

2019-2021  
AFFIRMATIVE ACTION, DIVERSITY, EQUITY AND  
INCLUSION PLAN  
(AA/DEI)



**Higher Education Coordinating Commission  
2019-21 AA/DEI Plan (Affirmative Action/Diversity, Equity & Inclusion)**

Contents:

Agency Cover Letter ..... 3

I. Agency Description ..... 4

    A. Mission and Objectives .....5

    B. Contact Information: Agency Director .....5

    C. Contact Information: Agency’s Governor’s Policy Advisors .....5

    D. Contact Information: Agency’s Affirmative Action Representative .....5

    E. Contact Information: FTE Designated as DEI in Working Title .....5

    F. Organizational Chart ..... 6

II. AA/DEI Plan (Affirmative Action/Diversity, Equity, & Inclusion) ..... 7

    A. Agency AA/DEI Policy Statement: .....7

    B. Policy .....9

        a. Agency AA Policy/ DEI Statement/ State and Federal Law Documents .....9

            i) Are these documents accessible to all employees and partners? .....9

            ii) How are these documents located? .....9

            iii) How can employees and partners access them? .....9

        b. Complaint Options .....9

            i) Formal/Informal .....9

            ii) Contact Information .....9

            iii) Complaint Information (Intake, Processing, Timeframe, Next Steps) .....10

    C. Employment .....11

        a. How our agency works to implement equity in: .....11

            i) Hiring: .....11

            ii) Retention: .....11

            iii) Promotion: .....12

            iv) Succession Planning: .....12

        b. Are Our Methods Effective? If so, how? If not, explain. ....12

    D. Learning (Training), Education and Developmental Plan (TEDP) .....12

        a. Learning (Training) Overview .....12

        b. Staff .....13

        c. Volunteers .....14

        d. Contractors/Vendors .....15

    E. Leadership Development/Training Program(s) .....16

        a. EEO Data of Trainees .....16

        b. Results of Program(s) .....16

    F. Programs .....16

        a. Internship/Fellows .....16

        b. Mentorship Program(s) .....16

        c. Diversity Awareness Program(s) .....16

            i) HECC DEI Council .....16

            ii) Employee Resource Groups (ERGs)/Affinity Groups .....17

            iii) Diversity Presentations, Learning Events and/or Activities .....17

    G. Community Engagement .....17

    H. Executive Order 17-11 Updates .....19

        a. Respectful Leadership Training & Sexual Harassment .....19

        b. Statewide Exit Interview Survey .....19

        c. Performance Evaluations of all Management Staff .....20

    I. Status of Contracts Minority Businesses ([ORS 659A.015](#)) .....20

        a. COBID Contracts .....20

III. ROLES FOR AA PLAN IMPLEMENTATION .....21

    A. Specific, Active Engagement, and/or Innovative Activity of: .....21

        a. Executive Director .....21

        b. Managers/Supervisors .....21

        c. Affirmative Action Representative .....22

IV. JULY 1, 2017 – JUNE 30, 2019 .....22

    A. Accomplishments .....23

    B. Progress made or lost since previous biennium .....26

V. JULY 1, 2019 – JUNE 30, 2021 .....31

    A. Goals for Affirmative Action and Diversity & Inclusion Plan .....31

    B. Strategies and Timelines for Goal Achievement .....31

VI. APPENDIX A – State Documents .....31

VII. APPENDIX B – Federal Documents .....31

VIII. APPENDIX C – Agency’s Policy Documents .....31

## Agency Cover Letter

June 30, 2019



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

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

Dear Ms. Cheang:

As Executive Director of the Higher Education Coordinating Commission agency, I am pleased to submit our Affirmative Action/Diversity & Inclusion Plan for the 2019-2021 biennium.

The Equity Lens, as adopted by the HECC, 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 stakeholders 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 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.

As part of our 2019-2021 Agency Request Budget, we requested one full-time position to assist with our extensive internal and external DEI efforts.

Should questions or clarifications arise regarding our plan, please contact myself or Susie Hosie, HR Director, at (503) 510-9291.

With sincere regards,

A handwritten signature in black ink that reads "Ben Cannon". The signature is written in a cursive, slightly slanted style.

Ben Cannon, Executive Director

## I. Agency Description

### About the HECC

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 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.](#)

*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.*

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](#)

The agency's 2019-2021 budget includes 148 positions (137 FTE), total of 245 including 97 board and commission positions. The agency is organized in eight offices, reporting to a Deputy and Executive Director. 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 funding for all postsecondary education and workforce entities represented in the HECC budget totals \$2.77B, including all types of funds, State, Federal, and Other Funds.

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>

## 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. Contact Information: Agency Director

Ben Cannon, Executive Director  
255 Capitol Street NE, Third Floor  
Salem, Oregon 97301  
(503) 378-5690  
[ben.cannon@state.or.us](mailto:ben.cannon@state.or.us)  
[www.oregon.gov/HigherEd](http://www.oregon.gov/HigherEd)

## C. Contact Information: Agency's Governor's Policy Advisors

- Lindsey Capps, Chief Education Officer and Education Policy Advisor  
(503) 378-2761  
[lindsey.d.capps@oregon.gov](mailto:lindsey.d.capps@oregon.gov)
- Karen Wilkes, Scheduling Assistant to Lindsey Capps  
503-378-2761  
[karen.wilkes@oregon.gov](mailto:karen.wilkes@oregon.gov)
- Elana Pirtle-Guiney, Workforce and Labor Policy Advisor  
(503) 378-5884  
[elana.pirtle-guiney@oregon.gov](mailto:elana.pirtle-guiney@oregon.gov)
- Jarrod Shaw, Policy Assistant for Workforce and Labor  
(503) 378-5884  
[jarrod.shaw@oregon.gov](mailto:jarrod.shaw@oregon.gov)

## D. Contact Information: Agency's Affirmative Action Representative

Susie Hosie, HR Director  
(503) 510-9291  
[susie.j.hosie@state.or.us](mailto:susie.j.hosie@state.or.us)

## E. Contact Information: FTE Designated as DEI in Working Title

We received one Operations and Policy Analyst 4 position in our 2019-21 budget and this position is expected to be filled by the fall of 2019. This position will be the key lead for many of the agency's internal and external DEI efforts.



## II. AA/DEI Plan (Affirmative Action/Diversity, Equity, & Inclusion)

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, board and 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. Our agency statement below 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.

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 stakeholders 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. Our goal for DEI 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. In addition, 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.

### A. Agency AA/DEI Policy Statement:

**Required Language:** The HECC is an Equal Employment Opportunity and Affirmative Action Employer. The HECC does not discriminate 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 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).*

### **Commitment to Diversity, Equity, and Inclusion**

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 stakeholders 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.

- [HECC Affirmative Action/Diversity, Equity, and Inclusion Plan \(AA/DEI\) 2019-21.](#)
- [Learn about \*Equity and Student Success\* here.](#)
- [Learn about \*recent equity-related work and initiatives\* here.](#)
- [Learn about \*engagement with Oregon tribes\* here.](#)

**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 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.



**B. Policy**

**a. Agency AA Policy/ DEI Statement/ State and Federal Law Documents**

**i) Are these documents accessible to all employees and partners?**

Yes.

**ii) How are these documents located?**

The agency shares its current AA/DEI Plan with its boards and commissions, all staff, and the public by placing the final plan on the website for open access. In addition, the plan is placed in the staff shared drive.

**iii) How can employees and partners access them?**

Open access is available through the HECC website:

<https://www.oregon.gov/highered/policy-collaboration/Documents/Equity/HECC-AA-DI-Plan-2017-19-final.pdf>

Staff can access through the shared drive:

<S:\Collective\Agency Policy Practice and Guides\HECC Internal Policy Documents\Approved Policies>

<S:\Collective\Communication Tools\Communications Guide>



**b. Complaint Options**

**i) Formal/Informal**

Complaints can be made verbally or in writing. Depending upon the complaint, complainant will be advised of the next steps according the relevant policies, rules, and process, see item I(B)(b)(iii).

**ii) 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.

**iii) 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)

f. 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.

## C. Employment

### a. How our agency works to implement equity in:

#### i) Hiring:

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

**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 less traditional background. If you have strong XYZ skills, a passion for XYZ, and a willingness to learn, 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.**

**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.**

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

- In addition, 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.
- 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.*
- Hiring managers work with Human Resources to ensure bias, intended or unintended, is not imbedded in required qualifications or in application or interview process.
- Interview panels intentionally include diverse members where possible.

#### ii) Retention:

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.

**iii) Promotion:**

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.

**iv) 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.

**b. Are Our Methods Effective? If so, how? If not, explain.**

We continually look for ways we can improve our intention efforts in hiring, retention, promotion, and 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.

**D. Learning (Training), Education and Developmental Plan (TEDP)**

*Report on access, availability, tracking/monitoring, and return on investment (ROI) of professional development offered agency-wide.*

**a. Learning (Training) Overview**

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 extends to all employees of the agency. The HECC goal is to surpass the state minimum by attaining 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 Policy 50.045.01, Employee Development and Implementation of Oregon Benchmarks for Workforce Development](#) 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. All employees receive formal, 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.

**b. 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 Statewide Employee Development and Implementation of Oregon Benchmarks for Workforce Development Policy (50.045.01).
- 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.
- The HECC's role in engaging external stakeholders and informing the public is vast, particularly in our work for equitable outcomes.
- OSAC maintains a statewide outreach and mentoring program, ASPIRE, which provides cultural sensitivity, disability awareness, and inclusiveness training to volunteers who serve as mentors to students from all socio-economic and racial or ethnic backgrounds. During 2017-2019, over 1,700 mentors donated 45,000 hours to support students, which is valued at more than \$1,100,000. The program operated in more than 157 middle schools, high schools, colleges and community-based organizations during 2017-19 and will continue for 2019-21. More than 11,000 students were served, of which 33% identified as students of color and 61% had at least one parent who did not attend college. Students are reached through workshops, drop-in assistance, and special programs.
- OSAC interns and college work-study students 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 2019-20 academic year. Eligible HECC employees and their dependents may apply **for the scholarship online beginning November 1, 2018** at <https://oregonstudentaid.gov/scholarships.aspx>. **February 15, 2019 - 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, 2019 - 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.

*As the agency moves forward its commitment to foster learning environments and promote continual growth and improvement, it is crucial that all aspects of diversity, equity, and inclusion be at its core foundation.*

### c. Volunteers

The agency has 97 [board and commission member](#) volunteer positions. As public officials, board and commission members receive the [required state board training](#) and policy training. Our boards and commissions include:

- **Higher Education Coordinating Commission** (HECC) – 14 -member volunteer state board appointed by the Oregon Governor, with nine voting members confirmed by the State Senate.
- **Oregon Volunteers Commission** (OV) – maximum 25-member board of Governor-appointed commissioners; supporting statewide service and volunteer efforts, and providing funds for the state-based AmeriCorps program. Oregon Volunteers, 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, Oregon Volunteers’ 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 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.* OV 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.
- **STEM Investment Council** (science, technology, engineering, mathematics) – 9-member volunteer council, from the private sector who are jointly appointed by the Superintendent of Public Instruction and the HECC Executive Director. Effective July 1, 2018, the support of the council transitioned from the Chief Education Office to the HECC Office of Workforce Investments. Oregon’s STEM Investment Council has a legislative mandate to guide the Chief Education Officer in the development and implementation of a long-term strategy to advance the state’s STEM goals. Council is established for the purpose of meeting educational goals by 2025 related to STEM education initiatives. Per [ORS 326.500](#).
- **Oregon Youth Corps Board** (OYCB) – 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 OYCC Advisory Committee: 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.

**d. Contractors/Vendors**

The HECC does not currently provide vendor diversity training.

## E. Leadership Development/Training Program(s)

### a. EEO Data of Trainees

*(Job class by category, including gender and demographic info)*

The HECC does not have a specific leadership training program.

### b. Results of Program(s)

N/A

## F. Programs

### a. Internship/Fellows

- Formal: The agency has continued its engagement with graduate students from the Hatfield School of Business' Fellows Program, and placed two interns during the summer of 2018.
  - The Office of Academic Policy and Authorization engaged a 2016-17 Hatfield Fellow who is a First Nation's member, Dené, assisting with research to inform agency staff on the best strategies to support the recently updated 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.
  - The Office of the Executive Director – engaged two college interns, from Willamette University and Oregon State University, during 2018 to assist with communications and policy.
- Informal: As vacancies or opportunities arise, all 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.

### b. Mentorship Program(s)

Formalized programs are not currently in place, but we will consider any state models available.

### c. Diversity Awareness Program(s)

Agency DEI programs and activities include:

#### i) HECC 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.* The vision of the Equity and Inclusion Council is to

The DEI Council strives to:

- 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
- Provide DEI learning opportunities and resources.

## ii) Employee Resource Groups (ERGs)/Affinity Groups

Yes, our staff are able to participate with larger agencies ERGs, such as DHS, OED, and ODE.

## iii) Diversity Presentations, Learning Events and/or Activities

- 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 iLearn Training site.
- The HECC Management Team addresses affirmative action, diversity and equity topics on an ongoing basis at its biweekly meetings.

## G. Community Engagement

Informal community involvement activities included:

- Career and college fairs.
- Numerous staff have presented at community college and university conferences as well as multi-cultural community events.
- 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. 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.
- HECC staff reconvened the **Equity Advisory Group** in June 2019. It is comprised of campus leaders who inform staff on equity initiatives, and promote inter-campus communication, collaboration, and innovation as a learning community to improve equity. The group plans to meet quarterly and also convene a [HB2864 \(2017\)/Cultural Competency summit](#)
- 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 stakeholders to achieve mutual education goals and build lasting relationships to improve the futures of all Oregon students.
- Oregon Volunteers program.
- Oregon Youth Conservation Corps program.
- Statewide dislocated worker presentations and assistance.

## H. Executive Order 17-11 Updates

In order to continue implementation of the goals and policies set forth in Executive Orders 05-01, 08-18, 16-09, and the current [EO 17-11](#), the State is. Since the issuance of the original Affirmative Action Executive Order, EO 05-01, and subsequent amendments, EO 08-18, EO 16-09, state agencies have met with the Governor's Affirmative Action Office (GAAO) to review and discuss their affirmative action plans. DAS completed an audit of position descriptions for the inclusion of affirmative action duties and DAS shared audit results with GAAO. In lieu of Cultural Competency Assessments, state agencies have committed to Respectful Leadership professional development (as defined in Affirmative Action Plan guidelines) for all staff with specific emphasis on Diversity, Equity, Inclusion, Affirmative Action, and Equal Employment Opportunity. Significant gains have been made, and there is more work to be done. The State of Oregon remains committed to every person's right to work and advance on the basis of merit, ability, and potential.

### a. Respectful Leadership Training & Sexual Harassment

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 iLearn DAS mandatory training modules. This is also a requirement for all new employees.

### b. Statewide Exit Interview Survey

The HECC provides employees the [State web-based, exit-interview tool](#) prior to their transfer or departure. As of April 2018, the HECC volunteered to participate in the DAS pilot for the following:

- Entrance - <https://www.surveymonkey.com/r/BMYNZ88>
- Engagement/Retention – <https://www.surveymonkey.com/r/B3TZNZP>
- Exit - <https://www.surveymonkey.com/r/H8DL6LW>

Similar to the previous exit survey used, participation is optional and all responses are anonymous and cannot be traced back to an individual. The survey is conducted in a safe and non-threatening manner and covers such items as benefits; working conditions; opportunities for career advancement; quality and quantity of workload; and relationships with co-workers and supervisors. DAS analyzes the information for positive and negative results and provides it to the HECC.

**c. Performance Evaluations of all Management Staff**

The HECC implemented a Performance Management Plan, in accordance with the statewide Performance Management Process Policy (50.035.01). The HECC’s annual 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 annual evaluation was updated in 2018 to specifically define its Work Objective - Cultural Competency 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 stakeholders/partners, co-workers with dignity and respect; value diverse viewpoints, and actively solicit and engage diverse groups in program planning and implementation.*

**I. Status of Contracts Minority Businesses [\(ORS 659A.015\)](#)**

**a. COBID Contracts**

Business Oregon’s Certification Office of Business Inclusion and Diversity (COBID) manages the certification and processing of firms formerly under Oregon Minority, Women, Emerging Small Businesses (OMWESB) and now includes Service Disabled Veteran business owners under COBID.

While much of the agency budget contains significant pass-through funding and grants to public institutions, the agency continues to seek additional contracting opportunities with diverse businesses, including an existing HECC contract utilizing a WBE/MBE subcontractor. This following data reflects calendar years 2016, 2017, and 2018. The vast decrease from 2016 is a result of only reporting personal service contracts, trade service contracts, and goods purchases. Grants are not included in the 2018 data. The previous years included grants.

Calendar Year	Total Contracts #	Total Contracts \$	WBE/MBE Contracts #	Potential WBE/MBE #	WBE/MBE Contracts \$
2016	518	-	6	3	\$48,213.00
2017	13	\$519,129.00	5	No data	\$81,220.00
2018	36	\$2,593,889.00	1	2	0

### III. ROLES FOR AA PLAN IMPLEMENTATION

#### A. Specific, Active Engagement, and/or Innovative Activity of:

##### a. 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;
- Provide ongoing leadership in implementing each agency's affirmative action plan;
- Ensure incorporation of affirmative action, diversity, equity, and inclusion responsibilities in executive and/or management job descriptions;
- 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;
- 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.

##### b. 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).

**c. Affirmative Action Representative**

The Affirmative Action Representative, HR Director, reports to the Executive Director and works as part of the Executive team to:

- 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.
- Lead agency DEI Council, its actions, events, policies, and to assess resources for internal leadership development and staff learning.
- 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.

#### IV. JULY 1, 2017 – JUNE 30, 2019

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 Director, Executive Team, DEI Council, it is expected that each employee of the agency treat all stakeholders 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.

## A. Accomplishments

The HECC continually works:

- To place the HECC [Equity Lens](#) at the center of its efforts.
- To ensure diversity and inclusion strategies are in alignment with ORS 243.305, the policy of affirmative action, fair and equal employment opportunities and advancement, the SEIU collective bargaining agreement, and statewide recruitment policies and guidelines.
- To meet affirmative action goals and increase workplace diversity awareness and inclusion, develop strategies and take action.
- Encourage all employees to complete the DAS web-based entrance, retention, and exit interview survey.
- Post the finalized AA/DEI Plan on the HECC website.
- Publically announce the AA/DEI Plan and its availability on the web, to partners, stakeholders and state agency staff.
- With the agency's DEI Council, Learning Team, and HSW (Health, Safety, and Wellness) Team to:
  - Identify and provide needed resources to office directors, supervisors, and staff.
  - Provide relevant policies, guiding documents, and tools.
  - 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.
- With its managers and supervisors to:
  - Engage in Ongoing discussion with each office director and supervisors to implement strategies to prevent harassment and discrimination in the workplace and promote retention and succession planning approaches.
  - Use best hiring practices to increase agency diversity and underrepresented groups.
  - Support and collaborate with the agency DEI Council.
  - Share and review DEI efforts and provide feedback to the DEI Council and leadership at least twice a year.
  - Review the HECC's agency orientation of affirmative action and DEI policy, goals and develop criteria regarding employee's roles to contribute to a diverse workforce, free of harassment.
  - Review and assign appropriate mandatory staff training through the Oregon iLearn system.
  - 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.
  - Work closely with Human Resources to ensure there is no intended or unintended bias imbedded in required qualifications or in application or interview questions.
  - Review and update position descriptions to ensure that affirmative action and DEI responsibilities are included in position descriptions.
  - Evaluate their efforts and cultural competency.
    - 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."

- Pursue DEI learning for agency board and commission members.
- Provide the biennial affirmative action information as part of the regular Ways & Means presentation to the Legislature.
- Support specific actions, such as:
  - Seeking grants and funding to advance and increase efforts in DEI.
    - The agency was selected in the fall of 2018 as a TIE (Talent, Innovation and Equity Partnership) grant awardee by the Lumina Foundation. The Strategy Labs TIE program provides a specific suite of grant, planning, research and other supports to further increase the statewide attainment outcomes in a select group of states well-positioned to provide exemplary leadership and success in this regard, particularly with respect to closing gaps between the overall state attainment rate and the attainment rates of African American, Hispanic, American Indian and low-income students.
  - Participation in the Executive Learning Series on Equity & Empowerment ([ELSEE](#)) program. The ELSEE brings together educational administrators, professors, and students from across Oregon to delve into meaningful discourse surrounding racial equity, social justice, and the application of an equity lens in the work we do across K12 schools and institutions of higher education. This is a year-long course that meets once monthly to discuss the dynamics and systems of power, privilege and oppression and how they affect us individually and as a collective. The overall objective of the ELSEE is to improve practice around institutional equity, collaborative learning, and community engagement to respond effectively to a racially diverse and changing Oregon; and to provide inclusive and equitable learning opportunities that strengthen communities and empower our students to be agents for positive change.
    - From September 2017 to June 2018, the first HECC cohort included eight (8) staff including: the Executive Director, Deputy Director, State Grants Administrator, R&D Director, University Coordination Director, HR Director, OWI Deputy, and the Educator Transition Director.
    - From September 2018 to June 2019, the second HECC cohort includes seven (7) staff including: the CCWD Director, CCWD Education Specialist, R&D Analyst, Academic Policy Specialist, OSAC Programs Manager, GED Administrator™, and the PPS Program Manager.
  - Leading collaboration such as the Higher Education Equity Advisory Group, which was reconvened in June 2019, it is composed of institutional 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 stakeholders result in valuable learnings that benefit not only our external actions but also internally. This group also plans to convene a [HB2864 \(2017\)](#)/Cultural Competency summit.

**Current and Planned Activities Include:**

- ◆ AABS (African American/Black Students Group) participation
- ◆ Accelerated Learning Workroup
- ◆ 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
- ◆ COBID language in policies
- ◆ College nights/ college fairs/ dislocated worker events
- ◆ Communication strategies- outreach to diverse stakeholders
- ◆ Complete College America
- ◆ Contractor used for 2017 translation services/outreach
- ◆ DACA Training at all staff meeting, 2017
- ◆ DEI lunch and learns and trainings – ongoing and monthly “Equity Connect” events
- ◆ DEI Position Requested in 2019
- ◆ 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 presentation in Spanish
- ◆ GED Summit
- ◆ Healthy Team Healthy U (HTHU) – PEBB wellness
- ◆ HECC All Staff Meeting - Learning Events - quarterly
- ◆ HECC All Staff Meeting - Staff Engagement - quarterly
- ◆ HECC DEI Council
- ◆ HECC Equity Lens
- ◆ HECC Learning Team
- ◆ HECC LMC, upcoming
- ◆ HECC Health, Safety, Wellness Committee
- ◆ Hispanic Heritage Breakfast participation
- ◆ Implicit bias training – all staff 2016, 2017, and upcoming
- ◆ Include diversity based questions in interview questions
- ◆ 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
- ◆ Joint OED EO/ADA plan & monitoring outside compliance
- ◆ Kellogg Foundation’s [Truth, Racial Healing & Transformation \(TRHT\)](#) training w/ Leadership & Commission
- ◆ 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
- ◆ OED DEI Member - attends OED DEI meetings and shares learnings and opportunities with HECC DEI Council
- ◆ 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
- ◆ Oregon Volunteers
- ◆ 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
- ◆ Say Hey participation
- ◆ Scholarship presentations in Spanish
- ◆ 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
- ◆ Website posting to include equitable access
- ◆ Weight Watcher
- ◆ Women in Community College
- ◆ World Affairs Council (Moldova-2016) – Workforce Investments
- ◆ WSO operational standards- equitable access
- ◆ Workforce Investments

#### **B. Progress made or lost since previous biennium**

The HECC representation for persons of color and women changed little in the past two years. While the percent increased slightly, we now have fewer employees than we did two years ago. 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. As demonstrated in the following EEO Charts (Figures and Figure 2), the agency has made gains over the prior biennium and it remains a focus to continue this trajectory. In the F-Administrative and F00-Admin category, we are nearly fully represented by women and underrepresented by men.

FIGURE 1 - EEO CHART 2015-2018

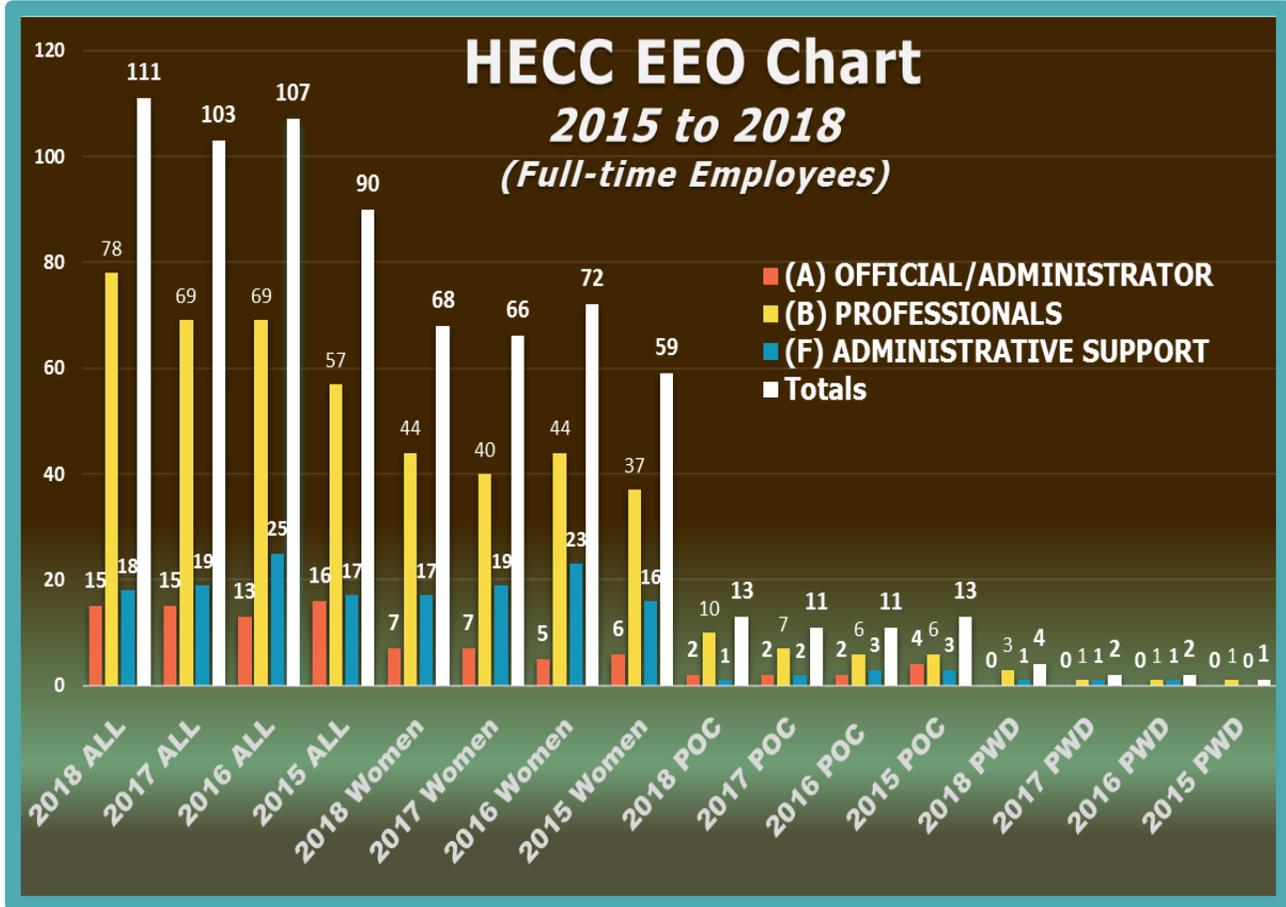


FIGURE 2 - HECC EEO MAIN CATEGORY STATISTICS – YEARS 2015-2018

HECC Affirmative Action 2017 & 2018 Analysis																		
Full-time Employee EEO Statistics as of Sept. 30, 2018 (Q3) & 2017 (Q4)																		
EEO MAIN CATEGORY	2018 Total	2018 Men	2018 Men %	2018 Women	2018 Women %	2018 POC FT	2018 POC %	2018 PWD FT	2018 PWD %	2017 Total	2017 Men	2017 Men %	2017 Women	2017 Women %	2017 POC FT	2017 POC %	2017 PWD FT	2017 PWD %
(A) OFFICIAL/ ADMINISTRATOR	15	8	53%	7	47%	2	13%	0	0%	15	8	53%	7	47%	2	13%	0	0%
(B) PROFESSIONALS	78	34	44%	44	56%	10	13%	3	4%	69	29	42%	40	58%	7	10%	1	1%
(F) ADMINISTRATIVE	18	1	6%	17	94%	1	6%	1	6%	19	0	0%	19	100%	2	11%	1	5%
TOTALS	111	43	39%	68	61%	13	32%	4	4%	103	37	36%	66	64%	11	11%	2	2%

HECC Affirmative Action 2015 & 2016 Analysis																		
Full-time Employee EEO Statistics as of 2015 (Q4) & 2016 (Q4)																		
EEO MAIN CATEGORY	2016 Total	2016 Men	2016 Men %	2016 Women	2016 Women %	2016 POC FT	2016 POC %	2016 PWD FT	2016 PWD %	2015 Total	2015 Men	2015 Men %	2015 Women	2015 Women %	2015 POC FT	2015 POC %	2015 PWD FT	2015 PWD %
(A) OFFICIAL/ ADMINISTRATOR	13	8	62%	5	38%	2	15%	0	0%	16	10	63%	6	38%	4	25%	0	0%
(B) PROFESSIONALS	69	25	36%	44	64%	6	9%	1	1%	57	20	35%	37	65%	6	11%	1	14%
(F) ADMINISTRATIVE	25	2	8%	23	92%	3	12%	1	4%	17	1	6%	16	94%	3	18%	0	0%
TOTALS	107	35	33%	72	67%	11	10%	2	2%	90	31	34%	59	66%	13	14%	1	1%

# HECC AA/DEI Agency Plan 2019-2021

**FIGURE 3 - HECC EEO ANALYSIS – YEARS 2015-2018**

<b>HECC Affirmative Action Annual Analysis</b>													
Full-time Employee EEO Statistics for: Q3 2018; Q4 2017; Q4 2016; Q4 2015													
EEO CATEGORY	A02 Upper Management (SR 31+)	B02 Communication/ Editor	B03 Teacher/ Education	B07 Purchasing Agent/ Analyst	B09 Social Science Planner/ Researcher	B10 Personnel/ Employment	B11 Inspector/ Compliance/ Investigator	B12 Computer Analyst	B15 Accounting/ Finance/ Revenue	B16 Program Coord/ Analyst	FOO Admin	TOTALS:	CHANGE FROM PREVIOUS YEAR:
2018 Total	15	2	13	3	6	2	2	10	7	33	18	111	74
2018 Men	8	0	6	0	4	0	0	7	5	12	1	43	6
2018 Men %	53%	0%	46%	0%	67%	0%	0%	70%	71%	36%	6%	39%	2.82%
2018 Women	7	2	7	3	2	2	2	3	2	21	17	68	2
2018 Women%	47%	100%	54%	100%	33%	100%	100%	30%	29%	64%	94%	61%	-2.82%
WOMEN PRTY	36.6%	41.7%	59.4%	43.2%	43.7%	57.6%	48.1%	32.4%	53.0%	41.1%	70.3%		
2018 POC* FT	2	0	2	0	2	0	0	0	1	5	1	13	2
2018 POC* %	13%	0%	15%	0%	33%	0%	0%	0%	14%	15%	6%	12%	1.03%
POC PRTY	12.2%	9.0%	9.6%	5.3%	10.0%	11.6%	10.7%	13.0%	13.0%	9.5%	9.7%		
2018 PWD* FT	0	0	0	0	0	1	0	0	1	1	1	4	2
2018 PWD* %	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	14.3%	3.0%	5.6%	3.6%	1.66%
PWD PRTY	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%		
2017 Total	15	2	11	1	4	1	-	10	9	31	19	103	-4
2017 Men	8	0	4	0	1	0	-	8	4	12	0	37	2
2017 Men %	53%	0%	31%	0%	25%	0%	-	80%	44%	39%	0%	36%	3.21%
2017 Women	7	2	7	1	3	1	-	2	5	19	19	66	-6
2017 Women%	47%	100%	69%	100%	75%	100%	-	20%	56%	61%	100%	64%	-3.21%
2017 POC* FT	2	0	2	0	1	0	-	0	1	3	2	11	0
2017 POC* %	13%	0%	15%	0%	25%	0%	-	0%	11%	10%	11%	11%	0.40%
2017 PWD* FT	0	0	0	0	0	0	-	0	1	0	1	2	0
2017 PWD* %	0%	0%	0%	0%	0%	0%	-	0%	11%	0%	0%	2%	-0.08%
2016 Total	13	1	13	1	4	1	-	11	9	29	25	107	17
2016 Men	8	0	4	0	1	0	-	7	4	9	2	35	4
2016 Men %	62%	0%	31%	0%	25%	0%	-	64%	44%	31%	8%	33%	-1.73%
2016 Women	5	1	9	1	3	1	-	4	5	20	23	72	13
2016 Women%	38%	100%	69%	100%	75%	100%	-	36%	56%	69%	92%	67%	1.73%
2016 POC* FT	2	0	2	0	1	0	-	0	1	2	3	11	-2
2016 POC* %	15%	0%	15%	0%	25%	0%	-	0%	11%	7%	12%	10%	-4.16%
2016 PWD* FT	0	0	0	0	0	0	-	0	1	0	1	2	1
2016 PWD* %	0%	0%	0%	0%	0%	0%	-	0%	11%	0%	4%	2%	0.91%
2015 Total	16	1	13	1	2	-	-	8	7	25	17	90	-
2015 Men	10	0	5	0	1	-	-	6	3	5	1	31	-
2015 Men %	63%	0%	38%	0%	50%	-	-	75%	43%	20%	6%	34%	-
2015 Women	6	1	8	1	1	-	-	2	4	20	16	59	-
2015 Women%	38%	100%	62%	100%	50%	-	-	25%	57%	80%	94%	66%	-
2015 POC* FT	4	0	3	0	1	-	-	0	0	2	3	13	-
2015 POC* %	25%	0%	23%	0%	100%	-	-	0%	0%	8%	18%	14%	-
2015 PWD* FT	0	0	0	0	0	-	-	0	1	0	0	1	-
2015 PWD* %	0%	0%	0%	0%	0%	-	-	0%	14%	0%	0%	1%	-

\* POC (People of Color); \*PWD (People with Disabilities) - Note: The Affirmative Action Statistics are voluntary and may not reflect the actual diversity of the agency. There may also be duplication in the counts of individuals in the Women, POC, and PWD. Example a woman may be a POC and a PWD.

HECC AA/DEI Agency Plan 2019-2021

FIGURE 4 - HECC EEO YEAR 2018 ANALYSIS

HECC Affirmative Action 2018 Analysis												
Full-time Employee EEO Statistics as of Sept. 30, 2018 (Q3)												
EEO CATEGORY	A02 Upper Management (SR 31+)	B02 Commun./ Editor	B03 Teacher/ Education	B07 Purchasing Agent/ Analyst	B09 Social Science Planner/ Researcher	B10 Personnel/ Employment	B11 Inspector/ Compliance/ Investigator	B12 Computer Analyst	B15 Accounting/ Finance/ Revenue	B16 Program Coord./ Analyst	FOO Admin	TOTALS:
<b>TOTL EMP</b>	<b>15</b>	<b>2</b>	<b>13</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>10</b>	<b>7</b>	<b>33</b>	<b>18</b>	<b>111</b>
<b>MEN FT</b>	8	0	6	0	4	0	0	7	5	12	1	<b>43</b>
<b>MEN %</b>	53.3%	0.0%	46.2%	0.0%	66.7%	0.0%	0.0%	70.0%	71.4%	36.4%	5.6%	<b>38.74%</b>
<b>WOMEN FT</b>	7	2	7	3	2	2	2	3	2	21	17	<b>68</b>
<b>WOMEN %</b>	46.7%	100.0%	53.8%	100.0%	33.3%	100.0%	100.0%	30.0%	28.6%	63.6%	94.4%	<b>61.26%</b>
<b>WOMEN PRTY</b>	36.6%	41.7%	59.4%	43.2%	43.7%	57.6%	48.1%	32.4%	53.0%	41.1%	70.3%	
<b>WOMEN GOAL</b>	5.4	0.8	7.7	1.2	2.6	1.1	0.9	3.2	3.7	13.5	12.6	<b>52.7</b>
<b>WOMEN &lt; GOAL</b>			0.7		0.6			0.2	1.7			<b>3.2</b>
<b>POC FT</b>	2	0	2	0	2	0	0	0	1	5	1	<b>13</b>
<b>POC %</b>	13.3%	0.0%	15.4%	0.0%	33.3%	0.0%	0.0%	0.0%	14.3%	15.2%	5.6%	<b>11.71%</b>
<b>POC PRTY</b>	12.2%	9.0%	9.6%	5.3%	10.0%	11.6%	10.7%	13.0%	13.0%	9.5%	9.7%	
<b>POC GOAL</b>	1.8	0.1	1.2	0.1	0.6	0.2	0.2	1.3	0.9	3.1	1.7	<b>11.2</b>
<b>POC &lt; GOAL</b>		0.1		0.1		0.2	0.2	1.3			0.7	<b>2.6</b>
<b>AF-AM FT</b>	1	0	1	0	0	0	0	0	0	0	0	<b>2</b>
<b>AF-AM %</b>	6.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>1.80%</b>
<b>AF-AM PRTY</b>	5.8%	1.9%	2.4%	1.1%	2.4%	3.0%	3.1%	1.5%	2.4%	2.4%	1.8%	
<b>AF-AM GOAL</b>	0.8	0	0.3	0	0.1	0	0	0.1	0.1	0.7	0.3	<b>2.4</b>
<b>AF-AM &lt; GOAL</b>					0.1			0.1	0.1	0.7	0.3	<b>1.3</b>
<b>HISP FT</b>	1	0	1	0	0	0	0	0	0	4	1	<b>7</b>
<b>HISP %</b>	6.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.1%	5.6%	<b>6.31%</b>
<b>HISP PRTY</b>	3.5%	3.3%	3.5%	2.0%	2.7%	4.6%	3.8%	2.6%	3.6%	3.2%	3.6%	
<b>HISP GOAL</b>	0.5	0	0.4	0	0.1	0	0	0.2	0.2	1	0.6	<b>3</b>
<b>HISP &lt; GOAL</b>					0.1			0.2	0.2			<b>0.5</b>
<b>ASIAN FT</b>	0	0	0	0	2	0	0	0	0	0	0	<b>2</b>
<b>ASIAN %</b>	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.018</b>
<b>ASIAN PRTY</b>	2.0%	2.8%	2.8%	1.6%	3.7%	2.7%	2.7%	8.1%	6.4%	3.1%	2.4%	
<b>ASIAN GOAL</b>	0.3	0	0.3	0	0.2	0	0	0.8	0.4	1	0.4	<b>3.4</b>
<b>ASIAN &lt; GOAL</b>	0.3		0.3					0.8	0.4	1	0.4	<b>3.2</b>
<b>NATAM FT</b>	0	0	0	0	0	0	0	0	1	1	0	<b>2</b>
<b>NATAM %</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	3.0%	0.0%	<b>0.1731</b>
<b>NATAM PRTY</b>	1.0%	0.6%	0.9%	0.6%	1.3%	1.4%	1.0%	0.8%	0.7%	0.8%	1.8%	
<b>NATAM GOAL</b>	0.1	0	0.1	0	0	0	0	0	0	0.2	0.3	<b>0.7</b>
<b>NATAM &lt; GOAL</b>	0.1		0.1								0.3	<b>0.5</b>
<b>PWD FT</b>	0	0	0	0	0	1	0	0	1	1	1	<b>4</b>
<b>PWD %</b>	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	14.3%	3.0%	5.6%	<b>3.60%</b>
<b>PWD PRTY</b>	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%	
<b>PWD GOAL</b>	0.9	0.1	0.7	0.1	0.3	0.1	0.1	0.6	0.4	1.9	1	<b>6.2</b>
<b>PWD &lt; GOAL</b>	0.9	0.1	0.7	0.1	0.3		0.1	0.6		0.9		<b>3.7</b>

## V. JULY 1, 2019 – JUNE 30, 2021

### A. Goals for Affirmative Action and Diversity & Inclusion Plan

The agency is developing the DEI Strategic Plan, cultural competency resources, and tools for 2019-2021 and beyond. The agency will continue all its efforts to increase workplace diversity awareness and inclusion efforts identified in *Section IV – Accomplishments*, including the *Current and Planned Actions*. The agency will ensure its DEI Strategic 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 agency included one full-time DEI position in its 2019-2021 agency budget, see Section I(F), Figure 1.

### B. Strategies and Timelines for Goal Achievement

In development, see A above.

## VI. APPENDIX A – State Documents

Follow this link for all federal 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)

- A. ADA and Reasonable Accommodation Policy (Statewide Policy 50.020.10)
- B. Discrimination and Harassment Free Workplace - (Statewide Policy No. 50.010.01)
- C. Employee Development and Implementation of Oregon Benchmarks for Workforce Development (Statewide Policy 50.045.01)
- D. Veterans Preference in Employment (105-040-0015)
- E. Equal Opportunity and Affirmative Action Rule (105-040-0001)
- F. Executive Order 17-11

## VII. APPENDIX B – Federal Documents

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. Equal Pay and Compensation Discrimination Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964
- D. Genetic Information Discrimination Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)
- E. National Origin Discrimination Title VII of the Civil Rights Act of 1964
- F. Pregnancy Discrimination Title VII of the Civil Rights Act of 1964
- G. Race/Color Discrimination Title VII of the Civil Rights Act of 1964
- H. Religious Discrimination Title VII of the Civil Rights Act of 1964
- I. Retaliation Title VII of the Civil Agency Affirmative Action Policy
- J. Sex-Based Discrimination Title VII of the Civil Rights Act of 1964
- K. Sexual Harassment Title VII of the Civil Rights Act of 1964

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

The HECC places an EEO statement on all recruitment announcements: *The HECC is an Equal Opportunity Affirmative Action (EEO/AA) Employer Committed to Workforce Diversity Employment Opportunity Commission under Title I of the Americans with Disabilities Act (ADA). HECC does not discriminate on the basis of disability in admission or access to our programs, services, activities, hiring, and employment practices.* 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.

Higher Education Coordinating Commission  
2019-21 AA/DEI Plan (Affirmative Action/Diversity, Equity & Inclusion)

<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](#)
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