

March 23, 2010

Lane's Strategic Plan



2010/11 through 2014/15

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Vision

Transforming lives through learning



Mission

Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

Core Values

Learning

- Working together to create a learning-centered environment
- Recognizing and respecting the unique needs and potential of each learner
- Fostering a culture of achievement in a caring community

Diversity

- Welcoming, valuing and promoting diversity among staff, students and our community
- Cultivating a respectful, inclusive and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Developing capacity to understand issues of difference, power and privilege

Innovation

- Supporting creativity, experimentation, and institutional transformation
- Responding to environmental, technological and demographic changes
- Anticipating and responding to internal and external challenges in a timely manner
- Acting courageously, deliberately and systematically in relation to change

Core Values

Collaboration and Partnership

- Promoting meaningful participation in governance
- Encouraging and expanding partnerships with organizations and groups in our community

Integrity

- Fostering an environment of respect, fairness, honesty, and openness
- Promoting responsible stewardship of resources and public trust

Accessibility

- Strategically growing learning opportunities
- Minimizing financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability

- Integrating practices that support and improve the health of systems that sustain life
- Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge
- Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities

Strategic Directions

2010/11 through 2014/15
March 23, 2010

Lane transforms students' lives through learning

We acknowledge that students occupy many roles, including those of family members, workers, members of social groups, and citizens of an increasingly interconnected world.

We provide educational experiences, support services and institutional structures that enhance student learning and success.

In our work in and outside of the classroom, and in our daily interactions with students and one another, we aim to empower all students; we encourage students to grow, to take risks, and to assume responsibility for succeeding in all aspects of their lives.



A Liberal Education Approach for Student Learning

Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach

Expand application of the liberal education approach throughout the college's programs and services

Optimal Student Preparation, Progression and Completion

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Online Learning and Educational Resources

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources

A Sustainable Learning and Working Environment

Build understanding of sustainable ecological, social and economic systems and practices among the college communities

Apply principles of sustainable economics, resource use, and social institutions to Lane's learning and working environments

A Diverse and Inclusive Learning and Working Environment

Create a diverse and inclusive learning college

Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities

A Safe Learning and Working Environment

Maintain safe learning and working environment

Improve practices and resources that secure property

Promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats, and harm

Context and Goals for the Institutional Strategic Directions

A Liberal Education Approach for Student Learning

Context

Our world is increasingly interdependent and complex, with rapidly changing demographics, institutions, and workplaces. The explosive growth of information and knowledge requires intellectual tools and dispositions that are dynamic, responsive and transferable. The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. Such an approach supports respect for individuals, cultural differences, and alternative views.

Through a liberal education, students are encouraged to address ethics and values, cultivating civic and personal responsibility and engaging critical themes across languages and cultures. A liberal education is inherently adaptable and broadly applicable across all learners and social environments; it provides students with a vital set of critical thinking tools to challenge the disempowerment often produced in contemporary economic, political, and social institutions.

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. It provides students with broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills, such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

American Association of Colleges and Universities, *Liberal Education for Everyone*, 2008.

Liberal education aligns with Lane's transformational vision and comprehensive mission.

Goals

- Create and nurture learning environments that support the intellectual, social and civic development of all students, from underprepared to high-achieving, across all areas of the college's comprehensive mission
 - Improve students' information literacy: help them understand how information is constructed, how to critically use sources and evidence, and how to discern measures of credibility
 - Adapt the liberal education approach to create curricular and co-curricular activities that empower students and staff to become critical thinkers and lifelong learners
- Provide the necessary resources, infrastructure and staffing levels to support this liberal education emphasis; provide faculty and staff's professional development opportunities to fully engage all students in liberal education learning of the highest quality

Optimal Student Preparation, Progression and Completion

Context

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students' profile when they first enter the college, and responsiveness to their needs as they progress. The college commits to knowing our students so that we can meet their needs when they arrive, support their learning as they progress, and help them to efficiently and successfully accomplish their educational, career and life goals.

Comprehensive and on-going assessments will help identify incoming and continuing students' needs and goals, and will guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement of institutional systems and processes that support completion.

Many students arrive under-prepared for college-level classes and need developmental course work to prepare them to achieve their goals. They also need services and resources specifically designed for their entering academic skill level, and they may need to be encouraged to fully participate in the college community.

Focused, sustained efforts, targeted to significant numbers of students, can produce real improvements in student engagement, learning, persistence, and academic attainment.

Community College Survey of Student Engagement, *Strategies That Matter Most*, 2008.

Goals

- Ensure systems of assessment are in place to correctly identify students' skills and to prepare students to be successful in the classes they need
- Ensure students have the necessary academic foundational skills in reading, writing, and math to enter college-level credit classes and to prepare for work
- Assist students in making the transition to college-level course work or employment by identifying and providing fiscally sustainable student services, support systems, supportive environments and resources necessary for students' successful preparation, timely progression and desired completion
- Provide necessary resources, infrastructure, staffing levels, and professional development for faculty and staff to work effectively in optimal learning environments with students enrolled in basic skills and developmental courses

Online Learning and Educational Resources

Context

Technology is transforming the way students engage with information, with education and with each other in their daily lives. Increasingly, students have come to expect online learning environments and components in their learning experiences; the technology and information revolution thus creates new possibilities for meeting the learning needs of students. Developing online learning and educational resources can allow us to re-think pedagogies and engagement strategies. Creating and adapting new tools, creative learning environments and pedagogies of online learning and engagement can empower students and the entire Lane community to connect with the emerging global information infrastructure and with each other.

*As new media are used by students both as their source of raw information and as the tools through which they express their mastery, the role of educator changes. Instead of teachers providing "content" to students, they now are freed to help students find "context" and meaning in their studies. **New Horizons for Learning, Multi-Media Encourages New Learning Styles***

The commitment to exploring and expanding online learning and educational resources is not limited to any single teaching methodology or medium. Rather, our aim is to identify appropriate technological enhancements to serve the college mission, and to providing fiscally sustainable support and tools. The continuum of online components may range from simple administrative tools that facilitate classroom functions, to hybrid courses with some technologically mediated components, to fully online courses immersed in virtual learning environments.

Goals

- Expand quality online learning and educational resources
- Determine the effectiveness of online teaching and learning
- Identify and provide support services, including faculty and staff professional development opportunities, that will promote student success in modern learning environments

A Sustainable Learning and Working Environment

Sustainability acknowledges the interdependence of society, the economy, and the environment, and it encourages long-term, strategic thinking that promotes effective stewardship of our natural, social, and economic resources. Goliath Business News, Sustainability and Entrepreneurship, 2005

Context

In recent years, a variety of issues related to climate change and energy use have focused a spotlight of interest and action on sustainability. Increasingly, it is becoming understood that the future health and well being of people around the world will rely on increased understanding of sustainable practices and values such as conservation, better resource utilization, and social equity. Lane's approach to sustainability literacy emphasizes its interdisciplinary nature,

encompassing social, environmental, and economic orientations.

Lane will develop policies and procedures that support and encourage students and staff to learn about, understand, and experience the multidimensional significance of sustainability in our lives. Because of its status as a learning college, the college can support sustainability as an interdisciplinary curricular and co-curricular outcome, in which facets of sustainability are infused across the college academic and student affairs areas. All units at Lane promote and practice sustainability in their daily work, applying best practice principles of sustainable economics, resource conservation.

Goals

- Increase sustainability literacy among students and employees with the intent of promoting a socially, environmentally, and economically sustainable society
- Create systems that promote implementation of sustainable purchasing and business practices leading to better resource utilization, conservation, and social equity
- Use technology to increase energy conservation/carbon neutrality and to infuse sustainability throughout the curriculum in all disciplines
- Identify opportunities and support for faculty and staff to pursue professional development to promote the incorporation and understanding of sustainability in all phases of the curriculum and the work of the college, and to conduct that work using sustainable practices

A Diverse and Inclusive Learning and Working Environment

Context

Diversity is more than simply mirroring the demographics of the local population. Applying a social justice framework is important for creating a diverse and inclusive learning college. Welcoming and respecting students and employees with diverse backgrounds, life experiences, approaches, skill-sets, and understandings will enhance Lane's capacity to address the needs of our increasingly diverse community and workforce.

Goals

- Improve hiring and retention efforts from within communities of color for part-time and full-time positions
- Provide trainings to increase cultural competency among Lane staff
- Develop effective, ongoing, systematic processes and measurements that assess the needs and success of diverse populations at the college
- Promote a welcoming, inclusive campus climate that supports the success of Lane's diverse students and staff by implementing best practices, community defined practices, and comprehensive strategies that focus on retention

At Lane, we want to pursue a social justice framework to guide diversity efforts... Diversity is about being inclusive, not exclusive. Understanding that people within the college will reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one. College Diversity Team, Lane's Diversity Plan, 2003

A Safe Learning and Working Environment

Context

Safety on college and university campuses across the nation has been the subject of increasing attention and analysis in recent years. In particular, the randomness and severity of some violence has raised college consciousness of the need to put in place effective plans and systems to secure our community and property.

At Lane, safety has multiple dimensions: all members of our community have a right to learn and work in environments in which they are safe from discrimination or threats of harassment or physical harm. As an institution of higher learning, Lane is a place where people should feel free to engage in respectful, civil discourse, and where tolerance of alternative views is actively encouraged.

The college also commits to taking an active role in designing and maintaining healthful physical surroundings that are as free as possible from environmental toxins, pathogens and other contaminants

Goals

- Promote the prevention of physical harm to students and employees and deal effectively with safety risks if and when they occur
- Assure the proper handling of, and effective safeguards for, hazardous chemicals and environmental contaminants
- Provide and maintain safe and secure college buildings and infrastructure; prevent loss of property on campus and deal effectively with security challenges when property loss occurs
- Promote wellness among students and employees and deal effectively with health risks if and when they occur
- Promote safety through civil discourse; educate students and employees about the college's standard of not tolerating threats, harassment, or discrimination; maintain a commitment to dealing effectively with such matters if and when they occur in the learning and working environments

While the average cost of a serious workplace injury in Oregon is about \$43,000, the personal costs cannot be quantified so easily. Every hazard that has been eliminated helps bring an employee home safe and healthy to their family. Oregon OSHA, Mark E. Hurliman, VPP. Press Release, 2006

Acknowledgements

College Council began a review of Strategic Directions during a retreat in June 2009. Initial ideas for updating the Strategic Directions came from that retreat. The Board conducted a work session on Strategic Directions in July 2009. Ideas from those two retreats were developed into topics for conversations among faculty and staff during fall in-service – those conversations were co-sponsored by College Council and the President. During fall term, campus forums were held to discuss the issues listed below. Reports of the ideas and recommendations from each forum were prepared for College Council by the facilitator listed:

Liberal Education:
Susan Carkin



Basic Skills
Dawn DeWolf



Empowering Students:
Jim Salt

Distance Learning
Todd Lutz



Completion:
Mary Parthemer



Don McNair

General Issues



Knowing our Students:
Kate Barry

Craig Taylor



Sustainability:

Susie
Cousar



Jennifer
Hayward



Margaret
Robertson



Two additional topics emerged during fall term: Sustainability and Safety. The Sustainability topic was assigned to Susie Cousar, Jennifer Hayward and Margaret Robertson, and they developed recommendations for a possible Strategic Direction; Kate Barry (photo above) took on responsibility for developing a possible Strategic Direction for Safety. Recommendations from both groups went to College Council for further discussion and revision.

The College Council Planning subcommittee – Sonya Christian, Vice President, Craig Taylor, IRAP, and Jim Salt, faculty union president – shepherded the College Council review and revision process.