

HIGHER EDUCATION COORDINATING COMMISSION
GOVERNMENT TO GOVERNMENT 2017 ANNUAL REPORT



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Office of Executive Director, Policy, and Communications
Higher Education Coordinating Commission
www.oregon.gov/highered



Oregon

Kate Brown, Governor

Higher Education Coordinating Commission

255 Capitol Street NE, Third Floor

Salem, OR 97310

www.oregon.gov/HigherEd

Karen Quigley
Legislative Commission on Indian Affairs
900 Court Street NE, Room 167
Salem, OR 97301

Dear Karen,

As Executive Director of the Higher Education Coordination Commission, I am pleased to present our 2017 Government-to-Government Annual Report.

My agency and I honor and value the sovereignty of Oregon's federally-recognized tribes and appreciate the wisdom of their chosen leaders. As my leadership team further develops our agency's Tribal Consultation Policy, we look forward to crafting a document that demonstrates our commitment to working collaboratively with our tribal peers on building programs and practices that improve career and education opportunities for all native youth in Oregon.

Our Equity Lens underpins and guides all of our work. As we demonstrate on the following pages, we are committed to actively building strong relationships with our tribal partners through concrete actions and the fulfillment of our commitments.

Should you have questions or comments regarding this report, please direct them to Bob Brew, Deputy Executive Director, at (503) 947-8541.

Respectfully,

Ben Cannon
Executive Director, Higher Education Coordinating Commission

ABOUT THE HIGHER EDUCATION COORDINATING COMMISSION

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www.oregon.gov/highered

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Major Areas The Higher Education Coordinating Commission has adopted as its mission the achievement of the state’s statutory target of having 40 percent of adult Oregonians with a four-year degree or better and another 40 percent with a two-year degree or postsecondary certificate by the year 2025.

Agency Statement Established in 2011 and vested with its current authorities in 2013, the HECC is a 14-member volunteer commission appointed by the Oregon Governor, with nine voting members confirmed by the State Senate. The Commission develops and implements policies and programs to ensure that Oregon’s network of colleges, universities, workforce development initiatives and pre-college outreach programs are well-coordinated to foster student success. It also advises the Oregon Legislature, the Governor, and the Chief Education Office on policy and funding to meet state postsecondary goals.

Dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma, Oregon’s higher education and workforce system serves hundreds of thousands of learners through seven public universities, 17 public community colleges, private and independent colleges and universities, workforce programs, and private career and trade schools.

As the State of Oregon’s single, comprehensive portal to all sectors of higher education, HECC is uniquely positioned to provide strategic focus in areas such as: Investing resources to maximize student success, increasing postsecondary affordability, improving pathways to and within postsecondary institutions, and connecting job-seekers with employment.

The Commission is supported by the state agency by the same name, comprised of eight distinct offices led by Executive Director Ben Cannon.

The Office of the Executive Director, Policy, and Communications carries out the central executive role of the agency and serves as a resource for the Commission and HECC offices. Our work includes: legislative and policy development and leadership; coordination of efforts on the Commission's Strategic Plan; communications, including website management, media relations, and newsletters; commission administration; administrative rules; human resources; convening state and national stakeholders and partners; and equity, diversity, and inclusion initiatives.

The Office of Community Colleges and Workforce Development (CCWD) provides coordination, leadership and resources to Oregon's 17 locally-governed community colleges, 18 adult basic skills providers, community-based organizations and other partnerships.

The Office of Operations provides support to all HECC offices in areas including budget, procurement, payroll, accounting, and information technology. Operations assists the agency with developing, allocating and leveraging resources. The office provides leadership, direction and guidance to the Executive Director, office administrators, managers and staff with the development of policies and strategic oversight to meet the agency's mission in compliance with state policy and federal requirements.

The Office of Private Postsecondary Education oversees the quality, integrity, and diversity of private postsecondary programs in Oregon for the benefit of students and consumers. The office includes: the Office of Degree Authorization, which authorizes private degree-granting institutions and distance education providers; the Private Career Schools unit which licenses and supports private career and trade schools; and The State Approving Agency (SAA) for Veterans Education which provides oversight of programs for veterans.

The Office of Research and Data collects, analyzes, and reports research and data on postsecondary education including data on students, courses, demographics, enrollments, academic performance, and academic pathways to comply with state and federal reporting requirements and to inform decisions on the postsecondary education enterprise.

The Office of Student Access and Completion (OSAC) administers a variety of state, federal and privately funded student financial aid programs for the benefit of Oregonians attending institutions of postsecondary education. OSAC is responsible for the administration of state financial aid and access programs, including budget recommendations, fiscal management, policy, and awarding of financial aid to Oregon students at private and public institutions statewide.

The Office of University Coordination coordinates with Oregon's seven public universities on academic and financial issues. This includes academic program review and approval, university evaluation, distribution of state funding to universities and development of related policy and guidance, as well as statewide initiatives and legislative directives to enhance postsecondary pathways and student success. It consists of two major sub-offices: University Coordination, Academic Planning and Policy and University Coordination, University Budget & Finance.

The Office of Workforce Investments (OWI) is one of several state entities that contribute oversight, resources, and programming to the workforce development system. HECC is the administrative entity for federally funded workforce and education programs authorized by the U.S. Workforce Innovation and Opportunity Act (WIOA) serving Oregonians.

INITIATIVES AND PARTICIPATION

The HECC coordinates activities with tribal partners, the Governor's Office, the Chief Education Office, and other education partners to foster student postsecondary pathways and success. The agency receives notification of training and information sessions from the Legislative Commission on Indian Services and promotes opportunities for staff to participate.

The following are significant activities HECC staff have undertaken over the past year to honor our relationships with the nine federally recognized tribes in Oregon:

- ✓ The Executive Director has prioritized **participation in the Government to Government Education Cluster** and has committed that either he or his Deputy will attend each quarterly gathering. Over the past year either Executive Director Ben Cannon, Deputy Executive Director Bob Brew, or both have attended each Education Cluster meeting.
- ✓ **Equity, diversity and inclusion are prominent themes and guiding priorities for the HECC**, and we are committed to fostering our connections and collaborations between HECC and the nine federally recognized Tribes in Oregon. Veronica Dujon, Director of Academic Strategies for the HECC Office of University Coordination and Dr. Carmen Suarez, Vice President, Global Diversity and Inclusion at Portland State University, and a member of the HECC Equity Advisory Council, have extended an invitation to Tribal Chairs to meet with each tribe, and these meetings have begun. Our intent is to engage in ongoing conversations with each Tribe to understand how we at the HECC, and in higher education, can be better partners in serving the interests of Tribes and Native American students in Oregon.
- ✓ **American Indian/Alaskan Native State Plan Convening:** The HECC is pleased to participate in the continuing series of Chief Education Office/tribal community meetings. On May 11th, Cheryl Myers, HECC Director of Culture and Inclusion, joined the conversation in Coos Bay, hosted by the Confederated Tribes of Coos-Lower Umpqua-Siuslaw. On December 15th, Veronica Dujon, HECC Director of University Coordination, joined the community conversation hosted by the Klamath Tribes at the Oregon Institute of Technology in Klamath Falls.
- ✓ HECC greatly values its relationship with each of the nine tribes and in an effort to clarify communication and codify tribal sovereignty moving forward we have drafted a **HECC tribal consultation policy**. HECC has been gathering input on this policy for several months and expects to finalize it in 2018.
- ✓ **HECC Equity Advisory Work Group convenes leaders statewide for Equity Summit:** On January 18th, a day-long equity summit in Salem was held in Salem. The Equity Advisory Group, comprised of equity professionals designated by public institution presidents to advise HECC staff, organized the summit to address higher education diversity, equity and inclusion issues. The event was particularly focused on cultural competency for staff, faculty and administrators, and saw outstanding turnout from public institutions. Presenters focused on the ongoing application of the equity lens, the House Bill 3308 "Cultural Competency" workgroup recommendations, pending legislation, building shared definitions about cultural competencies, best practices and resources for support.

- ✓ **Report by Hatfield Fellow Report on American Indian/Alaska Native Students:** In March, Mahalia Yakeleya Newmark, a Hatfield Resident Fellow with the HECC, brought recommendations and observations to the Commission on Oregon’s higher education landscape and opportunities to strengthen relationships between Oregon’s nine federally recognized tribes, American Indian/Alaska Native students, state agencies and institutions of higher education. Through HECC’s partnership with the Portland State University [Hatfield Residency program](#), graduate students including Mahalia have had the opportunity to work with HECC on public service policy and research projects.
- ✓ **The 2017 Oregon Educator Equity Report is available on our website here,** documenting Oregon's progress in diversifying the educator workforce. This annual report is published by the Chief Education Office, with contributions from the HECC, Oregon Department of Education, and Teacher's Standards and Practices Commission, pursuant to Senate Bill 755 (2013) and HB 3375 (2015). We encourage sharing this report with others and use the findings to support continued improvements at each step of the education career pathway in order to achieve an educator workforce that is more reflective of the demographics of over 213,000 culturally or linguistically diverse K-12 students in Oregon’s public schools.
- ✓ **Youth Employment:** This past summer, the Oregon Youth Conservation Corps, administered through the HECC Office of Workforce Investments, helped fund the Confederated Tribes of Grand Ronde’s summer youth employment program. State of Oregon funds are used for one crew, and the Tribe’s funds match it and run a second crew. We have been granting the Confederated Tribes of Grand Ronde summer funds for over 20 years. In addition, OYCC providers work directly with other tribes and partners and/or hire tribal youth.
- ✓ **HECC Equity Advisory Work Group convenes leaders statewide for Equity Summit:** On January 18th, a day-long equity summit in Salem was held in Salem. The Equity Advisory Group, comprised of equity professionals designated by public institution presidents to advise HECC staff, organized the summit to address higher education diversity, equity and inclusion issues. The event was particularly focused on cultural competency for staff, faculty and administrators, and saw outstanding turnout from public institutions. Presenters focused on the ongoing application of the equity lens, the House Bill 3308 “Cultural Competency” workgroup recommendations, pending legislation, building shared definitions about cultural competencies, best practices and resources for support.
- ✓ **Tribal Organizations invited to join FAFSA Plus+ Program:** In 2017, HECC-OSAC expanded the FAFSA Plus+ program. School districts, high schools, TRIO programs, Tribal Education Agencies, Indian Organizations, or community-based organizations were invited to complete the non-competitive [FAFSA Plus+ Application](#). FAFSA Plus+ is a year-round program that includes FAFSA completion activities and support, FAFSA completion events, financial literacy information, scholarship resources, award letter help, and other college access information. OSAC shares student-level FAFSA data and best practices with sites, allowing site staff to provide targeted assistance to their students who need to complete and submit a FAFSA, make corrections, and notify students who have been selected for verification.

- ✓ **Postsecondary Cultural Competency, HB 2864:** With adoption of this legislation, public institutions of higher education are to establish a process for recommending and providing oversight for the implementation of cultural competency standards. The institutions are required to provide continuing cultural competency training and development opportunities to faculty, staff, and administration. The institutions must also propose goals and mechanisms for measuring those goals that seek to improve a climate of cultural inclusion; as well as prepare a biennial report to the appropriate board for each institution regarding the progress toward achieving those goals. Furthermore, the institutions are directed to clearly communicate to new faculty, staff, and administrators, a commitment to meeting these cultural competency standards

- ✓ **HECC Staff Training and Resources for Native American History Month:** As an agency committed to lifelong learning, our Diversity and Inclusion committee hosts “Equity Connect” meetings for staff to learn about important topics related to equity and diversity. With November designated as the Native American Heritage Month, or as it is commonly referred to as American Indian and Alaska Native Heritage Month, our November Equity Connect training was focused on Native American culture. We hosted an invited special guest (via web) [Michael Yellowbird, Ph.D.](#) , Director, Indigenous Tribal Studies, North Dakota State University. Dr. Michael Yellow Bird works with oppressed communities of color, particularly Native American communities, bringing teachings of healing the trauma of colonialism. Prior to the Equity Connect meeting, the committee shared links to learning resources on Native American history, and hosted three pre-learning sessions for staff to view the following video resources, including
 - [Decolonizing the Mind: Healing Through Neurodecolonization and Mindfulness, A Talk by Dr. Michael Yellow Bird](#) (PSU, 2014)
 - [Broken Treaties: An Oregon Experience](#) (OPB special)
 - [Urban Rez: How do Native Americans maintain their culture in a dominant society?](#) (PBS Special)

- ✓ Our partners and the public can find former quarterly Government to Government updates as well as other information on work and initiatives in **Coordination with Oregon Tribes** located in the Equity and Student Success section of the HECC website at: www.oregon.gov/HigherEd.

