

NWCCU Standard 2 (draft: 3-16-2012 with latest team feedback)

Policies and Procedures

Academics

2.A.12 *Are academic policies—including those related to teaching, service, scholarship, research, and artistic creation—clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas? Explain.*

Lane Community College communicates academic policies to students, faculty, administrators, and staff with responsibilities related to academics through various media including web-based and in print.

Lane's web-based College Online Policy and Procedure System (COPPS) delineates academic policies and procedures related to teaching, service, scholarship, research, and artistic creation and Lane's website and college catalog detail academic policies for students.

Academic procedures and contract language on faculty workloads reflect the college's mission and goals and the faculty's talents and competencies while encouraging engagement (CBA: Article 35.3.1 and <http://www.lanecc.edu/cops/workload.htm>). By contract, non-teaching-related workload comprises "up to 15 percent of the faculty member's staff FTE, averaged over the academic year. ..."

Academic procedures and contract language (CBA: Article 13.10, <http://www.lanecc.edu/cops/peval.htm> and <http://www.lanecc.edu/cops/stdeval.htm>) on Student Evaluation of Instruction and evaluation of faculty are clearly delineated and implemented. The administration is currently working with Faculty Council to update the instrument and revise the Student Evaluation of Instruction procedure on COPPS. At the present time, the entire process is under review. Conversations continue around the type of instrument(s)—alternative forms to administer and principles that guide this process.

The Lane developmental evaluation and corrective evaluation processes are the product of a collaborative faculty/administration effort. It is in the joint collegial interest of both the faculty and administration to develop and maintain the highest reasonable evaluation standard, which will result from the continuing collaboration of both parties in the ongoing evolution of the evaluation and developmental

standards and processes. Therefore, the College and the Association have produced an Evaluation Handbook (<http://www.lanecc.edu/hr/documents/FacEVal1011.pdf>), which is limited to clarifying statements of the evaluation process, forms, checklists, and instructions. The College and Association regularly review this Handbook and solicit suggestions for its improvement. There is a policy and procedure for reviewing the ethical considerations related to performing research at Lane, including federal guidelines for treating subjects and the process for getting approval to conduct research (<http://www.lanecc.edu/cops/research.htm> and <http://www.lanecc.edu/cops/researchf.htm>).

Each year, through the Curriculum and Scheduling Office, the college systematically reviews policies and procedures for additions and deletions of courses and programs. As state procedures for new programs and courses are revised, Lane's policies and procedures are updated to remain in compliance. Lane adheres to state requirements for adding programs and courses, which are defined in Oregon Administrative Rules (OAR).

Faculty play a substantive role in developing and administering research policies and practices. The COPPS policy, "Research: Authorization to Conduct," was developed by faculty. The other sources of review for research projects are those submitted to the Faculty Professional Development (FPD) committee to request FPD funds. This review is conducted by a faculty committee according to guidelines developed by faculty.

Guidelines for ethical behavior are also outlined in the Values and Behaviors document assembled by the Work Roles and Relationships Council (<http://www.lanecc.edu/presoffc/lccea/values.htm>). However, there is no similar document that outlines the process for engaging in artistic creation. The office of Academic and Student Affairs is in the process of working with Faculty Council to develop policies and procedures related to artistic creation. Also, Article 23 of the faculty contract provides funding and support for professional development, keeping up with current thinking in discipline (23.10), academic scholarship (23.13), and artistic creation (<http://www.lanecc.edu/hr/documents/LCCEA111406.htm>). Article 23.2 establishes 2.35% of the total budget direct salary (contracted faculty), currently for FY12 is \$571,116 including carryover provision.

Article 18 of the collective bargaining agreement communicates policies concerning patents, inventions, copyrights, intellectual property rights and use of

college equipment. In the areas of ownership of materials, faculty compensation, copyright, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.

2.A.13 *Are policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—documented, published, and enforced?*

Policies governing access (<http://www.lanecc.edu/websiteaccess.html>) and use of the library resources are published on the library's website (<http://www.lanecc.edu/library/>), which is continuously being updated by library faculty and staff, selectively printed on handouts available in the library, and posted at points of service. They are articulated during library instruction sessions, workshops, and other presentations to students, staff, and faculty. The library director, working in concert with library staff and appropriate college departments and divisions is responsible for enforcement. To ensure systematic evaluation of policy, the library reviews and updates policies annually. Library staff continually work on specific procedures and best practices concerning access to and use of library and information resources to guide staff in their work.

Policies governing access and use of the library resources are published in the library's policy manual (<http://www.lanecc.edu/library/about/manual.htm>). The library implements policies to most effectively use its resources, provide an optimal learning environment, support online learning, and to make access to information as convenient as possible for students, faculty, and staff. Policies that affect student users are clearly articulated on the library's website under [Services for Students](#). Community users have full access to all services other than interlibrary loan. Interlibrary loan policies are based on the National Interlibrary Loan Code of the American Library Association, and consortial lending practices are in accordance with Orbis Cascade Alliance policies. The Internet use policy appears on every public-access computer and is posted at the laptop checkout center. Circulation policies are distributed to new users and are enforced through Millennium. Policies about secure access to electronic resources are enforced through the use of proxy servers at log-in. Copyright notices are posted on copiers and electronic documents produced for e-reserves and ILL. Course reserves and library acquisitions are guided by the collection development policy, which was revised in 2011. The library's food and noise policies are posted at entrances.

For **appendix**, if desired:

Library Policy Manual:

<http://www.lanecc.edu/library/>

Summit Borrowing Policies:

<http://www.orbiscascade.org/index/borrowing-materials-from-member-libraries#policies>

Services for Students:

<http://www.lanecc.edu/library/services/index.htm>

Internet Use Policy:

<http://www.lanecc.edu/library/about/internetuse.htm>

College Computer Use Policy: COPPS

<http://www.lanecc.edu/cops/compusef.htm>

2.A.14 *Does the College develop, publish widely, and follow an effective and clearly-stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs? Explain.*

Lane's transfer programs follow statewide transfer agreements (e.g., **AAOT—see footnote**) among the community, technical and baccalaureate institutions. Lane also has established articulation agreements with individual receiving institutions pertaining to specific programs and clusters of programs (i.e., career-technical programs). An inventory of the College's articulation agreements is maintained by the Office of Academic & Student Affairs. Signed articulation agreements have been maintained with individual departments at the baccalaureate institutions where Lane students transfer most frequently, such as the University of Oregon, Oregon State University, and Portland State University.

These are dynamic agreements, reviewed annually. We are anticipating a statewide system in place by Fall of 2012. Review of current articulation agreements was an agenda item at the March 2012 state-wide Joint Council of Instructional and Student Services Administrators.

Policies on transfer and award of credit are published in the Catalog and are reviewed and revised periodically by the Degree Requirements Review Committee to ensure fairness and equity for all students. Lane's policies for transfer and acceptance of credit are clearly articulated. In accepting transfer credits to fulfill degree requirements, degree evaluators ensure that the credits accepted are comparable to Lane courses, or require skills comparable or higher than those

required in Lane courses. Transfer policies are published in the Catalog (<http://www2.lanecc.edu/collegecatalog/college-catalog>).

The college's transfer degrees are well designed to meet the needs of its student constituencies. Articulation with 17 Oregon community colleges and seven four-year Oregon institutions has facilitated ease of transfer for most students.

Footnote:

According to its administrative rules, the state of Oregon (OAR 589.006) defines the AAOT as a degree intended to prepare students to transfer into upper division programs for a baccalaureate degree. The AAOT is accepted in public institutions statewide, with a balance of lower-division general education requirements and electives. AAOT graduates admitted to Oregon University System institutions are guaranteed to have fulfilled all lower division general education requirements.

Academic Freedom

2.A.27 *Does Lane Community College publish and adhere to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment? Explain.*

Both faculty and the administration recognize the fundamental importance of academic freedom in the conduct of the educational enterprise. The faculty contract, negotiated by teams representing faculty and the administration, devotes two articles that clearly articulate the extent and boundaries of academic freedom. (Art. 15—Professional Rights and Art. 16—Personal Rights—**see footnote**)

According to COPPS, the purpose of Lane Community College is to transmit knowledge, pursue truth, support student development and contribute to the community which the college serves (<http://www.lanecc.edu/cops/freedom.htm>). Minimum standards for academic freedom and conduct are outlined in the Student Code of Conduct. Students and staff are required to exercise their academic freedom responsibly.

Lane has a zero tolerance policy regarding harassment. Any proven harassment will result in immediate and appropriate action to stop the harassment and prevent its recurrence, including employee discipline consistent with collective bargaining agreements, or student sanctions. This remedial action will be designed to stop the harassing behavior, keeping in mind the educational mission of the college. If the alleged harassing behavior is not sufficiently severe or pervasive to be judged a violation of this policy with resulting consequences, the college may still take action to address the complainant's concerns and to ensure that Lane, as a workplace and as an academic institution, maintains a respectful environment.

All levels of harassment, including student to student harassment, are covered by Lane's harassment policies in COPPS (<http://www.lanecc.edu/cops/index.htm>)-- see "Harassment" listings.

Footnote:

As an institution of higher education we seek to uphold the values of Academic Freedom and Lane's Core Values. Articles 15 and 16 of the faculty contract outline professional and personal rights as follows:

"15.2 Academic Freedom. *Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter."*

"15.3 Additional Rights. *The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college ... "*

"16.3 Civic Life. *Each faculty member is also a citizen of his or her nation, state and community; and when he or she speaks, writes or acts as such shall be free from institutional censorship."*

2.A.28 *Within the context of its mission, core themes, and values, does Lane Community College define and actively promote an environment that supports independent thought in the pursuit and dissemination of knowledge? Explain. Does Lane affirm the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others? Explain.*

While Lane Community College and individuals within Lane Community College may hold to a particular personal, social, or religious philosophy, are its constituencies intellectually free to examine thought, reason, and perspectives of truth? Explain.

Moreover, do they allow others the freedom to do the same? Explain.

The mission, core themes, core values and strategic directions of Lane Community College encourage freedom of inquiry or expression and full engagement.

Lane's policies and practices demonstrate its commitment to free pursuit and dissemination of knowledge consistent with the institution's mission and goals. One aspect of such pursuit of knowledge is the ability to freely express one's opinions and ethical dissent. Board policy prohibits discrimination against staff members for expressing such dissent

(<http://www.lanecc.edu/presoffc/board/policies/A030.htm>). Lane also conforms to Oregon "whistleblower" laws, protecting employees from retaliation in the case of discovering of wrongdoing by the college.

COPPS also has a policy covering Freedom of Inquiry and Expression (<http://www.lanecc.edu/cops/freedom.htm>), which acknowledges the indispensable character of such freedom for students to pursue their educational and vocational goals. The policy acknowledges that in order to provide conditions that are conducive to the transmission of knowledge, the search for truth and the development of the student, the college must commit to the principles of democratic freedom for itself and others. Those few times when individuals have challenged freedom of inquiry and expression, the college has consistently supported academic freedom.

Lane Community College maintains a written statement of [Student Rights and Responsibilities](http://www.lanecc.edu/cops/rights.htm) (<http://www.lanecc.edu/cops/rights.htm>). This document outlines the essential provisions for academic freedom and guides students in becoming responsible participants in the college community. This document is updated by Student Life and Leadership Development and is approved by the Executive Dean of Student Affairs.

Article 15.2 of the collectively bargained faculty contract also protects academic freedom in the classroom. It outlines the responsibility for protecting freedom in the classroom in discussion and presentation of the subject matter: "The

professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college.”

The college has developed a procedure on curriculum equity which strongly encourages instructors to establish curriculum equity by portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles, including content by and about culturally and ethnically diverse people whenever feasible, and inviting culturally and ethnically diverse persons as guest speakers, among other things (<http://www.lanecc.edu/cops/curric.htm>). This policy is intended to guide faculty in their efforts to infuse diversity into curriculum in all disciplines, but it is not intended to restrict faculty’s academic freedom, and makes no such provisions. This procedure on curriculum equity is also incorporated into Section 3 of the Application for New or Revised Course Approval Form which states **“To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):”** (<http://www.lanecc.edu/currsched/currdev.html> Course Application Form).

Lane also requires an Accessibility and Accommodations statement (<http://www.lanecc.edu/cops/disable.htm>) be placed on every syllabus (to facilitate full participation in the learning environment or event): *“It is Lane’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let [the instructor] know immediately so that we can discuss options.”* Lane Disability Resources also provides training for all faculty and staff that creates access to learning for all students and delineates expectations for students, staff and faculty (<http://www.lanecc.edu/disability/training/>).

2.A.29 *Do individuals with teaching responsibilities present scholarship fairly, accurately, and objectively? Explain.*
Does derivative scholarship acknowledge the source of intellectual property, and are personal views, beliefs, and opinions identified as such? Explain.

The academic program strictly adheres to high standards of integrity in the delivery of instructional content. Faculty and students are expected to present work—including research, scholarship and perspectives—that is their own or acknowledge the basis for their materials and contentions. Students are expected to ethically and legally use information and information technologies

(<http://www.lanecc.edu/library/infolit/mission.htm>). Instructors monitor the integrity of student work carefully and consult with other faculty and with administrators in dealing with instances that arouse suspicion. The Student Code of Conduct defines expectations around cheating and plagiarism, resulting disciplinary sanctions and consequences (<http://www.lanecc.edu/cops/conduct.htm>).

Accordingly, instructors are expected to adhere to such standards in their presentation of content and of their perspectives and conclusions. These standards inform the evaluation of faculty by the instructional department and division deans, based upon classroom observation, review of course materials, review of student course evaluation summaries, peer review, and the disposition of student and faculty complaints.

The faculty contract, Article 18 (<http://www.lanecc.edu/hr/documents/LCCEA11142006.pdf>), delineates what intellectual property is owned by the employee and by the college.

Lane Community College strives to adhere to high ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.