

Date: 05/08/2019

2:00 – 4:00 p.m. Boardroom

College Council Agenda – May 08, 2019

Attendance:

Margaret Hamilton President- Vice-Chair	Jessica Alvarado - Chair Faculty Council Co-Chair	Grant Matthews Manager	Chris Rehn Manager
Brian Kelly VP Operations	Elizabeth Andrade Classified	Diego Wilson Student	Guests:
Paul Jarrell VP ASA	Kyle Schmidt Classified		
Craig Taylor Assoc Dean ALS	Adrienne Mitchell LCCEA President	Recorder: Donna Zmolek	

Subjects	Agreements Reached and Actions Taken
p2-9 p10-19 Approval of Minutes 4/10/19 and 4/17 All Council Meeting	2:00-2:10 Introductions and review of minutes to approve
Current Topics	
p20 Groupwise to Gmail	2:10-2:25 Barbara Barlow Powers
p21-22 p23 Bias Policy	2:25 to 2:45 Bias Policy
p24-29 Learning Plan	2:45 to 3:05 Learning Council
p30 p31-33 p34-36 Governance Review Majority Report Minority Report	3:05 – 3:25 Margaret Hamilton and Governance Sub Committee High Priority Recommendations and Idea Stage draft of Councils
p37-38 p39-41 Freedom of Expression and Inquiry Policy revision	3:25 – 3:40 Jessica Alvarado
p42-43 Campus Hours Reports	3:40 – 3:50 Brian Kelly and Facilities Council 3:50 – 4:00
Next Meeting: June 12 th 2-4 p.m. Boardroom	

Date: 04/10/2019

2:00 – 4:00 p.m. Boardroom

College Council Minutes – April 10, 2019

Attendance:

X	Margaret Hamilton President- Vice-Chair	X	Jessica Alvarado - Chair Faculty Council Co-Chair	X	Grant Matthews Manager	X	Chris Rehn Manager
X	Brian Kelly VP Operations	X	Elizabeth Andrade Classified	X	Diego Wilson Student	X	Guests: Steve McQuiddy, Robin Geyer, Carl Yeh
	Paul Jarrell VP ASA	X	Kyle Schmidt Classified				
X	Craig Taylor Assoc Dean ALS	X	Adrienne Mitchell LCCEA President	X	Recorder: Donna Zmolek		

Subjects	Agreements Reached and Actions Taken
Approval of Minutes	<p>Andrade moved to approve the minutes from the March 13, 2019, College Council meeting. Taylor seconded.</p> <p>Motion passed. Kelly abstained.</p> <p>Andrade moved to approve the March 22, 2019, special College Council meeting. Kelly seconded.</p> <p>Motion passed. Wilson abstained.</p>
Current Topics	<p>Accreditation Leadership Team</p> <p>Alvarado informed members that Tammie Stark is facilitating the Accreditation Leadership Team. Accreditation is one of the items recommended to be under the purview of College Council. The group discussed having a liaison with the leadership team to keep the council informed.</p> <p>Based on the group discussion Alvarado moved to appoint Paul Jarrell as liaison to the Accreditation Leadership Team and to provide a regular report to College Council. Taylor seconded.</p> <p>Motion passed unanimously.</p> <p>Alvarado asked that a list of members be brought to the next College Council meeting.</p>

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	<p>Answer is: https://www.lanecc.edu/accreditation/team-membership-purpose-and-roles</p> <p>Coordinating team: Coordinating Team</p> <p>Membership: Jennifer Frei, Associate Vice President of Academic and Student Affairs, Paul Jarrell, Accreditation Liaison Officer, Jen Steele, AVP Planning and Institutional Effectiveness, Tammie Stark, Project Manager, Faculty Technical Writer (TBD).</p> <p>One Faculty Council Appointment</p> <p>Leadership Team: Coordinating Team plus team leads.</p>
<p>Governance Review Update</p>	<p>The council reviewed the updated list of priority recommendations of the Governance Subcommittee. It was suggested that acronyms on number six be spelled out. Hamilton clarified that the section on core themes will not be included in the recommendations since they will not be a part of accreditation. A question on governance training was raised. Alvarado responded that this is something that needs an action plan to provide onboarding for members and especially council leaders.</p> <p>Andrade raised some concerns. The governance system was created for a large group. When the review began, a taskforce was created with representation from several areas. Then the work of the taskforce was discontinued. Andrade reports that many individuals at the college want to know why and are not satisfied with just a few individuals doing this work. That it [sic – Governance Subcommittee] is not representational. Her position is that one of the major issues is the control that the unions have on this work.</p> <p>Mitchell responded that the unions did not ask for the taskforce to be discontinued. The governance taskforce was disbanded outside the influence of the Governance Subcommittee. She reminded Andrade that the priorities are basic recommendations gathered from various sources regardless of the model. Alvarado agreed that the priorities are the result of the various sources of input and are not the work of a five-</p>

person group. Geyer added that the five-person group also includes a faculty and classified member who are not union officers.

Taylor moved to approve the priorities, writing out the abbreviations and removing core themes. Motion did not receive a second.

Schmidt moved to approve the priorities and ask the Governance Subcommittee to prepare a draft work plan to bring to College Council on how it will be implemented over the next year. Rehn seconded, including the changes Alvarado has suggested on the acronyms and core themes.

Alvarado and Kelly noted that the language on number nine would change to read “appoint a representative from the Accreditation Leadership Team to update College Council on a monthly basis.”

Motion results. All but three members voted for the motion - Andrade dissented. Wilson voted sideways. Hamilton abstained.

The group discussed and reviewed next steps to take when a consensus cannot be reached. Further discussion ensued in order to strive to reach consensus.

Andrade maintained that the college needs a larger group and more voices to take on the work of the governance system review. Mitchell asked for clarification on which parts of the priorities were problematic. Rehn offered that the list of priorities might have been different if there was a larger representative body.

Andrade asked why the taskforce was disbanded. Hamilton responded that it was not disbanded as much as their basic work was done. The group was charged to bring recommendations by winter term; for efficiency, the work was compiled and reviewed by the Governance Subcommittee. Mitchell added that the process was problematic and the taskforce was not functioning well. College Council has an important role at this time in reviewing the basic work. Rehn

agreed that the larger group was inefficient and dysfunctional. Some reports were not started, such as benchmarking other colleges. We should be reviewing best practices.

Andrade suggested forming another taskforce with a clear direction, a smaller number of individuals, and some level of expertise. Mitchell appreciated the idea and noted that the number of people in the taskforce does not contradict the basic recommendations. She asked Andrade and council members to consider the recommendations and determine that it is still possible to move forward on some work while separating out the process for reviewing the governance system. Matthews suggested perhaps bringing additional participants into the Governance Subcommittee for broader representation rather than duplicating the work with another taskforce.

Mitchell asked Andrade if any of the recommendations were objectionable. Andrade responded that the objection is that the work will continue as is to create a governance model. Mitchell clarified that the recommendations are important and will not drive the development of a new system.

Alvarado called for the vote on the prior motion (listed below).

(Schmidt moved to approve the priorities and ask the governance subcommittee to prepare a draft work plan to bring back to college council for how it will be implemented over the next year. Rehn seconded, including the changes Alvarado has suggested on the acronyms and core themes.)

Motion results. All members but four voted for the motion. Andrade dissented. Kelly and Wilson voted sideways. Hamilton abstained.

A Majority and Minority report will be sent to Hamilton as stipulated in the governance manual.

Schmidt showed an example of a governance system. This was not a model but a way to guide the work for next steps and a starting point for future

	<p>conversations. The council was not asked to vote on this example.</p> <p>The example included four standing councils: Equity and Social Justice, Student Retention and Success, Classified Senate, and Faculty Senate. These councils would provide recommendations to College Council.</p> <p>This example included standing subcommittees: Budget and Finance, Accreditation, Policy, Campus Infrastructure. Recurring subcommittees would include: SEM, AMP, and FMP.</p> <p>Recommendations for membership of College Council included chairs of other councils, two vice presidents, two management, two faculty, two classified, and two students. The President would be an ex-officio member. In this example, the role of faculty and classified senate is to put the college first rather than putting the unions first.</p> <p>Hamilton asked for clarification on the role of the classified senate. Schmidt and Mitchell responded that it would be an appointment body and an originating body for policy. It would fill a role akin to the peer-to-peer group and would be another means for representation.</p> <p>Discussion included whether to include a curriculum group in the governance system or maintain the existing curriculum body.</p> <p>Hamilton asked that questions be sent to Alvarado for discussion at the next governance review meeting. Rehn advocated for benchmarking best practices of other institutions.</p>
<p>Budget update</p>	<p>Mitchell updated the council on outcomes of the Budget Development Subcommittee recommendations. At the April 1 board meeting, the board adopted a \$4.50 per credit tuition increase. The other recommendations that the college presented were almost entirely in line with the College Council/BDS recommendations. She appreciated everyone coming together to work on the recommendations during finals week.</p>

<p>Policy Review and Revision</p>	<p>The council reviewed the existing Freedom of Inquiry and Expression policy and proposed revision as based on the Linn Benton Community College policy and recommendations from the Bristow Square Taskforce.</p> <p>Council members discussed the need for revisions and the limitations they might have on free speech. Rehn expressed discomfort with the direction taken by the suggested revisions. Alvarado had concerns about marginalized populations feeling unsafe or unsupported without specific language in the policy. Kelly noted that he would like to see Lane approach the policy with the intention of creating a safe environment for disagreement and discussion rather than squelching disagreement. It was suggested to send the policy to legal counsel for review, but the council agreed that a more polished version should be developed before sending it to legal.</p> <p>Schmidt proposed several grammatical and syntactic revisions.</p>
<p>Decision Making Protocol</p>	<p>This item was not discussed as Andrade, Mitchell and Matthews have not been able to meet to develop recommendations regarding the review of the decision-making chart and governance manual wording and possible proposed changes.</p>
<p>Travel Policies</p>	<p>Schmidt informed the council that Student Affairs had questions and concerns regarding the lack of a student travel policy. Liability is a big concern, as is the safety and wellbeing of students. Each department or area has its own practices when dealing with student travel. Andrade noted that Donyel Hill recently provided examples of student travel, but Schmidt noted that those are procedural. The council agreed that faculty falls under the area of academic affairs, not student affairs.</p> <p>Andrade moved to assign it to Vice President Paul Jarrell and Donyel Hill, Director of Student Engagement, to research the liability issues and bring it back to College Council if necessary. Taylor seconded.</p>

	Motion passed unanimously.
Progress on College Council Work Plan	<p>Council members reviewed the College Council work plan.</p> <ol style="list-style-type: none">1) Review COPPS – Matthews/Andrade; Review of policy vs. procedure in its current definition – Matthews/Andrade; Policy subcommittee or task force will work to develop standards for website and college practices regarding COPPS. Also working to determine which policies should be under which governing council.2) Evaluate the role of College Council within the governance system – Governance Sub Committee3) Intensive Governance Training for Chairs/Vice-Chairs, governance Profession Development for all council members. Need to identify responsible parties.4) Review governance system and recommendations for changes – Governance Sub Committee – in progress5) Budget process – Budget Development Subcommittee – in progress6) Review the work plan from 2017-18 to see what was accomplished – IEC report – Alvarado - done
Reports	<p>Wilson reported that there is an ASLCCSG senate meeting on April 11. The priority is the student activity fee recommendation. ASLCCSG was satisfied with the results of the Board of Education vote on tuition, although the feeling is bittersweet. ASLCCSG Nick Keough will be joining College Council.</p> <p>Schmidt reported that Donyel Hill has been added to the Student Affairs Council. The council looks forward to working with the Technology Council on the communication policy.</p> <p>Andrade reported that LCCEF is in bargaining and not advancing much.</p> <p>Mitchell reported that CTE faculty are involved in a letter writing campaign to advocate for additional community college funding from the state. LCCEA is collaborating with ASLCC on an op ed to the Register Guard advocating for community college funding.</p> <p>Alvarado reported that it has been a productive year for Faculty Council. A survey was sent regarding</p>

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	<p>hiring and faculty experiences. They will be hosting a forum at the spring conference regarding the faculty chair concept. The non-standard grading committee moved to eliminate the NC grading mark. A session will be held at the spring conference on grading options, GPA, and the academic alert system. There have been a number of appointments to fill vacant positions on committees.</p> <p>Kelly reported that the budget team met with managers and peer to peer to distribute budgets for FY20 to talk about reductions in M&S budgets. The snow week was impactful in many ways – with facilities but also in delaying some meetings regarding the master plan. KLCC is doing an on air fundraising drive.</p>
<p>Next Meeting: Chairs/Vice chairs – will be an all Council members meetings 2:00 to 3:30 with Chairs/Vice Chairs providing reports and updates.</p>	<p>An all council meeting will be held April 17 from 2 to 3:30 in Building 4, Room 106</p>
<p>Next Meeting: College Council</p>	<p>May 8, 2:00 p.m. Boardroom</p>

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Date: 4/17/2019
 2:00 – 3:30 p.m. Bldg 4. Room 106

College Councils Chair/Vice Chairs and all Council member meeting

Attendance

Council Chairs/Vice Chairs:

A	Margaret Hamilton President- College Council Vice Chair	X	Jessica Alvarado College Council Chair	X	Rosa Lopez Diversity Chair	X	Greg Evans Diversity Vice Chair
X	Brian Kelly Facilities Vice Chair	X	Alen Bahret Facilities Vice Chair	X	Bill Schuetz Technology Vice Chair	A	Barbara Barlow Powers Tech Chair
A	Paul Jarrell VP ASA Learning Vice Chair	X	Laura Pelletier Learning Chair	X	Dennis Gilbert Finance Chair	X	Greg Holmes Finance Vice Chair
X	Recorder: Donna Zmolek	X	Kyle Schmidt Student Affairs Chair	X	Helen Faith Student Affairs Vice Chair		

Other Council Members in attendance:

College Council:
 Elizabeth Andrade
 Adrienne Mitchell
 Chris Rehn
 Nick Keough
 Diego Wilson
 Craig Taylor

Diversity Council:
 Anna Scott
 Deborah Butler
 Cameron Santiago
 Mark Harris

Learning Council:
 Adrienne Mitchell
 Patrick Blaine
 Ian Coronado

Facilities Council:
 Jennifer Frei

Technology Council:
 Brandon Gibson
 Mira Mason-Reader

Finance Council:
 Kenny Ascheri
 Tracy Weimer
 Patrick Blaine

Others in attendance:
 Anna Gates Tapia
 Nancy Wood
 Kate Sullivan
 Jenn Kepka
 Steve McQuiddy

Subjects	
Announcements and updates	Each Council was asked to have a representative provide updates, accomplishments and work plan next steps.
Diversity Council	Rosa Lopez, Diversity Council Chair, shared the Diversity Council's workplan and project management document. Any member can list an item. Advocates for items on the workplan

	<p>need not be a member of the council.</p> <p>The items worked on this year:</p> <ul style="list-style-type: none">• Governance assessment• Bathroom policy• Bias Policy• Assessment of how we are serving first gen immigrants and undocumented students and how supported at other colleges<ul style="list-style-type: none">○ policies, procedures, and planning will be recommended after assessing support for these students at an upcoming event• Student engagement survey (this item is on hold)• Review COPPS policies <p>Mark Harris shared plans to create an affinity group. Historically, Lane and bargaining units are lacking in carrying out the defined duty of fair representation. Members of color should be protected against attack, and that is not happening.</p>
Facilities Council	<p>Alen Bahret, Facilities Council Chair, shared that the Facilities Council is more of a “brick and mortar” council. The council ensures that each of Lane’s five centers or campuses – main campus, downtown campus, Cottage Grove, Florence, and the airport facility - has a safe and suitable learning environment.</p> <p>Facilities Council works with other councils on projects; for instance, they will be working with Diversity Council on the upcoming bathroom policy. They engage with three major committees that report back to the council – sustainability committee, emergency preparedness team, and safety committee – on anything that needs to be addressed.</p> <p>Projects worked on this year include:</p> <ul style="list-style-type: none">• Facilities Master Plan• Training recommendations from Safety Committee• Hours policy for the 30th Avenue campus• Consolidate use and rental of space on all campuses• Follow last two bond projects• Thermal array at the Downtown Campus• South elevator replacement/repair• Strategic Conversations<ul style="list-style-type: none">○ w/LTD on route changes○ w/City of Eugene Parks and Open Spaces on the

	<p>new park across the road from main campus</p>
<p>Finance Council</p>	<p>Dennis Gilbert, Finance Council Chair, shared the focus of the Finance Council work this year.</p> <ul style="list-style-type: none"> • Ongoing: Review monthly Cash Flow document • Projects: White paper on Data and Impact of Lane Student FTE on Related Income Sources with an Accompanying 5-year prediction tool on: <ul style="list-style-type: none"> ○ LCC FTE ○ Total Oregon CC FTE ○ Colleges' % of total FTE, yearly and rolling average used in distribution formula ○ Ongoing analysis of period since enrollment peak at Oregon CCs ○ Related revenue streams – CCSF, and property taxes (with equalization explicit) (comments provided regarding mechanics) • Project work comments: Meet monthly as a whole group and in (voluntary) workgroup meetings. • Tension in demands for staff time, with regard to short-term yearly budget analysis and discussion and building infrastructure for long term financial planning. This is holding back work on FTE White paper, but data generated by the BDSC will be mined for the next White Paper on Staffing. • We will be raising the possibility of working over the summer. <p>Rosa Lopez commented that the college needs to be collecting and reporting FTE for staff trainings.</p>
<p>Learning Council</p>	<p>Ian Coronado, Learning Council member, shared Learning Council 2018-2019 work plan updates, accomplishments, and next steps.</p> <ul style="list-style-type: none"> • Learning plan development: our work plan goal was to complete and approve the learning plan by spring 2019 and forward to College Council. <ul style="list-style-type: none"> ○ LC was able to revise and approve the learning plan by April 12, 2019 and has since forwarded the LP to College Council for review and approval. • Review and recommend current and relevant policies and procedures: LC has been looking at three COPPS policies which include:

	<ul style="list-style-type: none">○ Non-standard grades, which is being worked on in Faculty Council○ Credit for prior learning which is in a review and recommend sub-committee chaired by Ed Earl.○ Instructor hours on campus which has gone to Faculty Council where revisions were made and is now back to Learning Council for review and approval and will be addressed at our April 26 meeting.○ There is ambiguity regarding what should be policy versus procedure and what entity is in charge of COPPS and the review of COPPS.• LMS review: it has been several years since an LMS review has been completed and with the end of our Moodle contract coming up it is timely that a review is done.<ul style="list-style-type: none">○ Ian Coronado recommended a sub-committee for the review.○ An LMS sub-committee has been convened and is in the process of creating the scope of work and timeline for the review.<ul style="list-style-type: none">▪ Faculty council has been a partner to set the composition of the committee.▪ The LMS review committee will be checking in with both Learning Council and Faculty Council• Review of regular and substantive interaction (RSI) for online delivery and review of regulatory changes: due to DOE Title IV audits at Oregon schools, we need to look at Lane's procedures to address RSI for online courses.<ul style="list-style-type: none">○ Ian Coronado presented information to LC and has started the conversation about next steps.○ We will continue working on this topic and the possibility of developing a distance education policy.• Clean LC team drive: our goal was to review documents to be archived, organize current working documents for easier access.<ul style="list-style-type: none">○ The reorganization of the team drive has been completed.○ Older documents, not currently being used have been archived.○ Working documents are easily accessed by members.○ A review of team drive members was completed and updated to current membership.
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	<ul style="list-style-type: none"> • Work Plan next steps: <ul style="list-style-type: none"> ○ Continued updates on the LMS review process. ○ Continued work on COPPS review and creation. ○ Addressing RSI next steps. ○ Begin work on the next 5-year Learning Plan
<p>Student Affairs Council</p>	<p>Kyle Schmidt, Student Affairs Council Chair, shared the 2018-19 work of the Student Affairs Council.</p> <p>Updates & Accomplishments</p> <ul style="list-style-type: none"> • Bryant Everett joined us as a second student member • Voted to add Dawn Whiting, registrar, as member by position • Voted to add Donyel Hill, director of student engagement, as a member by position • Updated our charter to reflect changes in accreditation standard numbering • Updated the student records policy • Discovered that the Scholarship Procedure is really a policy. Had it changed to a policy. • Recommended updates to the Student Communications Policy to Tech Council • Put considerable work into a student travel policy, before becoming convinced that the travel policy had a scope much larger than student affairs, and referring the policy to College Council for guidance. Policy has since been referred to Paul's office, and we look forward to working with him on that policy in the future. • Reviewed about half of the procedures in our area to see if they're actually policies, or if they're appropriately procedures. <p>Next Steps:</p> <ul style="list-style-type: none"> • Finish our procedure review. • Update our Student Government Policy before the end of the year.
<p>Technology Council</p>	<p>Bill Schuetz, Technology Council Vice Chair, shared the following 2018-19 work and updates of the council:</p> <p>Strategic Technology Plan 2020 - 2025</p> <ul style="list-style-type: none"> • We have researched multiple styles of technology plans from various colleges and universities. • Development Process for Strategic Technology Plan <ul style="list-style-type: none"> ○ In-Depth conversations with Information Technology <ul style="list-style-type: none"> ■ Internal SWOT analysis has been

completed

- External view SWOT analysis is scheduled for end of April 2019
- Formulation of initial plan will be developed end of April 2019 through end of May 2019 and will be informed by in-depth conversations with Information Technology, the SWOT analyses and results from the survey performed this fiscal year by the Technology Council.
- Final review of initial plan will be completed by the end of June 2019
- Initial plan will be vetted with departments, councils, and president's cabinet
- Report will be completed by February 2020, incorporating recommendations from constituents
- Final approvals for our next Five Year Strategic Plan due by end of March 2020
- Planning to ensure our Five Year Strategic Plan is incorporated into Information Technology's work will occur between March and June of 2020 and will occur annually between March through June.
- The 2020-2025 Strategic Plan will begin July 1, 2020.

Technology Related Policies (COPPS)

- All Technology-Related policies were reviewed by our COPPS review sub-committee
 - Minor typographical/error correction updates were made to the following policies:
 - Hardware Acquisition
 - Added/updated links
 - Changed "may not be supported" to "will not be supported"
 - Software Purchasing and Requests
 - Added accessibility statement to policy
 - Technology Use Rights and Responsibilities
 - Added/updated links
 - Wondering if the Enforcement part of this policy should be generalized, called out, and made part of either President's office or College Council policies? Perhaps called "Policy Enforcement"

	<ul style="list-style-type: none">■ Printer and Copier Management<ul style="list-style-type: none">● Added one word - "support"○ Major changes were made to the following policies:<ul style="list-style-type: none">■ Banner User<ul style="list-style-type: none">● title changed to Banner User Account Management● changed Banner INB to Banner Admin to reflect current product name● Removed references to Skills Support and Training program● Minor typographical and word changes■ Student Communications<ul style="list-style-type: none">● Added reference to Google Apps for Education Student Privacy Pledge and provided a link● Spelled out what FERPA stands for (Family Educational Rights and Privacy Act)○ New policies were developed:<ul style="list-style-type: none">■ Digital Sign Policy■ Data Classification Policy■ Critical Systems Policy■ Technology Accessibility○ Additional policies whose changes are still under review<ul style="list-style-type: none">■ Administrative Computer System Baseline Modification■ Wireless Communication■ Bring Your Own Device (BYOD) Wireless Access■ Employee Communications■ Virtual Private Network (VPN)● All policy changes will be submitted to the College Council for review by mid-May 2019● Final versions of all updated and new policies will be publicized via COPPS and through notice in the Weekly by the end of June 2019 <p>Charter Review and Updates</p> <ul style="list-style-type: none">● The Technology Council charter was reviewed. No changes were recommended for this year. <p>Council Participation</p>
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- Toward the end of last year, we piloted the idea of having all members meetings once per month, and sub-committee work groups meeting once per month versus our previous habit of having two all members meetings per month. We tried this idea to see if we were able to accomplish more by providing a designated sub-committee work time each month. This year, we followed this idea and have found that this model facilitates improved completion of technology council work. We plan to continue this model next year and will continue to track its effectiveness.
- Participation in Technology Council meetings was improved over this past year, with more interest and input provided by student representatives than in the previous few years.
- As with most years, participation by some members was problematic as teaching schedules and other issues prevented some members from attending regularly.
- The Chair and Vice-Chair attended multiple meetings this year outside of the standard Technology Council meetings.
 - We participated in the Council study discussions
 - We have participated in the chair/vice chair meetings
 - We have attended some of the College Council meetings

Survey

- The survey developed last year was implemented and we have performed some analysis of the subsequent results.
 - The survey was available to students and employees at Lane.
- All information provided by the survey will be integrated into the strategic technology plan.

Link Strategic Technology Plan to Core Themes and Strategic Priorities

- This work will be completed once the Strategic Technology Plan is completed.

Assist Learning Council with technology-related aspects of the Learning Plan

- We worked collaboratively with the Learning Council and there are mutually agreed upon elements that have been added to the Learning Plan.

	<p>Schuetz brought up the issue that there are currently no consequences to policy violation. Gilbert reminded the group that any enforcement of policies would need to be negotiated through collective bargaining.</p> <p>A discussion was held among Schuetz and attendees regarding changes to the e-mail system. This is not the work of the Technology Council; Schuetz asked those who have questions to call the HelpDesk.</p> <p>Santiago asked about changes in Banner to address LGBTQ concerns. Schuetz responded that this will likely be addressed by several councils.</p>
College Council	<p>Jessica Alvarado, College Council Chair, shared 2018-19 updates, accomplishments and next steps:</p> <p>Updates/Accomplishments</p> <ul style="list-style-type: none">• ASLCCSG President Nick Keough has joined College Council in place of Senator Michael Gillette for Spring term.• College Council has met once per month• Budget Development Subcommittee proposal vetted/approved through College Council• Student Affairs Charter revisions proposed/approved• Student Affairs Scholarship/Tuition Waiver Policy revision/approved• All minutes from 2017-18 were reviewed, approved and posted• All Agenda and Meeting notes were posted within timeframes per operations manual• Reviewed all council self-evaluation and IEC reports• Policy approved: Use of Facilities and Public Spaces for External Groups• Policy approved: Drone Use Policy• Revision approved: Student Records Policy• Hosted three Chair/Vice Chair meetings per operations manual to coordinate work of the governance councils• Reviewed Decision Making Policy as posted in Governance Manual will use until revised• Governance Review – by Governance Taskforce and Governance Subcommittee• Hosted three forums in Winter term:

	<ul style="list-style-type: none">○ Chair/Vice Chair Forum○ Data Synthesis Summaries○ Model/Components <p>Next Steps</p> <ul style="list-style-type: none">• Policy: Freedom of Inquiry and Expression – revise and update• Work with Facilities Council: Incorporate recommendations from Bristow Square Task Force report 2/18• Governance Review – write up majority/minority report for High Priority Recommendations. Continue to vet model proposal and solicit feedback• Develop onboarding/training for leadership and new members• Determine support/compensation for leadership and new members• Policy/Procedure work• Decision Making process – solidify agreed-upon process
Governance Review	<p>Alvarado explained that the Governance Subcommittee did a deep dive into the work of the governance taskforce, the feedback collected, and the information from the governance forums. The priority recommendations were then brought to College Council. College Council did not reach consensus on approval of the priorities due to one “no vote.” The Governance Subcommittee also had shared an example of a governance model with College Council on which they were not asked to vote.</p> <p>Alvarado questioned council members in attendance to determine if they felt the recommendations and sample model should be shared even though College Council did not approve them, as it may be helpful in order to solicit feedback. After a lengthy and detailed discussion, it was agreed that the information should not be shared if it had not been approved by College Council.</p>

From: Barbara BarlowPowers
To: Barbara BarlowPowers
Date: 4/19/2019 8:55 AM
Subject: Request for time on your Council Agenda

As you have heard, the college is moving from GroupWise to Gmail and Google Calendar. Ed Radza is a network administrator and project lead, and I, Barbara Barlow-Powers, project manager and project management office lead, are scheduling meetings with various groups around the campus to discuss this transition. A project with this level of impact requires broad communication with campus stakeholders. With that said, Ed and I would like to discuss this upcoming migration with you and your council. Would there be time on your agenda that we might join your meeting? I suggest a 10-15 minute window to allow time for questions and discussion.

If you are able to accommodate this request, please let us know the date, time, and location. We look forward to discussing this with you and your council.

Barbara Barlow Powers, PMP
Project Management Office - I.T. Department
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Original / AS edited by Legal Council

Lane Community College Bias Incident and Hate Crime Policy

POLICY:

1 This and other relevant policies provide guidance for individuals who believe they have been
2 witness to or victims of bias incidents and hate crimes and who wish to report them and seek
3 redress and remediation.

4 This policy does not proscribe or prohibit conduct, speech, or expression that is protected or
5 authorized under applicable law or policy.

6 **Lane Community College recognizes the distress that a bias incident may cause to students,**
7 **staff and faculty. A bias incident** that occurs on College property, at a College-sponsored
8 event, or between or among students, staff, or faculty, **may be reported to the office of the**
9 **appropriate vice president or designee. The report will be evaluated and addressed as**
10 **determined appropriate by the vice president or designee.**

11 Lane Community College *prohibits* the commission of hate crimes on College property, at
12 College-sponsored events, or when engaged in College activities and business, on or off College
13 property. A hate crime should be reported to the Public Safety Department or another law
14 enforcement agency. In addition, a hate crime may be reported to the office of the appropriate
15 vice president or designee for referral to the relevant College procedure.
16 Lane Community College will report hate crimes and hate/bias-motivated crime incidents as
17 required by the Jeanne Cleary Disclosure of Campus Security and Campus Crime Statistics Act
18 (the "Cleary Act") and the Higher Education Opportunity Act ("HEOA").

DEFINITIONS:

19 Bias Incidents: A bias incident is conduct, speech, or expression directed at a person or group
20 that is motivated by a bias of the perpetrator based on age, color, creed, disability, gender
21 identity, gender expression, race, religion, nationality or ethnic group, sex, sexual orientation,
22 immigration status, or veteran status. Examples of conduct, speech, or expression that may
23 constitute a bias incident include racial, religious or ethnic slurs; graffiti and written messages
24 directed at persons who have served in the U.S. military.

25 A bias incident may or may not be contrary to College policy, constitute unlawful discrimination
26 or harassment, or constitute a "hate crime." Some bias incidents may constitute conduct, speech,
27 or expression protected by the First Amendment to the U.S. Constitution, Article I, Section 8, of

28 the Oregon Constitution, other applicable law, College policy, or academic freedom as described
29 in a collective bargaining agreement.

30 Hate Crimes: A hate crime for purposes of this policy means conduct prohibited by ORS
31 166.155, ORS 166.165, or conduct reportable as a hate crime under the Jeanne Clery Disclosure
32 of Campus Security and Campus Crime Statistics Act (the "Clery Act") and other applicable law.
33 Under the Clery Act, a hate crime is an otherwise reportable offense that manifests evidence that
34 the victim was intentionally selected because of the perpetrator's bias against the victim.

For Review from Diversity Council.

Lane Community College Bias Incident Policy

1 Lane Community College **encourages all students, staff and faculty to refrain from**
 2 **committing or engaging in any bias incident** on College property, at College-sponsored events,
 3 or when engaged in College activities and business (in person, by phone, or online), on or off
 4 campus.

5 **The college ensures that each bias incident¹ is investigated and addressed appropriately.**

6 **All bias incidents will also be publicly reported to Lane's Board of Education.**

7 **Nothing in this policy restricts academic freedom, protected speech, or lawful protest.**

8 This policy provides guidance for individuals who believe they have been **witness to or victims**
 9 **of bias acts and encourages these individuals to report them.**

10 This and other policies and procedures in place require the college to respond to different kinds
 11 of incidents, attending to the health and safety of members of the College community, managing
 12 individual complaints or grievances, and adjudicating possible violations of college policies and
 13 referring possible violations of local, state and federal laws to the appropriate authorities.
 14 Examples of such policies and procedures include but are not limited to:

15 The Student Rights and Conduct Procedure, Affirmative Action Guidelines and
 16 Complaint Procedure, Disabilities: Americans With Disabilities Act Complaint
 17 Procedure, Harassment Based on Race or Ethnicity or National Origin: General
 18 Policy, Harassment based on Sexual Orientation, Gender Identity, Gender
 19 Expression, Religion or Disability Policy, Harassment, Sexual: General Policy, as
 20 well as local, state, and/or federal civil rights laws and regulations.

21 ¹ **Bias Incidents**: A bias incident is an act of bigotry, harassment and discrimination, or
 22 intimidation committed based on age, color, creed, disability, gender identity, gender expression,
 23 race religion, nation/ethnic group, sex, sexual orientation, immigration status, or veteran status.
 24 This includes, but is not limited to, slurs, graffiti, written messages, physical touching or
 25 gestures, clothing, or images that harass or intimidate individuals or groups because of their
 26 membership in the above listed protected classes.

27 **Hate Crimes**: A hate crime for purposes of this policy means conduct prohibited by ORS
 28 166.155, ORS 166.165, or conduct reportable as a hate crime under the Jeanne Clery Disclosure
 29 of Campus Security and Campus Crime Statistics Act (the "Clery Act") and other applicable law.
 30 Under the Clery Act, a hate crime is an otherwise reportable offense that manifests evidence

Lane Community College Strategic Learning Plan 2017-2021

October 6, 2017

Last Revised April, 12, 2019

Purpose

1 The Lane Community College Strategic Learning Plan is a framework intended to
 2 galvanize the collective efforts and resources of the college community toward
 3 achieving excellence in teaching and student learning. The plan defines a set of
 4 long-term learning goals while linking to and building cohesion among institutional Core
 5 Themes, the college's Strategic Plan, the student experience, and learning outcomes
 6 across all areas of the college. The Strategic Learning Plan includes steps for formative
 7 and summative evaluation, and it lays out a process for measuring and assessing
 8 progress that will inform institutional planning. It will allow Lane to balance progress
 9 toward institutional learning goals with the ability to adapt to challenges and
 10 opportunities. In order to reflect Lane's Mission and Values accurately and holistically,
 11 the Strategic Learning Plan development, implementation, and evaluation shall include
 12 the participation of college faculty, administrators, students, and staff.

Goal

Establish and sustain excellence in teaching and student learning

Goal Characteristics

Excellence in student learning has the following essential characteristics:

- 1 • **High quality** pedagogies and current best practices for quality student outcomes.
- 2 • **Accessible to students** in terms of availability, inclusion, and affordability.
- 3 • **Aligned** with educational needs and goals of students and the community.
- 4 • **Sustained** through resource allocation and practices that ensure institutional stability.
- 5 • **Continuously improved** through professional development.

Core Themes

Core Theme 1: Responsive Community Engagement

As an engaged member of our community, Lane's programs, services, and activities serve the community's needs.

Core Theme 2: Accessible and Equitable Learning Opportunities

Lane's policies, procedures, programs, and services facilitate open, fair, and just educational experiences.

Core Theme 3: Quality Educational Environment

Lane's quality educational environment embraces academic and instructional integrity, relevancy, rigor, innovation, and transparency.

Core Theme 4: Individual Student Achievement

Lane's students advance on their academic paths and reach their educational goals.

Strategic Directions

- 1. Commitment to Student Learning and Success**
 - A. Provide extraordinary service to our students and potential students
 - B. Expand advising and academic planning services
 - C. Provide seamless transitions for students
- 2. A Culture of Teaching, Learning, and Innovation**
 - A. Sustain and expand program review
 - B. Create a Center for Teaching and Learning
 - C. Develop collegewide assessment of student learning
 - D. Expand quality online instruction, curricula, and course materials
- 3. Access, Equity, and Inclusion through Social Justice**
 - A. Create an equity framework (Equity Lens)
 - B. Provide cultural competency professional development opportunities
 - C. Institute diversity orientation and professional development for students and staff
 - D. Improve recruitment and retention of diverse students and staff
- 4. Strengthen Community**
 - A. Build college community
 - B. Improve advisory committee structures and support
 - C. Create an information sharing network

5. Financial and Environmental Stewardship

- A. Improve planning and institutional effectiveness
- B. Implement Lane's Climate Action Plan
- C. Increase adaptive capacity

Planning Strategies

The Strategic Learning Plan purpose and goal is based on these strategies

- 1 • Develop, support, and maintain high quality teaching and learning using effective and current content and pedagogies.
- 2 • Provide accessible educational opportunities to support student success.
- 3 • Support and communicate the important role of the community college in contributing to a strong democracy.
- 4 • Actively address the needs of a diverse student population in regards to the goals of equity and social justice.
- 5 • Strengthen co-curricular, developmental, transfer, and career technical education in order to provide structured, yet flexible systems and courses of study.
- 6 • Emphasize a liberal education; foster intellectual curiosity and exploration.
- 7 • Promote responsible and sustainable resource allocation and practices in alignment with the college's mission and strategic directions.
- 8 • Promote continuous, systematic program-level improvement that fosters innovation and incorporates evidence informed decisions based on institutionally identified indicators of achievement.

Elements of the Learning Plan:

- 1. Promote full access, equity, inclusion, and civic engagement for all members of the LCC community towards the goal of social justice.**
- 2. Endeavor to improve each student's career, academic, and life opportunities through supportive services and learning environments.**
- 3. Strengthen the common commitment to excellence in teaching and student learning through collaboration, partnership, and shared vision.**
- 4. Engage in financial planning that prioritizes the educational mission of the college.**
- 5. Fully support and maintain a regular faculty-led (where applicable), collaborative, 5-year cycle of academic program review that responds to, strengthens, and exceeds Lane's obligations under NWCCU standards.**
- 6. Encourage support for professional development within disciplines and in teaching and learning to continuously improve educational experiences and environments.**
- 7. Facilitate excellence in instruction across modalities that is supported by best practices and appropriate technology and infrastructure to minimize barriers, maximizing opportunities for student success.**
- 8. Identify and recommend interdisciplinary and interdepartmental structures to encourage and normalize systemic collaboration and improvements in the teaching and learning experience.**
- 9. Support the development and implementation of a collegewide system for the assessment of student learning, including the outcomes of academic programs, co-curricular activities, and student services.**

Alignment of Action Elements to the Strategic Plan

Action Elements	Core Themes				Strategic Directions	
	Responsive Community Engagement	Accessible Learning and Working Opportunities	Quality Learning Environment	Individual Student Achievement	Commitment to Student Learning and Success	A Culture of Teaching, Learning, and Innovation
1. Promote full access...		X		X	X	
2. Endeavor to improve opportunities...	X		X		X	X
3. Strengthen the common commitment...	X		X		X	
4. Engage in financial planning...	X		X	X	X	X
5. Fully support academic program review...	X	X	X	X	X	X
6. Encourage support for professional development...		X	X	X	X	X
7. Facilitate excellence in instruction...	X	X	X		X	X
8. Encourage systemic collaboration..	X		X	X	X	X
9. Support assessment of student learning...			X	X	X	

Strategic Learning Plan Evaluation

- 1 The Learning Council contains representatives from all employee groups and is
 - 2 responsible for monitoring Strategic Learning Plan effectiveness. The Learning Council
 - 3 will establish effective and efficient mechanisms to assess and discuss achievement of
 - 4 the action elements.
- 1 • Provide a yearly progress report to the Institutional Effectiveness Committee (IEC) regarding the Strategic Learning Plan.
 - 2 • Provide a yearly Learning Council review to governance following BP 325.
 - 3 • Ensure college's alignment with accreditation standards.
 - 4 • Ensure Strategic Learning Plan alignment with the college planning structure (i.e. Strategic Plan).
 - 5 • Use the Strategic Learning Plan evaluation to inform revisions to future Strategic Learning Plans and processes.

GSC Recommendations (Majority Report)

Prepared by: Paul Jarrell

Reviewed by: College Council (majority opinion)

The following 11 items in large part were approved as revised after the GSC first report to College Council on March 13th, 2019. The following were presented April 10th to College Council for a second reading, final review and approval. In the subsequent discussion on April 10th, it was moved, seconded, and approved by majority that College Council accept the recommendations listed below as presented by the Governance Subcommittee.

Note: There was confusion regarding the changes made to recommendation 9. The proposed wording was unclear. The goal is to establish a connection between College Council and the Accreditation process for accountability and oversight. College Council minutes from 4/10/2019 indicate that during an update by the Accreditation Leadership Team, a motion was passed to have a liaison from Accreditation Leadership team report regularly to College Council regarding the accreditation progress. It is unclear if this motion was meant to replace GSC recommendation 9.

GSC Recommendations

1. Reaffirm commitment to shared governance.
2. Intensive governance training for Chairs/Vice-Chairs, governance PD for all council members. Identify responsible parties.
3. Convene Policy and Procedure team w/support to clean up the policy and procedure system
4. Support adequate compensation/release time for governance participants and other substantive work in context
5. Provide administrative support for each council - maintain agenda/minutes, etc.
6. Council planning on hold except AMP, FMP, SEMP
7. Review all college-wide committees and realign within governance where appropriate
8. Reaffirm commitment to accountability for implementation and evaluation of council work.
9. Create an Accreditation Steering Committee under College Council to ensure accountability to governance
10. Create a communication process for governance, including campus-wide notification of new and updated policies
11. Decision Making Process - need to improve clarity around processes related to recommendations and decisions. Where do/should decisions happen?

BACKGROUND

Minority Report / Elizabeth Andrade

In 2014 after several years of the shared governance system implementation a significant impasse regarding decision-making at the Diversity Council surged. It was only then when we tried to put in practice the process indicated in the governance manual that we realized it did not work as intended, and all the weakness of the system came to light.

The issue was a passing of the Cultural Competency Policy that the representatives of ASLCC had worked on and brought it to the DC. We were not able to reach consensus neither at the Diversity Council nor College Council. Students and staff members brought public testimonials to justify the policy, but nothing helped, the member opposing was the president of the faculty union, the process of trying to resolve the consensus was longer than a year, and it was painful. What made it difficult was that the menaces of grievance and the administration did not want to deal with that. This event has been one of the few instances where the entire campus got involved.

Since no one seems to know how to resolve the issue, and feeling the frustration of the students, I brought the matter to the Lane's Board of Education. I asked for two things a solution for the policy and a mandate to review the structure of the governance system. The board resolved to create the Cultural Competency as a board policy, and they asked President Spilde to start the process of reviewing the issues of the governance system.

President Spilde brought the revision to College Council. To assess the weakness of the system, they decided to conduct a survey collecting feedback from the campus community. The survey structure, questions, and results' interpretation were done in a very collaborative and organized way with members of both councils. It has been one of the most comprehensive tools for feedback gathering, it got more than 200 responses. The results were staggering in several areas, particularly the representation appointment.

However, that was the extent of the review. In 2016 the board requested an update, and the review came back into College Council agendas. After that, the only thing that the members were able to agree was the organization of the decision-making protocol, and that is the graphic included in the governance manual.

In the meantime, the complaints about the councils have continued, and different groups have also collected feedback at campus events, however the input has been from smaller groups and the feedback has been summarized by a third party.

MY CONCERNS

I voted against the list of priorities presented not because I want to be purposely contentious but because I feel that there are serious issues regarding the process, the

content and lack of an analysis that tell us the reasons behind the information presented.

- At the meeting of April 11, 2018, President Hamilton brought the review of the governance system back to College Council per board request. While she had the prerogative to have a separate group working on this, she decided to bring it to CC; therefore the guidelines for the process stated in the governance manual were to be followed. That the CC's Governance subcommittee would be responsible for this project, and we also decided to have a task force. The practice for a group/committee is to have the group nominate a chair or facilitator from within its members. That did not happen with this group, President Hamilton started the facilitation, and then Jen Steele took over. Pretty soon the group had conflicts with representation, and at each meeting, new members will show up. Also, the agendas did not reflect decisions taken as a group. Instead, new items that no one knew about were part of the agendas. This disorganization created discontent among the several members. Recently I find out that the two union presidents and the faculty council co-chair had talked to President Hamilton about this situation. Soon after that, the task force got disbanded, and the work of reviewing the governance system passed to the Governance subcommittee, a new member was added (classified union president) who is not a member of the college council.

- The guidelines of the manual indicate that all the decisions should be made as a group, and it has been the practice so far. And we were not involved in any of the above. The appropriate thing to do would have been bringing the issues of the task force to CC and as a group come up with a new design to continue the work. Instead, the decision was made unilaterally, and the task force members were not informed of the decision.

- One of the chief complaints of the survey was the level of control from part of the unions appointing representatives. And now they are the ones fixing the system. I'm attaching the survey's comments as proof of this assertion. Although the current unions leaderships are trying to fix this problem, the system still lacks checks and balances to avoid the issues we had back on 2014.

- We have not seen any analysis explaining the current system, what is working and what is not. That should be the first thing before deciding to change the system. Instead, we are being presented with a list of priorities many of which are basic implementation, and a new model for the system, which indicates that is the direction we are going.

- Items # 2, 3, 4, 5 of the priority list are implementation items, for instance, #5 Administrative support, that issue was resolved a while ago, the administrators were asked to have their assistants to provide this support. Item #7 was done before the implementation of the governance system. Our work is at the planning and policy level, not implementation, which by the way it should be another priority because the councils constantly get stuck on this.

- It took three years to create the original system, and in general, is a good one; the group who work on this project had enough representation, knowledge, and experience. We had lawyers, sociologists, and economics instructors. If we are talking about changing the system the group doing it should have the same model. We need a group with at least three representatives from each group who have the knowledge and experience in this field. We are a higher education institution; our systems should represent that level of education.

Lastly, I keep hearing that we need to finish this work because there will no more time this year, I instead continue the work next year and do an excellent job than finish a poor one just because of the time.

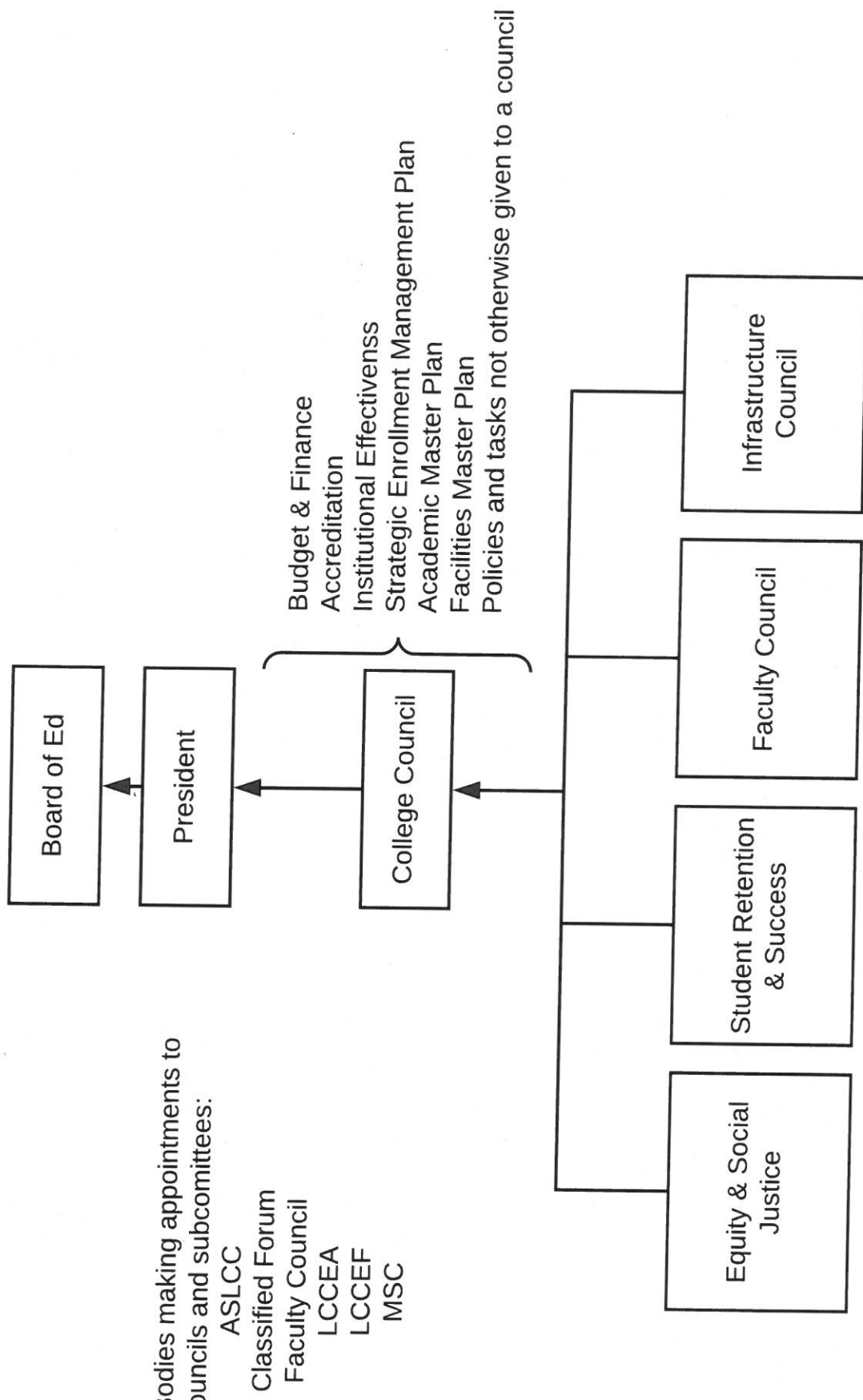
Respectfully,
Elizabeth Andrade

High Priority Recommendations for Governance

Not Prioritized. Numbered for reference

	Recommendation	Purpose	Recomm ended by	BP 325
1	Reaffirm commitment to shared governance.	Acct	DS, GSC, GTF, Councils	3,5,6, A
2	Intensive governance training for Chairs/Vice-Chairs, governance PD for all council members. Identify responsible parties.	Comm/Cl arity/Scop eAcct	DS, GSC, F	1,3,4, A
3	Convene Policy and Procedure team w/support to clean up the policy and procedure system	Comm/Ac ct	DS, GSC, C/VC, Councils	1,3,4, 6, A
4	Support adequate compensation/release time for governance participants and other substantive work in context. May need to negotiate with unions.	Comm/Ac ct	DS, GSC, F, OD	4,7, A
5	Provide administrative support for each council - maintain agenda/minutes, etc. May need to negotiate with unions.	Communi cation	DS, GSC, F	4,7, A
6	Council planning on hold except Academic Master Plan, Facilities Master Plan, Strategic Enrollment Master Plan	Efficiency /Scope	GSC, C/VC, F	3,5,6 A
7	Review all college-wide committees and realign within governance where appropriate	Acct/Effic iency	GSC,DS, OD, GTF, F	
8	Reaffirm commitment to accountability for implementation and evaluation of council work.	Acct	GSC, C/VC, F	3,5,6, A
9	Create an Accreditation Leadership Team to update with designated representative to update College Council to ensure accountability	Acct	GSC	3,4,5, 6,7,A
10	Create a communication process for governance, including campus-wide notification of new and updated policies	Comm	DS, GSC, F	1,2,4, 5,
11	Decision Making Process - need to improve clarity around processes related to recommendations and decisions. Where do/should decisions happen?	Comm	DS, CC, C/VC,	1,2,3, 6

BP 325
1. Clarity;
2. Wide and explicit communication;
3. Effectiveness;
4. Efficiency and timeliness;
5. Processes that encourage employee and student participation in problem solving and decision making;
6. Processes that assure that decisions are made at the appropriate level, by the appropriate group with the needed expertise; and
7. Recognition of the support needed for employees and students to participate and contribute meaningfully.
Add Accountability (A)
Recommending bodies:
(DS) Data Synthesis
(F) Forums
(GSC) Governance Subcommittee
(CC) College Council
(C/VC) Chairs and Vice Chairs
(OD) Other Data (e.g. Faculty Survey)
C/VC - Chairs and Vice Chairs of Councils



Additional Bodies making appointments to both councils and subcommittees:

- ASLCC
- Classified Forum
- Faculty Council
- LCCEA
- LCCEF
- MSC

- Budget & Finance
- Accreditation
- Institutional Effectiveness
- Strategic Enrollment Management Plan
- Academic Master Plan
- Facilities Master Plan
- Policies and tasks not otherwise given to a council

1 Freedom of Inquiry and Expression

2 Type

3 Policy

4 Category

5 Institutional Integrity

6 Governance Council

7 College Council

8 Contact Email

9 hamiltonm@lanecc.edu

10 Responsible Executive Authority

11 College President

12 Purpose

13 Lane Community College serves college learners by providing programs of learning that enable
14 students to pursue and achieve their educational and vocational goals. Free inquiry and expression
15 are indispensable to the pursuit of these objectives. This policy describes the specific actions which
16 are supported in the interests of academic freedom.

17 Narrative

18 Lane Community College serves college learners by providing programs of learning that enable
19 students to pursue and achieve their educational and vocational goals. Free inquiry and expression
20 are indispensable to the pursuit of these objectives. The transmission of knowledge, the search for
21 truth and the development of the student depends upon appropriate opportunities and conditions in
22 the classroom, on the campus and in the community. In order for the college to provide conditions
23 that are conducive to the effective performance of its purpose, it acknowledges a commitment to
24 those purposes and to the principles of democratic freedom for itself and others.

25 Discussion and expression of all views within the college shall be limited only by civil and criminal
26 law.

27 In the classroom, the instructor has the responsibility of maintaining an environment conducive to the
28 learning of the subject, but this authority must not be used to suppress the expression of views
29 contrary to those of the instructor. It is the responsibility of the student to support the instructor's
30 efforts to assure freedom of expression and to maintain order.

31. Students are responsible for learning the content of any course for which they are enrolled.
32 Instructors shall provide for the student every available opportunity for the accomplishment of this
33 goal.

342. Requirements of participation in classroom discussion and submission of written exercises are
35 consistent with this section.
36 Members of the campus community shall have the right to freely and peaceably assemble and
37 demonstrate in accordance with the exercise of constitutional rights, so long as such activity does
38 not impede the rights and freedom of others.
- 39 Lane Community College employees and students shall have the right to be interviewed on campus
40 by any lawful organization desiring to recruit at the college. Lane employees and students may
41 protest against any such organization provided that protest does not interfere with any other
42 individual's right to have such an interview, and does not interfere with the privilege of the recruiting
43 personnel to hold the interview.
- 44 Lane employees and students may invite any person(s) of their choosing to the college.
- 45 **Date Adopted**
- 46 Tuesday, August 1, 2000
- 47 **Date Last Reviewed**
- 48 Monday, September 1, 2003

All highlighted items represent changes or additions

1 **Freedom of Inquiry and Expression**

2

3 **Type**

4

5 Policy

6

7 **Category**

8 Institutional Integrity

9

10 **Governance Council**

11 College Council

12

13 **Contact Email**

14 hamiltonm@lanecc.edu

15

16 **Responsible Executive Authority**

17

18 College President

19

20 **Purpose**

21

22 **Lane Community College strives to be an inclusive**
23 **teaching and learning community that values and seeks**
24 **to uphold the freedom, dignity, and the potential of each**
25 **of our members. We provide programs and services that**
26 **enable students to pursue and achieve their educational**
27 **and career goals. The transmission of knowledge, the**
28 **search for truth and the development of the student**
29 **depends on appropriate opportunities and conditions.**
30 **This purpose of this policy is to support an environment**
31 **that creates a context for learning.**

32

33 **Narrative**

34

35 Free inquiry and expression are indispensable to affirming the
36 central tenant of higher learning. **This success depends on**
37 **freedom of thought, the freedom to explore and express**
38 **new ideas, the promotion and practice of critical**

39 **thinking, and the ability to contribute to and expand**
40 **collective knowledge.**

41

42 **This institution has a responsibility to support our**
43 **educational mission and to uphold our values. Protected**
44 **free expression does not preclude the college's ability or**
45 **options to respond to expressions that disrupt the work**
46 **or learning environment. The First amendment also does**
47 **not prevent Lane from responding to expression that**
48 **interferes with the safety of our community members.**

49

50 **We aim to protect the rights of all to express themselves,**
51 **we will also challenge those expressions that work to**
52 **undermine our capacity to keep community members**
53 **safe and able to learn and work effectively.**

54

55 **Administrators, public safety, faculty and staff may need**
56 **to report and/or intervene regarding situations of**
57 **concern when expression from any campus visitor(s) or**
58 **community member engages in verbal and/or other**
59 **behaviors that interfere with learning, work and campus**
60 **safety. Processes to report and intervene need to be**
61 **clearly defined and communicated to facilitate timely**
62 **responses when needed.**

63

64 In the classroom, the instructor has the responsibility of
65 maintaining an environment that is conducive to the learning of
66 the subject, but this authority must not be used to suppress the
67 expression of views contrary to those of the instructor. It is the
68 responsibility of the student to support the instructor's effort's
69 to assure freedom of expression **while also not being**
70 **disruptive to the learning environment.**

71

72 1. Students are responsible for learning the content of any
73 course for which they are enrolled. Instructors shall provide for
74 the student every available opportunity for the accomplishment
75 of this goal.

76

All highlighted items represent changes or additions

77 2. Requirements of the participation in classroom discussion
78 and submission of written exercises are consistent with
79 supporting learning the content of the course **while also**
80 **affording opportunity to present contradictory points of**
81 **view.**

82
83 Members of the campus community shall have the right to
84 freely and peaceably assemble and demonstrate in accordance
85 with the exercise of constitutional rights, so long as such
86 activity does **infringe on the rights of others – and such**
87 **expression does not interfere with the primary**
88 **educational purpose of the institution.**

89
90 Lane Community College employees and students shall have
91 the right to be interviewed on campus by any lawful
92 organization desiring to recruit at the college. Lane Employees
93 and students may protest against any such organization
94 provided the protest does not interfere with any other
95 individual's right to have such an interview, and does not
96 interfere with the privilege of the recruiting personnel to hold
97 the interview.

98
99 Lane employees and students may invite any person(s) of their
100 choosing to the college.

101
102 Date Adopted

103

104

105 Date Last Reviewed

<https://www.lanecc.edu/copps/documents/hours-30th-ave-campus>

Hours: 30th Ave Campus

Type
Policy

Category
Health and Safety

Governance Council
Facilities Council

Contact Email
kellyb@lanecc.edu

Responsible Executive Authority
Vice President, College Services

Purpose

- 1 The main campus of the College is open to the public from 6 a.m. to 11 p.m. This policy delineates
- 2 exceptions to this rule, and describes the responsibilities of staff who are on campus when the
- 3 College is closed to the public.

Narrative

- 1 Lane Community College, 30th Ave campus **grounds are** open to the public from 6 am to 11 pm.
- 2 Buildings are open to the public on days classes are in session and other days as posted. **Building**
- 3 **hours vary based on classes and events scheduled. Campus building access door hours are**
- 4 **primarily scheduled for Monday through Friday and vary by building.** Campus buildings are
- 5 closed to the public during designated holiday periods, when buildings have been locked for the
- 6 evening, and other times as posted. Exceptions are made for performances and other special
- 7 events.

- 8 When staff are on campus between 11 p.m. and 6 a.m., or working in a building that is closed to the
- 9 public, they shall contact Public Safety, extension 5558, and give their name, location, and when
- 10 they anticipate leaving campus. Staff on campus during the times listed above shall be engaged in
- 11 work related tasks.

- 12 In case of an emergency requiring immediate evacuation of an area, it is critical that Public Safety
- 13 know if people are in buildings that have been locked and secured.

- 14 Without such notification, Public Safety cannot know if late night activity in a secured area is an
- 15 intruder or a staff member working late. Due to the potential for criminal activity during closed hours,
- 16 persons on campus during these hours, who have not notified Public Safety, or are not known to
- 17 Public Safety, shall be questioned as to their identity.

Date Adopted

Wednesday, January 1, 2003

Date Last Reviewed

Tuesday, April 9, 2019