

# *Delegation of Authority*

## **SAMPLE POLICY FOR COLLEGIAL CONSULTATION**

### **POWERS 53203 D. (1)**

#### **POLICY FOR CONSULTING COLLEGIALLY ON ACADEMIC AND PROFESSIONAL MATTERS**

The Rancho Santiago College Board of Trustees will operate according to the Provisions of Title 5, Section 53200-53204 in 'Consulting Collegially' with the Academic Senate for Rancho Santiago College. 'Consult Collegially' means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

- 1) Relying primarily upon the advice and judgment of the Academic Senate; OR
- 2) That the district governing board, or such representatives as it may designate, and the representatives of the Academic Senate shall have an obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

For the following items the Board of Trustees will rely primarily on the advice of the Academic Senate:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) Degree and certificate requirements;
- 3) Grading policies;
- 5) Standard or policies regarding student preparation and success;
- 3) Policies for faculty professional development activities.

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

- 4) Educational program development;
- 6) District and college governance structures, as related to faculty roles;
- 7) Faculty roles and involvement in accreditation processes, including self study and annual reports;
- 8) Processes for program review;
- 10) Processes for institutional planning and budget development.

These items are numbered to be consistent with Title 5, Section 53200.

SAMPLE

## **SAMPLE PROCESS OF MUTUAL AGREEMENT POLICY**

### **POWERS 53203 D.(2)**

#### **MUTUAL AGREEMENT PROCESS OF LOCAL ACADEMIC SENATE PRESIDENT AND CHANCELLOR**

(Items 4, 6, 7, 9, 10 as per Title 5, Section 53200)

1. The Board, the Senate, or the Chancellor identifies the issue or problem in writing.
2. The Chancellor, acting as the delegate of the Board of Trustees, and the Local Academic Senate President define what data needs to be collected, what fiscal or human resources need to be identified, or issues to be resolved to come to a recommendation for resolution.
3. The Chancellor and the Local Academic Senate President determine who should be responsible for writing the necessary document or policy.
4. The Local Academic Senate President takes it to the Academic Senate for review and endorsement; the Chancellor confers with the Board of Trustees as needed.
5. The Chancellor and the Local Academic Senate President repeat steps 4 and 5 as necessary to reach accord.
6. The Chancellor takes it to the Board of Trustees for final approval.

Note: In accordance with Title 5, Section 53203, the Board of Trustees would override decisions mutually agreed upon only in cases of compelling legal, fiscal or organizational reasons and would be required to provide in writing the rationale for failing to adopt the decisions mutually agreed upon.

# Sample Governance Consultation Forms

## SAMPLE REVIEW AND ROUTING SHEETS

### PARTICIPATORY GOVERNANCE POLICY REVIEW AND ROUTING\*

Originator: \_\_\_\_\_

College A       College B

Date \_\_\_\_\_

(1) Rely Primarily: (circle appropriate category)

- ▶ curriculum
- ▶ degree/certificate requirements
- ▶ grading policies
- ▶ faculty role in self-study processes

(2) Mutual Agreement: (circle appropriate category)

- ▶ educational program development
- ▶ student success policies
- ▶ faculty role in governance structure
- ▶ program review process
- ▶ faculty professional development policies
- ▶ institutional planning and budget development process

(3) Other academic and professional matters (specify)

Synopsis of Policy (attach complete text) \_\_\_\_\_

Approval     Disapproval, rationale attached

Signed \_\_\_\_\_

Date \_\_\_\_\_

President Faculty Senate: \_\_\_\_\_

I attest that appropriate opportunity for review, comment, and consideration of all views was afforded to the governance group(s) I represent:

President, Classified Senate \_\_\_\_\_

President, Associated Students \_\_\_\_\_

College President \_\_\_\_\_

Chancellor \_\_\_\_\_

Date of First Reading by Board of Trustees \_\_\_\_\_

Date of Approval/Disapproval by the Board of Trustees \_\_\_\_\_

Adapted from a form used by the Chabot-Las Positas Community College District

## PARTICIPATORY GOVERNANCE PROCESS FORM

Title or Subject of item(s) (draft attached) \_\_\_\_\_

Contact Person: \_\_\_\_\_

Extension \_\_\_\_\_

### Purpose of Submission

- ▶ New policy and/or procedures \_\_\_\_\_
- ▶ Modification to current policy or procedure # \_\_\_\_\_
- ▶ Deletion of policy and/or procedure \_\_\_\_\_
- ▶ Mandated \_\_\_\_\_
- ▶ Other \_\_\_\_\_

Non-Policy

Justification for Submission: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Proposed Schedule:

Group	Step	Target Dates
Shared Governance	Information	
Constituent Groups	Information	
	Discussion	
	Action	
Shared Governance*	Discussion	
	Action	
Governing Board**	First Reading	
	Second Reading	
	Action	

\* Discussed and agreed upon by Shared Governance Council

\*\* Determined by Superintendent-President (Chancellor)

Date on Shared Governance Council Agenda \_\_\_\_\_

**CERTIFICATION OF POLICY/PROCEDURES DISCUSSION WITH UNIT MEMBERSHIP**

Title or Subject \_\_\_\_\_  
 (Policy/Procedures)

The following representatives certify by their signature that the attached policy/ procedures have been discussed with their organizational membership. The signatures do not attest to the approval or disapproval of the submitted policy/procedures.

**FACULTY:**

1. CTA/CCA \_\_\_\_\_  
 Signature Date

2. Academic Senate \_\_\_\_\_  
 Signature Date

Classified:

3. Local XXX \_\_\_\_\_  
 Signature Date

4. CSEA \_\_\_\_\_  
 Signature Date

**MANAGEMENT:**

5. Educational Administrators \_\_\_\_\_  
 Signature Date

6. Classified Management/  
 Supervisory/Confidential \_\_\_\_\_  
 Signature Date

**STUDENTS:**

7. ASG Officer \_\_\_\_\_  
 Signature/Office Date

8. ASG Officer \_\_\_\_\_  
 Signature/Office Date

**ADMINISTRATION**

9. College President \_\_\_\_\_  
 Signature Date

10. Chancellor/Cabinet \_\_\_\_\_  
 Signature Date

SAMPLE

# *Sample Local Senate/Union Agreement*

November 6, 1996

To: Dr. Richard Guches, President,  
Los Rios College Federation of Teachers

From: Dennis Smith, President,  
Los Rios Community College District Academic Senate

Subject: Strength in Unity

Strengthened relationships with the faculty union and the other LRCCD constituencies is a priority for the District Academic Senate. Though our responsibilities are generally different, the LRCFT and the Academic Senate represent the same people. The Academic Senate has responsibility to represent the faculty in academic and professional matters. The LRCFT has responsibility to represent the same faculty in issues concerning wages, hours, and working conditions.

There are some instances, however, when wages, hours, and working conditions are difficult to separate from academic and professional issues. Enrollment management strategies and alternative scheduling are two very good examples of areas where our responsibilities overlap. Peer review and professional development leaves are also issues of mutual interest. That said, however, the roles and responsibilities of Department spokespersons is the most pressing issue of mutual responsibility for the Academic Senate.

We have been attempting to clarify issues and the interests that relate to Department spokespersons for more than two years. We feel that the time has come for us to work together on this and other issues of mutual interest. The District Senate has directed me to propose the creation of a Senate/Union standing Joint Issues Committee. We would recommend that the membership have come from the LRCFT Executive Board and the District Senate and be representative of each of the three Colleges. I would appreciate that this item be on the next LRCFT Executive Board agenda so that we may move forward as quickly as possible.

Respectfully,

Dennis Smith

cc: Brice Harris, Chancellor  
Los Rios Community College District

## *Reports and Documents Calling for Local Senate President's Signature and/or Senate Approval, Review, or Vigilance*

### Reports Requiring the Local Senate President's Signature and/or Senate Approval

Report	Comments	Approximate Due Date*
Matriculation Report	Description, sign-off to Chancellor's Office (CCCCO)	Late August
Articulation Report	CCCCO	
GE Breadth Requests for Approval		
IGETC Requests for Approval		
Grants of faculty applicants		Varies; dates posted on CCCCCO Web site
Title III Reports		
Administration Evaluations		See your local policy
Technology Report		August
Accreditation Self-Study/ Interim Reports		minimally each 6 years, or more frequently as stipulated by WASC; updates and interim reports generally occur each 3 years, mid-cycle
Transfer Center Report	CCCCO	September
Local and or District Governance Policies: Faculty or Administrative Hiring, Program Review, Minimum Qualifications		
Faculty Hiring Obligation	CCCCO	November
Delay of Maintenance of Effort (75:25 ratio report, P-1)		
Faculty/Staff Equity Plans		
PFE Report	Requires public sunshining before submission	September
Student Equity Plan		

\* Because dates are fluid and may be extended, use this list as a mere stimulus for your questions and inquiry.

## COMMITTEE APPOINTMENTS

Depending upon the governance practices and/or board policy in operation, your signature as college president may be required on a variety of internal documents, most likely on the hiring committees for faculty, staff, or administrators (college or district) on which you have appointed faculty to serve. Academic senate appointments of faculty, made after consultation with the college president or chancellor, might also include assignments to committees such as these noted below.

- Affirmative Action Committee
- Budget College and District Committee
- Campus Safety
- Chancellor's Council
- College and District Planning Committees
- Curriculum
- Distance Education
- Facilities Committees
- Faculty Hiring Committees
- Faculty Hiring Prioritization
- Faculty and Administrative Evaluation
- Institutional Planning Committee
- Master Plan Committees (Facilities, Education)
- Matriculation Committee
- Program Review Committee
- President's Cabinet/Council
- Research Committee
- Staff Development Committee
- Technology Committee

# Sample Models of Governance

## SHARED GOVERNANCE COMMITTEES AT MIRAMAR COLLEGE

- A. Name of Committees (Abr.)
- B. Chair(s) of Committees
- C. Faculty Who Are Official Members of This Committee
- D. Administration Who Are Members of This Committee
- E. Classified Who Are Members of This Committee
- F. Number of Students Who Are Members of This Committee
- G. When & Where The Committee Meets

Committee	Chair(s)	Senate-Appointed Faculty Members of Committee	Administrative Committee Members	Classified Committee Members	Number of Student Committee Members	Time and Place of Committee Meetings
<b>College Executive Council (CEC)</b>	College Pres, and Senate Pres	Senate President Senate Vice-Pres	2 VPI VPSS	2 (Pres & VP)	2 (Pres & VP)	Every 2 <sup>nd</sup> and 4 <sup>th</sup> Tues, A-104 (Conference Room), 3:30 PM
<b>The Academic Affairs Committee (AAC)</b>	Faculty and VPI	All faculty Department Chairs, Articulation Chair, and Honors Chair	(All Deans)	1 classified	3 students represent the ASC	3 <sup>rd</sup> Thursday in April, A-201 (Academic Building)
<b>The Curriculum Committee (CC)</b>	Faculty Chair	7	2	3	2	1 <sup>st</sup> and 3 <sup>rd</sup> Fridays, A-104 (President's Conference Room), 9:00 AM to 12
<b>The Shared Governance Committee (SGC)</b>	1	5	1	3	2	4 <sup>th</sup> Thursday, T-101(B), 12:00 PM
<b>Facilities Committee (FC)</b>	1	3	2 + Director of Admin. Services	2	2	3 <sup>rd</sup> Thursday, A-106, 1:00 PM to 2
<b>Planning &amp; Budget Committee-PBC</b>	1	7	2 + Director of Admin. Services	2	1-2	2nd and 4th Fridays, I-120, 1:15 PM

<b>Marketing Committee (MC)</b>	2	6	2 (Public Info Officer + 1)	1	3	1st and 3rd Wednesday, A-102, 1:00 PM
<b>Student Services Committee (SSC)</b>	2	4	2 VPSS + 1	2	3	Monthly, Monday A-102(A); 4:00 PM
<b>Staff Development Committee (SDC)</b>	1	4	VPI	4	-0-	3 Meetings per semester LRC Conference Room; 1:00 PM to 2
<b>Computer &amp; Information Technology Committee (CITC)</b>	1	6	2	Pending	2	4th Tuesday, I-120, 12:00 PM to 1
<b>The Academic Senate (AS)</b>	President Vice-Pres	25 Miramar College are 'Senators'	2	1	3 + Officer	1st and 3rd Tuesdays, I-(110-111), 4:15 PM
<b>The Classified Senate (CS)</b>	President Vice-Pres	CEC	1		-0-	TBD
<b>The Associated Student Council (ASC)</b>	President Vice-Pres		Administrative Advisor + 1	Pending	5 to 20 students in order to help plan/run/ and work on special events	1st and 3rd Tuesdays, S-102, 12:00 PM to 1

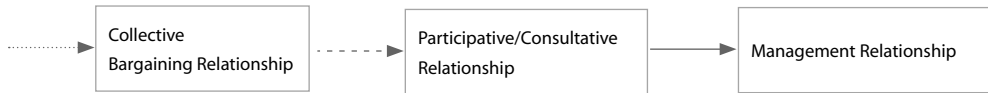
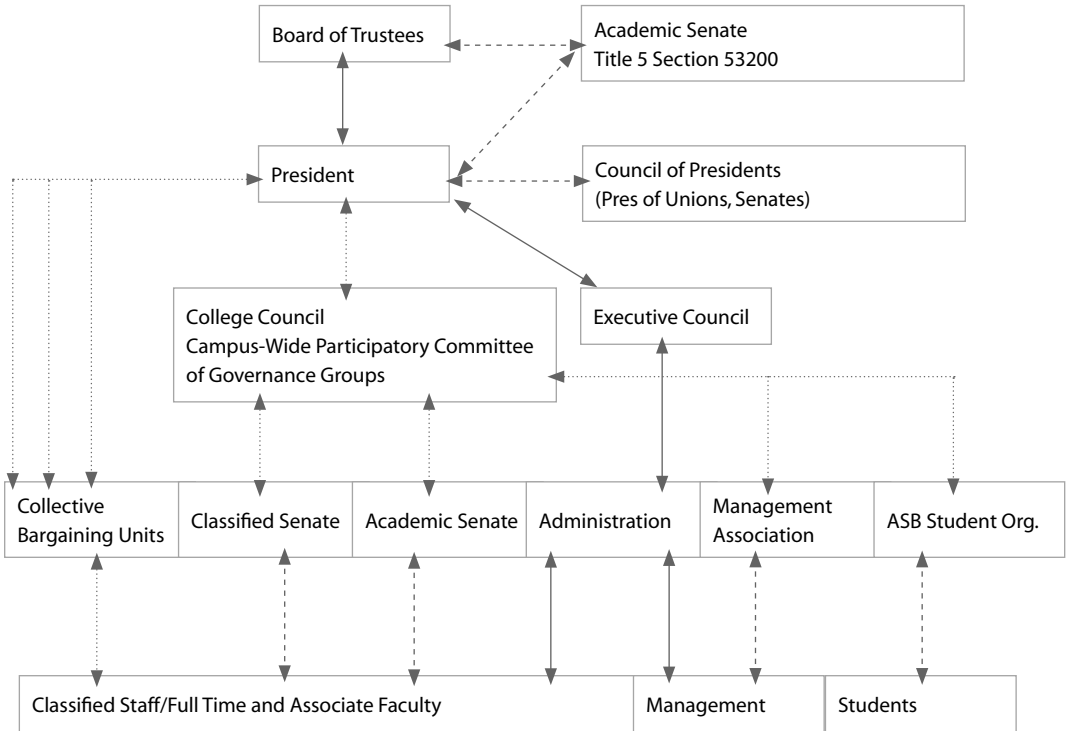
NOTE: Some 'extra' campus and/or district committees are added to this list, which may not be part of our direct Shared Governance Structure.

I. Other Miramar College Committees on which the Faculty Serve

1. Academic Senate Executive Committee: (8): President, Vice-President, Chairs of the following committees:
2. Chairs Committee: Co-Chairs—2 Faculty—all Department Chairs
3. Tenure & Promotional Review Committee: Chair—Faculty; Other faculty members: (3)
4. Faculty Professional Development Council: Chair—Faculty; Other faculty members (3)
5. Miramar Professional Standards & Ethics Committee: Chair—Faculty

Butte Community College District

**PARTICIPATION, CONSULTATION, MANAGEMENT, AND COLLECTIVE BARGAINING**



SAMPLE

## COMMUNITY COLLEGE DISTRICT'S LINE OF AUTHORITY AS EMPOWERED BY LEGISLATION AND STATUTE

### Empowering Authority:

Collective Bargaining Law  
Rhodda Law (SB 160; 1975)

Bargaining Unit

Bargain collectively over  
Work rules and remuneration  
(wages and working  
conditions)

Equivalent Faculty  
Officer: Chief Negotiator

Issues that rely primarily with  
Academic Senate and mutual  
agreement issues

Elected Board of Trustees

Nature of the Faculty's  
Role with the Board

Chancellor/Superintendent  
CEO

Presidents,  
Vice-Presidents,  
Deans, *et al*

Classified Staff

### Empowering Authority

Collegial Governance Law  
AB 1725 (1989)

Academic Senate

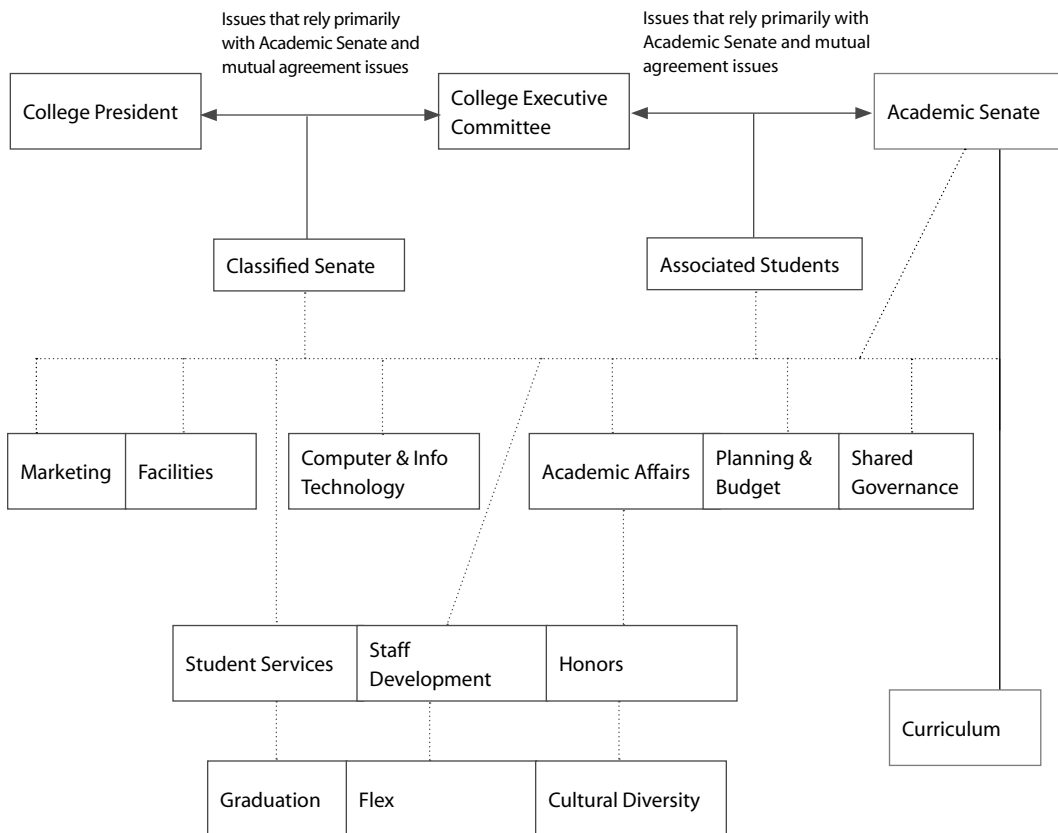
Consult Collegially: rely  
Work rules and remuneration  
primarily or mutually  
agree (wages and working  
conditions) on 10 + 1 academic  
and professional matters

Equivalent Faculty Officer  
Local Academic Senate  
President

May have consultative  
relationships with these  
groups regarding academic  
and professional matters

ASB: Student Government

## MIRAMAR COLLEGE PARTICIPATORY GOVERNANCE ORGANIZATIONAL STRUCTURE



**Legend:**  
 Makes Recommendations .....  
 Makes Decisions \_\_\_\_\_

SAMPLE

# Sample Goal Statements

## ACADEMIC SENATE ROLES AND RESPONSIBILITIES: A SELECTED LIST

Senators: To determine our goals for the coming year, please review this list of responsibilities assigned to the academic senate. Then rank what you believe to be our college's most pressing matters, using numbers from 1-10, with 10 being the highest priority. Please bring this sheet to our next meeting or return it by email.

Codified Role	Responsibility Mandated by		Requires an Adopted Plan	# Rank
	Title 5/ Ed Code or Other Law	Other Regulatory Body		
<b>Curriculum</b>				
▶ New Programs	X	X	X	
▶ Distance Education	X	X	X	
▶ IGETC/CSU Breadth		X		
<b>Degree &amp; Certification Requirements</b>	X	X	X	
<b>Grading Policies</b>				
▶ Plus/Minus	X		X	
<b>Education Program Development</b>				
▶ Grants (FII)	X	X		
▶ CAL-Works	X	X	X	
<b>Standards and Practices re: Student Preparation and Success</b>				
▶ Student Success (Equity)	X		X	
▶ Partnership for Excellence	X	X	X	
▶ Matriculation			X	
▶ Student Preparation (Basic Skills)	X		X	

District/College Governance structures				
▶ Staff (Faculty) Development	X	X	X	
▶ Committee Membership	X	X		
Faculty Roles & Involvement in Accreditation				
▶ Self-Study, including minority report	X	X		
▶ Annual Report		X		
Policies for Faculty Professional Development	X		X	
Process for Program Review	X	X	X	
Processes for				
▶ Institutional Planning (Strategic Planning, Research)	X	X		
▶ Budget Development	X	X		
Process for Faculty Hiring/Retention				
▶ Hiring Policy	X	X	X	
▶ Equivalency to Minim. Quals	X		X	
▶ Waiver of Min Quals for Tenure	X		X	
▶ FSA	X		X	
▶ Administrative Retreat Rights	X		X	
Consultation with Bargaining Unit				
▶ Tenure Evaluation	X	X		
▶ Evaluation Procedures	X	X		
▶ Other Bargaining Matters	X	X		

Your senate officers will use this information to

- ▶ Set priorities
- ▶ Prepare a calendar
- ▶ Set agendas

SAMPLE

## *Suggestions for Academic Senate Goals\**

### **At the cabinet level:**

1. Schedule/regularize reports of all standing and ad hoc committees: e.g., Technology, Staff Development, etc.)
2. Schedule/regularize reports of all Senate appointments to college committees
3. Review with Senate the Conditions for Minimum compliance [Title 5, Chapter 2, Subchapter 1, Sections 51000 ff.]
  - a. Request from college president the copy of the report and documentation sent to the Chancellor's office in April/May; go through a FOIA request, if necessary.
  - b. Compile examples and documentation of failures—at the college and district level; (e.g., Transfer Center Plan, Student Success Plan status, and official role of senate—all formal plans required by law; violations of Staff Development—most of work will be done by a student this summer)
  - c. If necessary, file a letter of complain to state Chancellor's office
  - d. Review and restructure various committees to recapture responsibilities
    - ▶ Curriculum Committee: (See esp. Ed Code 70902 (b) (7).)
    - ▶ Academic Affairs: develop and submit for Senate approval a proposal plan and conduct a semester or year-long new faculty orientation program.
    - ▶ Staff Development: Senate should directly approve all activities for which faculty will be receiving credit (requiring Staff Development to bring proposed plan to the Senate)[ Chapter 1 of Part 51 of the Education Code; see esp. 87153] and should approve expenditure of funds (perhaps upon the prior review and recommendation of Academic Affairs).
    - ▶ Program Review Oversight Committee: to determine that faculty carry the majority of the votes, regardless of the number of faculty or administrative representatives they have on the Committee.

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\* These goals were suggested by your comments on the goal survey. We will discuss your rankings of these goals at this week's meeting. Note: See Appendix F-1

4. Establish joint Senate-Faculty Senate Task Forces to address areas of common concern such as:
  - a. Establishing the district calendar
  - b. Investigating Alternative Calendars
  - c. See items below under “Work with academic senates in this district” and “Work with Faculty Association”
5. Review Brown Act compliance for all Senate committees, subcommittees, etc.
6. Laminate new cards for all Senate members with the “Ten Plus One”
7. Work with student body president to ensure participation and documentation—up to and including sign-on—that students have appropriate, effective consultation on those 10 areas affecting them: (51023.7)
8. Ensure that the President’s Council understands that it can route and make recommendations but cannot determine policy.
9. Demand that the Board of Trustees place in writing their objections to proposals of the Academic Senate that led to any rejection of a matter over which the Academic Senates have been granted purview. [53203 (d) (1).
10. Determine whether the administrative retreat rights were determined and agreed upon “jointly” as required by law. [87458] .

### **At the Senate level:**

1. Determine the process for Program Development (new Program Applications have to be signed off by Curriculum Chair and Senate President) and for Program Discontinuation.
2. Review the part-time hiring policy passed by both senates in 1996 and not yet adopted by the Board; modify as necessary, consult with the Faculty Association, and resubmit to the Board of Trustees.
3. Propose governance structures that include
  - a. Make-up of committee (including chair, duration of appointment)
  - b. Charge of committee and any sunset requirements, timeframes, etc.
  - c. Reporting roles (including submission of minutes, annual report, place on agenda, etc.)

4. Ensure that administratively formed committees have consultation. (A recent Ralph Black legal opinion indicated that the “mere formation of a committee by CEOs requires consultation.”) (See AB 1725 Intent Language, Section 4, subsections S, T, and U)
5. Charge Committee on Courses with:
  - a. Review of distance education approval process
  - b. Review of status of distance education courses created last spring.
  - c. Review of the Tech Review Subcommittee structure and voting mechanisms
6. Determine the status of PFE
  - a. What plans were submitted?
  - b. Who is convening the PFE Committees and who serves now? Request minutes.
  - c. Determine nature of and level of monitoring
  - d. If necessary, secure copy of district report via FOIA or find out how to secure copy from the Chancellor’s Office.
  - e. Determine and launch monitoring plans independent of administration efforts; these efforts will make available to the Academic Senate some records with which to start once elections are over.
7. Revise our local tenure review plan, with emphasis on the AAUP Guidelines; determine whether, in our district, that tenure process should be bargained and if so, submit to sister colleges for approval prior to consulting with the Faculty Association. [Section 87610.1(a); AB 1725 Intent Language Chapter 2. Section 4 (w)]
8. Work with counselors and librarians to examine the use of and role of any academic paraprofessionals on this campus: classified staff who teach, counsel, run testing centers, perform transfer or articulation functions, etc.

## **At the district level**

A. Work with other academic senates in this district to:

1. Set up a joint task force to flesh out the Equivalency determination procedure (we’re not technically in compliance) and see that the Board relies primarily on the Academic Senate’s determination. [875359(b)].
2. Continue to press for a more full Academic Freedom policy (an important feature of accreditation).

3. Send joint letter with Faculty Association to demand full Board agendas as provided by law.
4. Resist changes in agenda of special meetings as a violation of the Brown Act [70902 (b) (7)].
5. Resist efforts to gag or stifle direct access to the Board as a violation of law
6. Examine the appropriate role of faculty in administrative evaluations [53130; AB 1725 Intent Language, Section 51 87663 (i)].
7. Explore possibility of having similar curriculum committee composition at both colleges (for maximum power and protection).
8. Remove as a mandatory inclusion on all faculty job descriptions, the Chancellor's "desired qualification" for distance education/technology, retaining those qualifications only when deemed appropriate by the departmental or divisional faculty. [83760(b) 86715(b); AB1725 Intent Language Section 4, (t) (1), (8); 87356 (d) esp. (2) (emphasis added)
9. Seek to amend the current "generic dean" administrative hiring policy to ensure that the job descriptions are individualized per assignment [AB 1725 Intent Language, Section 4 (u) (4) and that "minimum qualifications" contain all language stipulated by the state.

B. Work with the Faculty Association to:

1. Establish a formal mechanism by which the Academic Senate can provide the mandated consultation to the bargaining unit. [87663 (f)]
2. Work out any inconsistencies in the part-time faculty hiring document (e.g., contractual obligation to interview all candidates who have been part-time faculty in district)
3. Secure copies of quarterly apportionment forms (Form 311) to track apportionment spending and allocations such as PFE
4. Determine whether administrators who have retreated to the classroom have done so in violation of existing law and prior to "joint" agreement with the Academic Senate. [87458]
5. Make desired modifications in existing contract
  - a. Need for mandatory Peer Evaluation and student evaluation? [87663 (c), (d), (e), (f) and (g)]

- b. Fix senate reassigned time: set LHE and allow senates to determine the appropriate distribution
  - c. Single FSA
  - d. Include in contract appropriate (re)training for faculty who retreat into administration [87458 (a)].
  - e. Possibilities of reduced assignments after 55 years of age with self-determination of schedule and retained benefits
6. Send joint letter with other Academic Senates in the district to demand that **full and complete** “agendas and other writings distributed at public meetings...be made available without delay” as provided by law [Government Code, Section 54957.5]
7. Resist changes in agenda of special meetings as a violation of the Brown Act. [Government Code, Section 54954.2(b)]
8. Resist efforts to gag or stifle direct access to the Board as a violation of law. [Government Code, Sections 54950-54962]

# Sample Year-End Reports

*Below is the table of contents and several examples of the annual reports contained in Lake Tahoe's extensive report. All reports followed the same format.*

## **ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE 2000-2001 YEAR-END REPORT**

### Table of Contents

#### Membership

- Officers and Representatives
- Senators

#### Officers' Reports

- President's Report
- Vice President's Report
- Recorder's Report
- Adjunct Representatives' Report

#### Meetings

- 2000-2001 Meeting Dates

#### Standing Committee Reports

- Faculty Issues
- Instructional Technology
- Flex
- Staff Development
- Matriculation

#### Ad Hoc Committee Reports

- Plagiarism and Academic Integrity
- Bylaws Revision
- Faculty Hiring Prioritization
- Workload
- Postings
- Foundation Representatives

#### College and Other Committee Reports

- College Council
- Curriculum
- Accountability
- Faculty Association Report

#### Other Reports

- Archives
- Senate Web Site
- Statewide Report
- 2000-2001 Academic Senate Resolutions

#### Academic Senate Bylaws

SAMPLE

## **ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE PRESIDENT'S REPORT FOR 2000-2001**

By Kurt Green

First of all, I feel this past academic year was a very important one for the Academic Senate. There were a number of issues that arose, problems that were addressed, and goals that were reached.

### **Goals and Objectives for 2000-2001**

- (1) Order in the Senate was established through adherence to Robert's Rules of Order when conducting our meetings. Scott Lukas is to be commended for his efforts in this area.
- (2) The role and responsibility of the president of the Senate was validated.
  - (3) The fulltime faculty hiring committees performed professionally and hired a new cadre of faculty.
- (4) The Senate's relationship with the Board continued to be one of mutual respect and open communication.
- (5) Most of the Senate committees completed their appointed tasks and are writing up reports of their activities.
- (6) The effectiveness of our meetings has improved with the clarification of our meeting agendas. The addition of Administrative Updates and The Good of The Order have opened up communication and helped to spread goodwill among the members.
- (7) The revision of the bylaws was a great undertaking, and the ultimate approval of the changes will also help to strengthen and clarify the Senate's role in the governance of the college.
- (8) The Senate undertook the usually strident issue of the summer schedule with a spirit of diplomacy and compromise and managed to recommend a schedule to the union.
- (9) The Faculty hiring Prioritization Committee performed its task and presented a recommended list of faculty hires to the Senate for approval.

- (10) The Non-credit English as a Second Language position was presented to the Senate, and as of this date, no Senate recommendation has been reached regarding this position's future.
- (11) In general, I feel the Senate gained in strength and purpose this past academic year. As our faculty has changed, so has the scope of our Senate. Rather than remaining in the past, the Senate has moved forward in a proactive fashion. There are still many issues that face the Senate and this institution, but the fact that three new officers, all under four years of service at LTCC, have risen to the challenge speaks well of the future of this organization.

### **Recommendations for 2001-2002**

- (1) Establish the proposed meetings between the President, Vice-president of Student Services and Academic Affairs, and the Senate President and Vice-president.
- (2) Keep the focus on Academic and Professional Matters.
- (3) Encourage new/different faculty participation on Senate committees.
- (4) Seek classified and student attendance at Senate meetings.
- (5) Consider alternative Senate meeting dates.
- (6) Ensure adjunct faculty representation.
- (7) Increase the Senate's visibility in appropriate arenas.
- (8) Continue in statewide Senate activities and opportunities.
- (9) Establish a list of Senate goals for the year and remain professionally committed to accomplishing them.
- (10) Have the new officers work together as a team, undergirded by mutual respect.

## ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE VICE-PRESIDENT'S REPORT FOR 2000-2001

By Scott A. Lukas

### Goals and Objectives for 2000-2001

1. Meeting Procedures: As part of a revision of meeting practices, I developed a number of guides which facilitated parliamentary procedure and Robert's Rules of Order. By using more aspects of parliamentary procedure, business took place in an efficient manner.
2. Positive Spirit: I incorporated parliamentary procedure door prizes and t-shirts as a way of promoting positive spirit within our academic senate.
3. Good of the Order: The good of the order was added to the end of the academic senate agenda. The good of the order allows people to commend others and offer expressions of a positive nature and thanks.
4. Communication with Administration: Though not part of the duties of the vice-president, I met with the academic senate president and the LTCC vice-president. The meetings allowed the academic senate to maintain good communication with the administration.
5. Year End Report: In line with the Academic Senate for California Community Colleges, I suggested developing a year-end report. The report will feature reports of all standing committees, ad hoc committees, and officers. It will include goals completed and suggestions for the upcoming year.

### Recommendations for 2001-2002

1. Logo: It may be a good idea to consider developing an Academic Senate logo. I feel that the art department might be contacted in this regard. A logo would give our senate distinction and increase the professionalism of our communications.
2. Website: I have already spoken with our new vice-president, Mike Spina, in regards to the website. As our outgoing recorder has also indicated, the use of a senate website will allow us to conduct business more efficiently. An academic senate website would increase our visibility and provide our senators and the community with relevant information.
3. Retreats: A daylong retreat would allow our faculty to discuss pedagogical issues in a more relaxed atmosphere. The idea has already been discussed and is being planned, perhaps for Desolation or another appropriate location.

4. **Increase Communication and Shared Governance:** As an academic senate we need to review the processes of shared governance and communication on campus. We must assure that the senate maintains an active and powerful role in the shared governance process on campus. We must also be diligent in maintaining effective communication with all of the groups on campus.
5. **Committees:** In terms of committees, our academic senate might consider addressing the following:

**Structure:** Does the structure of our committees allow our senate to maintain effective and active participation in the shared governance processes of Lake Tahoe Community College?

**Charges:** We might consider revising and/or writing formal committee charges. These indicate the responsibilities and jurisdictions of our committees.

**Brown Act Compliance:** We need to assure that our committees are publicizing their agendas.

6. **Adjunct Faculty Issues:** We may wish to consider the role of the academic senate in the annual adjunct faculty training. Currently we are allotted a very short time in the overall training. We might ask ourselves, “What do we hope to accomplish relative to our advocacy for adjunct faculty at Lake Tahoe Community College?” The annual barbecue has been very successful, and I recommend that we continue with that tradition.
7. **Release Time:** Relative to statewide assignments, our academic senate officers are not adequately compensated for their work. The statewide average for senate presidential release time is forty-six percent. Lake Tahoe is currently at twenty-five percent for president. If we wish to remain active at the local and state level, we must negotiate more release time.
8. **Meeting Effectiveness:** We should continue to review our meeting and operational processes. Particularly in the area of Brown Act compliance, we might look at introducing “Agenda Item Request Forms.” These allow items to be placed on the agenda in such a way describing the intent of the item—First Reading (No Action), Second Reading (Action), Discussion Item (No Action), Announcement (No Action), First Reading—Action (Suspension of the Rules).

## **ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE ADJUNCT REPRESENTATIVES REPORT FOR 2000-2001**

By Jorge Orozco and David Rude

The Adjunct Faculty Representatives are responsible for representing the concerns, ideas and contributions of all adjunct faculty.

### **Goals and Objectives for 2000-2001**

- (1) Publish at least one newsletter each quarter which covers a variety of adjunct areas and concerns.  
The adjunct faculty representatives published one newsletter in the fall and winter quarter and two in the spring quarter.
- (2) Survey the adjunct faculty to gather ideas and thoughts in areas of interest.  
The Committee surveyed the adjunct faculty on three separate occasions. The first was designed to solicit general concerns and ideas from the adjunct faculty. The second was created to collect opinions regarding ISSI and the summer school schedule. The third, and final, survey was prepared for the Instructional Technology Committee. All three surveys were met with excellent responses from the adjunct faculty.
- (3) Develop teaching strategies workshop for adjuncts.  
David Rude co-facilitated a Classroom Assessment Training workshop with Jane Ellis and facilitated a Creative Teaching Strategies workshop. Both were offered to all adjuncts and compensation was given to those who attended.
- (4) Gain further representation on major committees.  
David Rude participated in the Instructional Technology Committee as well as was the adjunct representative to the College Council.

### **Recommendations for 2001-2002**

- (1) Hold quarterly meetings to give adjuncts a better voice in their representation.
- (2) Secure storage locations for adjuncts to hold materials used in classes.

**ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE  
COLLEGE AND OTHER COMMITTEE REPORTS**

**Curriculum Committee Report for 2000-2001**

By Sal López

**Goals and Objectives for 2000-2001**

These are the issues which were discussed and/or decided upon at this year's Curriculum Committee.

- (1) On-line Curriculum: A subcommittee of members from the CC and the Tech. Com. was formed to look at tightening down the curricular requirements for offering on-line classes.
- (2) Distance Education: No decision made on this issue.
- (3) Database: Mike Spina made a presentation on a curriculum management system (ACCESS) by which faculty can input proposals for new courses and modifications of existing courses.
- (4) Deadlines: It was decided that all new course proposals to be included in the following year's catalogue must get to the area dean three to four weeks before the November 15 deadline. This will allow the committee to review these proposals with ample time. For course modifications, these must be in three to four weeks before the January 15 deadline for the same reason.
- (5) Advisories: It was decided that an advisory grid is not necessary when proposing advisories for a course. However, if a faculty member establishes prerequisites as part of a course outline such prerequisites must be stipulated on the sample grids provided on the course outline form.

**Recommendations for 2001-2002 Committee**

None stated

SAMPLE

## *Some Relevant Portions of Law*

### **CALIFORNIA OPEN MEETINGS ACTS**

*This appendix excises relevant portions of the Brown Act (and provides comparable section numbers for the revised Bagley Keene Act, noted in italics). Following each section are “Senate Notes,” suggesting the relevancy for local senates. Complete texts of both laws can be accessed from the Academic Senate Web site.*

### **Basis for the Brown and Bagley-Keene Acts**

Both of these legislative acts wanted to ensure the public its right to observe policy makers and to participate in their deliberations. The following intent language appears as intent language for the Brown Act:

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

**Senate Note:** Meetings of public bodies must be “open and public,” and actions may not be secret. Further, observers have the right to the background information upon which decisions are made. If only abbreviated agendas are afforded faculty, copies of supportive documentation, data, analyses, etc. must be made available at the meeting. It may well be important for your comment publicly that because the materials were not available to you as a consulting body, you need additional time to study and comment upon the proposed action. Withholding information is neither in the spirit of these laws nor supportive of effective participatory governance.

**Agencies Covered:** These section references apply to the Ralph M. Brown Act; where relevant, parallel sections in the Bagley-Keene Act are noted in brackets)

- Local Agencies, including counties, cities, school and special districts §54951 (§11121).

- ▶ “Legislative bodies” of each agency are the boards whose meetings are governed by the Brown Act—the agency’s governing body plus any board, commission, committee, task force or other advisory body created by the agency, whether permanent or temporary [§ 54952(b) (§11121(c))]. Collectively these will be called “covered boards.”
- ▶ Any standing committee of a covered board, regardless of number of members §54952(b). [§11121(b)]
- ▶ Non-profit corporations formed by a public agency or which includes a member of a covered board and receives public money from that covered board §54952. [§11121(d)]
- ▶ NOT affected are: meetings of ad hoc, advisory committees consisting of less than a quorum of the covered board §54952(b); most non-profit corporations; courts and court agencies; state government (See Bagley-Keene Act for state agencies, §§11120-11132).

**Senate Note:** Legal opinions offered to California community college districts by their own counsel disagree as to the application of §54952(b) to local senate standing committees when obviously comprised of “less than a quorum of the covered board.” A recent court decision in the case of Pasadena City College seems to suggest that the law does apply to those committees in addition to the meetings of the local senate which serves as an advisory body to a legislative body—the local board of trustees. Good practice, however, would suggest that meetings of standing committees should abide by the provisions of the Brown Act, particularly the posting of agendas, the provision for public commentary, and the casting and recording of votes.

## Functioning of Meetings

To preserve the public’s rights under the Brown Act, an agency must:

- ▶ post and send notice and an agenda for any regular meeting [§§54954, 54954.2]
- ▶ mail notice one week before regular and special meetings to those who request it [§54954.1] (§11125(a)).
- ▶ take action only on items appearing on the posted agenda, except for emergencies, in instances where two-thirds of the legislative body (or all if less than 2/3 are present) determine that the need for action arose after the agenda was posted [§54954.2] (§§11121(b), 11125.3, 11125.5).

- ▶ post notice of continued meetings [54955.1](§11119)
- ▶ notice special and emergency meetings [§§54956, 54956, 54956.5] [§54955.1] (§§11125.3, 11125.5)
- ▶ allow media to remain in meetings cleared due to public disturbance [§54957.9] (§11116.5)
- ▶ limit action to items on the agenda, absent special circumstances [§54954.2 (a), (b)] (§§11126, 11126.5)
- ▶ hold meetings in the jurisdiction of the agency except in limited circumstances [§54954(b)(1) (4),(c),(d),(e) (§§11126 .7)], and in places accessible to all, with no fee [§54961(A)] (§11132)
- ▶ do not require a “sign in” for anyone wishing to attend or to speak [§54953.3] (§11124)
- ▶ allow recording and broadcast of meetings [§54953.5(a)], and let the public have a copy of and listen to any recording made by the agency of its open meetings [§54953.5(b)] (§11124.1)
- ▶ allow the public to address the covered board at regular or committee meetings, on any item in the agency’s jurisdiction [§54954.3(a)] (§11125.7)
- ▶ conduct only public votes on action items, with no secret ballots [§54953 (c)]
- ▶ treat documents as public “without delay,” if distribution before or at the meeting, unless they are also exempt under the Public Records Act [§54957.5]
- ▶ Teleconferences: Bagley Keene §11123. Significant features include the need for one member of the body to be physically present at the location specified in the notice of the meeting (§11123(F), and requirement that all votes taken shall be by rollcall (§11123(D))
- ▶ Internet postings: Bagley Keene (§11125)

Senate notes: Meetings of public bodies must be “open and public,” actions may not be taken in secret, and action taken in violation of open meetings laws is subject to being voided [§§ 54953(a), 54953(c), 54960, 54960.1]. Action may be taken only on items appearing on the posted agenda. Strategies for the election of officers can be provided that will permit adherence to

the Brown Act while protecting the sanctity of the ballot. These suggestions appear in Part III (“Strategies for Voting on Agenda Items”) of this handbook.

### **Violation of the Brown Act**

Each member of a legislative body who attends a meeting of that legislative body where action is taken in violation of any provision of this chapter, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter, is guilty of a misdemeanor. [§54959]

Senate Notes: The following comments apply both to senate officers who may be confronted by apparent violations by their boards of trustees, or more rarely, to senators or faculty who confront inadvertent violations within their local senates and its standing committees.

### **Actions to Take if a Meeting is Closed that Should be Open**

- use the text of The Ralph M. Brown Act to check the law, to protest and enforce all notice requirements, and refuse to leave
- leave only if ordered by law enforcement to do so

### **Possible Actions to Take if an Illegal Closed Meeting has Been Held**

- ask participants what happened, and get reports of actions taken and copies of contracts approved
- contact the First Amendment Project, Society of Professional Journalists, or California First Amendment Coalition for advice
- write a letter to the covered board asking it to “cure and correct” the action by discussing and voting on the matter in a public forum
- write an article or letter to the editor about the apparent violation
- contact the District Attorney under §54959 (§11130), or take legal action under §54960(a) against violations or any “gag rule” imposed on a body’s members.

A court may then:

force the agency to make and preserve tapes of closed sessions [§54960(b)] (§11130(b))  
 declare actions taken null and void [§54960.1] (§11130(b))  
 award costs and attorneys fees [§54960.5] (§11130.5)

# Sample Agenda

## **AGENDA TEMPLATE**

Miramar College Academic Senate

[Insert Date]

Room I-110 3:30p – 5:00p

### **Approval of Minutes**

### **Treasurer’s Report**

#### **Guests:**

- 1.
- 2.

#### **Reports:**

1. President
2. Past President
3. Administration
4. Classified
5. Associated Student Council
6. Committee Reports
7. Announcements

#### **Old Business:**

- 1.
- 2.
- 3.
- 4.
- 5.

#### **New Business:**

- 1.
- 2.
- 3.
- 4.
- 5.

#### **Adjourn:**

SAMPLE

**SAMPLE AGENDA: COMPLETE TEXT, IRVINE VALLEY COLLEGE**

Meeting of the Representative Council

Thursday, February 14, 2002

2-4 p.m., B209

**A. ADOPTION OF AGENDA**

Item 1

Agenda: February 14, 2002

Status: new

Background: The cabinet submits the agenda for review and approval.

Attachment: n/a

Action Requested: adoption as submitted or as amended

**B. INTRODUCTION OF GUESTS**

Senate meetings are open. Guests are welcome and invited to contribute to discussion on agenda items.

**C. RECORD OF THE PREVIOUS MEETINGS**

Item 2

Record: Report of Minutes, January 31, 2002

Status: new

Background: The record for the previous meeting of the Representative Council is submitted for review and approval.

Attachment: A (at meeting)

Action Requested: adoption as submitted or amended.

**D. CONSENT CALENDAR**

The following items are submitted for approval by consent. Items may be removed from the consent calendar upon the request of any senator.

**E. REPORTS OF STANDING COMMITTEES**

Academic Affairs

Courses

Item 3

Status: new

The Committee on Courses submits the results of its work for consideration by the Academic Senate for consideration and approval for submission to the Board

SAMPLE

of Trustees. Recommendations are organized according to category, each with a separate attachment, for serial consideration.

The cabinet recommends that the curriculum be considered and approved according to the following procedure: recommendations by the Committee on Courses will be considered in a consent calendar format, so that any specific curricular recommendation under any item may be pulled for individual consideration upon request and second from the floor, and all recommendations not so pulled will be considered together by category.

Action Requested: Review and approval.

Issue: n/a

Curriculum Recommendation: New Majors

Attachment: B

Curriculum Recommendation: Actual Revised Majors

Attachment: C

Curriculum Recommendation: Deleted Programs

Attachment: D

Curriculum Recommendation: New Courses

Attachment: E

Curriculum Recommendation: Actual Revised Courses

Attachment: F

Curriculum Recommendation: Deleted Courses

Attachment: G

Curriculum Recommendation: Curriculum Revisions

Attachment: H

Curriculum Recommendation: Technical Changes

Attachment: I

## **F. REPORTS OF SPECIAL COMMITTEES**

Technology

## G. SPECIAL ORDERS

## H. UNFINISHED BUSINESS

### Item 3

#### Committee Appointments

Status: continued

Background: Several college committees seek faculty representation, and have requested that the Senate appoint faculty members.

Program Review—2 members

Attachments: n/a

Action requested: Nomination and/or approval of faculty members for the listed committees.

### Item 4

#### Academic Senate Officer Election

Status: continued

Background: The end of the Spring Semester marks the end of the terms of the current officers of the Senate. Therefore, it is necessary to nominate and elect new officers. The positions of President, Vice President, Recorder, Chair of the Academic Affairs Committee, and Chair of the Committee on Courses must be filled. According to the bylaws of the Senate, the President and Vice President are elected by a vote of the General Assembly, while the Representative Council appoints the Recorder, Past President, and chairs of standing committees. At the January 17, 2002, meeting of the Representative Council, nominations were opened, and an election schedule was set, whereby nominations will close at the meeting of the Representative Council on February 28, 2002, with polling taking place between April 1 and 4, 2002. Professor Jeff Kaufmann has been nominated for the office of President, and Professor Greg Bishopp has been nominated for the Office of Vice President. Additional nominations for these and other offices are sought. Nominations will close at the next meeting of the Representative Council.

Attachments: n/a

Action requested: Accept additional nominations for Senate officers.

### Item 5

#### Appointment of Elections Committee

Status: continued

Background: The Senate must appoint an Elections Committee to oversee the election of its officers and the referendum on +/- grading. According to Senate by-laws, the "representative council of the academic senate shall appoint an

elections committee to oversee elections and/or balloting involving the faculty at large (general assembly). The elections committee shall be chaired by the parliamentarian. This committee shall conduct elections or balloting in accordance with procedures developed by the representative council, and in accordance with relevant provisions of the by-laws. Sitting officers of the representative council shall not sit on the elections committee. The elections committee shall conduct, tabulate, record, and report the vote.” The Senate at this time seeks nominations for membership on the Elections Committee.

Attachments: n/a

Action requested: Nomination and appointment of faculty to the Senate Elections Committee.

#### Item 6

Academic Senate Committee Structure—By-laws revision: Ad hoc committee appointments

Status: new, action

Background: During the January 17, 2002 meeting of the Academic Senate, the Representative Council created an ad hoc committee to construct a formal proposal regarding the revision of Academic Senate by-laws regarding the structure of the Senate’s standing committees, the composition of the Senate Cabinet and Representative Council, and quorum rules, and appointed Lewis Long and Miriam Castroconde to this committee. The cabinet seeks additional faculty members to serve on the committee. The members of the committee would be potential candidates to serve as chairs of the new standing committees, should the revision be adopted. The existing members of the committee have set the first meeting for February 21st at 1:00 p.m. in the Academic Senate offices.

Attachments: n/a

Action requested: Nomination of additional faculty to an ad hoc committee to construct a formal proposal for a possible by-laws revision.

#### Item 7

Academic Honesty Policy

Status: continued, second reading

Background: In 1998, the Academic Senate adopted as its recommendation to the college an Academic Honesty Policy, including recommended processes and actions related to transgressions of the policy. The cabinet recommends that this policy be reviewed, and if necessary, modified.

Attachments: J

Action requested: Review of the Academic Senate’s Academic Honesty Policy and modification as necessary.

## I. NEW BUSINESS

### Item 8

#### Distance Education Course Approval Process

Status: new, action

Background: Last year, an ad hoc committee created by the Senate recommended a course approval process, which was adopted by the Senate. The Committee on Courses and the Office of Advanced Technology have recommended a method for implementation of the process, as described in the attachment.

Attachments: K

Action requested: Review and adoption of the recommended method for approval of Distance Education courses.

### Item 9

#### AR 5604 (Eligibility for Admission)

Status: new, action

Background: A committee of representatives of all governance groups from both campuses has constructed and proposed an Administrative Regulation to govern the implementation of the revised Board Policy 5604 on eligibility for admission. A proposal for this Administrative Regulation is brought to the Senate for review and adoption. Should the Senate approve the Administrative Regulation, the cabinet further recommends that the Representative Council refer to the Academic Affairs Committee the question of how this AR be implemented on the IVC campus.

Attachments: L

Action requested: Review and adoption of the proposed Administrative Regulation 5604.

### Item 10

#### Academic Honesty Policy

Status: new, first reading

Background: The IVC administration has recommended that the Academic Senate consider a faculty code of ethics. The cabinet submits the attached "Statement of Professional Ethics for Faculty" for discussion and review.

Attachments: M

Action requested: Review and discussion of the proposed "Statement of Professional Ethics for Faculty."

WITHDRAWN

SAMPLE

## **J. PRESIDENT'S REPORT**

Status of Administrative Interim Appointments  
Academic Administrator Evaluation Process  
Academic Administrator Hiring Process

## **K. ANNOUNCEMENTS AND OPEN FORUM**

Senators, officers, and guests are invited to make brief announcements and/or comments about matters not on the agenda.

## **L. ADJOURNMENT**

The president will request adjournment of the meeting.

# *Additional Information: Parliamentary Procedures*

## **PROPER RULES OF ORDER FOR BETTER MEETINGS**

By Richard E. Lucas, CCP

New 1990 edition

Here is a handy-guide to proper Rules of Orders that will make meetings better, faster and more effective. It is based on Robert's Rules of Order Newly Revised, 1990 edition, with quick answers when you need them, and page references for more serious study. Use to develop Leadership Skills for more impact in any meeting you attend.

### **The Four Golden Rules**

1. Justice and fairness for all
2. One item of business at a time
3. Right of the minority to be heard
4. Right of the majority to prevail

### **To Start Meeting**

Start meeting on time with one rap of the gavel. Say: "The meeting will come to order." .....	24
Be certain a quorum is present.....	339
If no quorum, you can: 1. Fix the time to which to adjourn, 2. Adjourn, 3. Recess, or 4.	
Take steps to obtain a quorum.....	342
If urgent business requires action it must be ratified at a later meeting at which a quorum is present.....	342
Members address the chair by suitable title: "Mr. or Madam President, Mr. or Madam Chairman, etc." .....	21

### **Minutes**

"The secretary will read the minutes." "Are there any corrections? If there are no corrections (further corrections), the minutes are approved as read (as corrected)" .....	348
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### **Treasurer's Report**

"The treasurer will report." "Are there any questions? The treasurer's report will be placed on file" (Do not adopt) .....	467
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**Agenda**.....367ff

Opening, Invocation, Pledge & Welcome

1. Reading and Approval of Minutes
2. Reports of Officers, Boards and Standing Committees
3. Reports of Special Committees
4. Special Orders
5. Unfinished Business and General Orders
6. New Business

Featured Program or Education

Announcements

Adjourn- Give date and time of next meeting.

**The Handling of a Motion** ..... 31ff

1. A member makes a “motion”. Says, “I move that...”
2. Another member seconds it. Says, “Second”
3. The chair states the question
4. The chair asks for discussion
5. Chair puts question to a vote (Asks for “Ayes” and “Noes”)
6. Chair announces results and assigns responsibility

**Points Worth Knowing**

Amendments must be germane i.e. Closely related to the pending motion..... 128

Previous Question: Motion to stop debate and vote..... 194

Bylaws cannot be suspended .....261

Quorum: Number of members, entitled to vote, who must be present in order to legally transact business.....339

No member may speak more than twice to same question without consent of the body .....384

Majority: Means more than half .....395

2/3 Vote should be a rising or counted vote .....396

Committee: Body of one or more to consider, investigate and/or act for the body.....479

**Precedence of Motions**

Rk*	Name of Motion.....	Rules**	Pg
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<b>Main Motions:</b> Lowest in rank. Can be made only when no other business is pending..... 61			
1	Main Motion, Incidental Main Motion. ....	SDAMR	97
	Original Main Motion introduces NEW business .....		97
	Incidental Main Motion relates to business of the assembly, its past or future action .....		98

**Subsidiary Motions:** To change wording or perfect motion

2	Postpone Indefinitely .....	SDMR+	123
3	Amend .....	SDAMR	127
4	Refer or Commit .....	SDAMR	165

5 Postpone Definitely .....	SDAMR	176
6 Limit or Extend Debate .....	SATR	188
7 Previous Question .....	STR	194
8 Lay on the Table .....	SM	207

**Privileged Motions:** Highest in rank

9 Orders of the Day .....	IC	217
10 Questions of Privilege.....	IC	223
11 Recess .....	SAM	229
12 Adjourn .....	SM	232
13 Fix Time to Watch to Adjourn to .....	SAMR	241

**Recall Motions:** "Bring Again" to assembly

Take from the Table .....	SM	294
Rescind or Amend Something Previously Adopted .....	SDATR-	299
Discharge a Committee .....	SDATR-	304
Reconsider, Reconsider & Enter .....	SDM	309
Ratify (2/3 if action required 2/3 vote).....	SDAMR	121

**Incidental Motions:** Have no rank, but arise out of pending question. They require immediate consideration.

Point of Order .....	IC	247
Appeal .....	SDMR	254
Suspend the Rules .....	ST	259
Suspend Standing Rules.....	SM	263
Object to Consideration.....	IT-R-	265
Division of the Assembly.....	I	276
Close Nominations or Polls.....	SAT	283
Re-Open Nominations or Polls .....	SAM	283
Point of Information .....	IC	285
See Robert for other incidental motions		

\*RK Motions of higher numerical rank are always in order..... 52

**\*\* Rules & Characteristics**

- I- Can Interrupt
- T- 2/3 Vote Req'd
- S- Second Req'd
- R- Can Reconsider
- D- Debatable
- C- Chair Decides
- A- Amendable
- + -Affirmative
- M-Majority Vote --
- Negative Only

## PROPER FORM FOR USE BY CHAIRMEN AND MEMBERS

### 1. Main Motion: SDAMR To Introduce business.

Can be moved only when no other business is pending.

Member: Mr. President. (or appropriate title)

Chair: The chair recognizes....

Member: I move that.... (S)

Chair: It is moved and seconded that....

(D) Is there any discussion?

(Q) Are you ready for the question?

M All those in favor, say Aye. (Pause)

Those opposed, say No. (Pause)

The Ayes have it & the motion is adopted

The Noes have it & the motion is lost.

2/3 All those in favor will rise... Be seated.

Those opposed will rise... Be seated

There are two-thirds in favor and the motion is adopted.

There are less than two thirds in favor and the motion is lost.

Is there any further business?

The next Item of business is....

### 2. Postpone Indefinitely: SDMR + To reject motion.

Member: I move that the motion be postponed indefinitely. (S)

Chair: It is moved and seconded that the motion be postponed Indefinitely. (D)

### 3. Amend: SDAMR Modify wording of pending motion.

Member: I move to amend the motion by — (S)

inserting... before (or after)....

adding.... (at end of motion)

striking.... (Delete word or words)

striking... and inserting....

substituting.... (Substitute motion)

Chair: It is moved and seconded to amend the motion by.... (as moved) (D)

### 4. Refer or Commit: SDAMR To allow further study.

Member: I move to refer the motion to the.... committee. (S)

(If special committee, mover may name

committee, chairman, number of members, and if

members are to be appointed or elected.)

Chair: It is moved and seconded to refer the motion to the.... committee... (as moved) (D)

**5. Postpone Definitely:** SDAMR Move to later time.

Member: I move to postpone the motion until... (S)

Chair: It is moved and seconded to postpone the motion until... (D)

**6. Limit Or Extend Debate:** SATR Regulate debate.

Member: I move to limit (or extend) debate to... (S)

(Number of minutes, speakers or time.)

Chair: It is moved and seconded to limit (or extend) debate... (as moved) (Q)

**7. Previous Question:** STR To stop debate and vote.

Member: I move the previous question. (S)

Chair: The previous question has been called for. (Q)

**8. Lay On The Table:** SM Set aside temporarily.

Member: I move to lay the motion on the table. (8)

Chair: It is moved and seconded to lay the motion on the table. (Q)

**9. Call For Orders Of The Day:** IC Follow agenda.

Member: I call for the Orders of the Day.

Chair: The orders of the day have been called for. If there is no objection, we will proceed to the proper order of business. (If put to a vote, requires 2/3 vote not to conform to agenda.)

**10. Question Of Privilege:** IC Ask for privilege.

Member: I rise to a question of privilege.

Chair: State your question of privilege. (Chair corrects problem. If put to a vote, it is subject to rules SDAMR.)

**11. Recess:** SAM Short intermission in proceedings.

Member: I move that we recess for... (S)

Chair: It is moved and seconded that we recess for... (Can amend as to time.) (Q)  
(When not privileged it is an incidental main motion and subject to rules SDAMR.)

**12. Adjourn:** SM To adjourn or close the meeting.

Member: I move we adjourn. (S)

Chair: It is moved and seconded that we adjourn. (Q)

(When not privileged it is an incidental main motion and subject to rules SDAMR.)

**13. Fix Time to Which To Adjourn:** SAMR Set time when an adjourned meeting will be called to order.

Member: I move that when we adjourn, we adjourn to meet at... (time and place)  
(S)

Chair: It is moved and seconded that when we adjourn, we adjourn to meet at...  
(time and place) (Q)

(When not privileged it is an incidental main motion and subject to rules SDAMR)

**Point of Order:** IC To call the chair to order.

Member: Point of order.

Chair: State your point of order. (Response) Your point of order is well taken. (Chair corrects error), or

Your point of order is not well taken. (Chair proceeds, subject to appeal)

**Appeal:** ISDMR To challenge decision of the chair.

Member: I appeal from the decision of the chair. (S)

Chair: (After explanation) Shall the decision of the chair be sustained? (D) (Undebatable if indecorum, priority of business, or pending question is undebatable)

**Suspend The Rules:** ST Set rules aside temporarily.

Member: I move to suspend the rules to... (S)

Chair: It is moved and seconded to suspend the rules to... (as moved) (2/3) (Q)

**Object to Consideration of the Question:** IT-FI. To prevent consideration of an original main motion.

Member: I object to consideration of the question. (Must interrupt speaker before he starts discussion.)

Chair: Consideration of the question has been objected to.

Shall the question be considered? (Q)

(Requires 2/3 in negative not riot to consider.)

**Division of the Question:** SAM To divide motion.

Member: I move to divide the question to consider separately the motion that... and that... (S)

Chair: It is moved and seconded to divide the question to consider separately the motion that... and that... (Each part must be able to stand alone.) (Q)

**Consider Seriatim:** SAM Consider by paragraph.

Member: I move to consider the motion seriatim. (S)

Chair: It is moved and seconded to consider the motion seriatim or by paragraph. (Q)

**Division Of The Assembly:** IC Recount the vote.

Member: (Can Interrupt) Division.

Chair: A division has been called for. (Chair proceeds to take a rising vote.)

**Take from the Table:** SM Take motion from table.

Member: I move to take from the table the motion that... (S)

Chair: It is moved and seconded to take from the table the motion that... (Q)

(Only If tabled at same or preceding meeting.)

**Reconsider** ISDM Reconsider vote taken earlier.

Member: I move to reconsider the vote taken on... I voted on the prevailing side.

(S) (Can interrupt for the purpose of making the motion only.)

Chair: It is moved and seconded to reconsider the vote on... (D) (When motion to reconsider interrupts, chair says: The secretary will note that a motion to reconsider the vote on... has been made)

**Point of Information:** IC To ask for or give information.

Member: Point of information.

Chair: State your point.

**Legend:**

(S) Second by another member required.

(D) Chair asks for discussion, puts to vote.

(Q) Chair calls for question, puts to vote.

## *Academic Senate Resolution Process*

As a voting delegate you may write, propose, second and vote on resolutions presented at the Plenary Sessions of the Academic Senate. The following is a description of the resolution process as written in the Session Rules.

### **I. Resolution Writing at the Plenary Session:**

- A. All new resolutions must be submitted to the Resolution Session Chair by a time established in the adopted program of events for the Plenary Session.
- B. New resolutions submitted on the second day of session will be held to the next Plenary Session unless the resolution is of an urgent nature.
  1. The Resolutions Committee reviews all submitted resolutions and amendments and combines, rewords, appends or renders moot the resolutions and amendments as necessary.
  2. The Executive Committee meets after the resolution deadline on the second day to determine whether those submitted as urgent should be presented for voting on the last day of session.
- C. All resolutions must be properly constructed with the following criteria:
  1. Must be proposed
    - a. by one of the formally established committees of the Senate through the Executive Committee, or
    - b. attendees, at the Area Meetings of the Senate, or
    - c. at the Plenary Session by a registered attendee and signed by four voting delegate seconders.
  2. Must be submitted on the forms provided using hand printing or typing to ensure legibility.
  3. Must be limited to four “whereas” sections and four “resolved” sections.
- D. Assistance in properly constructing resolutions is available at the Resolution Writing Sessions or from the Resolutions Committee members.
- E. The Resolutions Committee will edit resolutions so that they conform to the following:
  1. The Senate recommends or directs its Executive Committee to do something. If the activity requires substantial resources in time or funds, the Executive Committee will be able to carry it out only if the resources are available.

2. The Senate may only urge or recommend a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.
3. Resolutions directing committees will all be interpreted to be directing the Executive Committee since it is the responsibility of the Executive Committee to distribute the work of the Senate.

F. Resolutions submitted by:

1. the deadline of the first day of session, will be available for discussion and amendment at Area Meetings on the second day of session.
2. Resolutions submitted on the second day of session by the posted deadline will be held to the next session unless the principal author declares the resolution urgent and the Executive Committee approves urgent status at a meeting, time and place of which are clearly indicated in the session program.
3. Resolutions submitted by the posted deadline and ruled urgent will be available by 7:30 am on the third day of session.
4. An “urgent” resolution means:
  - a. A time critical issue is addressed which will disappear before the next session can deal with it, and/or
  - b. An Academic Senate position is needed before the next session.

**II. Resolution Presentation: In order for a resolution to be deliberated by the general session, the resolution:**

- A. Must be duplicated with copies made available for distribution. (Duplication is the responsibility of the Executive Committee, not the delegate.)
- B. Will be presented in the order decided by the Resolutions Committee, except as provided for changing the agenda in Robert’s Rules of Order, Newly Revised.
- C. Is read by the president and may be introduced at the plenary session by the maker or a seconder of the resolution.

**III. Resolution Amendments:**

- A. Amendments to resolutions must be moved
  1. by the Area Meetings of the Senate, or,
  2. at session, by a registered attendee with four voting delegate seconders.

- B. Amendments must be presented in writing to the Resolution Committee chair by the posted deadline of the second day of session.
- C. Robert's Rules of Order, Newly Revised shall govern the scope and use of amendments.

#### **IV. Resolution and Amendment Discussion:**

- A. Discussion on any resolution including any amendment(s) thereto, shall be limited to 15 minutes with an option to extend by a vote of a simple majority.
- B. The President will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.
- C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
  1. Come to the pro or con microphone as appropriate.
  2. State his or her name and college.
  3. Be limited to five minutes in making a presentation.
- D. Any attendee at the session may participate in the debate.
- E. A "middle" microphone will be used for parliamentary inquiries and related points.

#### **V. Resolution Voting:**

- A. Only voting delegates with voting badges may vote (except as provided in D.)
- B. Voting will be at the direction of the President (or designee as Chair).
- C. The President or any delegate may call for a division of the house. Division of the house shall be a standing vote.
- D. For purposes of voting on resolutions only, a voting delegate may give his or her voting badge to someone else provided that this person is also a faculty member sent by the same college senate as the delegate or, for a district delegate, a faculty member sent by the same district.

#### **VI. Resolution Tabulation and Recording:**

- A. The president announces the outcome of the vote.
- B. Vote results shall be recorded by the Secretary.
- C. The Secretary shall:

1. List the mover of the motion and college affiliation; the person recorded as mover shall be the person listed as such on the printed resolution/amendment form.
2. List the disposition of the vote as Carries, Fails, Referred
3. Record any minority reports if so directed by the majority of the voting members of the General Session.

### **VII. Disciplines List Special Procedure**

Because the Academic Senate for California Community Colleges must consult with the in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list. Proposed changes must either be voted up or down as presented. Any proposed change on the consent calendar may be pulled and voted on separately.

### **VIII. Participation of Executive Committee Members at Session Debate:**

- A. To the extent possible, resolutions should be sponsored by local college delegates rather than executive committee members.
  1. When a resolution originates at an area meeting, the sponsoring delegate should be listed as the originator.
  2. When a resolution originates in a committee, those non-executive committee member delegates with primary responsibility for the subject should sponsor the resolution.
  3. During the plenary sessions, when a resolution is developed jointly by executive committee members and local college delegates, the delegates should be urged to carry the resolution.
- B. During the debate on the floor, members of the executive committee should make every effort to encourage the field to speak. If an executive committee member has sponsored a resolution, a neutral introduction should be provided to allow delegates from the floor to debate the issues.
- C. No one shall speak again until all others have expressed their opinions.  
D. All debaters should adhere to the ground rules of sticking to the issue and refraining from personal attacks.
- E. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Senate to reach closure on each issue expeditiously.

# Sample Resolution Form

## RESOLUTION FORM FOR USE BY LOCAL SENATES

Subject: \_\_\_\_\_

\*Mover: \_\_\_\_\_

Division/Department: \_\_\_\_\_

\*Seconded: \_\_\_\_\_

Division/Department: \_\_\_\_\_

Whereas, The \_\_\_\_\_

\_\_\_\_\_

; and \_\_\_\_\_

Whereas, The \_\_\_\_\_

\_\_\_\_\_

; and \_\_\_\_\_

Whereas, The \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Whereas, The \_\_\_\_\_

\_\_\_\_\_

Resolved, That the Academic Senate for [Name of your college] College \_\_\_\_\_

\_\_\_\_\_ ;

and \_\_\_\_\_

Resolved, That the Academic Senate for [Name of your college] \_\_\_\_\_ ;

and \_\_\_\_\_

\*A mover and seconded must be a senator, officer, or member of the executive committee of [name of your college] Academic Senate).

SAMPLE

**SAMPLE RESOLUTION FORM****Miramar College Academic Senate Resolution:**

Faculty Evaluation of Campus/District Administrators:

1st Reading: May 2nd, 2000

Mover \_\_\_\_\_

Second \_\_\_\_\_

Whereas: AB-1725 (1988) states that, "faculty should be included in the evaluation of administrators," and

Whereas: AB-1725 also requires that faculty be routinely and systematically evaluated by their students, and this is being accomplished, and

Whereas: it may be in the best interest of the administrators involved to be professionally reviewed by their faculty, and

Whereas: such an evaluation of administrators may be accomplished as advisory, both at each campus and at the district level, and

Whereas: the specifics of when to evaluate and how often to evaluate, plus the forwarding of such evaluations, etc., can be worked out via the attached recommended by all concerned,  
Therefore

Be It Resolved: The Miramar College Academic Senate forward the attached form for Faculty Evaluation of Administration to our three (3) sister Senates for their initial input and consideration.

Results of 1st Reading on May 2nd, 2000 \_\_\_\_\_

Results of 2nd Reading (if any) on May 16th, 2000 \_\_\_\_\_

Note: Quoted section of this Resolution taken from the State Resolution passed—unanimously—on April 15th, 2000 at the San Francisco State Conference.

SAMPLE

**SAMPLE RESOLUTION, ANNOTATED**

First “whereas” sets the context for the current issue—law, historical perspective, past Academic Senate actions, etc.

“Resolved” statements (up to 3) detail the action in response, usually from the broadest statement outside of the organization (if applicable) to directives to the Academic Senate or its officers for response internal to our organization, or for the body to reaffirm previous statements, resolutions, commitments. That order is reversed here.

**6.02 F01 Access for Students with Disabilities  
Ann Holliday, Coastline College, Area D**

Whereas The Chancellor’s Office for California Community College supports Section 504 of Americans with Disabilities Act and Section 508 of the Rehabilitation Act an has assured The Office for Civil Rights that the California community colleges will provide access for students with disabilities;

Whereas, The legal counsel for the California Community Colleges has rendered an opinion that provisions of Section 508 of the Rehabilitation Act require electronic access compliance for students with disabilities; and

Whereas, Student access is a district and college responsibility, and many community colleges are relying solely on their Disable Student Programs and Services, for example AB77 finds, to ensure access through the California Community College system;

Resolved, That the Academic Senate for California Community Colleges request the Chancellor’s Office to Provide local senates and college presidents information on access for students with disabilities to be shared with all local faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor’s Office reaffirm that colleges and districts are fiscally and educationally responsible for providing access for all students, including individuals with disabilities;

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor’s Office develop and implement a systematic process to assess how each college is meeting disability access guidelines.

Specific actions requested here must follow logically from the explanation of the problem in the “Whereas” sections; in some cases, each “whereas” may be given a corresponding “Resolved.”

Second “whereas” (and third and fourth, if needed), lay out the specifics of the issue and the consequences, particularly if left unaddressed.

Note language that “requests” or that “urges” action to be taken by entities other than our own Academic Senate. Resolved clauses may request action taken “as soon as feasible,” or “at the Fall 2006 plenary session.”

# Sample Summary of Local Senate Resolutions

## SUMMARY OF RESOLUTIONS

### 199X-9Y Resolutions considered by the Rancho Santiago Academic Senate

Number	Therefore, be it resolved that the A.S. for RSC	Date/Action Taken
F9X.1	<p>strongly denounces the human abuses and practice of ethnic extermination occurring in Bosnia-Herzegovina</p> <p>Further, the Academic Senate of R.S.C. calls for an overall awareness and discussion on the issue of ethnic extermination occurring in Bosnia-Herzegovina within our surrounding and academic community</p> <p>Finally, be it resolved that the Academic Senate of R.S.C. urges our local, state, and national leadership to initiate any and support all efforts world wide aimed at the immediate termination of such atrocities.</p>	8/14/9X Passed
F9X.2	<p>insist that the chancellor and the Board of Trustees recommend positive actions be taken to adhere to the stated commitment.</p> <p>Be it also resolved that a task force be established to develop plans to monitor implementation of these stated commitments to increase the ratio.</p>	8/14/9X Passed
F9X.3	<p>recommends to the Chancellor and the Board of Trustees the following change to the District reorganization plan:</p> <p>The list of Academic Division shall be amended to include a 13th Division named "Occupational Education and Industry" comprised of the departments of Apprenticeship, Contract Education, Gemology, Quality Assurance, Insurance, Real Estate, Travel/ Tourism, and Water Utility Science/Public Works/ Environmental Studies.</p> <p>Be it further resolved that the Academic Senate authorizes the faculty and department chairs to form a division curriculum committee this year; and that the Senate intends to provide for division Senators to represent the division; and that the Senate recommend that the division be led by a faculty division chair (instead of a division dean).</p>	9/1/9X Failed

SAMPLE

**ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE****2000-2001 ACADEMIC SENATE RESOLUTIONS****October 6**

Resolved, that the Senate establish a standing committee with the name "Issues Committee."  
CARRIED

Resolved, recommending that Dr. Lease create a college committee to provide the opportunity for the administrators and the Issues Committee to meet regularly. CARRIED

Resolved, (amendment) requesting that the Senate President discuss with Dr. Lease the options for communication between the administration and the Issues Committee and to discuss the creation of a college-wide committee called the "Issues Committee." CARRIED

Resolved, that the Lake Tahoe Community College Academic Senate authorize the candidacy of the vice-president, Scott Lukas, for the office of Interim Secretary/Secretary. CARRIED

Resolved, that the Academic senate direct its members of the curriculum committee to encourage the committee to adopt a policy on maximum class size based on learning environment, and that this policy be part of curriculum forms for all classes and, that the recommended policy attached to this resolution may be used at the discretion of the curriculum committee. READING #1

**October 20**

Resolved, that the Academic Senate President notify the administrators of the Senate's concerns that the administration did not communicate back to the Senate the reasons that their decision on hiring new full-time faculty varied with the Senate's recommendations and communicate the need to establish a process to ensure that the Senate receive a communication back when our recommendations are not adopted. CARRIED

Resolved, that the Computer Science committee be allowed to suspend its recommendation of the Master's Degree for the Computer Science faculty position due to its vocational nature. CARRIED

**November 3**

Resolved, that the Academic Senate donate \$350 to the 2000 Holiday Party fund from Hearts and Flowers/Sunshine Fund. CARRIED

Resolved, that the Academic Senate directs Kurt Green, as president of the faculty senate, to place John Perry on the History/Political hiring committee either as an addition or a replacement. FAILED

### **November 17**

Resolved, that by January 1, 2001 if the faculty association cannot provide an absolute guarantee that involuntary money will not be taken from faculty paychecks as a result of affiliation with the CTA, the academic senate recommends that the faculty association will disaffiliate itself with the CTA. POSTPONED INDEFINITELY

### **December 1**

Resolved, that the Academic Senate recommends that the Board of Trustees commit Lake Tahoe Community College to the inclusion of Distance Education in the LTCC curriculum and provide appropriate resources for this new learning modality and that the Senate directs the Senate President to deliver this resolution at the next regular Board meeting. CARRIED

Resolved, that the Academic Senate goes on record as favoring non-restrictive interpretations of Board policy 7.21 and Regulation 7.21, and that President of the Academic Senate is directed to meet with the Superintendent/President of the college with the purpose of encouraging him to reconsider the restrictive interpretation currently in effect. CARRIED

### **January 5**

Resolved that the Senate support the temporary full-time position for Non-Credit ESL and that the Academic Senate make its support known to the Administration and that the position will not have an automatic priority in future tenure track hires. CARRIED

### **February 2**

Resolved, that the Lake Tahoe Community College Academic Senate wishes its congratulations and support to Vice-President Lori Gaskin and that the Academic Senate communicate its congratulations for Dr. Gaskin to the Lake Tahoe Community College Board of Trustees. CARRIED

### **February 23**

Resolved, that the Faculty Senate recommends that when the opinion of Administration differs from formal recommendations of the Senate that the Administration confer and share any additional information that may help clarification of the issue with the Senate before making a final decision and that the Faculty Senate recommends that, in situations with unusually short time lines, information on hiring decisions be made available as soon as possible (ideally at least a week) prior to the day that voting or other action is requested from the Academic Senate. CARRIED

SAMPLE

Resolved, that the senate direct the Senate President to pursue, with the administration, a collaborative process for developing a final list for new faculty hires each year. TABLED

Resolved, that President's Holiday be a four-day holiday in 2002. CARRIED

Resolved, that we have a September (12th) and a December (7th) flex day in 2001-2002. CARRIED

## **March 2**

Resolved, that the Senate recommends for the year 2001-2002 two group flex days (one devoted to departmental activities), and five to seven total flex days, that there be one week of instruction following Thanksgiving, that the Senate recommends a 4-day President's holiday weekend (Friday-Monday), and that the Senate recommends Monday through Thursday finals in winter quarter. CARRIED

Resolved, that the senate direct the Academic Senate President to pursue, with the administration, a collaborative process for developing a final list for new faculty hires each year. CARRIED

Resolved, that the Academic Senate of Lake Tahoe Community College authorizes the candidacy of the vice-president, Scott Lukas, for statewide executive committee office. CARRIED

## **March 16**

Resolved, that the Academic Senate supports having the Intensive Spanish Summer Institute the first or second full week of August, but no later than the second week of August (as suggested in the previously passed resolution of 3/99, which is OPTION 3 of the summer school options), and that the Academic Senate recommend that the calendar: (a) provide, if possible, some break between the end of Spring Quarter and the beginning of Summer quarter, (b) have no split finals week, that the Academic Senate supports having the Intensive Spanish Summer Institute start no later than Monday, August 14th and that the Academic Senate recommends to the Academic Senate President to establish a subcommittee of interested Senate members and Administrators to gather data and continue researching alternative summer school calendars as soon as possible. The said committee will report back to the entire Academic Senate regularly with findings so as to propose a long-term solution to this "issue" in the future. CARRIED

## **April 6**

Resolved, that the Academic Senate support the revision to the Board Policy manual 7.21 as presented. CARRIED

**May 4**

Resolved that the Academic Senate of Lake Tahoe Community College commends the Intensive Summer Spanish Institute, its directors Diane Rosner and Sue O'Connor, and all persons associated with the program. CARRIED

Resolved, that the Academic Senate offer congratulations to Sue Tartar and her program being awarded the outstanding Two-Year College Program Award for 2001. CARRIED

Resolved, that the faculty accept by acclamation the three officers of the Academic Senate for the 2001-2002 academic year. CARRIED

Resolved, that the academic senate establish a process to prioritize hiring of new fulltime faculty. CARRIED

**May 25**

Resolved, that the Academic Senate approve the 2001 Bylaws Revision. CARRIED (2/3 of membership).

Resolved, that the Academic Senate supports the faculty hiring priority list in the order of Emergency Medical Services, French/Italian, Spanish, German, Physical Education, Cooperative Work Experience. TABLED

**June 8**

Resolved, that the Academic Senate of Lake Tahoe Community College supports the hiring of a fulltime, noncredit English as a Second Language Instructor starting the year 2001-2002.

SAMPLE

## *Technical Assistance*

### **ASSISTANCE TO ENSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE GOVERNANCE**

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local decision-making process.

The jointly sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district college administrators and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what kind of assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The President of the Academic Senate and Executive Director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. **No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and the local academic senate president.**

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards. Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: (1) informational Presentation, (2) advisory assistance, (3) issue resolution, and (4) special workshops and presentations.

### **(1) Informational Presentation**

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practice highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

### **(2) Advisory Assistance**

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administrators.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

### **(3) Issue Resolution**

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be Resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct, or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided, if requested.

#### **(4) Special Workshops And Presentations**

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

**AB1725 IMPLEMENTATION****ASSISTANCE REQUEST**

(Academic and Professional Concerns)

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) \_\_\_\_\_

Title(s) \_\_\_\_\_

College \_\_\_\_\_

College Phone Email Address \_\_\_\_\_

Best time to Call \_\_\_\_\_

Areas of Concern (Check appropriate area):

- Shared Governance
- Curriculum
- Minimum Qualifications
- Equivalence
- Peer Review
- Administrative Retreat Rights
- Budget Process
- Disciplines
- Hiring
- Tenure
- Evaluation of Administrator
- Other (please specify)

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

Please mail or fax this form to:

Community College League of California or  
2017 O Street, Sacramento, CA 95814  
Fax: (916) 444-2954  
Email: cclc@ix.netcom.com

Academic Senate for California Community Colleges  
428 J Street, Suite 430 Sacramento, CA 95814  
Fax: (916) 323-9867  
Email: asccc@ix.netcom.com

# *AAUP/Academic Senate Agreement*

Agreement on an Organizational Relationship Between the Academic Senate for California Community Colleges (“ASCCC”) and the American Association of University Professors (“AAUP”)

## **Purpose**

The AAUP and the ASCCC agree to an organizational partnership as a means of enabling the AAUP to contribute in a systematic fashion to the ASCCC’s ongoing mission of strengthening faculty governance in California community colleges. It is the parties’ shared belief that promoting adherence to AAUP principles and policies will insure to the benefit of two-year faculty and institutions in California.

## **Organizational Contacts and Communication**

The AAUP shall designate a liaison to the ASCCC, and the ASCCC shall designate a liaison to the AAUP. Liaisons will be invited to all relevant meetings of each organization.

The AAUP shall invited interested officers of the ASCCC, as well as governance leaders from individual campuses, to attend workshops conducted by the AAUP that address governance and related concerns, and issues specifically relating to community colleges. The ASCCC will assist the AAUP in publicizing such workshops.

## **Programs and Services**

AAUP staff and leaders will be available on a regular basis (anticipated as two events per year) as speakers, or as workshop or panel participants, at meetings such as the ASCCC spring and fall plenaries, the Leadership Institute, and other statewide meetings of a similar nature. Topics that may be addressed will consist of all areas of AAUP’s programmatic work, including the following:

- ▶ governance practices
- ▶ academic freedom and tenure
- ▶ part-time and non-tenure track appointments
- ▶ status of women and faculty of color
- ▶ economic status of the profession
- ▶ distance education and intellectual property
- ▶ legal developments
- ▶ government relations

If requested, and if logistically feasible, the AAUP will make speakers available to conduct additional educational forums on governance and other matters as noted above on individual campuses.

AAUP staff / leaders shall be available on an occasional basis to furnish guidance to the ASCCC regarding governance problems and other matters as noted above that arise on individual campuses, or of a statewide nature.

The AAUP shall advise the ASCCC and invites its governance leaders to participate in AAUP activities not specifically tailored for the ASCCC, including the following:

- ▶ national conferences on governance and other topics
- ▶ training opportunities, including: the annual Summer Institute; national leadership trainings dealing with academic freedom and governance matters; and regional trainings

### **Agreement on an Organizational Relationship Between the Academic Senate for California Community Colleges (“ASCCC”) and the American Association of University Professors (“AAUP”)**

When the involvement of AAUP in a Technical Assistance Visit is called for, the AAUP shall make available knowledgeable individuals to: conduct a campus visit with necessary consultations; issue a written report incorporating recommendations for the parties on the campus; and conduct necessary follow-up. (It is the expectation of the AAUP and the ASCCC that such Technical Assistance Visits will be conducted on an infrequent basis, approximately one every two years. But it is understood that within the constraints of the availability of knowledgeable individuals, the AAUP may provide this service on a more frequent basis.)

The AAUP President will invite the president of the ASCCC to submit names of potential appointees to AAUP standing and ad hoc committees.

### **Financial Arrangements**

For the services set forth above, the ASCCC shall make annual payments to the AAUP of \$10,000. At the option of the ASCCC, the payments may be made on a quarterly basis. The first payment installment will be due within 60 days of the effective date of this agreement.

The ASCCC shall reimburse the AAUP for actual reasonable expenses incurred (transportation, lodging, food) for on-site Technical Assistance Visits.

### **Duration**

This agreement shall initially be for a period of three years, commencing January 1, 2000. The parties shall review its terms six months prior to expiration, with the intention of making any necessary revisions before renewing.

For the AAUP [Signatories]

James T. Richardsen

4/2/00

Mary Bergan

4/4/00

For the ASCCC: [Signatories]

Linda Collins

4/10/00

Hoke Simpson

4/10/00

## *Consultation Process*

### **CALIFORNIA COMMUNITY COLLEGES CONSULTATION PROCESS**

Consultation Process (from the Board of Governors Standing Orders and the Chancellor's Executive Orders)

Representing the voice of the local senate, through the resolution process, the Executive Committee of the Academic Senate for California Community Colleges gives direction to the Board of Governors on all academic and professional matters that are at the system-wide level. In order for the Executive Committee to effectively represent the collective voice of the faculty in the consultation process, the voting delegate representing the voice of the local senate, has the responsibility to carry local positions on issues to the plenary session. Through the resolution process, the voting delegates give direction to the Executive Committee in matters affecting the consultation process. It is important to understand how significant the representation responsibility of the voting delegate is and how that vote influences decisions made through the consultation process. What follows is the adopted policy of the Board of Governors on the Consultation Process.

The Board of Governors has adopted an overall policy on Consultation as well as Standing Orders (Sections 330-342) which establish the basic structure of the Consultation Process (see chart, Appendix C). The Standing Orders further direct the Chancellor to adopt such Executive Orders as are necessary to implement these Standing Orders and Board Policy. The following Chancellor's Executive Orders are established to carry out this directive.

The Consultation Council shall consist of the Chancellor of the California Community Colleges and the following membership:

#### **Institutional Representatives**

- 2 chief executive officers of community college districts, who shall be selected by the Chief Executive Officers of the California Community Colleges
- 2 community college faculty members, who shall be selected by the Academic Senate for California Community Colleges
- 2 students, who shall be selected by the Student Senate
- 1 chief business officer, who shall be selected by the Association of Chief Business Officers
- 1 chief student services officer, who shall be selected by the California Community Colleges Chief Student Services Administrators Association
- 1 chief instructional officer, who shall be selected by the Chief Instructional Officers of the California Community Colleges
- 1 chief human resources officer, who shall be selected by Chief Human Resources Officer/Affirmative Action Officer

## Organizational Representatives

- 1 representative of the Association of California Community College Administrators
- 1 representative of the California Student Association of Community Colleges
- 1 representative of the Community Colleges Association/California Teachers Association
- 1 representative of the Community College Council/California Federation of Teachers
- 1 representative of the California Community Colleges Independents
- 1 representative of the Community College League of California
- 1 representative of the California School Employees Association
- 1 representative of the Faculty Association of California Community Colleges

To further inform and facilitate discussion, the Chancellor may invite other organizations, individuals, and staff to participate in selected discussions of the Council.

## The Academic Senate

- (a) Consistent with the intent of 53206 of Title 5 of the California Code of Regulations, the Board of Governors recognizes The Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters.
- (b) The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system wide level shall be made by the Academic Senate; provided, however, that where such councils, committees, or task forces established in conjunction with Consultation have organizational representatives, these representatives shall be appointed by the respective organizations.
- (c) The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice and judgment, The Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.

## Roles of the Chancellor and Chancellor's Staff

The Chancellor will promote efforts to obtain jointly-developed recommendations arrived at through Consultation. While substantial deference will be afforded to jointly developed recommendations, the Chancellor reserves the right to make a different recommendation to the Board of Governors. Also, in the event that, despite good faith efforts, consensus has not been reached through Consultation, and there is a need to act, the Chancellor reserves the right to take a recommendation to the Board of Governors. In either instance, it will be the practice of the Chancellor, before taking a recommendation to the Board, to discuss with the Consultation Council his or her concerns with any problematic recommendations and his or her reasons for recommending a different action.

Under the Board of Governors Standing Orders for consultation, the Executive Committee of the Academic Senate is recognized as one of seven standing consultation councils (see chart, Appendix C). In addition to the other councils who represent administrators and students exclusively, there are representatives from four other faculty organizations: FACCC, CTA, CFT, CCCI. (These four faculty organizations, with the Academic Senate, constitute an informal, non-sanctioned, deliberative group, the Council of Faculty Organizations, or COFO.) All of the councils provide individual recommendations to the Chancellor on system wide issues, after which the Chancellor forwards a recommendation to the Board of Governors.

## Conclusion

The effectiveness of the Academic Senate for California Community Colleges in determining the direction the California Community Colleges will follow on academic and professional matters is dependent on the effectiveness of voting delegates representing their local senates. Whereas the delegate is the representative of all the faculty who are members of their local senate, the Academic Senate for California Community Colleges is the representative of all the local academic senates (Title 5, §53206). Taking the position of voting delegate is a significant responsibility and must reflect the commitment of a true representative process. Decisions that will be made as a result of the recommendations and direction of the Academic Senate for California Community Colleges will affect the success of the students in the system for many years to come.

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<sup>1</sup>“Executive Orders of the Chancellor on Consultation,” Consultation Handbook, July 2001

## **SAMPLE CONSULTATION DIGEST**

Title: Transfer Rate Definition: Follow-Up Research

Date: November 9, 2001

Contact: Judith James, Vice Chancellor, Student Services & Special Projects  
Patrick Perry, Interim Vice Chancellor, Technology, Research & Information Services

### **Issue:**

At the October 18, 2001 Consultation Council meeting, consensus was reached that the Chancellor's Office should adopt a new official definition of transfer rate. Options were presented and the council reached consensus on the use of a rate that measures success in transferring students who attempt transfer math or English.

The Consultation Council members expressed concern that perhaps it would be appropriate to limit this group to students who have completed a minimum number of units. Staff were asked to return with data on unit limitations to complete the discussion.

### **Background:**

The attached table displays the requested data. The top area of the table restates the cohort of all students. The next three sections provide data for the chosen subpopulation (those who attempted transfer math and English) broken down into 1) all students regardless of units, 2) students who completed at least 6 units, and 3) students who completed at least 12.

### **Recommendation:**

We are seeking the Consultation Council's advice on which of the three alternatives to use as the official transfer rate.

## *Academic Senate Area Divisions*

### **Area Representation**

There are four existing Areas that represent the traditional grouping of the local senates. This four Area grouping has been the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. One representative is elected from each of the Areas of the state. There are also two representatives from the north, two from the south and two at-large.

Area A is made up of twenty-five colleges, Area B of thirty, Area C of twenty-six, and Area D of thirty-one. It is the responsibility of the Executive Committee members to maintain contact with the local senates. The local senates may contact their nearest Executive Committee member, the Academic Senate Sacramento Office, any Executive Committee member with special expertise, or their representative on the Relations with Local Senates Committee.

There are fifteen Executive Committee members to serve over a hundred college and district senates. The number of colleges, in addition to geographic considerations, presents the Executive Committee with a serious level of responsibility and challenge to effectively serve the constituents of the local academic senates throughout the state.

Area meetings are held prior to the Fall and Spring Plenary Sessions and are necessary to discuss and develop resolutions as needed regarding the issues that will be voted on at the session. The local senate president, as well as other interested local senate members may also attend area meetings. The local senate delegate represents the positions and perspectives of his or her local senate at these meetings, as well as engaging in information gathering to take back to the local senate for direction before the Session.

### **Area Representation on the Relations with Local Senates Committee**

The Relations with Local Senates Committee is composed of two representatives from each of the four Areas, A-D, and a chair, who is a member of the Executive Committee. The eight area representatives on the Local Senates Committee are usually not Executive Committee members, but are volunteers—often local senate presidents—who have agreed to provide a link between the colleges in their areas and the statewide Academic Senate. Through the area representation on the Local Senates Committee, the Executive Committee is provided with support from representatives who have the benefit of personal access, insight, and historical background information related to the specific needs of the local academic senates. The structure of the Relations with Local Senates Committee facilitates a close, practical relationship between the local academic senates and the Executive Committee of the Academic Senate for California Community Colleges.

It is the goal of the area representatives on the Relations with Local Senates Committee to maintain regular contact with the colleges in their areas, through email, telephone, and visits to local senate meetings. In their roles as links between the statewide Academic Senate and the local senates, the representatives will 1) Discuss issues of concern to the local senates; 2) Inform the Executive Committee of local issues and request assistance if necessary; 3) Discuss system-wide issues and provide feedback to the Executive Committee; and 4) Inform local senate leaders about state level issues, preparing them for decision making at Plenary Sessions.

### Area A

American River College  
Bakersfield College  
Butte College  
Cerro Coso College  
Columbia College  
Cosumnes River College  
Feather River College  
Fresno College  
Lake Tahoe College  
Lassen College  
Los Rios CC District  
Merced College  
Modesto Junior College  
Porterville College  
Redwoods, College Of The  
Reedley College  
Sacramento City College  
San Joaquin Delta College  
Sequoias, College Of The  
Shasta College  
Sierra College  
Siskiyou, College Of The  
Taft College  
West Hills College  
Yuba College

### Area B

Alameda, College Of  
Cabrillo College  
  
Cañada College  
Chabot College  
Contra Costa College  
Contra Costa CC District  
De Anza College  
Diablo Valley College  
Evergreen Valley College  
Foothill College  
Gavilan College  
Hartnell College  
Laney College  
Las Positas College

Los Medanos College  
Marin, College Of  
Mendocino College  
Merritt College  
Mission College  
Monterey Peninsula College  
Napa Valley College  
Ohlone College  
Peralta District  
San Francisco, City College Of  
San Jose City College  
San Mateo, College Of  
San Mateo CC District  
Santa Rosa Junior College  
Skyline College  
Solano College  
Vista College  
West Valley College  
West Valley CC District

### Area C

Cerritos College  
Citrus College  
Compton College  
East Los Angeles College  
El Camino College  
Glendale College  
Los Angeles City College  
Los Angeles Harbor College  
Los Angeles Mission College  
Los Angeles Pierce College  
Los Angeles Southwest College  
Los Angeles Trade-Technical  
Los Angeles Valley College  
Mt. San Antonio College  
Pasadena City College  
Rio Hondo College  
Santa Monica College  
West Los Angeles College  
Los Angeles CC District

### Midcoast Area C:

Allan Hancock College  
Antelope Valley College  
Canyons, College Of The  
Cuesta College  
Moorpark College  
Oxnard College  
Santa Barbara City College  
Ventura College

### Area D

Barstow College  
Chaffey College  
Coastline College  
Copper Mountain College  
Crafton Hills College  
Cuyamaca College  
Cypress College  
Desert, College Of The  
Fullerton College  
Golden West College  
Grossmont College  
Imperial Valley College  
Irvine Valley College  
Long Beach City College  
Miracosta College  
Mt. San Jacinto College  
North Orange CCD/Noncredit  
Orange Coast College  
Palo Verde College  
Palomar College  
Rancho Santiago CC District  
Riverside City College  
Saddleback College  
San Bernardino Valley College  
San Diego Centers For Education  
And Technology  
San Diego City College  
San Diego Mesa College  
San Diego Miramar College  
Santa Ana College  
Santiago Canyon College  
Southwestern College  
Victor Valley College

# *Senate Delegate Roles and Responsibilities*

## **DEFINITIONS AND ROLE OF THE VOTING DELEGATE**

A Senate Delegate is a faculty member selected by a local senate to represent that local senate in a voting capacity at the Plenary Session of the Academic Senate for California Community Colleges. This delegate may be a local senate president, vice president, or any faculty member designated by the local senate.

A Senate Delegate has the responsibility to operate in a truly representative capacity. In order for a delegate to fulfill this representative responsibility, the delegates must keep well informed of their local senate's positions on issues, as well as informed on the issues at the state level. The California Education Code (Title 5, Sec. 53200) defines the academic senate as an "organization whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters." The Senate Delegate, therefore, represents the local senate's recommendations on academic and professional matters at the system wide level, giving direction through the resolution process to the Executive Committee of the Academic Senate for California Community Colleges.

Serving in a representative capacity, the Senate Delegate has numerous responsibilities that occur before, during, and after each plenary session.

### **Before the Session:**

1. Become familiar with the structure, purpose and history of the Academic Senate.
2. Attend Area meetings to gain early information on statewide issues that will be addressed at the Plenary Session.
3. Review pre-session materials and encourage faculty with subject matter expertise/responsibility to attend.
4. Discuss the issues with the local senate to identify faculty positions. Such positions may take the form of resolutions to be presented at the plenary session.
5. Study, distribute and discuss pre-session resolutions with the local senate to receive direction prior to the Area meeting.
6. Attend the Area meeting representing the positions of your local senate and carrying forward local senate resolutions for the Plenary Session.

### During The Session:

1. Review documents in the session packet, e.g., pre-session resolutions, papers, etc.
2. Network with colleagues, attending the Session for additional information and perspectives on issues.
3. Attend breakouts and divide up your college delegation among breakouts you cannot attend.
4. Participate in Area meeting/ resolution writing sessions.
5. Write and sponsor resolutions based on discussion/ issues in breakouts.
6. Sponsor and carry resolutions sent by your local academic senate to the session.
7. Represent the position of your local senate during the resolution debate and voting session at the conclusion of the Plenary Session.
8. Vote for Executive Committee officers and members as defined in Appendix D.

### After the Session:

1. Report the results of the Plenary Session back to your local senate.
2. Distribute appropriate information among the campus community.
3. Maintain contact with your Relations with Local Senates Committee contact and with other senate presidents in your area to remain current on statewide issues and brainstorm local issues.
4. Continue to inform the local senate in preparation for next Plenary Session.

### Tips For the Voting Delegate:

At the Plenary Session it is important to focus your energies and become as informed on the issues as possible. The following is a list of tips for effective delegates:

1. **Spread your team around.** If more than one member from your college attends the session, review the schedule of breakouts and prioritize the issues and challenges that your district has struggled to solve. Schedule time to network during the Plenary Session.
2. **Get to know your colleagues.** From discussions with other senators, you may learn of senates that are working on similar issues and challenges that your district has struggled to solve. Schedule time to network during the Session.

3. Use your state representative. Your representatives on the Executive Committee and the Relations with Local Senates Committee members are ready to help you. A conversation with any one of them may provide you with needed information.
4. Attend the Delegate's Roles and Responsibilities Orientation. This orientation is provided at every Plenary Session to review the process of the Session and to address questions voting delegates may have.
5. Attend the Empowering Local Senates breakout. This breakout has been designed with delegates and senate presidents in mind. It will involve presentations and discussion on the basics of having an effective and truly representative senate.

In order to be an effective delegate it is important to maintain contact with your statewide Academic Senate representatives and with your local area colleagues, and to participate in Area meetings twice a year.

# *Academic Senate Committees/Chancellor's Office Committees, Task Forces & Advisory Committees*

## **COMMITTEES OF THE ACADEMIC SENATE:**

### **Standing Committees:**

- Affirmative Action and Cultural Diversity Committee
- Basic Skills Committee
- Counseling and Library Faculty Issues Committee
- Curriculum Committee
- Educational Policies Committee
- Faculty Development Committee
- Legislation and Governmental Relations Committee
- Occupational Education Committee
- Relations with Local Senates Committee
- Research Committee
- Standards and Practices Committee
- Technology Committee

### **Operational Committees**

- Budget Committee
- Elections Committee
- Resolutions Committee

### **Chancellor's Office Advisory Committee Membership:**

- Alternative Media
- Basic Skills
- Career Development and Placement Center Task Force
- Counseling Advisory Committee
- Cooperative Work Experience and Placement Advisory
- Distance Education Technical Advisory Committee (DETAC)
- DSP&S Regional Coordinators
- Ed>Net Executive Committee
- EOPS Allocation Task Group
- EOPS Regional Coordinators
- Facilities Task Force
- Financial Aid Regional Representatives
- Financial Access Task Force

Human Resources Technical Assistance Teams  
Legislative Advocacy  
Library and Learning Resources  
Matriculation Advisory Committee  
Matriculation Assessment Committee  
Matriculation Site Visits  
Non-Credit  
One-Stop Career Center Task Force  
Professional Development  
Public Safety Advisory Committee  
Readers for Competitive Grants  
Research and Accountability Technical Advisory  
Student Right-to-Know Task Force  
Student Services Think Tank  
TTAC  
Tech Prep Committee  
Vocational Education State Advisory Committees

### NOMINATION/APPLICATION TO SERVE ON A SENATE/STATE COMMITTEE

Please type or print legibly

Name \_\_\_\_\_

College \_\_\_\_\_

College Phone \_\_\_\_\_

College Fax \_\_\_\_\_

E-mail Address \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

Home Fax \_\_\_\_\_

Discipline \_\_\_\_\_

Local Senate Experience \_\_\_\_\_

Areas of Concern/Interest/Expertise \_\_\_\_\_

\_\_\_\_\_

#### What Senate Committee(s) Are You Interested In Serving?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Briefly Explain Your Qualifications \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following information will help the academic senate fulfill its commitment to ethnic and gender diversity as well as its commitment to part-time and non-credit faculty.

Check all of the following that apply:

- Full Time       Part Time       Noncredit  
 Female       Male

Self Identification of Ethnicity \_\_\_\_\_

Disabled:

- Yes       No

Vietnam-era Veteran:

- Yes       No

I give my permission for the information on this application to be made available to the Chancellor's Office, CPEC, and other state, Federal, or independent agencies that may request it for appointment purposes.

I understand, as a condition of appointment, that a change in my faculty status (i.e. acceptance of an administrative position) or my inability to attend meetings will necessitate a resignation, and I will notify the Academic Senate President immediately, so that a replacement may be selected. I further agree to keep the Academic Senate President informed by written reports of the activities of the committee or other group to which I may be appointed.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Thank you for your willingness to serve. The Academic Senate pool of applicants may exceed requests for appointments, but every effort is made to involve as many faculty as possible. Please feel free to update your application at any time.

Mail Application to:

The Academic Senate  
 428 J Street, Suite 430  
 Sacramento, CA 95814  
 Phone: 916/445-4753  
 or Fax: 916/323-9867



