HAND
BOOK

2015 EDITION

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

LOCAL SENATES HANDBOOK

2015 EDITION

Relations with Local Senate Committee 2014-2015

Kale Braden, Cosumnes River College, Chair
Julie Adams, ASCCC, Executive Director
Eve Adler, Santa Monica College
Maria Biddenback, Napa Valley College
Matt Clark, Woodland College
Dan Crump, American River College
Sam Foster, Fullerton College
Buran Haidar, San Diego Miramar College
Kathy Oborn, LA Pierce College
Cleavon Smith, Berkeley City College

Version History

- ã Current Version, Spring 2007

- ã Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate paper, Spring 2002 (adopted by Resolution 01.01)

- ã Senate Delegate Roles and Responsibilities paper, Spring 1995 (adopted by Resolution 01.01)

CONTENTS

Preamble to the Constitution of the Academic Senate for California Community College (ASCCC)

> We, the faculty of the California Community Colleges, through local academic senates, do hereby establish a statewide organization to represent the faculty in the California Community Colleges at the state level. (ASCCC Constitution, 2004)

Statement on Government of Colleges and Universities, American Association of University Professors

Section V: The Academic Institution: The Faculty

> Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty. **(1990)**

PREFACE

THIS LOCAL SENATES HANDBOOK **HAS BEEN COMPILED** by the Academic Senate for California Community Colleges' Relations With Local Senates Committee to be a resource for new and experienced academic senate presidents, providing them with information and context to support them being effective faculty leaders.

Using this Handbook

This handbook is organized into three parts:

- Part I: **The Academic Senate for California Community Colleges: A Brief History**

  This section provides a short history of academic senates in the California Community College System with links to important historical documents that provide the context for how senates operate today.

- Part II: **Roles and Responsibilities of the Academic Senate**

  This section provides an explanation of the legal framework that senates function within. This includes sections on California Education Code and Title 5 that relate to the academic and professional responsibilities of the senate; information on local board policies, regulations, and delegation of decision making authority; the Academic Senate for California Community Colleges statement on collegial consultation; effective practices to foster effective relationships between the union and the senate; and the role of the academic senate regarding accreditation.

- Part III. **Duties as a Local Senate President**

  This section breaks out some of the duties and responsibilities of academic senate presidents, including the general duties, reports and documents requiring senate sign-off, and committee appointments.

ã Part IV.

PART I

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES: A BRIEF HISTORY

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (ASCCC) has its roots in an Assembly Concurrent Resolution adopted in 1963. The resolution required the State Board of Education (which at that time had jurisdiction over community and junior colleges) to establish academic senates "for the purposes of representing [faculty] in the formation of policy on academic and professional matters" (Assembly Resolution 48, 1963). While some local academic senates existed EHIRUH WKLV WKHVH VR OXW WRQ QD FWLRQ OQYHORRFDV HQDW GOHJDUH FRJQLWL RQ GVSHFLF jurisdiction over academic and professional matters. There were several statewide faculty organizations that supported the formation of local senates, including the California Teachers Association (CTA); California Federation of Teachers (CFT); the California Junior College Faculty Association (CJCFA), now known as the Faculty Association of California Community Colleges (FACCC) ; and the California Junior College Association (CJCA), now the Community College League of California (CCLC), which at that time included representation of faculty (it now represents CEOs and Trustees at the state level).

In 1967, legislation was enacted to create the Board of Governors and the Chancellor's office for the California Community College system. In the following year, Norbert Bischof, a professor of mathematics and philosophy at Merritt College, called the first statewide meeting of local academic senates and presidents to explore a creation of a statewide academic senate which could represent local senates within each college office and before the Board of Governors. Working with Ted Stanford, a history professor from Chabot College, Bischof wrote the constitution for the Academic Senate for California Community Colleges, which was adopted by the body in May 1968. Subsequent to the constitution ratification, the state senate was adopted by the Board of Governors in October 1969. The Academic Senate for California Community Colleges is incorporated as a non-profit organization in November

These organizational milestones, and many others, prepared the Academic Sen

Review of the Master Plan for Higher Education which focused exclusively on the community colleges. This document, The Challenge of Change: A Reassessment of the California Community College (Commission for the Review of the Master Plan for Higher Education, 1986), led the way for the reform legislation, The Community College Reform Act (AB 1725, Vasconcellos, 1988) which was passed by the legislature in 1988. Commonly referred to as AB 1725, the legislation established many new responsibilities for both local senates and the Academic Senate for California Community Colleges. Subsequently, the document California's Faces…California's Future (Vasconcellos, 1989) supported community college reform and contextualized the Master Plan within California's shifting demography.

The Community College Reform Act (AB 1725, Vasconcellos, 1988), changed the role of the California community colleges within the educational framework of California. Community colleges were uncoupled from K-12 and given status as institutions of higher education. As a result, the legislature also created pre-and post-tenure reviews, lengthened the tenure period, and strengthened the role of the local academic senates as central to the effort of institutional development. John Vasconcellos's Reform Act is a remarkable and aspirational piece of legislation 7KHRIFLDO FKDSWHUODQJXDJHRIWKHDZLQFOXGHVWLJQLFDQWLQWHOWODQJXDJHFRQFHUQLQJDW the legislators wished to see accomplished. All college leaders should be familiar with this document.

The ASCCC's proposal for the implementation of AB 1725 as outlined in the paper Policies for Strengthening Local Academic Senates (ASCCC, 1989). The proposal was approved by the ASCCC in the 1989 Fall Plenary Session and by the Board of Governors in July of 1990. The ASCCC and the trustees' organization (the Community College League of California (CCLC), then issued the Guidelines for Implementation of Section 53200 – 53204 of Title 5 of the Administrative Code of California (ASCCC & CCLC, 1991), a Memorandum of Understanding that offered a joint interpretation of these regulations; it was adopted at the 1991 spring session of the Academic Senate. Subsequently, Participating Effectively in District and College Governance, a revised Q&A document, was jointly produced with CCLC and adopted by the ASCCC at the Fall 1998 Plenary Session Scenarios to Illustrate Effective Participation in District and College Governance (ASCCC & CCLC, 1995), a companion document, applies WKHQWHUSUHWDWWRRSROLFVHQDULRVKHVHDUOLGUVODWLWVWWLRQQGWKHLU VXEVHTXHQWRGLFDWLRQQ7LWOH5HJXODWLRQV, as well as the legal and interpretive documents that emerged, provide the framework for the following discussion.

Today, the Academic Senate for California Community Colleges continue to be the voice for all California community college faculty in academic and professional matters. A variety of documents regarding the growth and development of the Academic Senate for California Community Colleges can be found on the ASCCC website; for example:

- ã Establishing Academic Senates in California Community Colleges **(Case, 1971)**
- ã 60 Milestones in the History of Senates and the Academic Senate for California Community Colleges **(Conn, 1986)**

The Aca-

PART II

ROLES AND RE

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Requires that collective bargaining agents, or faculty unions, consult with the academic senate prior to negotiating tenure evaluation procedures.

ã Education Code: § 87663 (f) Evaluation Procedures

Requires that collective bargaining agents, or faculty unions, consult with the academic senate prior to negotiating faculty evaluation procedures.

ã Education Code: § 87743

2. HJUHHDQGFHUWLFDWHTXLUHPHQWV

3. Grading policies.

4. Educational program development.

5. Standards or policies regarding student preparation and success.

6. College governance structures, as related to faculty roles.

7. Faculty roles and involvement in accreditation processes.

8. Policies for faculty professional development activities.

9. Processes for program review.

10. Processes for institutional planning and budget development.

11. Other academic and professional matters as mutually agreed upon.

Consult Collegially **means that the district governing board shall develop policies on academic and professional matters through either or both of the following:**

1. Rely primarily upon the advice and judgment of the academic senate, OR

2. The governing board, or its designees, and the academic senate shall reach

(1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.

(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.

d. The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.

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BOARD POLICY, REGULATIONS, AND ADMINISTRATIVE PROCEDURES

The state laws and regulations noted above are put into operation at the local level by the local board of trustees. Education Code and Title 5 Regulations grant certain SRZHUV DQG FDOO IRU VSHFLILF DFWLRQV RQ WKH SDUW\ ORFDO ERDUGV ERDUG RI WUXVW-ees codify the operations of their colleges and districts by formally adopting board policies. One purpose of board policies LV WR GHQH KRZ H[WHUQDOO\ UHJXODWLRQ DQG policies (Federal Code, California Education Code, Title 5, Accreditation standards, etc.) will be executed at the local level. Board policies inform chancellors, college presidents, and administrations on how the local board of trustees has decided to locally implement federal and state requirements and the approved methods by which the district and colleges may operate.

Board policies DUH RIWHQ URDG SURYLGLQJ WKH PEUHOO HQWLWLRQ RU LQWHQW RU FRP-pliance with a federal or state requirement. The procedure by which a college or district will follow the requirements is often enumerated in companion board regulations or administrative procedures. Practices and terminology regarding board policies, regulations, and procedures differ among various districts.

State laws and regulations often clearly stipulate the role that a local senate must play in formulating and revising local policies and regulations, particularly if they were generated by mutual agreement between the board and a senate. While many districts post their local policies and regulations on their websites, senate presidents should secure full and current copies of these documents for their local sen-DWHHHV DQG DVN RU SHULRG GR XSGDWH WKH HQVXU WKDW WKH HQWLWH SLHV DFFXUDWHO\ UHHFWDQ\ UHFHQW DUO DFWLRQ DQ DGGLWLRQ RFDO HQWLW KRXO UN ZWK WKHLU administration to ensure that they are consulted as a part of the board policy and regulation review and creation processes, especially in regard to policies and regulations which impact the "10+1" items covered under Title 5.

DELEGATION OF AUTHORITY

)RU D DFDGHPLF VHQDWH WKH PRVW VLJQLFDQW ERDUG SROLF is that which establishes the delegation of authority and responsibility in decision making in accordance with Title 5. Title 5 §53203(a) stipulates,

The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit RWKHUULJKWDQGUHVSRQVLELORWWWKHDFWLV

input; however, the academic senate retains its primacy regarding academic and professional matters and is not bound to adopt, accommodate, or reach consensus on concerns raised by other constituent groups. To attest to the fact the senate has afforded other groups opportunity to review proposals, the senate may wish to adopt a procedure and sign-off sheet; for an example, see Samples of Decision Review Sign-off Sheets **(ASCCC, 2014).**

Academic senates should review local policy annually so that all senators under- VWDQGKLFK RI WKH ß DFDGHPLDQGSURIHVVLRQDOPDWWHUVDUH

- Decision-making handbooks from various colleges are available in the Resource Documents section at the bottom of the ASCCC Leadership Resources page.

- When the Board of Trustees (ASCCC, 2014), a guide to options for a senate after a Board of Trustees has rejected a recommendation from the senate.

College Governance, Senate/Union Relations, and Senate Roles in Accreditation

Governance, Effective Participation, and Collegial Consultation[3]

The basis of the governance system in the California Community Colleges emanates from a fundamental belief in the importance of participatory decision-making. Education Code §70902(b)(7) directs local Boards of Trustees to "Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college gover-

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tional goals. This fundamental fact makes community colleges very different from California's public four-year colleges whose student populations are virtually 100% degree-centered; their student population also arrives at a higher skill level, given the reliance of both systems on completion of A-G requirements (the 15 yearlong high school courses that must be completed to establish

California Community Colleges: Principles and Leadership in the Context of Higher Education **again explains the reasoning behind this expanded role for faculty:**

- **Collaboration is necessary not only because of the faculty's special expertise in curriculum and program development, but also because faculty are in the best position to guide colleges to the most effective use of limited resources capable of meeting the range of challenges community colleges face.**

- **Administrators who respect faculty are more likely in turn to be the recipients of respect from the faculty; administrators who have the respect of faculty can inspire the analysis and institutional change necessary to help institutions better serve their students.**

- **Administrators who don't respect or collaborate with faculty will still lead institutions in which excellent teaching takes place in many classrooms, but such colleges are unlikely to reach the level of excellence that is the result of broad institutional collaboration.**

Thus, while Education Code provides for the effective participation of all constituent groups in college governance processes, "collegial consultation" has a more GLUHFW DQG FOHDUHU GHILQHG PHDQLQJ DQG DSSOLHV VSHFLILFDOOB WR DFDGHPLF VHQDWHV thus recognizing the expertise and the importance of faculty in college and district decision-making.

For more information on the importance of Collegial Consultation see the ASCCC report California Community Colleges: Principles and Leadership in the Context of Higher Education **which discusses how collegial consultation leads to effective leadership.**

Senate/Union Relations

The academic senate and a college's collective bargaining agent, or faculty union, ZRUN WRJHWKHU IRU WKH EHQHILW RI IDFXOWB EXW TXHVWLRQV RIWHQ DULVH FRQFHUQLQJ WKH roles of the respective organizations. Put in its simplest terms, the academic senate represents the faculty in academic and professional matters and the collective bargaining agent represents the faculty regarding working conditions.

CRUHVSHFLFDOOWKHDFDGHPLVHQDWHSUHVHQWKHDFXOWLQWKHHOHYHQSHFLF
DUHDVHQHGE\ Title 5. Furthermore, the Education Code[4] assigns additional re-
VSRQVLELOLWWRWKHDFDGHPLVHQDWHXFKDVPLQLPXPTXDOLFDWLRQVQGHTXLYDOHQ-
cy processes, faculty hiring, faculty evaluation and tenure review, administrative
retreat rights, and faculty service areas. The collective bargaining agent represents
the faculty in such areas as workload, assignment, working hours, academic calen-
GDUDQGVDODUDQGEHQHWVSLFDOOWKHUROHDQGUHVSRQVLELORWKHFROOHFWLYH
bargaining agent are evident in the agreement between the bargaining agent and
the district.

The roles and responsibilities of the academic senate and the bargaining agent fre-
quently, and with good reason, overlap. For example, policies for faculty profes-
sional development is one of the academic and professional matters assigned to the
academic senate by Title 5 Regulations. However, many collective bargaining agree-
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and to generate comprehensive and forthright assessments of progress toward the standards. Our main tool for supporting colleges is the annual Accreditation Institute through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, the ASCCC shares accreditation information and support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, our secondary responsibility is to recommend improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

The relationship between the Academic Senate, both locally and statewide, and accreditation is unique. At the local level, academic senates have a legal role in the accreditation process as outlined in Title 5 Regulation's list of academic and professional matters, designating senate the 10+1 an official responsibility in the accreditation process that no other faculty constituent group is afforded. At the state level, the ASCCC has supported faculty's accreditation work since its founding, with even more pronounced involvement in accreditation training and assistance over the past 10 years. Since the senate-accreditation relationship continues to evolve, the current roles of both local senates and the ASCCC with respect to the accreditation process may not be immediately familiar to new faculty leaders or other faculty lacking experience in accreditation or time in the system.

For local senates, the role of faculty in accreditation process is defined as one of the 10+1 academic and professional matters. As Title 5 makes clear, local senates make recommendations regarding "faculty roles and involvement in accreditation processes, including self-study and annual reports." Just as with other academic and professional matters in the 10+1, district governing boards must either rely primarily upon or mutually agree with the academic senate on faculty accreditation roles and involvement. As with all academic and professional matters, the determination of whether a board will rely primarily upon or mutually agree with the academic senate with respect to faculty roles on accreditation belongs to the

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- The Academic Senate opposes the reductionist imposition of a corporate/business model of evaluation on the complex reality of teaching and learning.

- The Academic Senate rejects efforts to tie faculty evaluations to student attainment of learning outcomes because so many variables outside the faculty's control impact student success.

- Although the Academic Senate understands that any accreditation process entails certain necessary expenditures, the Academic Senate is concerned about the growing resource costs and time expenditures required to conform to recent accreditation mandates and processes.

- The Academic Senate is open to exploring other methods and organizations for accreditation purposes.[6]

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[6] Section taken from: Smith, P. & Hochstaedter, A. (2013). Academic Senate Resolutions on Accreditation 1986 to the Present. ASCCC Rostrum. http://asccc.org/content/academic-senate-resolutions

PART III

DUTIES AS A LOCAL SENATE PRESIDENT

THE FOLLOWING SECTION IS INTENDED TO PROVIDE AN

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Advocating for Faculty Interests

- Serve as the voice of faculty on academic and professional matters.
- Work to resolve academic and professional concerns of individual faculty members.
- In matters not involving academic and professional issues, refer faculty to appropriate processes.
- Provide initiative in identifying and pursuing important institutional issues.
- Meet regularly with the superintendent/president and the vice-presidents and with other administrative staff as needed.
- Advocate for appropriate faculty professional development funding and ask to have such funding called out and earmarked in appropriate grants calling for the senate president's or designee's signature.
- Archive the senate's historical records.
- Sign certain institutional documents and reports sent to relevant authorities, e.g., Matriculation Plan, Accreditation Self-study, and Annual Report (for more information see College/District Reports Requiring Senate Sign-Off, Review Or Vigilance later in this section).

Promoting an Effective Relationship with the Board of Trustees

- Attend and participate in meetings of the Governing Board or college administration. [7]

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The governing board's policies should acknowledge the expectation that faculty exercise expertise and responsibility in the areas of academic and professional matters.

The various college constituencies should have an opportunity to provide reasonable input into major college decisions.

A predisposition toward and commitment to mutual respect and trust should exist among all parties, even when they seriously disagree.

All members of the college community should support successful compromise as the highest end and be willing to negotiate differences.

rules for settling disagreements among constituencies.

- ã Attend other functions of the board, such as retreats and study-sessions, if possible.
- ã Communicate recommendations of senate positions relating to academic and professional matters to the Board.
- ã Serve as the primary source of recommendations to the Governing Board on academic and professional matters.
- ã Participate in the review and creation of board policies and regulations which impact academic and professional matters (see Part II of this handbook: Board Policy for more information).

Maintaining Contact with the Academic Senate for California Community Colleges

- ã Attend fall and spring pre-plenary Area Meetings

  Before the Area Meetings, work with the local senate to develop any resolutions that the senate would like to have introduced at the plenary. Bring any such resolutions to the Area Meeting for discussion.

- ã Attend and participate in the fall and spring Academic Senate Plenary Sessions,

  Before the Plenary Sessions, distribute the draft resolutions to the local senate for discussion.

  After the Plenary Session, distribute the adopted resolutions.

- ã Attend ASCCC Institutes such as the following:

  Curriculum Institute

Faculty Leadership Institute

Vocational Leadership Institute

Academic Academy

Accreditation Institute

ã Attend ASCCC Regional Meetings, a series of one-day regional workshops on such topics as basic skills, student equity and success, and curriculum.

ã Use the ASCCC website's search feature to look for resources, such as resolutions, Rostrum articles, or papers, to help inform the local senate and college discussions.

ã Seek information about the deliberations of system-wide organizations that may impact California community colleges.

Subscribe to ASCCC Listservs. The ASCCC has over 50 different listservs, IURP GLVFLSOLQ VSHFLF WE URDGHE RYHUQDQFH VVXHV

Read the ASCCC Rostrum.

ã Remain vigilant about legislation affecting the California community colleges.[8]

The Faculty Association of California Community Colleges (FACCC) website provides an excellent legislation tracker: go to http://www.faccc.org/current-legislation/

provides email updates on current legislation. To receive these updates, interested parties can send an e-mail from the address to be subscribed to listserv@listserv.cccnext.net and put "subscribe advocates" in the body of a blank, non-html e-mail with no subject or signatures.

The Community College League of California (CCLC) also publishes a great deal of useful information regarding legislation under the "government relations" tab of its website (www.ccleague.org). This site includes analysis of bills, legislative updates, and even an advocacy handbook.

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[8] Recommendations from Morse, D. & Crump, D. (2013). Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active. ASCCC Rostrum. http://asccc.org/content/advocacy-local-level-what-your-senate-can-do-stay-informed-and-active-0

- Work with the collective bargaining agent, or faculty union, in the joint development of institutional policy on topics where organizational purview over-ODSWXFKDVPLQLPXP TXDOLFDWLRQV QQGHTXLYDOHQFII IHFXOWKLULQJ SURFH-dures, tenure review, faculty service areas, and faculty evaluation procedures (see Part II of this handbook: Senate/Union for more information).

- Work with students and student organizations such as the local student senate WR QVXU WKH UII HFWLY SHUWLFLSDWLRQ RQ UHD QG GLVVXH WKDW \ KDYH VLJQL÷cant effect on students individually and the student body at large.

  Title 5 i   GH QHV WK ROORZLQJ DVL VVXH RQ KLFK FROOHJI DQ GGLV-tricts must provide students the opportunity to "participate in formulation and development of district and college policies and procedures that KDYH RU ZLOO KDYH D VLJQLFDQ WI IIHF RQ VWXGHQWVß

  (1) Grading policies;

  (2) Codes of student conduct;

  (3) Academic disciplinary policies;

  (4) Curriculum development;

  (5) Courses or programs which should be initiated or discontinued;

  (6) Processes for institutional planning and budget development;

  (7) Standards and policies regarding student preparation and success;

  (8) Student services planning and development;

  (9) Student fees within the authority of the district to adopt; and

  (10) Any other district and college policy, procedure, or related matter that WK GLVWUL FW HUQLQ ERDU GHWHUPLQH ZLOO KDYH D VLJQLFDQW I IIHF on students.

ã Work with staff to ensure their effective participation in areas that "matter
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Title 5 §51023.5 requires that "governing boards of a community college
district shall adopt policies and procedures that provide district and col-
lege staff the opportunity to participate effectively in district and college
governance."

Title 5 GRHVQRWGHOLQHDWHVSHFLF LVVXHKLFK PDWWHUVLJQLFDQWO\WR
VWDIILXWLQVWHDGGH4QÂ1HVXFL4RVXHVDVÔXV1W1KÂ1WÄKIRUÇDRÄGT4ÉGQIF`` –áÂhb}

- Encourage other faculty to participate in the events sponsored by the Academic Senate for California Community Colleges.

- Provide leadership to senate, college, and district-wide committees to ensure SURGXFWLYH GHGLFLHQW FRPSOHWLRQ RI WDVNV DQG UHJXODU UHSRUWLQJ WR WKH senate as a whole.

- Identify and mentor potential future faculty leaders, such as committee FKDLUV, DV IIUFH FKDLUV, DQG VHQDWH RIIFHUV. (For more on this, see the [Planning—Finding a Replacement]{.blue} in this section)

(For more specifics on faculty participation in participatory governance, see Part IV of this handbook: [Faculty Participation]{.blue})

Foster Communication

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate the development and vetting of faculty views.
- Facilitate communication among the faculty and with administration and the governing Board.
- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner and in line with the Open Meeting Act.
- Engage in and keep record of local senate correspondence, including electronic communications. (For more information on what types of materials should be archived see Part IV, Resources Available in Senate Files.)

   These records will be invaluable for future leaders to understand previous decision making processes and reasoning.

   These records may provide evidence for accreditation reporting.

   Legal requirements, either local or state, may require certain records to be kept.[9]

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[9] Title 5 i WKURXJK GHQQH WSHV RI UHFRUGV DQG WKH OHQJWK RI WLPH WKDW WKH\ PXVW be maintained by college districts. Local boards will also often have policies and regulations regarding which records need to be maintained.

- Encourage the maintenance of a local senate website.

- Communicate with and respond promptly to requests for information from the Academic Senate for California Community Colleges.

)RU PRUH VSHFLfFV RQ IRVWHULQJ FRPPXQLFDWLRQ VHH 3DUW ,9 RI WKLV KDQGGERRRN (Keeping the Faculty Informed)

Secure Resources to Ensure Senate Success

- Work with the local administration to identify the types of budget resources, such as reassigned time or travel, available to the senate.

- Work with the administration to put in writing any budget agreements to fund the senate. Informal agreements have a habit of disappearing with rapidly shifting administration members.

- Justify to the college administration why inadequate resources may harm students, accreditation, campus climate, and effective participatory governance in order to convince the college to increase resources.

Further Efforts to Appoint and Retain Qualifed Personnel

- Appoint faculty to administrative hiring committees.

- Participate, as permitted by law, in the evaluation of staff, including administrators with whom the senate presidents work, as well as staff serving the local senate.

- Assure effective faculty participation on various institutional groups, e.g., Student Success Committee, Department Chairs, Staff development.

- Assist in the orderly transfer of authority to the senate president-elect.

and dissemination of minutes and oversee effective specific officer com-miserate with compensation or reassigned time. The responsibilities of the senate executive members should be delineated in the senate bylaws or procedures document. [For an example of how this has been done by several senates around the state, see the Senate Constitution and Bylaw Codex. (ASCCC, 2014).]

Senate presidents should also involve the senate officers in decision making and en-courage their participation in ASCCC functions such as Plenary Sessions. Area Meetings, and Faculty Leadership Institutes.

Responsibilities within a Multi-college District

In addition to the responsibilities noted above, a local senate president in a multi-college district will have additional duties:
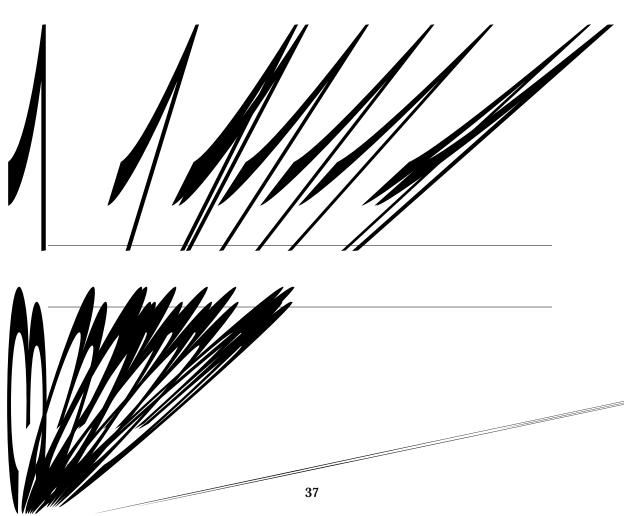
- Serve as the representative of his or her college.
- Serve or appoint others to serve on district committees as requested by the chancellor or district-level administrators.
- Be responsible to see that board rules, particularly those governing curriculum and hiring processes, are adhered to both at the district and college level.
- Be the major conduit for district-wide information that must reach the college faculty and sometimes the constituencies in a timely manner.
- Advise the district on the college senate's positions on present and emergent policy matters.

Succession Planning

One of the earliest tasks of a new senate president is to identify a potential successor. His or her replacement, whether it be a successor, might be a current or past member of the executive board as well as a current or past senate member as appropriate.

- Consult the senate's constitution and or bylaws for guidelines on term limits, succession patterns, and election procedures. If this process does not appear in the senate constitution and or bylaws, the senate might want to begin the discussion to codify these processes.

- Budget allowing, invite potential senate leaders to attend the ASCCC Leadership Institute along with Plenary Sessions and other events sponsored by the Academic Senate along with the president. This practice is superior to sending potential leaders alon̄g and can help to provide mentoring.

- Show interested individuals how the responsibilities of the senate president are manageable through delegation of responsibilities.

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this table as a starting point to inquire about the responsibilities the senate presi-
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- If a document or report requiring the senate's approval arrives late for what appear to be legitimate reasons and such late submissions are unusual for the local DGPLQLVWUDWWPNKHH[SORULQ,JDPHWKRERRU3eT;yo

Common committees and task forces to which faculty are appointed

College Level

- **Accreditation**

- **Affirmative Action Committee**

- **Budget Committee**

- **Campus Safety**

- **College Bookstore/Cafeteria Committees**

- **College District Planning**

- **College Foundation**

- **Curriculum Committee**

- **Distance Education Committee**

- **Facilities Committee**

- **Faculty Hiring Committees**

- **Faculty Hiring Prioritization Committee**

- **Faculty and Administrative Evaluation Committee**

- **Institutional Planning Committee**

- **Master Plan Committees (Facilities, Education)**

- **Matriculation Committee**

- **Program Review Committee**

- **President's Cabinet/Council**

- **Research Committee**

- **Staff Development Committee**

- **Technology Committee**

District Level

- **Calendar Committee**

- **Chancellor's Council Committee**

- **District Budget Committee**

- **District Curriculum Committee**

- ã **District Faculty Priorities and Hiring Procedures Committee**

- ã **District Facilities**

- ã **District Foundation Committee**

- ã **District Marketing**

    District Planning Committees

    District Student Services

    Equivalencies [Note: may be a college-level committee as well]

    Technology (and District Distance Education) Committees

    Other ad hoc committees as needed on policy changes recommended by the board or chancellor, or individual issues forwarded by a college within the district

Strategies to Increase Participation

For a discussion on strategies for increasing faculty participation see Part IV of this handbook: Faculty Participation.

PART IV

ENSURING THE EFFECTIVENESS OF THE LOCAL SENATE

LOCAL SHARED GOVERNANCE POLICIES CODIFY THE STANDING of local senates (for more on this topic see Part II in this handbook: Incorporating the Law at the Local Level: Board Policy, Regulations, and Delegation of Authority). **This section of the handbook provides some effective practices for working with a college adminis-** WUDWLRKQQLQHIFLHQWWHQDWPHHWLQJVDGDSWLQWKV6&&& 5HVRORXWWLRRFHVV **for a local senate, keeping the faculty informed, and engaging faculty participa-** WLRQ7KLVVHFWLRDOVRIIHUVDOLVWRIUHVRXUFWWNHHSDUFKLYHGQVHQDWV9HVDQG an explanation of how a Technical Visit can assist in institutionalizing a senate's effectiveness.

Placement In The College's Governance Structure

Education Code and Title 5 Regulations clearly indicate the purview and role of the local senate within the college's governance structure. That delegation of authority places the local academic senate in a unique position: the senate president has direct access to the board of trustees and can bring forward items to be placed on the board agenda ZWKRXWWOWHULQJEDGPLQLVWUDWRUV7KHYRLFHRIIDFXOWPXVWEH given primacy on the 10 +1 academic and professional matters called out in [Educa-](#) [tion Code and Title 5](#) **(See Part II of this handbook:** The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation. **Because Education Code §70902(b) (7) guarantees all college constituent groups the right to "participate effectively" in discussions of matters that may impact them, the local administration and the local academic senate are obligated to hear and give due consideration to all relevant voices in developing recommendations. However, the senate is not bound to accommodate or reach consensus with other constituencies regarding academic and professional matters, and allowing equal voice to all constituent groups in college or district decision making regarding issues that fall under the 10+1 areas violates both the spirit and the letter of Title 5 Regulations.**

Even with the clear regulatory language in regard to the role of the academic sen-
DWHLJRYHUQDQFNHQDWSHHVLGHQWWV QG WKHPVHOYLQVLWXDWLRHUH DFD-
demic and professional matters are placed on an agenda for a meeting of a college

matters, enabling the senate president to act both as the principal watchdog for the faculty and as their chief spokesperson once the senate has voiced its stance. At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may tend to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be nimble, articulate, persuasive, diplomatic, persistent, and, most of all, determined. Often when the senate president attempts to dissuade committees from taking action or recommending action to the governing board, chancellor, or president, others will cite expediency and urgency as reasons to bypass proper process and may even suggest that the senate president's vote on the committee represents senate recommendation. On these occasions, the senate president should remind those present that proper and prudent expediency can be achieved through foresight and clear communication and that the senate cannot be reasonably repre-

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tution is typically voted on by the faculty at large and may require approval of the full faculty to amend.

Bylaws, on the other hand, are guidelines or operating procedures to implement the constitution and are often developed and revised by the senate itself. Bylaws spell out how the organization conducts its business and may even specify the time fuln2

2QFH WKH VHQDWH RU LWV RIILFHUV GHSHQGLQJ XSRQ WKH VHQDWH HUODZ KDV DUWLFX-lated and publicized its goals, the senate may want to examine its progress periodi-

- Senates must "report any action taken and the vote or abstention on that action of each member present for the action." (Government Code §54953)

- Senate may not hold secret votes that is inclusive of voting for officers within the senate. (Government Code §54953)

- If a senate meeting is held via teleconferencing, all votes taken must be by roll call. (Government Code §54953.b.2.)

- Unless the senate is conferring with legal counsel, it may not go into closed session (Government Code §54954.5.a to k)

- Senates must provide the opportunity for members of the public to directly address the senate. The senate may set reasonable limits on public comment. (See the code for specifics Government Code §54954.3)

- Senate agendas must be physically posted 72 hours before a regular meeting in a "location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one." (Government Code §54954.2.a.1)

For more information on the Open Meeting requirements for academic senates, see the following resources:

- The full-text of the Brown Act (Ralph M. Brown Act, 2014)

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present items to be considered for placement on an agenda. Some local senates hold regular Executive Council or Cabinet meetings between senate meetings to plan their agendas for the forthcoming weeks and to take up urgent matters. Such meetings provide a convenient deadline for the submission of items to be considered at future meetings.

LVWULFWHQDWHDFHWKWDPHREOLJDWLRQVDQGWUDWHJLOHPPDWKDWFROOHJH senates do. Agendas are generally distributed to the local senate presidents and committee chairs (e.g., curriculum, accreditation, faculty development) on each campus; the obligations of additional posting then fall to the local senates. Electronic posting of agendas makes it possible to email them to all faculty, depending upon local choice or need.

The Order of Business

The order of business of a senate meeting may well already be spelled out in local senate bylaws, or a senate may use the standard order of business recommended under the parliamentary procedures outlined in Roberts Rules of Order. A senate meeting can be organized in many ways; some common elements include the following:

- ã Call to Order
- ã Public Comment
- ã Record of the Previous Meeting
- ã Agenda of the Current Meeting
- ã Consent Calendar
- ã Reports of Standing Committees
- ã Reports of Special Committees
- ã Special Orders
- ã8QQLVKHG %XVLQHVV
- ã New Business
- ã President's Report
- ã Announcements and Open Forum
- ã Adjournment

The Relations with Local Senates Committee has compiled a document with examples of different senate agendas Sample Agendas (asccc.org/communities/local-senates/leadership-resources).

Public Comments at Meetings

A significant feature of an academic senate agenda **is the placement of public comment, a requirement of the Open Meetings Acts. The laws permit the body to determine the placement and manner of public comment; in other words, the local senate can determine for itself the length of time allotted to each speaker, as well as the placement on the agenda when non-senate members can address the body both on matters on the agenda and on matters of a more general nature. A "Public Comment" item at the beginning of a meeting is generally intended to elicit comments on matters on the agenda for the current meeting, while an "Open Forum"** section on matters not on the agenda permits visitors and

senators begin their debate enable the senators to be fully informed about the views of others and to respond to their comments or questions.

If allowed to participate in the debate itself, outside voices can raise per-WLQHQW

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- ã$I|HG WRQWHU|RQGRZ RUEHKLQGRWKHDUULH|WKDWRQRWSHUPLWLH|ZQJ
  of the full document;

- ã Agenda being obscured by other documents or postings.

In addition to the legally required physical posting of agendas in a "freely accessible location" and on the senate's website if the senate has one, some additional strategies for increasing the awareness of the work of the senate include the following:

- ã$ EXOOHW|RQ|QHD|WKHRFD|HQD|XHH RULQDQDGPLQLVWUDWLHRURWK-
  er boards accessible and available to the college community, perhaps at several locations on a larger campus.

- ã An email posting to the entire college faculty, staff, and student government.

- ã A website posting on the local senate website, in a form that can be easily downloaded or reproduced.

- ã A combination of these methods.

Effective Structures for Conducting Senate Meetings

Standing Rules

/RFD|HQDW|SHHVLGHOHQ|XOO LQFRQM|XFWLRQ|WK RWKHRJHUV PD\ HQHUDWH local senate standing rules. Generally, the body need not adopt these rules, but an effective practice is to discuss the rules before implementing them. Standing rules cannot circumvent or supersede law, local policies, or bylaws; they can, however, enable the senate to prescribe implementation strategies, such as who speaks, in what order, for how long, under what conditions, how agenda items may be submitted, and by when. Standing rules can also stipulate deadlines for materials submitted for senate consideration or for the senate president's signature.

About Parliamentary Procedures

Having established and posted an agenda D|HQD|SHHVLGHP|D\ EHQH|WIURP UH-viewing the use of parliamentary procedures. In their excellent reference work, *The Practical Guide to Parliamentary Procedure* **(1983), Edward S. Strotherland and Da-**YLG 6KHSDU|SRLQW|WR|RXU|HVVHQWLD|OHHW|RIIHUHG|E\ SDUOLDPHQW|SURFHGXUH **They argue that parliamentary procedure is**

- An orderly way to conduct the affairs of an organization;

- A way to determine the will of the majority;

- A way to protect the minority; and

- A way to protect the rights of an individual member.

Some groups, particularly smaller committees, avoid using parliamentary procedure because of the misperception that it will inhibit their business. Such is not the case; in fact, parliamentary procedure generally helps to move business, particularly if the senate president or committee chair assists the group participants in remembering these simple guidelines:

ASSIGN A PARLIAMENTARIAN: **The senate president can assign the role of parliamentarian WR D VHQDWRH IRU RUGHU, DQG HIIHFWLYH LV FXVVLRO RQ ROORZLQJ ORFDO senate adopted parliamentary rules.**

LISTEN CAREFULLY: **The senate president or chair will clarify what ideas or motions are under consideration and declare what sorts of comments are germane to a particular motion.**

ASK QUESTIONS: **The Academic Senate, at its plenary meetings, provides a parliamentarian, PHQWDULP LF DW KLFK REVHUYHR RD DVN WKH SUHVLGLQ RFHU IRU SURFHGXUDF FODUL-FDWLRQ WXFKDV KDW VRUW W PRWLRQ VUHOHYDQ WKHLVFXVVLRR RZ WS SURSHUO\ accomplish a desired goal, or how to challenge a ruling or determination. Partici-SDQW LV D VHQDW HHWLQ KRXOEHHQFRXUDJH WR VHH XFKFODULFDWLR DQ LI DQ avenue for such questions is not provided by the bylaws, the senate parliamentarian might make clear to those attending how to ask questions during discussion of business.**

SPEAK TO THE POINT: **The senate president or chair will ensure that remarks apply WR WKH SHFLF PRWLR RQ.**

Diagram of Parliamentary Motions in order of Precedence

Privileged Motions	Fix time to adjourn; Take Recess; Question of Privilege; Call for Orders of the Day

Incidental Motions	Appeal Division of Assembly Division of a Question Point of Information Billing Blanks Point of Order Objection* Read Papers Parliamentary Inquiry Suspend the Rules* Withde03.658d.he Rules*r.h936D2 ~~Withde03.658d.he Rules*r.h936D2~~ WitP4 R3ees*75hout niscel1 TeTT

Subsidiary Motions	Lay on the Table Call for previous Question (Closes Debate)* Limit or Extend Debate* Postpone to a Definite time Refer to a Committee Amend the Amendment Amendment Postpone Indefinitely Main or Principal Motion

Bold – Debatable Motions

Small Type – Undebatable Motions

   Motions requiring a 2/3 vote

   ** Requires a 2/3 vote without notice and majority vote with notice

THESE MOTIONS HAVE NO RANK OR PRECEDENCE AMONG THEMSELVES

A Strategy for Conducting Discussions of Agenda Items

To expedite discussions during senate meetings, the senate may wish to consider Standing Rules to provide order while ensuring that effective participation occurs. The senate may determine time limits and establish who may speak and under what conditions. The Academic Senate, at its plenary sessions, requires members wishing to speak to an item to queue before a "pro" microphone on one side of the room or at a "con" microphone on the opposite side or to ask questions about parliamentary procedure at a "parliamentary" microphone located mid-room. This procedure provides for an orderly discussion of the issues within the allotted time, enables the president to terminate discussion when no one appears to speak further in support or in opposition. This practice generally reduces redundant comments.

Strategies for Voting on Agenda Items

Procedures for voting during a meeting should be determined locally, particularly if the goal is to keep the meetings progressing in an orderly fashion.

Some items on an agenda may be handled by what is known as approval by consent. If no opposition is perceived or expected to items such as approval of the minutes of the previous meeting, approval of the agenda, and acceptance of reports from various committees that do not require action by the senate, the president may list them on the agenda under the "consent calendar" and declare them passed by general consent after allowing an opportunity for opposition to be expressed. Should any senator wish to discuss, amend, or vote on such items, the party should ask to have the item removed from the consent calendar for separate consideration after the bulk of the consent items has been approved. The senate president should always honor such a request to have an item removed.

Senates may not KROGVHFUHWRWHLQFORGLQJYRWLQIRURIFHUVZWKLQWKHVHQDWH (Government Code §54953.c.), and therefore voting on action items must take place publicly. If a senate meeting is held via teleconferencing, all votes taken must be by roll call. (Government Code §54953.b.2.). Senates must "report any action taken and the vote or abstention on that action of each member present for the action" (Government Code §54953). The voting must be public, and therefore voting by email is not allowed. The Brown Act does not specify how legislative bodies must conduct WKHMRWHZWK WKH[FHSWLRQRI WHOHFRQIHUHQFHEXWQOOVSHFLHWDWWKHHVXOWV

RI WKH RWR RI HDFK PHPEHU PXVW EH UHSRUWH KLFH YRWH DUH VXIILFLHQW LI WKH QGL-
vidual votes of each member can be determined and recorded.

%DOORW IRU RIILFHUV FDQ GLGDWH RU FRPPLWWHH VHDW RU RWKHU DSSRLQWPHQW VSH-
FLDOO LI WKH RWH LQYROYH FRPSHWLWLRL RU OLJKW PRUHGL FXOW ZLWK WKH RQH H[W
of the law. If the senate members are the electorate, then the vote of each member
must be recorded and reported out. In colleges that have academic senates of the
whole rather than representative senates, the vote of each faculty member must be
recorded and reported out. If the faculty as a whole is the electorate but the senate
is not a senate of the whole, then a secret ballot may be used.

In circumstances that allow secret ballots, voting may be conducted in various ef-
fective ways that protect the sanctity of the ballot box:

ã A ballot for the election of a candidate is placed inside a blank envelope, which
 LV VHDOHG DQG WKHQ SODFHG LQVLGH VHFRQG RXWHU HQYHORSH RQ ZKLFK WKH RWHU Ú
 KHWKHU D VHQDWRU

Adapting the Resolution Process for Local Use

The Academic Senate for California Community Colleges conducts its business using the resolution process (see the ASCCC Resolutions Handbook **(ASCCC, 2014)** and recommends that local senates do likewise; many senates, however, reserve resolutions only for the most urgent of their statements and recommendations. Resolutions are designed for local senates to urge or recommend policy or action to the Board of Trustees, chancellors or college presidents, other local groups, or the Aca-GHPLF6HQDWHIRU&DOLIRUQQ&RPPXQLW\&ROOHJHVHVRXWLQQLHUVLJQLFDQWO\ IURP PRWLRQVPDGHRQWKHRU IRI DVHQDWHPHHWLQJ&RQVLGHUWKHIROORZLQJSRLQWV of contrast:

Motions

- ã 0DGH E\ HOHFWUHGSUHVHQWDWRURMHFNHUV
- ã 0DGHRUDOORQWKHRU
- ã **May be acted upon at that time**
- ã **May be enacted by a simple majority**
- ã **Do not retain the force of the arguments made on their behalf**

Resolutions

- ã 3UHVHQWHG FRPPLWWHHVHQDWRURMHFHUV
- ã **Presented in writing prior to meeting as part of agenda and shared broadly with all faculty**
- ã 2IWHQUHFHLYHVWUHDGLQQGDGRSWHGDWDVXEVHTXHQWPHHWLQJ
- ã **Retain the force of the argument in the "whereas" clauses of the argument**
- ã **Make clear the actions to be carried out**

The suggestions below and the appendices associated with them illustrate how resolutions may become an effective implement for a local senate.

Writing Resolutions:

The following is an excerpt from the ASCCC's Resolution Writing and General Advice **(2014):**

8. Word Choice: **Judiciously use words such as "any," "every," "all," "never,"** QRQHß RU RWKHU TXDOLHUV WKDW WNHV HSLQJ JHQHUDOL]DWLRQV

9. Models: RX PD\ EHQHW IURP UHDGLQJ VRPH SDVW DPSOHV RI UHVROXWLRQV **for ideas about structuring and phrasing your resolution. (See http://as-ccc.org/resources/resolutions for examples from the ASCCC)**

10. Resolution Title: A VXUH WKDW WKH WLWOH WKH UHVROXWLRQ JDUWH OH HFWV **the content of the resolution, and follows proper rules of punctuation and capitalization.**

11. Facts: **Resolutions should focus on facts rather than empty rhetoric. Reso-** OXWLRQV VKRXOG LQFOXGH UHIHUHQFHV WW SHFLF LQIRUPDWLRQ FKDV OHJLVOD **tion, previous resolutions, papers, and the like, and should include foot-notes, appendices, or links to those references for the delegates to research and make an informed vote.**

3. Resolution amendments or substitutions are considered prior to the original resolution.

Discussing and Adopting Resolutions

1. Discussion on resolutions or any amendments may have a pre-set time limit.

2. Any attendee at the meeting at which the resolution is discussed should be permitted to speak regarding the resolution. See the section "Public Comments at Meetings" above.

3. The president may recognize pro and con arguments alternately. When no speaker remains on one side of the motion, debate on that question may be closed, depending on local procedure.

4. 2QO\RIFLDO VHQDWH UHSUHVHQWDWLYHV LYH RW HKHQDWXU HWKH RWLQJ LWVHOI RLF EDOORU ROOFD LRO RWHV D ZLOODV GHWHUPLQDWR LED RW constitutes a successful or a failed vote should be spelled out by the local senate bylaws. (For more on voting requirements, see "Strateg2 bylaws. (For more o senate bylaws. (Fo⸔A840047004800570048005500T5u"S79el7.2r8te bylaws.E27.2r8

Keeping the Faculty Informed

An informed faculty is more likely to become involved in the work of the academic senate. The electronic convenience of email and the limitless possibilities of the internet enhance face-to-face communication and can increase faculty participation within the college community. Many of the suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication.

Develop a Governance Handbook

The handbook should include governance committee memberships, policies, and committee responsibilities. The policies and procedures in such a handbook will be somewhat dynamic and subject to formal alteration after appropriate consultation. However, a historical record and explanation of how and why processes occur will persist beyond changes in personnel and the inevitable erosion of institutional memory. The creation of such a handbook is even more crucial if the institution currently enjoys a healthy climate of participatory governance: the whims of one individual can change that atmosphere overnight. Having such a published governance handbook will provide clear evidence of past practice and consensus. The handbook might readily be posted on the senate's website. For examples of decision making handbooks, see the Resource Documents section at the bottom of the ASCCC Leadership Resources **page.**

Use the Resolution Process

A local senate resolution process can recommend or direct a particular action and provides the rationale for that action. Include the wording of the proposed resolutions in the agenda distributed before the meeting. Distribute draft and approved resolutions in the minutes to serve as an effective educational tool. Part IV of this handbook, Adapting the Resolution Process, provides additional information about the resolution process.

Local Senate Website

A senate website is a valuable resource for college faculty. A senate website on the college server, with appropriate links to other college and state governance groups, LVDQ HIFLHQWPHFKDQLVPWRSXEOLFL]HHHWLQJVDQGVKRZDVHWKHDFFRPSOLVK-

ments of the senate. The Academic Senate website provides a template that senates may use to build their local website. To aid the college community in building and using websites, senates may wish to approach their college public information

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sions. This roster can easily be included as part of the senate website, perhaps with convenient email links.

Publish Senate Agendas and Minutes

Publishing the agenda of each senate meeting and making them available to faculty in advance of the meeting can generate interest in the issues and increase attendance. The agenda VKRXOGSURYLGHHHDGHUVXIILFLHQWLQIRUPDWLRQRQWKHHWHPV to be discussed. If large agendas are sent to representative senators, send a one-page agenda with short, informative paragraphs on the issues to be discussed to each faculty member. Equally effective is an email message sent to all faculty and college staff. If these messages contain links to the agenda posted on the website, all may have immediate access to the information and may respond or download it as needed. Once approved by the senate, minutes should be widely distributed.

Develop a Senate Events Calendar

At the beginning of each year or semester, publish a calendar of all meetings and activities with times, dates, and locations and place it on the senate website for ease in accessibility. Regular meeting times lend a predictability that makes it easier for faculty to attend and participate.

Use College Email

Email can be an effective tool for communicating issues and soliciting input on senate concerns. With the deluge of email that everyone receives, the messages of the senate may get lost. The following strategies may help to maximize the effectiveness of email for the senate:

- ã Ensure that all faculty, full – and part-time, have access to email and are included in messages coming from the senate.
- ã Create a campus-wide mail list containing only faculty so that messages from the senate can be addressed directly to faculty.
- ã Be judicious in sending out y3 sengnC E2iont1(easeot perat evd messagges of)Taswide be

Maintain Senate Bulletin Boards—Electronic and Physical

The senate website might also offer an electronic bulletin board where faculty may post comments pertinent to senate deliberations or announcements of interest to the general college community. In addition to a senate website, a conveniently located bulletin board in each division or area is another good way to publicize senate events and issues. The bulletin board is an effective place to post copies of state correspondence and reports, senate agendas and minutes, and grant and conference opportunities. The senate will want to publish committee reports to keep faculty informed of the governance efforts that are taking place in senate, campus, and district committees.

Create a Senate Logo and Letterhead

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tise for senate activities. Electronic bulletin boards, for example, can ensure that all voices are afforded an opportunity to be heard and their views responded to by an even broader constituency.

Conduct Faculty Opinion Polls

Formal or informal opinion polls allow faculty members to indicate their opinions on issues. Polls can be used to identify faculty concerns, establish senate priorities, and develop senate positions. While the senate will want to be careful not to include collective bargaining issues in senate polls, the senate may wish to collaborate with the bargaining agent as, in response to labor law, it seeks the local senate advice about issues the senate wishes to see addressed prior to entering into negotiations. Polling results should also be communicated to the faculty so that they are included in the entire process.

Turn the Suggestion Box into a Volunteer Recruiting Center

Faculty leaders frequently hear suggestions and complaints from colleagues on a variety of issues. Faculty members who care enough to talk about their concerns can also be the faculty members who are willing to develop a solution to the issue raised. A volunteer can be recruited with a simple comment such as this: "Thanks for bringing your concern to my attention. Could you get two other faculty members to work with you and present a resolution at the next senate meeting?" The faculty member is thereby encouraged to become involved, and valuable contribu- WLRQÃD\ HPHUJHa'Be

Several faculty orientation models are used on campuses throughout California:

1. Arrange for an orientation session, or several brief orientation sessions, for new faculty members on an individual or small group basis. In the session, senators can encourage involvement and provide basic introductory information about the work of the senate and faculty within the larger governance structure. Past senate leaders and college administrators can be invited to present their perspectives.

2. Consider a semester-long or yearlong orientation process that may be DZUGHG

train senators and generate enthusiasm for the work of the senate. If faculty mem-

Maintaining Faculty Participation

Once faculty members have become active, senate leaders need to reward and nur-

Play to Their Strengths

For committees that serve a particular population or a very narrow purpose, recruiting people who can approach the committee with knowledge or experience regarding the topic can be very helpful. The more the senate president knows about how a committee operates, the better he or she can recruit for that committee.

Recruiting faculty is far easier when a senate president knows what the committee does and what its goals are for the next year. Senates should also attempt to avoid KDYLQJ SHUVRQDOLWLHV WKDW GRQ¢W FDPRQJ WKH FRPPLWWHH PHPEHUV DVNLQJ VRPHRQH to serve on a committee with an individual with whom that faculty member has a FRQ¢LFW RU QHJDWLYH YHVWV WLÈ"n'íçï| P î®®Ú®-Â ûtn'íê°¬ Âƒ Fé ÞîêêíªêÜ 0R Fé Þ« Á1Fé ÞýåS-

college and local newspaper articles, award ceremonies, and Board and Foundation presentations to highlight faculty accomplishments.

Give Credit Where Credit Is Due

A genuine "thank you" is very helpful in acknowledging faculty members who work on senate and participatory governance assignments. Senate presidents may wish to print the senate logo on thank you cards and send a note to faculty members and other college staff who have helped further the work of the college. Participation includes a host of division, area, department, and other college activities which may not be directly perceived as being the work of the local senate; however, faculty who serve on hiring committees, on college-wide and district-wide committees, or as advisors for student organizations are indeed furthering the senate obligations for effective participation in governance.

Make Senate Involvement an Evaluation Criterion

Often forgotten in tenure and post-tenure evaluations is the obligatory, professional responsibility faculty have for participation in governance activities. The senate may consider consulting with the collective bargaining agent to include and use involvement in governance as a criterion in the evaluation process to reinforce the importance of this serious professional responsibility.

Discuss Governance Participation in the Hiring Interview

Develop an expectation of involvement with each new faculty member by discussing it as a professional responsibility both in the hiring interview and during new faculty orientation. Suggest senate and other governance activities that the new faculty member may choose for participation.

Provide Incentives for Participation

Consult with the collective bargaining agent to develop incentives such as overload banking credit or professional growth step credits for participation in senate activities.

Linking Local Awards to ASCCC Statewide Awards

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. Senate presidents should watch for the announcements that open the nomination period and must adhere to the rigid and often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards. For more information see Part V of this handbook: Academic Senate Awards.

This list of ways to recruit and involve faculty is by no means exhaustive, but it can provide some guidance for encouraging faculty to become more engaged in committee service at a college and more involved in the body as a whole. Being a senate leader does not mean doing everything alone; the more that a senate president can increase participation, the more people and perspectives are present to help with decision making. A faculty with active participation by the majority of its members is key to a strong and effective senate on a campus.

private with the documents available on a secure drive only to senate leadership. Regardless of the format, the senate should discuss the ways in which these materials are maintained, backed-up, and passed down.

KEY RESOURCES FOR SENATE OFFICERS, SENATORS, AND COMMITTEE C

Regulations

Governance Agreement

Full-time Faculty Hiring Agreement

Part-time Faculty Hiring Agreement

Peer Evaluation Process

Administrative Retreat Rights

Administrative Evaluation

FSA's

Disciplines List

Equivalency Determination Procedure

Board Policies and Regulations, particularly for:

Governance

Program Review

Tenure

Curriculum Approval

Models for:

Curriculum Approval

Policy Committees and Objectives

The Brown Act (see Part IV.)

Student Equity

Planning and Budgeting

Faculty Internships

Regulations

Consultation Process

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Board of Governors

Executive Orders of the Chancellor on Consultation

Strengthening Senates

Ed. Code (See Part II.)

Title 5

Interpretations of Regulations

"Participating Effectively in District and College Governance" (ASCCC & CCLC, 1998).

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www.cccco.edu

Board of Governors

Consultation Council agendas & minutes

MIS data (i.e., total apportionment dollars for each district)

Legal opinions and advisories

Links to all the units and CO personnel

Institutionalizing a Senate's Effectiveness: Seeking Technical Assistance to Ensure Compliance

This document and the rich resources of the Academic Senate for California Community Colleges, including its elected Executive Committee PHPEHUV DQG WKH RIÀFH staff as well as its institutes, events, and publications, are dedicated to ensuring the success of local senate presidents. Despite best efforts, laws and regulations concerning participation or in governance and local senate authority occasionally are not done

PART V

LINKING LOCAL SENATES TO THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Functions of the Academic Senate

I

Charge	Activities
ARTICLE II, Section 1: Aims	
Represent faculty and ensure a formal, effective procedure for participating in the formation of statewide policies	**Participation in Consultation Council and the Council of Faculty Organizations (CoFO)[1]** **Provide testimony before the Board of Governors and the legislature** **Represent faculty on the System Advisory Committee on Curriculum SACC and other Chancellor Office advisory committees.**
Strengthen local senates	**Provide levels of Technical Assistance in partnership with CCLC;** **Offer professional development activities through institutes, regional meetings, or other events, as well as fall and spring plenary sessions** **Local senates visits and area meetings** **Publications and website resources** **Professional Development College**
Develop and promote implementation of policies at statewide level	**Serve on Chancellor Office and other statewide committees, advisory councils, or task forces** **Makes appointment of faculty to councils, committees, and task forces established in conjunction with the consultation process to deal with academic and professional matters at the system-wide level (Board of Governors Standing Order 332)** **Offer informative breakouts at plenary sessions**

Make recommendations on statewide matters affecting CCCs	Publish and disseminate adopted resolutions to appropriate groups Prepare and present digest items at Consultation Council Participate in the preparation of the system legislative package As appropriate, take positions on legislation and provide legislative testimony

Article II Section 2: Functions

Assume responsibilities and perform functions delegated to it by local senates	Determine appropriate actions emerging from adopted resolutions Delegate responsibilities to standing or ad hoc committees Publish senate papers and the Rostrum Report to delegates at plenary sessions
Provide statewide communication among local senates to coordinate actions and requests of faculty	Maintain the ASCCC website Regularly publish the President's Updates, the Rostrum, and Senate-adopted papers Provide directory of local senate presidents and other leaders Conduct surveys on topical concerns and distribute results
Initiate policy positions relevant to CCC and their role in higher education	Participate in ICAS (Intersegmental Committee of the Academic Senates); Contribute to intersegmental initiatives such as C-ID (Course Identification Numbering System)

Outreach from the Academic Senate

Area Divisions

All members of the Executive Committee H[FHSWWKHRIILFHUVDUHHOHFWHGRQWKHED-sis of geographic representation. The Academic Senate currently divides the state's community colleges into four areas (A, B, C, D) (for more information see the Area News and the Member Senates document, both available on the ASCCC website). The delegates from each area elect one Area Representative who serves for two years on the Executive Committee; two At-Large representatives are elected by delegates from all four areas, as well as two North (elected by the Area A and B delegates) and two South Representatives (elected by Area C and D delegates).

Area Meetings

The area representatives are responsible for coordinating two area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, faculty leaders, usually the delegates to the plenary session, meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at the plenary session, and generate additional resolutions. Each delegate represents the positions and perspectives of his or her local senate at these meetings and gathers information to take back to the local senate for direction before plenary session. Area representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through WKHDFDGHPLF6HQDWH2IILFH

Role of the Relations with Local Senate Committee

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work is primarily as liaisons and conduits for information and requests for assistance. To contact the Relations with Local Senates Committee, visit WKHDFDGHPLF6HQDWH:HEVLWHRUFDOOWKHDFDGHPLF6HQDWH2IILFH

Senate Institutes

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas (see Events listing on ASCCC homepage). Most important to local senate leaders, especially for new presidents, is the Faculty Leadership Institute held each June. The Curriculum and Accreditation Institutes are appropriate to con-VLGHUVHQGLQJDWHDRIIDFXOWFODVVLHGWDIDQGDGPLQLVWUDWRURRDFROOHJH Other institutes may focus on disciplines such as STEM, counseling, or career technical education, or issues such as general education, equity, and student success.

Local senate presidents should review the information about the planned institutes at the beginning of each academic year. Doing so well in advance will permit the senate president to

- Identify the appropriate sources of funding for faculty to travel and register.
- Encourage faculty to plan for and attend these institutes.
- Build into senate activities chances to respond to pre-and post-institute study materials and to examine the impact and implementation of strategies for new concepts and policies.
- 6HHNVFKRODUVKLSVIURPWKHFDGHPLF6HQDWH2IFHZKHQDSSURSULDWH

)RUWKHRVWFXUUHQWLQIRUPDWLRQDERXWLQVWLWXWHVWRRHJLVWHUIRUWKHHLJQL÷cant

delegates are detailed in the document Senate Delegates Roles and Responsibilities available on the ASCCC website.

Resolutions

The Academic Senate resolution process is described in detail in the Resolutions Handbook (ASCCC, 2014). In short, that resolution process works as follows:

a.

Local Senate's Use of Academic Senate Resolutions

Local senates can and do make substantial use of statewide resolutions to guide WKHRZ SUDFWLFHVWSURYLGHGLUHFWLRQDQGSULRULWLHVWSURYLGHMXVWLFDWLRQV support in their discussions within their own consultation procedures, and to provide impetus for their own activities. For more information see Resolution Guidelines for Local Senates.

Disciplines List Procedure

Every two years, in accordance with Title 5 Regulations, the Academic Senate reviews the document 0LQLPXP4XDOLFFDWLRQVIRU)DFXOWDQG$GPLQLVWUDWRUVLQWKH California Community Colleges, commonly known as the Disciplines List. In February RIHYHUHYHQIDU WKHHQDWHGLVWULEXWHWKHFLSOLQHVLVSURFHWWRWKHOG DQGVRROFLWVWHYLVLRQDQGLWLRQVRUPRGLFDWLRQWRWKHHFLSOLQHVLVV$Q SUR SRVHGPRGLFDWLRQVDUHGHOGLVVHPLQDWHWSURIHVVLRQDORUJDQL]DWLRQVZLOO as faculty and administrative groups; they are also subject to hearings held at the fall and spring plenary sessions and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session of each odd year.

Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, resolutions in support of proposed changes to the disciplines list cannot be amended. The proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be removed and voted on separately. To learn more about the Disciplines List Revision process see the Disciplines List Revision Handbook on the Senate website.

Participation on Academic Senate Committees

The work of the Academic Senate is conducted primarily by its standing and ad hoc committees and task forces, often augmented by participants from other governance groups. The Executive Committee DQGLWVWDQGLQJRPPLWWHHDUHLGHQWLHG in the Academic Senate Bylaws; their work is ongoing from year to year. Ad hoc committees, by contrast, are created in response to a particular issue or concern and, like task forces, generally have a sunset attached to their operation. Academic

Senate committees are chaired by members of the Executive Committee, and committee minutes regularly appear in the agendas of the Academic Senate Executive Committee and on the ASCCC website. Committee chairs can submit Executive Committee agenda items calling for action or seeking advice and consent.

As with a local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report UHJXODUOWRWKHODUJHERGLQ WKLFDVHWKHHFXWLYHRPPLWWHH. All faculty members serving on statewide committees must understand that they represent the Academic Senate and its adopted positions; they must defer from making poliF\ GHFLVLRQWKRXWVWFRQVXOWLQWK WKHHFXWLYHRPPLWWHWKURXJKHJX-lar written reports.

A list of current Academic Senate committees can be found on the ASCCC Senate website. A senate president should consider how members of their faculty or they personally might serve their colleagues throughout the state. Local senate presidents and past presidents frequently have the judiciousness and experience needed to examine academic and professional matters on a grander scale, and faculty with career and technical knowledge are needed to lend their expertise. Even faculty

The Exemplary Program Award **recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects a different theme in keeping with the award's traditions. Up to two college programs receive $4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria, and scoring rubric.**

The Hayward Award **recognizes faculty from the four Senate areas for commitment to education, service to students' access and success, and service to their institution through participation in professional or student activities. Each year two areas recognize part-time faculty and two areas recognize full-time faculty on an alternating basis. The call for nominations goes out in November with an announcement letter, application, criteria, and scoring rubric.**

The Regina Stanback-Stroud Award **recognizes a faculty member or a faculty group making special contributions in the area of student success for diverse students. The call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric.**

Service to the Board of Governors

The Board of Governors includes two faculty members, each serving a two-year term. Executive Committee members, local academic senates, or individuals may nominate appropriate candidates for consideration. As the two faculty terms are staggered, the Academic Senate seeks nominations each October. After Executive Committee interviews, successful candidates are forwarded, according to statute, to the Governor. Because of the importance of these faculty positions, the Academic Senate is best served by faculty members who have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

Consultation Process

The voice of the local senate is expressed through the resolution process (See Part ,V of this handbook: Adapting the Resolution Process) and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the

collective will of the body and the voice of the California community college faculty regarding system-wide academic and professional matters is carried to the Board of Governors. In order for the local senate voice to be represented effectively, the following must occur:

- Local senates must empower their delegates to represent their concerns and will.

- Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.

- The Executive Committee, through its representatives to the Consultation Council and in other venues, must then carry those directives into the consultation process (See Part V of this handbook: Functions of the Academic Senate for more information).

Concluding Thoughts

New local senate presidents may naturally feel somewhat overwhelmed by the requirements of the job they have undertaken. However, while serving as a president can be trying and exhausting, it can also be very rewarding and even at times enjoyable. To help them to do their jobs more effectively, senate presidents may use this KDQGERRNWRUHPLQGWKHPVHOYHVQHZOHDGHUVRISRUWXQLWWLQWWKHOSQG answers to the inevitable questions that they will face. Most of all, senate presidents

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