

EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION PLAN

Human Resources Department, Chemeketa Community College
as approved by the College Board of Education

Chemeketa Community College
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chemeketa.edu



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	<p>hiring practices of public and private enterprises, the U.S. Congress and the President adopted laws and regulations requiring active efforts to recruit under-represented groups (including women, older persons, and the disabled) into the work force. Title IX of the Education Amendments of 1972 extended affirmative action regulations beyond the realm of employment to the area of educational policies and practices, with rules for eliminating sex discrimination. Title II of the Vocational Education Amendments of 1976 extends regulations in the area of vocational education beyond the realm of sex discrimination to eliminate sex bias and sex stereotyping as well. The American with Disabilities Act of 1990 extends regulations for individuals with disabilities by requiring equal access and employment opportunities for individuals with disabilities. The Americans with Disabilities Act was greatly expanded to include more individuals when amended in 2008.</p> <p>A plan or a policy cannot assure the elimination of discriminatory practices; at best, it can only establish an atmosphere in which wiser, more sensitive decisions can be made. Changes in attitudes towards minorities, women, ethnic, or religious groups, persons with various disabilities, sexual orientation and the elderly are largely influenced by the general social climate. Policies adopted by the College Board of Education and implemented by all members of the college community can establish boundaries for behavior, which will ultimately affect the attitudes and values giving rise to the problem of discrimination.</p> <p>The comprehensive approach adopted in this plan cannot take into account all of the historical ways protected classes have experienced discrimination. The priorities and strategies for addressing past patterns of imbalance will differ in relation to the groups or individuals under consideration. The college will attempt to be responsive to the distinctive needs of each group, while maintaining uniform policies, procedures and guidelines which apply to all groups.</p> <p>II. <u>DESIGNATION OF RESPONSIBILITY FOR IMPLEMENTATION</u></p> <p>In accordance with 41 CFR-2.10 federal contractors are required to administer an Equal Opportunity/Affirmative Action Plan to assure equal employment opportunity. The</p>
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	<p>following individuals are responsible for implementing the Equal Opportunity/Affirmative Action Plan:</p> <ul style="list-style-type: none"> A. <u>President/Chief Executive Officer</u> Assures compliance with the Equal Opportunity/Affirmative Action Plan and college policies. Participates in the resolution of various legal and complaint issues. B. <u>Vice President/Chief Financial Officer</u> Assures compliance with the Equal Opportunity/Affirmative Action Plan and college policies. Participates in the resolution of various legal and complaint issues. Assures employee development on diversity and respectful working environment issues. C. <u>Campus President—Yamhill Valley/Chief Academic Officer</u> Assures compliance with the Equal Opportunity/Affirmative Action Plan and college policies. Participates in the resolution of various legal and complaint issues. Assures faculty development on diversity, inclusive climate and respectful learning environment issues. D. <u>Director of Human Resources/Affirmative Action Officer</u> Under the direction of the president/chief executive officer and vice president/chief financial officer the director of human resources/affirmative action officer advises college administrators and managers on employment matters, coordinates investigations and oversees the resolution of complaints. The director of human resources/affirmative action officer is responsible for preparation of the Annual Equal Opportunity/Affirmative Action Review and compliance with the Equal Opportunity/Affirmative Action Plan. E. <u>College Deans and Directors</u> Assure the implementation of the college's Equal Opportunity/Affirmative Action Plan and policies through leadership, by maintaining an awareness of goals and actively support employee development on diversity, inclusive climate, and respectful learning and working environment.
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<p>NOTE: This policy shall be revised to reflect the new EEOC/AA plan once adopted by the Board.</p>	<p>grounds of race, religion, color, sex, marital status, national origin, age, disability, protected veteran status, sexual orientation, gender identity, or family* relationship (*see definitions, restrictions, and exceptions in ORS 659A.001) will not exist in any area, activity, or operation of the college. Harassment is any unwelcome behavior, or display, either verbal, physical, or visual in nature which meets any of these criteria: 1) submission to such condition is either an implicit or explicit condition of employment or academic performance; 2) submission or rejection of the condition by an employee or student is used as the basis for decisions affecting that person’s employment or academic performance; 3) the condition has the purpose or effect of unreasonably interfering with an individual’s work performance or academic performance or creating an intimidating, hostile, or offensive working environment or academic environment.</p> <p>The Chemeketa Community College Board of Education supports the college’s Equal Opportunity/Affirmative Action Plan. The college shall recruit, hire, train and promote persons in all job titles, and assure that all other personnel actions are administered, without regard to protected veterans and disabled status; and assure that all employment decisions are based only on valid job requirements.</p> <p>Employees and applicants shall not be subject to harassment, intimidation, threats, coercion or discrimination because they have engaged in or may engage in any of the following activities:</p> <ol style="list-style-type: none"> 1) Filing a complaint; 2) Assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the affirmative action provisions of Vietnam Era Veterans’ Readjustment Assistance Act (VEVRAA) Section 503 of the Rehabilitation Act or any other Federal, state or local law requiring equal opportunity for protected veterans and individuals with disabilities; 3) Opposing any act or practice made unlawful by VEVRAA, Section 503 of the Rehabilitation Act or these acts’ implementing regulations in this part or any other
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<p>LONG STATEMENT</p>	<p>Federal, state or local law requiring equal opportunity for protected veterans and individuals with disabilities;</p> <p>4) Exercising any other right protected by VEVRAA, Section 503 of the Rehabilitation Act or these acts' implementing regulations or its implementing regulations in this part.</p> <p>Every member of the college community must accept responsibility for being aware of and responsive to the particular needs of people with disabilities. All policies, procedures, and guidelines will assure reasonable accommodations and appropriate academic adjustments to employment, educational opportunities, programs, and activities in the most integrated setting appropriate. This policy implements various federal and state laws and regulations such as Federal Executive Orders 11246-11375, sections 503-504 of the Vocational Rehabilitation Act of 1973, Title VII and Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act (ADA) of 1990, ORS Chapter 659A, and others which require that the college not discriminate on any of the prohibited bases. The college shall maintain an Equal Opportunity/Affirmative Action Plan which includes a complaint procedure and report to the College Board of Education annually on the progress of the plan.</p> <p><u>V. EQUAL OPPORTUNITY/AFFIRMATIVE ACTION STATEMENTS</u></p> <p>The paragraph below shall be published in the college catalog, class schedules and appropriate multi-page documents:</p> <p>It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, protected veteran status, disabilities, tobacco usage during non-working hours, whistle blowing, victim of domestic violence and genetic information in any educational programs, activities, or employment. Persons having questions about Equal Opportunity/Affirmative Action should contact the Affirmative Action officer at 4000 Lancaster Dr. NE, Salem, Oregon 97309-7070, or call 503.399.4748. To request this publication in an alternative</p>
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SHORT STATEMENT	<p>format, please call 503.399.5192.</p> <p>The following statement shall be published on job announcements and appropriate single page documents:</p> <p>Chemeketa Community College is an Equal Opportunity/Affirmative Action employer and educational institution. To request this publication in an alternative format, please call 503.399.5192.</p>
EVENT STATEMENT	<p>The following statement shall be published on event announcements:</p> <p>Chemeketa Community College is an Equal Opportunity/Affirmative Action employer and educational institution. To request this publication in an alternate format, please call 503.399.5192. For a disability related accommodation, please contact Disability Services at least two weeks prior to this event at 503.399.5192 (TTY/voice) or disability@chemeketa.edu.</p>
MINI STATEMENT	<p>The following statement shall be used for newspaper/journal advertisements where space is at a premium:</p> <p>EO/AA/ADA institution</p>
DEFINITIONS	<p>The following terms are used consistently throughout this plan:</p> <p><u>Affirmative Action Officer</u>: The individual responsible for coordinating and monitoring compliance activities of the college, including student and employee complaints of discrimination and harassment.</p> <p><u>Applicant Flow Record</u>: A record of applicant characteristics used to analyze and monitor the recruitment process; including such items as race, national origin, sex, etc. This information is not used to screen or evaluate applicants.</p> <p><u>Applicant Pool</u>: The total number of candidates who have applied and are qualified for a given position.</p> <p><u>Complaint</u>: In the context of affirmative action, complaint refers specifically to a complaint of discrimination which is</p>

	<p>distinct from contract grievances or other personnel matters.</p> <p><u>Compliance</u>: Conformity with official requirements of Equal Opportunity/Affirmative Action regulations.</p> <p><u>Disabled</u>: Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment.</p> <p><u>Disparate Effect</u>: A result of the application of criteria or standards that impact one class of persons differently than another class of persons; the burden of proof is on the employer to show that disparate effects are justifiable and nondiscriminatory.</p> <p><u>Equal Opportunity/ Affirmative Action Plan</u>: A statement of goals, timetables, and programs indicating how an employer plans to move from current status to parity with external labor markets; this document is required of all government contractors under the regulations of the Office of Civil Rights and of all community colleges under regulations of the Oregon State Board of Education.</p> <p><u>Hiring Goals</u>: Specific numbers and/or percentages of employees from protected classes to be recruited and hired by the college, based on the criterion of parity with the relevant labor pool. Goals are distinguished from “quotas” in the sense that they are based on reasonable efforts to recruit members of “protected classes” and assume that the college takes advantage of every opportunity to hire qualified persons from these groups. (Note: Persons who meet duplicate categories, e.g., female minorities, should be counted in one category when evaluating hiring goals.)</p> <p><u>Minority</u>: Federal definitions include the following specific groups: Latin Americans, Native Americans (including Eskimos and Aleuts), African Americans (not including those whose first language is Spanish), and Asian Americans (including Pacific Islanders); persons of color or members of distinctive minority cultural groups within the community usually fall under definition of “minority.”</p> <p><u>Parity</u>: A condition in which the percentage participation of</p>
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<p>PROGRAM RESPONSIBILITY</p>	<p>protected classes in an organization is identical to the equivalent percentage in the relevant labor pool.</p> <p><u>Policy</u>: A statement adopted by the College Board of Education to clarify the college’s position on issues and to supplement existing state and federal laws governing community college districts.</p> <p><u>Procedure</u>: A statement adopted by the college administration which clarifies practices and regulations intended to supplement or implement policies adopted by the College Board of Education.</p> <p><u>Protected Class</u>: A generic term used to describe those groups who have borne, in the eyes of Congress, the Oregon State Legislature and the courts, the brunt of discriminatory employment and educational practices in the past. This term refers to, for example but not limited to, women and minorities, persons from specific linguistic or religious groups, disabled persons, and sexual orientation.</p> <p><u>Protected Veteran</u>: Disabled veterans, recently separated veterans, active duty wartime or campaign badge veterans, and Armed Forces service medal veterans.</p> <p><u>Relevant Labor Pool</u>: The total number of potential candidates within a specifically defined occupational category and geographic region.</p> <p><u>Systemic Discrimination</u>: Established practices, persisting over time, which produce unintentional disparate efforts; institutions are held accountable for systemic discrimination as well as overt discrimination in their compliance reviews.</p> <p><u>Utilization Analysis</u>: A comparison of the current distribution of women and minorities in the college work force with those available in the labor market.</p> <p>General responsibility for implementation of Equal Opportunity/Affirmative Action policies rests with all members of the college community. These general responsibilities are described in the following paragraphs:</p> <p>A. <u>Communication</u></p>
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	<p>College employees and the student body shall collaborate with the director of Human Resources/Affirmative Action officer and the managers of their respective programs on matters relating to Equal Opportunity/Affirmative Action. If any member of the college community feels that he/she has been discriminated against, he/she should refer to the established complaint procedures. Potential problem areas include:</p> <p>1) <u>Employment Concerns</u></p> <p>Examples include, but are not limited to, recruitment procedures; wording of job descriptions; distribution of job announcements; conduct of search committees; screening procedures and interviews; nepotism; employee evaluations; selection and appointments; staff development and training; promotion; transfer; compensation and benefits; leave policies; continuing contracts; committee assignments; retrenchment and terminations; retirement; workloads; salary equity; complaint procedures.</p> <p>2) <u>Education Concerns</u></p> <p>Examples include, but are not limited to, admission procedures; recruitment of students; counseling; career guidance; curricular choice; bilingual education; campus organizations; competitive athletics; student benefits; student services; financial aid; access to facilities; student employment opportunities; academic records; publications and announcements; texts and illustrations; complaint procedures.</p> <p>3) <u>Policy Development</u></p> <p>Modifications in the policies and procedures of this plan will occur as changes are made in federal and state regulations or deficiencies and omissions in the implementation procedures become apparent. Employees, students, or other individuals who are aware of the need for changes in college policies shall bring these needs to the attention of responsible officials (e.g., the director of Human</p>
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	<p>Resources/Affirmative Action officer, director of Legal Resources, or the college president/chief executive officer). Policy changes shall be presented to the College Board of Education after being reviewed by the appropriate governing body. Comments from these sources shall be taken into consideration before the adoption of final policies.</p> <p>Discussions and actions of the College Board of Education relating to Equal Opportunity/Affirmative Action policies shall take place in open meetings, and the public shall be given notice of the content and scheduling of these meetings. The director of Human Resource/Affirmative Action officer, or designee, will have primary responsibility for drafting and distributing policy revisions and should be informed of any problem areas which may exist.</p> <p>4) <u>Implementation</u></p> <p>Although ultimate accountability for affirmative action compliance is lodged with the College Board of Education and administration, responsibility for implementing the program rests with every college employee and the student body. The college president/chief executive officer shall be accountable for overall compliance and implementation to the College Board of Education. The appropriate administrators shall be accountable to the college president/chief executive officer for implementation within their respective divisions.</p> <p>Procedures for implementation shall be developed by the director of Human Resources/Affirmative Action officer in conjunction with the college president/chief executive officer and the appropriate administrators. College employees should be familiar with the policies affecting recruitment, hiring, and treatment of students, and Equal Opportunity/Affirmative Action within the educational program. Procedures for implementation may be refined or modified from time to time; employees should review these procedures to see how they affect them personally and seek clarification (if necessary) with the director of Human</p>
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	<p>Resources/Affirmative Action officer or their immediate supervisor.</p> <p>5) <u>Compliance</u></p> <p>The director of Human Resources/Affirmative Action officer is primarily responsible for determining whether the college is in compliance with state and federal regulations. The officer will assist the college president/chief executive officer and management in identifying barriers to the achievement of the college's Equal Opportunity/Affirmative Action goals. The director of Human Resources/Affirmative Action officer will review and approve individual personnel actions and will assist in developing goals and procedures for correcting any factors which contribute to the underutilization of employees from protected classes. The director of Human Resources/Affirmative Action officer will also review the overall progress and problems encountered with program compliance and report these matters in an annual Equal Opportunity/Affirmative Action review to the College Board of Education. All inquiries from external groups or the Office of Civil Rights concerning the college's compliance with Equal Opportunity/Affirmative Action laws or regulations shall be responded to by the college president/chief executive officer or the director of Human Resources/Affirmative Action officer or their designee.</p> <p>6) <u>Monitoring</u></p> <p>The director of Human Resources/Affirmative Action officer will collect and analyze data relating to Equal Opportunity/Affirmative Action. Data will be collected and presented in a format acceptable to federal and state compliance agencies. Other aspects of monitoring for compliance shall be left to the discretion of the director of Human Resources/Affirmative Action officer. This person shall have access to all meetings, files, and other internal records which might have a bearing on the college's compliance with Equal Opportunity/Affirmative Action regulations. Ultimate responsibility for monitoring</p>
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<p>ANNUAL EQUAL OPPORTUNITY/AFFIRMATIVE ACTION REVIEW</p> <p>RELATIONSHIP BETWEEN POLICY AND PROCEDURE</p>	<p>rests with the College Board of Education and the college president/chief executive officer.</p> <p>a) <u>VEVRAA Monitoring</u> The college shall establish an annual utilization goal for employment of protected veterans based on our districts population of protected veterans. Outreach and recruitment efforts must be evaluated on an annual basis to determine effectiveness and the degree to which the college’s objectives have been attained. The college will also determine whether known protected veterans have had the opportunity to participate in all college sponsored educational, training, recreational and social activities. This annual evaluation must be documented. This documentation must be retained for three years. If it is determined that the college’s efforts were ineffective, the college will identify the remedial measures it will take.</p> <p>b) <u>Rehabilitation Act Monitoring</u> The college shall establish an annual 7% utilization goal for employment of disabled individuals. If the college does not reach this goal, it must identify problem areas and develop action-oriented programs to address the under representation of disabled individuals. The college must document and compare self-disclosing disabled applicants to self-disclosed hires annually. All applicants will be invited to self-disclose when they apply, as well as, after an offer has been made. Additionally, every five (5) years current college employees shall be invited to self-disclose any disabilities. Once an individual has self-disclosed, the college shall enter into an interactive process to determine what, if any, accommodations are necessary.</p> <p>The director of Human Resources/Affirmative Action officer shall prepare an Annual Equal Opportunity/Affirmative Action Review on Workforce Statistics and will include an update of the college’s work utilization analysis for women and minorities, the college’s Equal Opportunity/Affirmative Action objectives and relevant statistics and information regarding the protected classes. A copy of the Annual Equal Opportunity/Affirmative Action Review will be presented to the College Board of Education annually and attached to this plan.</p> <p>VI. <u>SPECIFIC EMPLOYMENT POLICIES AND PROCEDURES</u></p>
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	<p>As used in this plan, the word “policy” refers specifically to principles adopted by the College Board of Education when it adopted this plan. Policies describe mandatory practices and are separated from procedures in each section. The procedures which follow the policy statements describe methods of implementing the policies adopted by the College Board of Education. Procedures may be modified to conform to changing circumstances, but they will not alter the basic policy. Suggested procedures are included in this plan to assist employees in interpreting the intent of policies adopted by the College Board of Education or by federal and state agencies. The procedures described herein are presently in use.</p> <p>A. <u>Relationship of Equal Opportunity/Affirmative Action to Bargaining Agreements and Policy Handbooks</u></p> <p>The constraints imposed by bargaining agreements and policy manuals shall not impede compliance with Equal Opportunity/Affirmative Action regulations. Any instances where conflicts occur, or may exist, between Equal Opportunity/Affirmative Action and other policies of the college shall be brought to the attention of appropriate administrators and resolved in a manner which assures legal compliance with Equal Opportunity/Affirmative Action regulations.</p> <p>B. <u>Achievement of a Representative Work Force</u></p> <p>At all levels of staffing, the college shall endeavor to include qualified members of the protected classes covered by Equal Opportunity/Affirmative Action legislation in proportions roughly equal to their presences within the relevant labor pool. Achievement of a representative work force shall be viewed as a minimum goal of this institution. Personnel practices and recruitment efforts shall be designed to assure that the college employees reflect the composition of its relevant labor pool.</p> <p>C. <u>Emphasis on Recruitment</u></p>
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The primary means of correcting past imbalances in employment shall be the active recruitment of members from protected classes. Candidates for employment shall be evaluated with equitable and relevant criteria, and only those who are qualified will be selected. Intensive recruitment efforts shall be designated to assure that adequate numbers of qualified persons from protected classes are selected from among those who apply for employment. A comprehensive list of referral resources and appropriate agencies will be notified of job announcements at the college.

1) VEVRAA Outreach Efforts

To comply with the requirements of VEVRAA, the college will enlist the assistance and support of the following persons and organizations in recruiting, and developing on-the-job training opportunities for protected veterans, in order to provide meaningful employment opportunities for protected veterans:

- a) The Local Veterans' Employment Representative in the local employment service office;
- b) The Department of Veterans Affairs Regional Office;
- c) The veterans' counselors and coordinators ("Vet-Reps") on local college campuses;
- d) The local service officers of the national veterans' groups;
- e) Local veterans' groups and veterans' service centers;
- f) The Department of Defense Transition Assistance Program (TAP); and
- g) Any organization listed in the Employer Resources section of the National Resource Directory (<http://www.nationalresourcedirectory.gov/>), or any future service that replaces or complements it.

2) Additional Outreach Efforts

The college may also take the following actions to provide meaningful employment opportunities to protected veterans. The college need not do any or a combination of the outreach efforts below, depending on the particular situation.

a) Formal briefing sessions will be held on the college campus with representatives from recruiting sources. College tours, clear and concise explanations of current and future job openings, position descriptions, worker specifications, explanations of the college's selection process, and recruiting literature should be an integral part of the briefing. At any such briefing sessions, the college's director of Human Resources/Affirmative Action officer will be in attendance when possible. Formal arrangements will be made for referral of applicants, follow up with sources, and feedback on disposition of applicants.

b) The college's recruitment efforts at all educational institutions will incorporate special efforts to reach students who are protected veterans.

c) An effort will be made to participate in work-study programs with Department of Veterans' Affairs rehabilitation facilities which specialize in training or educating disabled protected veterans.

d) Protected veterans will be made available for participation in career days, youth motivation programs, and related activities in their communities.

e) The college will take any other positive steps it deems necessary to attract qualified protected veterans not currently in the work force who have requisite skills and can be recruited through affirmative action measures. These persons may be located through the local chapters of organizations of and for any of the classifications of protected veterans.

f) The college, in making hiring decisions, will consider

	<p>applicants who are known protected veterans for all available positions for which they may be qualified when the position(s) applied for is unavailable.</p> <p>g) The college will consider listing its job openings with the National Resource Directory's Veterans Job Bank, or any future service that replaces or complements it.</p> <p>D. <u>Informal Recruitment</u></p> <p>All applicants who are contacted through informal means shall be required to file applications with the college Human Resources Department and limit themselves to established procedures for screening and evaluation. Persons who are not part of the informal and social communication ties of the college shall have equal opportunities for consideration in employment. Any applicant or current employee who attempts to influence selection without using established hiring processes commits a serious breach of hiring practices.</p> <p>E. <u>Job Announcements</u></p> <p>Job announcements shall be distributed to the appropriate and diverse geographical areas and agencies and shall be worded as clearly and specifically as possible, with particular attention given to the essential job functions and qualifications of the jobs. To increase recruitment opportunities, the college may elect to accept "equivalent combination of education and experience" in lieu of educational credentials where possible.</p> <p>F. <u>Internal Posting of Position Openings</u></p> <p>Open positions will be posted on the college's internal website. All applicants who respond to internal job announcements shall be evaluated according to the same procedures and criteria used with off-campus applicants. This practice is intended to provide information to college employees and to encourage lateral or upward mobility.</p>
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	<p>G. <u>Employment Application Deadlines</u></p> <p>The college Human Resources Department shall keep all vacant positions open until effective contact has been established with agencies and organizations which can refer or recruit members from protected classes. In general, these contacts will be made routinely prior to the established closing date for a vacancy; if applications from protected classes are not received, however, the director of Human Resources/Affirmative Action officer shall follow up to ensure that effective recruitment has occurred.</p> <p>H. <u>Screening and Evaluation</u></p> <p>Applicants for employment at the college may be required to take competitive tests to determine skill levels; such tests shall be nondiscriminatory and related solely to knowledge, qualifications, and skills required for the specific position being applied for. Similarly, applicant interviews shall be limited in content to factors relevant to a specific position and shall not include questions about personal history, political or religious views, or family and health problems unrelated to job performance. Negative information, such as various types of background checks, about an applicant may be used for screening purposes when there is a business necessity due to the sensitive nature of the job performance.</p> <p>I. <u>Notification of Employment Action</u></p> <p>All employment decisions are subject to review by the director of Human Resources/Affirmative Action officer for adherence to the goals and procedures of the college's Equal Opportunity/Affirmative Action program. Applicants who have not been selected shall be notified of their status as soon as possible.</p> <p>J. <u>Equal Pay</u></p> <p>Men and women performing work under similar working conditions shall receive the same pay if their jobs require equal skill, equal effort, and equal responsibility. "Equal"</p>
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<p>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION INFORMATION AND TRAINING</p>	<p>in this context does not mean identical, but jobs which are compared shall involve the same primary job functions and require substantially equal experience, training, education, ability, and physical or mental exertion.</p> <p>The director of Human Resources/Affirmative Action officer (or his/her designee) will inform and train employees and students on the general topic of Equal Opportunity/Affirmative Action. The following topics may be included:</p> <ul style="list-style-type: none"> A. Legal rulings affecting employees and students at the college. B. Proper Equal Opportunity/Affirmative Action and personnel practices. C. Changes and updates on the Equal Opportunity/Affirmative Action program. D. Attitudinal barriers which hinder Equal Opportunity/Affirmative Action. E. Strategies to target discriminatory problem areas.
<p>POLICIES FOR EQUAL EDUCATIONAL OPPORTUNITY</p>	<p>VII. <u>SPECIFIC EDUCATIONAL POLICIES AND PROCEDURES</u></p> <p>The requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Vocational Education Amendments, the Americans with Disabilities Act of 1990, and amendment of 2008, the Higher Education Opportunity Act of 2009 and Oregon civil rights law (ORS 659 and 659A), mandate the elimination of discrimination or harassment based on race, color, religion, sex, national origin, ethnic origin, citizenship status, sexual orientation, gender identity, marital status, age, disability, family relationships, pregnancy and related conditions, protected veteran’s status, smoking (on college campus), whistle blower, victim of domestic violence and genetic information. The following policies follow directly from the above regulations and cover important educational activities of</p>

	<p>the college.</p> <p>A. <u>Curricular Choice</u></p> <p>Some occupations and community college programs have been traditionally dominated by one sex or the other or other protected classes. At Chemeketa Community College, however, the choice belongs to each student. The college shall not inhibit any student from choosing a curricular option (except on the grounds of limited enrollment, facilities, staff, or entrance requirements associated with a specific program). The college will also provide reasonable accommodations for disabled students through college Disability Services.</p> <p>B. <u>Admissions</u></p> <p>The admissions policy of the college shall not contain any qualifications, limitations or quotas based on unlawful discrimination of race, color, sex, marital status, religion, national origin, age, sexual orientation, disability or protected veteran status.</p> <p>Applications for admission and publications describing admission requirements shall contain identical references to men and women in describing marital, parental, or family status. No preadmission information on pregnancy or childbirth will be used to determine eligibility for admission. Advising specialists involved in advising prospective students should themselves be representatives of protected classes that are traditionally under-represented in programs at the college.</p> <p>C. <u>Publications and Curricular Materials</u></p> <p>Student handbooks, admission policies, college catalogs, and other publications that describe services offered by the college shall avoid any statement or inference that limits these services on the basis of protected class status. Curricular materials which present negative or traditional stereotypes of women, minorities, the disabled, older persons, or other protected classes should be brought to the attention of the director of Human Resources/Affirmative Action officer. When stereotyped</p>
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	<p>materials are identified, the Campus President—Yamhill Valley/Chief Academic Officer shall develop a plan for removal and supplementation of materials with positive role models, and eventual substitution of nondiscriminatory curricular material.</p> <p>D. <u>Athletics</u></p> <p>Chemeketa Community College prohibits discrimination in the operation of any interscholastic, intercollegiate club, or intramural athletic program offered by the school. If athletic scholarships are offered by the college, Equal Opportunity/Affirmative Action procedures will be specified in detail, in accordance with Title IX guidelines.</p> <p>E. <u>Enrollment</u></p> <p>The college will monitor the proportion of protected class students enrolled. If protected class students are not enrolling in proportion to their numbers in the general population, recruitment efforts will be encouraged. Departments and programs which traditionally serve a single sex will establish a minimum goal of twenty five percent (25%) enrollments of the opposite sex, as is required by Title II of the Vocational Education Amendments of 1972. Goals should not be interpreted as quotas but rather as benchmarks against which the college shall measure its progress in providing equal educational opportunity. The director of Human Resources/Affirmative Action officer and the Campus President, Yamhill Valley/Chief Academic Officer will monitor enrollments, develop procedures, and set realistic timetables for the attainment of enrollment goals.</p> <p>F. <u>Student Organizations</u></p> <p>The executive dean of Student Development and Learning Resources will require the following information from all officially recognized student organization: (1) requirements for membership; and (2) reasons which account for single-group utilization (when this occurs) and a description of procedures used to open membership to other groups. If the executive dean of</p>
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<p>PROCEDURES FOR EQUAL EDUCATIONAL OPPORTUNITY</p>	<p>Student Development and Learning Resources or the director of Human Resources/Affirmative Action officer identifies any organization which discriminates, the college will withdraw its official recognition of the student organization.</p> <p>G. <u>Student Financial Aid</u></p> <p>Financial aid awards are administered by the Financial Aid office of the college. In order to assure the application of neutral criteria to the distribution of financial aid, the dean of Financial Aid will submit an annual report indicating the distribution of financial aid to protected class students.</p> <p>H. <u>Work-Related Experiences</u></p> <p>The Career Center should use nondiscriminatory procedures in the selection of students for part-time employment. This office will assure that no off-campus employer using the college’s employment service discriminates against any qualified student. The CWE/Placement Office will notify all employer organizations or companies of the college’s policy of nondiscrimination and only place students with employers who do not discriminate.</p> <p>VIII. <u>EQUAL OPPORTUNITY/AFFIRMATIVE ACTION COMPLAINT PROCEDURES</u></p> <p>A. <u>Separate Equal Opportunity/Affirmative Action Procedures</u></p> <p>The procedures described in this plan shall be used for complaints related to the college’s Equal Opportunity/Affirmative Action policies, including all the federal/state laws listed in the ASSURANCE STATEMENT, set forth on page 26 of this plan. The designated person at the college for overseeing these complaint procedures is director of Human Resources/Affirmative Action officer.</p> <p>It shall not be used for contract grievances or personnel matters which do not involve charges of discrimination.</p>
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<p>COMPLAINT PROCEDURES FOR EMPLOYEES AND STUDENTS</p>	<p>Applicants will be informed of the existence of complaint procedures and the person to contact for Equal Opportunity/Affirmative Action complaints.</p> <p>B. <u>Orderly and Timely Process</u></p> <p>The intent of the procedure described below is to provide an orderly and timely resolution of discrimination complaints and to provide a full opportunity for internal consideration of problems and potential remedies. None of the time limits or procedures outlined in this plan should be used to deprive a complainant of a fair appeal. Individuals have the option of using internal complaint procedures or filing directly with the Office for Equal Opportunity and Civil Rights.</p> <p>C. <u>Complaint Process</u></p> <p>Initial responsibility for resolving complaints may rest with the complainant and the parties specified in his/her complaint. Failing to reach an agreement at this level, the complainant shall contact the director of Human Resources/Affirmative Action officer, or their designee, who will attempt to resolve the issue with the parties involved.</p> <p>Confidentiality shall be maintained to the extent possible on a strictly “need to know” basis.</p> <p>1) <u>Informal Complaint Procedure</u></p> <p>The informal investigation/resolution process at this point may include: informal discussions with the complainant, the parties specified in the complaint, other individuals with knowledge or information regarding the complaint or actions of the parties specified, or an informal meeting with the complainant and the parties specified to jointly resolve the complaint and/or determine a course of action to eliminate the alleged discrimination.</p> <p>2) <u>Formal Complaint Procedure</u></p> <p>Failing resolution through this informal process, a written complaint shall be forwarded to the director of Human Resources/Affirmative Action officer, who will investigate</p>
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ASSURANCE STATEMENT	<p>other college administrators.</p> <p>The college files federal Standard Assurance Form 424B with all federal grant applications certifying it is in compliance with Federal nondiscrimination statutes: (1) Title IV of the Civil Rights Act of 1964 and as amended in 20 U.S.C. § 1681-1686; (2) Section 504 of the Rehabilitation Act of 1973 and as amended in 29 U.S.C. § 794; (3) The Age Discrimination Act of 1975 and as amended in 42 U.S.C. §6101-6107 and all subsequent amendments; (4) The Drug Abuse and Treatment Act of 1972; (5) The Comprehensive Alcohol Abuse and Alcoholism Prevention , Treatment and Rehabilitation Act of 1970 and subsequent amendments; (6) The Public Health Services Act of 1912 and as amended; Title VIII of the Civil Rights Act of 1968; (7) Any other nondiscrimination provisions in the specific statute(s) under which application for federal assistance is being made; and (8) requirements of any nondiscrimination statute(s) which may apply to the application.</p>
DATES REVIEWED BY CHEMEKETA COMMUNITY COLLEGE BOARD OF EDUCATION	<p>Updated August 1978</p> <p>Updated March 1984</p> <p>Updated April 1993</p> <p>Updated June 2014</p>