Draft 2015-16 WorkPlan - Learning Council

1. COPPs review
    a. Background discussion
        i. Governance establishes the councils are differentially responsible for policies and procedures
            1. Policy – development and review is the role/authority of the council
            2. Procedures – councils can request a review of the implementation of the procedures as determined by college administration
            3. Clearly defining the differences between policies and procedures
            4. Therefore – what is required is that ALL of the policies and procedures are reviewed and determined if they are a policy, procedure, or both
            5. Some of the work in iv began, but this work stopped
            6. As a Learning Council, we could review P&P under the purview of LC and make the recommendations of 1) how it is classified, and 2) make recommendations
            7. Identify gaps in policy and make recommendations
            8. Identify what is no longer relevant and can be retired
        ii. Asserting council level of responsibility in reviewing procedures and policy
        iii. What is required is that ALL of the policies and procedures are reviewed and determined if they are a policy, procedure, or both? Look at date since last update. Suggest and collaborating on naming conventions (index terms). Changing content to be more representative of a procedure when indicated
        iv.
    b. Stage One:
        i. Orient to College Council definitions and examples of institutional policies and procedures https://www.lanecc.edu/governance/governance-system-manual
        ii. Examine all current COPPS policies and procedures that are attributed to Learning Council oversight
        iii. Current? and relevant? ? Look at date since last update. Naming conventions (index terms).
        iv. Policy? Procedure or both?
    c. Stage Two:
        i. Set goals for reviewing a set # or % of policies
        ii. Review policies that _need focused attention_ for suggested updates (accessible language for constituent groups (including students)).
        iii. Gap identification
        iv. Targeted review? Focus on policies that are identified as out of date
        v. Handled in house or benefitting from consultation and in-depth discussion/ collaboration with constituent groups.

2. Draft Learning Plan
   a. What do we need to plan together as a college?
   b. How do students experience this campus and how do we want students to experience it in the future?
   c. How will they experience it in the future?
   d. Can we make linkages between the answers to these questions and the core themes? Is it necessary?
   e. Can plan should envision a broad definition of "student" and "classroom"(credit/non-credit, curriculum/co-curriculum).