Oregon Mortuary and Cemetery Board

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Affirmative Action Plan
July 1 2013 ï June 30 2015

MCB
OREGON MORTUARY & CEMETERY BOARD
Regulating Death Care Facilities & Practitioners in Oregon.

Affirmative Action Plan, July 1 2013 to ï June 30 2015

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I. DESCRIPTION OF AGENCY

A. Mission and Objectives

The mission of the Oregon Mortuary and Cemetery Board (Board) is to protect public health, safety and welfare by fairly and efficiently performing its licensing, inspection and enforcement duties; by promoting professional behavior and standards in all facets of the Oregon death care industry; and, by maintaining constructive relationships with licensees, those they serve and others with an interest in the Board's activities.

The Board was created to carry out the purposes and enforce the provisions of Oregon Revised Statutes (ORS) Chapter 692 and is composed of eleven members appointed by the Governor: two funeral service practitioners, one embalmer, three cemetery representatives, one crematory representative and four public members.

The Board licenses individual death care professionals and the facilities where they work.

The Board's programs affect those who have suffered a loss, those who make final arrangements and those who provide death care goods and services. It is the Board's responsibility to license and regulate the practice of individuals and facilities engaged in the care, preparation, processing, transportation and final disposition of human remains. The Board's licensees include funeral service practitioners, embalmers, apprentices, interns, preneed sales people, death care consultants, funeral establishments, immediate disposition companies, cemeteries and crematories.

The Board is self-supporting and derives its financing from licensing, examination, and death certificate filing fees.

B. Name of Agency Director/Administrator

Michelle Gaines, Executive Director, 971.673.1502

C. Name of Governor's Policy Advisor

Michael J Bonetto, 503.378-3111

D. Name of Affirmative Action Representative

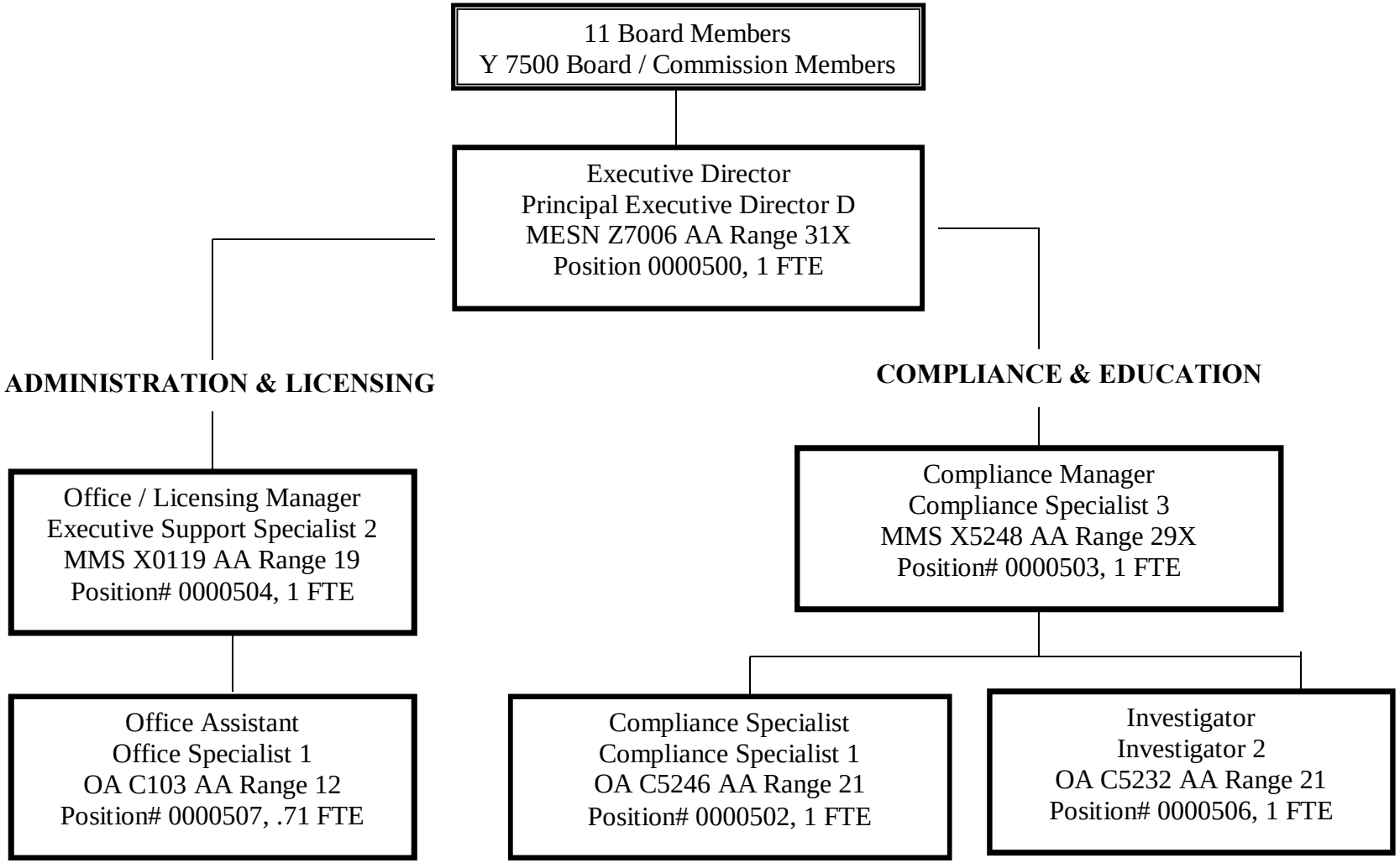
Michelle Gaines, Executive Director, 971.673.1502
Vicki Jorgensen, State HR Management Consultant, 503.378.2105

E. Name of FTE with specific designations in title

None.

F. Organizational Chart

Oregon Mortuary and Cemetery Board Organizational Chart 2013 - 2015



II. AFFIRMATIVE ACTION PLAN

It is the policy of the State of Oregon that employment without discrimination is recognized as and declared to be a civil right. The State of Oregon is committed to achieving a workforce that represents the diversity of Oregon community and is a leader in providing its citizens fair and equal employment opportunity.

Accordingly, the Board shall:

1. Maintain a policy of equal treatment and equality of opportunity in employment for all applicants and employees in its employment decisions, which include, but are not limited to: hiring, promotion, demotion, transfer, termination, layoff, training, compensation, benefits, and performance evaluations.

2. Apply all terms, conditions, benefits, and privileges of employment with the agency to all applicants and employees regardless of race, color, religion, age, sex, sexual orientation, marital status, national origin, political affiliation, disability, or any other reason prohibited by the law or policy of the state or federal government.

3. Adopt and disseminate the Board Affirmative Action Plan that describes the affirmative action being taken by the agency to ensure equity of employment in a work environment that is free from discrimination.

A. <u>Agency Affirmative Action Policy Statement</u>

The Board is committed to achieving a work force that represents the diversity of Oregonôs population and to providing fair and equal employment opportunities. The Board is committed to an affirmative action program that provides equal opportunities for all persons regardless or race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. The Board provides an environment for each applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individualôs race, color, religion, gender, sexual orientation, national origin, age, marital status or disability. The Board employment practices are consistent with the Stateôs Affirmative Action Plan Guidelines and with state and federal laws, which preclude discrimination.

1. Agency Affirmative Action Policy Statement for Individuals with Disabilities

The Board will not discriminate, nor tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant for employment is qualified.

The Board to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disabilities in all human resources selection and decision

practices, such as: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. The Board also continues to administer these practices without regard to race, color, religion, gender, sexual orientation, national origin, age, marital status or disability. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this policy.

2. Agency Affirmative Action Policy Affirmative Action Policy for Members Uniform Services (ORS 659A.082)

The Board will not discriminate or tolerate discrimination, against any employee because they are a member of, apply to be a member of, perform, has performed, applied to perform or have an obligation to perform service in a uniformed service.

It is also the policy of the Board to provide an environment for each applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of individualôs race, color, religion, gender, sex, sexual orientation, marital status, national origin, age, familial status or disability.

3. Dissemination of the Affirmative Action Policy and Affirmation Action Plan

The impact of the Affirmative Action Plan can be fully realized only to the extent that its provisions are known by those who must apply it and those who benefit from it. With this in mind, the following describes methods used to disseminate the information both internally and externally.

The responsibility for dissemination of the agencyôs Affirmative Action Policy Statement and Affirmative Action Plan has been delegated to the Affirmative Action Representative/Officer. Such communication is both internal and external, and will include, but is not limited to:

a. <u>Internal Dissemination</u>

A statement from the Director/Administrator to all employees communicating the existence of the plan in order to:

i. Be aware of the plan and can avail themselves of its benefit; and

ii. Be aware of individual responsibility for effective implementation of the plan.

iii. Conduct special meetings with management and supervisory personnel in which the Director/Administrator shall explain the intent of the Affirmative Action Plan and clearly communicate the

Directorôs/Administratorôs personal commitment to and support of equal employment opportunity;

iv. Distribute the plan to all managerial and/or supervisory staff who have the authority to recruit, hire, train, and/or promote;

v. Review with each manager and/or supervisor their responsibility for achieving the agencyôs affirmative action goals and objectives and provide other relevant affirmation action information throughout the year.

vi. Include the Affirmative Action Policy Statement, Affirmative Action Plan and Grievance Procedure as part of each new employeeôs orientation;

vii. Post the agencyôs Affirmative Action Policy Statement and Grievance Procedure on the employeeôs bulletin board; and

viii. Post the agencyôs Affirmative Action Policy Statement, Affirmative Action Plan, and Grievance Procedure on agencyôs website.

ix. Distribute the agencyôs Affirmative Action Policy Statement, Affirmative Action Plan and Grievance Procedure to any employee upon request.

b. External Dissemination

i. All recruitment announcements, applications for employment, and newspaper will contain the phrase, ñAn Equal Opportunity Employer;ò

ii. The Board Affirmative Action Plan is posted on the agencyôs Internet site and made available to the public upon request.

iii. Provide copies of the agencyôs Affirmative Action Policy Statement, Affirmative Action Plan and Grievance Procedure to any person, including job applicants, upon request;

iv. Notify all bidders, contractors, subcontractors and suppliers of the agencyôs affirmative action policy. Notices shall include a statement that the agency will not knowingly do business with any bidder, contractor, subcontractor, or supplier of materials that discriminates against members of any protected class.

4. Monitoring and Reporting System

The Affirmative Action Representative will monitor the Affirmative Action Plan on a continual basis. Monitoring will include, but not be limited to:

a. Monitoring the auditing and reporting system. Reporting and auditing includes:

   i. The maintenance of accurate and up-to-date records on all applicants, hires, promotions, transfers, and terminations by sex, race, and EEO-4 categories;

   ii. The review of all promotions, transfers, and terminations to be certain that all employees are treated fairly and equitably; and

   iii. The review of all selection, promotional, and training procedures to ensure non-discriminations in practice

b. Report annually to the Director/Administrator/Board on the effectiveness of the affirmative action program, progress and efforts made toward accomplishing affirmative action goals, and planned action and recommendations for improvement, if necessary.

c. Review the effectiveness of managers and supervisorôs efforts in achieving affirmative action goals and objectives as a key consideration in the performance appraisal system as required by ORS Ch. 240.

d. Prepare updates and evaluations of the Affirmative Action Plan to be submitted to the Governorôs Affirmative Action Office as required. An Affirmative Action progress report will also be prepared and submitted as part of the agencyôs budget submission.

5. Complaint Process regarding Discrimination or Harassment

The complaint procedure provides a method of resolving complaints involving violation of the Board nondiscrimination policy within the agency. Employees, applicants and eligibles are encouraged to use the complaint process. Retaliation, coercion, reprisal, or intimidation against a person who has filed a complaint either internally or through an outside enforcement agency or other legal channels or serving as a witness is prohibited.

a. <u>Informal Complaint Process</u>

   An employee may notify the Affirmative Action Representative/Officer of an issue or concern regarding discrimination in order to raise awareness or put the agency on alert without filing a formal complaint. In these situations:

i. The employee may ask the Affirmative Action Representative/Officer to keep the matter and identify of the employee confidential. (The agency will comply with the request, if possible.)

ii. The employee will sign documentation stating that he/she wishes his/her identity to remain confidential.

iii. The discussion will be documented.

iv. The Affirmative Action Representative/Officer will review the information and notify management at the level sufficient to maintain confidentially of the employeeôs identity when it is determined that action is necessary to correct the problem or to prevent a reoccurrence in similar situations.

v. The Affirmative Action Representative/Officer will offer suggestions to management on preventable actions such as training and changes in environment.

b. Internal Complaint Process

i. Any individual who believes he/she has been subjected to unlawful discriminatory actions may file a complaint within 30 calendar days of the alleged incident.

ii. Represented employees may file a complaint either through the Collective Bargaining Agreement grievance procedure or by using the procedures provided by the agency.

iii. An employee may submit a written complaint to Affirmative Action Representative/Officer that explains the basis for the complaint, identifies the alleged discriminating party or parties, the date the discriminatory action(s) occurred, and specifies the relief requested.

iv. Affirmative Action Representative/Officer will review/investigate the complaint and provide the complaint written notification of the findings within 30 days or upon completion. If additional time is needed for investigating the allegations or to issue a report of the findings, the agency will notify the employee in writing of the need for additional time.

v. If the investigation substantiates the complaint, appropriate corrective action will be initiated, include discipline if warranted.

c. External Complaint Process

If an employee is not satisfied with the complaint process within the agency and wishes to appeal to an agency decisions may contact one of the organization listed below. Nothing in this policy prevents any person from filing a grievance in accordance with the Collective Bargaining Agreement or a formal complaint with the Bureau of Labor and Industries (BOLI) or Equal Employment Opportunity Commission (EEOC). However, some collective bargaining agreements may require an employee to choose between the complaint procedure outline in the agencyôs guideline for filing a BOLI or EEOC complaint.

Oregon Bureau of Labor and Industries - Civil Rights Division
State Office Building
800 NE Oregon Street, MS# 32, Suite 1070
Portland, OR 97232
Phone Number: 503.731.4874
Fax Number: 503.731.4069

The Oregon Bureau of Labor and Industries - Civil Rights Division is the Oregon state equivalent of the federal EEOC. As a designated Fair Employment Practices Agency (FEPA), the Oregon Bureau of Labor and Industries - Civil Rights Division may coordinate operations with the EEOC under a work-share agreement. Furthermore, the Oregon Bureau of Labor and Industries - Civil Rights Division investigates state claims that are not covered by federal law or exceed the basic protections of federal law. Individuals filing a charge of discrimination with the EEOC should also file a copy of the charge with the Oregon Bureau of Labor and Industries - Civil Rights Division.

Eugene **Oregon Bureau of Labor and Industries** 1400 Executive Parkway, Suite 200 Eugene, OR 97401 Phone Number: 541.686.7623	**Portland** **Oregon Bureau of Labor and Industries** 800 NE Oregon Street, Suite 1045 Portland, OR 97232 Phone Number: 971.673.0761
Pendleton **Oregon Bureau of Labor and Industries** 1327 SE 3rd Street Pendleton, OR 97801 Phone Number: 541.276.7884	**Salem** **Oregon Bureau of Labor and Industries** 3865 Wolverine Street NE; E-1 Salem, OR 97305 Phone Number: 503.378.3292

Governor's Office of Diversity & Inclusion/Affirmative Action
255 Capitol Street NE, Suite 126
Salem OR 97301
503-986-6524 phone
Website: www.oregon.gov/gov/GovAA/Pages/index.aspx

U.S. Equal Employment Opportunity Commission
Seattle Field office EEOC Office/ Federal Office Building
909 First Avenue, Suite 400
Seattle WA 98104
Phone Number: 206.220.6883 Phone Number: 206.220.6882 (TDD)
The EEOC does not maintain an office in Oregon. The Seattle Field Office is open Monday ï
File a Charge of Discrimination: http://www.eeoccomplaint.com/

Department of Labor, Office of Federal Contract Compliance (OFCC)
1315 SW Fifth Avenue, Suite 1030
Portland OR 97201
Phone Number: 503.326.4112

The U.S. Department of Labor
Pacific Regional Office 71 Stevenson Street, Suite 1700
San Francisco CA 94105
Phone Number: 503.848.6969

The Civil Rights Office of Health & Human Services
Office of Civil Rights, Region D
2201 Six Avenue, Mail Stop RX-11
Seattle WA 98121
Phone Number: 206.615.2290 Phone Number: 206.615.2296 (TDD)

The Board remains committed to its policy on Affirmative Action and Equal Opportunity and to a rigorous and active affirmative action program. My personal commitment to these ideas is represented in the Affirmative Action Plan. Likewise, the Plan represents the Board commitment to equal opportunity and affirmative action in employment and public service consistent with all applicable federal and state laws, including, but not limited to: Executive Order 11246; Title VII of the Civil Rights Act of 1964; Sections 503 and 504 of the Rehabilitation Act of 1974; the Vietnam Era Veterans Readjustment Assistance Act; and the Americans with Disabilities Act. This Affirmative Action Plan has my complete authorization and commitment.

_____ _____

Director Signature on file Date

If you have any questions regarding the agencyôs Affirmative Action Plan please contact the Affirmative Action Represented listed below.

Michelle Gaines, Affirmative Action Representative
Oregon Mortuary & Cemetery Board
971-673-1503
Michelle.gaines@state.or.us

B. Agency Diversity & Inclusion Statement

The Oregon Mortuary & Cemetery Board provides a leadership culture that fosters and embeds Diversity and Inclusion throughout its operations, both internally with staff and externally with public members, stakeholders and/or partners by increasing diverse and multi-cultural perspectives, improving business and service delivery outcomes, increasing certified firm contracting inclusion, improving individual and organizational cultural competences, improving organizational accountability, maximizing taxpayer dollars, and improving public confidence and community relations.

C. Training, Education, Developmental Plan (TEDP)

1. Employees

The Board recognizes that its employees are its greatest resources. Investing in employee development and enhancing employee knowledge, skills and abilities is one of the agencyôs highest priorities.

Continued professional development and training opportunities ensures that employees are provided with the skills needed to excel in their work, and therefore be retained in the agency. The Board uses a variety of approaches to establish a climate that supports continuous learning and development through the following:

a. Establish clear paths for acquiring the skills, knowledge, and experience that employees need for their continuing learning and career development.

b. Establish developmental opportunities for employees, such as detail assignments and leadership training, to give everyone interested in a chance to participate in assignments that prepare them for high-level positions.

c. Use a variety of ways to provide training and developmental experience for employees such as:

i. Using webinars and other interactive and on-line training technologies,

ii. Using internal and external training course,

iii. Establishing individual needs and training requests during year evaluations, and

iv. Career development programs.

Provide training opportunities for all employees. Through investments in training, the Board reflects the value we place on our employees and support employee interest in keeping their skills updated in order to remain competitive.

d. Mentoring Program ï The Board is encouraging managers and supervisors to become mentors. The Board is strongly encouraging senior managers to mentor employees especially those from different cultural, racial, or academic background.

e. Job Rotation ï Provide the employee the opportunity to explore new assignments or jobs and to provide agencies the opportunity to enhance employee development to make more effective use of staff:

   i. Developmental rotation provides the employee the opportunity to acquire new skills.

   ii. Career enrichment rotation provides the employee the opportunity to use existing skills in a different setting.

f. ñDiscrimination and Harassment-Free Workplaceò and ñMaintaining a Professional Workplaceò Training ï Each biennium **all** staff attends a mandatory training on respectful workplace. This training focuses on statewide and agency policies regarding discrimination and harassment free workplace. It emphasizes the prohibited conduct, the complaint or reporting procedure, and where staff can readily access this information for future reference.

g. New Employee Orientation ï Effectively orienting new employees to the agency and to their positions is critical to establishing successful, productive working relationship. The Board strives to ensure the employeeôs first interaction with agency personnel is a positive experience. The Board provides the following information to the new employee:

   i. Affirmative Action Policy and Affirmative Action Plan
   ii. Agencyôs expectation of employee
   iii. Agencyôs mission and objectives
   iv. Discrimination and Harassment-Free Workplace Policy;
   v. Employee Services
   vi. Performance Evaluation Process
   vii. Professional Workplace Policy;
   viii. Roles and Responsibilities/Position Description
   ix. Safety
   x. Training, Educational, and Developmental Plan

h. Leadership Oregon ï If financial resources allow The Board will support and provide an employee the opportunity to participate in Leadership Oregon program. This program enhances the professional development of the State of Oregon employees through an interactive and practical curriculum that expands an awareness of self, state government and local communities while promoting pride in public service.

No Cost Trainings

Due to limited financial resources available, the Board will be utilizing some of these training courses that are available through Department of Administrative Servicesô iLearnOregon system. These training courses from items ñKò thru ñOò are available to state agencies and their employees free of charge. iLearnOregon Website:

https://ilearn.oregon.gov/Kview/CustomCodeBehind/Base/Login/Login.aspx

i. OSHA Safety and Health Management Basics ï The Oregon OSHA online training discusses seven critical areas of a successful occupational safety and health program. The Board employees will learn to develop proactive program using methods that do work.

- Subjects include: top management commitment, accountability, employee involvement, safety committees, hazard identification and control, accident investigation, and continuous safety improvement.

j. SAIF ï Crisis Intervention: ñManaging Conflict in the Workplaceò ï Conflict exists in every organization. While it is not possible to avoid all employee conflicts, there are ways to effectively manage situations. During this training, discussion on prevention strategies, the crisis cycle, and appropriate interventions. (This is a classroom course)

k. Sustainability in the Workplace ï The principle of sustainability is the heart of what makes and keeps Oregon such a special place to live. It is also an integral part of the Governorôs efforts to revitalize Oregonôs economy and improve state government. This training will take our knowledge of sustainability beyond an introduction. It provides an overview of the principles and concepts of sustainability and a framework for additional learning and decision-making.

l. Information Security Training (DAS)

- Acceptable Use of Information Assets Policy: The purpose of the Acceptable Use Policy is to inform users of DAS technology assets of the appropriate and acceptable use of information, computer systems and devices, telecommunications devices, and other office technology.

Other Learning Opportunity

Diversity in the workplace education is quickly becoming more valuable to the Board. It is more than just ñinclusionò, a commitment to workplace diversity awareness helps the Board create a satisfactory, safe and meaningful work environment in which employees thrive. Through diversity awareness program inclusive of human characteristics such as race, spirituality, gender, sexual orientation or status as a person with disability, the Board demonstrate to its employees that they are seen, recognize and valued. By incorporating these types of strategies into our training and developmental curriculum it allows the Board to attract and retain skilled and talented workforce.

a) ñAddressing the Generational Differences in the Workplaceò ï To heighten awareness and understanding of the generalized differences among generations, in order to decrease misunderstandings, conflicts, stress, discomfort, frustration, and miscommunication, and to increase effectiveness in the workplace without reinforcing stereotypes.

b) ñConversation on Race Relationsò ï The training topic will provide an opportunity for employees to discuss issues in the area of gender, race, socio economic, disability and others issues of diversity. The Board will be contacting the trainer (Mr. Johnny Lake) to discuss this training topic. Mr. Lake is a trainer in programs focused on leadership, diversity, community-building, and cultural competency. The Board will also be researching other resources to support and share with its employees.

c) Cultural Competency Video ï StirFry video is so unique to its approach in how we value and observe each otherôs communication. The ómindfully listeningô, which means being attentive to the subtleties in each communication, such as intent and impact. The Board will facilitate the viewing of these video with a trained facilitator. Employees will have an opportunity to view the video, discuss the video and its impact to them and facilitate another discussion six months after the initial viewing to ensure that employees are not left with unanswered questions regarding communication and cultural issues.

- ñColor of Fear,ò by Lee Mun Wuh - is an insightful, groundbreaking film about the state of race relations in America as seen through the eyes of eight North American men of Asian, European, Latino and African descent. In a series of intelligent, emotional and dramatic confrontations the men reveal the pain and scars that racism has caused them. What emerges is a deeper sense of understanding and trust. This is the dialogue most of us fear, but hope will happen sometime in our lifetime. (1995, 90 minutes)

- *"Last Chance for Eden,"* by Lee Mun Wuh - is a documentary about nine men and women discussing the issues of racism and sexism in the workplace. They examine the impact of society's stereotypes on their lives in the workplace, in their personal relationships and within their families and in their communities. In the course of their dialogue, they also explore the differences and similarities between racism and sexism - an area that has seldom been researched, but has heatedly become a very important issue needing to be understood and dealt with.

d) ñPreventing and Minimizing Exposure to Lawsuitsò: training for key employees to minimize and avoid the actions that cause, and may even encourage, expensive employee lawsuits. Most lawsuits are caused by the unknowing or careless actions of managers and supervisors. This training will provide information in how to avoid and prevent lawsuits in the workplace.

<u>Continuing Learning Opportunity</u>

To continue learning about diversity and cultures within our workforce the following are some of the recommended books from several speakers that have participated in state government sponsored trainings.

1. Angelou, Maya. *I Know Why the Caged Bird Sings.* Bantam Books, 1983.
2. Dickerson, Debra. *An American Story.* New York, NY: Pantheon Books, 2000
3. Fanon, Frantz. *Black Skins, White Masks.* Grove Press, 1991.
4. Kochman, Thomas. Black and White Styles in Conflict. Chicago: University of Chicago Press, 1983.
5. McBride, James. *The Color of Water.* Riverhead Books, 1997.
6. McCall, Nathan. *Makes Me Wanna Holler: A Young Black Man in America.* Vintage Books, 1995.

7. Meeks, Kenneth. *Driving While Black*. Broadway Books, 2000.
8. Reed, Cecil and Donovan Priscilla. *Fly in the Buttermilk*. Iowa City, IA: University of Iowa Press, 1993.
9. Robinson, Randall N. *The Debt: What America Owes to Blacks*. Plume, 2001.
10. Santiago, Esmeralda. *When I Was Puerto Rican*. Vintage Books, 1994.
11. Tatum, Beverly D. *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books, 1999.
12. West, Cornell. *Race Matters*. Vintage Books, 1994.
13. Wilson, M. and Russel, K. Divided Sisters: Bridging the Gap Between Black Women and White Women. New York, NY: Anchor/Doubleday, 1996.
14. Amsterdam, Boston, *The Diversity Scorecard: Evaluating the Impact of Diversity on Organizational Performance,* Elsevier Science/Butterworth-Heinemann; 2003.
15. Rikleen, Lauren, *Ending the Gauntlet: Removing Barriers to Women's Success in the Law - by Managing Differently* – James O. Rodgers,
16. Aguilar, Leslie Multicultural Customer Service: Providing Outstanding Service Across Cultures, Linda Stokes McGraw-Hill, Inc, Times Mirror Press -
17. Phil Rubio, *A History of Affirmative Action, 1619-2000*
18. Poverty & Race Research Action Council: http://www.prrac.org/
19. Civil Rights Coalition for the 21st Century: http://www.civilrights.org/
20. Americans for a Fair Chance: http://fairchance.civilrights.org/
21. National Center for Fair and Open Testing: http://www.fairtest.org/
22. Journal of Blacks in Higher Education: http://www.jbhe.com/

2. Volunteers

The Board provides a copy of the agencyôs Affirmative Action Policy and Affirmative Action Plan to all Volunteers. Agency also reviews the statewide policies on ñDiscrimination and Harassment-Free Workplaceò and ñMaintaining a Professional Workplaceò policies with Volunteers.

3. Contractors/Vendors

The Board provides a copy of the agencyôs Affirmative Action Policy and Affirmative Action Plan to all Contractors/Vendors. Agency also reviews the statewide policies on ñDiscrimination and Harassment-Free Workplaceò and ñMaintaining a Professional Workplaceò policies with Contractors/Vendors.

D. Programs

The following activities play a major role in moving the agency towards its affirmative action goals and objectives as well as build a foundation for future efforts to diversity the workforce.

1. Internship Program

   a. **School-to-Work** ï It is the policy of the State of Oregon that we, as the an employer, recognize the importance of enhancing work-based learning opportunities through creating and maintaining relationships with public and private schools that promote an effective and efficient workforce in state government through a School-to-Work: Career-Related Learning Program. The Board will develop an agency plan which promotes participation in and support of work-based learning activities for students and educators. The plan may allow employees the flexibility to participate in associated activities offsite and not directly work-related.

      The Board will update its Affirmative Action Plan in the current reporting period to provide information about its developments in this program. The Board will provide the following information:

      i. How many students participated in the program?
      ii. How many schools participated in the program?
      iii. Project information students have been involved in.

   b. Willamette MBA Program

      i. Practical Application for Careers and Enterprises Consulting in Non-Profit and Public Organizations (PACE) ï The **PACE** partnerships focus on three key frameworks: (1) provide Atkinson MBA candidates with experimental projects that apply discipline understandings, (2) add value to partnering organizations that consequential and needed, (3) provide volunteer service hours to the partnering organizations that adds value and gives relevance to the candidate.

   c. **Ready to Learn, Ready to Work** (A Salem Keizer School Districts Program: Oregon graduation requirements encompass skill sets (Career Related Learning Standards and Essential Skills) that provide a foundation for success following high school graduation. These skill sets include written and verbal

communication skills, problem solving, critical thinking, personal management and teamwork; skills that the working environment uses everyday. These requirements and skills apply across curriculum disciplines and can be demonstrated in a variety of settings.

Website: http://workandlearnnow.com/web/employers/

Todayôs students are the workforce of tomorrow. To prepare the next generation of well educated employees; connecting students to the business community is vital. Below are some of the opportunities the program provides for state agencies to participate:

i. **Informational/Mock Interviews** ï Provide an opportunity to explore a particular occupation and gather information about the necessary preparation, required knowledge, and other interesting facts. Informational interviews help students broaden their vision of career fields, gain exposure to different adult role models and understand connection between school, work, and achieving goals. During interview, the employer provides the student with a glimpse of what their career is like, the necessary training and workplace requirements. The student will be prepared with a set of questions. The employerôs role is to share information and insights about their career.

ii. **Guest Speaker** ï Provide an opportunity for a classroom of students to hear firsthand about a particular occupation, the necessary preparation and required knowledge the occupation requires and other interesting information from current practitioner in the field.

iii. **Job Shadow** ï Provide an opportunity for students to spend four or more hours with one or more employees at a job site. Employers introduce students to potential careers by allowing them to observe the jobs of individual workers while shadowing their daily routines and activities. They provide students with a look at the world or work and the range of career opportunities available to them. Employers should provide general information about their jobs, required skills, education and training requirements.

iv. **Mentorship** ï Mentorship is a formal relationship between a student and a worksite role model who provides support and encouragement to the student. Mentorships maybe academic, tutorial, or guidance based. Through this

relationship, a student can learn specific information about the rules and expectations of the workplace and develop useful work related and social skills. A mentorship reinforce the studentôs academic program at school. This kind of learning experience can vary in length of duration and frequency of contact.

v. **Site Visit** ï Provide an opportunity for students to explore career and the world of work by visiting a business where they will observe and ask questions about careers, skills, and tasks performed by the company. The site visits introduce students to potential careers by allowing them to view an organizationôs daily routines and activities.

vi. **Work Experience/Internship** ï Involves a formal training plan between the school and the agency that outlines the skills the students is expected to learn and demonstrate at the workplace. The hours to be worked, classroom goals, and worksite goals and objectives are determined by the teacher, worksite supervisor and student.

2. Community Outreach Programs

The Board greatest strength is the quality of and diversity of our employees who differ in age, gender, race, nationality, sexual orientation, and religious beliefs and operates across multiple cultures and languages. The Board encourages its employees to participate in various organizations with the community its serves. The Board is committed to fostering a collaborative working relationships with our local organizations to various initiatives, such as:

a. Regular contact with local groups representing the protected classes.

b. Affirmation to such groups that the agency is an equal employment opportunity employer.

c. Sharing job opportunities with local ethnic organizations, local ethnic chambers, tribes, faith-based organizations, local ethnic newspapers, etc. in a timely manner.

d. Ensure protected classes personnel are aware of promotional opportunities as they arise.

3. Diversity Awareness Program

To achieve workforce diversity, the Board is positioning itself with a strong commitment to its agencyôs affirmative action program. This includes strong leadership support from our top leadership and commitment to provide necessary resources, people and funding of new program initiatives.

a. Continued support from leadership that creates an environment of inclusion, which values differences.

b. Continued management involvement in planning and conducting affirmative action/equal employment opportunity activities.

c. Ensure that employees are an integral part in the design of the Board efforts to plan and conduct affirmative action/equal employment opportunity and diversity activities.

d. Widely disseminate the Board Affirmative Action Plan goals throughout the agency and encouraging managers to conduct targeted recruitment in support of these goals.

e. Assign adequate resources to the affirmative action/equal employment opportunity activities. The Board will continue to revisit its budget to identify resources for its affirmative action/equal employment opportunity activities.

f. Train managers and supervisors in their affirmative action/equal employment opportunity responsibilities as well as educating them with the existing personnel and administrative tools to help them carry out their responsibilities in these areas.

g. Evaluate training resources in intercultural communication to address the communication style across cultures and generational differences within the Board.

h. **Diversity Bulletin Board** ï To bring awareness to the agencyôs workforce, the Board provides a diversity bulletin board for employees share diversity and cultural information with one another. The Board also post the Governorôs monthly diversity proclamations, diversity activities and projects, diversity calendar of events and other community activities, etc.

i. **Art-on-Loan Program** - The Oregon Youth Authority (OYA) youth produce paintings, masks, woodwork, metalwork, sculpture, and other works. In their own way, they are hoping to give back to Oregonians by loaning these artworks out for display. They would like to share their culture and their personal message, even for just a week weeks.

This project is part of creating a welcoming environment by using artwork in various forms that project the diverse cultures in state government as well as project to the public it serves. Using these artwork will exhibit variation of media form other than the institutionalize posters.

The Art on Loan project will allow the Board to use the artwork from this project at no cost to the agency, however the agency will have the options to purchase these artwork for their own facility use after the artwork has completed its circulation through other state agencies.

E. Update: Executive Order 08.18

1. Cultural Competency Assessment and Implementation Services

Cultural Competency Assessment and Implementation Services ï is a proactive management strategy designed to identify best practices and reduce any discriminatory behaviors that may exist within the Commission. Through an assessment the Board will enable itself to address: the creation of a climate of increased awareness; appropriate identifying and responding to cultural and language barriers for the Board employees and the public; a common understanding of how all members of the organization should be valued and respected; a promotion of managerial skills among diverse employees; an understanding of the roles of the Board management and employees in creating a welcoming environment and the improve of the Board employee morale.

In lieu of funding resources the Board is implementing creative initiatives to ensure that is positioned itself with a strong commitment to its agencyôs affirmative action program. This includes strong leadership support from our top leadership and commitment to provide creative program initiatives.

2. Statewide Exit Interview Survey

In our goal to continue to make the Board the "Employer of Choice", the survey will allow the employee to share their honest opinions regarding their work experience with the agency. As employees change agencies or depart from state employment, the Board is interested in how employees view their tenure and what information and suggestions they can provide related to their experience. The survey covers issues such as: benefits; working conditions; opportunities for career advancement; the quality and quantity of the workload; and relationships with co-workers and supervisors.

The Board will run periodic reports to review the results collected and perform a data analysis. The data analysis will provide an understanding of how much of the voluntary turnover is preventable and how much is non-preventable. This data represents an essential piece of information that is fundamental in the data analysis. If the analysis identifies a negative opinion regarding the agencyôs workplace environment, the Board will use this information as an opportunity to make changes to improve the work environment for the current employees, and improve job satisfaction.

Data obtained from employees leaving the agency provides information critical to:

1. Assess workplace deficiencies;
2. Enhance the work place;
3. Improve employee retention;
4. Achieve a diverse workforce through workforce planning; and
5. Improve any negative feedback from the survey.

The result of the data analysis will be reviewed with the agency Director/Administrator for any corrective action and approve program strategies to implement that will help retention of skilled and valued employees.

3. Performance Evaluations of All Management Personnel

The Board has incorporated affirmative action objectives as a key consideration for the managerôs or supervisorôs performance evaluation. Specific examples of the managers and supervisors affirmative action objectives and diversity successes and achievement are described below. Management personnel will receive an annual performance evaluation to asses whether they are meeting its affirmative action objectives. Any goals or work plans for future performance will be outline in the evaluation.

Sample affirmative action duty descriptions:

a. Understand Equal Employment Opportunity (EEO), Affirmative Action (AA), Diversity and Cultural Competency principles, and the agencyôs AA Plan goals and objectives. Develop and implement strategies to meet goals and objectives; and report annual efforts, successes and/or accomplishments during the period.

b. Review hiring, transfers, promotional, developmental/rotational or training practices and procedures to identify and remove barriers in the attainment of the agencyôs affirmative action goals and objectives.

c. Make hiring, transfer and promotional decisions in support of agencyôs affirmative action goals and objectives. Engage in appropriate recruitment efforts designed to reach agencyôs affirmative action goals and objectives.

d. Promote and foster a positive work environment within the agency programs concerning EEO, AA, Diversity and Cultural Competencies by ensuring employees are aware and follow agency policies and procedures, and address work-related issues and/or concerns immediately and take appropriate action if necessary.

e. Attend EEO, AA, and other diversity-related training to provide leadership to staff by being aware of diversity and cultural issues. This also includes supporting employees to attend such programs for further professional development.

f. Ensure information regarding EEO, AA and Americans with Disabilities (ADA) information is properly displayed on the appropriate boards at the worksites(s).

Ref: 659A.012 State agencies to carry out policy against discrimination in employment; evaluation of supervisors; affirmative action reports. (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 managerôs or supervisorôs effectiveness in achieving affirmative action objectives as a key consideration of the managerôs or supervisorôs performance.
(2) 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, age or disability, every state agency shall be required to present the affirmative action objectives and performance of that agency of the current biennium and those for the following biennium to the Governor of the State of Oregon and to the Legislative Assembly. These plans shall be reviewed as part of the budget review process.

F. Status of Contracts to Minority Businesses (ORS 659A.015)

The Board did not award any construction, service, or personal service contracts to minority businesses during the 2009-2011 biennium. The Board posts all competitive contracts on the stateôs ORPIN system to ensure that the pool of responders is as varied as possible and all qualified responders are given fair and equal consideration. The Board does not have any contracts that exceed $5,000 with minority businesses.

III. ROLES FOR IMPLEMENTATION OF AFFIRMATIVE ACTION PLAN

A. Responsibilities and Accountabilities

The Board is committed to equal employment opportunity and maintains an active interest in the attainment of affirmative action goals and objectives. The Board strategy is to create a work environment and employment opportunities that attract and retain diverse and skilled workforce. The success of the affirmative action program depends upon the commitment and leadership of employees at all levels in the organization. As such, affirmative action goals and objectives are contained in all management position description.

The Board provides overall direction and resources to support the Affirmative Action Plan. The Board will foster-- and promote to employees-- the importance of a diverse workplace free from discrimination and harassment. The Board is committed to the use of Affirmative Action precepts in hiring employees and in making appointments to its membership. The Board will continue its implementation of the Affirmative Action Plan by exercising impartial and unbiased evaluations of future employment applications and interviews.

1. Director/Administrator

The Director/Administrator plays a leadership role in dedicating the agency to a policy of equal employment opportunity and conveying a sense of that commitment both within and outside of the organization. The Director/Administrator has overall responsibility for implementing and monitoring the Affirmative Action Plan and for ensuring compliance with all applicable federal and state laws, rules and regulations.

a. Foster and promote the importance of a diverse and respectful workplace.

b. Periodically review the Affirmative Action Plan and progress toward meeting the agencyôs affirmative action objectives; and

c. Meet with the Affirmative Action Representative to review equal employment opportunity and affirmative action objectives. Provide guidance to the Affirmative Action Representative to ensure the agencyôs effectiveness in meeting its affirmative action program, and approve strategies for meeting objectives;

d. Recognize policy needs and initiate necessary changes.

e. Ensure managers and supervisors understand they are responsible for participating in and promoting affirmative action activities and for communicating this same responsibilities to their subordinates managers and supervisors. The effectiveness of managers and

supervisors in promoting affirmative action activities, goals, and objectives for the Board will be included in the annual performance appraisal.

2. Managers and Supervisors

ñTo achieve the public policy of the State of Oregon for persons in the sate 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 in the evaluation of all management personnel the managerôs or supervisorôs effectiveness in achieving affirmative action objectives as a key consideration of the managerôs and supervisorôs performance.ò

a. Foster and promote to employees the importance of a diverse, and discrimination and harassment free workplace through day-to-day interaction with employees and through discussion with staff about the agencyôs Affirmative Action Plan, activities, goals and objectives.

b. Assure assigned managers and employees understand their rights and responsibilities in achieving a welcoming work environment free from discrimination and harassment.

c. Promote the State of Oregon as an equal employment opportunity, affirmative action employer committed to a workforce diversity in speeches and conversations with businesses and communities regarding employment with the State.

d. Review the Board affirmative action goals and objectives on a regularly basis to be aware of and consider ways to contribute toward achieving the goals and objectives. Review and consider the agencyôs affirmative action hiring goals in filling job vacancies.

e. Ensure that implementation of affirmative action activities are carried out as they apply to their unit, including the non-discriminatory administration of client services.

f. Ensure that individuals involved in agency processes needing materials in alternate format (large print, computer disc, Braille, audio tape, and/or oral presentation) receive material in the appropriate format;

g. Attend and encourage employees to attend diversity, cultural awareness, and affirmative action information session;

h. Assure that all staff are aware of the Affirmative Action Policy Statement and Affirmative Action Plan, particularly as it applies to their unit, and maintain and maintain a copy of the Plan readily available for employees to review; and

i. Ensure that all employees, including minorities, women, persons with disability, and other protected persons, are provided an opportunity to participate in agency-sponsored education, training, and social activities.

3. Affirmative Action Representative/Officer:

The Affirmative Action Representative/Officer is responsible for implementing and maintaining the agencyôs affirmative action program and is accountable to the Director/Administrator.

i. Develop and disseminate the Affirmative Action Plan, including the agencyôs Affirmative Action Policy Statement, and monitor progress and prepare annual updates and modifications, as needed;

ii. Develop and monitor internal and external communication of the agencyôs Affirmative Action Policy and Affirmative Action Plan to keep staff informed.

iii. Develop and advise employees and job applicants of discrimination grievance procedures. Accept and investigate all sexual harassment and/or discrimination grievances or complaints filed either internally or externally and make recommendations for appropriate actions;

iv. Serve as the agencyôs liaison with governmental agencies responsible for the enforcement of civil rights and fair employment laws and regulations;

v. Assist in implementation and review of the internal monitoring and review system, using standardized reports and statistical data to measure the effectiveness of the agencyôs affirmative action program, and indicate the need for remedial action;

vi. Contact community organizations and persons representing minorities, women and persons with disabilities and share information on available agency recruitments;

vii. Identify the need for, assist in the development of, and in some instances, conduct affirmative action information session for managers, supervisors and employees;

viii. Share information to management staff on the latest developments on affirmative action issues, including legal decision and their possible impact;

ix. Report to the Director/Administrator/Board any policies or practices that have adverse impact on minorities, women and persons with disability, and any other protected or underrepresented group, or present barriers to equal employment opportunity;

x. Periodically review personnel policies and procedures to ensure they reflect the agencyôs affirmative action commitment;

xi. Periodically audit minimum job requirements, training programs, and promotion and transfer actions to assure non-discriminatory practices;

xii. Conduct periodic reviews to assure EEO posters, the Affirmative Action Policy Statement, and Alternate Format poster are properly displayed; and

xiii. Assist in conducting ñexit interviewsò of employees leaving the agencyôs concerning work climate and affirmative action issues.

IV. July 1 2010 – June 30 2012

A. Accomplishment & Progress Made or Lost Since Previous Biennium

Category	2009 - 2011	2011 - 2013	Explanation
People of Color	0 lost 0 gained 2 retained	1 lost 1 gained 2 retained	Board Member term limits applied. Active support for keeping our diverse workforce and Board representation intact.
Women	1 lost 3 gained 8 retained	3 lost 1 gained 8 retained	
Disabled	0 lost 0 gained 0 retained	0 lost 0 gained 0 retained	

The Board continued to strive to create a culturally diverse staff through the employee recruitment process, and through celebration of existing employees via staff meetings and other office activities.

- All job announcements were posted on the Oregon.jobs page, through DAS Recruitment Services.

- The Board has established management practices, sufficient staff support, and regularly reviews strategic and policy questions establishing clear direction. Board staff will regularly review processes and forms with an eye toward regulatory streamlining and improved service to the consumer and licensees.

- Our staffing spans several generations, from the 1950s to the 1980s.

The Board's strategy for retaining our employees is simple:

Å Value our employees and urge them to participate in decisions that affect their work;
Å Treat our employees with respect and dignity;
Å Show our employees the benefits of working for the State of Oregon from pay to health insurance to location;
Å Support our employees in their learning and personal development plans;
Å Carefully maintain the Boardôs reputation for professionalism by making it a business people are proud to work for;
Å Keep our processes as lean as possible so work makes sense even to our youngest employees;
Å Communicate well and often. Let people know what is happening in the organization;
Å Make wise hiring decisions and continually evaluate our hiring practices; and
Å Hold people accountable for adhering to our respectful workplace and harassment-free policy.

1. **Maintain the Board's commitment to affirmative action through the continued development and adherence to its Affirmative Action Plan.**

   Strategy
   - Evaluate and revise policies and procedures as needed to promote the Boardôs commitment to affirmative action and equal employment opportunity.
   - Assertively recruit qualified persons with disabilities, minorities, women, and other protected classes for position/volunteer vacancies.

   Actions Taken
   - *Agency staff and board members worked closely with the Governor's office to ensure consideration of affirmative action goals in review and selection of open board member appointments.*

2. **Continue dialogue among staff and board members to foster understanding and support for the Board's commitment to affirmative action.**

   Strategy
   - Increase staff and board member knowledge and awareness of affirmative action through review and discussion of the Affirmative Action Plan.

- Train and inform managers and employees as to their rights and responsibilities under the Boardôs Affirmative Action policy.
- Make the complete Affirmative Action Plan available and accessible to all board members, employees, and contractors.
- Increase the knowledge and skills of employees and managers to create a welcoming environment for, and work effectively with, coworkers and patrons with diverse backgrounds or disabilities through training and employee development activities.

Actions Taken

- *The affirmative action plan is available to all staff via a shared drive.*
- *The plan was included in board packets.*
- *Communications from the affirmative action office were forwarded to staff and discussed in staff meetings as appropriate.*

3. Support and promote diversity within the Board.

Strategy

- Increase awareness within the Board to promote affirmative action and equal employment opportunities.
- Engage in outreach efforts to recruit persons in protected classes.
- Promote celebration of events important to diverse cultures throughout the year.

Challenges

Our agencyôs strength lies in our employees and our customers. We are a very professional organization that lives with high expectations every day. The challenges we face are few, except for the budget process for other funds.

Actions Taken

- *Affirmative action was discussed in detail at the Board level.*

4. Improve recruitment methods in order to increase ethnic diversity among staff and Board members.

Strategy

- Apply recruitment methods that include outreach to sources representing a variety of backgrounds and protected and underrepresented classes.
- Insure that advertisements and employment/volunteer recruitment announcements contain the statement ñEqual Opportunity/Affirmative Action Employerò.
- Recommend qualified and diverse candidates to the Governorôs Office for board member vacancies.
- Provide career development and training opportunities which support the career advancement and success of our diverse workforce through personal planning and mentoring.
- Will work with higher education and local ethnic groups.

- Send job announcements to the Governorôs Affirmative Action Office for distribution.
- Continue to use job fairs and trade shows to promote job opportunities within our agency.

Actions Taken

- *As noted under above goals.*

5. Retention and Promotion

Strategy

- To provide resources for employees to encourage their career development in state services. The Board will provide opportunities for training to employees for developing proficiency, enhancing skills and encouraging development in areas for potential advancement. Staff shall be eligible for mandated and required training and these suggestions are frequently discussed during performance reviews to meet individual goals for upcoming year. Suggested training opportunities will be considered by management for approval.

Actions Taken

- *Although training and development plans are not used, opportunities were presented to all staff and discussed via staff meetings and individual review discussions. Managers will also utilize employee retention ideas that include offering flexible schedules, having open door policies, listening respectfully and responding quickly to problems. Managers will be evaluated on their compliance with the agency's AA objectives by rating them on their annual performance evaluation.*

6. Increase knowledge and skills of the Board's management staff in applying Affirmative Action and EEO principles and in promoting a diverse workforce environment.

Strategy

- Ensure that the Executive Director understands the Boardôs affirmative action goals and responsibilities and assert their role in achieving these goals.
- Support managersô attendance at equal opportunity, affirmative action, and other diversity-related activities or training activities.
- Maintain management performance appraisal reviews used to evaluate managers on their effectiveness in achieving affirmative action objectives.

Actions Taken

- *The Executive Director worked with the HR Consultant to discuss content of trainings attended by Consultant.*
- *Executive Director and Manager reviewed AA Plan during recruitments.*

V. July 1 2013 – June 30 2015

A. B. Goals for Affirmative Action Program & Strategies and Timelines for Achieving Goals

Note: Some goals may be completed before start of biennium.

1. Objective: Ensure relevancy, accuracy, availability, understanding of, and achievement of Oregon Mortuary and Cemetery Board Affirmative Action Plan by staff, board members, and agency stakeholders.

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Specific Goals (to be completed by end of biennium)

- Ensure all staff members have reviewed and understand content and purpose of AA plan.
- The ED will work with HR Consultant to review green bar report for the Board and develop specific targets given agency size and current composition.
- The ED will report progress toward goals to the board as a discussion item in general session at least once per year.
- At staff meetings, there will be an ongoing agenda item to discuss as a team any differences being perceived between plan and practice, and how any learning (workshops, etc) can be best applied to both plan and practice, as appropriate.
- Work with any new hires to assess the physical work environment, standard equipment and practices for equal access. Identify potential barriers they might perceive, and develop strategies and objectives for addressing barriers.
- The affirmative action planð or at least key components--will be made available on the Board website.
- Actively engage in outreach efforts to recruit qualified persons from diverse backgrounds and from underrepresented classes.

2. Objective: Demonstrate the value of diversity in both action and communication.

Specific Goals (to be completed by end of biennium)

- Promote celebration of events important to diverse cultures throughout the year both at a staff operational level, as well as recognized in board meetings in general session.
- Schedule at least one training for board and staff members focused on identifying and valuing the many facets of diversity (eg, cultural, ethnic, learning style, etc).
- Schedule at least one meeting with board members and stakeholders that explores access and diversity within the industries and services regulated by the board, as well as in the overall population served by those industries.

VI. Appendix A

A. Agencyôs Policy Documentation

1. ADA and Reasonable Accommodation Policy
2. Discrimination and Harassment Free Workplace - *(Statewide Policy No. 50.010.01)*
3. Employee and Training Policy
4. Veterans Preference in Employment

VII. Appendix B

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