[**ASPC Guidance for Writing Policy**](https://policy.oregonstate.edu/resources/guidance-writing-policy)**\***

ASPC’s principal work is to write and review policy, including Board Policies (BPs) and Administrative Procedures (APs), under the direction of the Senate.

When we are first tasked to engage in writing or revision, we ask “global” questions:

1. **Is this a job for ASPC? If so, why?** What parts of this policy are part of [“academic and professional matters” outlined in Title V?](https://www.asccc.org/10_1) What changes are more appropriate for the Administration to initiate?
2. **What problem are we trying to solve in our task?** Why is policy change needed? What would a change in policy accomplish?
3. **Who needs to be consulted to understand and solve the problem?** Who might this impact? How are we ensuring equity and inclusion in this process?
4. **What other policies does this affect?** Would a change in this particular policy trigger the need to adjust any other BPs or APs?

1. **What process wheels and/or models might we use?** How have others approached this problem? What new approaches might we try? What does the Community College League of California suggest?

When we begin the writing or revising process, we ask ourselves more local questions:

1. **How can we best articulate the policy’s** **purpose**?
2. **What terms need to be defined** that are not generally understood and/or have a meaning that is specific or important to the policy?

1. **Who does what?**Are we clearly articulating roles and responsibilities for key offices and individuals? When and where is authority delegated?
2. **What processes, if any, are being created?** How can we best organize descriptions in a clear and logical way?
3. **What level of detail is best?** Have we been general rather than detailed so that operations are not constrained and/or amendments are not often necessary?
4. **Is the language clear, brief, and inclusive?** Have we avoided jargon, passive voice, and shorthand? Have we avoided unnecessary repetition by referring to rather than repeating law, policy, and external documents? Have we captured the action and spirit of the Education Master Plan (including DEIAA goals)?
5. **Is the format consistent and understandable?** Does this policy conform to our standards for layout, format, and style?

\*This guidance is to be discussed and updated at the beginning of each semester.