

Senate Delegate Roles and Responsibilities

Definitions and Role of the Delegate

A Senate Delegate is a faculty member selected by a local senate to represent that local senate in a voting capacity at the Plenary Session of the Academic Senate for California Community Colleges. This delegate may be a local senate president, vice president, or any faculty member designated by the local senate.

A Senate Delegate has the responsibility to operate in a truly representative capacity. In order for a delegate to fulfill this representative responsibility, the delegates must keep well informed of their local senate's positions on issues, as well as informed on the issues at the state level. The California Education Code (Title 5, Sec. 53200) defines the academic senate as an "organization whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters." The Senate Delegate, therefore, represents the local senate's recommendations on academic and professional matters at the system wide level, giving direction through the resolution process to the Executive Committee of the Academic Senate for California Community Colleges.

Serving in a representative capacity, the Senate Delegate has numerous responsibilities that occur before, during, and after each plenary session.

BEFORE THE SESSION:

1. Become familiar with the structure, purpose and history of the Academic Senate. (See Academic Senate Organizational Chart.)
2. Attend Area meetings to gain early information on statewide issues that will be addressed at the Plenary Session.
3. Review pre-session materials and encourage faculty with subject matter expertise/ responsibility to attend.
4. Discuss the issues with the local senate to identify faculty positions. Such positions may take the form of resolutions to be presented at the plenary session.
5. Study, distribute and discuss pre-session resolutions with the local senate to receive direction prior to the Area meeting.
6. Attend the Area meeting representing the positions of your local senate and carrying forward local senate resolutions for the Plenary Session.

DURING THE SESSION:

1. Review documents in the session packet, e.g., pre-session resolutions, papers, etc.
2. Network with colleagues attending the Session for additional information and perspectives on issues.
3. Attend breakouts and divide up your college delegation among breakouts you cannot attend.
4. Participate in Area meeting/resolution writing sessions.
5. Write and sponsor resolutions based on discussion/issues in breakouts.
6. Sponsor and carry resolutions sent by your local academic senate to the session.
7. Represent the position of your local senate during the resolution debate and voting session at the conclusion of the Plenary Session.
8. Vote for Executive Committee officers and members as defined in the Elections Announcement.

AFTER THE SESSION:

1. Report the results of the Plenary Session back to your local senate.
2. Distribute appropriate information among the campus community.
3. Maintain contact with your Area Representative contact and with other senate presidents in your area to remain current on state-wide issues and brainstorm local issues

Tips for the Delegate

At the Plenary Session it is important to focus your energies and become as informed on the issues as possible. The following is a list of tips for effective delegates:

1. Spread your team around. If more than one member from your college attends the session, review the schedule of breakouts and prioritize the issues and challenges that your district has struggled to solve. Schedule time to network during the Plenary Session.
2. Get to know your colleagues. From discussions with other senators, you may learn of senates that are working on similar issues and challenges that your district has struggled to solve.
3. Use your state representative. Your representatives on the Executive Committee and the Area Representative are ready to help you. A conversation with any one of them may provide you with needed information.
4. Attend the Delegate's Roles and Responsibilities Orientation. This orientation is provided at every Plenary Session to review the process of the Session and to address questions delegates may have.
5. Attend the Nuts and Bolts of Effective Senates breakout. This breakout has been designed with delegates and senate presidents in mind. It will involve presentations and discussion on the basics of having an effective and truly representative senate.

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

Area Representation

There are four existing Areas that represent the traditional grouping of the local senates. This four Area grouping has been the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. One representative is elected from each of the Areas of the state. There are also two representatives from the North, two from the South and two at-large.

Area A is made up of twenty-seven colleges, Area B with thirty-four, Area C with twenty-seven and Area D with thirty-five. It is the responsibilities of the Executive Committee members to maintain contact with the local senates. The local senates may contact their nearest Executive Committee member, the Academic Senate Office or any Executive Committee member with special expertise.

There are fourteen elected Executive Committee members to serve over a hundred college and district senates. The number of colleges, in addition to geographical considerations, presents the Executive Committee with a strong serious level of responsibilities and challenge to effectively serve the constituents of the local academic senates throughout the state.

Area meetings are held prior to the Fall and Spring Plenary Sessions and are necessary to discuss and develop resolutions as needed regarding the issues that will be voted on at the session. The local senate president, as well as, other interested local senate members may also attend area meetings. The local senate delegate represents the positions and perspectives of their local senate at these meetings, as well as engaging in information gathering to take back to the local senate for direction before session.

Resolution Process

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

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

- 1 Searching the adopted resolutions database for resolutions of interest. To access the resolutions database, go to the Academic Senate homepage and click on the tab titled "RESOURCES". A drop

the resolution and information about which committee was assigned the resolution; or

- 2 Accessing the most current committee activities, reports and meeting minutes through each individual committee's webpage on the Senate website. To access committee information, click on the tab titled "COMMUNITIES" on the Academic Senate homepage. A drop down menu will appear, then click on "Committees"

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

Plenary Session Resolution Procedures

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

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

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

RESOLUTION PROCESS OVERVIEW

1. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area meetings for review.
2. Amendments and new pre-session resolutions are generated in the Area meetings.
3. The Resolutions Committee meets to review all pre-session resolutions and amendments and combine, re-word, append, or render moot these resolutions as necessary.
4. Members of the Senate meet during the Plenary Session in topic-based breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
5. After all Plenary Session presentations are finished on the first day, members meet during an identified breakout to
6. Discuss the need for and develop new resolutions and/or amendments.
7. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadline each day. There are also Area meetings at the Plenary Session for discussing, writing, and amending resolutions.
8. New resolutions submitted on the second day of Plenary Session are held to the next Plenary Session unless the resolution is deemed urgent.
9. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
10. The resolutions and amendments are debated and voted upon in the general sessions on the last day of the Plenary Session.

GENERAL RESOLUTION WRITING

- A. All resolutions must be properly constructed using the following criteria:
 1. Must be proposed By one of the formally established committees of the Senate through the Executive Committee, or a member of the Executive Committee By a local senate By attendees at the Area meetings of the Senate, or By any registered faculty attendee at the Plenary Session and signed by four delegates as seconders.
 2. Must be submitted in writing, and if submitted at Plenary Session, must be on or accompanied by the forms provided using hand printing or typing to ensure legibility. Electronic copies are preferred.
 3. Must be limited to four "whereas" sections and four "resolved" sections.
 4. Must limit actions to those within the scope and purview of the Academic Senate for California Community Colleges, and must state in the "resolved" portion that the Senate takes action. The Senate president determines the appropriate process for conveying recommendations to the Board of Governors, local senate, or other groups and individuals and, as necessary, assigns resolution responsibilities to Senate committees or personnel for implementation.
 5. May only urge or recommend a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.

legislation and propositions, the resolution should focus on the principles and concepts therein, both in “whereas” and “resolved” statements.

- B. Assistance in writing resolutions is available from all Executive Committee members. For specific assistance, contact Area Representatives, committee chairs, or members of the Resolutions Committee.
- C. Resolutions that require substantial resources in time or funds will be carried out by the Executive Committee only if the resources are available.
- D. Resolutions that attempt to address local problems should be framed in such a way as to assist all local senates, faculty or students.

RESOLUTIONS PRIOR TO AREA MEETINGS

- A. Prior to the Area meetings in the fall and spring, the Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.
- B. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or Plenary Session by interested faculty willing to follow the steps listed below.

RESOLUTIONS AT AREA MEETINGS

- A. Area meetings of the Senate are scheduled two to three weeks prior to the Plenary Session. Resolutions adopted and moved forward by the Executive Committee are reviewed at Area meetings along with:
 - 1. Resolutions brought by faculty in that Area.
 - 2. Resolutions adopted by local senates in the Area.
 - 3. Resolutions developed during the Area meetings by those in attendance.

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

- B. The Resolutions Committee of the Senate meets to review all pre-session and Area resolutions and amendments and combines, re-words, appends, or renders moot these resolutions and amendments as necessary. At this time the Resolutions Committee will update the resolution consent calendar based on criteria (e.g. non-controversial, has no amendments) determined by the Executive Committee for inclusion in the resolutions packet.
- C. After review by the Resolutions Committee, all resolutions and amendments are provided to local senates in preparation for the Plenary Session. All attendees of the Plenary Session receive copies of the resolutions and amendments upon check-in.

RESOLUTION AND AMENDMENT WRITING AT THE PLENARY SESSION

- A. All new resolutions or amendments written on the first day of Plenary Session must be submitted to the Resolutions Chair by a time established in the adopted program of events for the Plenary Session.
- B. New resolutions submitted on the second day of the Plenary Session will be held to the next Plenary Session unless the resolution is deemed urgent.
 - 1. An urgent resolution means: A time critical issue has emerged after the resolution deadline on Thursday and new information is presented on Friday which requires an established Senate position before the next plenary session.
 - 2. The Resolutions Committee will review the resolution and make a recommendation to the Executive Committee whether the resolution is urgent or not. The Executive Committee meets after the resolution deadline on the second day to determine whether those submitted as urgent should be presented for voting on the last day of session or postponed to the next plenary session

- C. Amendments to resolutions must be moved
 - 1. by consensus at Area meetings of the Senate, or
 - 2. by a registered faculty attendee at Plenary Session with four delegate seconders.
- D. Amendments must be presented in writing to the Resolution Committee Chair by the posted deadline of the second day of Plenary Session
- E. Robert's Rules of Order Newly Revised shall govern the scope and use of amendments.
- F. The Resolutions Committee reviews all submitted resolutions and amendments and combines, re-words, appends or renders moot the resolutions and amendments as necessary.

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

G. General Timeline:

- 1. Resolutions and amendments submitted by the deadline of the first day of Plenary Session will be available for discussion and amendment at Area meetings on the second day of Plenary Session.
- 2. Anyone who authors or amends a resolution or offers an urgent resolution on the second day of Plenary Session, or his or her designee, is expected to attend a 45 minute meeting that day to mitigate unintended conflicts or confusion that might otherwise result during the final day's resolutions' debates (see the Plenary Session program for location and time). The meeting will also be attended by Area Representatives, members of the Resolution Committee, and any Executive Committee members who so desire.
- 3. Resolutions and amendments submitted by the posted deadline and those resolutions ruled urgent will be available by 7:30 a.m. on the third day of Plenary Session.
- 4. It is the policy of the Academic Senate not to make changes in resolutions or amendments during the Plenary Session on the third day. Therefore it is strongly urged that the authors of resolutions and amendments, or designees, as well as Area and committee chairs, read resolutions and amendments carefully by 8:00 a.m. on the third day. Please bring any omissions or errors to the Resolutions Chair in the main meeting room so adjustments can be made, preferably in written form. No changes can be made after the general session begins at 8:30 a.m.

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

RESOLUTIONS TO PURSUE TITLE 5 CHANGES

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

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

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

RESOLUTION CONSENT CALENDAR

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

has no amendments) determined by the Executive Committee to place on the consent calendar.

- B. Each resolutions packet will include an updated consent calendar at the beginning listing the resolutions on the consent calendar.
- C. Any faculty attendee at an Area meeting of the Senate can request to have a resolution removed from the consent calendar by alerting the Resolutions Committee Chair or the Executive Director.
- D. Any registered attendee can pull a resolution from the consent calendar at any time before 8:20 a.m. on Saturday of the Plenary Session by alerting the Resolutions Committee Chair or the Executive Director.
- E. A final opportunity to pull a resolution from the consent calendar will be provided at 8:20 a.m. on Saturday of the Plenary Session when the President calls the general session to order.
 - 1. At that time, the President will announce those items still remaining on the consent calendar and ask if anyone is interested in removing any of the remaining resolutions.
 - 2. Any registered attendee may request to pull a resolution from the consent calendar by indicating the number of the resolution at the parliamentary microphone.
 - 3. No justification is needed for this request and it does not require a “second” or any vote to remove a resolution.
 - 4. Upon seeing no attendees at the parliamentary microphone, the President will ask if the delegates are ready to approve those resolutions remaining on the consent calendar.
 - 5. If there is no objection, the resolutions on the consent calendar are adopted.
- F. Note: Removing a resolution from the consent calendar may be done for reasons such as, a member wishes to amend the resolution, wishes to debate the resolution, wishes to divide the resolves, or wishes to vote against the resolution.

RESOLUTION AND AMENDMENT PRESENTATION

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

- 1. Must be duplicated with copies made available for distribution. (Duplication is the responsibility of the Executive Committee, not the author.)
- 2. Will be presented in the order decided by the Resolutions Committee, except as provided in Robert’s Rules of Order Newly Revised for changing the agenda.
- 3. Is read by the President and may be introduced by the maker or a seconder of the resolution or amendment, or a designee.

RESOLUTION AND AMENDMENT DEBATE

- A. Debate on each resolution, including its amendments and the motions and inquiries made at the parliamentary microphone during the debate, is limited to a total of 15 minutes.
- B. The President will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.
- C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
 - 1. Come to the pro or con microphone as appropriate.
 - 2. State his or her name and college.
 - 3. Be limited to three minutes in making a presentation.
 - 4. Not speak again until all others desirous of speaking have expressed their opinions, including members of the Executive Committee.
 - 5. Debate the merits of the resolution and refrain from personal attacks.

- E. A “middle” microphone will be used for parliamentary inquiries and related procedures.

RESOLUTION AND AMENDMENT VOTING

- A. Only delegates with delegate ribbons may vote (except as provided in E).
- B. Voting will be at the direction of the President (or designee as Chair).
- C. The parliamentary microphone may be used by all Plenary Session attendees in order to seek clarification or guidance, but only delegates may make motions. For example, only a delegate may appeal decisions made by the chair, move to extend debate, or conduct any other business that requires a vote of the assembled delegates.
- D. The President or any delegate may call for a division of the house. Division of the house shall be a standing vote.
- E. For purposes of voting on resolutions and amendments only, a delegate may give his or her delegate ribbon to someone else, provided that this person is also a faculty member from the same district.

REFERRED RESOLUTIONS

- A. Resolutions can be referred to the Executive Committee for the following reasons:
 - 1. More information or clarity is needed
 - 2. More time to debate the issue on local campuses is needed
 - 3. Addresses an important issue but is written in a manner to make it unclear as to the intent.
- B. A resolution cannot be referred to direct the Executive Committee to accomplish what the resolution seeks to do.

PARTICIPATION OF EXECUTIVE COMMITTEE MEMBERS IN RESOLUTION DEVELOPMENT AND DEBATE

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

RESOLUTION TABULATION AND RECORDING

- A. The President announces the outcome of the vote.
- B. The Chair of the Resolutions Committee shall record the results of the vote.
- C. The Chair of the Resolutions Committee shall:

person listed as such on the printed resolution/amendment form.

2. List the disposition of the vote as follows: M/S/C: Moved, Seconded, Carried M/S/F: Moved, Seconded, Failed M/S/S/Postponed: Moved, Seconded, Postponed M/S/U: Moved, Seconded, Unanimous M/S/R: Moved, Seconded, Referred M/S/A: Moved, Seconded, Acclamation
3. Record any minority reports if so directed by the majority of the voting members of the general session.

URGENT RESOLUTIONS AND APPEAL PROCESS FOR RESOLUTIONS DECLARED NON-URGENT

(Adopted Spring 1996)

- A. The maker of a resolution submitted on the second day of the Plenary Session indicates on the form supplied whether the resolution is urgent or not.
- B. The maker of the resolution, or the maker's designee, should address the criteria for determining an urgent resolution. (See B.1. under Resolution Writing at the Plenary Session.) The Executive Committee will carefully consider presentations on behalf of urgency before voting.
- C. The Executive Committee acts on the status of resolutions and declares them urgent or non-urgent
- D. If the maker of the resolution wishes to appeal the decision of the Executive Committee, these procedures shall be followed:
 1. Within ten minutes of the opening of the resolution voting session, the maker of the resolution, or the maker's designee, will approach the parliamentary microphone and say, "I wish to appeal the urgency decision of the Executive Committee."
 2. The President then recognizes the maker of the resolution, or maker's designee, for no more than a three-minute statement at the pro microphone supporting the urgency of the resolution and seeking a "yes" vote to overturn the decision of the Executive Committee (that the resolution was not urgent).
 3. The President next recognizes the chair of the Resolutions Committee for no more than a three minute statement at the con microphone giving Executive Committee reasons for declaring the motion non-urgent and urging a "no" vote to overturn the decision of the Executive Committee.
 4. Without further debate, the President calls for a vote on the motion, explaining, "If you vote 'yes' the resolution in question will be declared urgent. If you vote 'no' the resolution will remain non-urgent."
 5. If the motion passes to overrule the decision of the Executive Committee, the resolution in question becomes "urgent" and is brought before the body for a vote at a time appropriate according to the category of the resolution.

WITHDRAWING A RESOLUTION

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

DISCIPLINES LIST SPECIAL PROCEDURE

For the Spring Plenary Session (every two years), resolutions regarding the disciplines list are presented. Because the Academic Senate for California Community Colleges must consult with the CEOs, CIOs and bargaining agents in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list at the Spring Plenary Session. Proposed changes to the disciplines list must either be voted up or down as presented.

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

Revised 9/30/08
Revised 10/02/09
Revised 3/5/12
Revised 2/28/14

Resolution Categories

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

Resolution Writing and General Advice

RESOLUTION WRITING

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

1. **Four is the Limit:** Resolutions cannot contain more than four “whereas” or “resolved” statements (this is a requirement per the published resolutions process for session).
2. **Homework:** The Senate has hundreds of resolutions, and they are accessible for review on its web site, www.asccc.org. It is possible that a resolution already exists for the position you wish to take. Please review the existing resolutions first so that duplication can be avoided.
3. **An Introduction:** Consider using the first “whereas” as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other “whereas” statements.
4. **Acronyms:** Write out the names of groups or organizations in your first reference to them in your resolution. The full name may be followed by a parenthetical abbreviation, which you may then use for future references.
5. **Make the Point:** Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause that resolution to be defeated, amended, or referred.
6. **Avoid Lumping:** Limit yourself to one reason in support of or in defense of your resolution per “whereas” statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.
7. **Professionalism Preferred:** Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.
8. **Only Senate Action:** Remember that Senate resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Your resolution can do such things as request or recommend actions from others, or it can endorse or support a position, but it can only direct action from the Senate itself.
9. **Reality Check:** If your resolution directs an action by the Senate, be certain that the action is possible for the Senate to accomplish. Specifically, remember that the Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as “work with [other body] to ensure” rather than “ensure,” or “oppose” rather than “prevent,” may help to produce a more realistic resolution.
10. **Word Choice:** Judiciously use words such as “any,” “every,” “all,” “never,” “none,” or other qualifiers that make sweeping generalizations.
11. **Models:** You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.
12. **Resolution Title:** Be sure that the title of the resolution accurately reflects the content of the resolution.
13. **Citing Legislation:** Cite the dates on stated legislation or regulations included in the resolution.
14. **Facts:** Resolutions are best received when the focus is on facts versus rhetoric.
15. **Hard and Soft Copy:** Resolutions and amendments submitted at session in soft copy must be accompanied by a hard copy (printed versions are fine).
16. **Amendments:** Amendments are made to the original resolution (the main motion).
17. **Senate Papers:** All of the Academic Senate adopted papers contain recommendations to local senates as well as to the state senate. These recommendations are considered to be directions to the field and are comparable to resolutions. Review the recommendations in Senate papers related to your topic to see if your issue has already been addressed.

ADVICE ON WORDING FOR RESOLUTIONS

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

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

It may also be the case that the Senate has taken a contrary position to one you now expect to affirm. Please take some time to review the resolutions listed on the Academic Senate website to see if a prior position on your issue has been determined. After such a review, you then can decide if you want the Senate to take a new position on the issue because evidence or recent developments now indicate a need to reconsider. It is not necessary or recommended to affirm a previously stated position that remains valid.

- **Reaffirm:** If you ask the Senate to reassert a position, make certain that it is indeed a position that has been established previously and not an interpretation of or extrapolation from a previous Senate statement or document. In addition, make certain that such a reaffirmation is indeed necessary rather than repetitious. In general, reaffirming previous positions is discouraged due to the conflict that will arise if the body votes not to reaffirm.
- **Require:** As with “ensure,” make certain that the Senate has the authority to require the action in question. In many cases, the Senate may not have the power to fulfill the action requested.
- **Support:** Directions to support local senates, other organizations, documents, students, and more, are acceptable as desired actions of the Senate. It is worth noting that the Academic Senate does not have the wherewithal to financially support individuals or organizations, but resolutions may direct the Senate to support funding from the state or other source for colleges, programs, students, etc.
- **Work with:** When directing the Senate to work with another official body, be certain that the body in question has appropriate involvement in or authority regarding the issue at hand. Often, the action “work with” is followed by another direction to accomplish something. Consider which is more important to the intent of your resolution: that the Senate work with another group or that the action is accomplished? Then word your resolution in the manner that best emphasizes the goal you most wish to accomplish.
- **Verbs:** At past Plenary Sessions, the following verbs sometimes have raised fewer issues and received less negative response than those listed above. As such, you might consider whether calling for one of these actions would make your resolution more likely to be well-received by the delegates:

1. Urge
2. Research
3. Develop (a position, materials, a paper, etc.)
4. Distribute
5. Oppose
6. Publish
7. Survey
8. Encourage

10. Adopt
11. Request
12. Express
13. Form
14. Collect
15. Communicate
16. Recognize

Senate Caucus

PURPOSE

The Academic Senate's caucuses serve as forums within the Academic Senate in which faculty with similar interests may meet to address concerns they feel are vital to faculty and the success of students. The purpose of an Academic Senate caucus is to provide an opportunity for individuals to network and discuss issues of like interest as they relate to academic and professional matters. By promoting dialog on issues of interest to faculty in all California community colleges, the caucuses strive to strengthen relations between faculty and the Academic Senate, promote solutions, enhance communication, and seek to improve the overall relationships of all faculty on our campuses by giving voice to many faculty in a variety of forums. The caucuses serve to inform their participants and the Academic Senate, but they do not represent the Academic Senate.

PROCESS FOR RECOGNITION OF A CAUCUS

1. Individuals interested in forming a caucus will identify at least ten members from at least four different colleges and at least two districts with common goals and/or interests.
2. At any time during the year, the interested members of the proposed caucus may send a letter to the Academic Senate president to request caucus status. This letter shall include the caucus' name, statement of purpose, and list of members.
3. After the caucus proposal is reviewed by the Executive Committee, the Academic Senate president will forward to the requester official notification that the caucus is recognized as an Academic Senate caucus.
4. Once the caucus is recognized and official, it will elect a caucus chair annually at the first meeting of the caucus and submit regular meeting minutes to the Academic Senate Office.
5. Each May, the caucus chair will inform the President of the caucus' intent to remain active and provide a current list of membership.
6. If a caucus fails to alert the Academic Senate President of the desire to stay active, the caucus shall be deemed inactive and a new letter of intent will need to be submitted to re-activate the caucus. The intent is to have caucuses that are active and represent current faculty in California community colleges.

EXECUTIVE COMMITTEE PROCESS

1. When a caucus request is received, the president shall include the request on the next agenda. A request to become a caucus can occur any time during the year.
2. The Executive Committee will verify that the caucus goals and purpose are related to academic and professional matters (10+1). The president will notify the requester of the letter of the outcome of the Executive Committee decision. If denied, the president will provide a reason.
3. If the Executive Committee approves the caucus, the Academic Senate president will submit notification to the body through normal communication channels such as listservs, area meetings, website, session communications, breakouts, and publications (President's Update and *Rostrum*).
4. Executive Committee members cannot sit as members of a caucus.

WAYS THE SENATE CAN SUPPORT CAUCUS EFFORTS

- Support in the identification of potential caucus members and in establishing a caucus.
- Recognition by the president during plenary sessions.
- Opportunity to submit articles for the *Rostrum*.
- Availability of breakout rooms, which will be listed in the program, in the evenings during plenary sessions.
- Opportunity to submit an item on area meeting agendas for updates and discussions.
- Opportunity to submit agenda items for the Executive Committee agenda.

- Information about available scholarships will be shared with caucus participants.

Note: The above mentioned support is provided based on current Senate processes and policies. For questions about current processes or policies on the above referenced items, please contact info@asccc.org.

WAYS A CAUCUS CAN SUPPORT THE SENATE'S EFFORTS

- Provide a forum within the Academic Senate in which faculty with particular interest may meet to address concerns and share information vital to faculty and the success of students.
- Seek solutions to concerns and issues raised by members of the caucus through the resolution process. Invite members of the caucus to submit a "Nomination to Serve Form" each year so that the Executive Committee receives a diverse pool of faculty from which to select committee and task force members.
- Disseminate Senate resources such as papers, *Rostrums*, event information to members of the caucus and college faculty.
- Communicate to the Senate office any suggestions for improving the caucus and its relationship to the Senate.

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