

Cañada College

**Draft
Academic Senate Handbook**

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Chapter 1

The Academic Senate in California: A Brief History

Much of the background material in this handbook has been adapted from materials available from the State Academic Senate for our use.

The State Academic Senate 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 senate's 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 College

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, 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 State Senate 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. 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. 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.

Chapter 2

Duties of an Academic Senate Governing Council Member

As Senate Governing Council member your duties include being familiar with the statutory context in which the senate operates

- Protect and honor the governance responsibilities that include but are not limited to providing representation on all college and district committees related to Ed Code and Title 5 mandates (10 + 1) (see section 2.1)
- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Adhere to the specific institutional responsibilities outlined in the Senate constitution and bylaws.
- Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.
- Advocating for Faculty Interests
 1. Become knowledgeable about the Cañada College Mission and Vision
 2. Serve as an official spokesperson and advocate for the faculty in academic and professional matters.
- Developing Senate Participation and Leadership

1. Participate in all regularly scheduled Senate meetings and special events.
 2. Encourage other faculty to participate in the events sponsored by the Senate.
 3. Provide leadership to Senate, College, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the Senate as a whole.
- **Fostering Communication**
 1. Engage in ongoing discussions with faculty on the issues of the day.
 2. Facilitate in developing and airing faculty views.
 3. Represent faculty in the local community and public school systems.
 4. Represent faculty in conversations with colleagues at our sister schools: Skyline and CSM
 5. Represent faculty at inter-segmental professional discussions.
 - **Furthering Efforts to Appoint and Retain Qualified Personnel**
 1. Participate in the search and selection of candidates to fill faculty positions.
 2. Participate in the search and selection of candidates to fill administrative and classified staff positions.
 3. Recruit faculty representatives to college and district-wide committees.
 4. Participate, as permitted by law, in the evaluation of staff, including administrators with whom you work.
 - **Adhering to Ethical Conduct and Supporting Academic Freedom**
 1. Be knowledgeable about and adhere to the Statement of Ethical Conduct as adopted by the Senate. (See Appendix D)
 2. Be knowledgeable about the Statement of Academic Freedom as adopted by the District Trustees. (See Appendix E)

2.1 The *10 + 1* and Local Implementation

1. Curriculum including establishing prerequisites and placing courses within disciplines

The Senate delegates responsibility for the oversight of curriculum approval including the establishing of prerequisite and course approval to the Curriculum Committee which a sub-committee of Senate. The Chairperson is a voting member

of the Senate Governing Council, and a member of the District Curriculum Committee. The Curriculum Committee Constitution and Bylaws are available on the College's internal Website: www.canadacollege.edu/academics/office_of_instruction/curric.html

2. Degree and certificate requirements

Degree and certificate requirements are identified through the curriculum development process and documented on the Official Course Outline of Record.

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation and success

Senate is actively involved in revising and developing standards regarding student success. Faculty sit on all institutional bodies which include the Educational Policy Committee and the Curriculum Committee. As an example the Academic Senate developed the Academic Integrity Policy:

“General principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others and to avoid using another's work as one's own. Faculty, with the full support of the college, have the right to take standards of academic integrity into account when assigning grades. All students are expected to understand and abide by these principles.” The Academic Integrity Policy was revised by an ad hoc sub-committee of Senate in 2004. The full policy is available on the College's internal Website: www.canadacollege.edu/inside/acad_integrity/index.html

6. District and college governance structures, as related to faculty roles

Senate is responsible for making all faculty appointments to district and college governance structures including College Council, Planning and Budget, District Shared Governance Committee, and District Budget Committee.

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports

Faculty are actively involved with the accreditation process at Cañada College. The Academic Senate appoints the faculty co-chair to guide the self-study process.

Senate participation is guided by the recommendations in the State Senate document entitled “Working with the 2002 Accreditation Standards: The Faculty’s Role,” Adopted Spring 2005. This document is available at: www.academicssenate.cc.ca.us/Publications/Papers/AccreditationStandards2005.html

8. Policies for faculty professional development activities

Faculty professional development funds are administered through the Professional Personnel Committee, which is a sub-committee of Senate. This committee oversees the application and approval process for professional development funds, Trustees Fund for Program Improvement, and sabbatical funds. Information regarding these programs is available on the College’s internal Website: www.canadacollege.edu/inside/development/index.html

9. Processes for program review

While the completion of program reviews remains the responsibility of individual faculty members, the process for program review is supported and revised by the Senate. Program review materials are available on the College’s internal Website: www.canadacollege.edu/inside/program_review/index.html

Data for use in program review is available at: www.canadacollege.edu/academics/office_of_instruction/research.html

10. Processes for institutional planning and budget development

The Senate President serves as co-chair of the College Planning and Budget Committee. This committee is responsible for reviewing institutional fiscal information, identifying and overseeing planning initiatives, and making recommendations to the College Council on fiscal issues including hiring, program development, and outreach. Information on this committee including the Constitution and Bylaws is available on the College’s internal Website: www.canadacollege.edu/inside/planning-budget/index.html

11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Chapter 3

Ensuring Effectiveness

3.1 Placement in the College's governance Structure

As we have discussed earlier, Education Code and Title 5 clearly shape the position of the local senate within the college's governance structure. That delegation of authority places our District Academic Senate in a unique position: we have direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by other administrators; your voice as faculty must be given primacy on the academic and professional matters called out in Education Code and Title 5 (See Appendix F.1 of this document).

A remark made earlier bears repeating:

“Effective participation” means that affected parties must be afforded opportunity to review and comment upon recommendations, proposals, etc.; having given due and reasonable consideration to those comments, however, the academic senate shall retain its primacy in the 10 + 1 items ...and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups. (“Delegation of Authority,” Appendix G.1.1)

Yet, even with the clear language in regards to the role of the senate in governance, you may find yourself in a situation where academic and professional matters are agendized for a meeting of a college council or similar all-campus governance group. If the academic and professional matters are agendized for information/general discussion and comment, that in itself is not necessarily cause for concern or alarm. On the other hand, if those academic and professional matters are agendized for some type of action or a recommendation to the board, chancellor, or president, that would not be appropriate. Under these circumstances, as a Senate representative, you must dissuade them from taking “action,” using the opportunity to educate the committee as to the privilege and primacy of the academic senate on these matters. You may wish to distribute the portions

of Title 5 §53200; you may further urge them to declare this matter an academic and professional matter, indicating their acknowledgement of your official status on the issue at hand. While you welcome and even want to encourage the interest and opinions of your classified staff colleagues, management colleagues, and students, the recommendation will come from the official voice of the faculty,-the Academic Senate, on these academic and professional matters.

An observation made by the Academic Senate/CCLC document seems useful here:

“Many colleges have found coordinating councils useful, but some cautions are warranted a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.” (Question 18, “Participating Effectively in District and College Governance” Academic Senate/CCLC, 1998)

Clearly, a communication channel that permits timely and orderly exchange of information at every level of the governance structure is critical to your work as a senate officer. As the local Senate our primary responsibility is first to deliberate on policy and procedural questions that affect academic and professional matters, enabling the Senate President to act as both the principal watchdog for the faculty and their chief spokesperson, once the senate has voiced its stance. At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may have a tendency to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be nimble, articulate, persuasive, diplomatic, but most of all, determined.

3.2 Constitution and Bylaws

The most recent revision of our local Senate Constitution and Bylaws is available on the Senate Website: www.canadacollege.edu/inside/academic_senate/0607/index.html

The Constitution (see appendix A) and Bylaws (see appendix B) are reviewed regularly and revised as needed.

3.3 Effective Participatory Governance

3.3.1 Senate Meetings

Compliance with the Open Meeting Acts

The Open Meetings Act (Government Code §54950-54960.5), also called the Ralph M. Brown Act, as well as the Bagley-Keene Act (Government Code §11120 et seq.), cited as the Bagley-Keene Open Meeting Act governing “state bodies.” The latter law has been recently revised to accommodate exchanges of information through teleconferencing and Internet posting; it is worth reviewing as an indication of how technology-mediated meetings must conform to the spirit of the open meetings laws.

These two laws have direct bearing on how the state Board of Governors, and districts, advisory groups to elected officials (including the local senates), and subcommittees of those groups must conduct their business. You will want to familiarize yourself with these two acts, available on numerous Websites, including www.leginfo.ca.gov (click on “California Law”). You will want to review and determine how these sections will shape how you convene your senate, and how you monitor other meetings you attend. Of particular interest, then are these sections:

1. groups covered by these laws
2. notice of meeting
3. closed and open sessions
4. actions requiring remedy
5. options if these laws are being violated

More information about open meetings appears on the Leadership page of the State Academic Senate Website.

Conducting Senate Meetings

1. About Parliamentary Procedures:

In their excellent reference work, *The Practical Guide to Parliamentary Procedure* (2nd Edition), Edward S. Strotherland and David W. Shepard point to four essential benefits offered by parliamentary procedure. They argue that parliamentary procedure is:

- an orderly way to conduct the affairs of an organization
- a way to determine the will of the majority

- a way to protect the minority
- a way to protect the rights of an individual member

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

- **Listen Carefully:**

The senate president or chair will clarify what ideas (motions) are “on the floor,” and declare what sorts of comments are germane to a particular motion.

- **Ask Questions:**

Participants at your senate meeting should be encouraged to seek clarification, and the president should make clear to those attending how to ask questions during discussion of business.

- **Speak To The Point:**

The senate president or chair will ensure that remarks apply to the specific motion on the floor or, if not, are ruled “out of order.”

2. **Fostering Faculty Participation:**

Keep the Faculty Informed: An informed faculty is more likely to become involved in the work of the Senate. The electronic convenience of email enhances face-to-face communication and can increase faculty participation within our community. Suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication such as division and shared governance meetings.

- **Refer to our Local Website:**

The Senate Website has appropriate links to other campus and state governance groups and is the most efficient mechanism to promote our work, publicize our meetings and accomplishments, and provide resources to our faculty.

- **Use Campus Email:**

Email is an effective tool for communicating issues and soliciting input on senate concerns. Work to ensure that all faculty-full and part-time-use our local and the state Academic Senate Website as a means for keeping informed about local and state issues. The objective is to make senate business and faculty involvement in campus and system-wide governance a very public and noticeable enterprise.

- **Publicize Senate Meetings:**

Try to inform faculty about upcoming senate meetings and events.

- **Soliciting Faculty Participation:**

Soliciting participation will be an easier task with an informed faculty that realizes the need for and value of participation. However, some recruiting efforts are still needed to get the desired level of broad-based participation. Leaders' mettle is evidenced by their ability to include and accommodate those with alternative views and approaches, by their ability to showcase the talents of others, and by their ability to elicit constructive contributions from many.

Among the worthy colleagues you may wish to invite explicitly are the part-time faculty whose teaching experience, professional training, and sense of commitment to our students may be highlighted in the academic and professional work we all share. Below are some techniques recommended by other senate leaders for soliciting wider faculty participation. As you review each point, consider how you and your senate might apply these suggestions to address the needs of your full- and part-time colleagues across the campus.

- **Meet Personally With the Faculty:**

The personal touch is the most effective means of communicating, particularly when making a request. Some senate leaders set the goal of visiting several faculty members each week. Remember that people need to be asked to participate and acknowledged when they do serve! Listen to Opinions: The individual interests and skills of faculty members will be revealed in their comments, and these faculty members who speak out can be a valuable source of expertise for senate activities. Electronic bulletin boards, for example, can ensure that even the most disgruntled are afforded an opportunity to be heard and their views responded to by an even broader constituency.

- **Make Committee Opportunities Known:**

Publicize a general request for volunteers, and, at the same time, ask individuals to volunteer for specific senate-appointed committee assignments. A variety of involvement opportunities, some with short-term responsibilities, will allow faculty members to match their interests and time commitments with senate needs. Remember to invite volunteers and committee applicants from diverse disciplines and ethnicities to ensure broad representation and a plurality of views. Review the opportunities afforded to part-time faculty as well, including appointments on campus and district committees; part-time faculty across the state serve on staff development, part-time hiring, and curriculum committees.

- **Attend Academic Senate Sessions and Leadership Training:**

The annual fall and spring sessions, Area meetings, and the summer Leadership

Institute of the Academic Senate are all excellent opportunities to get involved and involve others. Our campus' Staff Development funds are available for this purpose.

3.3.2 Committee Appointments

All faculty appointments, other than those specifically called out as being appointed by the bargaining unit, are to be appointed by the local senate president; appointments to non-senate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor. Among such committees and task forces to which faculty are appointed are these:

- Accreditation
www.canadacollege.edu/inside/accreditation/index.html
- Campus Safety
www.canadacollege.edu/inside/safety/0607/index.html
- College Council www.canadacollege.edu/inside/college_council/0607/index.html
- Curriculum Committee
www.canadacollege.edu/academics/office_of_instruction/curric.html
- Education Policy Committee
- Faculty Hiring Committees
- Faculty and Administrative Evaluation Committees
- Instructional Technology Committee
- Planning and Budget Committee
www.canadacollege.edu/inside/planning-budget/0607/index.html
- Program Review Committees
www.canadacollege.edu/inside/program_review/index.html
- Professional Development Committee
www.canadacollege.edu/inside/development/index.html

College Level Committee web pages can be accessed though Inside Cañada at:
www.canadacollege.edu/inside/

District Level Committees:

- District Academic Senate Governing Council
www.smccd.edu/accounts/academicssenate/
- District Auxiliary Services Committee
www.smccd.edu/portal/dasac/default.aspx
- District Budget Committee
www.smccd.edu/portal/dcbf/default.aspx
- District Senate Curriculum Committee
- District Shared Governance Council
www.smccd.edu/hr/SHARED_GOVERNANCE.htm
- DITC Technology (and District Distance Education) Committees
www.smccd.edu/accounts/ditc/

Other *ad hoc* committees are formed as needed to address individual issues forwarded within the college or policy changes recommended by the board, chancellor, or college administration.

3.4 Concluding Thoughts

It is natural to feel somewhat overwhelmed by the requirements of the new job you've take on as Senate leader, and you may even feel overwhelmed by this handbook! At first try to focus on our local college needs, after a while you can expand your horizons. Use this handbook to remind you of new leadership opportunities and to help you find answers to the inevitable questions you will face. Enjoy the moment, however, and know that our local Senate leadership, and the Academic Senate for California Community Colleges are here to empower you.

Appendices

Appendix A

Cañada College Academic Senate Governing Council Constitution (Revised 04/17/06)

www.canadacollege.edu/inside/academic_senate/0607/index.html

Article I: Name

The name of this organization shall be the Cañada College Academic Senate.

Article II: Purpose

The purposes of this Senate shall be to:

- concern itself with professional relations between the Senate and Cañada College administration and/or the San Mateo County Community College District
- promote the general welfare of College and the San Mateo County Community College District
- work toward the development and improvement of professional standards
- act as a body, and
- provide for continuous study of Senate problems at the local and state levels

Article III: Membership

Section 1

In order to create the Academic Senate Governing Council, each member of the College's faculty shall be entitled to one vote in Senate elections. ("Faculty" is used here as defined in Section 131.6, Subsection 1 of the Administrative Code, Title 5, State of California, and means those certificated persons employed by the College District who do not perform any services for the College that require administrative or supervisory credential.)

Section 2

The Academic Senate shall include all certificated full-time and part-time faculty employed under contract by the College loaded at three or more units per semester.

Section 3

Consistent with Section §13532 of the California Education Code, the Academic Senate may call members for the payment of professional dues. However, professional dues are not to be a condition for eligibility to membership in the Senate, and no sanctions are to be imposed upon members who do not pay such professional dues. Collection of dues payments may be accomplished through receipt from the members of personal checks made payable to the Cañada College Academic Senate or by payroll deduction.

Article IV: Powers and Responsibilities

Consistent with this constitution, all authority and responsibilities of the Senate and all Senate committees shall be exercised by, through and with the approval of the Governing Council in accordance with the Bylaws.

Article V: Governing Council Officers and Representatives

Section 1

The officers shall be the President, Vice President, Secretary, and Treasurer. Section 2: The Governing Council shall consist of the officers and other representatives as outlined in the Bylaws.

Article VI: Official Meetings

Section 1

A quorum for a meeting of the Senate shall consist of those Senate members present.

Section 2

A quorum for a meeting of the Governing Council shall consist of a simple majority of the Council members.

Section 3

A quorum for a meeting of all other Senate subcommittees shall consist of a simple majority of the committee members.

Article VII: Amendments

Section 1

This Constitution may be amended by a vote of at least 60% of the Senate votes cast. Proposed amendments must be signed by at least 10% of the Senate members. Notice must be provided in writing, filed with the Senate Secretary, and copies (hard or electronic) sent to Senate members at least two weeks preceding the vote.

Section 2

The Bylaws may be amended by a simple majority of the Senate votes cast. Proposed amendments must be signed by at least 5% of the Senate members and brought to the Governing Council as a discussion item. Notice must be provided in writing, filed with the Senate Secretary, and copies (hard or electronic) sent to Senate members at least two weeks preceding the vote.

Appendix B

Cañada College Academic Senate Governing Council Bylaws of the Constitution (Revised 04/17/06)

www.canadacollege.edu/inside/academic_senate/0607/index.html

Bylaw I: Elections

Section 1

The president shall appoint an Election Committee subject to the approval of the Governing Council. This appointment should take place by the first Governing Council meeting in March. The Election Committee shall consist of at least 3 Senate members who represent multiple divisions and who are not running for Governing Council office. The responsibilities of the Election Committee shall be to:

- establish an election timeline in accordance with Section B , and
- collect names of nominees
- create, distribute, collect and count the ballot
- appoint two members of the Election Committee and one additional Senate member to witness the count
- announce election results at the Governing Council meeting in accordance with Section B.

Section 2

The report of the Election Committee shall be submitted to the Senate at least two weeks prior to the election. Additional nominations may be made from the floor.

Section 3

All candidates shall have the opportunity to address the Senate at a Governing Council meeting prior to the election.

Section 4

Elections shall be held by ballot, to be returned and tabulated on or before the last Governing Council Meeting in April.

Section 5

Election results may not be announced in part.

Section 6

A tie shall be resolved by a simple majority vote of the current Governing Council.

Section 7

The Governing Council shall have the authority to interpret rules for the call and conduct of elections.

Bylaw II: Composition and Terms of the Governing Council

Section 1

The Governing Council shall consist of the officers and other voting representatives as determined by the Senate Bylaws.

Section 2

The officers shall be elected for a term of two years. They shall assume the duties of their respective offices at the last regular Senate meeting of the academic year. The President and Vice President shall be elected in odd numbered years, and the Secretary and Treasurer shall be elected in even numbered years. Upon completion of his/her term, the outgoing President shall be invited to serve one year as an ex officio member of the Governing Council.

Section 3

The President of the Senate shall begin consultations with the standing committees of the Senate. Subcommittees of the Senate shall submit to the President their respective chair nominees for the upcoming academic year. In addition, the President may make other nominations as needed. The President shall submit these nominees to the Governing Council for acceptance at the first Governing Council meeting of the new academic year. Those nominees accepted by the Governing Council shall begin their duties immediately.

Section 4

Vacancies to the Governing Council will be filled as follows:

- Succession: If the President cannot complete his/her term, then the Vice President will succeed the President for the duration of the President's elected term.
- Appointment: If any Governing Council position other than the President cannot fulfill his or her term, then the balance of the Governing Council shall, after deliberation, appoint a faculty member to complete that individual's term.

Section 5

The voting members of the Governing Council of the Academic Senate shall be: the President, the Vice President, the Treasurer, the Secretary, the Curriculum Committee Chair, the Professional Personnel Committee Chair, the College Council Representative, and the Division Representatives.

Bylaw III: Duties of Officers

Section 1

The President shall preside at all meetings of the Senate and Governing Council. She shall in every way endeavor to promote the interests and purposes of the Senate. She shall become familiar with the Constitution and Bylaws of the Senate. She shall appoint all temporary chairpersons of standing and special committees, and they shall serve subject to the approval of the Governing Council. She shall require an audit of the Senate books at the close of each academic year. She shall meet regularly with the Senate Presidents from other colleges in the District to coordinate activities and policies that involve the faculties of the three colleges.

Section 2

The Vice President shall serve as assistant to the President and shall serve as President in the absence of the President.

Section 3

The Secretary shall keep a record of the proceedings of all Senate and Governing Council meetings. In cooperation with the President, he shall prepare agendas for the meetings of the Senate and Governing Council. He shall maintain the files of the Senate, and he shall be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the President.

Section 4

The Treasurer shall receive all remunerations belonging to the Senate. She shall pay out the funds of the Senate on orders signed by the President. She will prepare a budget for the operation of the Senate at the beginning and ending of each academic year and as requested by the President.

- Senate members in need of reimbursement shall submit receipts and original paperwork with proper forms to the Academic Senate Treasurer.

Bylaw IV: Duties of Council Members

Section 1

The Governing Council shall represent the members of the Senate. It shall be the policy-making body of the Senate. It shall deliberate and act upon such matters of Senate interest and concern as are brought to its attention. It shall, through the President or through its special delegates, serve as the voice of the Senate and, when so directed, represent the Senate in relations with the District.

Section 2

The Governing Council shall make all faculty appointments to the permanent committees of the College.

Section 3

The Governing Council shall serve as the Cañada College President's Advisory Committee regarding faculty-related concerns.

Section 4

The Governing Council Shall require minutes of action items to be kept and made available to members of the Academic Senate.

Section 5

The Governing Council shall meet on a regular basis to receive and consider the reports and recommendations of the Senate President, the chairpersons of the standing committees, and the Division Representatives. A summary of these reports shall be included in the minutes and circulated to the members of the faculty.

Section 6

Major issues as defined by the Governing Council, shall be submitted to members of the Senate for their deliberation. A vote may be called by the Academic Senate President at the direction of the Governing Council, or by a petition endorsed by no fewer than 10% of the members of the Senate.

Section 7

Terms of Division Representatives shall be two years.

Bylaw V: Senate Committees and Their Duties

Section 1

The Governing Council shall serve as a steering organization, performing the routine tasks for the Senate, preparing items for presentation to the Senate, and receiving all recommendations from the committees.

Section 2

There shall be three standing committees of the Academic Senate: Curriculum, Professional Personnel, and faculty membership to the College Council. All authority and

responsibilities of these committees shall be exercised through the Governing Council.

Section 3

As necessary, the President may appoint additional committees with the approval of the Governing Council. At the Governing Council's discretion, students may be appointed to committees. Student representatives may have the same voting privileges as faculty members.

Section 4

All committees established by the Senate shall be advisory and shall be responsible to the Governing Council.

Section 5

All committees established by the Senate Governing Council, must ensure that their Bylaws are consistent with the Senate's Constitution and Bylaws.

Section 6 - Curriculum Committee

- The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the San Mateo County Community College District and Cañada College.
- The Curriculum Committee shall make recommendations to the Governing Council about general instruction policies and standards, and degree and certification requirements. The Curriculum Committee shall also deliberate over the initiation and modification of programs and courses. To do this, the Curriculum Committee shall seek input from those campus and committee individuals who are affected by curricular decisions, and whose input is needed by the Curriculum Committee to make informed decisions. The Committee shall request the Office of the President of Cañada College to provide such information as is necessary for its deliberations and actions.
- All standing subcommittees of the Curriculum Committee shall have a written charter and guidelines. In addition, these subcommittees shall present, at minimum, annual reports to the Curriculum Committee.

- Membership of the Curriculum Committee shall be eight faculty members with a minimum of one from each division. An additional faculty member shall serve as the chair. This chair shall have served at least one year on the Curriculum Committee.
- The voting members of the Curriculum Committee shall be comprised of those faculty members appointed to the Committee, and one representative from the Admissions and Records area that evaluates degree and certificate petitions. The President of the Academic Senate and the Vice President of Instruction shall be non-voting advisors to the Curriculum Committee.
- Senate members shall serve on the Curriculum Committee as division representatives for no more than three consecutive years. One year must pass before additional terms may be served. The chair shall serve a two-year term which may be renewed once.

Section 7 - Professional Personnel Committee (PPC)

- The Professional Personnel Committee is responsible for the administration of the following funds through subcommittees named for each respective fund: Trustee Grants for Program Improvement (TGFPI), Professional Development (PD), and AB1725.
 - TGFPI and PD subcommittee membership shall be determined by the Governing Council in accordance with the rules and regulations set forth in the faculty collective bargaining agreement.
 - AB1725 subcommittee membership shall be determined by the Governing Council in accordance with the rules and regulations set forth by AB1725.
- Membership in the Professional Personnel Committee, which is the umbrella committee for the three subcommittees (TGFPI, PD, and AB1725), shall come from the membership of the three subcommittees and will, whenever possible, reflect all academic divisions and counseling. The PPC may, at the discretion of the Governing Council, have additional non-faculty membership. Senate members shall serve no more than three consecutive years on the PPC. A PPC member shall serve no more than two of the three years as a chairperson. New members shall be proposed by any Senate members when vacancies occur. The Governing Council shall approve proposed members.

Section 8 - Faculty Memberships to the College Council

- The College Council shall consist of a faculty member from each division and one part-time member.

- The Governing Council shall approve the faculty representatives of the College Council. The College Council shall appoint the part-time member. Faculty members on the College Council shall represent their divisions and general faculty interests.
- College Council Faculty Representatives shall serve terms of two years. The term may be extended by one year.
- Faculty who serve on the College Council shall:
 - represent the interests of the faculty and the concerns of the Governing Council of the Academic Senate,
 - select a representative to the Governing Council,
 - present to the College Council the concerns of the Senate, and
 - assess the effectiveness of the shared governance process.

Appendix C

Discussion of Academic Primacy

- DISCUSSION AND APPROVAL OF REVISION TO DISTRICT RULES AND REGULATIONS SECTION 2.06, ACADEMIC SENATE;
- DISCUSSION OF PROPOSED REVISION TO DISTRICT RULES AND REGULATIONS SECTION 2.09, SHARED GOVERNANCE (03-5-1B)

Dean Anderson opened the discussion, explaining that Section 2.09 was created shortly after AB 1725 legislation. At that time, the section was thought to incorporate all necessary elements. However, over time, the Academic Senate determined that it was necessary that the agreements be more clearly delineated. Thus, Section 2.06 was expanded, defining more explicitly the areas of primacy at each College. The new language of Section 2.06 is the result of input from faculty through the three Colleges' Academic Senate Governing Councils and through a series of discussions between the District Academic Senate Governing Council and the Chancellor. These revisions

1. remove language specifying academic and professional matters from Rules and Regulations Section 2.09, District Shared Governance Process;
2. delineate the ten areas of academic and professional matters as listed in Title 5 §53200.c; and
3. clarify the “delineation of authority agreement” between the Board and the Academic Senate by specifying that, in academic and professional matters, the Board will rely primarily on faculty expertise.

Following discussion, it was moved by Trustee Schwarz and seconded by Trustee Constantino to adopt the revisions to District Rules and Regulations Section 2.06, Academic Senate, as detailed in the report. The motion carried, all members voting “Aye.”

Appendix D

Statement of Ethical Conduct

It is the intention of the Academic Senate in adopting the following statement of ethical conduct to provide guidance to faculty members. This statement makes no attempt to be a comprehensive set of rules nor does it supersede existing laws or regulations. If faculty members have questions about a particular point or points they should seek guidance from other experienced faculty members and /or their Dean.

1. **Responsibilities to Students:**

Faculty members have the responsibility for creating in their relations with students a climate that stimulates and encourages students to learn. Faculty should exemplify high scholarly standards and respect, and foster students' freedom to choose and pursue appropriate academic goals. Faculty should:

- (a) Encourage the free pursuit of learning in students.
- (b) Maintain confidentiality unless otherwise required by law.
- (c) Exemplify the best scholarly standards of the disciplines.
- (d) Demonstrate respect for students as individuals, and adhere to one's proper role as intellectual guide and counselor.
- (e) Make every reasonable effort to foster honest academic conduct.
- (f) Be fair and impartial in evaluations to assure that evaluation of students reflects the true merits of students' work and effort.
- (g) Maintain professional behavior in the classroom.
- (h) Avoid any exploitation of students for private advantage and acknowledge significant assistance from them.
- (i) Protect students' academic freedom.
- (j) Be sensitive to gender, race, religion, ethnicity, physical disability, sexual orientation, and age.

- (k) Maintain an environment that is free of discrimination and sexual harassment and take all accusations of discrimination and/or sexual harassment seriously.
- (l) Avoid threatening or abusive behavior or language.
- (m) Not accept gifts, favors, or other offerings from students that could create a perceived or real conflict of interest.

2. **Scholarly Responsibilities:**

The faculty member's responsibilities to scholarship derive from the College's commitment to knowledge and the advancement of learning. Thus the faculty member must strive to keep abreast of the research and scholarship that is being carried forward. Faculty should:

- (a) Recognize their special responsibility for the advancement of knowledge.
- (b) Seek the truth and to state the truth as one sees it.
- (c) Improve scholarly competence.
- (d) Exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.
- (e) Practice intellectual honesty, including appropriately acknowledging contributions made by students, colleagues, and others.
- (f) Prevent intrusion of subsidiary interests in the freedom of inquiry.

3. **Responsibilities to Colleagues:**

The faculty member's responsibilities to colleagues derive from their common membership in the community of scholars. Faculty should:

- (a) Treat each other with dignity and respect.
- (b) Respect and defend free inquiry by associates.
- (c) Show professional courtesy and respect for others in exchange of criticism.
- (d) Strive to be objective during the professional judgment of colleagues.
- (e) Accept a fair share of the responsibilities for the governance of the university.
- (f) Actively assist in the professional development of colleagues.
- (g) Not knowingly misrepresent the views/positions of colleagues.
- (h) Maintain an environment that is free of discrimination and sexual harassment and take all accusations of discrimination and/or sexual harassment seriously.
- (i) Avoid threatening or abusive behavior or language.

4. Responsibilities to the College and District:

The faculty member's primary responsibility to the College is to be an effective scholar and teacher. In addition, the faculty member is expected to actively participate as a citizen of the College community. Faculty should:

- (a) Be effective in teaching, scholarship, and service.
- (b) Adhere to College policies and regulations.
- (c) Monitor the amount and character of any work outside the university, with due regard to responsibilities within the College.
- (d) Give due notice to the university of pending interruption or termination of service whenever possible.
- (e) Avoid conflicts of interest.

5. Responsibility to the Community:

As members of the larger community, faculty members have the rights and prerogatives, and the obligations and duties of any citizen. These include the right to join political or other associations, to convene and conduct public meetings, and to publicize opinions on political and social issues. In any public discourse, faculty members should take care to make clear when their comments represent personal opinions and when their comments represent official College or District positions. Faculty should:

- (a) Strive to conduct oneself as a responsible, productive member of the community, aware of and sensitive to the responsibilities and obligations placed on all citizens by a free society.
- (b) Make it clear in public statements that one's personal opinions are one's own and not those of the College/District.
- (c) Conduct one's public and private lives so as to avoid bringing dishonor to oneself and the College/District.

Appendix E

Statement on Academic Freedom

(Adopted by SMCCD Trustees)

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution.

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Appendix F

The Legal Basis: Education Code and Title 5

The roles and responsibilities of the local senates and their faculty are spelled out in several venues:

1. California Education Code

These laws are a result of legislation-and can be modified only by subsequent legislative action. They appear in their full text, including the intent language of the original author(s), on the legislature’s Website, www.ca.leginfo.gov.

2. Title 5

The policies and regulations of the Board of Governors, and their interpretations and strategies for implementation of Education Code, are contained within this collection. They are published as part of the California Code of Regulations (at <http://ccr.oal.ca.gov>) or are available on the Academic Senate Website. These Title 5 regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention. In addition, the Board of Governors enacts “Standing Rules” that instruct the Chancellor’s Office on how to carry out its functions.

F.1 Sections of Education Code and Title 5 Affecting Academic Senates

The following selections summarize some of the significant segments of the California Code of Regulations and the Title 5 Regulations. While we have excerpted portions of

these laws in this document, we urge you to familiarize yourself with the full text of these regulations as they appear on the Websites accessed through the Leadership page. These important legal strictures are designed to ensure faculty's full participation in the educational process that is the community college.

- Section §70902 (B)(7) Governing Boards; Delegation

The governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

- Section §87359 (B) Waiver of Minimum Qualifications; Equivalency

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senates. The process shall further require that the governing board provide the academic senates with an opportunity to present its views to the governing board before the board makes a determination.

- Section §87360 (B) Hiring Criteria

Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the academic senates.

- Section §87458 (A) Administrative Retreat Rights

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senates. The process shall further require that the governing board provide the academic senates with an opportunity to present its views to the governing board before the board makes a determination.

- Section §87610.1(A) Tenure Evaluation Procedures

The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures.

- Section §87663 (F) Evaluation Procedures

The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures.

- Section §87743.2 Faculty Service Areas

The exclusive representative shall consult with the academic senates in developing its proposals with regards to faculty service areas.

- Section §53200 Definitions

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters (10+1). Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

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

1. Rely primarily upon the advice and judgment of the academic senate, or
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (San Mateo County Community College District's Trustees decided to "rely primarily upon" the advice and judgment of our District Academic Senate Governing Council.)

- Section §53203 Powers

1. The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college academic senate.²
2. In adopting the policies described in section , the governing board or designees, shall consult collegially with the academic senate.

3. While consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the academic senate may present its recommendations to the governing board.
4. The governing board shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - (a) When the board elects to rely primarily upon the advice and judgment of the academic senate, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.
 - (b) When the board elects to provide for mutual agreement with the academic senate, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
5. An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board.
6. The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the academic senate.

In addition to these regulations, other sections of Education Code identify responsibilities the academic senate has, for example, in working with the local bargaining unit, in considering staff and student input, and in meeting both obligations and privileges delegated to the senate.

Appendix G

Incorporating the Law at the Local Level

G.1 Board Policy and Regulations

The state laws and regulations noted above are further encoded by our local board of trustees. Education Code and Title 5 grant certain powers and call for specific actions on the part of local boards. Local boards may enact: Board Policies and Rules and Regulations.

G.1.1 Delegation of Authority

The most significant of these board policies is the one in which our previous Academic Senate officers and our Board of Trustees stipulated the delegation of authority in accordance with Title 5, §53200; this policy appears in Appendix C. These academic and professional matters are often called the 10 + 1 items over which the senate faculty has primacy. The intent of the law and our local policy is to assure “effective participation” of all relevant parties, and to ensure that the local governing board engages in “collegial consultation” with the academic senate on matters that are academic and professional in nature. Often called the “shared governance” policy, that term does not appear in statute and, in fact, may contribute to misunderstandings; some administrators or other affected parties misinterpret the regulations to call for equal voice or mandatory consensus on all matters, even when those are academic and professional matters over which the faculty have privilege and primacy. “Effective participation” means that affected parties must be afforded opportunity to review and comment upon recommendations, proposals, etc.; having given due and reasonable consideration to those comments, however, the Academic Senate shall retain its primacy in the 10 + 1 items noted earlier on the chart and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups

Our trustees have elected to “rely primarily” upon the recommendations of our District Senate for the 10 + 1 items, thus they must ordinarily accept the Senate’s recommendations, EXCEPT when “exceptional circumstances and compelling reasons” may exist. Participating Effectively in District and College Governance, a document written by a joint task force of representatives of the California Community College Trustees (CCCT), the Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate for California Community Colleges, makes the following point about these two concepts, “exceptional circumstances” and “compelling reasons”:

The regulations do not define the terms . . . and these terms are not intended to have a legal definition outside the context of this law These terms mean that . . . in instances where a recommendation is not accepted[,] the reasons for the board’s decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (p. 4, Question 12) [Note: for a full copy of these discussions, please visit the ”Scenarios to Illustrate Effective Participation in District and College Governanc” document available on the Academic Senate Website.]

G.1.2 Senate/Union Relations

The academic senate and your campus’ local of the American Federation of Teachers (union) work together for the benefit of faculty, but questions often arise concerning the roles of the respective organizations. Put in its simplest terms, the academic senate represents the faculty in academic and professional matters, and the collective bargaining agent represents the faculty regarding working conditions.

More specifically, the academic senate represents the faculty in the eleven specific areas defined by Title 5 §53200-204. In addition, the Education Code assigns myriad additional responsibilities to academic senates, such as minimum qualifications and equivalency processes, faculty hiring, faculty evaluation and tenure review, administrative retreat rights, and faculty service areas. The collective bargaining agent represents the faculty in such areas as workload, assignment, working hours, academic calendar, and salary and benefits. Typically, the role of the collective bargaining agent is evident in the agreement between the union and the district.

Do these roles overlap? Yes, and in a variety of ways. For example, “policies for faculty professional development” is one of the academic and professional matters assigned to the academic senate by Title 5. But many collective bargaining agreements also address such areas, particularly with respect to flex service-though the focus might tend more toward the legal aspects (service obligations, etc.) Likewise, sabbatical leaves (terms, application process, requirements, pay) are typically addressed in the collective bargaining agreement.

However, as faculty professional development is among the academic and professional matters, our local senate elects the Professional Personnel Committee chair and appoints some committee members, which has the effect of making the Professional Development Committee a Senate committee.

These are only two examples of how the local academic senate and the collective bargaining agent commingle their responsibilities. Those are further entangled as, the Education Code requires that bargaining agents consult with the academic senate's prior to engaging in bargaining on evaluation, tenure review processes and faculty service areas. Additionally, the bargaining units should consult with the senate prior to negotiations to determine if there are additional areas of mutual interest and concern to be placed on the table. Remember that each organization has its primary area of responsibility and focus, and that each may (and likely will) approach issues differently. Remember, too, that each organization represents the same group of people. Faculty interests are best served when the two faculty representative groups work cooperatively with each other. The AFT contract is available at: <http://aft1493.org/index.html>

Appendix H

Linking Local, District, and State Academic Senates

H.1 Functions of the State Academic Senate

As you have inferred from the brief history of the Academic Senate for California Community Colleges, our statewide umbrella organization functions in much the same way as our local academic senate operates. As with our district governance, the system's Board of Governors articulates a vision for the California Community Colleges and their mandated missions; it then establishes system-wide policies and regulations to enact that vision and respond to the legal strictures imposed by the legislature or Governor's executive orders. The Academic Senate contributes its professional assessments and judgments and is relied on primarily for matters declared as academic and professional.

The System's Chancellor and staff operate under the Board of Governors' Standing Orders that include descriptions of the consultation process. As part of that consultative process, the Consultation Council (much like a local chancellor's cabinet or council), and its members provide appropriate advice and attempt to reach consensus. As with our local senate, the two representatives of the Academic Senate express the collective voice of the community college faculty and give direction to the Board of Governors on all academic and professional matters at the system-wide level; additionally, under the Board's Standing Orders, the Chancellor is compelled to seek the Academic Senate's advice on all academic and professional matters. Also present on the Consultation Council are leaders representing FACCC, CCC/CFT, CCA/CTA and the independent faculty bargaining organization, CSEA, CEOs, CIOs, CSSOs, CBOs, CHROs, and CCLC/ACT. [Note: for greater explanation of these many acronyms, consult the Academic Senate Website or review its publication on acronyms, or the Definitions of Community College Terms (1991).] Members of the Consultation Council can submit items for consideration, discussion, or action by submitting a Consultation Digest Item. As with consultation processes on your

own campus and within your own district, the governing board (in this case, the Board of Governors) has specifically agreed (through its Standing Orders) that they and their designees shall rely primarily on the Academic Senate regarding academic and professional matters. The State Academic Senate's primary mission is, of course, to serve its faculty in California's community colleges, to "promote the best interests of higher education in the state and to represent the faculty of all California community colleges at the state level." To do so, the The State Academic Senate maintains an office in Sacramento and a professional staff who coordinates its many activities and provides continuity. Through the resolution process, our local senate delegate to the plenary meetings gives direction to the Academic Senate Executive Committee and permits it to determine its annual workplan.

H.2 Area Divisions

The state's community colleges are presently divided into four areas (A, B, C, D), two in the North and two in the South. This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. Each area elects its Area Representative who serves for two years on the Executive Committee; all areas then elect two at-large representatives, as well as North (Areas A and B) and South Representatives (Area C and D). The Area Representatives are responsible for coordinating two area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, local senate delegates (often the senate president, president-elect, or past president) meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at session, and generate their own resolutions. The local senate delegate represents the positions and perspectives of their local senate at these meetings and gathers information to take back to the local senate for direction before Session. Area representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through the Academic Senate Office.

H.3 Role of the Relations with Local Senate Committee (RLSC)

The Relations with Local Senate Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and

requests for assistance. To contact your local senate committee representative, visit the Academic Senate Website or call the Academic Senate Office.

H.4 Senate Institutes

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas. Most important to you personally is the summer Leadership Institute for local senate leaders (especially for new presidents) as well as the highly successful curriculum institutes that attract college curriculum chairs and many related staff people. Other institutes may focus on technology, the art of teaching, or occupational education.

H.5 Senate Plenary Sessions

For many years, the plenary sessions have been held alternately in the North and South, on Thursday-Saturday in fall and spring. The general and breakout sessions permit local senates-their officers (who often also serve as their senate's official delegate), curriculum chairs, and other interested faculty-to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting processes.

1. Resolutions: In short, that resolution process works thusly
 - (a) Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted for pre-session review at the Area meetings.
 - (b) At the area meetings, pre-session resolutions are discussed, and new resolutions are generated.
 - (c) The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
 - (d) Delegates and representatives of the local senates meeting during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
 - (e) After all session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution-writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.

- (f) The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
 - (g) The resolutions are discussed and voted upon at the general sessions on the last day of the plenary session. Resolutions passed by the body are promptly published, disseminated, and then acted upon by the Executive Committee. They are also posted on the Senate's Website.
2. Local Senate's Use of Academic Senate Resolutions Local senates can and do make substantial use of these statewide resolutions to guide their own practices, to provide direction and priorities, to provide justifications and support in their discussions within their own consultation procedures and to provide impetus to their own activities.
 3. Disciplines List Special Procedure Every three years, in accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). Revisions, additions or modifications are solicited prior to the fall plenary session held in the year preceding the triennial review. These modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held across the state, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session. Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, it is not possible to amend resolutions in support of proposed changes to the disciplines list. Those proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be pulled and voted on separately.

H.6 Participation on State-Wide Academic Senate Committees

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

their minutes regularly appear in the agendas of the Academic Senate Executive Committee; committee chairs can submit agenda items calling for action, or seeking advice and consent. As it is with our own local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report regularly to the larger body. It is essential that all faculty members serving on committees—whether local or statewide—understand they represent the larger senate and its adopted positions and have essential reporting functions; they must defer from making policy decisions or committing California’s faculty without first consulting them through regular written reports to the Academic Senate.

H.7 Nominations for statewide Awards and Service

1. Academic Senate Awards:

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. As senate president, you will need to be watchful for the announcements that open the nomination period, and you must adhere to the rigid and often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards:

- (a) The Jonah Laroche Scholarship (awarded to three students annually for exceptional accomplishments; students must have a 3.0 GPA and be from a group historically underrepresented in higher education—ethnic minorities, women and persons with disabilities)
- (b) The Hayward Award (awarded annually to four faculty for commitment to education; service to students’ access and success; and service to the institution through participation in professional and/or student activities)
- (c) The Regina Stanback-Stroud Award (awarded annually to a faculty member making special contributions in the area of student success for diverse students)

Occasionally you will also be asked to consider nominating our campus’ exemplary programs or successful ventures in support of students. These nominations often carry prestige and recognition, and sometimes are given monetary reward; nominating your programs is a means by which to showcase them and to garner due recognition for hardworking faculty and staff. Often those programs so nominated become widely emulated by others. Thus, you and our senate have a solemn obligation to consider these requests and to respond to them honestly and fully when the nomination is warranted.

2. Service to the Board of Governors

The Board of Governors includes two faculty members, each serving a two-year term. Local academic senates or individuals may nominate appropriate candidates for consideration. As the two terms are staggered, the Academic Senate seeks nominations each September. These nominations are first considered by the Standards and Practices Committee who forward the names of finalists to the Executive Committee; that committee then interviews the finalists and, according to statute, sends to the Governor three candidates from whom he or she shall select the new Board member. Because of the importance of these faculty positions, the Academic Senate is best served by faculty members who have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

H.8 Consultation Process

The voice of the our local senate is expressed through the resolution process and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the collective will of the body and the voice of the California community college faculty regarding systemwide academic and professional matters is carried to the Board of Governors. To represent our voice, the following must occur:

1. Local senates must empower their voting delegates to represent their concerns and will.
2. Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.
3. The Executive Committee, through its delegates to the Consultation Council, must then carry those directives into the consultation process.