**APPENDIX 1**

**Academic Senate Resource**

**Organizational Group Terms and Responsibilities**

**ORGANIZATIONAL GROUPS**

There are a variety of groups and committees that provide pathways for participation in college governance and processes. These include the ongoing groups and committees listed below and ad hoc groups that are formed to address specific issues and then dissolved.

Types of Groups

Many terms are used to define a group or committee. Often these terms delineate the type of work a group is asked to accomplish.

*Group*

This is defined as a number of persons gathered together to form a recognizable unit, aggregation or band. At the college, this term is generally used to describe a number of persons who are part of an organization based on affiliation or the selection of others of a similar affiliation (e.g. Constituency Group)

*Committee*

This is defined as a group of people chosen to consider some matter or function in a certain capacity. At the college, committees normally have an ongoing purpose and a formal structure. Sometimes this purpose is to coordinate the actions of a number of other committees.

*Council*

This is defined as:

1. A group that is called together for consultation, discussion advice, etc.; or

2. A group of people chosen as an administrative, advisory, or legislative assembly.

At the college, councils normally have an ongoing purpose, a formal structure, and an area or college-wide coordinating function (e.g. Administrative Council or The Learning Council)

*Division (may not relate to our bylaws)*

This is defined as the group of people who report to a particular reporting chief administrator. For example, the people reporting to the Vice President of Student Services work in the Student Services Division.

*Team (may not relate to our bylaws)*

This is defined as a group of people working or playing together especially as one side in a contest. Teams are based on teamwork which is the subordination of individual interests to the unity and efficiency of the group. At the college, teams can be formed for an ongoing or temporary purpose and tend to be flexible, oriented on the task to be achieved, and less formal than a committee. *Task Force*

This is a number of people called together to complete a temporary task that involves area or college–wide coordination.

Groups may also be assigned a particular role in the shared governance process or operations of the college. Some are formal and some are less formal. (Do we want to define a "Work Group" specifically?)

*Work Group*

A group appointed to study and report on a particular question and make recommendations based on its findings. Work Groups are disbanded after the assigned task has been accomplished. A Work Group may be established for:

 creation of an informational document

 creation of a standard

 resolution of problems related to a system or network

 continuous improvement

 research

(e.g. Senate bylaws Work Group)

**APPENDIX 2**

**REPORTING AND ACCOUNTABILITY GUIDELINES FOR SENATE COMMITTEES AND CHAIRPERSONS**

1. Each senate committee (i.e., Faculty Professional Learning, Curriculum, Distance Education, Equivalency) needs a clear statement of purpose, structure and bylaws.

2. Faculty members must be tenured to serve as committee chair.

3. Senate Committee Chairs will meet with the Senate Steering Committee twice each semester.

4. In addition, they need to give at least one oral report to the Senate per semester and a written year-end report to the Senate.

5. Senate committees make decisions autonomously within the scope of their statement of purpose (which is approved by the Senate) but must seek Senate approval for policy changes or changes related to the composition of the committee or selection procedures of committee members or chair/coordinator.

9. Faculty Accreditation Coordinator has the same reporting responsibilities as Senate Committee Chairs.

11. The Program Review Chairperson is accountable to the Senate and Administration for following the Program Review policy and procedures.

**APPENDIX 3**

**RESOLUTION GUIDELINES AND WRITING**

RESOLUTION GUIDELINES

1. Academic Senate resolutions are designed to recommend policy or action to the Board of Trustees, the Superintendent/President of the College, the Academic Senate, and/or Faculty.
2. Resolutions may be drafted in committee or by individual Senators.
3. Resolutions should be submitted for a first reading and then designated as an Action Item at a  following Academic Senate meeting.
4. Resolutions must be made available three days prior to the general Academic Senate meeting by  email.
5. A resolution which contradicts a motion or resolution already passed by the Academic Senate during the same meeting is out of order.
6. If a motion or resolution contradicts a motion or resolution passed at a previous meeting the latter motion or resolution shall take precedence.
7. Discussions, debate, and voting shall be conducted according to Robert’s Rules of Order, Revised.
8. Discussion on Resolutions or any amendments to Resolutions shall have a pre-set time.
9. The Academic Senate President may institute a pro/con style of debate. When there is no speaker on the side to be heard next, debate on the resolution is closed.
10. Any attendee at the Academic Senate meeting may engage in the debate; however, only Academic Senators may vote on the resolution.
11. Approved Resolutions shall be forwarded to the President/Superintendent and to the Board of  Trustees and/or any other appropriate parties by email within ten days.
12. Operating within the criteria of the Delegation of Authority passed by the Board of Trustees, the Academic Senate will expect the Board of Trustees to “primarily rely upon” the advice of the Academic Senate or to reach “mutual agreement” with the Academic Senate before deciding the issue.
13. Resolutions which the Superintendent/President does not forward to the Board of Trustees must be addressed by email to the Academic Senate.

WHAT IS A RESOLUTION?

A resolution is a formal motion that is presented in writing. It must be moved and seconded by senators before being considered. This is the first reading. Proposed resolutions must be sent to the senate president at least 7 days prior to a first reading so that they can be placed on the agenda and formatted properly.

RESOLUTION WRITING

Since the resolution process guides the work of the Gavilan College Academic Senate, care should be taken in developing the resolutions. The following are some guidelines for resolutions as well as recommendations for proper resolution writing. When in doubt, consult with the Senate President.

* Four is the Limit: Resolutions should not contain more than four “whereas” or “resolved” statements.
* Homework: The Gavilan College Academic Senate has previous resolutions. 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.
* 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.
* Punctuation: Each clause is written as a separate paragraph punctuated by a semicolon. The only period appears at the end. The first word of each clause is capitalized.
* 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.
* 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.
* 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.
* 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.
* Only Senate Action: Remember that resolutions can only direct the Gavilan College Academic Senate to take action. The Gavilan Academic Academic Senate does not have the authority to direct or require action from any other group or individual. 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 Gavilan College Academic Senate itself.
* 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.
* Word Choice: Judiciously use words such as “any,” “every,” “all,” “never,” “none,” or other qualifiers that make sweeping generalizations.
* Models: You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.
* Resolution Title: Be sure that the title of the resolution accurately reflects the content of the resolution.
* Citing Legislation: Cite the dates on stated legislation or regulations included in the resolution, i.e. AB 1725 (1988)
* Facts: Resolutions are best received when the focus is on facts versus rhetoric.

ADVICE ON WORDING OF RESOLUTIONS

The wording of a Gavilan College Academic Senate resolution is an important matter that can sometimes prove tricky or 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, here’s some advice to help you avoid wording and issues that may raise objections:

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 Gavilan College 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: 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 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 old resolutions 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 or reaffirm 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 it down.

Require:

Is discouraged due to the conflict that will arise if the body votes it down.  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 other local organizations, documents, and more, are acceptable as desired actions of the Senate. It is worth noting that the 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, 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.