



Institutional Strategic Planning Council

Minutes for Wednesday, October 21, 2020

1:00-3:00 p.m.

Committee Members (total 18):

Rex Beck, Quinton Bemiller, Angelica Calderon (ASNC Rep.), Michael Collins, Leona Crawford, Monica Esparza, Kevin Fleming, Monica Green (Administrative Co-Chair), Dominique Hitchcock, Ruth Leal (Classified Professionals Co-Chair), Sam Lee, Virgil Lee (Faculty Co-Chair), Mark Lewis, Jethro Midgett, Chis Poole, Suzie Schepler, Sigrid Williams, Patty Worsham

Committee Members Absent (2)

Andy Robles, Kaneesha Tarrant

Advisors Present

Greg Aycock, Vivian Harris, Azadeh Iglesias, Tenisha James

Advisors Absent

Adam Martin

Guests

Laura Adams, Andy Aldasoro, Charise Allingham, Patti Brusca, Ashley Etchison, Claudia Figueroa, Desiree Wagner

Call to Order: 1:04 pm

Recorder

Denise Terrazas

Meeting Minutes

1. Call to Order

1.1 Approval of Agenda

- Agenda accepted as presented.

2. Action Items

2.1 Approval of October 7 Meeting Minutes

- MSC (Beck/Crawford) Approved.

2.2 Conclusion

- Approved

2.2 Corrections	2.2 Task of	2.2 Due by
None		

3. Co-Chair Updates

- Monica shared that the California Guided Pathways Phase 2 anchor event #1 is happening now. There are a couple ISPC members/advisors that are participating in the event today.
- Filming of the virtual groundbreaking for the Veterans Resource Center is taking place this week, which will be recorded in a video that will be released on November 10. The grand opening and ribbon cutting will be fall 2021.
- Ruth shared that the Classified Professional Development Committee held a workshop on October 16th that was well attended. It shared information and gave an overview of the Student Support Hub and other features in Canvas.
- There is a 'Get to Know You' classified professionals series, as part of Guided Pathways professional development, and the upcoming October 30 session will feature virtual services and programs offered by the DRC.
- Classified professionals will soon be advertising openings for the Classified Professional Development Committee.

4. Information Items

4.1 Associated Students Feedback on SPGM

- Angelica Calderon shared that ASNC reviewed the draft SPGM. There are two primary areas of feedback from ASNC:
 - Requested increasing the student representation on councils and committees from one to two student members. Students are more comfortable attending with another student.
 - ASNC discussed the process for appointing students to committees that includes outreach through the student organizations.
 - The SPGM states that ASNC President, or designee, will serve on the College Committee. ASNC agreed to this proposal.
 - Question on which student attends Academic Senate. In the past, it was based on availability, but the official rep for Academic Senate is the ASNC President.

- The number of students can vary over the course of the academic year. A suggestion for student rep plus an alternate was received. This arrangement means that there is one student vote, which may be cast by the student rep or their alternate, if needed. Angelica agreed with this suggestion.
 - Clarification sought on which committees grant students voting privileges.
 - This question will be included in SPGM charter template to provide clarity.

4.2 Classified Professional Feedback on Chapters 6-11 & Charter Template

- Ruth Leal shared a PowerPoint presentation with the following components: Governance, Tri-Chairs, Classified Senate, Charters, Operational vs Strategic (attached)
 - Governance: Recommended using the term “shared governance” in place or “participatory governance.”
 - Tri-Chairs:
 - Recommended to continue the use of the “tri-chair” in place of “co-chair;” citing the ACCJC commendation language on tri-chair system,
 - Highlighted that classified professional tri-chairs are included in agenda planning,
 - Made it clear that classified professionals appoint their tri-chairs via the CSEA Committee Appointment Process.
 - Recommended all references to ‘staff’ or ‘classified staff’ with ‘classified professional’.
 - Provided written section on CSEA’s Classified Senate to be inserted in the CSEA section.
 - Charters: noted that CSEA’s classified professionals’ groups are not bound by charters.
 - Provided definition of operational vs strategic and outcome of an exercise among classified professionals.
 - On behalf of classified professionals, Ruth will provide a mark-up on the suggested changes for draft 2 for Kevin Fleming by October 28.
- Questioned whether there is a provision in plan for when the college president does not support a council recommendation?
 - This suggestion will be in draft 2 of the SPGM as part of our feedback loop (college memo and proposal feedback loop).
- Council members discussed how the recommendations from classified professional’s presentation will be implemented and decided.

- Recommended that classified professionals bring a concise list of their SPGM recommendations to the next ISPC meeting for discussion and decision-making.
- Recommended talking at a future meeting about the roles of the various constituent groups using Ed Code to help provide clarity. We are all equal as human beings, but our roles differ.
- Statement made that classified professionals are not a recommending body to the Board of Trustees; the recommending bodies are faculty and administrators.
- Pulling together and presenting draft 2, which has a lot of changes from the feedback, would be a good starting off point.
 - Question: Will the next draft show where the changes have been made? The draft will come as two documents, a clean draft and a draft showing the summary of all changes that have been made.
 - Suggestion made to include the changes proposed thus far in draft 2 to keep consistent with our current process. Kevin confirmed that the suggestions from today can be noted in draft 2 as either included or needing further documentation.
 - Suggested providing page numbers for themes that emerge.
- Tri-Chairs agreed that topics needing future discussion will be addresses in a future ISPC meeting.
 - Monica shared that there are discussions at the District related to governance. Norco College maintains committed to principles of inclusivity while also ensuring we stay true to the roles and responsibilities that constituent groups hold in Ed. Code and Title 5. Our language must be consistent with the regulations that govern our education institution.

4.3 Committee of the Whole – 20/21 Academic Year Dates

- Council to set dates in timeline for Committee of the Whole review. March 2021: Academic Senate-March 1, ISPC-March 3, COTW-March 9.

4.4 Role of Committee of the Whole in SPGM

- Kevin gave a brief overview:

- provided definitions in response to questions about definitions for council, committee, workgroups, etc.
- previewed draft language for a town hall to replace Committee of the Whole.
- shared a definition designed to meet the needs of the college and the true purpose of committee of the whole. (please attach)
- Robert's Rules of Order resource provided: <http://www.rulesonline.com/ror-09.htm#55>
- COTW will be brought for discussion at a future ISPC meeting.

4.5 SPGM – Chapter 10 Review

- Kevin reviewed Chapter 10 for the committee.
- Program Review committee is reviewing and providing feedback for a 5-year plan include program review process, history of program review, process, and timeline in general.
- Feedback for inclusion into draft 2 will be appreciated by October 28.

4.6 Budget Update

- Adopted budget went to BOT for approval yesterday, October 20.
 - The next step will be the District/RCOE loading the adopted budget into Galaxy so the budget can be truly analyzed, as well as the College's budget performance through the first quarter. Dr. Collins will be providing a presentation to ISPC on the strategic implications of the adopted budget on Nov. 4th, after the budget is loaded and analyzed properly in comparison to the 19/20 budget.
- Highlights include information on cash deferrals, enrollment, 2021-22 budget year projections.
- BFPC was provided the College's 1st quarter budget performance report at the Oct 13th meeting, but had to use the tentative budget instead of our adopted budget due to the extra time the State provided to districts to adopt their budgets. Some highlights:
 - Utility expenses are well below budget, as to be expected. Careful control of room temperatures and set points, while ensuring the safety and security of our physical plant.
 - Anticipating budget concerns in our PT faculty and PT Counselor accounts, however CARES funding will help to appropriately offset the increase in costs associated our

counseling support and F2F lab instruction and support due to the transition to online instructional environment.

- CARES budgets monitored closely for compliance. CARES budget plans focus on technology, safety supplies, student basic needs, professional development, student academic supplies, student communication enhancements, counseling support, outdoor study space, increase in counseling support, costs associated with increased cost of F2F instruction.
- Scaling Guided Pathways is a key priority for our college and district, Business Services is working with Student Services to assess and analyze current financial resources that are allocated towards scaling GPs – both General Fund and Grant/Categorical. Cabinet will then be working to understand what resources (on-going and one-time) will be needed to scale GPs and set a stable ongoing budget for the work on behalf of our students.
- Question: Do we post our budget on the website?
 - The Budget Performance Reports are presented quarterly and posted to the BFPC website.
 - Recommendation to post them separately from the minutes.
 - These reports are located under supporting documents on the BFPC website and will be updated.
- Question: Will any mid-year cuts be expected this year? Budget cuts, if any, would likely be in next year's budget. However, changes with cash deferrals might result in budget adjustments. We will know more in January.

5. Good of the Order

- DRC is participating in classified professional development with the “Get to Know the DRC” on Friday, October 30th. Classified professionals are encouraged to attend.

6. Future Agenda Topics

- Classified professional recommendations discussion.
- Committee of the Whole discussion.

7. Adjournment

- 3:00 p.m.

Next Meeting

Wednesday, November 4, 2020

1:00-3:00 p.m.

<https://cccconfer.zoom.us/j/96164905019>

Meeting ID: 961 6490 5019

SPGM DRAFT FEEDBACK II

Classified Professionals



Classified Pros Forums Report

- Governance
- Tri-Chairs
- Classified Professionals
- Classified Senate
- Charter
- Operational vs Strategic
- Questions & Recommendations

Classified Professionals

**NORCO
COLLEGE**

**SHARED
GOVERNANCE
FORUMS**

*Dialogue sessions for classified
professionals to give feedback on the Draft
Strategic Planning & Governance Manual*

**AUG 21 AT 10AM
AUG 28 AT 10AM**

Registration required for zoom. All classified professionals encouraged to attend.



GOVERNANCE

Participatory or Shared or College Governance?

Feedback from Classified Pros

- Inconsistent use of terminology
- Not defined
- Confusing

Purpose of New SPGM #7

- Align with district on strategic planning
- "We will benefit from district strategic planning alignment."



Participatory or Shared or College Governance?

Governance is not defined in education code except for using the term district or college governance. When it is referenced other than those terms, it is called "shared governance."

Examples of education code with "shared governance" references:

- **Education Code 70901.2:** "A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining."
- **Education Code 76060.5** (October 2019): "community college shared governance"
- **Education Code 75007(f)** "regulatory frameworks of shared governance"



Participatory or Shared or College Governance?

- **RCCD AP 1510** references “participation in the District’s shared governance...”
- Board of Trustees uses this term consistently including on **Resolution 59-19/20** in April 2020 recognizing “Dr. Isaac embraces collaboration through shared governance with District stakeholders,”
- The **RCCD Strategic Plan 2019- 2024 pg. 44** states “The membership of the five councils reflects the general principles of shared governance.”

Riverside Community College District Administrative Procedure No. 1510
The District

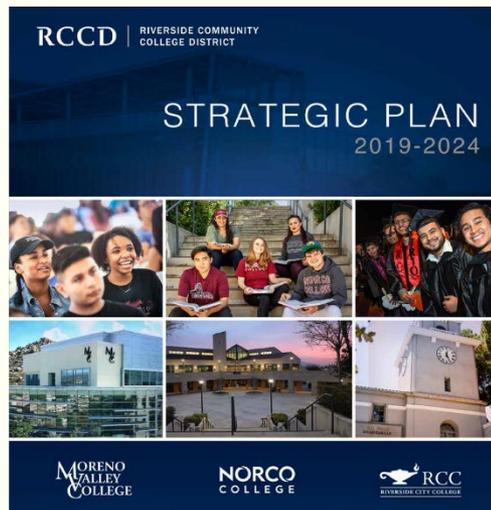
AP 1510 PARTICIPATION IN LOCAL DECISION MAKING

References:

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
ACCJC Accreditation Standards IV.A. and IV.D.7 (formerly IV.A.2 and IV.A.5)
Government Code Section 3540

Participation in the District’s shared governance takes place at Board of Trustees’ monthly Committee meetings by having a representative from each of the District constituencies (Academic Senate, Associated Students, CTA, CSEA and Confidential employees) appointed to serve on each committee and participate in the discussions that takes place at those meetings.

The Academic Senate makes recommendations to the Board of Trustees with respect to academic and professional matters and works with appropriate administrative offices in developing and communicating its recommendations to the Board.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD RESOLUTION NO. 59-19/20**

**COMMENDATION FOR RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR WOLDE-AB ISAAC, PH.D. FOR EXTRAORDINARY LEADERSHIP**

WHEREAS, Dr. Wolde-Ab Isaac (“Dr. Isaac”) began his post as Chancellor of the Riverside Community College District (“District”) on January 1, 2018; and

WHEREAS, Dr. Isaac came to the Chancellor post with more than 35 years of experience as an educator, faculty member, and administrator, including experience as Dean of Health Science at Moreno Valley College, Vice President of Academic Affairs at Riverside City College, and Riverside City College’s 11th president; and

WHEREAS, Dr. Isaac embraces collaboration through shared governance with District stakeholders and uses research-based evidence to support new initiatives; and

WHEREAS, Dr. Isaac demonstrated extraordinary leadership in working collaboratively with District stakeholders, in particular the three college Presidents and the Vice-Chancellors, to respond to the coronavirus (“COVID-19”) global pandemic in various ways; and

WHEREAS, on March 11, 2020, Dr. Isaac announced various protocols to enact social distancing in order to maintain continuity of instruction for students and to maintain District operations; and

Participatory or Shared or College Governance?

- **RCCD AP 1430** “It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process.”
- Norco College President job description in the SPGM draft: “Advocate shared governance and promote collegiality, staff cohesiveness and respect among all college constituencies.”



Participatory or Shared or College Governance?

Summary:

- The Board of Trustees and District use the phrase “shared governance.” Shouldn't we align with the District?
- Why are we using the term “participatory?”
- If not using "shared governance, then why not use the term "college governance?"

Recommend using "shared governance" to align with the District. If the BOT approves a change in terminology, then at that time Norco College should change to align with the District as stated in the purpose of the new SPGM.





TRI-CHAIRS

Tri-Chairs



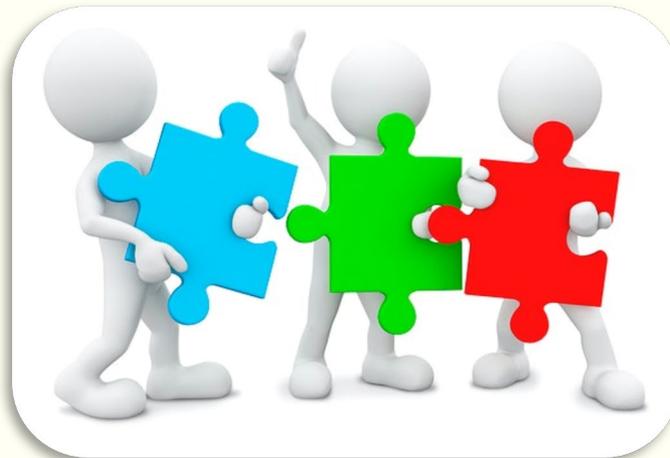
- Tri-Chair system created on May 15, 2013 with the councils and expanded to the strategic planning committees.
- Need to use the term Tri-Chairs. By using co-chairs, it is confusing. Consistency is important.
- ACCJC Peer Review Team Report applauded NC for the tri-chair system. Recommend adding the statement: “The team found exceptional levels of collaboration and innovation among institutional leaders at the College. Structurally, the College has an exemplar model for its governance structure in which they employ the use of tri-chairs for major committees which give voice to significant institution-wide decisions. In this model, classified professionals, faculty and administrators have an **equal voice** at the head of the table which facilitates a high level of inclusivity and transparency with decision-making.”

Tri-Chairs

Tri-Chairs should work collaboratively and as a team to ensure the duties of the three chairs are shared among them. This helps to keep all three chairs working inclusively with a high level of transparency.

For example:

- Agenda item requests go to all three tri-chairs
- Classified Tri-Chair share in the facilitation of the meetings
- Decisions by the Tri-Chairs are made collaboratively



Tri-Chairs



CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION
Chapter 535
Norco College



Shared Governance Classified Representation Appointment Process CSEA Norco College and the Norco College Classified Senate April 2020

Intent and Timelines

State assembly bill 1725 (Education Code Section 70901 (b) (1) (E)) institutionalized the participation of classified professionals in governance decisions. However, it did not specifically require any organization to represent classified employees in the consultation process. State senate bill 235 (Education Code Section 70901.2) rectified that oversight. SB235 provides the “exclusive representative” of classified employees in California community colleges the right to appoint representatives to district consultative bodies such as task forces, committees or other shared governance groups.

In pursuit of effective participation structures and procedures to facilitate participation in shared governance for classified professionals, California School Employees Association, Chapter 535 recognizes the Classified Senate of Norco College as a professional organization promoting the interests of all classified professionals in shared governance. Therefore, the following process regarding classified staff appointments to shared governance committees will be inclusive of classified professionals while meeting the mandates of Senate Bill 235 and the MOU with the Norco College Classified Senate. Candidates for committee service will be drawn from Norco College classified professionals. Classified Senate will make recommendations to CSEA for appointments.

The Appointment Process

The process, as outlined, provides a uniform, efficient and inclusive method of appointment of “shared governance classified representation.” Participants in the process are encouraged to utilize phone and email communication throughout the process to promote quick turnaround. The appointment process will be monitored, evaluated and revised, if necessary, to improve methodology or re-enforce “intent.”

Annual Process:

During the summer of each academic year, classified professionals interested in serving on a college committee or being removed from a college committee must submit in writing via email to the Classified Senate. Prior to the beginning of the academic year, the Classified Senate will discuss all requests and make a recommendation to the CSEA Norco College Vice President on committee appointments. Any requests received after the first day of the fall semester will be handled on a case-by-case basis with ten working day turnaround.

Classified Tri-Chairs are appointed by the Committee Appointment Process from CSEA and the Classified Senate. Terms are determined by this process.

[www.ncclassifiedsenate.com
/documents](http://www.ncclassifiedsenate.com/documents)

Tri-Chairs

Last sentence of tri-chair section states: “When the committee cannot come to consensus, it is the **chair’s** responsibility to follow the process identified in the committee’s bylaws/charge to resolve the issue.”

Change to: “When the committee cannot come to consensus, it is the **tri-chairs’** responsibility to follow the process identified in the committee’s bylaws/charge to resolve the issue.”



CLASSIFIED PROFESSIONALS

Classified Professionals

Recommended verbiage page 50:

Classified Professionals, referenced in education code and board policy as "staff" or "classified staff" as well, have an active role in college governance by being involved in the formulation and development of college policies and procedures per Board Policy 1510. Title 5, 51023.5 (a)(4) states "Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff." And (6) "The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration." Accreditation Standard IV A.2 provides support for staff, among other constituencies, "no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation."

Classified Professionals

Classified professionals are appointed to serve on college committees, workgroups/project teams, task forces, etc. per Education Code 70901.2. (a) "Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members." RCCD recognizes the California Schools Employee Association Chapter 535 as the exclusive representative for classified employees. CSEA Chapter 535 has an MOU signed with the Norco College Classified Senate to coordinate shared governance assignments on behalf of CSEA. The Committee Appointment Process, approved in May 2020, outlines this process from CSEA and the Classified Senate.

SHARED GOVERNANCE STATEMENT

CSEA CHAPTER 535 AND THE CLASSIFIED SENATE OF NORCO COLLEGE

The concepts, privileges, and obligations embodied within the various laws and regulations which govern the decision making processes of Norco College-Riverside Community College District define more than one role for participation of the nonacademic staff.

Through Board Policy 7140 the Board recognizes the California School Employees Association, Chapter 535, hereafter referred to as CSEA 535, as the exclusive bargaining agent for classified employees, other than those designated as confidential, supervisory, and management for issues within the scope of representation under section 3543.2 of the Government Code.

For the purposes required under section 51023.5 of Title 5, Chapter 4 of the California Code of Regulations and through Board Policy 2510, the Board provides classified staff the opportunity to participate in District and college governance. In pursuit of effective participation structures and procedures to facilitate this opportunity, CSEA 535 recognizes the Classified Senate of Norco College as a professional organization promoting the interests of all classified staff in shared governance.

Both organizations promote the professional contributions of their members to the success of the District, the development and growth of individuals, and foster communication between the District and staff among employees themselves. For classified staff, membership is not mutually exclusive. In fact, each organization is charged by code and/or District policy/procedures with the obligation to bring forth the recommendations and opinions of the classified staff. CSEA 535 is additionally charged with the obligation to represent the collective interests and individual rights of all of their unit members in matters within scope of bargaining with the District.

With the understanding of those overlapping roles in the general promotion of classified employees' interests, the following outlines some specific charters for each organization:





THE CLASSIFIED SENATE

Classified Senate

(Recommend inserting below CSEA section page 60)

The Classified Senate

The Norco College Classified Senate was created in 2014 as an affiliate organization of CSEA Chapter 535 to provide a collective voice for classified professionals in all areas of shared governance through the Tri-Chair system, representatives on councils and committees, liaison representatives, and constituent feedback.



Classified Senate

Classified Professional representatives from designated standing committees and councils, project teams, accreditation, and CSEA are the representative body of the Classified Senate. The Senate's four pillars are: building a classified community, classified recognition, shared governance, and professional development.

1. Provide Classified Professionals with a formal voice in shared governance supporting the College's mission, vision and core commitments, and participation in the initiation, development, and evaluation of college policy, and procedures;
2. To provide communication, understanding, and mutual support among Classified Professionals;
3. To communicate Classified Professionals needs, concerns, viewpoints and recommendations on college issues;
4. To articulate the professionalism of Classified Professionals so that they are properly recognized and valued;
5. Provide an opportunity to develop individual leadership among Classified Professionals, as well as increase the professional standards of its members; and,
6. Provide leadership in policy recommendations in innovation and professional development, excluding all areas that would require collective bargaining.

Classified Senate

The Classified Senate has standing committees to assist in the development and implementation of its mission and goals.

Classified Professional Development Committee

- *Coordinates the professional development for classified professionals and recommends policy and guiding principles for job skills training.*

Classified Professional of the Year Committee

- *Coordinates the applications and selection of the Classified Professional of the Year and future scholarship(s) for classified professionals.*

Communications Committee

- *Coordinates marketing and communications for the Classified Senate, including the website, social media, graphics, and the Newsletter.*

Shared Governance Committee

- *Coordinates recommendations for classified appointments to college committees and groups, representative responsibilities policy, development of leadership training process and pathway of classified leaders, shared governance principles, and other processes.*

Social Activities Committee

- *Coordinates classified events such as Socials, Holiday Parties, Fundraisers, Classified Professional of the Year event, etc.*





CHARTER

Charter

- Committees of the Classified Senate/CSEA are not required to have a charter and are not bound by charters created by other entities that may or may not include them.
- Classified representatives are representatives of the classified body, appointed by CSEA Chapter 535 and the Classified Senate, and report to the Classified Senate.
- The roles and responsibilities of classified representatives are outlined in the Committee Appointment Process.



OPERATIONAL VS STRATEGIC

Operational vs Strategic

- Strategic – creating and approving a plan with all constituencies involved in the process.
- Operational – implementation and day to day operation of the plan objectives.
- Reports go to the strategic bodies.



Operational vs Strategic

Operational

- What are the operational groups? This needs to be clarified. Is it just department meetings or employees from a department working together on a project?
- Define “operational group” in the terms section of the document.
- Section is confusing.
- Create clearer examples, perhaps work on an exercise together.
- What is the function/relationship of executive cabinet with committees/councils?

Strategic

- Collaboration of constituency groups
- Planning
- Reporting
- Guidelines
- Assessment
- Evidence



Operational vs Strategic

Decision-Making Roles and Processes 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

– ***Accreditation Standard IV.A.***



QUESTIONS & RECOMMENDATIONS

Questions

PROCESS

What are the checks and balances for the new governance structure and approval process?

TRI-CHAIRS

If the College Council is the Accreditation Steering Committee, shouldn't the three tri-chairs be the Accreditation tri-chairs appointed as such by the constituent groups?

TERMS

Is the "overseeing" council made up of the same group on committees who just approve their own proposals? What does "overseeing" mean?

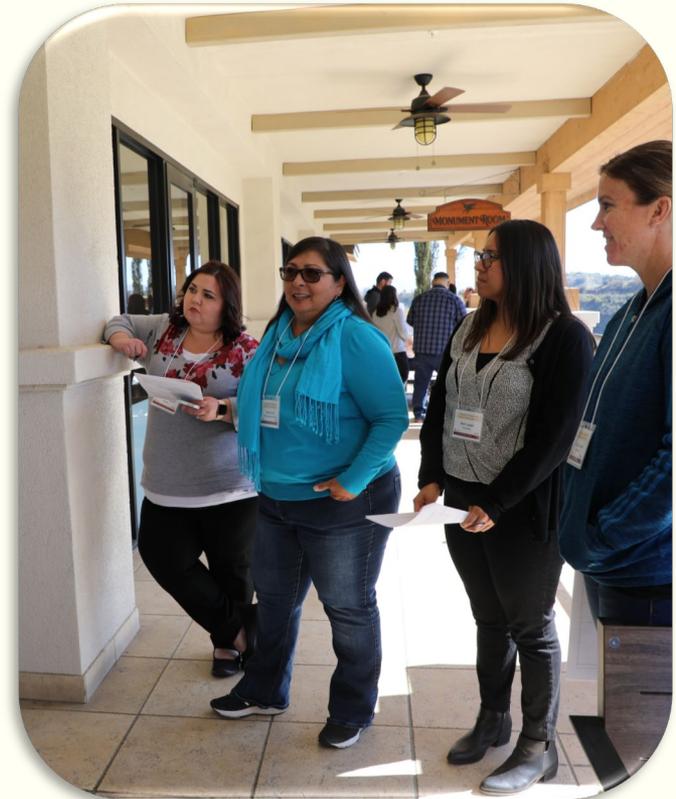
VALUES

How are the Core Commitments reflected in the plan? Crosswalk needed for demonstration.

Recommendations

- Need an appeals process to an impartial review board
- Need a mechanism/procedure for revisions/updates to SPGM document; an amendment process
- Need a crosswalk to demonstrate how the core commitments are incorporated into the SPGM
- Maintain 5 classified representatives on councils as approved by ISPC on October 2, 2013.

Classified professionals have a role in strategic planning as part of the formulation and development of college policies and procedures. Recommend including a classified professional as part of the development team for the SPGM so that our voice is reflected within the document.





QUESTIONS?

By Classified Professionals
October 21, 2020

Committee of the Whole

The membership of a large assembly can designate that the members present act as a committee. This is called a **committee of the whole**, and is a variation of the motion to refer to a committee. An assembly must vote to go into a committee of the whole. The motion needs a second, is debatable, and takes a majority to adopt. The advantage of functioning as a committee of the whole is that members may speak an unlimited number of times to an issue. Any actions by a committee of the whole are not decisions of the assembly but are recommendations of the committee of the whole to the assembly. The chair of the committee of the whole is appointed by the presiding officer of the assembly, who then steps down while the committee of the whole is in session. Also, in the case of a committee of the whole, a vote cannot be reconsidered because it really is not a binding vote but is only a recommendation that will be voted on later by the assembly.

Quasi-Committee of the Whole

Another form of the motion to act as a committee of the whole is the **quasi-committee of the whole**, which is designed for medium-size assemblies. In this form of the motion, the presiding officer of the assembly remains in the chair and presides. Decisions are reported to the regular assembly for consideration.

Informal Consideration

A technique suited to small assemblies, *informal consideration* removes the limit on the number of times members can speak in debate. The regular presiding officer remains in the chair and presides. The results of votes taken while

in informal consideration *are* decisions of the assembly and are not voted on again in the assembly.

To go into a **committee of the whole**, a **quasi-committee of the whole**, or **informal consideration**, a member makes a motion to do so. If the motion is adopted by a majority vote, the assembly begins carrying it out. In the case of a committee of the whole, one member is appointed chairman and another secretary of the committee. The secretary keeps minutes of the committee's proceedings. Eventually the committee of the whole reports to the assembly, which then may consider, discuss, and vote on the recommendations from the committee, if any.

In the quasi-committee of the whole, the presiding officer of the assembly presides and the secretary of the assembly keeps the minutes of the committee's votes and recommendations. Eventually they report the committee's actions are reported to the assembly. To end a committee of the whole or a quasi-committee of the whole, the chairman rises and reports.

In the case of informal consideration, no separate committee is created and the actions and votes of the assembly are recorded in the minutes.

MEETING MANAGEMENT

Anyone who works with a group who wants to get things done finds that one of two things happens. Either one person wants to do all the work so it will get done, or a meeting is called about it, and then more meetings. At work and in our organizations, many of us are being "meetinged" to death, and the meetings aren't accomplishing all that they should. Is there a way to solve the

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