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**Policy and Procedure Manual**

**Administrative Policy and Procedure Committee (APPC)**

**September 2024**

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## Policy/Procedure Review/Proposal Process

**Policy Number and Title:**

**Procedure Number and Title:**

**Executive Cabinet Area:**

Clark College policies/procedures are reviewed at a minimum every five years.

1. The Executive Cabinet member assigns a policy sponsor for each policy.
2. In most instances, a policy review will also include a review of all associated procedures.
3. Policy sponsors in conjunction with the executive cabinet members develop a review schedule for all policies and procedures.

**Directions** - Select the option that applies to the action being taken on a policy/procedure. Please complete this form and submit to APPC for each policy/procedure reviewed and/or proposed.

* This is a new policy/procedure.
	+ Next steps for Executive Cabinet Member and Policy Sponsor
		- Input policy/procedure into the appropriate template
		- Review the policy/procedure using the rubric
		- Submit the policy to APPC
		- Present the policy/procedure to APPC
		- Submit the policy/procedure to Executive Cabinet for review
	+ Next steps for APPC (when approved by EC)
		- Update the website
		- Update the Policy/Procedure Spreadsheet with the date of the review.
* The policy/procedure should be retained without change.
	+ Next steps for Executive Cabinet Member and Policy Sponsor
		- Input policy/procedure into the appropriate template
		- Review the policy/procedure using the rubric
		- Notify the chair of APPC.
		- Notify Executive Cabinet
	+ Next steps for APPC
		- APPC chair will notify the full committee.
		- Update website
		- Update the Policy/Procedure Spreadsheet with the date of the review.
* Update the policy/procedure with minor housekeeping changes.
	+ Next steps for Executive Cabinet Member and Policy Sponsor
		- Input the policy/procedure into the appropriate template
		- Review the policy/procedure using the rubric
		- Submit the policy/procedure to APPC
		- Present the policy/procedure to APPC
		- Submit the policy/procedure to Executive Cabinet for review
	+ Next steps for APPC (when approved by EC)
		- Update the website
		- Update the Policy/Procedure Spreadsheet with the date of the review.
* Revise the policy/procedure as necessary, coordinating with the APPC.
	+ Next steps for Executive Cabinet Member and Policy Sponsor
		- Input the policy/procedure into the appropriate template
		- Review the revised policy/procedure using the rubric
		- Submit the policy to APPC
		- Present the policy/procedure to APPC
		- Submit the policy/procedure to Executive Cabinet for review
	+ Next steps for APPC (when approved by EC)
		- Update the website
		- Update the Policy/Procedure Spreadsheet with the date of the review
		- Recommend the policy/procedure be rescinded as no longer necessary and provide a statement as to why
	+ Next steps for Executive Cabinet Member and Policy Sponsor
		- Document why the policy/procedure should be rescinded below.
		- Notify the chair of APPC.
		- Notify Executive Cabinet
	+ Next steps for APPC (when approved by EC)
		- Update the website
		- Update the Policy/Procedure Spreadsheet with the date of the review.

**Please briefly explain the reason(s) the policy/procedure should be rescinded.**

## Policy Owner and Policy Sponsor Deliverables to APPC

1. Proposed policy/procedure in the template.
2. Completed rubric with evidence to support each criterion.

## Policy Template: Title of Policy

**Policy Number:** [XXX.000 last three digits of a policy number should be zero]

**Executive Cabinet Area**:

**Policy Sponsor:** [Director/Dean with direct oversight of the impacted area]

1. **Policy Statement**

Generally, 1-2 paragraphs, the “Policy Statement” states the policy’s intent, when the policy applies, and any mandated actions or constraints.  It doesn't describe procedures.

1. **Reason for Policy**

Generally, 1-2 sentences, the “Reason for Policy” cites the college’s commitment to a value or strategic goal, why the policy must exist, the problem or conflict the policy seeks to address, or cites any legal, regulatory, stewardship or other requirement the policy aims to meet. This latter information is helpful in the future when the policy needs to be reviewed/updated.

1. **Scope**

All categories of people, process and governance to which the policy applies.

1. **Definitions**

Define terms specific to this policy.

1. **Related Legal and Policy Authorities**

This section identifies other legal and policy authorities related to administering this procedure that should be consulted because they are interconnected.

* Federal law
* State law
* Regulations
* Related Board or College policy
* NWCCU standard(s)
1. **Policy History**

Provide the date the procedure became effective, followed by dates of formal reviews and/or revisions and a brief description of the change.

## Procedure Template: Title of Procedure

**Procedure Number:** [XXX.XXX first three digits align with policy number]

**Policy that this procedure supports**: [Number & Title]

**Executive Cabinet Area**:

**Policy Sponsor:** [Director/Dean with direct oversight of the impacted area]

1. **Reason for Procedure**

Clearly articulate why the procedure is needed to support the implementation of the policy and how the procedure will ensure that the policy goals are achieved.

1. **Scope**

All categories of people, processes and governance to which the policy applies.

1. **Definitions**

Define terms specific to this policy.

1. **Procedures**

Procedures define the specific rules, processes and steps that operationalize the policy.  Procedures should provide clarity of the processes to ensure consistency in the desired outcomes, mitigate operational risks and improve efficiency.

* 1. **Forms**

Links to any forms needed to perform the procedure. Use of links is recommended but ensure that local forms are maintained in a place that is accessible to anyone.

1. **Responsibilities**

List the departments or positions who are responsible for aspects of the procedure (e.g. units, departments, faculty, staff, students, etc.  Use position titles as opposed to naming individual employees.  Use gender neutral language.).  Summarize the major responsibilities – the “what” not the “how” of the responsibility.  Details of “how” should be in the procedures section.

1. **Related Legal and Policy Authorities**

This section identifies other legal and policy authorities related to administering this procedure that should be consulted because they are interconnected.

* + Federal law
* State law
* Regulations
* Related Board or College policy
* NWCCU
1. **Procedure History**

Provide the date the procedure became effective, followed by dates of formal reviews and/or revisions and a brief description of the change.

## How to Write a Policy/Procedure[[1]](#footnote-2)

This document provides useful tips to help policy owners and sponsors draft clear, effective college policies and procedures.

1. **What problem is this policy/procedure solving?** When writing a policy/procedure, always consider the overarching purpose of the policy/procedure. Periodically ask yourself: Why is this policy/procedure needed? What is this policy/procedure intended to accomplish? Focus on the specific task at hand and avoid drifting into peripheral areas.
2. **Less is more.** A policy/procedure does not need to be lengthy. In fact, shorter is often better. The ultimate goal of a policy/procedure is to clearly convey important information; longer policies/procedures can be more difficult to understand, interpret, and apply. Of course, some policies/procedures, by necessity, are complex or must contain a great deal of information. When drafting a policy/procedure, try to concisely include the essential information. If possible, consider including additional context or information into separate documents, such as FAQs.
3. **Policies - Keep at a high level.** Focus on general responsibilities of key individuals and offices rather than on the specific procedures required to operationalize a policy.
4. **Procedures** – **Focus on the details**. Systematic sequence of the steps necessary to achieve tasks and policies set by the organization.
5. **Who does what?** Clearly articulate the roles and responsibilities of key departments/units or individuals. Who is authorized to make certain decisions or responsible for carrying out certain duties? When, and to whom, is authority delegated? What actions need to take place? Consider describing a particular individual’s responsibilities in a single location when possible in the policy/procedures (e.g., as sub-bullets under that individual) instead of describing their responsibilities across different sections. Describe processes in a logical manner, such as, chronologically or by responsibility of each individual/office.
6. **Shared Governance and Equitable Decision Making**. Reference the College’s statement on [Shared Governance](https://www.clark.edu/about/governance/shared-governance/shared-gov-and-you.php) and Equitable Decision-Making
7. **Use plain and inclusive language that is bias-free.**
	* List each step separately and in a logical order, and:
	* Write each step as a complete sentence, assuming the reader is performing the action, beginning with a command or action verb - such as: *prepares, approves, files, sends, delivers*. If the action is not performed by the reader, begin the sentence with the responsible area and followed with a command or action verb. Example: The department supervisor reviews, approves, and forwards the form to the appropriate vice president for approval.
	* Use plain English. Choose precise and unpretentious terms. The more complex the subject matter, the greater the need for a simple direct writing style.
	* Specify the area responsible to carry out instructions. Do not use people's names.
	* Use the present tense.
	* Use bulleted lists for items that do not require sequential processing.
	* Use an active voice.
	* Use the third person.
	* Refer to the [APA Inclusive Language Guide](https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines) for language that is inclusive and bias-free.
	* The [National Institutes of Health Style Guide](https://www.nih.gov/nih-style-guide/person-first-destigmatizing-language) also provides guidance on inclusive language.
8. **Avoid and omit**:
* Long paragraphs.
* Vague and ambiguous words such as *establish, implement, should, and administer*.
* Jargon.
* Gender-specific pronouns - use *they, their, theirs*.
* An introductory sentence if the title of the procedure serves the same function - e.g. If a procedure is called 'Handling a Customer Complaint', don't begin with "To handle a customer complaint you should . . ."
* Include the web link to forms as they are referenced in the procedure.
* Refer to the [APA Inclusive Language Guide](https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines) for language that is inclusive and bias-free.
* The [National Institutes of Health Style Guide](https://www.nih.gov/nih-style-guide/person-first-destigmatizing-language) also provides guidance on inclusive language.
1. **Define your terms.** Clearly define any important individuals, terms, or actions. In particular, define terms that are not generally understood or that have a meaning that is specific or important to the policy. Do not assume the reader has the same level of understanding of the subject-matter as you, as a policy owner.
2. **Legal requirements**. If the policy is related to a law or regulation, be sure to include the appropriate language as part of the policy statement. Ensure nothing has changed in the legal requirement. If so, update accordingly.
3. **Examples of policy statements**.
* *Digital Accessibility*. This policy requires the university community to procure and provide information technology (from websites to classroom equipment and beyond) that is accessible to everyone who engages with it, with substantially equivalent ease of use.
* *Flag Protocol*. The United States flag, the state of Oregon flag, and the National League of Families’ PWO/MIA flag shall be displayed on the flagpoles of Oregon State University (“university”) in conformance with federal and state statutes.
* *Crown Act*: Harris Stowe State University will not tolerate discrimination based on natural hair, texture, or protective hairstyles, including but not limited to braids, locks, twists, and afros…

## APPC Policy/Procedure Review Process

Prior to the meeting:

1. Ensure the policy/procedure is in the appropriate template.
2. Review the policy/procedure using the rubric in comparison to the completed rubric provided by the policy owner/sponsor.

## Policy/Procedure Review Rubric

The expectation is that all policies/procedures should be “met” for all rubric criteria.

In the column labelled Evidence, please describe how you have met the criterion.

Policy:

Procedure:

Reviewer(s):

| **Criteria** | **Not Met** | **Partially Met** | **Met** | **Evidence** |
| --- | --- | --- | --- | --- |
| Reason | The issue and/or need for the policy/procedure is not clear. | The issue and/or need for the policy/procedure is somewhat clear but needs further development. | The issue and/or need for the policy/procedure is clearly explained.  |  |
| Readability | The title and/or policy/procedure statement is not clear. The statement includes jargon or language that may be difficult for potential readers to understand.  | The policy/procedure statement is somewhat clear. The statement includes some jargon or other terms that may be difficult for potential readers to understand.  | The policy/procedure statement is clear. The statement does not include jargon or other terms that may be difficult for potential readers to understand.  |  |
| Scope | The categories of people, process, and governance applicable to the policy/procedure are not defined.  | The categories of people, process, and governance applicable to the policy/procedure are mostly defined.  | The categories of people, process, and governance applicable to the policy/procedure are clearly defined.  |  |
| Inclusive Language that supports Diversity, Equity, Inclusion and bias-free language | The statement uses non-inclusive and/or bias language that does not support diversity, equity and inclusion. DEI.  | The statement uses a mix of inclusive and non-inclusive language (some language that supports diversity, equity and inclusion.).  | The policy/procedure statement uses inclusive language that supports diversity, equity and inclusion. |  |
| Antiracism (historical context; lead with racial equity; outcomes) | Policy/Procedure uses deficit-based language and does not lead with racial equity and/or uses racist language and/or phrases/coded language. Policy/Procedure further perpetuates barriers leading to inequitable outcomes through policy/procedure and practices (e.g. language barriers, access, unjustified testing or varied eligibility requirements, etc.)  | Policy/Procedure uses a mix of deficit-based and antiracist language. As written, the policy/procedure does not lead with racial equity perpetuating inequitable outcomes. | Policy/Procedure uses an asset-based approach, leads with racial equity and aims to remove barriers and exclusionary practices leading to more equitable outcomes and harm reduction. Language rooted in antiracism is used and applied throughout the policy/procedure, procedure and process.  |  |
| Alignment with Strategic Plan | The alignment of the policy/procedure statement with one or more of the tenets of the **current** Strategic Plan is not evident.  | The alignment of the policy/procedure statement with one or more of the tenets of the **current** Strategic Plan is somewhat evident. Additional language may be needed.  | The alignment of the policy/procedure statement with one or more of the tenets of the **current** Strategic Plan is clearly evident.  |  |
| Related Legal and Policy Authorities | Relevant legal and/or policy authorities are not or incompletely defined.  | Relevant legal and/or policy authorities are mostly defined.  | Relevant legal and/or policy authorities are defined.  |  |
| Accessibility and Equity | The policy document produces barriers to access and/or success and potentially creates undue hardships for students, faculty, and/or staff.  | The policy document removes some, but not all barriers to access and/or success and potentially creates undue hardships for students, faculty, or staff.  | The policy document promotes the removal of barriers to access and/or success and eliminating undue hardships for students, faculty, or staff.  |  |
| [Shared Governance](https://www.clark.edu/about/governance/shared-governance/shared-gov-and-you.php)/Equitable Decision-Making | The policy document results in a structural barrier to shared governance and equitable decision-making. Voices, especially of marginalized/most impacted, were not included. | The policy document acknowledges the existence of structural barriers to shared governance and equitable decision-making. Some voices of those most impacted/marginalized, were included.  | The policy document actively lessens structural barriers to shared governance and equitable decision-making through the active promotion of sharing and distribution of ideas and responsibilities. Intentional inclusion of voices included. |  |

1Resources on inclusive language are provided on page 7.

1. [OSU](https://policy.oregonstate.edu/resources/guidance-writing-policy): https://policy.oregonstate.edu/resources/guidance-writing-policy [↑](#footnote-ref-2)