November 5-7, 2020
Fall Plenary Session

New Delegate Information

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Senate Delegate Roles and Responsibilities

Definitions and Role of the 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. (See Academic Senate Organizational Chart on page 28.)
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 the Elections Announcement.

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 Area Representative contact and with other senate presidents in your area to remain current on state-wide issues and brainstorm local issues.
4. Continue to inform the local senate in preparation for next Plenary Session.

Tips for the 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.
3. Use your state representative. Your representatives on the Executive Committee and the Area Representative are ready to help you. A conversation with any one of them may provide you with needed information.
4. Attend the Delegates and First Time Attendees breakout session. This session is provided at every Plenary Session to review the process of the Session and to address questions delegates may have.

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.

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-seven colleges, Area B with thirty-four, Area C with twenty-seven and Area D with thirty-five. It is the responsibilities 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 Office or any Executive Committee member with special expertise.

There are fourteen elected Executive Committee members to serve over a hundred college and district senates. The number of colleges, in addition to geographical considerations, presents the Executive Committee with a strong serious level of responsibilities 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 their local senate at these meetings, as well as engaging in information gathering to take back to the local senate for direction before session.

Resolution Process

As a delegate you may write, propose, second and vote on resolutions presented at the Plenary Sessions of the Academic Senate. Please refer to the Resolution Procedures in this packet for the description of the resolution process as written in the Session rules.

Through the resolutions process, Delegates drive the work of the Academic Senate for California Community Colleges. The Executive Committee is responsible for the implementation of all adopted resolutions. After each Plenary Session, the Executive Committee assigns adopted resolutions to the Senate's various committees for implementation. Each year, the committees develop work plans and generate regular reports on the status of all assigned resolutions. The status of any resolution can be

found on the Senate's website (www.asccc.org) by:

1. Searching the adopted resolutions database for resolutions of interest. To access the resolutions database, go to the Academic Senate homepage and click on the tab titled "RESOURCES". A drop down menu will appear, click on "Resolutions". This will bring you to the resolutions database. Click on an individual resolution title to access the resolution's status along with the entire text of the resolution and information about which committee was assigned the resolution; or
2. Accessing the most current committee activities, reports and meeting minutes through each individual committee's webpage on the Senate website. To access committee information, click on the tab titled "COMMUNITIES" on the Academic Senate homepage. A drop down menu will appear, then click on "Committees"

For assistance or additional information, please contact the Senate Office at info@asccc.org or call (916) 445-4753.

Resolution Procedures

The Academic Senate for California Community Colleges meets biannually in plenary session to adopt resolutions which become the bases for future Senate policies and which drive the work of its standing and ad hoc committees.

Resolution Process Overview

1. Pre-Session resolutions are developed by the executive Committee (through its committees) and submitted to the Pre-Session Area meetings for review.
2. Amendments and new pre-session resolutions are generated in the Area meetings.
3. Members of the Academic Senate meet during the plenary session in topic-based breakouts and give thoughtful consideration to the need for new resolutions and amendments.
4. At a published time in the plenary program, members meet during an identified breakout to discuss submitted resolutions and amendments and to identify potential conflicts or issues.
5. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadline each day. There are also Area meetings at the plenary session for discussing, writing, and amending resolutions.
6. New resolutions submitted on the second day of plenary session are held to the next plenary session unless the resolution is deemed urgent by the Resolutions Committee. The ASCCC Executive Committee will review the ruling of the Resolutions Committee and may confirm or overturn that decision.
7. The resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session.

General Resolution Writing

A. All resolutions must be properly constructed using the following criteria:
   1. Must be proposed by:
      a. One of the standing and ad hoc committees and task forces of the Academic Senate through the Executive Committee, or by a member of the Executive Committee;
      b. A local senate;
      c. Attendees at the Area meetings of the Academic Senate; or
      d. Any registered faculty attendee at the plenary session and signed by four delegates as seconders.

2. Must be submitted in editable electronic format, and if submitted at plenary session, must be accompanied by the resolution signature form with the resolution title, the maker of the motion (the contact) and the signatures of four delegates who are seconding the motion.
3. Must be limited to four "whereas" sections and four "resolved" sections.
4. Must limit actions to those within the scope and purview of the Academic Senate for California Community Colleges, and must state in the "resolved" portion the Academic Senate action. The Executive Committee determines the appropriate process for conveying recommendations to the Board of Governors, local senate, or other groups and individuals and, as necessary, assigns resolution responsibilities to Senate committees or personnel for implementation.
5. May only urge or recommend policies and actions to local senates, the Board of Governors, the Chancellor, or other groups and individuals. An Academic Senate resolution cannot dictate that policies or actions be taken by other entities.
6. Must list propositions by number and year. Refer to legislation in a resolution by date so that if the legislation is amended, the Academic Senate can revise its position if necessary. However, with both legislation and propositions, the resolution should focus on the principles and concepts therein, both in whereas and resolved statements.
7. Assertions of fact in whereas statements should be supported by evidence, with sources cited. When a resolution is adopted by the body, it adopts not only the resolved statements as positions, but also the whereas statements as statements of evidence in support of the resolved statements. Assertions of fact in whereas statements that are not supported by cited sources are simply opinions, may be erroneous, and may result in such whereas statements being amended or deleted.

B. Assistance in writing resolutions is available from all Executive Committee members, Area Representatives, committee chairs, or members of the Resolutions Committee.

C. Resolutions that require substantial resources in time or funds will be carried out by the Executive Committee only if the resources are available.

D. Except in rare instances, resolutions that attempt to address local problems cannot be considered. Rather, the issue must have statewide impact and should be framed in such a way to address the larger issue or principle.

Resolutions Prior to Area Meetings

A. Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.

B. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to follow the steps listed in the "Resolutions at Area Meetings" and "Resolution and Amendment Writing at the Plenary" sections below.

Resolutions at Area Meetings

A. Area meetings of the Academic Senate are scheduled two to three weeks prior to the plenary session. Resolutions adopted and moved forward by the Executive Committee are reviewed at Area meetings along with:

1. Resolutions drafted and brought forward to the Area meeting by faculty in that Area.
2. Resolutions adopted by local senates in the Area.
3. Resolutions developed during the Area meetings by those in attendance.

In addition, amendments to the resolutions forwarded to the Area meetings by the Executive Committee may be introduced.

B. The Resolutions Committee of the Academic Senate reviews all pre-session and Area resolutions and amendments and combines, re-words, appends, or renders moot these resolutions and amendments as necessary. At this time the Resolutions Committee will update the resolution Consent Calendar based on the criteria stated in the "Resolution Consent Calendar" section of this handbook.

C. After review by the Resolutions Committee and the President, all resolutions and amendments are provided to local senates in preparation for the plenary session. Copies of the resolutions and amendments are available to all plenary session attendees upon registration.

D. There will be a 10-day comment period after the Area meetings have concluded and all final amendments will be due before the start of the Plenary Session.

Resolution and Amendment Writing at the Plenary Session

Notice of Change to Process

The Academic Senate for California Community Colleges meets biannually in Plenary session to adopt resolutions which become the basis for future Senate policies and which drive the work of its standing and ad hoc committees. Due to the continuing COVID-19 pandemic, the 2020 Fall Plenary Session will be held virtually. As a result, for the fall 2020 term, the ASCCC will be conducting Resolutions voting online using the software company Poll Everywhere.

Member Senate Responsibility – Notification of Delegates to ASCCC

In order to conduct the virtual Resolution voting, the ASCCC office staff will ask that each member Senate verify that we have the college's correct delegate for voting. The Senate President listed in the Senate Directory for each campus, will need to complete the Delegate Form. The college will not be able to vote on Resolutions unless the Delegate Form is submitted.

Resolutions Rules for Virtual Resolution Voting

Participation:

1. Anyone can participate in the debate.

2. In order to vote, you must be a registered delegate.

3. All attendees will be muted upon entering into the Zoom meeting space. Only those who are recognized are asked to unmute their line by clicking on the mic icon at the bottom of the Zoom online screen or by pressing *6 on your phone (if you are calling in). After speaking, individuals are asked to mute the mic again.

4. The chatroom has been changed to be public so do not use the chatroom unless you want to be recognized.

Quorum:

Quorum will be established via Poll Everywhere at the beginning of plenary session.

Debate:

Everyone, public or delegate, regardless of whether Pro or Con, is in the same speaking queue. The Chair will call on participants alternating between Pro and Con. Speakers must use the chatroom to queue up. Delegates need to enter the following in the chatroom, *"Pro, Name, College"*, or *"Con, Name, College"*.

The ASCCC staff will keep track of who is next, alternating between Pro and Con. Chair will be informed by voice who the next speaker is, e.g., *"Pro, Name, College",* or *"Con, Name, College"*. When there is no speaker on the side of the motion that is to be heard next debate on that motion is closed.

● A timekeeper will be assigned

● Each speaker will be given 3 minutes.

● Each resolution debate will be a total 15 minutes. Time can be extended for a specific time by a parliamentary Motion to *"Extend Time"* by a registered Delegate. Debate can only be extended once per resolution for a maximum of 5 minutes.

Parliamentary Motions:

Any registered delegate may propose a motion other than a Resolution or an amendment to a Resolution and any attendee may ask a question. An attendee needs to enter the following in the chatroom, *"PM, Name, College*. The chair will recognize those who have parliamentary questions/motions by name and they will be instructed to unmute and make a motion (only delegates) or ask a clarifying question*(all attendees)*.

When the registered delegate is recognized to make a motion. Another registered delegate without being recognized may enter in the Chatroom, *"Name, College, Second."*

Voting:

Voting will be done live through Poll Everywhere. Attendees will use their smartphones to vote live on each resolution or motion. If a delegate does not have a smartphone they should request ASCCC staff for an alternate webpage. Results of each vote will be confirmed by the Chair and recorded by the Resolutions Chair.

All motions and resolutions are adopted by majority vote of the body except:

1. Resolutions that propose reversing existing Academic Senate Positions which requires an affirmative vote of two thirds of voting delegates.

2. Parliamentary Motions as Identified in *Roberts Rule of Order Newly Revised* that require a two-thirds vote in the affirmative or negative of the delegates voting depending on the motion.

Resolutions to Pursue Title 5 Changes

Resolutions directing the Academic Senate Executive Committee or the President to pursue changes in Title 5 can be both appropriate and necessary. However, because changes to Title 5 are significant actions that can have wide-ranging impact across the state, such resolutions should be considered very carefully. While no rule of the Academic Senate prohibits a resolution calling for an immediate decision on a proposed Title 5 change, in most cases a better strategy might be to begin with a resolution directing the Academic Senate to explore the change, through research, plenary breakouts, or other appropriate means. Such a process would allow for broader and more contemplative discussion of the issue and for better communication with and input from local senates. A follow-up resolution at a future plenary session could then call for the Title 5 change after the issue has been fully vetted at both the state and local level.

In many cases, a resolution directing that the Academic Senate take a particular position on an issue without mandating a specific Title 5 change may also be both appropriate and effective. With an adopted position, the Academic Senate advocates have the flexibility to address the issue by various means and in various venues without being restricted to pursuing a specific Title 5 change.

In the event that the proposed Title 5 change addresses an exigent issue and cannot wait to move through a longer process, the resolution contact should make that case in the whereas statements of the resolution.

Disciplines List Special Procedure

Every year at the Spring plenary session, resolutions regarding the disciplines list are presented. Because the Academic Senate must consult with the CEOs, CIOs and bargaining agents in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list at the Spring plenary session. Resolutions in support of proposed changes to the disciplines list must either be voted up or down as presented. Resolutions in support of proposed changes to the disciplines list may not be amended and must be either voted up or down as presented. Such resolutions may be withdrawn by the proposer of the discipline list revision on Thursday or Friday at the plenary session in accordance with the process for withdrawing resolutions. If withdrawn, the discipline list revision proposal would need to be submitted through the full Discipline List Revision process in order to be considered in the future.

Special Resolutions

There are two types of special resolutions that may come before the body. One is a resolution to name a retired faculty member as a senator emeritus, and the other is a resolution of recognition for past Executive Committee members and other dignitaries, according to Academic Senate criteria and policies. For more information on faculty emeritus, see the Executive committee policy #40.00.

Resolution Consent Calendar

The resolutions packet will contain a Consent Calendar as allowed by Robert's Rules of Order:

A. Each resolutions packet will include a Consent Calendar. Resolutions are placed on the Consent Calendar if they: 1) are believed to be non-controversial; 2) do not propose reversing an existing Academic Senate position; and 3) do not compete with any other proposed resolutions. Resolutions that meet these criteria and any subsequent clarifying amendments are included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

B. Resolutions may be pulled from the Consent Calendar by the following processes:

   a. Any faculty attendee at an Area meeting of the Academic Senate can request to have a resolution removed from the Consent Calendar by alerting the Resolutions Committee Chair or the Executive Director.

   b. Any registered attendee can pull a resolution from the Consent Calendar at any time before the start of the Saturday general session by alerting the Resolutions Committee Chair or the Executive Director.

   c. A final opportunity to pull a resolution from the Consent Calendar will be provided on Saturday of the plenary session when the President calls the general session to order.

      i. At that time, the President will announce those items still remaining on the Consent Calendar and ask if anyone is interested in removing any of the remaining resolutions.

      ii. Any registered attendee may request to pull a resolution from the Consent Calendar by indicating the number of the resolution at the parliamentary microphone.

      iii. No justification is needed for this request and it does not require a "second" or any vote to remove a resolution.

      iv. Upon seeing no attendees at the parliamentary microphone, the President will ask if the delegates are ready to approve those resolutions remaining on the Consent Calendar.

      v. If there is no objection, the resolutions on the Consent Calendar are adopted.

Note: Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

Resolution and Amendment Presentation

In deliberating a resolution or any amendment(s) to it by the attendees, the resolution or amendment:

1. Will be presented in the order decided by the Resolutions Committee, except as provided in Robert's Rules of Order Newly Revised for changing the agenda.
2. Is read by the Chair and may be introduced by the maker or a seconder of the resolution or amendment, or a designee, at the pro microphone.

Resolution and Amendment Debate

A. Debate on each resolution, including its amendments, the motions and inquiries is limited to a total of 15 minutes.

B. The Chair 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 motion is closed.

C. Speakers must use the chatroom to queue up. Delegates need to enter the following in the chatroom, "Pro, Name, College", or "Con, Name, College".

   1. A timekeeper will be assigned.
   2. Each speaker will be limited to three minutes in making his or her argument.
   3. Attendees are asked not speak again until all others desirous of speaking have expressed their opinions, including members of the Executive Committee.
   4. Debate the merits of the resolution and refrain from personal attacks.

D. Any attendee at the plenary session may participate in the debate.

E. The chair will recognize those who have parliamentary questions/motions by name and they will be instructed to unmute and make a motion (only delegates) or ask a clarifying question(all attendees). Attendees will need to enter the following in the chatroom, "PM, Name, College.

Resolution and Amendment Voting

A. Only delegates may vote (except as provided in e).

B. Voting will be at the direction of the president (or designee) who serves as Chair.

C. The parliamentary chat feature may be used by all registered attendees in order to seek clarification or guidance, but only delegates may make motions. For example, only a delegate may appeal decisions made by the Chair, move to extend debate, or conduct any other business that requires a vote of the assembled delegates.

D. The Chair or any delegate may call for a division of the house. Division of the house shall be a standing vote.

E. All motions are adopted by majority vote of the body, <u>except</u>:

   1. Resolutions that propose reversing existing Academic Senate positions, which requires an affirmative vote of two-thirds of delegates voting.
   2. Parliamentary motions as identified in Robert's Rules of Order Newly Revised that require a two-thirds vote in the affirmative or negative of the delegates voting, depending on the motion.

Referred Resolutions

A. Resolutions can be referred to the Executive Committee for the following reasons:

   1. More information or clarity is needed

2. More time to debate the issue on local campuses is needed
3. May be worthy of consideration for adoption but is written in a manner to make it unclear as to the intent.

B. The maker of the motion to refer the resolution must be clear about the reason for referral and the instructions to be taken by the Executive Committee upon referral. A motion to refer must include a date by which the resolution is to be returned to the body upon completion of the referral instructions by the Executive Committee.

C. A resolution cannot be referred to direct the Executive Committee to accomplish what the resolution seeks to do.

Participation of Executive Committee Members in Resolution Development and Debate

A. To the extent possible, resolutions should be moved by local college delegates and/or attendees rather than Executive Committee members.

   1. When a resolution originates at an Area meeting, the contact should be listed as the resolution contact after the text of the resolution.
   2. When a resolution originates in an Academic Senate committee, a non-Executive Committee member with primary responsibility for the subject should be the maker of the motion and identified as the resolution contact. Ideally, that individual should be planning to attend the plenary session to ensure that there is a contact available to answer questions and clarify the intent of the resolution.
   3. For a resolution jointly developed at plenary session by an Executive Committee member and local college attendee, the local college attendee should be identified as the maker of the motion on the resolutions form and as the resolution contact in the resolutions packet.

B. During the debate on the floor, members of the Executive Committee should make every effort to encourage the attendees to speak.

C. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Academic Senate to reach closure on each issue expeditiously.

Resolution Tabulation and Recording

A. The Chair announces the outcome of the vote.

B. The chair of the Resolutions Committee shall record the results of the vote.

C. The chair of the Resolutions Committee shall:

   1. List the contact of the motion and college affiliation; the person recorded as contact shall be the person listed as such on the printed resolution/amendment signature form.
   2. List the disposition of the vote as follows: M/S/C: Moved, Seconded, Carried; M/S/F: Moved, Seconded, Failed; M/S/P: Moved, Seconded, postponed; M/S/U: Moved, Seconded, Unanimous M/S/R: Moved, Seconded, Referred; M/S/A: Moved, Seconded, Acclamation. (Note: in the final packet, resolutions passed by acclamation will be noted with the word "acclamation" rather than an acronym).
   3. Record any minority reports if so directed by the majority of the voting members of the general session.

Urgent Resolutions and Appeal Process for Resolutions Declared Non-Urgent

A. The contact of a resolution submitted on the second day of the plenary session indicates on the signature form supplied whether the resolution is urgent. Only urgent resolutions will be entertained at this plenary session.

B. The contact of the resolution, or the contact's designee, should address the criteria for determining an urgent resolution. (See B.1. under "Resolution Writing" at the plenary session.) The Resolutions Committee will carefully consider presentations on behalf of urgency before voting.

C. The Resolutions Committee acts on the status of resolutions and declares them urgent or non-urgent, and the Executive Committee will affirm or overturn that action.

D. If the contact of the resolution wishes to appeal the decision of the Executive Committee, these procedures shall be followed:

1. Within ten minutes of the opening of the resolution voting session, the contact of the resolution, or the contact's designee, will approach the parliamentary microphone and say, "I wish to appeal the urgency decision of the Executive Committee."
2. The Chair then recognizes the contact of the resolution, or contact's designee, for no more than a three-minute statement at the pro microphone supporting the urgency of the resolution and seeking a "yes" vote to overturn the decision of the executive Committee.
3. The Chair next recognizes the chair of the Resolutions Committee who makes a statement of no more than three minutes at the con microphone that presents the reasons for declaring the motion non-urgent and urges a "no" vote to overturn the decision of the executive Committee.
4. Without further debate, the Chair calls for a vote on the motion, explaining, "If you vote 'yes' the resolution in question will be declared urgent. If you vote 'no' the resolution will remain non-urgent."
5. If the motion passes to overrule the decision of the executive Committee, the resolution in question becomes "urgent" and is brought before the body for a vote at a time appropriate according to the category of the resolution.

Withdrawing a Resolution

It is the policy of the Academic Senate that a contact of a resolution or the contact's designee may ask that a resolution be withdrawn at the plenary session by filling out a resolution form and submitting it to the Resolutions Committee Chair by 5:00 p.m. on the second day of plenary. Any four seconders are required to confirm the contact's motion to withdraw a resolution. The original resolution and the motion to withdraw will be included in the Saturday resolution packet to be voted upon by the delegates. The resolution may be deemed successfully withdrawn only after a majority vote of the assembled delegates in support of the motion to withdraw.

Resolution Categories

1. Academic Senate
2. Accreditation
3. Diversity and Equity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor's Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Career Technical Education
22. Financial Aid

Approved by ASCCC Executive Committee: 9/10/16

Resolution Writing and General Advice

Resolution Writing

Since the resolution process guides the work of the Senate, care should be taken in developing the resolutions. The following are some guidelines for Senate resolutions, as well as recommendations for proper resolution writing. When in doubt, consult with the Resolution Chair or Executive Director.

1. Four is the Limit: Resolutions cannot contain more than four "whereas" or "resolved" statements (this is a requirement per the published resolutions process for session).

2. Homework: The Senate has hundreds of resolutions, and they are accessible for review on its web site, www. asccc.org. It is possible that a resolution already exists for the position you wish to take. Please review the existing resolutions first so that duplication can be avoided.

3. An Introduction: Consider using the first "whereas" as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other "whereas" statements.

4. Acronyms: Write out the names of groups or organizations in your first reference to them in your resolution. The full name may be followed by a parenthetical abbreviation, which you may then use for future references. It is unnecessary to not an acronym if the group or organizations is not referenced again in the resolution.

5. Make the Point: Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause that resolution to be defeated, amended, or referred.

6. Avoid Lumping: Limit yourself to one reason in support of or in defense of your resolution per "whereas" statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.

7. Professionalism Preferred: Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.

8. Only Senate Action: Remember that Senate resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Your resolution can do such things as request or recommend actions from others, or it can endorse or support a position, but it can only direct action from the Senate itself.

9. Reality Check: If your resolution directs an action by the Senate, be certain that the action is possible for the Senate to accomplish. Specifically, remember that the Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as "work with [other body] to ensure" rather than "ensure," or "oppose" rather than "prevent," may help to produce a more realistic resolution.

10. Word Choice: Judiciously use words such as "any," "every," "all," "never," "none," or other qualifiers that make sweeping generalizations.

11. Models: You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.

12. Resolution Title: Be sure that the title of the resolution accurately reflects the content of the resolution.

13. Citing Legislation: In the body of the resolution, cite the dates last name of the bill's author and the year passed or the date of the most recent version of the proposed stated legislation or regulations

included in the resolution. In the title of the resolution, indicate the position on the bill and the topic of the bill. Place the author's last name followed by a comma and the year or date in parentheses behind the title or number of the legislation and include a hyperlink to the language in the legislation in a footnote. For example, AB 1602 (2016, Committee on Budget); AB 620 (Block, 2011); AB 705 (Irwin, as of April 4, 2017).

14. Facts: Resolutions are best received when the focus is on facts versus rhetoric.
15. Electronic Copy: Resolutions and amendments are submitted at session electronically.
16. Amendments: Amendments are made to the original resolution (the main motion).
17. Senate Papers: All of the Academic Senate adopted papers contain recommendations to local senates as well as to the state senate. These recommendations are considered to be directions to the field and are comparable to resolutions. Review the recommendations in Senate papers related to your topic to see if your issue has already been addressed.

Advice on Wording for Resolutions

The wording of an Academic Senate resolution is an important matter that can sometimes prove tricky or confusing. A resolution with controversial, unclear, or offensive wording can lead to prolonged debate on the session floor and can ultimately cause a resolution to be delayed and rejected, even when its ideas are worth approving. In order to help resolution writers avoid such frustrating experiences, the Resolutions Committee offers the following advice in order to help you avoid wording and issues that have raised objections in the past:

- **Recommend:** If using the word "recommend" within your resolution, be very clear and cautious about what you are recommending and to whom. Make certain that any recommendation is directed to a specific body with authority over the issue in question, and make certain that the Academic Senate has standing to make such a recommendation.
- **Ensure:** If using this term, be certain that the Senate has the power to fulfill the goal of your resolution. The Senate may not have the power to ensure many outcomes, especially on its own. In many cases, better phrasing might ask the Senate to work in cooperation with another group to ensure or to accomplish the outcome.
- **Assert or Affirm:** "Assert" and "affirm" imply that the Senate is taking a specific position on an issue, and these terms have often been used in resolutions relating to matters on which the Senate has not yet researched and developed a clear position. Be cautious about what stand you ask the Senate as a statewide body to take without proper discussion and foundation.

  It may also be the case that the Senate has taken a contrary position to one you now expect to affirm. Please take some time to review the resolutions listed on the Academic Senate website to see if a prior position on your issue has been determined. After such a review, you then can decide if you want the Senate to take a new position on the issue because evidence or recent developments now indicate a need to reconsider. It is not necessary or recommended to affirm a previously stated position that remains valid.
- **Reaffirm:** If you ask the Senate to reassert a position, make certain that it is indeed a position that has been established previously and not an interpretation of or extrapolation from a previous Senate statement or document. In addition, make certain that such a reaffirmation is indeed necessary rather than repetitious. In general, reaffirming previous positions is discouraged due to the conflict that will arise if the body votes not to reaffirm.
- **Require:** As with "ensure," make certain that the Senate has the authority to require the action in question. In many cases, the Senate may not have the power to fulfill the action requested.
- **Support:** Directions to support local senates, other organizations, documents, students, and more, are acceptable as desired actions of the Senate. It is worth noting that the Academic Senate does not have the wherewithal to financially support individuals or organizations, but resolutions may direct the Senate to support funding from the state or other source for colleges, programs, students, etc.

- **Work with:** When directing the Senate to work with another official body, be certain that the body in question has appropriate involvement in or authority regarding the issue at hand. Often, the action "work with" is followed by another direction to accomplish something. Consider which is more important to the intent of your resolution: that the Senate work with another group or that the action is accomplished? Then word your resolution in the manner that best emphasizes the goal you most wish to accomplish.
- **Verbs:** At past Plenary Sessions, the following verbs sometimes have raised fewer issues and received less negative response than those listed above. As such, you might consider whether calling for one of these actions would make your resolution more likely to be well-received by the delegates:
    1. Urge
    2. Research
    3. Develop (a position, materials, a paper, etc.)
    4. Distribute
    5. Oppose
    6. Publish
    7. Survey
    8. Encourage
    9. Conclude
    10. Adopt
    11. Request
    12. Express
    13. Form
    14. Collect
    15. Communicate
    16. Recognize

Responsibilities of The Executive Committee Members

The members of the Executive Committee should at all times conduct themselves in a manner befitting their office. As an Executive Committee member, it is difficult to be seen as "just an ordinary faculty member." As others have long said, it is nearly impossible to remove that Executive Committee member hat. On the other hand, you may wear your Academic Senate identification badge with honor when you represent the Academic Senate in an official capacity--at sessions and institutes, at various task force meetings, and at other events sponsored by members of the system family.

Items Included in this Section

- Executive Committee Calendar
- Executive Committee Meetings
- Plenary Session
- Senate Committee Chair, Committee Member and Liaison
- Communication
- Local Campus
- Ground Rules
- Job Descriptions

Executive Committee Calendar

At the beginning of the year, Executive Committee members will be given a tentative calendar of yearly Executive Committee responsibilities, targeting approximate due dates for submission of agenda items, session breakout information, institute plans, etc. Committee Chairs will be charged with compiling a similar calendar of their committee activities to acquaint committee members and subsequent chairs with the cycle of responsibilities and duties they will encounter and the meetings they will need to schedule. These calendars will help members anticipate demands on their time and will enable the field to know more about our on-going work.

With the acceptance of Academic Senate reassigned time, Executive Committee members assume a responsibility to devote that amount of time to their assigned duties. These duties should be clearly stated at the beginning of the year in the reassigned time letter. Such duties include attending all Executive Committee meetings, Faculty Leadership Institute, and assigned committee and liaison meetings. Absences should be rare, for good reason, and reported to the President, Executive Director, and/or committee chair prior to the absence. According to Academic Senate Rules, Section II.A., “Failure to attend either two successive meetings or six days total of Executive Committee meetings per year shall be deemed a resignation.”

Executive Committee Meeting Responsibilities

<u>Attend Executive Committee Meetings</u>

These meetings are generally held immediately before the spring and fall sessions and Friday evening during session (if urgent resolutions are received), Orientation in May/June, and 6-8 additional times during the year. Depending on flight schedules, meetings usually run from 11:00 a.m. on Friday to 4:30 p.m. on Saturday. Meeting times and places are scheduled at the discretion of the President and Executive Director and may coincide with other Senate or important events.

The Academic Senate Office makes meeting arrangements. The Senate Office will also reserve a sleeping room for Executive Committee members, if necessary. Executive Committee members within 30 miles from the meeting are expected to sleep at their homes. The Academic Senate reimburses expenses per the approved Senate policy.

Preparing the Executive Committee Agendas

The President has the final approval of items included on the Executive Committee agenda. Executive Committee members, especially members who chair Academic Senate committees or are liaison representatives to committees, task forces, or commissions, are expected to submit discussion or action agenda items for consideration by the Executive Committee for proposed action or resolutions; or they may submit written reports on the work of those groups or minutes of meetings as information items.

If the Executive Committee is required to take action on an item, it should be noted on the form. Each action item should have two readings, particularly papers to be forwarded to the delegates for adoption. If there is an occasion when an item is urgent, the Rules of the day can be suspended and the item can have action. However, desired practice is for the item to have two readings to allow members time to discuss and research issues if necessary.

Preceding the meeting, members receive extensive agenda materials (perhaps 200-400 pages), which must be read and analyzed for discussion and/or action at the meetings. If timing does not permit prompt submission of materials, electronic copies may be posted on the Executive Committee materials page (http://asccc.org/content/executive-committee-information) prior to the meeting, and as a last resort, one may bring 25 hard copies of the materials for distribution at the meeting. It is recommended that Executive Committee members do all that is necessary to ensure the timely submission of materials in order to allow the greatest review time possible by colleagues. Include your name as source, the date, title, and purpose on all documents to be distributed to the Executive Committee.

Preparing for Executive Committee Meetings

Prior to each meeting, committee members are expected to prepare their comments in writing on issues presented in the meeting packet. To the extent possible and as time permits, substantive suggestions should be communicated in advance of the meeting to the chair or author of the document to be reviewed. Debate on issues brought before the committee should at all times be professional and courteous. Position papers developed by the committee are the group's work as a whole, not a personal contribution by an individual, and so authors are cautioned to take criticism as efforts to improve the paper, not as personal attacks.

Participating in Executive Committee Meetings

Committee chairs, liaisons, and others with assigned responsibilities should prepare clear, timely reports, including written drafts of resolutions when appropriate. Members should read the packet and other material carefully. Those with expertise have a particular responsibility to stay on top of issues in their areas. However, all Executive Committee members have an obligation to educate themselves on all issues, communicate with the field, and provide clear, written input to those responsible for carrying the issue forward. To the extent that materials are prepared and distributed in advance of meetings, such input should be communicated beforehand. Members should attend each meeting on time, notifying the President when emergencies necessitate delays or absences. During the meeting, each member should facilitate the discussion, assist the chair in reaching closure, and participate in regular parliamentary procedures.

Reports, consultation items, action items and information items should be distributed in advance (by mail or electronically) rather than at the meetings.

1. The deadline for agenda items to be included in the mailing will be the Monday of the week preceding the meeting (except pre-session meetings).
2. Action items require a first reading. Relevant documentation must accompany such items. Lack of such timely documentation will be considered by the chair as grounds for supporting a "point of order" to delay the item to a time (certain) in the agenda sufficient to allow members to be adequately prepared.
3. By a ruling of the President or vote to suspend the rules, urgent items can be added to the agenda and/or acted upon at first reading.

4. Potential Executive Committee resolutions should be brought forward all during the year, particularly two months prior to plenary sessions.

Facilitating Meetings: Community Norms

The following ground rules will prevail at every meeting.

Authenticity

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

Practice Self-Awareness, Presence, and Patience

- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

Collegiality, Criticism, and Feedback

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

Honor the Space and the Dedication of The Committee

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.

When guests are present, it is particularly important to provide them with our undivided attention. While laptop computers can be used during the meeting, members should restrict their use when guests are present.

Plenary Session Responsibilities

Regardless of whether a plenary session is held in the North or South all members of the Executive Committee share responsibilities for planning, attending and carrying out a worthwhile, informative, productive statewide meeting. Executive Committee members are asked to chair breakout discussions and to prepare written material for these breakouts for mailings and distribution at the sessions. Executive

Committee members are responsible for arranging (by phone, e-mail, letter, or personal contact) the participation of various resource persons at the sessions. During and after the session, Executive Committee members are expected to act as hosts for those resource persons they have invited, greeting them as they arrive, and sending written thank-you letters following the session.

Session Planning

At the September and February meetings, Executive Committee members make suggestions for the fall or spring session. Usually there is some general discussion regarding items such as a theme, changes in procedures, possible speakers, and topics to be covered. The President selects a theme and title for the plenary session. At the next two meetings, the Executive Committee members plan details such as the format, breakouts, speakers, and time of events. Usually the Executive Director will send a tentative program and a timeline for assignments to be completed.

The Area Representatives will decide when area meetings should be held for the next academic year. This advanced planning responds to adopted resolutions asking that the next area meeting dates be announced in the fall and spring programs, and as early as possible in plenary session and other mailings and publications.

For preparation of the packets provided to attendees, Executive Committee members will contribute to the success of the plenary session by

- Strictly adhering to the timeline for submitting material to the Academic Senate Office. That will allow them to duplicate materials and include it in the packets or prepare for individual breakouts. The President has the final decision on what is in packets, what is mailed, and what is disseminated in breakouts.
- Informing the Events Coordinator of the need for special equipment such as: overhead projector, tape recorder, easel, or projectors.
- Submitting presenter information to the office in a timely way. Presenters may stay to eat lunch and all will have name badges for identification.
- Monitoring the committee budget to cover the costs of presenters.

Expected Activities of Executive Committee Members at plenary session:

- Attend the Plenary Session
- Participate in general and breakout sessions
- Participate in Area meetings held during the plenary session
- Participate in the Resolution Breakout on the first day of the Plenary Session (may be excused with permission from the President)
- Attend the Executive Committee meeting scheduled for the second day of plenary to consider urgent resolutions if needed.
- Vote in the proceedings on third day of the plenary session (all Executive Committee members are delegates)
- Other duties as assigned by the President.

Executive Committee members may be asked to volunteer for any of the following:

- Help host plenary session receptions.
- Post signs when meeting locations are moved.
- Give directions to the registration desk, meeting rooms.
- Distribute material such as the Treasurer's report at the plenary sessions.
- Welcome new delegates, answer questions and help make them feel welcome.
- Help presenters find meeting rooms, registration area, their discussion leaders, lunch or dinner.
- Encourage completion of turn-around surveys.
- Host presenters at meals or receptions.
- Encourage submission of an Application to Serve at the State-level form available onsite at the

registration table.
- Evaluate the breakouts and session, including speakers, hotel arrangements and General Sessions.

See Breakout Guidelines for more information on planning a successful breakout.

After Session

Executive Committee members are expected to do the following:

- Fill out the online evaluation survey provided at the session.
- Contribute to the discussion of the plenary session at the subsequent Executive Committee meetings.
- Note what to do differently in planning for future sessions and include it in your committee binder.
- Write letters of thanks to breakout presenters including committee members.
- Plan for future sessions.
- Write an article for the Rostrum, highlighting the findings and remarks of session presenters, or identifying new issues to be considered.

Standing Committee Chair, Committee Member, and Liaison Responsibilities

Members serve on Academic Senate committees, ad hoc committees and task forces as assigned by the President. In all cases, Executive Committee members represent the positions of the Academic Senate in their service.

Chairing Standing Committees

In assuming the position of chair of a committee, the Executive Committee member has duties such as arranging for meetings through the Academic Senate Office, keeping proper account of expenses including monitoring the expenses of committee members, notifying members, preparing agenda materials, and keeping the President and Executive Committee informed of committee activities, including development and distribution of position papers. Generally, the work of the Academic Senate committees is directed by resolutions adopted at the fall and spring plenary sessions.

Committee chairs also keep an account of how resolutions directed to their respective committees have been implemented and report on their actions in an annual summary.

Serving as Liaison

All members serve as liaison representatives between their area colleges and the Executive Committee, keeping these colleges informed regarding state activities and, in turn, reporting to the Executive Committee on activities and views of area colleges. Area Representatives, in particular, plan and chair at least two area meetings a year; such area meetings often generate pre-session resolutions which Executive Committee members must prepare in proper form and submit to the Resolutions Committee through the Academic Senate Office.

Attending Various Task Forces, Advisory, Liaison, and Other Committee Meetings

All members attend meetings of various task forces, advisory committees, liaison committees, and other groups as assigned by the President. Following any meetings of such groups, the Executive Committee member will submit a written report to the President. When more than one Executive Committee member serves on committees, one member should be selected to prepare the written report. The Executive Committee member is also expected to advise the President on action to be taken by the Academic Senate as a result of task force advisory or liaison committee activities. Pertinent documents resulting from such activities should also be distributed to the President and placed on the Executive Committee agenda.

Executive Committee members are expected to perform other duties as assigned by the President and/or Executive Committee. Beyond the Executive and other committee meetings, the President may assign additional duties to members, or reassign existing duties, taking care to distribute the workload equitably.

Reassigned Time

Each Executive Committee member is given reassigned time commensurate with assignments and at the discretion of the President. The amounts vary from individual to individual and from year to year. The Senate reimburses the local college for part-time faculty replacements for the reassigned time provided to the member. Questions about reassigned time should be directed to the President and Executive Director. See the Academic Senate Policy on Reassigned Time and Overload.

Communication

Excellent communication is one of the keys to a successful and vibrant organization. Executive Committee members experience an increase in email and phone calls from one another and from faculty and others in the field. However, it is important to recall that sending and receiving many emails does not equal good communication: quantity does not mean quality. When in doubt, Executive Committee members are encouraged to just ask questions and seek advice from the President and Executive Director about Academic Senate positions and protocol.

Team Building

Team building and strengthening of inter-personal relationships are essential to the smooth functioning of the Executive Committee. Regular activities, such as problem-identification sessions, group dialogs, Friday evening dinners, and facilitator-led workshops, may be planned to accomplish these goals, and Executive Committee members are expected to participate.

All members are encouraged to resolve conflicts at the lowest possible level, meaning that each person is responsible for speaking directly to the person(s) with whom conflict may develop or has developed to find solutions. In rare instances, it may be necessary to seek assistance from the President or Executive Director, but all professionals on the Executive Committee are capable of problem solving while respecting those with differing opinions (see Ground Rules).

Keeping in Continuous Contact with the President

All members are responsible to the President and should keep the President informed at all times of activities, publications, etc., particularly if they have an impact on major policy issues. For organizational consistency, copy the Executive Director on correspondence with the President.

Recognizing Current Expertise

Committee assignments for Executive Committee members change from year to year. While one member may have been the primary contact person for a topic one year, someone else may have that assignment this year. Questions from the field often go to past or former chairs and contact people, and it is the responsibility of all the members to be aware of current assignments so that inquiries can be managed effectively. It is never wrong to forward such inquiries to the President or Executive Director who may then direct the questions to the most appropriate person.

Writing Position Papers

Members write position papers, reports, summaries, statements, and similar documents assigned by the President and/or Executive Committee, for publications, conferences, annual reports, newsletters, testimony, etc. Executive Committee members are expected to read the position papers of others with care, making suggestions for their improvement during drafting stages; electronic responses may be sent in advance of the meeting, while written comments on the text may be presented to the committee chair or author at the meeting, especially those of a non- substantive or editorial nature. Executive Committee members may also be called upon to contribute to such papers and statements from committees other than their own.

Working with The Home College/District

Executive Committee members assume duties for the Senate while maintaining good working relationships with colleagues at the home college. Both the Senate and the college gain from the work of the member, and members are encouraged to remain active locally.

Executive Committee members are assigned their own colleges/districts as part of their Area responsibilities. Members depend a great deal upon their colleges/districts for support such as the use of college mail facilities, substitutes, use of duplication facilities, or for additional reassigned time. Consequently, it is important that Executive Committee members keep their college administrative and senate leaders informed of Academic Senate activities. Activities might include the following:

- Distributing copies of significant material on statewide issues;
- Requesting a place on the home senate agenda for reports; and
- Meeting occasionally with administrators to inform them of Academic Senate activities and to express appreciation for their support.
- Occasionally reporting to the Board of Trustees

Travel

Executive Committee members must comply with home college/district processes for travel and off-campus attendance at activities. Costs for travel will be reimbursed to the member according to the reimbursement policy. Receiving reimbursement from both the Senate and the home college for the same expenses is illegal. For more information, see the Reimbursement Form or ask the President or Executive Director.

Other Responsibilities

Executive Committee members may be assigned other duties relating to local senates in their areas, such as the following:

A. Write to local senate presidents within the area to inform them of fall and spring plenary session dates, area meeting dates, issues of interest. The Executive Committee members may also want to share their business cards containing email addresses and phone number with local senate presidents and urge them to call if they have questions or concerns.
B. Follow up with local senates whose officers or delegates do not attend fall or spring plenary session or Faculty Leadership Institute. Executive Committee members may be asked to report to the Executive Committee reasons for local senate representatives not attending a plenary session or a pre-session area meeting.

In addition to the duties relating to assigned area, Executive Committee members may be assigned duties at specific colleges, some of which may not be within the members' area, for special contact purposes.

Strengthening Local Senates

Executive Committee members are asked to do what they can to strengthen local senates in their areas. These duties may include such activities as:

A. Visiting colleges and attending local senate meetings as approved by the President;

B. Sending appropriate Academic Senate publications to meet local needs;

C. Informing local senates of statewide issues of significance via phone or by listserv;

D. Informing the Academic Senate President of problems that may require the President's or Executive Committee's attention; and

E. Reporting area concerns to the President and Executive Committee.
F. Revised 5/22/12

ASCCC Caucus Procedures and Guidelines

Definition and Purpose

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Caucuses may also engage in activities to provide professional development and mentoring opportunities in coordination with ASCCC leadership while still protecting the autonomy of the caucuses.

Caucuses can seek solutions to concerns and issues raised by their members through the resolution process and can disseminate Academic Senate resources such as papers, *Rostrums*, and event information.

Caucuses should remain informed about ASCCC positions and current activities so that any caucus activity supplements the work/goals of ASCCC.

- If caucus deliberations lead to information or recommendations that will inform and potentially improve upon ASCCC activities, the Caucus Contact shall communicate such to the designee assigned as a resource to the caucus, who will inform the ASCCC leadership.
- If a caucus forms a position or recommendation that seeks to alter or reverse ASCCC positions or current activities, then due process must be followed through the normal resolution process.

Recognition of a Caucus

In order to be formally recognized by the Academic Senate, caucuses must meet the following criteria:

- Caucus membership must be voluntary and open to all community college faculty. Additionally, caucuses must make every effort to provide open, public access to meetings.
- Caucuses must meet at Plenary session and may provide related meeting documents to the Academic Senate through their designee assigned as a resource in order to post information onto the ASCCC website.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.
- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC unless engaged in coordination with the ASCCC in professional development and mentoring.
- Caucuses shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence, or any other offensive action against any other person(s).
- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.
- Caucuses should supplement the work of ASCCC and its standing committees, existing caucuses, or other representative faculty groups.
- Caucuses are not intended to be discipline-specific or professional organizations.

Application for Caucus Recognition

At any time during the year, the interested members of the proposed caucus may submit a Recognition of Caucus Application to the ASCCC Office.

Caucuses are established by a simple majority vote of the ASCCC Executive Committee to approve the written application. The application shall state the purpose of the proposed caucus, names of members (minimum of ten faculty from at least four different colleges and at least two districts), the contact information for leadership of the proposed caucus, and a statement explaining how the objectives/activities of the caucus will further those of the ASCCC.

ASCCC reserves the right not to recognize a caucus if it feels the caucus does not meet the criteria for recognition of a caucus listed above. If a caucus is not recognized, the individual who submitted the Recognition of Caucus Application will be notified of any questions for clarification, or the reasons or concerns with the proposed caucus. If a caucus application is denied, a revised application may be re-submitted to the ASCCC Office.

Every five years caucuses should notify the ASCCC Office of their intent to remain active. Caucuses designating a new contact person should also inform the ASCCC Office. A previously approved caucus that becomes inactive can be re-established as a caucus by submitting a new written application.

Membership

- Caucus membership must be voluntary and open to all California Community College faculty.
- No fees shall be charged to the caucus membership.
- Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.
- Caucus members may affiliate with one or more caucuses.
- Caucus membership should not consist of only a small representation of a particular discipline.
- Executive Committee members may participate in caucuses and serve as caucus resources, but may not be in caucus leadership positions.

Procedures and Guidelines

- A caucus should determine its leadership structure as it sees fit.
- Caucuses should recognize at least one member to serve as a contact person to the ASCCC.
- Caucuses should provide open public access to its meetings. It is recommended that caucuses conduct their meetings in compliance with the Ralph M. Brown Act (Government Code §54950-54961).
- Unless specifically required to do so by the procedures and guidelines described here or published on the Academic Senate website, caucuses are free to structure their internal organization and operations as they see fit.

Termination

- A caucus that has remained inactive for a period of five years will be considered terminated.
- In order to stay active, caucuses must inform the ASCCC Office every five years of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive. The ASCCC will continue to provide a space for potential meetings of the caucus at Plenary sessions until the caucus is deemed inactive. A new application will need to be submitted to renew the caucus.
- The Executive Committee reserves the right to withdraw its recognition of an active caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses.
- Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of an active caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.
- Recognition of an active caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.
- Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.

Any inquiries about forming a caucus should be directed to the Senate Office at info@asccc.org.

Executive Committee Approved: January 14, 2020

Annual Institutes

The Academic Senate for California Community Colleges holds annual institutes on a variety of topics of interest. All dates for the following institutes have been determined for the coming year and are provided below. It is important to note that each Institute is limited to a small number of participants each year, so it is advisable to register early online at www.asccc.org. Additional information regarding the program and details of each event is also available on our website.

Academic Senate recognizes that many local senates may not be able to send faculty to the annual institutes. Therefore, the Executive Committee has budgeted funds to award faculty scholarships to attend all institutes and plenary sessions. The scholarships are limited, so complete an online registration for the Institute of interest early, notating your request for scholarship and email your description of assistance to events@asccc.org. Institute registration and information can be found online at www.asccc.org. For more information about scholarship rules or questions, email events@asccc.org.

2020-21 INSTITUTES

2021 Part-Time Faculty Institute

February 18-19, 2021, 2020 Virtual Conference

2021 Accreditation Institute

TBD - Please check ASCCC event calendar for updates

2021 Spring Plenary Session

April 15-17, 2021 | TBD - Please check ASCCC event calendar for updates

2021 Career and Noncredit Institute

April 30-May 2, 2021 | TBD - Please check ASCCC event calendar for updates

2021 Faculty Leadership Institute

June 17- 19, 2021 | TBD - Please check ASCCC event calendar for updates

2021 Curriculum Institute

July 7-10, 2021 | TBD - Please check ASCCC event calendar for updates

The Academic Senate for California Community Colleges

One Capitol Mall, Suite 230

Sacramento, CA 95814

Phone: (916) 445-4753

Fax: (916) 323-9867

www.asccc.org

Member Senate and Map

North

AREA A

American River College
Bakersfield College
Butte College
Cerro Coso College
Clovis College
Columbia College
Cosumnes River College
Feather River College
Folsom Lake College
Fresno City College
Lake Tahoe College
Lassen College
Los Rios CC District
Madera College
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
Siskiyous, College of the
Taft College
West Hills College Coalinga
West Hills College Lemoore
Woodland College
Yuba College

AREA B

Alameda, College of
Berkeley City College
Cabrillo College
Cañada College
Chabot College
Contra Costa College
Contra Costa CC District
De Anza College
Diablo Valley College
Evergreen Valley College
Foothill College
Foothill - De Anza CC District
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 CC 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
West Valley College
West Valley – Mission CC District

South

AREA C

Allan Hancock College
Antelope Valley College
Canyons, College of the
Cerritos College
Citrus College
El Camino College Compton Center
Cuesta College
East Los Angeles College
El Camino College
Glendale College
Los Angeles City College
Los Angeles CC District
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
Moorpark College
Mt. San Antonio College
Oxnard College
Pasadena City College
Rio Hondo College
Santa Barbara City College
Santa Monica College
Ventura College
West Los Angeles 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
Moreno Valley College
Mt. San Jacinto College
Norco College
Orange Coast College
Palo Verde College
Palomar College
Rancho Santiago CC District
Riverside City College
Riverside CC District
Saddleback College
San Bernardino Valley College
San Diego City College
San Diego Continuing Education
San Diego Mesa College
San Diego Miramar College
Santa Ana College
Santiago Canyon College
North Orange County School of Continuing Education
Southwestern College
Victor Valley College

1. Allan Hancock Joint
2. Antelope Valley
3. Barstow
4. Butte - Glenn
5. Cabrillo
6. Cerritos
7. Chabot - Las Positas
   Chabot College
   Las Positas College
8. Chaffey
9. Citrus
10. Coast
    Coastline College
    Golden West College
    Orange Coast College
11. El Camino Compton Center
12. Contra Costa
    Contra Costa College
    Diablo Valley College
    Los Medanos College
13. Copper Mountain
14. Desert
15. El Camino
16. Feather River
17. Foothill -DeAnza
    De Anza College
    Foothill College
18. Gavilan
19. Glendale
20. Grossmont – Cuyamaca
    Cuyamaca College
    Grossmont College
21. Hartnell
22. Imperial
23. Kern
    Bakersfield College
    Cerro Coso College
    Porterville College
24. Lake Tahoe
25. Lassen
26. Long Beach
27. Los Angeles
    East LA College
    LA City College
    LA Harbor College
    LA Mission College
    LA Pierce College
    LA Southwest College
    LA Trade Technical College
    LA Valley College
    West LA College
28. Los Rios
    American River College
    Cosumnes River College
    Folsom Lake College
    Sacramento City College
29. Marin
30. Mendocino - Lake
31. Merced
32. MiraCosta
33. Monterey Peninsula
34. Mt. San Antonio
35. Mt. San Jacinto
36. Napa Valley
37. North Orange County
    Cypress College
    Fullerton College
    School of Continuing Education
38. Ohlone
39. Palo Verde
40. Palomar
41. Pasadena Area
42. Peralta
    Berkeley City College
    College of Alameda
    Laney College
    Merritt College
43. Rancho Santiago
    Santa Ana College
    Santiago Canyon College
44. Redwoods
45. Rio Hondo
46. Riverside
    Moreno Valley College
    Norco College
    Riverside City College
47. San Bernardino
    Crafton Hills College
    San Bernardino Valley College
48. San Diego
    San Diego City College
    San Diego Continuing Education
    San Diego Mesa College
    San Diego Miramar College
49. San Francisco
50. San Joaquin Delta
51. San Jose/Evergreen
    Evergreen Valley College
    San Jose City College
52. San Luis Obispo County
    Cuesta College
53. San Mateo
    Cañada College
    College of San Mateo
    Skyline College
54. Santa Barbara
55. Santa Clarita
    College of the Canyons
56. Santa Monica
57. Sequoias
58. Shasta - Tehama - Trinity
59. Sierra Joint
60. Siskiyous Joint
61. Solano County
62. Sonoma County
    Santa Rosa Junior College
63. South Orange County
    Irvine Valley College
    Saddleback College
64. Southwestern
65. State Center
    Clovis College
    Fresno City College
    Madera College
    Reedley College
66. Ventura County
    Moorpark College
    Oxnard College
    Ventura College
67. Victor Valley
68. West Hills
    West Hills College Coalinga
    West Hills College Lemoore
69. West Kern
    Taft College
70. West Valley – Mission
    Mission College
    West Valley College
71. Yosemite
    Columbia College
    Modesto Junior College
72. Yuba
    Woodland College
    Yuba College