

FALL SESSION 2008  
NOVEMBER 6-8, 2008

# Session Packet

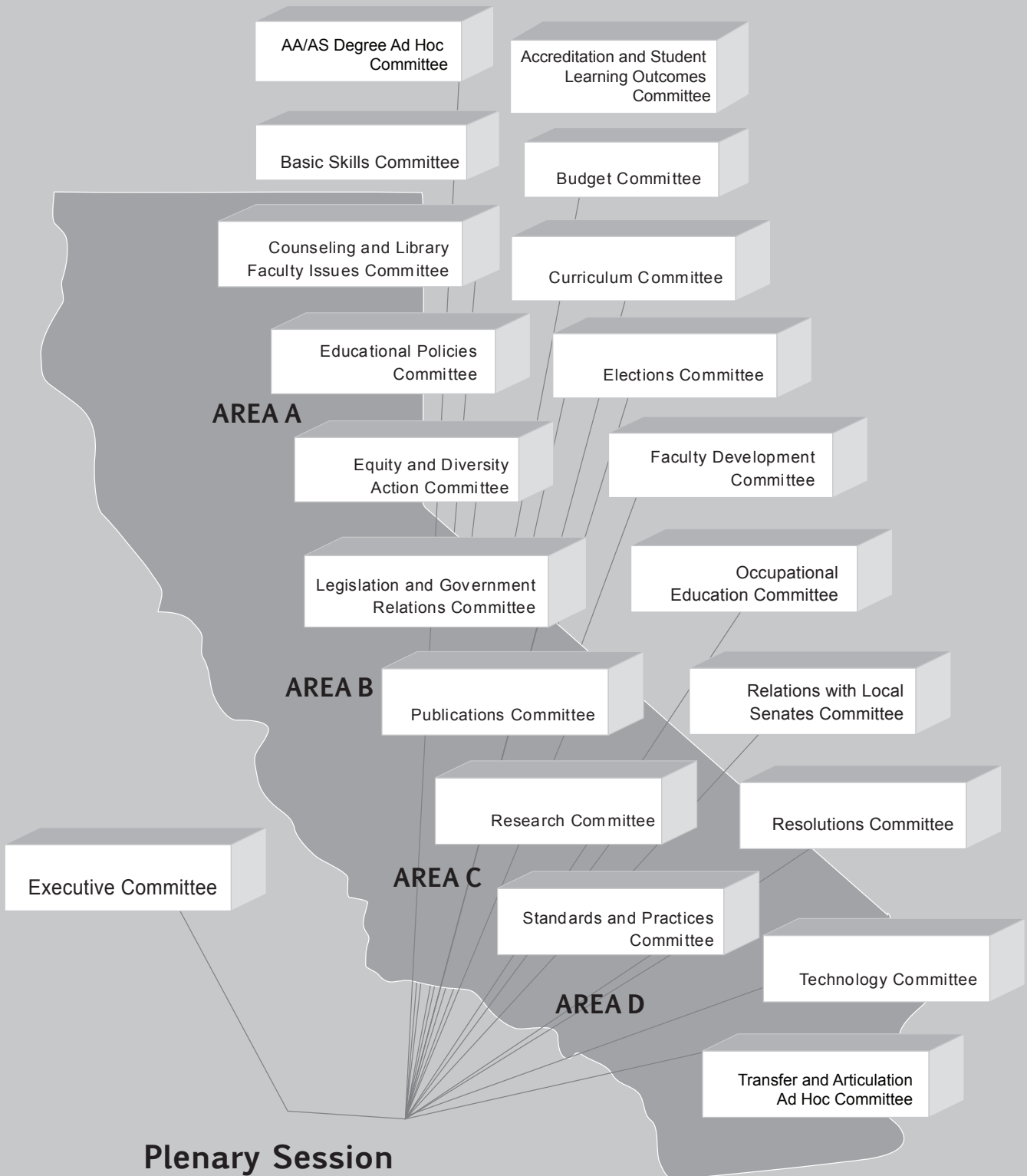
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES



# Table of Contents

<b>1</b>	SENATE DELEGATE ROLES AND RESPONSIBILITIES
<b>4</b>	FORMAL RESOLUTION PROCESS
<b>5</b>	PLENARY SESSION RESOLUTION PROCEDURES
<b>12</b>	THE ACADEMIC SENATE IN CALIFORNIA: A BRIEF HISTORY
<b>13</b>	BYLAWS
<b>23</b>	MEMBER SENATES AND MAP
<b>25</b>	STATUS AND ACCOUNTABILITY REPORT
<b>33</b>	INSTITUTE INFORMATION
<b>35</b>	NOMINATION/APPLICATION TO SERVE ON A SENATE/STATE COMMITTEE
<b>37</b>	DIRECTORY UPDATE FORM

# Academic Senate Organizational Chart



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

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

#### 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-six colleges, Area B with twenty-nine, Area C with twenty-five and Area D with thirty-two. 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 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.

# Formal Resolution Process



Local Senate  
Executive Committee  
Area Meeting  
Individual Faculty  
Breakout Session



**Resolution Committee Processing**



**Resolution**



## Session Resolution Voting

Carried: Sent to Appropriate Body for Action  
Referred: Sent to the Executive Committee for Study  
Postponed: Sent to a Future Session  
Failed: No Further Consideration

**Disposition**

Academic Senate Executive Committee  
A Future Session  
Local Senates  
Other Organizations  
Committees  
Chancellor's Office  
Board of Governors





# Plenary Session 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.

At its core, the resolutions process is both philosophically and practically based in the democratic traditions of broad and inclusive debate and informed decision-making. This philosophy is therefore reflective of the Senate's desire to have its work guided by the collective wisdom of its member senates and the delegates that represent those senates.

This document is designed to inform both delegates and the general public about the procedures that the Academic Senate for California Community Colleges follows when developing, debating, and voting on resolutions.

## RESOLUTION PROCESS OVERVIEW

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings
- The Resolutions Committee meets to review all pre-session resolutions and amendments and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the Plenary Session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Plenary Session presentations are finished on the first day, members meet during an identified breakout to discuss the need for and develop new resolutions and/or amendments.
- 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.
- New resolutions submitted on the second day of Plenary Session are held to the next Plenary Session unless the resolution is deemed urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- 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 one of the formally established committees of the Senate through the Executive Committee, or a member of the Executive Committee
    - By a local senate
    - By attendees at the Area meetings of the Senate, or
    - By any registered faculty attendee at the Plenary Session and signed by four delegates as seconders.

2. Must be submitted in writing, and if submitted at Plenary Session, must be on or accompanied by the forms provided using hand printing or typing to ensure legibility. Electronic copies are preferred.
  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 that the Senate takes action. The Senate president 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 a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.
  6. Must list propositions by number. Refer to legislation in a resolution by date so that if the legislation is amended, the 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.
- B. Assistance in writing resolutions is available from all Executive Committee members. For specific assistance, contact 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. Resolutions that attempt to address local problems should be framed in such a way as to assist all local senates, faculty or students.

#### **RESOLUTIONS PRIOR TO AREA MEETINGS**

- A. Prior to the Area meetings in the fall and spring, the Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the 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 below.

#### **RESOLUTIONS AT AREA MEETINGS**

- A. Area meetings of the 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 brought by faculty in that Area.
  2. Resolutions adopted by local senates.
  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 Senate meets to review all pre-session and Area resolutions and amendments and combines, re-words, appends, or renders moot these resolutions and amendments as necessary
- C. After review by the Resolutions Committee, all resolutions and amendments are provided to local senates in preparation for the Plenary Session. All attendees of the Plenary Session receive copies of the resolutions and amendments upon check-in.

### **RESOLUTION AND AMENDMENT WRITING AT THE PLENARY SESSION**

- A. All new resolutions or amendments written on the first day of Plenary Session must be submitted to the Resolutions Chair by a time established in the adopted program of events for the Plenary Session.
- B. New resolutions submitted on the second day of the Plenary Session will be held to the next Plenary Session unless the resolution is deemed urgent.
  - 1. An urgent resolution means:
    - i. A time critical issue is addressed which will disappear before the next Plenary Session can deal with it and/or
    - ii. A Senate position is needed before the next Plenary Session.
  - 2. The Executive Committee meets after the resolution deadline on the second day to determine whether those submitted as urgent should be presented for voting on the last day of session.
- C. Amendments to resolutions must be moved
  - 1. by consensus at Area meetings of the Senate, or
  - 2. by a registered faculty attendee at Plenary Session with four delegate seconders.
- D. Amendments must be presented in writing to the Resolution Committee Chair by the posted deadline of the second day of Plenary Session.
- E. Robert's Rules of Order Newly Revised shall govern the scope and use of amendments.
- F. The Resolutions Committee reviews all submitted resolutions and amendments and combines, re-words, appends or renders moot the resolutions and amendments as necessary.

Note: See procedures below for appealing a resolution declared non-urgent by the Executive Committee.

- G. General Timeline:
  - 1. Resolutions and amendments submitted by the deadline of the first day of Plenary Session will be available for discussion and amendment at Area meetings on the second day of Plenary Session.
  - 2. Anyone who authors or amends a resolution or offers an urgent resolution on the second day of Plenary Session, or his or her designee, is expected to attend a 45 minute meeting that day to mitigate unintended conflicts or confusion that might otherwise result during the final day's resolutions' debates (see the Plenary Session program for location and time). The meeting will also be attended by Area Representatives, members of the Resolution Committee, and any Executive Committee members who so desire.

3. Resolutions and amendments submitted by the posted deadline and those resolutions ruled urgent will be available by 7:30 a.m. on the third day of Plenary Session.
4. It is the policy of the Academic Senate not to make changes in resolutions or amendments during the Plenary Session on the third day. Therefore it is strongly urged that the authors of resolutions and amendments, or designees, as well as Area and committee chairs, read resolutions and amendments carefully by 8:00 a.m. on the third day. Please bring any omissions or errors to the Resolutions Chair in the main meeting room so adjustments can be made, preferably in written form. No changes can be made after the general session begins at 8:30 a.m.

Note: Please look for the resolution or amendment you've authored, and if it is not included, contact the on-site Senate Office immediately.

### **RESOLUTION AND AMENDMENT PRESENTATION**

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

- A. Must be duplicated with copies made available for distribution. (Duplication is the responsibility of the Executive Committee, not the author.)
- B. 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.
- C. Is read by the President and may be introduced by the maker or a seconder of the resolution or amendment, or a designee.

### **RESOLUTION AND AMENDMENT DEBATE**

- A. Debate on any resolution including any amendment(s) thereto, shall be limited to 15 minutes with an option to extend by a vote of a simple majority.
- B. The President will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.
- C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
  1. Come to the pro or con microphone as appropriate.
  2. State his or her name and college.
  3. Be limited to five minutes in making a presentation.
  4. Not speak again until all others desirous of speaking have expressed their opinions, including members of the Executive Committee.
  5. Debate the merits of the resolution and refrain from personal attacks.
- D. Any attendee at the Plenary Session may participate in the debate.
- E. A "middle" microphone will be used for parliamentary inquiries and related procedures.

### **RESOLUTION AND AMENDMENT VOTING**

- A. Only delegates with delegate ribbons may vote (except as provided in E).
- B. Voting will be at the direction of the President (or designee as Chair).

- C. The parliamentary microphone may be used by all Plenary Session 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 President or any delegate may call for a division of the house. Division of the house shall be a standing vote.
- E. For purposes of voting on resolutions and amendments only, a delegate may give his or her delegate ribbon to someone else, provided that this person is also a faculty member sent by the same college senate or, for a district delegate, a faculty member sent by the same district.

**PARTICIPATION OF EXECUTIVE COMMITTEE MEMBERS IN RESOLUTION DEVELOPMENT AND DEBATE**

- A. To the extent possible, resolutions should be authored by local college delegates/attendees rather than Executive Committee members.
  - 1. When a resolution originates at an Area meeting, the mover should be listed as the author.
  - 2. When a resolution originates in a committee, those non-Executive Committee member delegates/attendees with primary responsibility for the subject should move the adoption of the resolution/position paper.
  - 3. During the Plenary Sessions, when a resolution is developed jointly by Executive Committee members and local college delegates/attendees, the delegates/attendees should be urged to move the resolution.
- B. During the debate on the floor, members of the Executive Committee should make every effort to encourage the field to speak.
- C. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Senate to reach closure on each issue expeditiously.

**RESOLUTION TABULATION AND RECORDING**

- A. The President 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 mover of the motion and college affiliation; the person recorded as mover shall be the person listed as such on the printed resolution/amendment form.
  - 2. List the disposition of the vote as follows:
 

M/S/C:	Moved, Seconded, Carried
M/S/F:	Moved, Seconded, Failed
M/S/Postponed:	Moved, Seconded, Postponed
M/S/U:	Moved, Seconded, Unanimous
M/S/R:	Moved, Seconded, Referred
M/S/A:	Moved, Seconded, Acclamation

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**

(Adopted Spring 1996)

- A. The maker of a resolution submitted on the second day of the Plenary Session indicates on the form supplied whether the resolution is urgent or not.
- B. The maker of a resolution submitted to the Executive Committee for urgent status to be considered at this session, or the maker's designee, is invited to make a three-minute presentation to the Executive Committee when urgency of resolutions is debated. (See Plenary Session program for time and place of this meeting.) The maker of the resolution, or the maker's designee, should address the criteria for determining an urgent resolution. (See B.1. under Resolution Writing at the Plenary Session.) The Executive Committee will carefully consider presentations on behalf of urgency before voting.
- C. The Executive Committee acts on the status of resolutions and declares them urgent or non-urgent
- D. If the maker 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 maker of the resolution, or the maker's designee, will approach the parliamentary microphone and say, "I wish to appeal the urgency decision of the Executive Committee."
  2. The President then recognizes the maker of the resolution, or maker'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 (that the resolution was not urgent).
  3. The President next recognizes the chair of the Resolutions Committee for no more than a three minute statement at the con microphone giving Executive Committee reasons for declaring the motion non-urgent and urging a "no" vote to overturn the decision of the Executive Committee.
  4. Without further debate, the President 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 maker of a resolution or the maker'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 maker'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.

## **DISCIPLINES LIST SPECIAL PROCEDURE**

For the Spring Plenary Session (every two years), resolutions regarding the disciplines list are presented. Because the Academic Senate for California Community Colleges 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. Proposed changes to the disciplines list must either be voted up or down as presented.

(NOTE: In all other issues, the Plenary Session shall follow Robert's Rules of Order Newly Revised.)

Revised 9/30/08

# The Academic Senate in California: A Brief History

A more full account of the growth and development of the Academic Senate for California Community Colleges can be found on our Website and in several publications authored by Edith Conn, who served as the Academic Senate's archivist. Briefly stated, however, this organization has its roots in an Assembly Concurrent Resolution adopted in 1963, asking the State Board of Education (which at that time had a junior college bureau) to establish academic senates "...for the purposes of representing [faculty] in the formation of policy on academic and professional matters ...". While there were at the time local academic senates, this resolution gave senates legal recognition and a specific jurisdiction—academic and professional matters. At that time there were also several statewide faculty organizations: the unions, California Teachers Association (CTA) and California Federation of Teachers (CFT), and what is now Faculty Association of California Community Colleges (FACCC) (then called CJCFA - the California Junior College Faculty Association). There was also the California Junior College Association (CJCA), now the Community College League of California (CCLC), which then had a faculty component, though it now represents the CEOs and Trustees at the state level. Many of these organizations supported the formation of local senates, and in 1967, legislation was enacted to create the Board of Governors and the Chancellor's Office for the California Community Colleges.

In 1968 Norbert Bischof (Math and Philosophy, Merritt College), called the first statewide meeting of local academic senate presidents to explore ways to create a state senate to represent local senates at the Chancellor's Office and before the Board of Governors. Working with Ted Stanford (now deceased), Bischof wrote a constitution for the Academic Senate, which was adopted in May 1968, ratified statewide, and approved by the Board of Governors in October 1969; the Academic Senate incorporated as a nonprofit organization in November 1970.

These organizational milestones, and many others detailed on the Website, prepared the Academic Senate for the new responsibilities to arise out of the 1986 report of the Commission for the Review of the Master Plan for Higher Education, focusing exclusively on the community colleges. This document, *The Challenge of Change: A Reassessment of the California Community College*, led the way for the great reform legislation, AB 1725 passed by the legislature in 1988, giving many new responsibilities to both local senates and the Academic Senate for California Community Colleges. Subsequently, the remarkable document California's Faces, California's Future (1989) supported this community college reform and contextualized the Master Plan within California's shifting demography.<sup>1</sup> The legislation resulted in the July 1990 adoption of Title 5 Regulations, "Strengthening Local Senates." The Academic Senate and the trustee's organization the Community College League of California (CCLC), issued a Memorandum of Understanding that offers a joint interpretation of these regulations. This document was adopted at the 1992 spring session of the Academic Senate. Subsequently, a revised Q&A document was jointly produced with CCLC and adopted by the Senate at the Fall 1998 Plenary Session; this document appears on the Academic Senate Website. A companion document applies the interpretations to specific scenarios. Those earlier legislative actions and their subsequent codification in Title 5, as well as the legal and interpretive documents that emerged provide the framework for the discussion below.

In the landmark legislative package that was AB 1725, the California community colleges were uncoupled from K-12 and given status as institutions of higher education. In so doing, the legislature substituted 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. Contained on the Academic Senate Website's Leadership page is the remarkable piece of legislation—and its significant intent language or what the legislators wished to see accomplished under the official chapter language of the law. All college leaders should be familiar with this document.

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<sup>1</sup> For a more extensive treatment of the significance of California's Master Plan, see "Why the Master Plan Matters," *Rostrum*, April 2001.



# The Academic Senate For California Community Colleges, Inc.

# Bylaws

Ratified: March 7, 1969

Amended/Ratified: November 7, 1992

Amended/Ratified: November 4, 1995

Amended/Ratified: November 1, 1997

Amended/Ratified: April 25, 1998

Amended/Ratified: April 15, 2000

Amended/Ratified: October 28, 2000

Amended/Ratified: November 1, 2003

Amended/Ratified: April 17, 2004

Amended/Ratified: April 9, 2005

Amended/Ratified: November 3, 2007

## ARTICLE I DEFINITIONS

### SECTION 1. DEFINITIONS

The following terms are to be understood in the restrictive and technical sense herein defined.

- A. Faculty Member: Any employee of a community college district who is employed in an academic position that is not designated as supervisory or management.
- B. Academic Senate: As defined in Title 5 “An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters” (Title 5, Section 53206, California Code of Regulations).
- C. Member Senate: A local academic senate or equivalent faculty organization certified by the Executive Committee of the Academic Senate for California Community Colleges.
- D. Equivalent Faculty Organization: Any organization of faculty members which, where a local academic senate does not exist, has among its primary purposes those enumerated for an academic senate under Title 5 of the Administrative Code, and has been certified as a Member Senate by the Executive Committee of the Academic Senate for California Community Colleges.
- E. Delegate: An individual who, (1) by reason of election as an officer or member of the Executive Committee or, (2) by selection by a Member Senate, enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges. Any individual claiming Delegate status must also be in compliance with the provisions of Article II, Section 2.
- F. Executive Committee: The officers and representatives elected by Delegates.

G. Senator Emeritus: A title conferred by the Academic Senate for the purpose of recognizing the meritorious service of a faculty member upon or after retirement.

i. Criteria

Emeritus status may be conferred upon a current or former faculty member

1. Who has completed at least five (5) years of significant service to the Academic Senate;
2. Who is recognized for exceptional contributions supporting the aims and functions of the Academic Senate; and
3. Who has retired or submitted intent to retire within six months of the nominating resolution.

ii. Selection

1. Senator emeritus status is conferred by resolution.

Resolutions for emeritus status must come from area meetings

- H. Plenary Session: The bi-annual three-day event at which the Academic Senate conducts its business.
- I. General Session: A single scheduled meeting held during the plenary session. There are five general sessions during the each plenary session.

## ARTICLE II MEMBERSHIP

### SECTION 1. MEMBERSHIP

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The Executive Committee will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).
2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.
3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.
4. If a district academic senate is a Member Senate, that district senate recognizes the applying academic senate as representing the faculty of the college or recognized center it claims to represent.

### SECTION 2. DELEGATES

Each Member Senate is entitled to designate any of its faculty members, in whatever manner it wishes, to be its one Delegate, who shall have full voting rights at each plenary session. The Delegate may transfer the responsibility for voting on resolutions, but not on elections, to a faculty member from the same district. Executive Committee members do not have the same right to transfer this responsibility. No Delegate shall be entitled to more than one vote, and a vote cannot be cast by proxy. In the event of a challenge, the Executive Committee shall be the sole judge of the credentials of a Delegate.

SECTION 3. PLENARY SESSIONS

The Academic Senate for California Community Colleges shall meet in plenary session at least two times during each academic year.

**ARTICLE III OFFICERS**

SECTION 1. LIST OF OFFICERS

The officers of the Academic Senate shall include the President, Vice President, Secretary, and Treasurer. All officers shall be elected at a general session of the Academic Senate for California Community Colleges for one-year terms. The term of all officers shall be July 1 to June 30.

SECTION 2. VACANCY IN OFFICE

A vacancy in office shall be filled in accordance with the Senate Rules.

SECTION 3. PRESIDENT'S TERM

The President shall serve no more than two consecutive elected one-year terms.

**ARTICLE IV EXECUTIVE COMMITTEE**

SECTION 1. MEMBERSHIP

The Executive Committee shall consist of the officers and ten representatives. All Executive Committee members must retain their faculty status to continue in office.

SECTION 2. SELECTION AND TERM

All candidates for election to the Executive Committee shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or an Executive Committee member or officer or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual. All members of the Executive Committee, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the Senate Rules and shall serve for two-year staggered terms. Terms of office shall commence on July 1 and end on June 30.

SECTION 3. VOTING

All members of the Executive Committee shall have full voting privileges in the Executive Committee.

SECTION 4. VACANCY IN OFFICE

A vacancy in office shall be filled in accordance with the Senate Rules.

## SECTION 5. MEETING

The Executive Committee shall meet no fewer than five times each academic year.

## SECTION 6. POWERS AND DUTIES

The Executive Committee shall adopt procedures, implement policies adopted at the plenary sessions, transact business, and perform other functions that are not inconsistent with the intent, purposes, and provisions of the Bylaws and Senate Rules.

# ARTICLE V COMMITTEES AND APPOINTMENTS

## SECTION 1. COMMITTEES

Standing committees shall be specified in the Senate Rules. Subject to the approval of the Executive Committee, the President shall create all other committees and make appointments to all committees.

## SECTION 2. COMMITTEE CHAIR

The Chair of each committee shall be selected for that position by the President with the approval of the Executive Committee.

## SECTION 3. SPECIAL ASSIGNMENTS

With the approval of the Executive Committee, the President may assign individuals special tasks.

## SECTION 4. TERMS AND REMOVAL

The terms of all persons appointed to committees or special assignments shall be for one year or any shorter period specified by the President. No person may serve more than two consecutive terms on any one committee unless such appointment is approved by the Executive Committee. Any appointee can be removed by a simple majority vote of the Executive Committee.

# ARTICLE VI ACTION

## SECTION 1. QUORUM

A quorum for the conduct of the Executive Committee and all other committees shall consist of a number equal to the majority of the membership. A quorum for the conduct of a plenary or special session of the Academic Senate for California Community Colleges shall be a majority of the Delegates registered.

## SECTION 2. RESOLUTION PROCESS

The Academic Senate shall establish and maintain means by which to adopt resolutions.

### SECTION 3. REFERENDUM

- A. Any adopted resolution of the Academic Senate for California Community Colleges may be rescinded by a referendum of the Member Senates, (see Article I, Section 1.C). The Academic Senate must receive proposals to rescind within 60 days after the plenary session at which the resolution in question was adopted. A proposal to rescind must be in the form of a Member Senate resolution signed by the Member Senate president. Such a referendum shall be held if at least one-fifth (1/5) of the Members request it within 60 days after the mailing of the adopted resolutions packet of the session at which the resolution was adopted.
- B. Upon receipt of such requests from at least 1/5 of the members, the President shall mail ballots on the referendum to each Member Senate within 30 days of receiving the needed number of requests.
- C. Ballots must be returned to the Academic Senate within 90 days from the day the ballots were mailed. The referendum shall pass if the majority of all the Member Senates vote in favor of it. The Academic Senate Resolutions chair will certify the results.
- D. If the referendum is approved, then the resolution of the plenary session is rescinded and becomes null and void.

### SECTION 4. COMMUNICATIONS

In order to provide adequate communication with the faculty of the California Community Colleges, the Academic Senate shall make available to all faculty agendas and minutes of its meetings, committee reports and other pertinent information on pending matters.

## **ARTICLE VII AMENDMENTS OF THE BYLAWS**

### SECTION 1. PROPOSAL

Proposed amendments to these Bylaws shall become part of the plenary session agenda upon receipt by the President of a resolution in the form of:

- A. A petition of one-fifth (1/5) of the Member Senates, or
- B. A petition of the majority of the Executive Committee, or
- C. A petition presented at any of the first four general sessions and signed by a majority of registered Delegates present at the general session at which it was proposed.

A petition under A or B above must be received in time to be noticed in writing to the Member Senates for discussion at pre-plenary session area meetings.

### SECTION 2. RATIFICATION

The resolution for amending the Bylaws shall require a two-thirds (2/3) vote of the registered Delegates present and voting.

## ARTICLE VIII PROCEDURES

### SECTION 1. SENATE RULES

The Academic Senate for California Community Colleges shall adopt Rules to implement the intent and purposes of these Bylaws. In cases not provided for in the Senate Rules, the procedures contained in Robert's Rules of Order, Newly Revised, shall govern the meetings of the plenary sessions and Senate committees.

### SECTION 2. ADOPTION

Senate Rules shall be adopted by resolution. Senate Rules may be changed by resolution.

### THE ACADEMIC SENATE RULES

#### I. Election Rules and Procedures

- A. Composition of the Executive Committee
  - 1. The Executive Committee shall consist of Officers and Representatives.
  - 2. Officers include the President, Vice President, Secretary, and Treasurer.
  - 3. Ten Representatives.
- B. Elections of Representatives
  - 1. Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. A list of community colleges and districts comprising each area shall be published by the Academic Senate and included in all plenary session mailings. Each Area Representative will be elected to the Executive Committee by balloting only from Delegates from their respective Area colleges.
  - 2. Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Executive Committee by balloting only from Delegates from the North Region.
  - 3. Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Executive Committee by balloting only from Delegates from the South Region.
  - 4. Two At-Large representatives. At-Large Representatives will be elected to the Executive Committee by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.
- C. Terms of Office
  - 1. Terms for Officers shall be one year.
  - 2. Terms for representatives shall be two years.
  - 3. Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.

D. Schedule

1. The annual election shall take place on the last day of the Spring Plenary Session.
2. If there is a vacancy on the Executive Committee, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary Session. Any special election will be held following all regularly scheduled elections. 3) The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.

E. Nominations

1. Nominations may be made in two ways:
  - a. In writing and delivered to the Chair of the Elections Committee;
  - b. From the floor at a general session designated for such floor action. The general session for floor nominations should be published in the agenda, and all nominations are closed at the end of that general session.
2. Nominations may be made only with the consent of the nominee.
3. Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office nominated.
4. The Elections Committee shall provide, at the time of the elections, an announcement board that indicates Officers and Executive Committee members. This announcement board will be updated as new Executive Committee members are elected, and as vacancies occur.

F. Delegates Registration

Delegates must sign in by Saturday morning no later than 8:15 a.m.

G. Elections Procedures

1. The process by which the election will be conducted shall be distributed in writing prior to the day of the election.
2. Each ballot shall proceed as follows:

Tellers shall distribute ballots with signature envelopes to those Delegates eligible to vote for the specific office being contested. The signature envelope of the ballot shall be color-coded for the specific Area and will match that Area's color-coded delegate badges.

  - a. The Delegate shall mark the ballot, seal it in the envelope, sign the outside of the envelope, and return the envelope to the tellers.
  - b. The tellers shall retire to another room and shall check the signatures on each envelope against the list of Delegates eligible to vote, setting aside any envelope not submitted by a Delegate eligible to vote. Then, all ballots shall be removed from the remaining envelopes at one time, the envelopes set aside and retained, and the ballots counted.
  - c. Upon request by a candidate, made before the body takes up the next order of business following the announcement of the results of the ballot in question, the committee shall verify, for the ballot on which that candidate's name appears, that the signatures on the envelopes match the signatures collected from Delegates during the registration process. The specific process by which the election will be conducted shall be distributed in writing prior to the day of the election.

3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
4. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.
5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.
6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.
7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.
8. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by Delegates from the floor and must be approved by the body.
9. Ballots shall be kept in the Senate archives until the next election.

## **II. Vacancies on the Executive Committee**

- A. Vacancies on the Executive Committee may be filled by interim appointment in accordance with Executive Committee procedures. Appointees shall be selected from nominations submitted by Member Senates in the area in which the vacancy occurs. Nominees must meet the requirements for serving on the Executive Committee as defined in Article IV, Section 2.
- B. Positions filled by appointment shall be filled by election at the next plenary session.
- C. Failure to attend either two successive meetings or six days total of Executive Committee meetings per year shall be deemed a resignation.

## **III. Officers' Powers and Duties**

- A. The President shall
  1. Be responsible for establishing the time and place for all plenary sessions and all Executive Committee meetings
  2. Be responsible for the preparation of the agenda for all plenary sessions and all Executive Committee meetings.
  3. Preside over all plenary sessions and Executive Committee meetings.
  4. Represent and act as the spokesperson for the Academic Senate and its Executive Committee.
  5. Have the sole power to authorize expenditures for the Academic Senate.
  6. Appoint a parliamentarian who shall serve at the pleasure of the President.
  7. Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the Bylaws, Senate Rules, or Executive Committee Rules.
- B. The Vice President shall
  1. Act as President in the absence of that officer.
  2. Succeed to the Presidency in the event of the vacancy of that office.



3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
- C. The Secretary shall
1. Be responsible for all minutes of all plenary sessions and Executive Committee meetings and their dissemination.
  2. Be responsible for ensuring the currency of all mailing lists of the Academic Senate.
  3. Ensure that all written material shall be prepared for dissemination at plenary sessions of the Academic Senate.
  4. Maintain a file of all minutes and official documents except those placed in the keeping of other officers.
  5. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
- D. The Treasurer shall
1. Be responsible for keeping the accounts, books, tax status, and other financial records up-to-date and in good order.
  2. Be responsible for giving an oral and written financial report at every plenary session and Executive Committee meeting.
  3. With the approval of the president, make all properly authorized payments which are not inconsistent with the Bylaws, the Senate Rules, or the Executive Committee Rules, and which do not threaten the solvency of the Academic Senate.
  4. Be responsible for securing from a Certified Public Accountant an audit without “exception” of the books from the previous term, and for forwarding a copy of the audit results to the Treasurer of the previous terms, and to the current President.
  5. At Senate expense, bond himself/herself for an amount equal to, or in slight excess of, the highest estimated cash-on-hand status of the Senate during his/her term.
  6. Chair a committee for the purpose of drawing up the annual budget. The budget must be ratified by the Executive Committee.
  7. Be responsible for the registration procedure for the plenary sessions.
  8. Be in charge of all contracts for services provided by hotels and businesses.
  9. Perform such functions as the President assigns in carrying out the purposes and policies of the Academic Senate.

#### **IV. Committees**

- A. Standing Committees
1. Accreditation and Student Learning Outcomes Committee
  2. Basic Skills Committee
  3. Counseling and Library Faculty Issues Committee
  4. Curriculum Committee
  5. Educational Policies Committee

6. Equity and Diversity Action Committee
  7. Faculty Development Committee
  8. Legislative and Governmental Relations Committee
  9. Occupational Education Committee
  10. Relations with Local Senates Committee
  11. Research Committee
  12. Standards and Practices Committee
  13. Technology Committee
- B. Operational Committees
1. Elections Committee
  2. Budget Committee
  3. Resolutions Committee

# Member Senates and Map

## NORTH

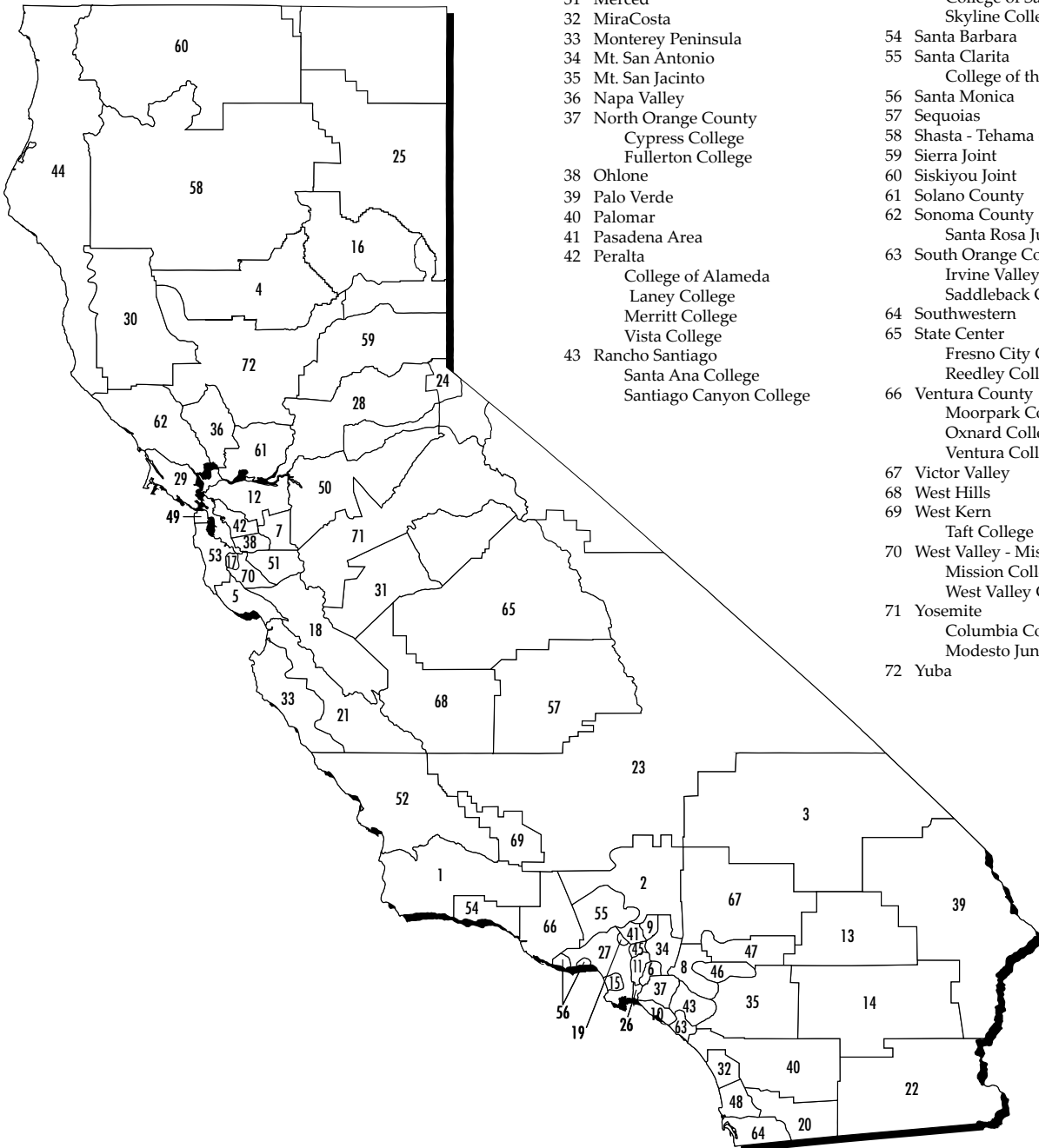
AREA A	American River College
	Bakersfield College
	Butte College
	Cerro Coso College
	Columbia College
	Cosumnes River College
	Feather River College
	Folsom Lake College
	Fresno College
	Lake Tahoe College
	Lassen College
	Los Rios CC District
	Merced College
	Modesto Junior College
	Porterville College
	Redwoods, College of the
	Reedley College
	Sacramento City College
	San Joaquin Delta College
Sequoias, College of the	
Shasta College	
Sierra College	
Siskiyou, College of the	
Taft College	
West Hills College 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-DeAnza 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 CC District	

## SOUTH

AREA C	Allan Hancock College
	Antelope Valley College
	Canyons, College of the
	Cerritos College
	Citrus College
	Compton Community Educational Center
	Cuesta College
	East Los Angeles College
	El Camino College
	Glendale College
	Los Angeles City College
	Los Angeles Harbor College
	Los Angeles Mission College
	Los Angeles Pierce College
	Los Angeles Southwest College
	Los Angeles Trade-Technical
	Los Angeles Valley College
	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
	Los Angeles CC District

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
	North Orange CCD/Noncredit
	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 Center for Education and Technology
	San Diego Mesa College
San Diego Miramar College	
Santa Ana College	
Santiago Canyon College	
Southwestern College	
Victor Valley College	

- |                        |                         |                            |                               |
|------------------------|-------------------------|----------------------------|-------------------------------|
| 1 Allan Hancock Joint  | 13 Copper Mountain      | 24 Lake Tahoe              | 44 Redwoods                   |
| 2 Antelope Valley      | 14 Desert               | 25 Lassen                  | 45 Rio Hondo                  |
| 3 Barstow              | 15 El Camino            | 26 Long Beach              | 46 Riverside                  |
| 4 Butte - Glenn        | 16 Feather River        | 27 Los Angeles             | 47 San Bernardino             |
| 5 Cabrillo             | 17 Foothill - DeAnza    | East LA College            | Crafton Hills College         |
| 6 Cerritos             | DeAnza College          | LA City College            | San Bernardino Vly College    |
| 7 Chabot - Las Positas | Foothill College        | LA Harbor College          | 48 San Diego                  |
| Chabot College         | 18 Gavilan              | LA Mission College         | San Diego City Collge         |
| Las Positas College    | 19 Glendale             | LA Pierce College          | San Diego Mesa College        |
| 8 Chaffey              | 20 Grossmont - Cuyamaca | LA Southwest College       | San Diego Miramar College     |
| 9 Citrus               | Cuyamaca College        | LA Trade Technical College | 49 San Francisco              |
| 10 Coast               | Grossmont College       | LA Valley College          | City College of San Francisco |
| Coastline CC           | 21 Hartnell             | West LA College            | 50 San Joaquin Delta          |
| Golden West College    | 22 Imperial             | 28 Los Rios                | 51 San Jose/Evergreen         |
| Orange Coast College   | 23 Kern                 | American River College     | Evergreen Valley College      |
| 11 Compton             | Bakersfield College     | Cosumnes River College     | San Jose City College         |
| 12 Contra Costa        | Cerro Coso College      | Folsom Lake College        | 52 San Luis Obispo County     |
| Contra Costa College   | Porterville College     | Sacramento City College    | Cuesta College                |
| Diablo Valley College  |                         | 29 Marin                   | 53 San Mateo                  |
| Los Medanos College    |                         | 30 Mendocino - Lake        | Canada College                |



- |                         |                              |
|-------------------------|------------------------------|
| 31 Merced               | 54 Santa Barbara             |
| 32 MiraCosta            | 55 Santa Clarita             |
| 33 Monterey Peninsula   | College of the Canyons       |
| 34 Mt. San Antonio      | 56 Santa Monica              |
| 35 Mt. San Jacinto      | 57 Sequoias                  |
| 36 Napa Valley          | 58 Shasta - Tehama - Trinity |
| 37 North Orange County  | 59 Sierra Joint              |
| Cypress College         | 60 Siskiyou Joint            |
| Fullerton College       | 61 Solano County             |
| 38 Ohlone               | 62 Sonoma County             |
| 39 Palo Verde           | Santa Rosa Junior College    |
| 40 Palomar              | 63 South Orange County       |
| 41 Pasadena Area        | Irvine Valley College        |
| 42 Peralta              | Saddleback College           |
| College of Alameda      | 64 Southwestern              |
| Laney College           | 65 State Center              |
| Merritt College         | Fresno City College          |
| Vista College           | Reedley College              |
| 43 Rancho Santiago      | 66 Ventura County            |
| Santa Ana College       | Moorpark College             |
| Santiago Canyon College | Oxnard College               |
|                         | Ventura College              |
|                         | 67 Victor Valley             |
|                         | 68 West Hills                |
|                         | 69 West Kern                 |
|                         | Taft College                 |
|                         | 70 West Valley - Mission     |
|                         | Mission College              |
|                         | West Valley College          |
|                         | 71 Yosemite                  |
|                         | Columbia College             |
|                         | Modesto Junior College       |
|                         | 72 Yuba                      |

# Status and Accountability Report

## 2007 Fall Plenary Session Resolution Assignments

No.	Topic	Content	Assigned	Status
1.01	Academic Senate	Change its Rules to add the Accreditation and Student Learning Outcomes Committee as a standing committee of the Academic Senate.	Executive Director	<b>Completed.</b>
1.02	Academic Senate	Research and disseminate information about the appointment or selection of faculty to short-term, non-teaching tasks; and recommend effective practices for assigning faculty to short-term, non-teaching work that are fair, open, transparent and compliant with Title 5 Regulation §53202.	Educational Policies Committee	<b>In Progress.</b> The committee held a breakout at Spring 08 Session to gather information. This year's committee will write position paper based on a draft begun last year.
1.03	Academic Senate	Work with CCLC and other appropriate organizations to provide ongoing training, information on best practices, and opportunities for dialogues with administrators and trustees unfamiliar with the principles of participatory governance.	Relations with Local Senates Committee	<b>In Progress.</b> The ASCCC continues to work closely with CCLC to provide training to college administrators and trustees through the technical assistance process. The ASCCC also participates in breakouts at the annual CCLC conference on this topic.
1.04	Academic Senate	Convey its congratulations to Marty Hittelman on his accession to the presidency of the CFT and wish him great success in that position.	President	<b>Completed.</b> Congratulations were conveyed to President Hittelman.
2.01	Accreditation Standards	Adopt the paper and recommendations in <i>Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges</i> .	Executive Director	<b>Completed.</b> The paper was published and posted on the website.
3.01	Equity and Diversity	Make available to faculty teaching materials and/or teaching strategies related to diversity and equity, which can enhance their teaching and explore the possibility of hosting meetings or faculty development events where faculty can share and disseminate effective teaching methods for serving our diverse students.	Equity and Diversity Action Committee	<b>Completed.</b> The BSI regional trainings and institutes have included strategies and examples of successful measures to reach diverse students. More strategies will be available on the BSI website.

No.	Topic	Content	Assigned	Status
4.01	Articulation and Transfer	Encourage expanding opportunities for concurrent enrollment of high school students in California community colleges with the goal of stimulating college-going behavior and improving subsequent student success in college.	Educational Policies Committee	<b>In progress.</b> Given that new legislation will be proposed in 2008-09, this year's committee will provide a forum to inform the design of such a bill.
4.02	Articulation and Transfer	Urge local senates to begin discussions at the local level on the potential expansion of concurrent enrollment for secondary students; and work with the System Office, the Department of Education, and other groups to ensure that all conversations around the expansion of concurrent enrollment for secondary students include the faculty voice.	Educational Policies Committee	<b>In Progress.</b> Committee will hold a Fall 2008 breakout.
5.01	Budget and Finance	Strongly support the inclusion of the California Community College System into the California Tele-connect Fund utilization.	President	<b>Completed.</b> Inclusion of the community colleges in the Tele-connect fund is supported by the PUC and included in SB1437.
5.02	Budget and Finance	Educate local senates about the importance of internally coding and tracking these funds categorically to ensure they are used to support those effective practices specified in the <i>Basic Skills Initiative and the document Basic Skills as a Foundation for Student Success in California Community Colleges.</i>	Basic Skills Initiative Project Director	<b>Completed.</b> BSI committees have done this at the 2007 & 2008 Regional Meetings. This will also be emphasized in the Fall 2008 Plenary Breakout on BSI.
5.03	Budget and Finance	Research some of the effective examples for using the noncredit enhanced funding to support noncredit instruction and noncredit student success and report on these effective practices in a <i>Rostrum</i> article or future plenary breakout session.	Noncredit Ad Hoc Committee	<b>To be Addressed.</b> The committee will collect examples for a <i>Rostrum</i> article.
9.01	Curriculum	Support the adoption of the document "IGETC Standards, Policies, and Procedures (2007)" by the Intersegmental Committee of Academic Senates.	President	<b>Completed.</b> The document was adopted by ICAS in Spring 2008.

No.	Topic	Content	Assigned	Status
9.02	Curriculum	Research the possible need for increasing the 30 units maximum allowed for credit remedial coursework in order to provide for more opportunities for basic skills students to be successful; and report findings and recommendations in a breakout or Rostrum article before or by the Fall 2008 Plenary Session.	Basic Skills Committee	<b>To be addressed.</b> Basic Skills Committee is on hiatus until January 2009. Committee will address this resolution then
9.03	Curriculum	Acknowledge the intrepid collaboration that the Early Childhood/Child Development faculty members have modeled through this statewide project; and support the Early Childhood/Child Development Curriculum Alignment Project by endorsing these 24 semester units of coursework as the basis for Early Childhood Education/Child Development certificate and degree programs.	President	<b>Completed.</b> EC/CD faculty used this resolution to bolster the argument for the 24 semester units of coursework in statewide discussions.
9.04	Curriculum	Support the work of California Community College Early Childhood Education/Child Development faculty and their California State University colleagues who worked on the CAP project in the development of the 24-unit, lower-division, competency-based package for foundational courses which may be developed into transfer package agreements; and seek ways to promote the results of this intersegmental collaboration whenever possible within discussions at the California Community College and the California State University System Offices.	President	<b>Completed.</b> EC/CD faculty used this resolution to bolster the argument for the 24 semester units of coursework in statewide discussions.
9.05	Curriculum	Update its paper on Program Review to address the current accreditation standards as well as other emerging ideas and trends that impact Program Review.	Educational Policies	<b>In Progress.</b> The 07-08committee started a draft update and this year's committee will complete it.
9.06	Curriculum	Convene statewide conversations among discipline faculty about expectations for oral communication courses.	Educational Policies	<b>Not addressed.</b> Assigned to the Educational Policies Committee for further exploration.

No.	Topic	Content	Assigned	Status
9.07	Curriculum	Encourage a dialogue between faculty who teach credit and faculty who teach noncredit courses to discuss topics such as course rigor, teaching and assessment methods, goals, and means for aiding the transition from noncredit to credit programs and courses; and encourage credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents, where appropriate.	Curriculum Committee	<b>Completed.</b> In updating several curriculum papers the Committee also integrated curriculum development coverage for noncredit instruction. The committee included several noncredit breakouts in the 2008 Curriculum Institute focusing on these topics. The Committee also developed several handouts related to the changes in Title 5 that disseminated awareness of the Credit-by-Exam option for faculty to use.
10.01	Disciplines List	Employ appropriate venues to inform faculty about the process for developing minimum qualifications for emerging professions and best practices for assigning courses to disciplines when an appropriate one may not exist.	Standards and Practices Committee	<b>Ongoing.</b> Venues such as the ASCCC Vocational Education Leadership Institute, Faculty Leadership Institute and Plenary Session breakouts have been used to inform faculty.
11.01	Technology	Support the initiatives proposed by the Tech III Plan that propose a systemwide solution for various system-level problems, and support seeking funds in future budget cycles to fund initiatives to resolve specific problems as specified in the resolution.	President	<b>In Progress.</b> While the current budget situation precludes funding for these efforts in the near term, the ASCCC continues to support inclusion of initiatives from Tech III in System budget proposals.
13.01	General Concerns	Urge that colleges considering calendar compression give special scrutiny to the impact of calendar compression on noncredit programs; and research the effects of calendar compression on noncredit instruction at colleges that have noncredit instruction and compressed calendars, and report the results of this research in a Rostrum article or other appropriate Academic Senate venue.	Noncredit Ad Hoc Committee	<b>In Progress.</b> Issue will be highlighted in upcoming noncredit issues paper.



No.	Topic	Content	Assigned	Status
13.02	General Concerns	Work with the Community College League of California and representative groups of senior level administrators to discuss and develop pathways that facilitate the transition of faculty, who have a working understanding of the principles of participatory governance, into administrative roles; and research barriers to and incentives for faculty transitioning into administrative roles and report back its findings through a future <i>Rostrum</i> article, breakout, or other appropriate Academic Senate venue.	Educational Policies Committee	<b>In Progress.</b> The committee will write a <i>Rostrum</i> article – to include vignettes from recent and past transitions. Committee will coordinate with the Consultation group requested by President.
13.03	General Concerns	Produce a paper about current issues concerning noncredit courses and programs within the California Community College System.	Noncredit Ad Hoc Committee	<b>To be Addressed.</b> Committee will complete paper.
13.04	General Concerns	Create a document that sets out the basic elements of a higher education institution, particularly within California's Community College System.	Future's Committee	<b>In Progress.</b> This issue was discussed extensively by the 07-08 Futures Committee. Creation of a paper should be formally reassigned to the 08-09 Futures Committee.
13.05	General Concerns	Direct its considerable talent and resources to creating and sustaining a public education campaign to help people outside of academe to understand how efforts to standardize education and to eliminate regional accreditation are an egregious assault on the American educational system and academic freedom.	President	<b>In Progress.</b> In addition to sharing this perspective in public discussion, the ASCCC has issued a letter opposing the standardized testing called for under the most recent reauthorization of Perkins.
13.06	General Concerns	Research common district budgetary practices with the goal of producing and disseminating a brief budget primer for new local senate leaders; and inform the body about ways to access, understand and utilize publicly available budgetary data relevant to their colleges.	Educational Policies Committee	<b>In Progress.</b> The 07-08 committee started a draft document this year's committee will complete it.
13.07	General Concerns	Send its deepest appreciation to the California Community Colleges Board of Governors, System Office, Chief Instructional Officers, Chief Student Services Officers, Chief Executive Officers, and the Research and Planning Group for their efforts and participation in phase two of the Basic Skills Initiative.	President	<b>Completed.</b> Appreciation was conveyed publicly at the January 2008 Board of Governors meeting.

No.	Topic	Content	Assigned	Status
15.01	Intersegmental	Join ICAS in recommending state-sponsored and independent studies of the full impact of CAHSEE on curriculum and pedagogy.	ICAS Representatives	<b>Completed.</b> When this item was returned to ICAS for discussion, the issue was no longer supported by all three segments. Therefore, no further action is being taken by ICAS on this.
15.02	Intersegmental	Recommend state-sponsored and independent studies of the full impact of CAHSEE on student preparedness.	President	<b>Completed.</b> In discussions in ICAS, it became clear that there was little interest in dedicating resources of time or money on this issue. This effort is being supplanted by efforts such as the American Diploma Project to improve alignment in curriculum rather than focusing on the CAHSEE.
17.01	Local Senates	Update its paper on the role of senates in enrollment management to address recent variables that now affect enrollment challenges, including the specific role of faculty, students, administrators, and other constituent groups in making decisions about opening, closing, or canceling classes.	Educational Policies Committee	<b>In Progress.</b> The 07-08 committee examined the existing paper and recommended the creation of a new paper with a broader perspective. Coordinate with Accreditation/SLO activities.
18.01	Matriculation	Endorse the recommendations of the Consultation Council Assessment Taskforce with modifications as specified in the adopted resolution.	President	<b>Completed.</b> The recommendations for the task force are now being carried forward by the Assessment and Placement APG.
18.02	Matriculation	Support the authority of faculty to determine assessment procedures on their respective campuses including the selection of assessment instruments and how they are used in the placement of students.	President	<b>In Progress.</b> This perspective will be conveyed in discussions of the work of the Assessment and Placement APG.
19.01	Professional Development	Encourage local colleges to ensure better access for adjunct faculty to attend professional development activities related to these pre-transfer level courses.	President	<b>In Progress.</b> In addition to sharing this perspective with colleges, the BSI offered a summer institute in 2008 that targeted adjunct faculty. Over 300 faculty from 108 colleges and 5 centers participated.

No.	Topic	Content	Assigned	Status
19.02	Professional Development	Urge local senates to educate their faculty, staff, administrators, and trustees who may not be familiar with this issue, about the need for an appropriate number of full-time noncredit faculty and how their college and students benefit.	President	<b>In Progress.</b> This perspective continues to be shared through the work of the Noncredit Ad Hoc Committee and Local Senates Committee.
19.03	Professional Development	Survey local districts to determine what hiring policies or collective bargaining agreements exist that ensure that part-time faculty are given due consideration when full-time faculty hiring occurs, whether or not these policies or agreements have resulted in more part-time faculty from their ranks becoming full-time instructors, and whether or not this has increased the diversity of their full-time faculty on their campuses.	Educational Policies Committee	<b>Completed.</b> The committee has discussed this resolution during its work on S06 19.07 and has consulted with Chancellor's Office staff on available system data. The committee recommends that a survey beyond the completed part-time survey be <b>declared not feasible</b> because it would require department level internal (college) and external (community) data at every college. Even if this were obtained, policy cause and effect would be unclear.
21.01	Vocational Education	Encourage local senates to eliminate the practice that delays the awarding of credit to secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college.	Transfer and Articulation Ad Hoc Committee	<b>Not addressed.</b> While this has been addressed in other venues (via SB 70 related meetings and Rostrum articles), it has not been dealt with by this committee and the 08-09 committee is encouraged to ensure this is a topic for discussion amongst the articulation community.
21.02	Vocational Education	Express its outrage at the intrusion of the federal government in community college teaching and learning as presented in the proposed Perkins Guidelines; and express its concerns to appropriate authorities/parties at the state and federal levels and inform college faculty across the state about this inappropriate federal intrusion into the academic and professional lives of community college faculty by these proposed changes to the Perkins Guidelines.	President	<b>Completed.</b> A letter was sent out protesting the imposition of standardized testing under Perkins to legislators, President Bush, and accrediting agencies.

No.	Topic	Content	Assigned	Status
21.03	Vocational Education	Study whether full-time occupational faculty are, in fact, hired at disproportionately lower numbers at colleges throughout the California Community College System; and report the results of this research in an appropriate Academic Senate venue.	Occupational Education Committee	<b>Ongoing.</b> Venues such as the ASCCC Vocational Education Leadership Institute, Faculty Leadership Institute and Plenary Session breakouts will be used to inform faculty. Conversations are also being held in the CTE Advisory Committee.
<b>Referred Resolutions</b>				
13.08	General Concerns	Research current policies relating to educational administrators who are allowed to teach and report its findings in a <i>Rostrum</i> article or other appropriate venue; and encourage local districts to examine their policies regarding educational administrators continuing to teach as part of their compensated duties.	Referred to the Executive Committee to perfect and bring back to the Spring 2008 Plenary Session.  Assigned to: Local Senates	<b>Completed.</b> This resolution was revised and resubmitted to the delegates for discussion and debate. Resolution 13.03 S08 was adopted.
18.03	Matriculation	Resist the implementation of any pilot project or systemwide change that may threaten or in any way diminish the autonomy of individual colleges in curricular decisions or ability to exercise local control over academic standards.	Referred to the Executive Committee for immediate action and report back in Spring 2008.  Assigned to: President	<b>In Progress.</b> Concern has been expressed that collecting SLOs for Freshman Composition could be a slippery slope in this direction. The ASCCC remains mindful of this concern in any research being done on these SLOs.

# 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 online early at [www.asccc.org](http://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. So, our 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, notating your request for scholarship and email your description of assistance to [events@asccc.org](mailto:events@asccc.org). Institute registration and information can be found online at [www.asccc.org](http://www.asccc.org). For more information about scholarship rules or questions, email [events@asccc.org](mailto:events@asccc.org).

## 2009 INSTITUTES

### ACCREDITATION INSTITUTE

January 23 - 25, 2009 at the Dolce Hayes Mansion, San Jose, California

### COUNSELING AND LIBRARY SCIENCE FACULTY DEVELOPMENT INSTITUTE

February 20 - 22, 2009 at the San Jose Marriott, San Jose, California

### VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

March 12 - 14, 2009 at the Sheraton Universal, Universal City, California

### FACULTY LEADERSHIP INSTITUTE

June 18 - 20, 2009 at the Granlibakken Resort, Lake Tahoe, California

### STUDENT LEARNING OUTCOMES AND ASSESSMENT INSTITUTE

July 8, 2009 at the Sheraton Park, Anaheim, California

### CURRICULUM INSTITUTE

July 9 - 11, 2009 at the Sheraton Park, Anaheim, California

**ONLINE INSTITUTE REGISTRATION IS OPEN. SPACE IS LIMITED!**

SAVE THE DATE FOR OUR FUTURE 2009 PLENARY SESSION

### SPRING PLENARY SESSION

April 16 - 18, 2009 at the San Francisco Airport Westin, Millbrae, California

### FALL PLENARY SESSION

October 22 - 24, 2009 at the Doubletree Ontario Airport Hotel, Ontario, California



# Nomination/Application To Serve on a Senate/State Committee

Please type or print legibly

Name \_\_\_\_\_

College \_\_\_\_\_

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

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

Email Address \_\_\_\_\_

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

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

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

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

Discipline \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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**more on the back**

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

Check all of the following that apply:

Full Time       Part Time       Noncredit

Female       Male

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

Disabled:

Yes       No

Vietnam-era Veteran:

Yes       No

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

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Mail Application to:

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



# Directory Update Form

Please notify the Senate Office when there is any change in the following information. Fax this form with changes to (916) 323-9867.

Please complete the following information (type or print\*) Date \_\_\_\_\_

**College** \_\_\_\_\_

College Main Phone Number \_\_\_\_\_ Fax \_\_\_\_\_

College Address \_\_\_\_\_

College City & Zip \_\_\_\_\_ Area \_\_\_\_\_

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

Do You Have A Senate Office On Campus?  Yes  No (If Yes, please complete the following)

Office Phone \_\_\_\_\_ Fax \_\_\_\_\_

Website \_\_\_\_\_ Hours \_\_\_\_\_

Clerical Staff's Name \_\_\_\_\_ Email \_\_\_\_\_

**Senate President** \_\_\_\_\_ Senate Delegate?  Yes  No

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Tem Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

**Senate Vice President** \_\_\_\_\_

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Term Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

**more on the back**

**Senate Delegate** \_\_\_\_\_

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Term Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

**Curriculum Chair** \_\_\_\_\_  Faculty  Administrator

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Term Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

**Curriculum Co-chair** \_\_\_\_\_  Faculty  Administrator

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Term Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

**SLO Coordinator** \_\_\_\_\_

Email \_\_\_\_\_ Work Phone \_\_\_\_\_

Discipline \_\_\_\_\_ Term Expiration Date \_\_\_\_\_

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

City & Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

May we print your home information in the directory?  Yes  No

\* Please take time to have this form typed out. This will help the Senate Office in eliminating errors when printing the Directory. Thank you for your assistance.



THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES  
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