

Senators present:

Rick Adams
Nena Baldizon-Rios
Morrie Barembaum
Sean Cummins
Doug Deaver
Michael DeCarbo
Steven Deeley
Corinna Evett
Jim Isbell
Danielle Martino
Evangeline Mathews
Mary Mettler
Craig Nance
Andy Salcido
Randy Scott

Nooshan Shekarabi
Jolene Shields
Barbara Sproat
Melinda Womack

Non-Voting Members

CIC
Craig Rutan

Guests:

Juan Vazquez
John Hernandez
Aracely Mora
John Weispfenning
Leah Freidenrich
Beth Hoffman

I REPORTS

A Dean John Weispfenning

A1 Accreditation Midterm Report

- 1 The ACCJC works on a six years cycle; two years ago, in 2009 SCC went on warning.
 - a SCC had to submit some follow up reports.
 - b In the midterm review, ACCJC wants SCC to go back and update all of the recommendations that were in response to the 2008 visiting team, as well as the planning agendas.
 - i There are 55 planning agendas.
 - ii For instance: All programs at SCC will have SLO's and will be assessed.
 - C This report meets the six recommendations as well as the 55 planning agendas.
 - i SCC formed six sub-committees, related to the planning agendas.
 - ii They have gathered info as per their committee, have reported back and created a draft.
 - D It is important that this document be reviewed by the Faculty as it will represent what is happening on this college.
 - i You can access the report on the H drive; go to public folders, from the drop list select accreditation 2011 midterm report.
 - ii If you have any corrections, send them to Dean Weispfenning; email the reference, the page, reference the paragraph and them within 10 days.
 - E It must appear at College Council for a second approval before October 10th so as to go to the board for approval.
- 2 President Barembaum asks that this be a first reading of the Midterm Report.

A2 EMP

- 1 As the 2007-2012 EMP concludes, it is time for the next iteration of the report.
- 2 As we are aligning the EMP into a six year plan, the next will be for 2012-2016.
- 3 Planning is through DPPs, program review is 3 years, and this was included in the last EMP.
 - a However, what SCC doesn't have is a cohesive institutional level plan.

- b In an effort to develop a cohesive plan the EMPC proposes the development of a process called Goal Posts. (Appendix 1 – Goal Posts)

B President Vazquez - Looking for whatever good news we can find.

- 1 The district and the colleges are trying to determine how the workload reductions will be allocated.
 - a The district contends it should be the colleges because they generate the FTES, the Colleges' response is, if we get growth money, the district gets growth money, conversely, if there is a tax, we should all share those cuts.
- 2 In credit we get approximately \$5,000 for every FTES. And in non-credit, there is an enhanced at \$3,000 and there is a \$2,000 for non-enhanced. (This info can be found on the state Chancellor's website) There is a general notion if you want to increase your apportionment, then you want to offer more credit classes than non-credit, because we will generate more money, however we have an agreement with our community to offer non-credit.
- 3 Growth money is an unknown wish and desire, it does not seem likely that the State will offer growth money, but if there was, it could be as much as 2.2%.
 - a We can legally allocate our 2011 Summer classes for Spring 2011 or Fall 2011, however as there is barely enough to meet base, we will probably not meet growth.
- 4 The state is delaying apportionment anywhere from 3 to 6 months, which is why we must retain a large reserve so we can make payroll until the state pays; if we did not do this, then we would have to borrow the money to make payroll, incurring another unnecessary expense.

During Discussion

Professor Adams applauded President Vazquez and his willingness and ability to fight for SCC.

C Vice President Mora

- 1 Explained that the administration is attempting to capture 2.2% in growth money by borrowing 350 FTES from the summer for last year.
- 2 This means that Fall will begin with 250 FTES.
- 3 The goal is to try to maintain the same FTES offered this Spring and Fall as there was last Spring and Fall.
- 4 Last week, classes that were below 20 and taught by adjunct, were removed from the schedule.
- 5 For SCC we need to generate 6240 in Credit FTES and 2107.72 for Non-credit FTES
- 6 Thanked the Senate and Department Chairs for being flexible, collegial and easy to work with.
 - a She said, "With the cuts, then adds, it is amazing the resiliency we show as a college."
- 7 Presented the ACCJC Rubric for Evaluating Institutional Effectiveness (Appendix 2 – ACCJC Rubric)
 - a SCC needs to be at Sustainable Continuous Quality Improvement for Program Review and Planning.
 - b SCC needs to be at Proficiency for SLO's
 - i By Fall 2012 all courses and programs need SLO's, assessment and timeline for implementation.

D Vice President Hernandez

- 1 Asked that the Faculty try to keep anxiety about the budget out of the classroom; if there are mid-year cuts there may be an additional \$10 raise in student fees.
- 2 Applauded Professor Mettler and the Student Success Committee for having the Early Alert system up and running this semester.
 - a Early Alert is through web advisor and Faculty can do it anytime throughout the semester.
 - b Faculty can go through their rosters, identify areas students are in need of assistance or warning (attendance, participation, assignments); an email will be sent to the student, alerting them to their Instructor's concern and identifying the resources available to assist with the identified concerns.
 - c Faculty may also leave comments.
- 3 Stated that there are 400 veterans throughout the District, and that 60 claim SCC as their home campus.
 - a Currently SAC is certifying Veterans, but SCC hopes to have their own standalone VA certifications services program in Spring 2012.
 - b The Soldiers to Scholars Fundraiser will take place September 15
- 4 Announced that Denise Penock has retired and that there will be a big party coming.
 - a Tuyen Nguyen is now serving as the interim Registrar.
- 5 Pointed out the challenges facing DSPPS as they cut the program by 50%, yet it is a State mandate.
- 6 Said that the hiring freeze will have an impact across the board as people leave and there will not be new people coming in.
- 7 Thanked the Academic Senate for the Faculty Hiring ranking and bringing forth a full time psychologist to SCC.

E EVT – Professor Evett

- 1 Stated the Task Force was overly ambitious to set their goal for summer, as the timeline for the Faculty Vision Statement is the 2012 EMP; a first draft will be presented this October.

F Faculty Hiring – President Barembaum

- 1 It is necessary to go through the process, as there may possibly be some retirements and we must follow through as part of program review and accreditation.

During Discussion

Professor Martino asked if the Faculty Obligation Number (FON) was still in suspension. Professor Smith responded that there is no certainty, but it will likely still be suspended.

G Governance Chart

- 1 Professors Rutan and Evett worked with Vice President Kawa the governance structure over the summer to clarify and make lines of communication clearer. (Appendix 3 – Governance Structure)
- 2 Professor Evett said that we should now do this for the committees within the service of the Senate and asked that the Senate consider forming a new task force or recharging the EVTF to do this.

H Faculty Leadership Institute Report – Professor Evett

- 1 Announced that the Leadership Institute was a great learning experience and that in the process of developing many relationships across the state she discovered that we have the potential to become a much more effective senate.
- 2 She primarily said that the Senate must continue to ask, “How is the money being spent, by whom, for whom and through what channels?”
 - a Stressed the importance of creating transparency in funding, communication and decision making.
- 3 Presented a summary of Institute, highlighting what the Senate should focus on, hot topics and maintaining the power of the Senate. (Appendix 4 - Leadership Report)

I Senate Funds – Professor DeCarbo

- 1 Discussed the background on funding of Senates and in an informal survey discovered that SCC was the only Senate in the State to have the Faculty fund participation in Plenary.
- 2 This information was brought to the attention of Vice President Mora and that she was very receptive; she stated that SCC should be sending faculty to all of the institutes.
- 3 Professor Evett asserted that these are not conferences; they are not a conference expense.
 - a They are run by the Academic Senate, they are places where we become informed and educated; we need to be a vital part of these conversations; it is an investment that needs to be made.
- 4 Professor DeCarbo said that the Executive Board wanted to be conservative, rather than asking for the \$5,000 (that seems to be the average at other colleges); because we know that money would be taken from other places, we are seeking \$2,500.00.
- 5 Vice President Mora states that as of now the Curriculum Institute is funded from other sources like Basic Skills and VITEA.
 - a She says that she sees small groups from other colleges at Curriculum meetings and wants SCC to become such a force.
 - b She said she will do her due diligence; she will contact John Didion and other VPA’s to see if there is a way to get the money.

During Discussion

Professor Smith said that if any funds are going to be allocated to the colleges, it needs to be the same for both; the size of the college does not matter. It is necessary to work together, to ask the Chancellor.

J Robert’s Rules of Order – Professor DeCarbo

- 1 Presented a handout discussing the basics of Robert’s Rules of Order. (Appendix 5 – Robert’s Rules)
- 2 Led the Senators on an example of bringing a resolution forward to the body.

K New Faculty – President Barembaum welcomed the new Faculty to the College and explained briefly how the Academic Senate represents them.

- 1 Professor Robbie Miller, Fine Arts, announced he just discovered he is Chair of the department.
 - a He stated that the Faculty Institute is wonderful; we new folk may not be processing all of the info, but the second time we hear it, it starts to sink in.
- 2 Professor Lisa Campitelli-Smith, full time Psychologist at Health Center stated that she left her job at UCI because her heart is here.

SCC Academic Senate Minutes – Approved September 20, 2011
Senate Fall Retreat August 17, 2011

- 3 Professor Binh Vu, Music and Chair of Performing Arts said that he was happy to be here and excited for the future.
- 4 Professor Jeff Wada, Chemistry said that he was excited to be here as well.

President Barembaum adjourned the retreat.

Educational Master Planning Committee

August 06, 2011

Proposed Plan For 2012-2016 EMP Document

During the Spring 2011 semester, the EMPC constructed a tentative timeline leading to the completion of the 2012-2016 EMP document. The tentative plan is as follows (please also see the flow diagram at the end of this cover page).

Assistant Dean of Institutional Effectiveness and Assessment, Caroline Durdella will be working on an environmental scan which will incorporate data from various domains of inquiry including community population demographics and trends, trends in enrollment, workforce trends, social trends, and technological trends. The expected completion date for this environmental scan is late 2011.

While the environmental scan is being completed during the remainder of 2011, the EMPC will, in parallel, facilitate a college-wide internal evaluation to identify and assess areas of strength and areas for improvement at SCC. This internal evaluation will be shaped through focus group meetings of the EMPC with various college constituencies including faculty, classified staff, administration, and students. It will also be informed by program reviews from academic departments, student services, and administrative services and the 2011 SCC accreditation report and other typical measures related to student success and achievement.

Beginning in the Spring 2012 semester, a process of conversation, discussion and triangulation involving the external scan and the internal evaluation together with the RSCCD strategic plan and facilitated by the EMPC will result in an SCC action plan and goals. This will form the basis of the 2012-2016 EMP document. This document will be edited and shaped during Summer 2012 and completed and approved in the Fall 2012 semester.

A draft proposal of the Institutional Scan for the 2012-2016 EMP document is attached. The draft explains the purposes of the (external) Environmental Scan and the Internal Scan and proposes timelines for completion and proposed domains of inquiry, data types, and sources of data for each scan.

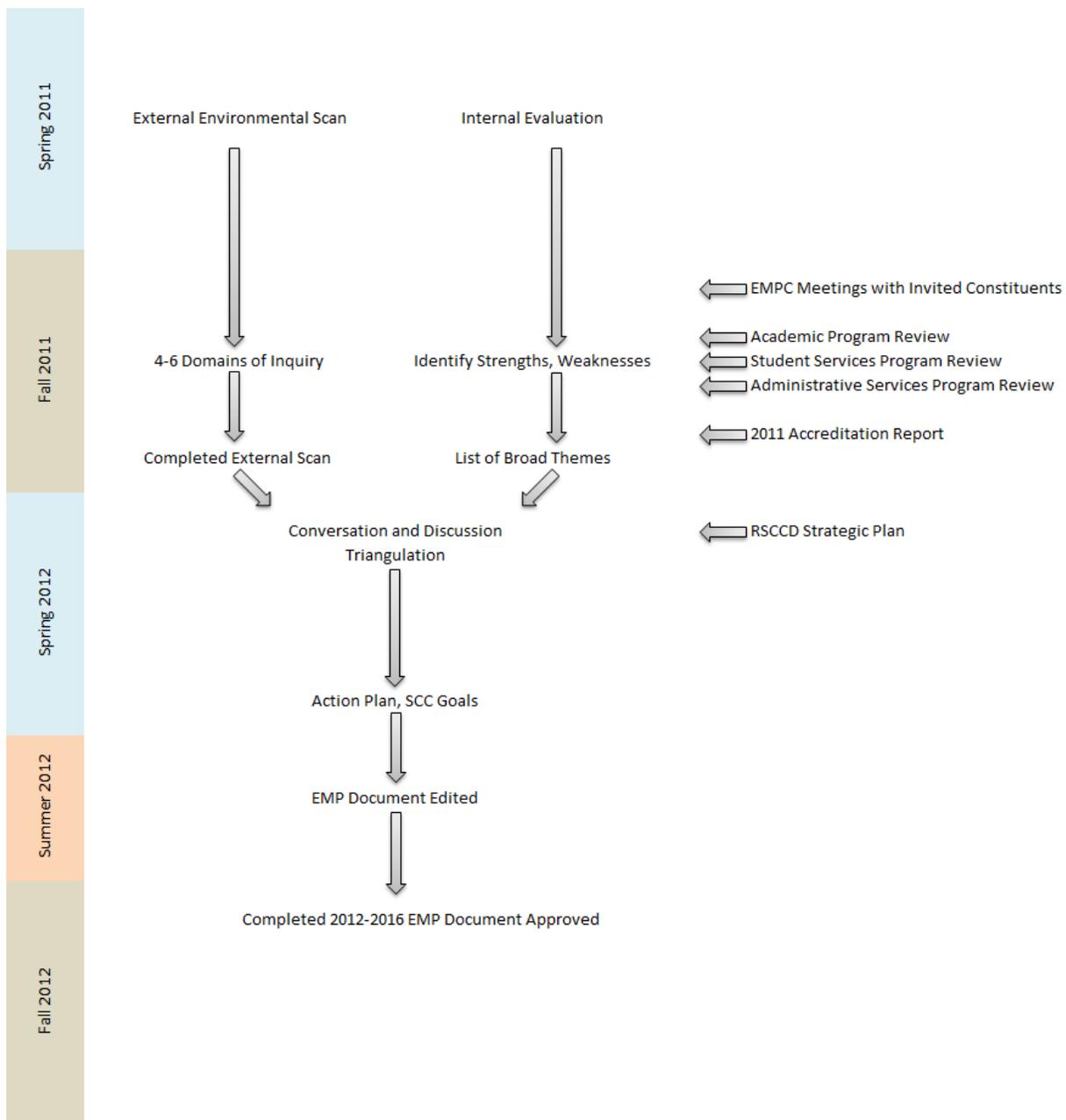
The plan for the 2012-2016 EMP document is for it to consist of 3 parts: (1) an assessment of the previous EMP document (not so much whether each and every goal was accomplished, but rather how effective was the previous EMP overall in guiding planning and decision making), (2) data and interpretation of results from external and internal scans, and (3) a resulting college strategic plan and goals.

The EMPC would like to reaffirm the idea that, in SCC's culture, the "Educational Master Plan" is actually a trilogy of dynamic documents: (1) the DPPs, which describe a multi-year horizon of department- and program-level goals and activities reviewed, revised, and updated on an annual basis, (2) the Program Reviews, which provide deeper discussions, introspections, quantitative analyses, and evaluations for departments every three years (two years during the transition toward 2016) and serve as the central link between the RSCCD and College goals, accreditation feedback, and the department

plans, and (3) the multi-year EMP document which is published as a snapshot every 6 years (4 during the transition to 2016) and which describes the college-wide strategic plan. It is important for SCC constituents and accreditation personnel to understand that the “EMP” at SCC actually refers to (and has always referred to) this whole trilogy.

While the proposed format of the 2012-2016 EMP document departs from that of the previous two EMP documents in the sense that it will less resemble a collection of department plans and more resemble a cohesive college-wide plan, it is important to appreciate that, taking all three parts of the “EMP” together (DPPs, Program Reviews, 6 year EMP document), none of that information will be lost. Rather, the different parts of the trilogy will each become more focused and, ultimately, more useful for effective college planning.

The 2010-2011 SCC EMPC





**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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July 2011

Memo to: ACCJC Member Institutions

From: Barbara Beno, President *Barbara A Beno*

Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education*.

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement.¹ Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

¹ The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
 (See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
 (See cover letter for how to use this rubric.)

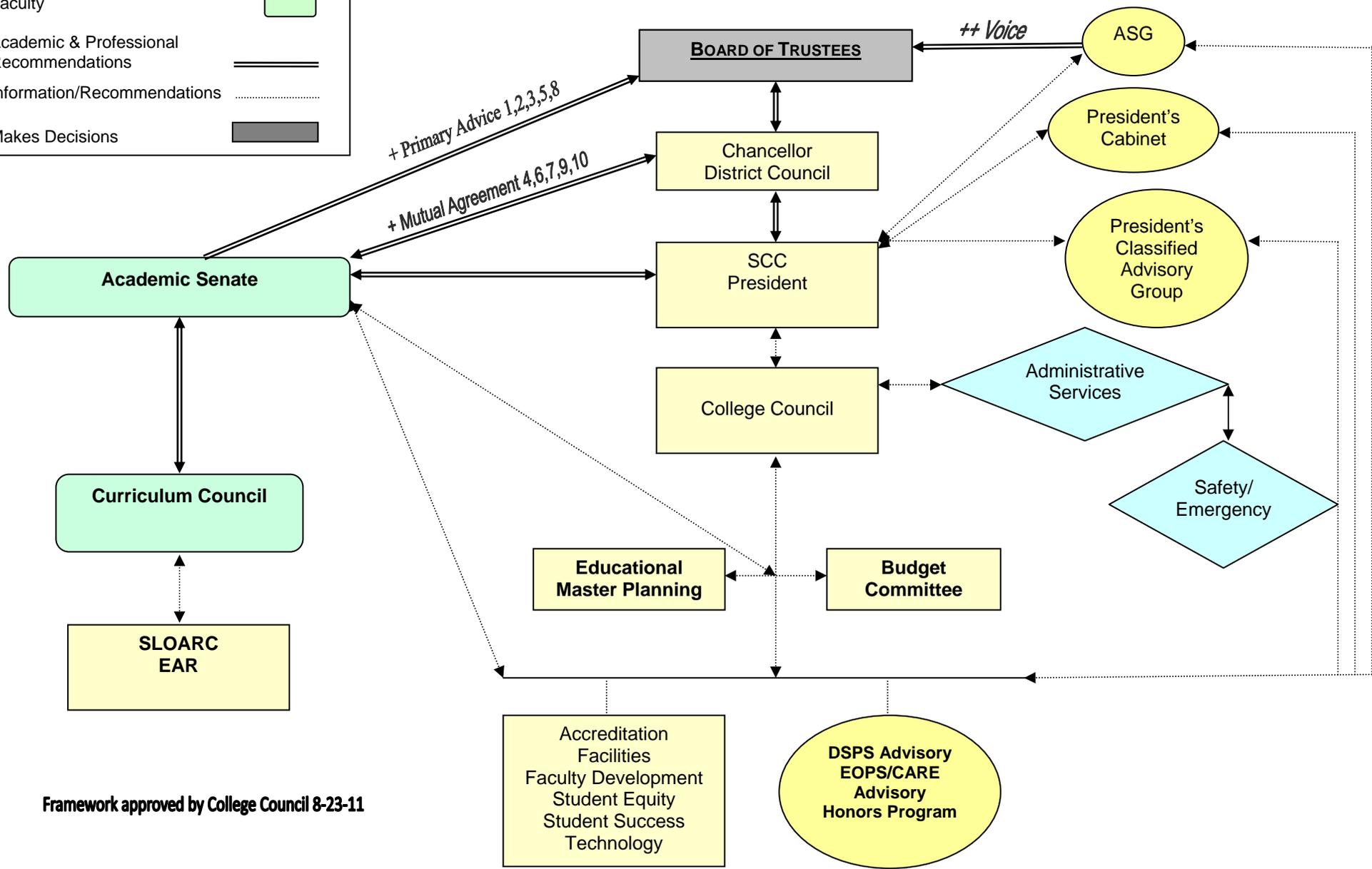
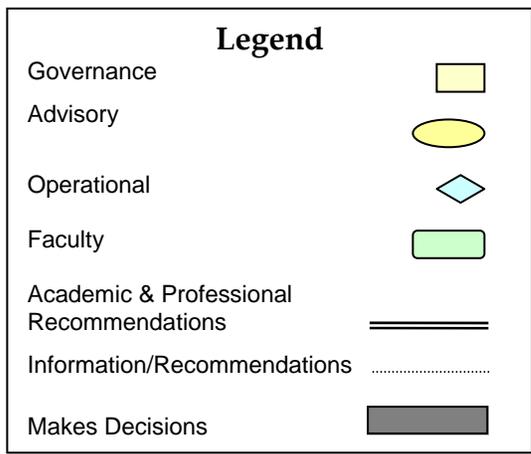
Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
 (See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

Santiago Canyon College Collegial Governance Framework



Framework approved by College Council 8-23-11

Faculty Leadership Institute 2011: Finding Higher Ground: Maintaining Integrity in the Face of Turbulence Summary

Respectfully Submitted by Corinna Evett

Raised Questions With Suggestions To Consider:

How can we be more efficient at our colleges in order to circumvent Sacramento dictating changes?

- Consolidate local boards—eliminate local boards.
- Coordination: How well do we coordinate with other colleges? With our sister college?
- Be proactive—leaders in finding and implementing possible solutions.
- Share challenges and solutions with other colleges.
- Use resources the ASCCC has to offer.

What will happen if we don't . . . ?

- We want to make thoughtful decisions, so we don't have to act immediately.
- Follow proper channels of communication and reporting.

In terms of the budget, where are we spending money?

- Contemplate the numbers, raise questions, and identify/highlight inconsistencies.
- Comment on budget even when there is no crisis.
- Keep track of things, noting patterns and changes.
- Create a climate of questions, conversations, and collaborations.
- Transparency

Does the Senate sign off on actual budget?

- Under 10+1, Senate has a voice in the process.
- Whether or not Senate has a voice in allocation depends upon our process.
- The Senate signs off on the process (know our process).
- Therefore, if we're involved in the process and sign off on it, then we do sign off on budget.
- As a result, the process cannot change unless we agree to it, and we should raise discussion about changes we'd like to see in the process.
- Could be helpful to have a Senate position that tracks the budget for faculty, which would be a continual job for a few years.
- We should not have growing end balances, for we are not a corporation.
- If we are saving the core classroom classes, then the numbers for the 50% law should rise, especially in a crisis.
- Think long-term rather than short-term—colleges have been standing institutions since 1400, and there aren't too many businesses around for 200+ years.
- When considering budget decisions, ask the following: How was the decision to spend money here reached? How should the decision have been made?

How do we deal with cuts while maintaining our core mission?

- First determine the absolute core mission.
- Then consider worst-case scenario.
- What would the worst-case scenario do to our core mission?
- Try to establish good working Senate/Union relations where the two entities strategize together for shared goals.
- Force people to make hard choices—prioritize for selves.
- Equal cuts across programs do not protect the mission.
- Need a program discontinuance process.

Possible “To Do” List: Items we might want to look up, do, write, read, gather, distribute, change, etc.:

- Set a faculty hour once a month where major topics of interest and/or concern are discussed, shared, and/or aired. (Seems like our Faculty Forum only more than once a semester.)
- Create a local Senate Handbook or New Senator Manual to help train Senators.
- Provide for Senate attendance to Plenary and other institutes in order to arm Senators with tools.
 - See “Basis for Effective Senate” PowerPoint
 - See “Orientation to the Senate” PowerPoint
 - See 2005 *Rostrum* Paper: “How Much Do You Know About Your Academic Senate?” at <http://asccc.org/node/176431>
- Create a channel of communication flow chart.
- It’s a matter of compliance that the college/district send faculty to institutes.
 - Needs to be a line item in the budget
 - Negotiate it into the contract—work with Union to do so because considered a work condition—will protect the line budget in difficult times
 - Office of Instruction should fund Curriculum Institute
 - Institutes are not conferences, for they educate faculty for their participation in shared governance.
- Need a program discontinuance process.
 - Includes numbers of costs of programs as well as savings of programs.
 - If a process is in place, we need to be aware of it in order to follow it.
 - Abbreviated process is recommended.
- Need a program vitality process
 - Use a process to keep programs accountable

Interesting Tid-Bits To Keep in Mind:

- Academic Senate President is equal to the College President
- The Classified Staff are our strong allies

- We need to educate/remind administration, the board, and the chancellor about 10+1
 - See 2007 *Rostrum* Paper: “Administrators Need an Orientation to the Senate” at <http://asccc.org/node/176742>

Changes To Expect:

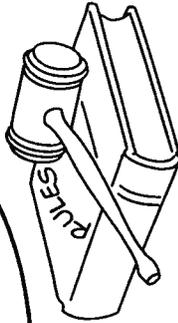
- Placement processes and instruments
- Incentive or performance based funding
- CCC subsidized assess

Hot Topics Across the State (and Locally):

- Supplemental Instruction
- Basic Skills
- Equivalencies
- Recreational Courses
- Tutoring
- Repetition and Withdrawal
- Academic Freedom
- Repeatability
- SLOs
- Senate Union Relations
- AA-T and AS-T Degrees (relates to CIDs)
- Reciprocity of Courses (relates to CIDs)
- Extension Courses (AB-515) (relates to CIDs)
- Governance
- Withdrawal Date
- Veterans
- Program Discontinuance
- Research and Data
- Credit by Exam (AP/IB)
- CLEP
- STATway (accelerated program form math)
- Excess Units
- Content Review
- Performance Based Funding

WHAT IS PARLIAMENTARY PROCEDURE?

It's a set of rules for conducting business at meetings and public gatherings.

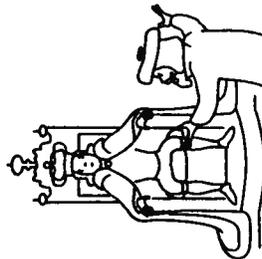


WHY IS PARLIAMENTARY PROCEDURE IMPORTANT?

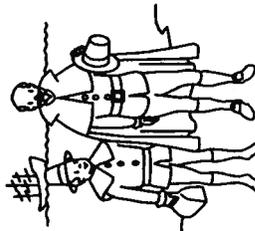
Because it allows everyone to be heard and to make decisions without confusion.

PARLIAMENTARY PROCEDURE HAS A LONG HISTORY

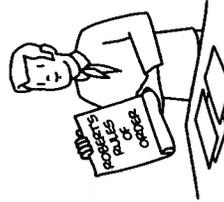
IT ORIGINATED in the early English Parliaments.



IT CAME TO AMERICA with the first European settlers.



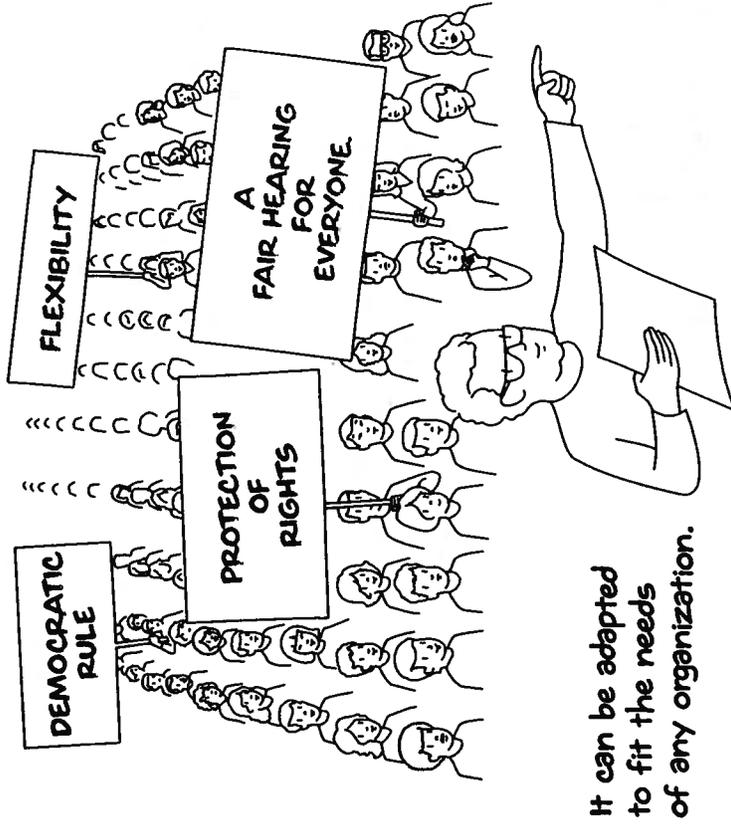
IT BECAME UNIFORM in 1876, when Henry M. Robert published his manual on Parliamentary Law.



Today, *Robert's Rules of Order Newly Revised*, 10th Edition, is the basic handbook of operation for many clubs, organizations and other groups.



PARLIAMENTARY PROCEDURE MEANS:



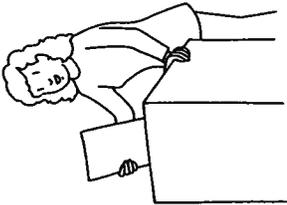
It can be adapted to fit the needs of any organization.

So, it's important for everyone to know these basic rules!

Note: A glossary and index are on page 14.

A FIXED AGENDA,

or order of business, is generally followed by organizations using parliamentary procedure. Here's a typical example:



1. CALL TO ORDER

If a quorum* is present, the chair (the person conducting the meeting) says, "The meeting will come to order."

2. MINUTES

The secretary reads a record of the previous meeting.

3. OFFICERS' REPORTS

Officers and standing (permanent) committees may report on their activities. Some only report at annual meetings.

4. REPORTS OF SPECIAL COMMITTEES

Special (temporary) committees report on the tasks for which they were created.

5. SPECIAL ORDERS

This is important business previously designated for consideration at this meeting.

6. UNFINISHED BUSINESS

This is business that has come over from the previous meeting.

7. NEW BUSINESS

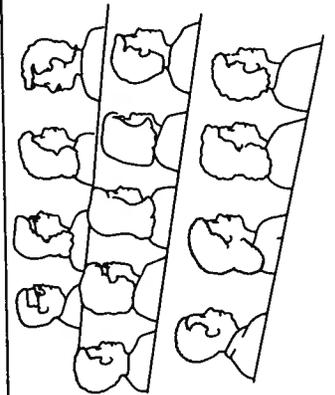
New topics are introduced.

8. ANNOUNCEMENTS

These inform the assembly (the people at the meeting) of other subjects and events.

9. ADJOURNMENT

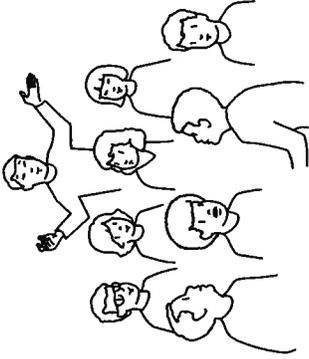
The meeting ends by a vote or by general consent (or by the chair's decision if the time of adjournment was prearranged by vote).



*A quorum is the number or percentage of members that must be present for business to be conducted legally. The actual number is usually stated in the bylaws.

Note: Some assemblies may hold electronic meetings, such as videoconferences or teleconferences. These assemblies may need to modify some rules for obtaining the floor, but they should still follow the other rules of parliamentary procedure.

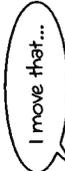
HOW DO MEMBERS GET THEIR SAY?



They make motions. A motion is a proposal that the assembly take a stand or take action on some issue. Members have a right to:

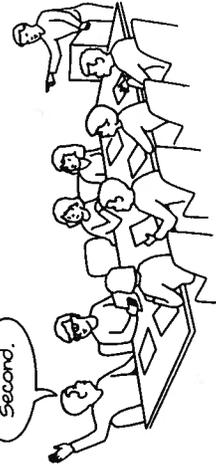
PRESENT MOTIONS

(make a proposal)



SECOND MOTIONS

(express support for discussion of another member's motion)



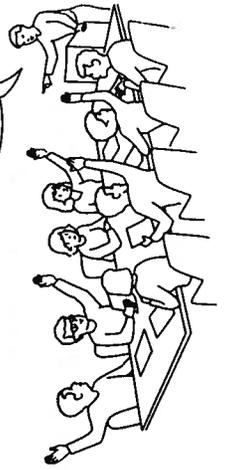
DEBATE MOTIONS

(give opinions on the motion)



VOTE ON MOTIONS

(make a decision).

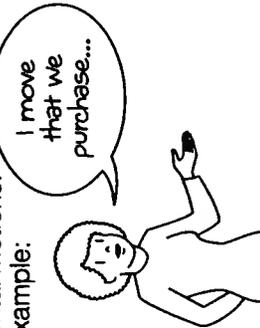


THERE ARE 5 GENERAL TYPES OF MOTIONS

1 MAIN MOTIONS

These introduce subjects for consideration. They cannot be made when another motion is before the assembly. They yield to privileged, subsidiary and incidental motions.

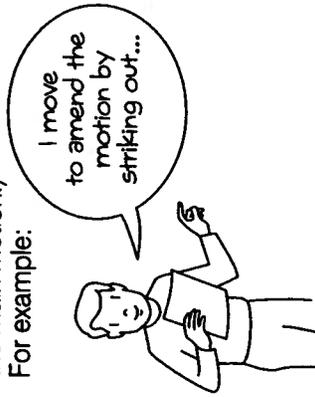
For example:



2 SUBSIDIARY MOTIONS

These change or affect how the main motion is handled. (They are voted on before the main motion.)

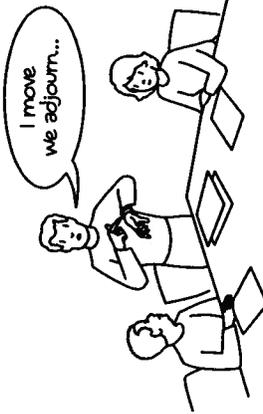
For example:



3 PRIVILEGED MOTIONS

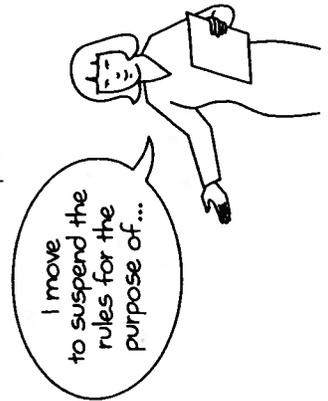
These concern special or important matters not related to pending business. In general, they are considered before other types of motions.

For example:



4 INCIDENTAL MOTIONS

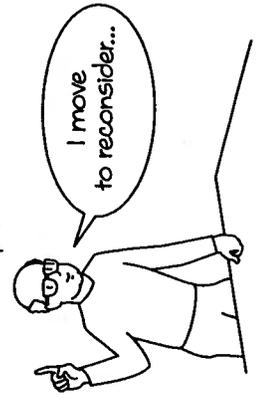
These are questions of procedure that arise out of other motions. They must be considered before the other motion. For example:



5 MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY

These enable certain items to be reconsidered. In general, they are brought up when no business is pending.

For example:



SOME QUESTIONS RELATING TO MOTIONS:

IS IT IN ORDER?

Your motion must relate to the business at hand and be presented at the right time. It must not be obstructive, frivolous or against the bylaws.

MAY I INTERRUPT THE SPEAKER?

Some motions are so important that the speaker may be interrupted to make them. The original speaker regains the floor after the interruption has been attended to.

DO I NEED A SECOND?

Usually, yes. A second indicates that another member would like to consider your motion. It prevents spending time on a question that interests only one person.

IS IT DEBATABLE?

Parliamentary procedure guards the right to free and full debate on most motions. However, some subsidiary, privileged and incidental motions are not debatable.

CAN IT BE AMENDED?

Some motions can be changed by striking out or inserting wording, or both. Amendments must relate to the subject as presented in the main motion.

WHAT VOTE IS NEEDED?

Most require only a majority vote (more than half the members present and voting). But, motions concerning the rights of the assembly or its members need a $\frac{2}{3}$ vote to be adopted.

CAN IT BE RECONSIDERED?

Some motions can be debated again and revoted to give members a chance to change their minds. The motion to reconsider must come from the winning side.

The table on pages 8 and 9 answers these questions for some specific motions.



PARLIAMENTARY PROCEDURE AT A GLANCE

Here are some motions you might make, how to make them, and what to expect of the rules.

TO DO THIS:	YOU SAY THIS:	MAY YOU INTERRUPT THE SPEAKER?	DO YOU NEED A SECOND?	IS IT DEBATABLE?	CAN IT BE AMENDED?	WHAT VOTE IS NEEDED?	CAN IT BE RECONSIDERED?
ADJOURN MEETING	"I move to adjourn."	NO	YES	NO	NO	MAJORITY	NO
CALL AN INTERMISSION	"I move to recess for..."	NO	YES	NO ❶	YES	MAJORITY	NO
COMPLAIN ABOUT HEAT, NOISE, ETC.	"I rise to a question of privilege."	YES	NO	NO	NO	NO VOTE	NO
TEMPORARILY SUSPEND CONSIDERATION OF AN ISSUE	"I move to lay the motion on the table."	NO	YES	NO	NO	MAJORITY	NO ❷
END DEBATE AND AMENDMENTS	"I move the previous question."	NO	YES	NO	NO	2/3	YES ❸
POSTPONE DISCUSSION FOR A CERTAIN TIME	"I move to postpone the discussion until..."	NO	YES	YES	YES	MAJORITY	YES
GIVE CLOSER STUDY OF SOMETHING	"I move to refer the matter to committee."	NO	YES	YES	YES	MAJORITY	YES ❹
AMEND A MOTION	"I move to amend the motion by..."	NO	YES	YES ❺	YES	MAJORITY	YES
INTRODUCE BUSINESS	"I move that..."	NO	YES	YES	YES	MAJORITY	YES

THE MOTIONS LISTED ABOVE ARE IN ORDER OF PRECEDENCE. BELOW, THERE IS NO ORDER...

PROTEST BREACH OF RULES OR CONDUCT	"I rise to a point of order."	YES	NO	NO	NO	NO VOTE ❻	NO
VOTE ON A RULING OF THE CHAIR	"I appeal from the chair's decision."	YES	YES	YES	NO	MAJORITY	YES
SUSPEND RULES TEMPORARILY	"I move to suspend the rules so that..."	NO	YES	NO	NO	2/3	NO
AVOID CONSIDERING AN IMPROPER MATTER	"I object to consideration of this motion."	YES	NO	NO	NO	2/3 ❼	YES ❷
VERIFY A VOICE VOTE BY HAVING MEMBERS STAND	"I call for a division," or "Division!"	YES	NO	NO	NO	NO VOTE	NO
REQUEST INFORMATION	"Point of information..."	YES	NO	NO	NO	NO VOTE	NO
TAKE UP A MATTER PREVIOUSLY TABLED	"I move to take from the table..."	NO	YES	NO	NO	MAJORITY	NO
RECONSIDER A HASTY ACTION	"I move to reconsider the vote on..."	YES ❸	YES	YES ❹	NO	MAJORITY	NO

NOTES: ❶ Unless moved when no question is pending.

❷ Affirmative votes may not be reconsidered.

❸ Unless vote on question has begun.

❹ Unless the committee has already taken up the subject.

❺ Unless the motion to be amended is not debatable

❻ Unless the chair submits to the assembly for decision.

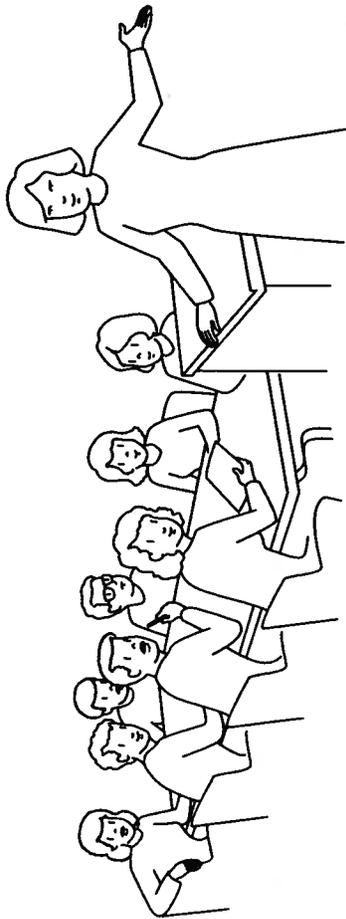
❼ A 2/3 vote in negative is needed to prevent consideration of the main motion.

❽ Only if the speaker has the floor but has not actually begun to speak.

❾ Unless the motion to be reconsidered is not debatable

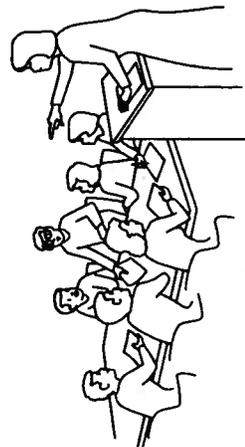
HOW DO I PRESENT MY MOTION?

Here's what happens when you want a motion considered:



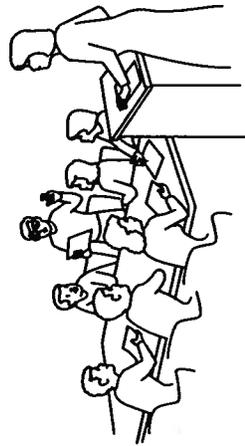
1 YOU OBTAIN THE FLOOR

- Wait until the previous speaker is finished.
- Rise and address the chair. Say, "Mr. (or Madam) Chairperson" or "Mr. (or Madam) President."
- Give your name. The chair will recognize you by repeating it.



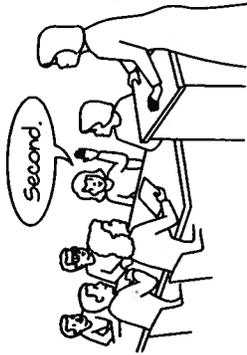
2 YOU MAKE YOUR MOTION

- Speak clearly and concisely.
- State your motion affirmatively. Say, "I move that we do..." instead of "I move that we do not..."
- Stay on the subject and avoid personal attacks.



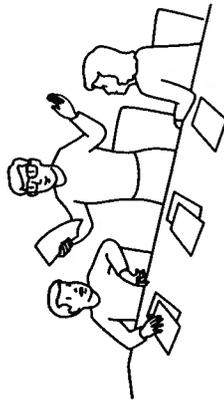
3 YOU WAIT FOR A SECOND

- Another member will say, "I second the motion."
- Or, the chair will call for a second.
- If there is no second, your motion will not be considered. Motions made at the direction of a board or committee (of more than one person) do not require a second.



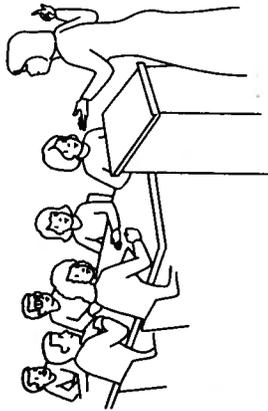
4 YOU EXPAND ON YOUR MOTION

- As the person who made the motion, you are allowed to speak first.
- Direct all comments to the chair.
- Keep to the time limit for speaking.
- You may speak again after all other speakers are finished.
- You may speak a third time by a motion to suspend the rules with a 2/3 vote.



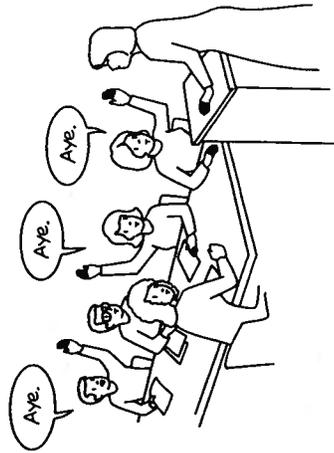
5 THE CHAIR STATES YOUR MOTION

- The chair must say, "it is moved and seconded that we..."
- After this happens, debate or voting can occur.
- Your motion is now "assembly property," and you can't change it without consent of the members.



6 THE CHAIR PUTS THE QUESTION

- The chair asks, "Are you ready for the question?"
- If there is no more debate, or if a motion to stop debate is adopted, a vote is taken.
- The chair announces the results.

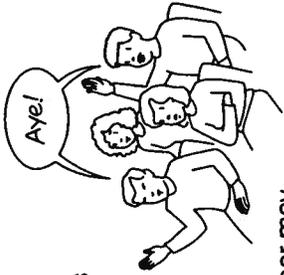


THE METHOD OF VOTING ON A MOTION

depends on the situation and on the bylaws of your organization. You may vote by:

VOICE

The chair asks those in favor to say "aye" and those opposed to say "no" (for majority votes only). A member may move for an exact count.



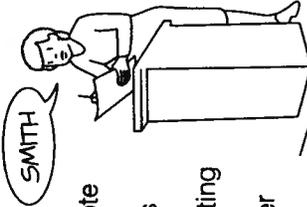
SHOW OF HANDS

Members raise their hands to verify a voice vote, or as an alternative to it. This does not require a count. A member may move for an exact count.



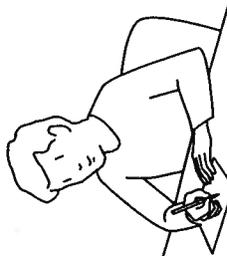
ROLL CALL

If a record of each person's vote is needed, each member answers "yes," "no" or "present" (indicating the choice not to vote) as his or her name is called.



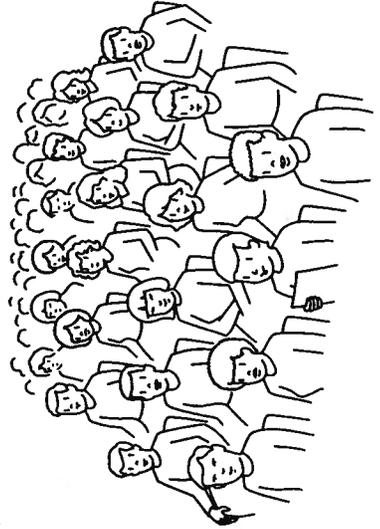
BALLOT

Members write their vote on a slip of paper. This is done when secrecy is desired.



GENERAL CONSENT

When a motion isn't likely to be opposed, the chair says, "if there is no objection..." Members show consent by their silence. If someone says, "I object," the matter must be put to a vote.



MORE ABOUT VOTING

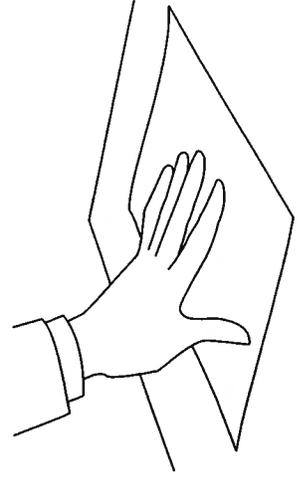
Are we ready for the question?



A question (motion) is pending when it has been stated by the chair but not yet voted on.
The last motion stated by the chair is the first pending.
The main motion is always the last voted on.

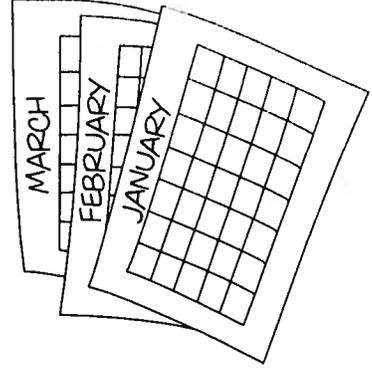
A MOTION TO LAY ON THE TABLE

This motion is used to lay something aside temporarily to take care of a more urgent matter. It should not be used to prevent debate or to kill a question. Members can "take from the table" a motion for reconsideration. This must happen by the end of the current or next session (depending on how soon the next session is scheduled).



A MOTION TO POSTPONE INDEFINITELY

This is parliamentary strategy. It allows members to dispose of a motion without making a decision for or against. This is useful in case of a badly chosen main motion for which either a "yes" or "no" vote would have undesirable consequences.



GLOSSARY AND INDEX

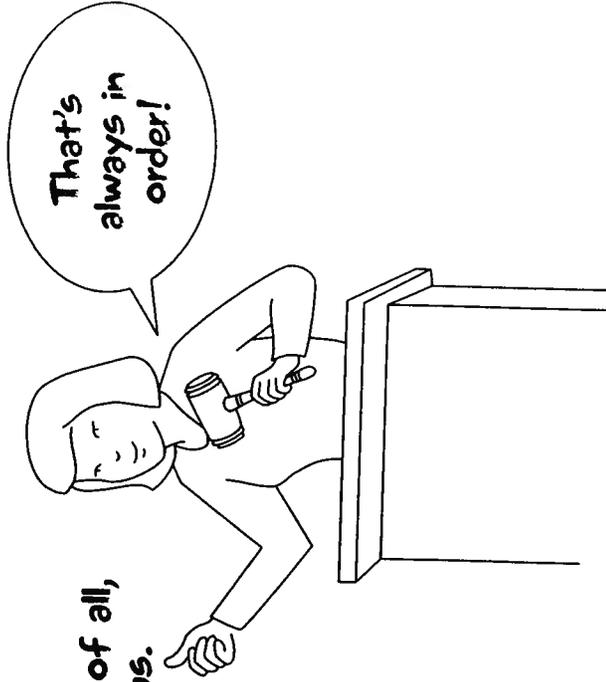


So --

PARLIAMENTARY PROCEDURE HELPS GET THINGS DONE

ADJOURN To end the meeting Ways to adjourn 4 How to move to adjourn . . . 8-9	MOTION A proposal that the assembly take a stand or take action on some issue Types of motions 6, 13 Procedures affecting motions 6-7 Typical motions 8-9 How to make a motion 10-11	Page
AGENDA Business to be considered during a meeting 4	QUORUM Number or percentage of members that must be present to conduct business legally 4	
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COMMITTEE A group of members chosen for a certain task 4	VOTING Means by which motions are accepted or rejected by the assembly Members' right 5 What vote is needed 7-9 Method of voting 12	
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GENERAL CONSENT Adopting a motion without a vote 12	IN ORDER Relevant to the business at hand 7	
MAJORITY More than half of the members present and voting In voting 7 When required 8-9		

- ✓ **MAKE MOTIONS**
that are in order.
- ✓ **OBTAIN THE FLOOR**
properly.
- ✓ **SPEAK**
clearly and concisely.
- ✓ **OBEY**
the rules of debate.



And, most of all, be courteous.