



STATE OF OREGON POSITION DESCRIPTION

Type of PD: **Select One**

New

Revised-Specify Revised Date

Revised Date: 9/2021

Agency: **Higher Education Coordinating Commission**

Office of: Executive Director (ED)

This position is:

Executive Service (Unclassified)

Facility (Location/Address):

Public Services Building, HECC 3rd Floor, 255 Capitol St. NE, Salem OR 97310-001

SECTION 1. POSITION INFORMATION

- a. Classification Title: PEM H
- b. Classification#: Z0714
- c. Effective Date (Original Position Establish Date): 8/1/13
- d. Position#: 5250001
- e. Working Title: HECC Executive Director
- f. Agency#: 52500
- g. Section Title: Executive Director
- h. Budget Authority#: 001221450
- i. Employee Name: Ben Cannon
- j. Representation Code: MEAH - Executive Agency Head
- k. Work Location (City-County): Salem - 24M
- l. Manager Name (Optional): Higher Education Coordinating Commission
- m. Position: Status: Permanent Type: Full-Time
- n. FLSA: Exempt - Executive o. Eligible for Overtime: No

SECTION 2. PROGRAM AND POSITION INFORMATION

- a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.

HECC COMMISSION VISION - The Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining high quality, rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

HECC AGENCY MISSION - By promoting collaboration and coordination between Oregon's education and workforce partners, as well as through our own programs and policy leadership, HECC staff ensure that Oregonians experience more access, equity, and success in completing their higher education, training, and career goals.

HECC AGENCY VALUES - Accountability, Collaboration, Equity, Integrity, Lifelong Learning, Transparency, Trust

STATE ENTERPRISE VALUES - Accountability, Equity, Excellence, Integrity

The Oregon Higher Education Coordinating Commission (HECC) is a fourteen (14) member, volunteer state board and associated state agency. The professional staff within the HECC agency support the Commission in providing state-level policy, program and budgetary leadership on higher education and workforce issues and in coordinating the activities of Oregon public universities, community colleges, private colleges and universities, career schools, other workforce training providers, and state financial aid and student access programs to accomplish statewide goals. This highly complex system enrolls over 380,000 students in 7 public universities, 17 public community colleges, the Oregon Health & Science University, approximately 67 private for-profit and independent colleges and universities, and hundreds of other non-degree granting education and training partners, and receives state general, federal, and lottery fund appropriations of approximately \$3.0 billion per biennium.

The agency is responsible for advising the Governor, and the State Legislature on higher education and related workforce policy. It is responsible for developing and administering the state's biennial budget for higher education; it allocates state funding to all public colleges and universities; it approves new academic programs at public institutions; it administers state financial aid programs including the Oregon Opportunity Grant and the Oregon Promise; it maintains and reports on higher education data; and it oversees degree authorization, and the

regulation of private career schools. It works closely with statewide organizations including the Oregon Community College Association, the Public Universities' Council of Presidents, the Oregon Student Association, the Oregon Alliance of Independent Colleges and Universities, and the Northwest Career Colleges Federation.

The agency is organized into eight (8) offices: Executive Director, Operations, Research and Data (R&D), Student Access and Completion (OSAC), Academic Policy and Authorization (APA), Postsecondary Finance and Capital (PFC), Community Colleges and Workforce Development (CCWD), and Workforce Investments (OWI).

The Office of the Executive Director consists of the Executive Deputy Director, Communications, Legislative, Diversity/Equity/Inclusion (DEI), and Human Resources. The office provides leadership, direction and guidance to the Director, Office Administrators, Managers, and all staff with the development of policies and strategies to meet the agency's mission; establishes departmental goals; provides leadership in planning for the agency and commission needs; provides strategic oversight, development, and implementation of legislation; manages internal and external communications; fosters equitable processes and strategies both internally and externally; and conducts strategic human resource management.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

The primary purpose of this position is to provide leadership, direction and guidance to the Director, Office Administrators, Managers, and all staff with the development of policies and strategies to meet the agency's mission; establishes departmental goals; provides leadership in planning for the agency and commission needs; provides strategic oversight, development, and implementation of legislation; manages internal and external communications; and strategic human resource management.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark "N" for new duties, "R" for revised duties or "NC" for no change in duties. Indicate whether the duty is an "Essential" (E) or "Non-Essential" (NE) function.

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

% of Time	N/R/NC	E/NE	DUTIES
			<p>HECC staff are expected to:</p> <ul style="list-style-type: none"> • Promote and maintain an inclusive, diverse and discrimination/harassment-free workplace; • Establish and maintain professional and collaborative working relationships with all contacts and staff; • Contribute to a positive, respectful and productive work environment with an equity lens focus; • Maintain regular and punctual attendance; • Perform all duties in a safe manner; and comply with all policies and procedures; • Act ethically at all times in accordance with the very highest standards of integrity; • Work in a team oriented environment with participative decision-making and cooperative interactions among staff and management; • Be knowledgeable of the agency's diversity and inclusion strategies and goals; and • Engage with manager to ensure all necessary training and resources needed to successfully accomplish responsibilities. <p>HECC supervisory managers must demonstrate leadership, strong interpersonal skills, a high degree of organizational and systems knowledge and self-management in the course of their day-to-day behavior. In addition, support statewide competencies and values of: Managers ensure that employees have the training, authority and resources necessary to successfully accomplish their responsibilities and are clear about:</p> <ul style="list-style-type: none"> • What needs to be done; • Why something needs to be done; • How things will be done; and, • When things will be done. <p>Demonstrated experience working with diverse communities. Skill in collaborative problem-solving and collegial relationship-building with partner agencies and stakeholder groups to ensure commitment to common goals, including effectively communicating, coordinating, and working with administrators, members</p>

% of Time	N/R/NC	E/NE	DUTIES
of boards and commissions, and other stakeholders in the education and/or workforce field. Regularly provides advice on the impact of decisions involving significant or controversial issues and promotes public understanding of agency programs or policies.			
General Director Responsibilities:			
<ol style="list-style-type: none"> 1. Establish and maintain a strong, effective working relationship with the Commission. 2. Active assistance in Strategic Plan deployment; demonstrates effective leadership. 3. Enhance the HECC's reputation and provide statewide leadership in the higher education community. 4. Provide strong organization management and agency integration. 5. Establish and maintain appropriate financial controls and effectively address biennial budget agency needs. 6. Provide detailed funding and allocation recommendations for the Commission's consideration. 7. Maintain effective working relationships with the Governor, and key legislative stakeholders; build identity with government officials and respond to legislative inquiries. 8. Maintain effective working relationships with higher education institutions and related associations, for example student associations. 9. Develop and investigate appropriate analysis of potential legislation to support strategic plan concepts, including financing mechanisms. 10. Conduct outreach/visits to build and strengthen relationships with the HECC's key stakeholders. 			
% of Time	N/R/NC	E/NE	DUTIES
38	R	E	Postsecondary Leadership Provide vision, leadership, and strategic direction for a significantly reorganized system for postsecondary education and workforce training in Oregon that includes institutional boards at public universities and consolidated state authority for universities, colleges, and need-based financial aid through the HECC. Provide detailed funding and allocation recommendations for the Commission's consideration. Oversee the development and implementation of state goals and accountability measures for post-secondary education and a strategic plan for achieving these goals. Demonstrate effective leadership. Develop and investigate appropriate analysis of potential legislation to support strategic plan concepts, including financing mechanisms.
19	N	E	Commission Leadership & Coordination Establish and maintain a strong, effective working relationship with the Commission. Oversee and ensure the effective operation of the Commission.
19	N	E	Communication, Relationships, and Model Agency & State Values Enhance the HECC's reputation and provide statewide leadership in the higher education community. Develop and maintain highly effective working relationships with a variety of constituencies including college and university boards, Presidents, faculty, staff and student groups. Maintain effective working relationships with the Governor, and key legislative stakeholders; build identity with government officials and respond to legislative inquiries, business and civic leaders, board and commission members, and legislators. Maintain effective working relationships with higher education institutions and related associations, for example student associations. Conduct outreach/visits to build and strengthen relationships with the HECC's key stakeholders.
19	N	E	Organizational Management & Competencies of a Supervisory Manager Provide strong organization management and agency integration. Establish and maintain appropriate financial controls and effectively address biennial budget agency needs. Oversee and ensure fiscal accountability through planning and oversight of Department budgets and expenditures, and adherence to state policies and procedures. Supervise agency staff through subordinate managers; exercise full scope of supervisory responsibilities.
5	N	NE	Other duties as assigned.
100%			

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

This position represents the HECC at various meetings with the Governor’s Office, Legislators, Legislative staff, Legislative Committees, college and university presidents, administrators, and board members, federal, local and state officials, private sector groups and associations, public meetings and hearings, regional and national organizations, varied constituency groups and the general public. Occasional travel inside the state is necessary, including evening and weekend events and meetings. Occasional travel may be necessary outside of the state for Commission business.

SECTION 5. GUIDELINES

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

- State Constitution, AG Opinions, Federal Laws
- Oregon Revised Statutes & Administrative Rules
- Statewide Policies and Procedures & Agency Policies and Operating Procedures
- Oregon Accounting Manual & Public Records Laws
- Department of Administrative Services CHRO policies
- Legislative Fiscal Office
- Department of Administrative Services budget guidelines
- Appropriate collective bargaining agreements
- Contract documents
- HECC Commission priorities, HECC Agency and Commission Strategic Plan, Equity Lens

b. How are these guidelines used?

These guidelines are used to provide the foundation for decisions necessary to successfully accomplish the tasks presented to this position and to ensure that HECC practices are consistent with applicable statutes, contracts, rules, regulations, and best practices.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

Who Contacted	How	Purpose	How Often?
Governor, Governor’s Office	E-mail/In Person/Phone/ In Writing	Decision making, consultation	Weekly
Legislators	In Person/Phone/In Writing	Consult, coordinate, problem-solve	As needed: daily during legislative session; weekly otherwise
Higher Education Coordinating Commissioners	In Person/Phone/In Writing	Planning/information sharing/policy development/decision-making/discussion	Weekly
State education agencies - agency heads/deputies	In Person/Phone/In Writing	Consult, problem-solve	Monthly
University, community college, and workforce officials, administrators, and board members	In Person/Phone/In Writing	Planning/information-sharing/policy development/ decision-making/discussion	As needed
Community leaders (business, non-profit)	In Person/Phone/In Writing	Consult, problem-solve, plan	As needed

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

Strategic and policy decision on commission action and direction; key hiring decisions; monitoring of commission programs and progress toward goals; oversight and evaluation of commission performance.

The effects of these decisions are

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Classification Title	Position #	How	How Often	Purpose of Review
Higher Education Coordinating Commission	N/A	Observation, customer feedback, evaluation of work product and relationships	Continuously/ Annually	To evaluate the effectiveness and influence of the incumbent

SECTION 9. OVERSIGHT FUNCTIONS (Select One) *Note: Supervisory duties Not Leadwork*

No, this position does not supervise any employees.

Yes, this position supervises employees, as identified below:

a. How many employees are directly supervised by this position?	6
How many employees are supervised through a subordinate manager?	137
b. Which of the following activities does this position do?	
<input checked="" type="checkbox"/> Plan work	<input checked="" type="checkbox"/> Coordinates schedules
<input checked="" type="checkbox"/> Assigns work	<input checked="" type="checkbox"/> Hires and discharges
<input checked="" type="checkbox"/> Approves work	<input checked="" type="checkbox"/> Recommends hiring
<input checked="" type="checkbox"/> Responds to grievances	<input checked="" type="checkbox"/> Gives input for performance evaluations
<input checked="" type="checkbox"/> Disciplines and rewards	<input checked="" type="checkbox"/> Prepares & signs performance evaluations

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

- Highly effective working relationships with different constituencies, including college and university boards, Presidents, faculty, staff, and student groups, workforce, business and civic leaders, board and commission members, and legislators;
- Understanding the culture and values of postsecondary education and workforce development, with particular appreciation for diversity of institutional missions and a particular commitment to its public purposes;
- A proven track record and continued commitment to educational equity and access for Oregon students;
- Capacity to manage differences of opinion with objectivity, analysis of data, and attention to careful process in a way that gains trust and respect, if not always agreement. The Executive Director will possess excellent listening skills and be able to express his or her views in a clear, credible and articulate manner.
- Intellectual and personal leadership and ability to recruit, retain, and motivate a small, highly professional staff charged with aligning recommendations for policy, programs, and budget allocations with the state's education goals.

The Executive Director should have successful leadership experience in a small or large organization that operates in a policy-oriented environment. The ideal candidate would have experience working for and with a board. He or she would have a strong understanding of state policy process and of the major policy issues facing higher education in Oregon and around the country. The Executive Director should have experiences that reflect capacity to manage a significant transition and to create comfort with change.

System-based experience with issues directly related to state education goals, such as the following, will be considered a plus:

- Finance policy (using finance policy to advance performance and leverage system and institutional change);
- Mission differentiation;
- Links with the P-12 system;
- Strategies to improve success of minority and low-income students;
- Issues between and among sectors (e.g., transfer and articulation);
- Links between higher education, workforce training, and regional economic development;
- Access and affordability;
- Use of data/information to shape policy alternatives and accountability;
- Have a proven track record of commitment to access and diversity in higher education;
- Ability to pass a Criminal History/Background Check;
- Requires a valid driver's license with an acceptable driving record or the ability to provide an acceptable alternate method of transportation.

Experience as a professional in a postsecondary education environment.

BUDGET AUTHORITY: (Select One)		
<input type="checkbox"/> No, this position does not have authority to commit agency operating money.		
<input checked="" type="checkbox"/> Yes, this position has the authority to commit agency operating money, <i>as identified below:</i>		
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>		
Operating Area	Biennial Amount (\$00000.00)	Fund Type
HECC	\$3.0 billion	OF/GF/FF

SECTION 11. ORGANIZATIONAL CHART

Attach a **current** organizational chart. Be sure the following information is shown on the chart for each position: *classification title, classification number, salary range, employee's name and position number.*

SECTION 12. SIGNATURES

_____ Employee Signature	_____ Date	_____ Appointing Authority Signature	_____ Date
		<input type="checkbox"/> HR Rvw: _____	
		<input type="checkbox"/> Class Rvw: _____	
_____ Manager Signature	_____ Date	<input type="checkbox"/> PPDB Update/File: _____	