

LEARNING COUNCIL MINUTES (Draft)
December 11th, 2015, 1:10 to 2:55 in the Boardroom

Present from Learning Council: Christina Howard, Jennifer Frei, Jim Salt, Claire Dannenbaum, Lesley Stine, Phil Martinez, Dawn DeWolf, Sarah Ulerick (ex officio), Steve McQuiddy.

Absent: Lida Herburger (member by position), Anastasia Vail (student), _____ (student). Marleena Pearson, Kerry Levett, Alyse Stone.

Notetaker: Anna Kate Malliris

Guests:

Item	Notes
Welcome	<ul style="list-style-type: none"> • A quorum attended. • Approve 11/13 minutes- approved NOTE: Will be adding the new IRAP staff, Ce Rosenow will be a member, and Phil Martinez will represent management. Will revisit membership and review positions need to be filled. • Discuss/Agree on Communications Standards for submission to College Council <ul style="list-style-type: none"> ○ Handout #1- Finance Council Meeting Guidelines ○ Handout #2- Frei provided definition of civility (http://www.puyalluppost.com/board-expected-to-approve-civility-policy.htm) ○ Handout #3- Salt offered freedom of expression framework ○ Discussion of options: <ul style="list-style-type: none"> ▪ Robert's Rules of Order as an option for communication standards ▪ Set formal structure for respectful communication within the council <p>Motion: Table the discussion until the first meeting in January so members can review documents and other resources.</p> <p>Decision: Approved</p>
Finalize 2015-16 Workplan	<ul style="list-style-type: none"> • COPPs review <ul style="list-style-type: none"> ○ Reviewed Handout #4 ○ Discussion: <ul style="list-style-type: none"> ▪ The work that Nadine Williams and Mary Glenn did is good work but a bit dated and only created recommendations. The councils need to make decisions and College Council will need to approve. ▪ A subcommittee worked on this last year (email and documents from Phil sent to LC following May 26th meeting) but the work was not brought back for discussion to the

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> council <ul style="list-style-type: none"> ▪ May not be able to quantify a number/percent but rather work on the most relevant or in need of focus (changes made to in Handout #4, section c.1) • Outline Strategic Learning Plan (https://docs.google.com/document/d/1zGurcwHuvd1xhFQd04q79FyBDVPvQCWaiUw_lgY1WnI/edit?usp=sharing) • Discuss/propose timelines <ul style="list-style-type: none"> ○ By the end of the year, would have an understanding of the structure and what the plan should address. ○ Second year, make the plan out of the structure that addresses the questions raised. ○ At other institutions, this is a 3-5 year process.
<p>Learning Plan</p>	<p>The process for the development of a Learning Plan that appears in the work plan for the council as updated in Handout #4:</p> <ul style="list-style-type: none"> • Develop Learning Council Statement of Purpose for an Academic Plan to get shared language and assure staff that the work will result in tangible outcomes. Timeline: Vote on by first meeting in February. • Proposed subcommittee structure <ul style="list-style-type: none"> ○ Plan structure (including people who have a background in high level long-term strategic planning) <ul style="list-style-type: none"> ▪ The level of the at which the plan should be drafted ▪ Form follows function group ○ Question-raising (at a high level and strategic) ○ Outreach (connecting with constituent group about what they want/need → Departments, representative groups, Assessment, Program Review, other councils, etc.) • Allows people to focus on their areas of interest and allows non-Learning Council members to engage where they have expertise without having to commit to the time and structure of the council system. • Discussion: <ul style="list-style-type: none"> ○ A learning plan is critical because form follows function ○ The learning plan needs to relate to the work that gets done and people need to be able to relate the plan in their daily work. ○ Could look both internally and externally for gaps and then focus on how to go about closing those gaps ○ An academic learning plan would be at a level to guide all other work (facilities, technology, etc.) and the implementation is a secondary level that depends on other issues (funding, etc.) <p>Decision: Agree to Handout #4 as the learning council 2015-16 work plan as updated.</p>

NEXT MEETING	January 8, 2016, 1:00 to 2:50, Boardroom
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