Campus Governance Leader (CGL)

Orientation and Welcome Guide

2023-24

Governance Committee

Welcome to Faculty and Professional Staff Governance in SUNY.

You have taken on an important role on your campus and we welcome you to the collective governance body, the SUNY University Faculty Senate.
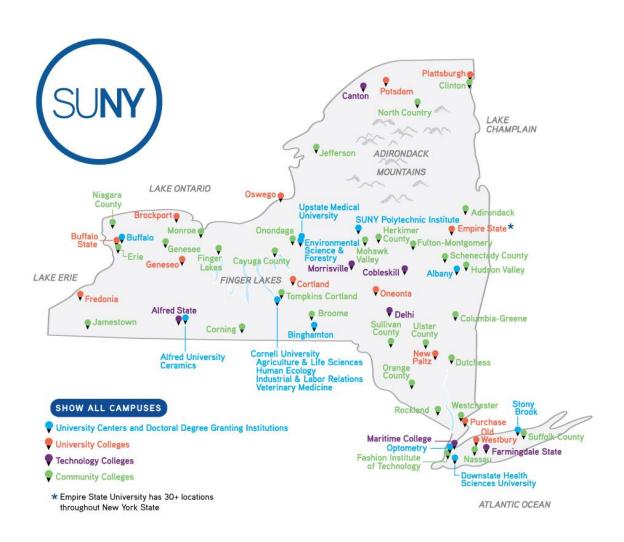
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1. What is a Campus Governance Leader (CGL)?

> Campus bylaws and tradition dictate the role of the CGL. Most commonly the CGL convenes the campus senate/assembly/faculty/staff, meets with the College Council, represents the faculty and/or professional staff on campus-wide committees, councils, and ceremonies, and advocates for all things academic and collegial.

> CGLs carry many titles: Faculty Senate Chair, College Senate Chair, Faculty Assembly Chair, College Senate Convener, Presiding Officer of the Faculty, etc. Whatever the title, the responsibilities are governed by written bylaws. The State University of New York Policies of the Board of Trustees requires that the "faculty of each college shall prepare and adopt bylaws…" (BOT Policies, 2022 p. 20). These "bylaws shall be consistent with and subject to the Policies of the Board of Trustees…" (p. 20). The bylaws of the governance body of each campus are unique and should be readily accessible to local members, and ideally, to the general public.

2. Expectations as a campus CGL.

> Responsibilities within the governance structure and outside of the governance unit: The CGL is responsible for convening the governance body and attending to the faculty/college bylaws. Additionally, the CGL will be a member of many committees, councils, etc., as outlined by the bylaws and other approved documents. The CGL will meet regularly with the president, provost and other administrators.

> Professional and academic ethics guide the work of the CGL. The CGL may be the most visible member of the campus (after the President). Therefore all the CGL does reflects upon the campus and its work.

> Parliamentary Procedure is an important skill for the CGL. Your fellow CGLs can be helpful, and workshops pertaining to parliamentary procedure have been hosted by the University Faculty Senate in the past. Bylaws often mandate the use of "Robert's Rules of Order" as the guide for parliamentary procedure. Most campuses have at least one person familiar with parliamentary procedure to whom a CGL can go for advice, and some have a Parliamentarian present at each meeting of the governance unit, to serve as an advisor to the CGL. A resource website is provided in Appendix C of this guide.

> Communication is an important tool and skill of the CGL. Improving communication techniques across your campus and throughout the University will likely be a priority for your term.

3. Getting started in your role as CGL

    It is advisable to schedule several hours to review your responsibilities with the previous CGL. You may also wish to meet with senior senators who are members of your campus governance unit, as well as the senator(s) who currently (or recently) represented your campus as members of the University Faculty Senate.

    Review all materials, documents, archives, etc. Read the bylaws; then read the bylaws again. If you have not been extremely active in the governance unit, talk with standing committee chairs about their work. Work closely with the executive committee of the governance body to begin your work as CGL. We have included Frequently Asked Questions in this document (but not the answers) as each campus mode of operation may produce different responses. We encourage you to talk with your colleagues to identify the answers for your campus.

4. Role beyond the governance unit with on-campus and off-campus bodies

    College Council. The CGL is not a voting member of the gubernatorial appointed College Council. The CGL should talk with the campus president about reporting to the College Council at each meeting, and should be prepared to answer Council members' questions regarding faculty and staff work. Recognize that the expectations for such participation vary by campus, and if your role is limited, consider a dialogue to have it be expanded at one or more of the regular meetings of the Council.

    Foundation Board. Each campus has different expectations for the CGL and the Board. The CGL should speak with the Foundation Board chair concerning possible interaction.

    Budget group. Often there is a budget standing committee dictated by the bylaws of the governance body. If not, the CGL or designee should request appointment to the campus-wide budget committee.

    Planning committee. Often there is a planning standing committee dictated by the bylaws of the governance body. If not, the CGL or designee should request appointment to the campus-wide planning committee.

    University Faculty Senate (UFS) Plenary. The UFS holds three (3) plenary sessions each academic year. Typically, two are in person and one is virtual. The plenary hosting institution rotates throughout the State-operated campuses so you, as a CGL, will be visiting and getting to know faculty and staff throughout SUNY during your tenure. As defined in the UFS Bylaws, CGLs are Official Observers with full parliamentary privileges at plenary meetings with the exception of voting rights.

    CGLs meet Thursday evening prior to the formal start of the plenary to share issues, ask and answer questions, prepare questions to ask the Chancellor, take part in professional development, etc. During the Plenary (Friday a.m.-Saturday noon) the

CGLs participate in the sessions and engage in the discussions. CGLs sit together in an area designated for them.

The University Faculty Senate budget covers the CGLs for travel and lodging incurred for attendance at the plenary. At or before the Spring Plenary, the CGLs elect a convener for the coming year. The convener is a non-voting member of the Executive Committee (attending that group's Planning Meetings, as well as the meetings that take place in advance of Plenary meetings. The convener's responsibilities include developing the agenda for Thursday evening, leading the discussion on Thursday and reporting the CGLs' concerns and initiatives to the Chancellor and the UFS.

5. How do the CGL and UFS Senator(s) interrelate?

While CGLs attend and participate in plenaries, the UFS Senator(s) is/are the voting representative(s) for each campus at the plenary. As per the UFS Bylaws, *Senators and Alternate Senators:*
(a) Bring to the Senate matters of concern from their constituent campuses, and report fully and regularly to their constituents on the activities of the Senate.
(b) Report back to the Executive Committee what actions their campuses have taken in response to resolutions that call for campus action.
(c)   Attend all plenary meetings of the Senate; an elected alternate shall perform this duty of the Senator in the Senator's absence. In the event that neither the Senator nor an Alternate Senator is able to attend a plenary meeting, no other substitute, ***not even the Campus Governance Leader (CGL)***, may vote or otherwise serve in their place.

The Senator should communicate a summary of the plenary to the campus governance unit and the faculty and staff at large, and should propose motions or resolutions for campus action. The campus UFS Senator should report regularly as outlined in the campus bylaws.

6. Who to contact when you have questions or need advice.

In serving as a CGL, you have been identified as a person who can thoughtfully respond to campus issues, as well as proactively identify issues to be considered. Your academic and professional experiences, however, will not prepare you for all questions or concerns that come your way. When in doubt, let the person who has raised questions you can't answer know that you will inquire further. Do not be afraid to tell an individual that you need time to consider a request or a concern.

You are not alone in trying to figure out what to do. Options you have to consider as resources include the following:

Former CGLs on your campus: Many of the questions or concerns that are new to you are ones that have been experienced by your predecessors.

Current CGLs you have met at the UFS Plenaries: The CGLs have a listserv which you can use to inquire about comparable concerns or practices at other institutions. You can also write directly to the CGL convener.

Governance Committee of the UFS: The Governance Committee serves as a resource for you. The name of the current chair of the Governance Committee is posted on the UFS website (http://www.sunyufs.us/).

President of UFS: The UFS president has considerable shared governance experience and can often answer questions or provide advice via email, phone call, or zoom meeting. You can also invite the UFS president to visit your campus. These visits may be educational (What is shared governance?), practical (How can my campus change from an assembly model of shared governance to a representative model? Or, how can we make significant changes to our bylaws?), or an informal discussion about resolving a campus conflict involving shared governance.

7. What if things are not going well and everything you've tried isn't enough?

Consider requesting a Campus Consultation or Campus Visitation. These are formal processes designed to help campuses that are dealing with serious or severe conflict related to shared governance.   Contact the UFS President for more information or to formally request a consultation or visitation.

8. Use of the Governance Handbook

The Governance Handbook published by UFS contains a wealth of information for the CGL. It is available on the UFS website at Governance Handbook 2013 and includes policies and procedures regarding SUNY and campus governance and the supporting documentation for those policies. Note that this Handbook is in the process of being updated and the new version should be available soon.

9. University Faculty Senate Committees

Executive Committee. The Executive Committee of the Senate shall be composed of voting and non-voting members. The voting members shall be the President of the Senate, who serves as Chairperson of the Executive Committee; the Vice President/Secretary; one of the two University-wide Representatives whom the Chancellor shall designate to serve; and five sector representatives. The non-voting members shall be the Convener of the Campus Governance Leaders, the chairpersons of the standing committees, the Immediate Past President, and the Immediate Past Vice President/Secretary. These non-voting members have all the rights and responsibilities of membership without a vote.

Communications. The committee will implement and enhance methods of internal and external communication in order to disseminate news and information in a timely manner. The committee works with the Vice President/Secretary to accomplish this.

Media techniques can include traditional press releases and social media platforms, as well as informal methods such as senator reports to local faculty governance bodies. The goal will be to inform our constituents across SUNY and, when applicable, news outlets, legislators, and others about academic and professional employees' concerns and views on topical and continuing issues.

Equity, Inclusion and Diversity. The committee will identify and address issues pertaining to equity, inclusiveness, and access, as they are reflected in the curriculum, student body, and personnel of the State University. Among the activities of this committee will be collecting and disseminating information, organizing periodic meetings and workshops, and providing guidance and recommendations to the Senate so that it may act with the best intentions of all people in mind.

Ethics and Institutional Integrity. The committee will consider and make recommendations in areas of ethics, integrity, conduct, and the general well-being of all stakeholders in the University. The committee will not serve as a disciplinary body nor will it take part in judicial proceedings. The committee will review subjects of ethical importance to the University, will consider matters referred to it by the UFS President, will issue occasional white papers, will make recommendations related to ethical issues, and will contribute to a repository of resources on ethical issues.

Governance. The committee will provide guidance on matters of governance, at both the University and local governance levels. The committee will conduct comprehensive reviews of the Senate Bylaws, Standing Rules, Guidelines, and Governance Handbook.

Graduate Academic Programs and Research. The committee will provide guidance on matters relating to graduate academic programs and the development and sustainability of faculty research and other scholarship that further the institution's mission beyond classroom and curricular activities. To these ends, the committee shall identify and address issues pertaining to the policies, procedures, operation, criteria, quality, encouragement, and support of existing and proposed graduate academic programs within the University. The Committee shall also review and recommend policies and practices that affect the ability of faculty to conceive, fund, conduct, and/or report activities related to research and other scholarship within the University.

Operations. The committee will identify and address issues pertaining to University personnel policies, including equal employment practices and affirmative action; the development and administration of the budgetary and planning activities of the University; and matters related to libraries, computing, and telecommunications.
vii.   Programs and Awards. The committee will advance intercampus educational and scholarly interests of the faculty through the development and strengthening of University-wide programs, grants, and awards. The committee reviews proposals for the Conversations in the Disciplines program.

Student Life. The committee will identify and address issues pertaining to educational, developmental, social, cultural, and recreational policies, programs, issues, and services that affect the quality of student life and the campus environment.

Undergraduate Academic Programs and Policies. The committee will provide guidance on matters relating to undergraduate academic programs and policies throughout the University. The Committee may review such areas as existing and proposed curricula, standards for academic degrees, teaching techniques and evaluation, special undergraduate programs, articulation among units of the State University of New York, and the various aspects of international education and development.

10. State-operated campuses and Community Colleges

   The relationship between the State-operated campuses and Community Colleges in regards to governance is a mutually beneficial one. The President of the Faculty Council of Community Colleges (FCCC) gives a report to the UFS at Plenary meetings. Some UFS standing committees have a member that represents the community colleges. The UFS President and UFS committee liaison members participate at the FCCC plenary sessions. UFS and FCCC members serve on SUNY committees and task forces and collaborate in many different ways.

11. Engaging colleagues

   A challenging responsibility of the CGL is engaging your colleagues to do the governance work of the faculty. Most of us have found that it takes personal contact. A phone call or an invitation to coffee or lunch is a good first step in engagement. Email often acts as a heads up for many but not an invitation to become involved. When colleagues do good work, your timely acknowledgement will be appreciated.

12. Useful websites

   Current UFS website: http://www.sunyufs.us/
   Archival UFS website: www.system.suny.edu/facultysenate

   http://www.suny.edu/

   https://robertsrules.com/

   http://www.uupinfo.org/
   https://www.aaup.org/

13. Common Acronyms

AAC&U	American Association of Colleges and Universities
ABOR	Academic Bill of Rights
ACE	American Council on Education
AASCU	American Association of State Colleges and Universities
AAUP	American Association of University Professors

AFT	American Federation of Teachers
BOT	Board of Trustees (SUNY)
CIP	Classification of Instructional Programs
COACHE	Collaborative on Academic Careers in Higher Education
CAO/AVP	Chief Academic Officer
CGL	Campus Governance Leaders
CIT	Conference on Instructional Technology
CID	Conversations in the Disciplines
COCID	Conversations on Computing in the Disciplines
CSEA	Civil Service Employees' Association
CUNY	City University of New York
FACT2	Faculty Advisory Council on Teaching and Technology
FCCC	Faculty Council of Community Colleges
GEAR	General Education Assessment Review
IPEDS	Integrated Postsecondary Education Data System
LEAP	Liberal Education and America's Promise
MSCHE	Middle States Commission on Higher Education
NEA	National Education Association
NCES	National Center for Educational Statistics
NCFS	National Council of Faculty Senates
NSSE	National Survey of Student Engagement
NYSPHECB	New York State Public Higher Education Conference
NYSDOL	New York State Department of Labor
NYSED	New York State Education Department
NYSUT	New York State United Teachers
OER	Open Educational Resources
PERB	Public Employment Relations Board
PRODiG	Promotion Recruitment, Opportunity, Diversity, Inclusion & Growth
PSNU	State University Professional Services Negotiating Unit
SA	Student Assembly
SAIL	SUNY Academic and Innovative Leadership Institution
SCOA	SUNY Council on Assessment
SED	State Education Department
SLN	SUNY Learning Network
Student Mobility	Joint Committee on Transfer and Articulation
SUNY	State University of New York
SUNY-GER	State University General Education Requirement
TAP	Tuition Assistance Program
UFS	University Faculty Senate
UUP	United University Professionals

14. Things you might want to learn or ask yourself with regard to the CGL position

- What information is available for me to understand my new role – handbooks, bylaws, etc? To what kinds of campus information or privileges should I have access? Where can I find the information or get access?
- What is my term as CGL and can I be reelected?
- Do I receive compensation and/or assigned time for my role as CGL? Is this adequate for the things I am asked to do?
- How are other officers and committee chairs compensated?
- What do I need to do to activate the compensation for myself and anyone else?
- What specifically am I responsible for as CGL?
  - o Kinds of issues?
  - o Oversight of people and committees?
- What is my platform, agenda, strategic plan, etc., and why? How do these fit in with what is important on my campus at any given time?
- What is the schematic or organizational chart of the campus – who reports to whom? What should I know about the campus structure? Who is the contact person for each campus office? What is the purview or what are the guidelines for each campus area and who is responsible?
- To whom do I report?
- What are the campus events I should be concerned about during the year?
- What campus meetings should I attend? On what committees, task forces, etc. should I serve or am I expected to attend/take a role in? When is it appropriate to say no to an invitation to serve on a committee, task force, etc.?
- Should I meet individually or as a group with the College President, Provost, and Vice Presidents (Administration) and, if so, how often? What should be the nature and content of these meetings? Should these people be invited to meetings with the local governance executive committee and the CGL, and, if so, how often?
- When I have questions about my campus governance role, whom can I best use as a resource?
- What role do I play in budgeting issues and decisions?
- With what can I charge governance committees, when should the charge be made, and what leeway do I have with this? What do I do if a committee chair refuses a charge?
- When should chairs of governance committees be elected or appointed? When should vacancies in the committees be filled? What are the procedures for these replacements?
- What campus committees/groups am I responsible for appointing members? When are these senate liaisons and when are these just committee appointees?
- How involved should I be in individual governance standing committees?
- How is it determined whether to continue a committee, change its charge, put it on hiatus, or disband it if no longer relevant?
- How much do I really have to know about parliamentary procedure (Robert's Rules)? How do I decide whether I need to consult a parliamentarian or have one present?
- By what format do the campus chairs of the governance committees and other pertinent people come together to meet?

- o Who are the other pertinent members who should be part of these meetings?
- o How often should these meetings take place?
- o What kinds of items should be covered during these meetings?
- o When should my agenda be sent out for meetings?
- o What is my exact role when I meet with these people?
- o How do I best handle controversy during these meetings?
- What is my role with regard to individual faculty/staff members?
- What is the extent to which faculty/staff can effect change? How best can governance help facilitate change for the better?
- How do the faculty/staff areas interact with each other? When should this happen, and in what context?
- What relationship should I have with the non-academic areas on campus?
- How are "voting faculty" defined on campus?
- Are there times when the entire teaching and non-teaching faculty members should come together?
- o Who should be part of these meetings?
- o How often should these meetings take place?
- o What kinds of items should be covered during these meetings?
- o What is my role as CGL during these times?
- o How do I handle controversy among faculty/staff at these meetings?
- o What is the follow-up after faculty/staff meetings?
- o Who updates campus constitution, bylaws, academic policies, etc. that are changed as a result of these meetings?
- When should I consider reviewing/rewriting constitution, bylaws, etc.? Should they be updated on a regular basis, and, if so, how often and at what point in the year?
- How are governance documents and files publicized, accessed and archived? How does the governance body ensure institutional memory is maintained?
- How should I communicate with the campus, with members of the governance body, with other groups on campus?
- What should I, as CGL, know about student concerns? How involved should I be with students and student groups, and in what capacity?
- What are my formal and informal roles in relation to other collective bargaining units - UUP, CSEA, etc.?
- How do I communicate with other CGLs? (sunyufs-cgls@googlegroups.com)
- What kind of relationship should I have with the campus Faculty Senator(s), member(s) of the University Faculty Senate? What is the role of the Faculty Senator?
- Can I also be a SUNY Faculty Senator and should I consider this dual role? Why, or why not?
- Why is it important to attend SUNY Plenary and CGL meetings? What do I need to know about traveling to these meetings? What expenses are covered? How are travel arrangements best facilitated?
- Should I also volunteer to serve on a SUNY UFS committee? What are the benefits?
- The overall question may be "What can I do and what can't I do?"

Appendix A

Sample approach for developing your own CGL Operations Handbook

A handbook is an excellent way to assist in the continuity of effective leadership for the Campus Governance Body. It provides an organizational framework for the new presiding officer and assures those new to the job will not have to worry about missed details. "Handbooks" do not have to be long or complex but can assist in the transition of all officers. It is recommended that a governance organization have a guiding document for each office/position which should also be available on-line.

Note on terminology

Campuses vary widely on the names and numbers of presiding bodies, officers, committees, functions and more. This guide attempts to use the most generic phrasing possible, but the reader should understand that e.g. "campus governance body," "assembly," "Senate," "Governance Body (GB)," and so forth are used interchangeably.

Actions prior to Service Year (SY) [1]

Meet with the past CGL and/or office staff who support operations to discuss duties and responsibilities to assist with a smoother transition.

Create a Timeline/Calendar: Identify events and include the person(s) responsible for choosing or approving the dates and see that the dates and locations are scheduled with the appropriate person(s).

1. Governance Body, e.g. Senate, Faculty Assembly
2. Executive Committee
3. President
4. UFS Plenaries
5. Other administrators, officers
6. Other meetings (full faculty meetings)

Make a list of all meetings that the CGL is expected to attend; note those at which the CGL is expected to report or serve in a ceremonial role; identify the person who is responsible for scheduling the meetings; identify the dates of all relevant events; if the CGL is not contacted, the CGL should make a contact.

1. College Council
2. Foundation Board

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[1] Most Campus Governance Bodies (CGBs) operate on the academic year

Appendix A (cont)

   3. SUNY UFS Campus Governance Leaders Group

Governance Body (GB) Administrative actions (Place reminders on the calendar of when the actions below are to be made).

1. Identify who should maintain the current roster(s) of the bodies for which the CGL is responsible (refer to Governance Bylaws).
    a. Describe when and how the CGL should meet with this person to find out how it is updated

2. Describe how committees are structured.
    a. Describe how Committee Members are appointed or elected
    b. Describe how Committee Chairs are appointed or elected

3. Describe individual appointments and how they are made.
    a. Parliamentarian[2]
    b. Others

4. Describe how to schedule meetings with Governance Body officers to discuss responsibilities.
    a. Duties
    b. Reporting

5. Describe how to schedule meetings with Committee Chairs to discuss:
    a. Committee charges in the Bylaws
    b. The plan for the group for the year
    c. Chair skills (does the Chair feel s/he needs leadership development), e.g:
        i. Running meetings
        ii. Parliamentary Procedure[3]
    d. Chair responsibilities, e.g.:
        i. Deadlines for submitting agenda items
        ii. Format of minutes and how they are to be submitted
        iii. Setting direction for committees

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[2] Note that the Parliamentarian is an advisor to the Chair. They do not rule for the Chair. In instances where a question of Parliamentary Procedure may be an issue, take a momentary recess, consult with the Parliamentarian, reconvene and make your own ruling. Any member who disagrees on a ruling may appeal to the body to overrule the Chair.

[3] You may ask your Parliamentarian to run workshops as needed

Appendix A (cont)

6. Prepare an orientation (with handouts) for new members of the Governance Body about their role(s).
   a. Describe how to set up an orientation meeting (can be the hour before the first GB meeting of the year)

7. Identify committees, task forces, other bodies with whom it would be good for the Governance Body to have communications. Contact the chairs/leaders of such groups and invite them to come to a GB meeting to:
   a. Have an overview of what the body is responsible for
   b. Describe plans for the upcoming year
   d. Ask for feedback/comments from the members of the GB

8. Outline information that should be shared with new Deans, Department Chairs, other administrators, etc. about the Governance Body.
   a. Describe how the CGL can get a list of new Deans, etc
   b. Describe how to set up group or individual meetings to orient new administrators and others to their relationship to the GB

9. Identify bodies for which the CGL has oversight, i.e., the CGL checks on or assures that a committee or group is meeting its responsibilities.

10. Other administrative actions.
    a. Describe the process and deadlines for preparing agendas for the GB, Executive Committee, etc
    b. Create phone, email or mailing lists for the GB and other bodies for which you are responsible
    c. Create lists for other groups with which you may need to communicate, e.g. deans, department chairs, etc.
    d. Identify where records and historical and other documents are kept

11.   Miscellaneous actions

Actions during the Service Year

Make a list of processes you have to monitor, e.g.:

● Nominations and elections
● Non-Senate committees

Add a list of deadlines or notices.

Appendix A (cont)

Other Additions to the Handbook

Add Appendices: Suggested List

- **Current Rosters**. The Governing Body (Senate/Assembly), Committees of the Governing Body, Committees structured by the Bylaws/Constitution, other bodies for which the CGL has oversight.
- **Constitution/Bylaws**
- **Parliamentary Procedure Summary**
- **Key precedents**. Past actions which may come up in the future, e.g. "The President always excuses her/himself during the report of the Aesthetics Committee," "We voted some years ago not to declare vote counts for Senate offices during the plenary sessions," etc. Excerpts from the minutes of meetings where such precedents were established or demonstrated are handy for the presiding officer to have in situations where disagreement over what the precedents are might come up.
- **UFS Governance Handbook**
- A statement from the current campus President about the value and commitment to shared governance.
- **Readings on faculty governance and approval of sections on "consultation."** These are good for CGL review or as a basis for discussion by Executive or other committees to periodically refresh the discussion of a commitment to shared governance.
- **List of committees, mission statements, committee members and links to minutes.**

Appendix B

Sample letters for the CGL to adapt for use on their own campus if there are student members.

SAMPLE MEMO TO STUDENT SENATORS

To: Students Nominated to Serve During the Upcoming Year as Student

Senators From: College Senate Bylaws and Elections Committee

Date:

What is the College Senate?

As indicated in the Standing Rules of the College Senate, "the College Senate is the primary deliberative and advisory body of the College … the official agency through which the faculty and students engage in the governance of the College." The Senate is advisory to the President of the College, discussing and debating matters of policy and practice which often lead to recommendations.

Who serves on the College Senate?

There are three groups of elected members – faculty, professional staff and students. College administrators, including the President and other campus administrators, also serve as non-voting members. Some of the members are elected via all-college elections, and others by their representative groups. Buffalo State College is one of the colleges in the SUNY system which has students as members of its Senate; this is not the case at all colleges. Student senators have a one-year term of office, all other members of the Senate have a three-year term of office. Senators may be reelected. The total term of office for a student senator is limited to three years, according to the Bylaws of the College Senate.

What roles are senators expected to take?

As per the Standing Rules of the Senate, there are the following expectations:

● Attend monthly Senate meetings. The College Senate meetings are held once a month, on a Friday, generally from 3 p.m. – 5 p.m., in Butler Library 210. The dates for the meetings are announced at the start of the academic year. (NOTE: If you know that at this time, making this time commitment would be difficult for you, you should probably not decide to be a senator in the coming year.)

● Participate in the deliberations of the Senate. Matters brought before the Senate generally originate in committees. All members of the Senate are invited to raise questions, or concerns, about Senate matters. In addition, voting takes place on motions and recommendations, following Robert's Rules of Order. Student input is sought and valued during Senate meetings.

Appendix B (cont)

- Report Senate business to their respective constituents. At meetings of the student government organizations, student senators are encouraged to provide updates regarding Senate activities.

- Solicit the views and opinions of constituents on issues before the Senate. Serving on the Senate is an opportunity to share topic of concern to the Senate with constituents (e.g., U.S.G. or other student groups, in the case of student senators). In addition, senators "should be prepared to raise any item of concern to one or more of their constituents on the floor of the Senate."

- Serve on standing committees. There are ten standing committees of the Senate. Each one must include a student on its membership roster. Ideally, a student senator would serve on a standing committee. In addition, one of the committees, Student Welfare, has a majority of its members as students.

Why serve on the College Senate?

The College Senate is the body that gives students an opportunity to participate in the governance of the College. It is a unique setting, wherein individuals who serve the College in many different capacities come together to consider problems, alternatives, and future solutions. It is a chance to make a difference at Buffalo State.

If you have questions….

You can take a look at the College Senate website for more information. The site is located at [insert website here]

If you have questions, please contact the College Senate office [insert email and/or phone number here.]

Appendix B (cont)

WELCOME LETTER
PRIOR TO THE FIRST MEETING OF THE YEAR

MEMORANDUM

TO: Members of the Campus Governance Unit

FROM: Campus Governance Leader

DATE:

SUBJECT: WELCOME!

Welcome back to (SUNY Campus) and what promises to be a year in which the Campus Governance Unit (Senate/Assembly/etc) can contribute to our campus in many ways. Enclosed are the following:

- Minutes of the May 2023 Senate meeting (and distributed handouts, within the Appendices of the minutes)
- Agenda for September Senate meeting
- A College Senate Schedule for 2023-24 (including both campus meetings and other governance-related meetings)
- A brief review of Robert's Rules of Order

Please note: Meetings will be held in xxx; and will begin at yyy. You are always invited to come a few minutes early to enjoy refreshments and talk with colleagues.

I look forward to working with you to make the 2023-2024 Senate year a thoughtful one.

Appendix B (cont)

SAMPLE LETTER TO THE PRESIDENT
TO FORWARD A MOTION FOR REVIEW AND APPROVAL

TO: Campus President

FROM: Campus Governance Leader

DATE:

SUBJECT: Action on the Recommendation on (TOPIC)

At the (DATE) meeting of the CG Unit, action took place regarding the recommendation on (TOPIC) brought forward from the (STANDING Committee). The CG Unit approved the new language in the recommendation (see below). This is being sent to you for your review and approval. Please respond by (date).

(Body of letter)

This memo is also being sent to you by electronic copy. If you have any questions, please do not hesitate to contact me.

Appendix B (cont)

SAMPLE LETTER AT END OF THE YEAR
TO MEMBERS OF STANDING COMMITTEES

To:

From: CGL

Date:

Re: Service on the XXX Committee

The College Senate's work this year was significantly advanced by your active involvement and contributions to the XXX Committee. In the midst of all other campus responsibilities, you enabled the committee to thoughtfully consider its responsibilities, such as…

In examining the advancement of the College's strategic objectives, it is impossible to ignore the work of standing committees of the College Senate. Thank you for your commitment to the campus, and for your advancement of our shared goals through the work of the XXX Committee.

Appendix C

Some Common Parliamentary Procedures

Notes: The motions to Adjourn, Recess, Raise Questions of Privilege, and Call for the Orders of the Day are "privileged" motions under "Robert's" and must be disposed of before any of the lower-ranked ("subsidiary") motions may be made. If unsure about how to deal with a particular matter, aid may be requested from the chair by saying, "Parliamentary Inquiry" or "I have a question"; this should be done from a floor microphone if available.

This chart is a reference summary of common parliamentary procedures, based largely on the 12th edition of "Robert's Rules of Order, Newly Revised," in addition to other compilations, and is not a substitute for any constitution, bylaws, special procedural rules or precedents, outside governing documents, or the parliamentary authority a group has adopted (such as "Robert's Rules of Order, Newly Revised, 12th Edition," 2020).

This chart was prepared by E. J. Alfonsin, with the assistance of Carol Donato, University Faculty Senate Office, SUNY, and may be copied with attribution.

Purpose	Sample Wording	Interrupt Speaker?	Seconded?	Debatable?	Amendable?	Vote Needed?	Comments
Adjourn meeting	"I move that we adjourn"	No	Yes	No	No	Majority	
Recess meeting	"I move that we recess until . . ."	No	Yes	Not if question pending	Yes	Majority	
Complain (noise, room temperature, personal affront, etc.)	"Point of Privilege"	Yes	No	No	No	No vote; chair decides	
Object to deviation from adopted order of business or to a specific issue	"Point of Order"; "I call for the Orders of the Day"; "I object to consideration of the question"	Yes	No	No	No	Two-thirds vote needed to overrule objection	Demand of one member for Orders of Day requires attention to deviation
Adopt Order of Business	"I move that we adopt the agenda as proposed"	Not applicable	Yes	Yes	Yes (during initial adoption, unless bylaws limit this)	Majority	Second not necessary if recommended by a board

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Purpose	Sample Wording	Interrupt Speaker?	Seconded?	Debatable?	Amendable?	Vote Needed?	Comments
Amend Order of Business during meeting or session	"I move that we amend the agenda to . . ." or "I move for a special order"	No	Yes	Yes	Yes	Two-thirds	Debate should be limited to wisdom of changing the agenda
Obtain Information on appropriate motion, parliamentary situation, effect of motion, etc.	"Parliamentary inquiry" or "I have a question" or "Point of Order."	Yes	No	No	No	No vote; chair states opinion	Better not to use "Point of Order" (see "Object . . ." above)
Debate	[Varies; speaker may specify "for" or "against" or chair may characterize to keep balance in debate-speaker may not speak against own motion]	No	Not applicable	Not applicable	Not applicable	Not applicable	Debate only on issue under discussion; speak once only but second time if all others have spoken; not used to respond to others
Introduce business item (main or primary motion)	"I move that . . . "	No	Yes	Yes	Yes	Majority	
Amend a motion	"I move to amend by . . ."	No	Yes	Yes	Yes	Majority	Proposal must be germane; may reverse the intent except for bylaw amendments.
Amend proposed amendment to motion	"I move to amend by . . ." or "I move to modify the amendment by . . ."	No	Yes	Yes	Yes	Majority	As 'Amend,' above; no further amendments until this one is disposed of
Postpone consideration to a definite time	"I move to postpone consideration until . . ."	No	Yes	Only the "wisdom" is debatable	Yes	Majority	

Purpose	Sample Wording	Interrupt Speaker?	Seconded?	Debatable?	Amendable?	Vote Needed?	Comments
Have something studied further	"I move that we refer this matter to . . ." a committee, board, officers, other; "Commit" or "recommit" may be used	No	Yes	Only the "wisdom" is debatable	Yes	Majority	Amendment may change referee or may add instructions
Suspend consideration (temporarily)	"I move that we table this motion"	No	Yes	No	No	Majority	Not to be used to defeat
Take up tabled matter	"I move that we take from the table the motion to . . ."	No	Yes	No	No	Majority	Only on same day or next day; otherwise falls to the floor
"Friendly Amendment"	"I would like to propose a friendly amendment"	No	See comment	See comment	See comment	See comment	New in Robert's 10th. Original maker has say only before debate has begun; after, group must agree or otherwise is treated as ordinary amendment
Withdraw a motion	"I would like to withdraw the motion"	No	See comment	See comment	See Comment	See comment	Original maker has say only before chair states motion; unanimous consent or majority vote required after motion is on floor
Dispose of a matter without taking a position ("kill diplomatically")	"I move that we postpone consideration of this question indefinitely"	No	Yes	Yes	No	Majority	Debate can include discussion of substance of original motion

Appendix C (cont)

Purpose	Sample Wording	Interrupt Speaker?	Seconded?	Debatable?	Amendable?	Vote Needed?	Comments
Vote on ruling of chair	"I appeal the ruling of the chair" (must be done before next item of Business is taken up)	Yes; see comment	Yes	See comment	No	Majority in negative to overrule chair's ruling	Debatable except for speech rules, order of business, or if pending motion is not debatable. Motion always stated in positive, "to sustain the ruling of the chair
End debate	"I move that we close debate" or "I move the previous question"	No	Yes	No	No	Two-thirds	
Modify previous action Or bring issue up again (at same meeting or on next day of business Session)	"I move that we reconsider the Motion that…"	Only before speaker begins to speak	Yes	Both "wisdom" and substance debatable; best limited to "wisdom" of reconsidering	No	Majority	Motion can only be made by someone on prevailing Side of original vote
Modify previous action or bring issue up again (at any time but usually at later time)	"I move that we rescind…" or "I move that we amend something previously adopted, the motion that…"	No	Yes	Both "wisdom" and substance are debatable	Yes	Majority with prior notice; two-thirds without notice; but two-thirds if scope of prior notice expanded	

Notes

**University Faculty Senate Governance
Committee 2023-2024**

Bruce Simon, Chair	SUNY Fredonia
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Carolyn Chryst	SUNY Oneonta
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This guide was updated in 2023-24 by Sandra Rezac (CGL Convener), with assistance from Henry Flax (UFS Parliamentarian), Jennifer Redinger (UFS Program Manager), Keith Landa (UFS President), and members of the UFS Governance Committee.   It was originally created by the 2016-17 University Faculty Senate Governance Committee, particularly Susan S. Camp, Melody Eldred, Sharon Cramer, Adam Ryburn, Dennis Showers, Eric Johannson, and Jim Grillo.