HECC complete the State’s management training.

**b. Results of Program**

There are not current metrics.

**vi) Succession Planning**

We are in the beginning stages of developing an agency succession plan using the [DAS CHRO Succession Planning Guide and Tools](#) to include DEI and cultural competency, this will be completed by December 31, 2023.

**E) Executive Order 11246 (OFCCP regulations)**

Follow this link for: [Executive Order 11246 \(OFCCP regulations\)](#)

**F) Contracts to Minority Businesses (ORS 659.015)**

[ORS 659A.015](#); [Executive Order 22-15](#):

The preparation, organization and hiring that was done in the past biennium, allowed HECC Procurement to concentrate some efforts towards incorporating the Equity Lens in the 21-23 biennium, with actions such as:

- Provided an agency Contract Administrator training to provide guidance and promote the use of COBID.
- Committed to participate, once a quarter, in a Salem Capitol Connect meeting, <https://salemcapitolconnections.org/>.



Salem Capitol Connections provides Oregon entrepreneurs with opportunities to connect with public and private entities that lead to sustainable business relationships and opportunities.

- Reach out to one COBID business enterprise from each of five categories (Disadvantaged, Emerging Small, Minority-owned, Service-Disabled Veteran, and Women-owned) with a personal e-mail inviting those firms to participate in the solicitation, for every open procurement with a dollar value between \$10,000 and \$250,000. The agency continues this effort, although is not required by the new executive order.
- Incorporate a Proposer’s willingness to further HECC’s Equity Lens into solicitations, as a scored evaluation question.
- Prior to Covid, the agency participated in a monthly Governor’s Business Equity and Inclusion Committee meeting. This group of agency procurement leaders met to discuss how best the state may reach out to COBID (Certification for Business Inclusion and Diversity) firms to include them in the States procurement activities. When the governor’s office reconvenes this group, we will join once again as an active participant.

Using this momentum, HECC Procurement looks forward to the 23-25 biennium to expand its embedding of the Equity Lens.

**ii) Number of Contracts with Minority or Women-owned Businesses**

Our numbers below are for formal contracts with COBID firms. COBID includes minority-owned and women-owned., as well as disabled-veteran-owned and emerging small business. The agency also makes purchases that do not require procurement’s involvement (e.g. SPOTS card purchases less than \$3,500) and the agency does not have COBID records for these purchases.

- 2019 - 1
- 2020 -3
- 2021 -4
- 2022 -2

**iii) If zero, explanation**

n/a

**III) ROLES FOR AA PLAN IMPLEMENTATION**

**A) Specific, Active Engagement, and/or Innovative Activity of:**

**i) Executive Director**

The Executive Director directs and supervises all activities of the agency. The Executive Director reports to the Higher Education Coordinating Commission annually and biennially to the Legislative Ways & Means Committee, on the progress and outcomes of the agency’s Affirmative Action Plan. To continue the State of Oregon's progress in promotion of Diversity, Equity, and Inclusion in the workplace, and the elimination of the effects of past and present discrimination, intended or unintended, Agency Directors and Administrators shall:

- Pursuant to the administrative rule [105-040-001](#), the Executive Director ensures: equal employment opportunities are afforded to all applicants and employees by making employment related decisions that are non-discriminatory; and Employment practices are consistent with the state's Affirmative Action Guidelines under ORS 659A.012–659A.015 and federal laws to: Promote good faith efforts to achieve established affirmative action objectives; and take proactive steps to develop diverse applicant pools for position vacancies;
- Ensure that all directors, administrators, managers, and coordinators of diversity, equity, and inclusion, affirmative action, and equal employment opportunity, and agency Affirmative Action Representatives attend all GAAO's

meetings to assist Representatives and agencies in fulfilling their affirmative action responsibilities. Agencies will annually submit the name of the agency Affirmative Action Representative and immediately inform the GAAO if the representative is changed.

**i) Managers/Supervisors**

State managers and supervisors are held to a “[Higher Standard](#)” (updated statewide definition provided by DAS in April 2018 for added clarity). Managers and supervisors are expected to be proactive in creating and maintaining a discrimination and harassment free workplace. They must exercise appropriate measures to prevent and promptly correct any discrimination, workplace harassment or sexual harassment they know about or should know about.

- Supervisors are expected to foster and promote the importance of a diverse workforce free of discrimination and harassment to staff and model and enforce all statewide and agency policies, including: [Discrimination and Harassment Free Policy 50.010.01](#); [Workplace Effects of Domestic Violence, Harassment, Sexual Assault, and Stalking Policy 10-010-04](#); [Maintaining a Professional Workplace Policy 50-010-03](#); and [Equal Employment Opportunity and Affirmative Action Rule 105-040-0001](#).
- Ensure staff understand the agency’s affirmative action goals and their own responsibilities for helping promote diversity and a harassment free work environment.
- The HECC ensures agency and State of Oregon procedures and rules are followed to fill employment vacancies.
- Managers are evaluated annually to assess how they have fostered a diverse workforce. Criteria may include:
  - Agency workforce education regarding diversity issues (i.e., training and communication).
  - Recruitment and selection efforts (recommendations for advertising or marketing open recruitments).
  - Retention (how managers identify and ensure employees are provided appropriate tools for success).

**ii) Affirmative Action Representatives**

The Affirmative Action Representatives report to the Executive Director and works as part of the Executive team to:

- Provide ongoing leadership in implementing each agency's affirmative action and Diversity, Equity, and Inclusion plan;
- Ensure incorporation of affirmative action, diversity, equity, and inclusion responsibilities in executive and/or management job descriptions;
- Work with leadership to direct agency affirmative action functions, ensuring the agency plan, targets and goals are followed, implemented, and achieved, including removing intended or unintended bias in agency recruiting.
- Ensure employees receive and engage in a thorough orientation to the HECC and state government; this includes review of AA and EEO policy with employees;
- Promote and oversee effective retention practices using the Affirmative Action/DEI Plan.
- Assist with and/or investigate and address EEO/AA complaints;
- Report EEO complaints or areas needing improvement to management team members; and
- Provide EEO/AA and ADA training options to the agency.

- Actively participate in the statewide AA/DEI agency leadership meetings.
- Post each agency's affirmative action policy statement and diversity and inclusion statement in a visible, conspicuous area. The policy statement shall include the name and contact information for the agency's Affirmative Action Representative;
- Communicate to all employees about the Affirmative Action resources available within each agency and the important role of Affirmative Action Representatives in responding to employees' concerns of discrimination in the areas of hiring, retention, promotion, and career development;
- Track, evaluate, and measure trends in agency discrimination and/or harassment claims, reporting data and findings in the subsequent biennial Affirmative Action Plan/Statement; and
- Work to improve implementation of the agency's affirmative action plan through the use of professional development, performance assessments, and/or performance evaluations.

**iii) Director of Diversity, Equity, & Inclusion and Team**

The Director reports to the Executive Director and works as part of the Executive team to:

- Lead agency DEI Council, its actions, events, policies, and to assess resources for internal leadership development and staff learning.
- Lead agency DEI Agency Equity Action Plan and support internal and external actions.

Four overarching equity goals (**see Appendix A**) have been determined and has been embedded in a new Equity Action Plan that will support consistency and accountability to the HECC's work and operationalizing of our equity lens. In the last 18 months, the work has evolved to include two new Inclusion and Equity Specialists that will support the continued growth of the collective work, collaboration and technical assistance for our partners in addressing the numerous disparities/gaps that the pandemic has revealed. Some examples include but are not limited to, issues of food scarcity and housing, interruptions to mental health and medical services, access to Wi-Fi and adequate technology, tuition costs, and supports for students with disabilities and English Language Learners.

The update for the Commission will summarize the HECC's internal and external equity and racial justice work. Internal work will include new staff and office expectations, operationalizing our HECC Equity Lens and Equity Impact Protocol, technical support for all HECC offices, creation of more tools to support staff, and progress on our new equity action plan that has been aligned to the HECC's Strategic Roadmap Interim Guiding Principles. Our external work includes participation in the Governor's DEI Enterprise Equity group, alignment to the new Governor's Equity Framework for COVID-19 Response and Recovery and racial justice expectations, policy work and collaboration with our institutions, sustainability of our Talent, Innovation, and Equity (TIE) partnership grant work, engagement with partners, other state agencies, and DEI partners.

**IV) 2021-2023 Affirmative Action Plan Progress**

Continuing the foundational work established in previous biennium, the agency started developing the 2020-2023 Agency DEI Action Plan in 2022 to operationalize the equity commitment, provide accountability to the work in alignment with state expectations, and to

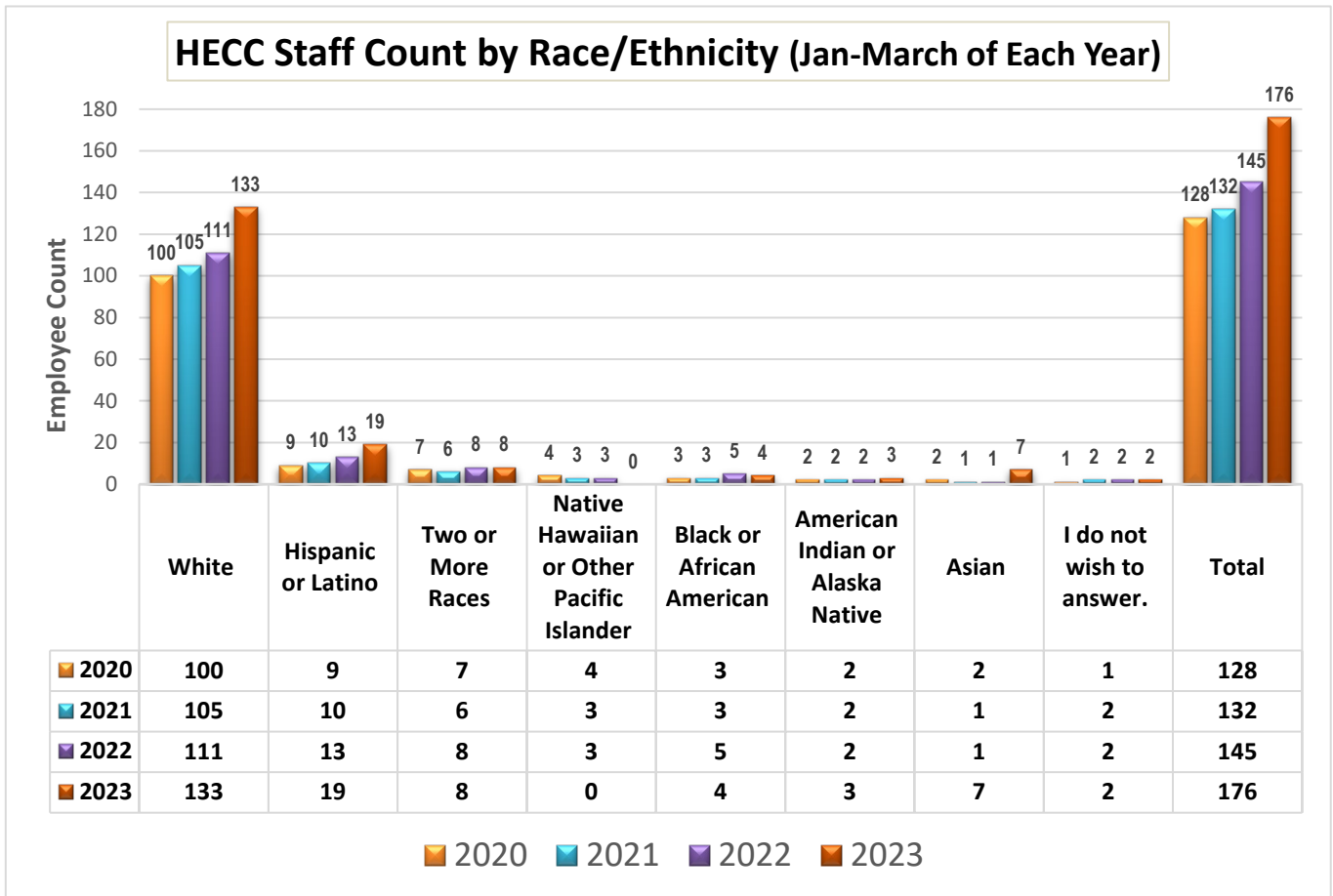


curate cultural competency resources and tools. The agency will continue all its efforts to increase workplace diversity awareness and inclusion efforts and we are ensuring the DEI Action Plan is in alignment with ORS 243.305 policy of affirmative action and fair and equal employment opportunities and advancement, Oregon Higher Education Strategic Roadmap, the SEIU collective bargaining agreement, and statewide recruitment policies and guidelines.

**A) Progress made or lost since previous biennium**

The agency received the full-time DEI position in 2019, two new Inclusion and Equity Specialist positions in 2021, and a Tribal Student Access Analyst position in 2022. During the 21-23 biennium, these positions continue to work closely with the agency executive leadership, managers, human resources, and staff to advance the agency’s DEI efforts. The agency is developing the Agency Equity Action Plan, cultural competency resources, and tools for 2023 and beyond. The agency will continue all its efforts to increase workplace diversity awareness and inclusion efforts identified. The agency will ensure its action plan is in alignment with ORS 243.305 policy of affirmative action and fair and equal employment opportunities and advancement, the SEIU collective bargaining agreement, and statewide recruitment policies and guidelines. The agency is also developing its succession plan, which will prioritize diversity outreach and retention considerations. In addition, the agency HECC LMC (Labor-Management Committee) will be formed to provide additional support and partnership.

The HECC representation for persons of color and women changed in the past two years. The agency has made slight gains over the prior biennia in race/ethnicity diversity. We will continue to focus on this trajectory.



**HECC Staff Percentage by Race/Ethnicity  
(Jan-March of Each Year)**

	White	Hispanic or Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	Black or African American	American Indian or Alaska Native	Asian	I do not wish to answer.
2020	78.1%	7.0%	5.5%	3.1%	2.3%	1.6%	1.6%	0.8%
2021	79.5%	7.6%	4.5%	2.3%	2.3%	1.5%	0.8%	1.5%
2022	76.6%	9.0%	5.5%	2.1%	3.4%	1.4%	0.7%	1.4%
2023	75.6%	10.8%	4.5%	0.0%	2.3%	1.7%	4.0%	1.1%

Because measures of the workforce representation of people with disabilities rely on voluntary self-identification, the actual number of agency employees with disabilities are dependent upon self-disclosure. The data is provided by employees through a [Voluntary Self-Identification Form](#) (Race, Ethnicity, Disability, and Veteran Status) and the data may be under-represented in some or all categories.

**HECC Staff Percentage by Disability Status (Jan-March of 2023)**

Disability Reporting	Percent	Number
No Reported Disability	96.0%	169
Reported Disability	4.0%	7
Total	100.0%	176

Inappropriately, the State Workday data does not have non-binary options for gender; this is an adjustment DAS is working to correct. Currently, with these options, overall the agency is highly represented by women at 65.3% and underrepresented by men at 34.7%.

**HECC Staff Percentage by Gender – Binary Options Only (Jan-March of 2023)**

	Administrative Support		Officials and Administrators		Professionals		(Blank)		Total	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Female	86.7%	26	57.9%	11	62.0%	80	100.0%	4	65.3%	115
Male	13.3%	4	42.1%	8	38.0%	49	0.0%	0	34.7%	61
Total	100.0%	30	100.0%	19	100.0%	129	100.0%	4	100.0%	176

The agency currently has 6.3% of staff reporting Veteran status. This is an area which may also be underrepresented if not self-reported by staff.



**HECC Staff Percentage by Veteran Status (Jan-March of 2023)**

	Administrative Support		Officials and Administrators		Professionals		(Blank)		Total	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Not a Veteran	100.0%	30	94.7%	18	92.2%	119	100.0%	4	93.8%	165
Veteran	0.0%	0	5.3%	1	7.8%	10	0.0%	0	6.3%	11
Total	100.0%	30	100.0%	19	100.0%	129	100.0%	4	100.0%	176

**B) Accomplishments**

A) The HECC has:

- Placed the [HECC Equity Lens](#) at the center of its internal and external efforts. The lens considerations can now be seen embedded in several guides, evaluation tools, and RFPs that HECC administers.
- Created a new Equity Impact Protocol and Office Equity Plan template and tool. The new tool is now being used to do analysis of project processes and impact analysis.
- Lead the Higher Education Equity Advisory Committee, which was reconvened in June 2019 and later in the pandemic, it is composed of institutional DEI administrators focused on equity issues at community colleges and public universities; this group provides insight and advice to the HECC Commission and agency, with a focus on achieving state education and equity goals. These efforts with our external partners result in valuable learnings that benefit not only our external actions but also internally. This group also supports implementation of the HB 2864- Cultural Competency Bill and HB 2590 Joint Task Force for Underrepresented Students in Higher Education. The accomplishment of this group is to provide a safe forum as a resource group for equity focused and leadership positions in postsecondary organizations.
- Worked with the agency’s DEI Council, Learning Team, and HSW (Health, Safety, and Wellness) Team to:
  - Provide learning events to educate and foster DEI, wellness, and employee engagement among staff at all-staff meetings, lunchtime ‘safe space’ learning opportunities, videos, articles, guest speakers, and facilitated conversation. One of the largest accomplishments was the 21 in ’21, where 21 DEI learning sessions and forums were hosted in 2021 for all staff. More recently the HECC hosted a Data Equity training. This is helping staff to build fluency and understanding in their work.
  - Share and review DEI efforts and provide feedback to the DEI Council and leadership at least twice a year. The team reviewed and provided feedback on the office equity plans, which will be reviewed twice a year. Ensure DEI learning and communication is included in leadership, all-staff, office team, small group, and one-on-one conversations, to support and reiterate the priority role of DEI in all agency levels and efforts. We provided many online opportunities during the pandemic for staff to connect on diversity issues and engagement time.
  - Work closely with Human Resources and agency office directors to identify include DEI team/office goals into the Oregon Workday system.



**B. Planned Activities, during the 2023-2025 biennium:**

- *changes and additions from the 2021-2023 AA Plan are denoted by bold and underline,*
- *completed and non-continuing actions are italicized, and*
- \* **asterisk indicates it was a direct outcome of the pandemic, racial justice focus in 2022, as well as wildfires impacts.**

- ◆ AABS (African American/Black Students Group) participation
- ◆ Accelerated Learning Workgroup
- ◆ Actively seek diversity among commission members
- ◆ Aspire program and annual conference
- ◆ *Attendance in ELSEE HECC cohort 1*
- ◆ *Attendance in ELSEE HECC cohort 2*
- ◆ Books available including diversity and wellness – using free access through [Ford Select Books](#)
- ◆ Bring Your Child to Work Day – annual (*not hosted during pandemic*)
- ◆ COBID language in policies
- ◆ College nights/ college fairs/ dislocated worker events
- ◆ Communication strategies- outreach to diverse community partners
- ◆ [Combined efforts of DEI Council and Learning and Change Management Teams](#)
- ◆ Complete College America
- ◆ *Contractor used for 2017 translation services/outreach*
- ◆ [Creation of HECC Equity Action Plan](#)
- ◆ *DACA Training at all staff meeting, 2017*
- ◆ \* [DEI Agency Collaboration Network Member, DAS established 2020](#)
- ◆ DEI lunch and learns and trainings – ongoing and monthly “Equity Connect” events
- ◆ DEI Position requested and received in 2019 and 2 additional positions received 2021; [In 2022, the agency received a new Tribal Student Access Analyst position](#)
- ◆ DEI Statements in job announcements
- ◆ DEI Statewide Conference agency participation on planning committee
- ◆ DEI Statewide Conference staff attendance
- ◆ Disaggregation of KPMs for equity data
- ◆ Education Advisory Group participation
- ◆ Education Cluster – Government to Government (G2G) – 9 Oregon Tribal Nations
- ◆ Employee Resource Groups and Affinity Groups (partner with other agencies)
- ◆ Encourage attendance of diversity tracks at conferences of staff, when possible
- ◆ Extract from Strategic Framework
- ◆ FAFSA+ working with Oregon tribal nations
- ◆ GED presentations in Spanish
- ◆ GED Annual Summit
- ◆ HECC All Staff Meeting – Learning, Staff Engagement, and DEI Events - quarterly
- ◆ HECC DEI Council
- ◆ HECC Equity Lens
- ◆ HECC Learning & Change Management Team
- ◆ HECC LMC, upcoming
- ◆ HECC Health, Safety, Wellness Committee
- ◆ [HESS - HECC Employee Solutions System](#)
- ◆ Hispanic Heritage Breakfast participation
- ◆ Implicit bias training – all staff 2016, 2017, 2019, 2021
- ◆ Include diversity-based questions in interview questions for all hires
- ◆ *Including ELSEE participants on interview panel*
- ◆ [Incorporating Future Ready Training in grant awards, including points for focused populations](#)
- ◆ Statewide Institutional Snapshots – highlighting underrepresented populations
- ◆ Interns & fellows, such as Hatfield
- ◆ Joint OED EO/ADA plan & monitoring outside compliance
- ◆ *Kellogg Foundation’s [Truth, Racial Healing & Transformation \(TRHT\)](#) training w/ Leadership & Commission*
- ◆ [Latino/a/x & Indigenous Student Success Advisory Member](#)
- ◆ Lumina Foundation “TIE” grant recipient
- ◆ Lumina participant
- ◆ Lunch & Learns often with DEI, engagement, and wellness focus.

- ◆ Mentoring program – to be developed
- ◆ National College Access Network
- ◆ National Guard Grant
- ◆ New federal mandate to meet accessibility standards, [website update in 2023 to meet standards](#)
- ◆ Onboarding – update in development
- ◆ Oregon Business Summit
- ◆ Oregon Opportunity Grant
- ◆ Oregon Opportunity Grant continues to include undocumented students clarified bill
- ◆ Oregon Promise Grant– financial aid
- ◆ OregonServes
- ◆ ORSA – financial aid tool for undocumented students
- ◆ OSEAN
- ◆ Participation in Governor's Tribal Day
- ◆ Partners in Diversity participation
- ◆ Peer Learning: Higher Ed Funding for Equity
- ◆ Private scholarships for specific underserved students
- ◆ Private scholarships for undocumented students
- ◆ PUSF/SSIC- University Funding Model is Equity focused
- ◆ Reach Higher Summit
- ◆ [\\* RJC- Education Recovery Committee](#)
- ◆ Scholarship presentations in Spanish
- ◆ [\\* SHEEO National Equity Advisory Group Member](#)
- ◆ Staff evaluation and professional development planning w/cultural competency
- ◆ Strategic plan and vision equity focus, belief statements
- ◆ Strengthfinders – staff assessment tool
- ◆ Surveys – All-staff, ongoing for DEI, Engagement, and Wellness
- ◆ Talent Summit – Workforce Investments
- ◆ Transfer work (impact on underserved populations)
- ◆ University Evaluations to include equity
- ◆ Walk & Talk staff meetings
- ◆ Women in Community College
- ◆ World Affairs Council (Moldova-2016) – Workforce Investments
- ◆ WSO operational standards- equitable access
- ◆ Workforce Investments

## V) 2023-2025 Affirmative Action Strategies

### A) Affirmative Action Goals

The Agency DEI Action Plan finalized in 2022 includes SMART (specific, measurable, achievable, relevant, and time-bound) goals, as determined for each office, in support of the following Four (4) HECC Equity Goals:

1. Lead the elimination of structural inequities in postsecondary education and training by centering systemic equity into all decision making.
2. Make diversity, equity, & inclusion an integral component of the agency's identity and culture.
3. Enhance culturally responsive outreach and engagement in all areas of the postsecondary education and training system.
4. Strengthen a culture of continuous learning, collaboration, and improvement.

Each office submitted initial office goals through their office director, these goals are pertaining to their body of work in alignment with the four (4) agency equity goals developed in 2020. After the creation of the new Office Equity Plan Template, offices updated and submitted plans in August 2022. The goals, outcomes and measures were finalized in 2022, including quarterly required learning sessions recorded in Workday Learning. The plans will be malleable and adjust as needed. The DEI Director along with the Inclusion and Equity Specialists monitor the progress quarterly and provide an update at all-staff meetings. Managers and supervisors will implement their office plan and model the behavior to support the equity goals. The Affirmative Action Representatives will support the staff and help provide opportunities to build capacity, as well communicate statewide AA/DEI expectations and guidance. The DEI Director will meet with each office to make sure they are on track and provide support.

The HECC remains fully committed to an enhanced and vibrant internal culture of inclusion and strive to surpass our goal of recruiting, hiring, retaining, and promoting people with disabilities, people of color, and women in our workforce. Through the leadership of the Executive Director, Executive Team, and DEI Council, it is expected that each employee of the agency treats all partners and fellow employees with respect.

The agency actively seeks to be an employer of choice because we are welcoming and accessible with a work environment that is inclusive and supportive. We believe that different cultural perspectives strengthen our teams and discussions, and lead to creativity and innovation in the way we approach our work. The agency continues to dedicate resources to the DEI Council to support its efforts to energize the agency's diversity efforts.

## B) Affirmative Action Strategies

The following are employment and workplace strategies to achieve the Affirmative Action goals, outcomes, measures, and implementation for the 2023-2025 biennium.

How our agency works to implement Affirmative Action and an Equitable Workforce:

### i) Recruitment

- We include the following language, in bold text, customized to suit our recruitments with specific skills and areas of passion to highlight the focus of the position.

***The HECC strives to create an inclusive environment that welcomes and values the diversity of the people we serve. We foster fairness, equity, and inclusion to create a workplace environment where everyone is treated with respect and dignity. Studies have shown that women and people of color are less likely to apply for jobs unless they meet every one of the qualifications listed. We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a non-traditional background. We would encourage you to apply, even if you don't meet every one of our qualifications listed. If you are unsure whether you meet the qualifications of this position, please feel free to contact us to discuss your application.***

**We are an Equal Opportunity, Affirmative Action Employer, Committed to Workforce Diversity –**

- Intentional recruiting efforts include outreach to diverse communities including publications and organizations, vigorous diversity outreach strategies have been deployed for recruitment purposes including, but not limited to: *National Higher Ed Recruitment Consortium, Partners In Diversity, Oregon Association of Minority Entrepreneurs, NAACP Salem-Keizer Chapter, Oregon Native American Chamber, Hispanic Services Roundtable, the Oregon Advocacy Commissions, Asian Pacific American Chamber, Urban League, African American Chamber, Hispanic Metropolitan Chamber, OSHEN, HispanicPros, StoriJobs.*

### iv) Selection

- We review the full applicant pool in search of candidates who may have screened themselves out and those who may have underrepresented their experience and skills in the application process.
- Interview panels intentionally include diverse members where possible.

- Hiring managers work with Human Resources to ensure bias, intended or unintended, is not imbedded in required qualifications or in application or interview process.
- We use non-identifiable screening where possible.
- This biennium we will implement interview panelist and manager training to incorporate best practices for reducing bias throughout our interview, recruitment, and selection process.

### **v) Retention**

The agency actively works to provide promotional opportunities that either use existing skills in a different setting or support employees in the acquisition of new skills, be it through formal classroom training, job rotations, various work projects or experiences, and educational or continuing education opportunities. All employees have formal performance evaluations on a yearly basis.

We promote a culture of respect, inclusion, and to support retention and development of a diverse, vibrant, culturally competent, and culturally agile workforce we host continually seek out learning opportunities to promote growth and development, DEI Council events, shared knowledge, as well as employee engagement and health, safety, and wellness learning opportunities. We are a learning organization that recognizes the importance of encouraging and supporting employees in learning related to their position, development, and State opportunities.

We continually look for ways we can improve our intention efforts in hiring, retention, promotion, succession planning, specifically for achieving equity and unintended bias in our process or the state process. Spending additional time on a deeper and individual application screening is worth the effort. Diverse candidates who've advanced to interviews or hires that subsequently shared that they would not have applied for the position, but for that language. We seek out regular feedback from our staff through surveys and conversations in our continual effort to foster a learning organization that is inclusive and engaged, learn from our actions, identify needs, make adjustments, and support staff needs.

The HECC provides employees the [State web-based, exit-interview](#) prior to their transfer or departure through the Workday system.

### **vi) Employee Engagement**

As a learning organization, the agency supports and events, actions, and activities in support of learning, DEI, engagement, culture, and wellness. This biennium the agency will host multiple all-staff meetings with incorporated learning sessions.

### **vii) Employee Surveys**

The agency launches surveys annually to measure the employee engagement, provide feedback on environment, culture, DEI, wellness, safety, and current issues. The agency uses [Gallup Q12](#) questions as the core measurement for employee engagement. This data provides essential information for leadership and agency teams to direct and lead their efforts.

### **viii) Labor Management Committee (LMC)**

In 2023, the agency will form a LMC to support the agency's mission, vision, and values, including a safe and inclusive work environment.





**VI) APPENDIX A – State Documents & Definitions**

Follow this link for all state policies referenced in A-F below:

[https://www.oregon.gov/gov/policy/Documents/State\\_Affirmative\\_Action.pdf](https://www.oregon.gov/gov/policy/Documents/State_Affirmative_Action.pdf)

The following links lead to a pdf of the state documents:

- A) [\*ADA and Reasonable Accommodation Policy \(Statewide Policy 50.020.10\)\*](#)
- B) [\*Discrimination and Harassment Free Workplace - \(Statewide Policy No. 50.010.01\)\*](#)
- C) [\*State Employee Training policy 10-040-01\*](#)
- D) [\*Veterans Preference in Employment \(40-055-03\)\*](#)
- E) [\*Equal Opportunity and Affirmative Action Rule \(105-040-0001\)\*](#)
- F) [\*Executive Order 22-11: Relating to Affirmative Action and Diversity and Inclusion\*](#)

**G) Appendix A: Definitions**

<b>All Agencies</b>	These are defined by agencies, with 11 or more employees in executive branch agencies led by the governor.
<b>Attraction</b>	Examples of strategies are recruitment, engagement, the application process, position descriptions, creating an applicant pool for consideration.
<b>Diversity</b>	Synonym for a variety of identities and cultures within a room, group, or organization measurable with quantitative metrics.
<b>Engagement</b>	Examples are leadership, affinity groups, leadership, workplace equity, inclusion, and communication.
<b>Equity</b>	Equity represents the use of policies, programs, practices, processes, and investments to eliminate institutional and structural racism and enable all people to attain their full potential.
<b>Protected Class</b>	A shared characteristic that employers cannot use as a basis for employment decisions under the law. This report is concerned with these specific protected classes: gender, race and color, age, disability, and veterans' status in the State of Oregon's workforce.
<b>Race</b>	In this report, race means the sum of the racial categories, except white.
<b>Racial Categories</b>	A racial category is one of seven racial classifications: Asian, Alaska Native/American Indian, African American/Black, Hawaiian Native/Asian Pacific Islander, Hispanic (non-white), two or more races, white. Person (or people) of color represents someone who identifies as belonging to any racial categories but white.
<b>Retention</b>	Examples of retention are promotions, effective supervision, access training, strong management, and mentorship.
<b>Selection</b>	Selection strategies include, for example, minimum qualifications, interview process, interview panels, fairness, hiring, decision making.
<b>Small Agencies</b>	Mostly, boards and commissions, with ten or fewer FTE. Affirmative action reporting requirements differ from those for larger agencies.
<b>Workforce</b>	State workforce includes all full-time, limited duration, academic, temporary employees, and seasonal in-season executive branch agencies under the governor's leadership.
<b>Workforce Equity</b>	Eliminate barriers to employment that stem from hiring panel biases, enabling a more inclusive hiring process that results in a diversity of successful candidates and inclusive workplace.



**VII) APPENDIX B – Federal Documents & Oregon Revised Statutes**

Follow this link for all federal policies referenced in A-K below:

[https://www.oregon.gov/gov/policy/Documents/Federal\\_Affirmative\\_Action\\_TitleVII.pdf](https://www.oregon.gov/gov/policy/Documents/Federal_Affirmative_Action_TitleVII.pdf)

- A) Age Discrimination in Employment Act of 1967 (ADEA)**
- B) Disability Discrimination Title I of the Americans with Disability Act of 1990**
- C) Genetic Information Discrimination Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)**
- D) Equal Pay and Compensation Discrimination Equal Pay Act of 1963,**
- E) Title VII of the Civil Rights Act of 1964**
  - i) National Origin Discrimination Title VII of the Civil Rights Act of 1964**
  - ii) Pregnancy Discrimination Title VII of the Civil Rights Act of 1964**
  - iii) Race/Color Discrimination Title VII of the Civil Rights Act of 1964**
  - iv) Religious Discrimination Title VII of the Civil Rights Act of 1964**
  - v) Sex-Based Discrimination Title VII of the Civil Rights Act of 1964**
  - vi) Sexual Harassment Title VII of the Civil Rights Act of 1964**
- F) Retaliation Title VII of the Civil Agency Affirmative Action Policy**

**Appendix B: Governing Policies Oregon Revised Statutes (ORS)**

<i>ORS 182.100</i>	<i>The requirement for all appointive authorities for state boards, commissions, and advisory bodies shall implement this policy of affirmative action in their appointments, subject to the legal requirements for each appointment.</i>
<i>ORS 243.305</i>	<i>The policy defines affirmative action as fair and equal employment opportunities and advancement.</i>
<i>ORS 243.315</i>	<i>Directs and monitors affirmative action programs in all state agencies to implement the public policy.</i>
<i>ORS 659A</i>	<i>This statute prohibits unlawful discrimination in employment, public accommodations, and real property transactions; administrative and civil enforcement.</i>
<i>ORS 659A.012</i>	<i>Every state agency shall be required to include in the evaluation of all management personnel, the manager's or supervisor's effectiveness in achieving affirmative action objectives as a consideration of the manager's or supervisor's performance.</i>
<i>ORS 659A.015</i>	<i>Requires affirmative action reports to include information on awards of construction, service, and personal service contracts awarded to minority businesses.</i>
<i>Oregon Executive Order No. 16-09</i>	<i>Promotes diversity and inclusion opportunities for Oregon minority-owned, women-owned, service-disabled veteran-owned, and emerging small businesses.</i>
<i>Oregon Executive Order</i>	<i>Affirms commitment to promote diversity, equity, and inclusion in the workplace and eliminate past and present discrimination, intended, or unintended.</i>
<i>Section 503 of the Rehabilitation Act of 1973</i>	<i>Prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities and requires employers to take affirmative action to recruit, hire, promote, and retain these individuals.</i>
<i>Title VII of the 1964 Civil Rights Act</i>	<i>This federal law outlaws discrimination based on race, color, religion, sex, or national origin. It prohibits unequal application of voter registration requirements and racial segregation in schools, employment, and public accommodations.</i>

## VIII) APPENDIX C – Agency’s Policy Documents

The HECC administers the following statewide policies: ADA and Reasonable Accommodation Policy; Discrimination and Harassment Free Workplace; Employee and Training Policy; Veteran’s Preference in Employment; Maintaining a Professional Workplace.

### Complaint Options

#### Formal/Informal

Complaints can be made verbally or in writing. Depending upon the complaint, complainant will be advised of the next steps according to the relevant policies, rules, and process.

#### Contact Information

An individual who has interviewed for employment, who believes they were denied employment based on any of the aforementioned discriminatory factors, may review the employment decision with the Commission, by contacting the HECC’s Affirmative Action Representative (contact information listed previously). If the concern is not resolved to the individual’s satisfaction, they may contact the Equal Employment Opportunity Commission, Seattle District Office – 909 First Avenue, Suite 400, Seattle, WA 98104-1061.

#### Complaint Information (Intake, Processing, Timeframe, Next Steps)

All complaints will follow the process within the timelines outlined by state and federal policies, rules, and guidelines. Relevant federal policies (referenced in Appendix A) are located at:

[https://www.oregon.gov/gov/policy/Documents/State\\_Affirmative\\_Action.pdf](https://www.oregon.gov/gov/policy/Documents/State_Affirmative_Action.pdf).

Relevant state policies (referenced in Appendix B) are located at:

[https://www.oregon.gov/gov/policy/Documents/Federal\\_Affirmative\\_Action\\_TitleVII.pdf](https://www.oregon.gov/gov/policy/Documents/Federal_Affirmative_Action_TitleVII.pdf)

#### General Complaint Procedure

**For workplace harassment:** Any employee who is subject to or is aware of workplace harassment should report that information immediately to agency management. The report may be made orally or in writing to the employee's immediate supervisor or to a higher management staff member if the employee prefers or HR. (*Note: Incidents involving violence, threats of violence or other matters deemed substantial by a supervisor shall be reported immediately to the Executive Director, Deputy, and HR.*)

Employees may report to any of the persons listed above and need not observe any particular chain of command. If the complainant desires, an investigation shall be conducted according to the investigation portion of this policy. If an investigation is not requested, the supervisor and employee shall document the incident.

#### Discrimination Complaint Procedure

Any employee who believes that employment-related discrimination was directed toward him/her by a member or representative of agency management may file a complaint. Please submit complaints in writing except for reasons of disability. The complaint should be filed with the agency within 30 calendar days of the alleged act. Complaints shall include the name of the complainant, the name of the person(s) alleged to have engaged in the prohibited conduct, a specific and detailed description of the conduct that the employee believes is discriminatory, and a description of the relief requested. An investigation shall be conducted according to the investigation section of this policy.

ADA and Reasonable Accommodation in Employment and Workplace

In accordance with the Americans with Disabilities Act, accommodations will be provided to qualified individuals with disabilities when such accommodations are directly related to performing the essential functions of a job, competing for a job, or to enjoy equal benefits and privileges of employment. This policy applies to all applicants, employees, and employees seeking promotional opportunities. A reasonable accommodation is a modification or adjustment to a job, an employment practice, or the work environment that makes it possible for a qualified individual with a disability to enjoy an equal employment opportunity. Examples of accommodations may include acquiring or modifying equipment or devices; modifying training materials; making facilities readily accessible; modifying work schedules; and reassignment to a qualifying vacant position.

Reasonable accommodation applies to three aspects of employment:

- 1. To assure equal opportunity in the employment process;*
- 2. To enable a qualified individual with a disability to perform the essential functions of a job; and*
- 3. To enable an employee with a disability to enjoy equal benefits and privileges of employment.*

**Employee Access to Complaint Process**

Complaints can be made verbally or in writing. Depending upon the complaint, complainant can follow the steps according to the relevant policies, rules, and process, as outlined above and as available as a state policy resource. HR and DAS is currently updating its complaint process to incorporate Workday ticketing and tracking.

<https://www.oregon.gov/highered/about/Pages/contact-us.aspx>

For further information about the HECC, including individual emails, phone numbers, and office addresses, see our full [Agency Staff Directory](#).

- [General inquiries](#)
- [General inquiries regarding financial aid, Office of Student Access and Completion](#)
- [General Inquiries regarding Office of Community Colleges and Workforce Development](#)
- [General inquiries related to private postsecondary education](#)
- [Employment opportunities with the HECC](#)
- [Media inquiries](#)
- [Public records requests](#)
- [Public meeting notices, announcements, and newsletters](#)
- [Public meeting materials and logistics](#)
- [Public comment to the Commission](#)
- [File a complaint](#)
- [Apply for grants and scholarships](#)
- [Find information about the Oregon Promise](#)
- [Support for Free Application for Federal Student Aid \(FAFSA\)](#)
- [Find information about the ASPIRE \(educational outreach\) program](#)
- [Transcripts from closed schools](#)
- [Authorization for a school to provide GI Bill benefits](#)
- [Accreditation status of postsecondary institutions](#)
- [Find local WorkSource center locations](#)
- [WARN information \(Worker Adjustment and Retraining Notification\)](#)
- [Earning a General Education Credential in Oregon](#)
- [Information for Dislocated Workers](#)
- [Information for Employers Considering a layoff](#)
- [Information for Employers Before Actually Deciding on Closure or Move](#)
- [High School Course Approval](#)
- [Find research and data on public higher education](#)
- [Open Educational Resources](#)



[www.oregon.gov/highered](http://www.oregon.gov/highered)