



July 2015–  
June 2016

Affirmative Action/Diversity & Inclusion Plan  
Mid-biennium Progress Update



## TABLE OF CONTENTS

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Executive Summary .....	3
Accomplishments and Initiatives.....	4
2016 HECC Survey Results - Highlights.....	14
HECC EEO Statistics as of 6/30/2016 .....	16
Guiding Statements.....	17
▪ Agency Diversity & Inclusion Statement	
▪ Internal Diversity & Inclusion Mission Statement	
▪ Agency Affirmative Action Statement	

## EXECUTIVE SUMMARY

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The Oregon Higher Education Coordinating Commission (HECC) is a fourteen (14) member, volunteer state board and associated state agency. The professional staff within the HECC 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, and receives state general and lottery fund appropriations of \$1.8 billion per biennium.

The agency is responsible for advising the Governor, Chief Education Officer, and the State Legislature on higher education policy. It is responsible for developing and administering the state's biennial budget for higher education; it allocates state funding to all public colleges and universities; it approves new academic programs at public institutions; it administers state financial aid programs including the Oregon Opportunity Grant and the Oregon Promise; it maintains and reports on higher education data; and it oversees degree authorization, the regulation of private career schools, and the qualification of schools for veterans' educational benefits. It works closely with statewide organizations including the Oregon Community College Association, the Public Universities' Council of Presidents, the Oregon Student Association, the Oregon Alliance of Independent Colleges and Universities, and the Northwest Career Colleges Federation.

On July 1, 2015, the HECC agency fully integrated and is now organized into eight offices: Executive Director, Operations, Research & Data, Student Access and Completion, Community Colleges & Workforce Development, University Coordination, Workforce Investment, and Private Postsecondary.

As the agency moves forward its commitment to foster learning environments and promote continual growth and improvement, it is critical that all aspects of equity, diversity and inclusion be at the core foundation. As such, important conversations have taken 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 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 & Inclusion (D&I) communications
- Align equity, diversity and inclusion efforts with agency programs and services

*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*

This progress update summarizes the agency's external program and internal initiatives and accomplishments related to: the equity lens and HECC strategic plan; budgeting priorities; the Equity Advisory group; tribal

relations; equity-focused internships and recruitment; outreach and mentoring; an internal D&I Council; affirmative action; leadership involvement; employee input, survey and engagement; training and professional development; and communications.

HECC leadership works closely with numerous external partners including campus leaders, tribal partners and a voluntary Equity Advisory group, to inform the agency's work on diversity, equity, and Oregon's higher education goals. While the agency's leadership and coordination with partners on equity and student success is critical to achieving Oregon's higher education goals, it is equally important to engage the agency's internal staff at all levels. As such, the agency's internal D&I Council have worked to increase awareness and continual learning about diversity and equity issues, and deployed an anonymous survey to better assess existing staff perceptions, attitudes and beliefs regarding equity, D&I.

The following staff perspectives and interests were brought to light:

- Create an agency culture that celebrates the unique attributes of all people
- Provide a safe learning environment for all staff during the various stages of their D&I journey
- Offer D&I training opportunities and resources
- Support internal promotions & succession planning

This progress update provides key accomplishments and future priorities identified in the 2015-17 Affirmative Action/Diversity & Inclusion Plan. In addition, this plan provides recent EEO Statistics and D&I All Staff Survey highlights in further detail.

*“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”*

—President Truman, in releasing a report of the President's Commission on Higher Education, 1947

## ACCOMPLISHMENTS & INITIATIVES – EXTERNAL ACTIONS AND PROGRAMS

### EQUITY LENS AND STRATEGIC PLAN

#### Highlighted Accomplishments:

- The formal adoption of [OEIB's Equity Lens](#) (now Chief Education Office) by the HECC commission guides efforts for improving success for underserved populations in Oregon. The Equity Lens supports and directs decision-makers in evaluating the allocation of resources and strategic investment.
- The HECC's [2016-2020 Strategic Plan](#) was adopted in February 2016, and it is anchored by the Equity Lens. The plan provides a foundation and scaffolding for preparing more Oregonians with the degrees, certificates and training they need to succeed in their goals and careers.

#### Future Considerations:

- Oregon has made progress toward the state's 40-40-20 goal, yet not all of the state's populations have experienced equally the benefits of improving completion rates. The HECC will take a lead role in convening partners to further align programs and supports to close achievement and opportunity gaps for underrepresented student populations.
- Ensure the Equity Lens continues to be used in strategic planning processes and decision-making.
- Determine most effective methods in applying the eight questions outlined in the Equity Lens.
- Determine any additional questions to be added to the eight found in the Equity Lens.
- Determine possible metrics to measure use of the Equity Lens.
- Capture agency success stories in Equity Lens deployment.

### BUDGETING PRIORITIES

#### Highlighted Accomplishments:

- The 2015-17 higher education budget priority framework was organized around key priorities of student success and affordability, with a focus on investment priorities in the context of promoting educational quality and equity for all Oregon students.
  - In 2015, the HECC adopted a new formula for the distribution of state resources to public universities that incentivizes support for underserved populations.
  - Recent Commission affordability initiatives were 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.
  - House Bill 3072, established \$2 million in competitive grant funding to public postsecondary institutions for activities related to science, technology, engineering and mathematics education and activities for underrepresented and underserved students, related to career and technical education leading to high-wage and high-demand jobs.
  - In Fall 2016, the first Oregon Promise cohort will begin. As of July 2016, approximately 9,400 students have been notified of their award, and additional eligibility confirmation continues. Of particular equity note, the state's focus on 40-40-20 includes *all* students, without legal status consideration. A separate application, Oregon Student Aid Application (ORSAA), was created to mimic the Free Application for Federal Student Aid (FAFSA) for those students unable to complete the federal financial aid application and thus allow application to this new program.
  - Since its inception in 1971, the Oregon Opportunity Grant has been a need-based grant program serving low-income Oregonians. Students apply for the Oregon Opportunity Grant by completing and

submitting the FAFSA, the recent redesign included the ability for undocumented Oregon residents to apply for this state-based need grant using the newly created ORSAA. OSAC receives data from all FAFSAs submitted by Oregon residents. FAFSA data contains demographic and financial data on each applicant and his/her family, if applicable, but no data on race or ethnicity and gender identity is limited to male/female at this time.

Oregon Opportunity Grants served 36,675 Oregon students in 2014-15.

During the same period, OSAC administered public and privately-funded scholarships reached 3,452 students and awarded over \$19 million. 23% of award recipients self-identified as students of color.

#### Future Considerations:

- A focus on equity and student success has underpinned the HECC's development of budget recommendations for the next budget cycle (2017-19); the full set of recommendations to the Governor, including public community college and university operational funding, financial aid, capital funding, and policy option packages will be considered by the Commission in August, 2016.

## COMMUNICATION PLAN

#### Highlighted Accomplishments:

- The HECC regularly features news and announcements related to equity and student success in its external communications and media. These include the external HECC collaborations e-newsletter, planned content for the expanded HECC website, higher education news clips service, and press releases.

#### Future Considerations:

- The agency's near-term website launch contains specific sections highlighting equity and student success initiatives as well as equity partnerships and connections; the Equity Lens has been utilized throughout the website development.

## EQUITY ADVISORY

#### Highlighted Accomplishments:

- In collaboration with Oregon public education postsecondary institutions, the HECC Executive Director formed a voluntary Equity Advisory group, comprised of professionals charged with diversity and equity policies at their campuses. This group meets quarterly, serves as a conduit for cross-campus dialogue, an environment to share existing practices and campus initiatives and advises staff on equity best practices and innovative approaches.
- The workgroup recommended a [HECC Postsecondary Equity Survey](#) in order to establish a baseline status, identify goals and challenges regarding diversity and inclusion efforts across public institutions. The surfacing themes included:
  - Cultural competency training is available at most campuses, at varying levels.
  - Some institutions are further along in their efforts; others are yet emerging.
  - Eleven of twenty (55%) participants, indicated the adoption of the Equity Lens or a modified version in place at their institution.
  - All respondents indicated equity, diversity and inclusion is specifically stated in some manner in their institution's mission statement.
  - 78% of respondents indicated their institution has active recruitment and hiring policies/practices to increase the diversity of students, staff and faculty.
  - Lack of resources presented a delay in progress.

- In some instances, progress seems hampered by a lack of full commitment by top leadership.

**Future Considerations:**

- The Equity Advisory is currently formulating strategies to formalize a ‘Learning Community’ and contemplating an annual venue for institutional leadership, including equity professionals, to engage in a statewide conversation surrounding shared goals and best practices.

**TRIBAL RELATIONSHIPS**

**Highlighted Accomplishments:**

- The agency highly values its government-to-government relationship with the nine federally-recognized Oregon tribes, who each hold sovereign status. HECC Leadership is an active participant in the quarterly Government-to-Government Tribal Education Cluster meetings, semi-annual Legislative Commission on Indian Services agency trainings and collaborates with the Governor’s Office and education agencies in partnership to accomplish the state’s educational goals.
- The agency quarterly and annual Government-to-Government updates may be found on our website at [www.oregon.gov/highered](http://www.oregon.gov/highered), which will soon have more content on coordination with Oregon tribes.
- Participation in ten statewide ‘Community Conversations’ in conjunction with Oregon Department of Education to support the recently updated American Indian/Native Alaskan state education plan.

***What is Tribal Sovereignty?**  
Tribes’ right to govern their territory and their internal affairs as “domestic” (i.e., “not foreign”) “dependent nations” (i.e., having a special relationship with the federal government) is upheld by treaties, the U.S. Constitution, Supreme Court decisions and federal statutes. Only Congress can override this authority: states cannot.*

**Future Considerations:**

- Strengthen direct relationships with individual tribes.
- Continue collaboration with Governor’s Office and Oregon Department of Education to finalize the Tribal Consultation guiding document.

**OUTREACH AND MENTORING NETWORK**

**Highlighted Accomplishments:**

- OSAC maintains a statewide outreach and mentoring network – ASPIRE – serving students from all socio-economic and racial or ethnic backgrounds. The program operated in 168 middle schools, high schools, colleges and community-based organizations during 2014-15. 10,300 students were directly mentored and 102,400 were students reached through workshops, drop-in assistance, or special programs. ASPIRE students served possess the following characteristics:
  - Racial breakdown: 35% are students of color
  - Economic background: 51% are from low-income or moderate-income families
  - Educational background: 53% have one parent/guardian who did not attend college  
55% have two parents/guardians who did not attend college
- Over the last year, Oregon has seen the nation’s highest percent increase in FAFSA completion by high school seniors. By successfully completing the Free Application for Federal Student Aid (FAFSA), over a thousand more Oregon students have gained access to federal and state financial aid. According to a recent analysis of FAFSA completion data, as of April, 2016, approximately 8.8% more Oregon high school seniors had completed a FAFSA than at the same point in 2015. This increase is particularly notable given that nationally, the number of FAFSA completions dropped 3.2% over the same period. Oregon’s

improvements correspond with this year's launch of the highly publicized Oregon Promise program, which requires the FAFSA as a component of the grant application, as well as the success of numerous proactive outreach efforts. Oregon's recent outreach efforts include the HECC Office of Student Access and Completion's (OSAC's) innovative and growing FAFSA Plus+ initiative which has received national attention for fostering improvements in FAFSA completion of high school seniors at participating sites, OSAC's longstanding College Goal Oregon events statewide, as well as initiatives and programs led by college access organizations, K-12 schools and districts, and numerous other partners.

- All staff are regularly informed of equity and diversity events occurring in local areas. Staff representation is encouraged to attend numerous community-based and/or equity-focused events and convenings, demonstrating the agency's support and create additional awareness of the agency.

#### **Future Considerations:**

- e-Mentoring for Oregon Promise, HB 3072 STEM grant supportive services. Under HB 3063 Student Success Grants to Community Colleges Sec. 1. (1) "The Department of Community Colleges and Workforce Development and the Higher Education Coordinating Commission shall jointly establish a grant program for the purpose of distributing moneys to community colleges, or any foundations of community colleges, to increase the number of underserved, low-income and first-generation college-bound students who enroll in community college and make progress toward a degree or a certificate."
- OSAC: address issues facing young adults not engaged in postsecondary schooling, English learners, rural students, students attending alternative schools, undocumented youth.

## **EQUITY FOCUSED INTERNSHIPS**

#### **Highlighted Accomplishments:**

- In Summer 2014, the agency engaged an Oregon Hatfield Fellow to conduct a statewide research survey project for underrepresented minority students, families and local community-based organizations. The initial findings were presented and met with keen interest from the commission and agency; further efforts are underway to build upon the initial findings. As a follow-up, the consulting firm DHM Research conducted a review of national and Oregon public opinion reports on higher education and were also provided to the Commission and agency. While the DHM report provided high-level summaries on Oregon's Higher Education public perception, many primary sources were inaccessible and limited survey research both in the private and public sector exists, thus greatly restricting further review and analysis.
- August 2016 will bring another Hatfield Fellow to the Office of University Coordination – Academic Planning & Policy. The Fellow will assist with research to inform agency staff on the best strategies to support the American Indian/Alaska Native Education State plan. The Fellow will also assist with analysis of new and proposed state plans that impact student success initiatives in the Office of Public University Coordination.

#### **Future Considerations:**

- Strengthen partnerships with various institutional researchers within community colleges and universities; consider collaboration for an in-depth analysis report on public opinion of Higher Education in Oregon.
- Conduct agency sponsored survey research with a focus on communities of color.
- Pursue additional underserved student internship opportunities.
- The agency is currently pursuing two Siletz Tribe student internship opportunities within the agency.

## ACCOMPLISHMENTS & INITIATIVES – INTERNAL ACTIONS AND PROGRAMS

### LEADERSHIP INVOLVEMENT

#### Highlighted Accomplishments:

- Leadership discuss and review equity efforts on an ongoing basis and utilize the Equity Lens as just that, a lens. From frequent internal equity communications, dedicated time at each quarterly All Staff meetings to small group and one-on-one conversations, opportunities are seized to convey and reiterate the priority role of equity, diversity and inclusion in all agency efforts.
- Hiring managers work with Human Resources to ensure no bias, intended or unintended, is imbedded in required qualifications or in application or interview process.
- Interview panels intentionally include diverse members where possible.
- Position descriptions are reviewed and updated as necessary to ensure that affirmative action and diversity and inclusion responsibilities are included in management position descriptions.
- ✓ ORS 659.025 (1) “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.”
- Supervisor annual evaluations include assessing effectiveness in fostering a diverse workforce (recruitment, retention, promotion strategies) and building a culturally competent work environment.

#### Future Considerations:

- Identify best practices for hiring and retaining a diverse workforce.
- Identify means in which directors and supervisors will be supported in their D&I leadership.

*“ Everything rises and falls on leadership.” John C. Maxwell*

### AFFIRMATIVE ACTION OFFICER

#### Highlighted Accomplishments:

- Cheryl Myers serves as the Affirmative Action Officer for the HECC. Effective mid-July 2016, she assumed the role of the Chief Culture, Diversity & Inclusion Officer for the agency.
- AA/D&I Plan was publically announced and prominently placed on the agency website, shared with partners and stakeholders and presented to all agency staff.
- The biennial affirmative action information is provided to the Executive Director for inclusion in the regular Ways and Means presentation to the legislature.
- Continue participation in the Governor’s Office D&I bi-monthly meetings.

#### Future Considerations:

- Explore national and regional best practices, collaborate with other state agencies regarding diverse workforce recruitment and hiring practices; recommend implementation as appropriate.
- Develop an integrated Labor-Management Committee, which would perform annual reviews and recommend enhancements to the AA/D&I Plan.
- Develop annual equity training for the Commission.
- Continue supporting staff engagement, education and professional development.

## INTERNAL D&I COUNCIL

**Highlighted Accomplishments:**

- Effective November 2015, the HECC established an internal Diversity & Inclusion Council comprised of staff from various offices within the HECC to further support equity, diversity and inclusion efforts and to achieve the goals and objectives presented in the 2015-2017 AA/D&I Plan.
- The Council additionally examines and explores other D&I, equity-related agency needs.
- The internal D&I Council has worked very effectively and built strong relationships with one another, staff and Leadership.
- This mid-biennial progress update of the current AA/D&I Plan was developed by the D&I Council for HECC Commissioners highlighting the status of agency equity efforts and exploration of future considerations.

**HECC Internal D&I Council**

Cheryl Myers	Chief Culture, Diversity & Inclusion Officer <i>[formerly Chief of Staff]</i>	Office of the Executive Director
Susie Hosie	HR Manager, Shared Service	DAS Human Resources
Lacie Tolle	Financial Aid Analyst	Office of Student Access & Completion
David Jarvis	Fiscal Analyst	Office of University Coordination – Budget & Finance
Mike McCoy	Workforce Compliance Analyst	Office of Workforce Investments
Aaron Reyna	Executive Support Specialist	Office of Community Colleges & Workforce Development <i>[formerly Private Postsecondary]</i>
Luis Juarez	Education Specialist and Team Lead	Office of Community Colleges & Workforce Development
Alethia Miller	Academic & Student Affairs Policy Specialist	Office of University Coordination – Academic Strategies
Blanca Torres de Hawkins	Education Equity Specialist	Office of the Executive Director

**Future Considerations:**

- Consider council member rotation in order to reach a diverse and broad participant group from the eight offices.
- Facilitate ongoing discussion with directors and supervisors in the development of proactive strategies to avoid workplace harassment and discrimination complaints.
- Work with the HECC Leadership Team and human resources to identify supervisor training to set affirmative action expectations on an agency wide basis.
- Determine recommended next steps and strategies as a follow-up to the All Staff D&I survey.
- Development of milestones and strategies to meet statewide parity.
- Evaluate the biennial AA/D&I progress update effectiveness, and formulate next steps in preparation for the 2017-19 AA/D&I Plan.

## HECC RECRUITMENT

### Highlighted Accomplishments:

Vigorous diversity outreach strategies have been deployed for recruitment purposes by leadership and including, but not limited to: the National Higher Education Recruitment Consortium, Partners in Diversity, Oregon Association of Minority Entrepreneurs, NAACP Salem Keizer Chapter, Oregon Native American Chamber, Hispanic Services Roundtable, Oregon Advocacy Commission, Asian Pacific American Chamber, Urban League, African American Chamber, Hispanic Metropolitan Chamber, OSHEN, HispanicPros, Governor's Office of Diversity & Inclusion and STORI Jobs. In an effort to increase the diversity within the agency's workforce, several partnerships have been established including all aforementioned.

### Future Considerations:

- Develop metrics to track effectiveness of outreach strategies (applicants and new hires).
- Continue to work with the various partners and organization to recruit a talented and diverse workforce.
- Consider additional partners and organizations
- Research best practices for support and retention of diverse staff; explore interest in employee resource group creation.

## COMMUNICATION PLAN

### Highlighted Accomplishments:

- In order for Equity, Diversity and Inclusion to be more frequently communicated internally, the HECC provides D&I resource links, articles, videos, and information to All Staff through its internal communication newsletter. The agency's internal newsletter has regularly featured D&I resources pertaining to students, workforce, business best practices, people of color, sexual orientation and other-abled individuals.
- D&I Resources have been presented via articles, videos, self-awareness quizzes and events. The newsletters are disseminated bi-monthly, providing education resources reaching all agency employees to promote staff engagement and continued learning.
- Diversity and inclusion is consistently included at each quarterly All Staff meeting. The D&I sessions at All Staff equity presentations are planned and led by the D&I Council; presentations are determined according to agency culture need.

### Future Considerations:

- The D&I Council will develop metrics for Leadership consideration to determine the effectiveness of the resources being gathered and disseminated via the agency's internal newsletter as well as additional equity-oriented training opportunities.
- The agency's near-term website launch contains specific sections highlighting equity and student success initiatives as well as equity partnerships and connections; the Equity Lens has been utilized throughout the website development.

*To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others" Anthony Robbins*

## INTERNAL TRAINING AND PROFESSIONAL DEVELOPMENT

### Highlighted Accomplishments:

- The Culture, Diversity & Inclusion Officer continues to explore the development of an internal unified training plan in collaboration with Human Resources to educate and foster diversity and inclusion among staff.
- Baseline Survey: In order to more accurately gauge and understand staff's perceptions, attitudes, and knowledge of Equity, Diversity and Inclusion, the D&I Council deployed an anonymous 'safe space' survey to establish a baseline. Questions were designed with the intent to be welcoming and foundational. Results were evaluated to determine key takeaways and presented at the All Staff meeting on June 1, 2016; responses were primarily positive with a desire to learn more – see survey highlights. D&I Council found the responses highly useful and will continue to respond to the survey in upcoming meetings and communication efforts.
- The HECC is a state agency host partner for the annual 2016 Diversity & Inclusion statewide conference to held on September 14 and 15 in Salem; the agency committed \$500 in funding which includes 9 staff participants.
- Training Team: D&I Council members actively participate in the internal Training & Development planning as identified in the AA/D&I Plan [Collaborative work with Training & Development Team].
- D&I Council members are strong proponents for fostering learning working environments and promoting a learning organization culture.

### Future Considerations:

- Collaborate with Human Resources to update or adjust the onboarding and training process for new staff to ensure an equity focus.
- Assess/develop equity tools and resources, including training through the Oregon iLearn system.
- Assess staff desire for establishing mentor connections.
- Explore increased involvement and leading a future breakout session at the Statewide D&I conference
- Establish a quarterly progress evaluation to include: EEO statistics, retention, promotions, turnover, employee engagement, recruitment, exit survey feedback, agency culture (opportunities).
- Staff Feedback: Exiting staff receive a link to complete the DAS web-based exit interview survey prior to their separation from the agency.
- Once an intranet is in place, develop a timely Survey Tool to hone effectiveness of D&I activities and initiatives.
- Establish an anonymous D&I suggestion/feedback box for staff.
- Baseline Survey:
  - Determine next steps in terms of setting goals, objectives and creating a learning plan.
  - Create metrics to track success and response to survey.
  - Consider an annual D&I survey to measure progress.
- Continue serving on the Training and Development Team and provide Equity, Diversity & Inclusion related elements to help guide employee engagement and staff professional development opportunities.
- Develop a succession plan emphasizing agency staff development which reflects the growing diversity of Oregonians.

## EMPLOYEE ENGAGEMENT

### Highlighted Accomplishments:

- As a means to increase employee engagement the D&I Council explored Employee Resource Groups (ERGs) and Monthly Heritage Events.
  - Existing ERGs within state government include the State of Oregon Research Academy (SORA), the Oregon State Hispanic Employees Network (OSHEN) and several ERGs at DHS and OHA.
- The agency has supported staff participation at equity-related events and conferences, including: Say Hey, Hispanic Chamber, TRiO and other equity-embedded conference portion of SHEEO/CCA/WICHE.

### Future Considerations:

- Discuss, determine and draft an agency policy around ERG participation and state time allocation.
- Continue to promote various Heritage Events via the agency's internal e-newsletter; identify staff participation.
- Discuss and determine selection criteria and process to support staff participation at various equity-focused events and conferences.

*The agency has promoted various Heritage Events which celebrate and acknowledge the contributions and accomplishments of various heritages including: Black History Month (February), Women's History Month (March), Asian/ Pacific Islander American Heritage Month (May), LGBT Pride Month (June), Hispanic Heritage Month (mid-September to mid-October), National Disability Employment Awareness Month (October), and Native American Heritage Month (November).*

## 2016 HECC D&I SURVEY QUESTIONS - HIGHLIGHTS

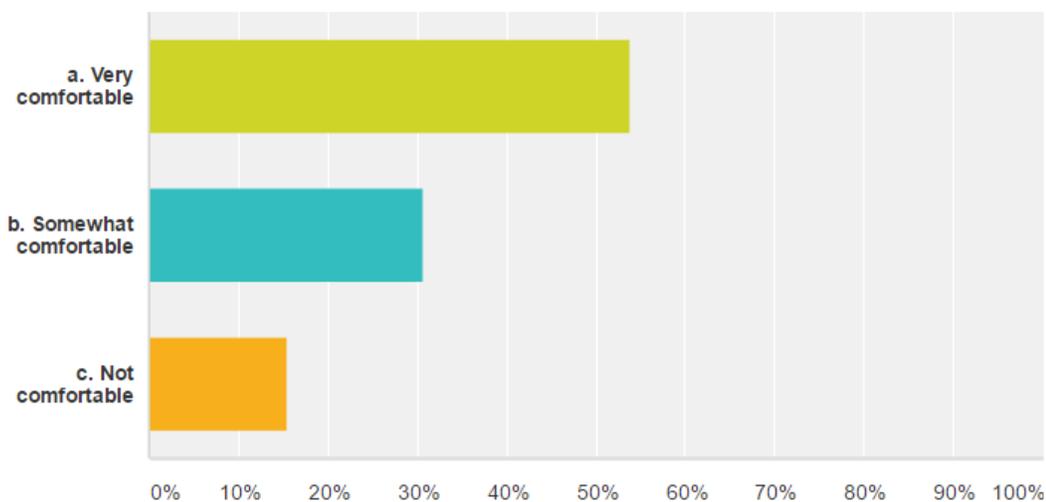
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### Q1. What does diversity mean to you? Inclusion?

- Overwhelming positive and thoughtful responses
- Diversity: representation of people from a variety of backgrounds, genders, ethnicity. Inclusion: not excluding people, accepting/embracing differences.
- Understanding and celebrating individual uniqueness; appreciating and really listening to understand all perspectives
- Acceptance and respect for those of other race, color and creed. Admiring the differences instead of fearing them.
- Diversity - difference, variation. That each individual is unique. Inclusion - acceptance, involvement.

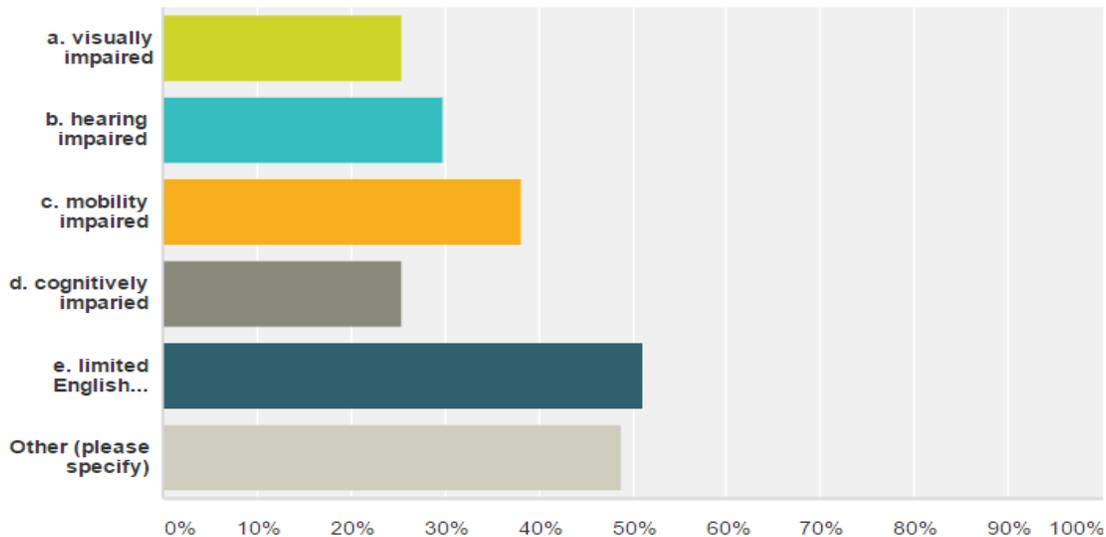
### Q2. I feel comfortable When co-workers or stakeholders speak a language other than English.

- Responses varied, confusion around the context of speaking a different language (formal meetings, casual office conversation, and break rooms).
- Overwhelming appreciation of other languages in staff responses
- Strong feelings of disconnected communication (feeling left out or that its rude behavior).
- 54% comfortable with others speaking a different language other than English.
- 31% somewhat comfortable; 15% not comfortable



**Q3. I have access to tools, strategies and resources to engage with people who are:**

- 51% Limited English Proficiency; 25% Visually Impaired
- 30% Hearing Impaired; 38% Mobility Impaired
- 25% Cognitively Impaired



**Q4. What is your understanding of cross-cultural communication?**

- Mastering the ability effectively engage in conversations with all groups of people.
- Understanding what is similar and different between co-workers, i.e. how they understand an issue, whether the language and words they use is the same or different than your own.
- Treating members of other cultures with mutual respect, kindness and consideration.

**Q5. Do you find the internal newsletter D&I section valuable, D&I All Staff training valuable? What could we do to improve the effectiveness of the D&I newsletter section and/or training?**

- Many indicated they were not aware of the D&I section  
Opportunity to Reintroduce the D&I section [ when it is sent, where it is found, who sends it, why we send it and what is sent, e.g. videos, articles, resources]
- Those that are familiar with the D&I section responded favorably to the resources provided  
Invite All Staff to share resources, links, videos around Diversity, Equity and Inclusion.
- 31% somewhat comfortable; 15% not comfortable

HECC EEO STATISTICS AS OF 6/30/16

6/30/16 Statistics - HECC	Total EEs	WMN	WMN PRTY	WMN GOAL	Women Under Goal	People of Color	POC Parity	POC Goal	POC Under Goal	People With Disability	PWD Parity	PWD Goal	PWD Under Goal
Principal Executive/Manager H	1	0	36.60%	0.3	0.3	0	12.20%	0.1	0.1	0	6.00%	0.0	
Principal Executive/Manager G	5	2	36.60%	0.3		2	12.20%	0.1		0	6.00%	0.3	
Principal Executive/Manager F	4	2	36.60%	0.3		1	12.20%	0.5		0	6.00%	0.2	
Principal Executive/Manager E	4	2	36.60%	0.3		0	12.20%	0.1	0.1	0	6.00%	0.2	
Principal Executive/Manager D	2	1	36.60%	0.3		0	12.20%	0.1	0.1	0	6.00%	0.0	
<b>A02 Upper Management</b>	16	7	36.30%	5.8		5	12.20%	2.0		0	6.00%	1.0	1
<b>A Official/Administrator</b>	16	7			0.6	5			0.4	0			1
Public Affairs Specialist 3	1	1	41.70%	0.4		0	9.00%	0.0		0	6.00%	0.0	
<b>B02 Communication/Editor</b>	1	1	41.70%	0.4		0	9.00%	0.0		0	6.00%	0.0	
Education Program Specialist 2	10	6	59.40%	5.9		3	9.60%	0.9		0	6.00%	0.6	0.6
Education Program Specialist 1	4	3	59.40%	2.4		0	9.60%	0.4	0.4	0	6.00%	0.2	0.2
<b>B03 Teacher/Education</b>	14	9	59.40%	8.3		3	9.60%	1.3		0	6.00%	0.8	0.8
Procurement & Contract Spec 2	1	1	43.20%	0.4		0	5.30%	0.0		0	6.00%	0.0	
<b>B07 Purchasing Agent/Analyst</b>	1	1	43.20%	0.4		0	5.30%	0.0		0	6.00%	0.0	
Research Analyst 4	2	1	43.70%	0.8		1	10.00%	0.2		0	6.00%	0.1	0.1
Research Analyst 3	1	1	43.70%	0.4		0	10.00%	0.1	0.1	0	6.00%	0.0	
<b>B09 Social Science/Planner/Researcher</b>	3	2	43.70%	1.3		1	10.00%	0.3		0	6.00%	0.1	0.1
Training & Development Spec 1	1	1	57.60%	0.5		1	11.60%	0.1		0	6.00%	0.0	
<b>B10 Personnel/Employment</b>	1	1	57.60%	0.5		1	11.60%	0.1		0	6.00%	0.0	
Compliance Specialist 3	0	0	48.10%	0.0		0	10.70%	0.0		0	6.00%	0.0	
<b>B11 Inspector/Compliance/Invstgr</b>	0	0	48.10%	0.0		0	10.70%	0.0		0	6.00%	0.0	
Info Systems Specialist 7	9	3	32.40%	2.9		0	13.00%	1.2	1.2	0	6.00%	0.5	0.5
Info Systems Specialist 6	1	0	32.40%	0.3	0.3	0	13.00%	0.1	0.1	0	6.00%	0.0	
Info Systems Specialist 3	1	1	32.40%	0.3		0	13.00%	0.1	0.1	0	6.00%	0.0	
<b>B12 Computer Analyst</b>	11	4	32.40%	3.6		0	13.00%	1.4	1.4	0	6.00%	0.7	0.7
Fiscal Analyst 3	2	1	53.00%	1.1	0.1	0	13.00%	0.1	0.1	1	6.00%	0.1	
Fiscal Analyst 2	1	1	53.00%	0.5		0	13.00%	0.1	0.1	0	6.00%	0.0	
Fiscal Analyst 1	0	0	53.00%	0.0		0	13.00%	0.0		0	6.00%	0.0	
Accountant 4	1	1	53.00%	0.5		0	13.00%	0.1	0.1	0	6.00%	0.0	
Accountant 3	3	0	53.00%	1.5	1.5	1	13.00%	0.3		0	6.00%	0.1	0.1
Accountant 2	2	2	53.00%	1.0		0	13.00%	0.2	0.2	0	6.00%	0.1	0.1
<b>B15 Accounting/Finance/Revenue</b>	9	5	53.00%	4.5		1	13.00%	0.9		0	6.00%	0.2	0.2
Operations & Policy Analyst 4	6	5	41.10%	2.5		0	9.50%	0.6	0.6	0	6.00%	0.4	0.4
Operations & Policy Analyst 3	4	2	41.10%	1.6		0	9.50%	0.4	0.4	0	6.00%	0.2	0.2
Operations & Policy Analyst 2	1	1	41.10%	0.4		0	9.50%	0.0		0	6.00%	0.0	
Program Analyst 4	1	0	41.10%	0.4	0.4	0	9.50%	0.0		0	6.00%	0.0	
Program Analyst 3	7	5	41.10%	2.9		1	9.50%	0.7		0	6.00%	0.4	0.4
Program Analyst 2	1	1	41.10%	0.4		0	9.50%	0.0		0	6.00%	0.0	
Program Analyst 1	7	6	41.10%	2.9		1	9.50%	0.7		0	6.00%	0.4	0.4
<b>B16 Program Coord/Analyst</b>	27	20	41.10%	11.1		2	9.50%	2.6	0.6	0	6.00%	1.6	1.6
<b>B Professionals</b>	67	43				8			2	0			3.4
Executive Support Specialist 2	6	5	70.30%	4.2		3	9.70%	0.6		0	6.00%	0.4	0.4
Accounting Technician 3	1	1	70.30%	0.7		0	9.70%	0.0		0	6.00%	0.0	
Accounting Technician 2	1	1	70.30%	0.7		0	9.70%	0.0		0	6.00%	0.0	
Administrative Specialist 2	5	5	70.30%	3.5		1	9.70%	0.5		0	6.00%	0.3	0.3
Administrative Specialist 1	3	3	70.30%	2.1		0	9.70%	0.3	0.3	0	6.00%	0.2	0.2
Office Specialist 2	2	2	70.30%	1.4		0	9.70%	0.2	0.2	0	6.00%	0.1	0.1
Office Specialist 1	4	4	70.30%	2.8		1	9.70%	0.4		0	6.00%	0.2	0.2
<b>F00 Administrative Support</b>	22	21	70.30%	15.5		5	9.70%	2.1		0	6.00%	1.3	1.3
<b>F Administrative Support</b>	22	21				5				0			1.3
<b>TOTALS</b>	<b>105</b>	<b>71</b>				<b>15</b>			<b>2</b>	<b>1</b>			<b>5.3</b>
<b>Women % Overall</b>	<b>67.61%</b>												
<b>POC % Overall</b>	<b>14.28%</b>												
<b>PWD% Overall</b>	<b>0.95%</b>												

## **GUIDING STATEMENTS**

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### **AGENCY AFFIRMATIVE ACTION STATEMENT**

The HECC supports the spirit and letter of equal employment opportunity laws, rules and regulations, and affirmative action concepts and the right of all persons to work and advance on the basis of merit, ability, and potential.

The HECC strives to achieve equal employment opportunity and affirmative action objectives through the recruitment, employment and advancement of a diverse workforce, including women, minorities and the disabled. The Commission and 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.

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. In administering its program, commission members and staff 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.

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.

As part of the annual performance evaluation, the Commission's Executive Director will be evaluated, in part, on efforts to promote the equal employment opportunity and affirmative action objectives of the agency.

The Commission will post a current copy of the Affirmative Action and Equal Employment Opportunity Statement in its staff break room and on the Commission's website for public access.

### **AGENCY DIVERSITY/INCLUSION STATEMENT**

The HECC is committed to establishing, monitoring, and maintaining a work environment where all employees are valued, treated fairly, and given opportunities to develop and grow to their full potential. Every employee plays a part in our diverse workforce and inclusive work environment by being respectful and supportive, and by acting with integrity toward one another. Each person's skills, talents, knowledge, experiences, and personalities broaden the range of perspectives in and approaches to conducting the work we do at the HECC. The HECC can best promote excellence by intentionally recruiting, retaining, and accommodating a diverse group of staff in an environment of respect that is supportive of their workplace success. This climate of diversity, inclusion and excellence is critical to successfully contributing leadership and resources to increase the skills, knowledge and career opportunities of Oregonians

### **D&I COUNCIL MISSION STATEMENT**

To foster a climate that empowers all to embrace a culture of Equity, Diversity & Inclusion as a valued asset. HECC management and staff prioritize these values through professional development and engagement in order to achieve equity-driven results for Oregonians.