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**Advancing Faculty Goals Within a Governance System
*Some Reference Materials***

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“It is difficult to find another branch of knowledge where a small amount of study produces such great results in increased efficiency in a country where the people rule, as in parliamentary law.”
- Henry M. Robert

“It is only by having a law of proceeding, and by every member having the means of understanding it for himself, and appealing to it, that he can be protected against caprice and despotism in the chair.”
- Thomas Jefferson

“It is the duty of the presiding officer to know the rules of parliamentary law and basic parliamentary practice. There is nothing more pitiable than one who is ignorant of parliamentary law trying to preside over an assembly; the more intelligent the assembly, the sadder the spectacle.”
- George Demeter, noted parliamentarian

“Since getting elected president of the Screen Actors Guild, I have had to chair the national board meetings. [Robert’s Rules] keeps me informed of the rules, and is a really good sleep aid.”
- Melissa Gilbert, actress

“To live outside the law, you must be honest.”
- Bob Dylan

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References:

American Institute of Parliamentarians Standard Code of Parliamentary Procedure. 2012,
McGraw-Hill
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AAUP website: www.aaup.org

1. AAUP Redbook Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions. It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles

of governing boards, faculties, and administrations,” and “commends it to the governing boards which are members of the Association.” (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. Preliminary Considerations.

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to

the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. Determination of General Educational Policy.

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. Internal Operations of the Institution.

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint

action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

d. External Relations of the Institution.

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where

the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of

attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 “Statement of Principles on Academic Freedom and Tenure,” AAUP, Policy Documents and Reports, 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 “Statement on Procedural Standards in Faculty Dismissal Proceedings,” *ibid.*, 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 “Statement” has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 “Statement of Principles on Academic Freedom and Tenure” reads: “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution” (Policy Documents and Reports, 3–4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the “Statement on Government” as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP’s Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the “Statement on Government.” [Preceding note adopted by the Council in June 1978.]

2. Sample Agenda

1. Call to Order
2. Approval of Minutes from previous meeting
3. Reports from Officers
4. Committee Reports
5. Unfinished Business
6. New Business
7. General Good and Welfare
8. Announcements
9. Adjournment

3. Minutes of a Meeting

Correct, complete, completely correct, approved minutes for the meetings of an organization are essential. The approved minutes of the organization are the official record of decisions taken by the group. It is extremely important that minutes be taken at every meeting, circulated to the members in a timely way, corrected if needed, approved at an official meeting, and archived for easy reference. Minutes are an invaluable reference to the officers and members for following up with the work of the organization and for keeping the organization on track.

Important things to keep in mind with regard to the minutes of your organization:

- **A Recording Secretary is assigned in advance of the meeting.** In some groups the Recording Secretary is an elected member and in others the responsibility of taking minutes rotates through the members. It is best if minutes are taken by an individual who is familiar with the group and with the work of the group.
- **Minutes should be a concise, correct record of the group's actions.** Minutes do vary according to the needs of the group, but should be essentially a record of actions taken by the group. The exact wording of all motions that were stated by the chair should be in the minutes along with a record of how the assembly disposed of each motion. Counted vote total and roll call votes should be included. Personal opinions or interpretations of actions should not be included in minutes.
- **Draft minutes should be circulated to the group.** Depending on the group, draft minutes can be circulated by email in advance of the next meeting or be sent to the group with the materials for the next meeting. In any event, members should have ample time to review the minutes before they are called upon to approve them.
- **Minutes must be approved by the group at an official meeting.** At the next meeting of the group, the members should be allowed to suggest corrections to the minutes. Typically, most minor corrections are accepted by unanimous consent. If a correction is controversial, then the correction should be framed as a motion, which is discussed and voted on by the group. Once all suggested corrections have been resolved, the group must formally approve the corrected minutes. Often this is done by unanimous consent. If needed, the body can approve the minutes by voting.
- **A copy of the approved minutes should be archived.** The approved minutes should be filed with minutes of earlier meetings in an organized way. An officer of the group - often the secretary - is responsible for keeping official copies of minutes of meetings. These should be easily accessible to any member upon request. It may be possible to ask a librarian who has experience with archival work to assist with keeping track of the minutes.

4. Principles of Parliamentary Procedure/Democratic Decision-Making

1. RIGHT OF ASSOCIATION

Individual persons have the right to associate with other persons to promote and pursue their common interests and aspirations.

2. RIGHT OF ASSEMBLY

Individual persons have the right to assemble to promote their common interest.

3. EQUALITY OF RIGHTS

Every member has the same rights to speak, propose motions, ask questions, etc. Similarly, all members have the same obligations.

4. MAJORITY DECIDES

The ultimate authority of the group resides in a majority of the members. Until a proposal is voted on, every member has the right to speak in opposition to the proposal or to voice approval. Once the vote on a motion is announced, the decision of the group becomes the decision of every member and of the organization. Every member has the obligation to accept and abide by the decisions reached by majority vote of the organization.

5. MINORITY RIGHTS

All members have rights that are protected, but special consideration may be needed for members in the minority on a particular question so that they are afforded consideration and respect. Members in the minority have an inviolable right to be heard, in accordance with the rules, and to speak without interference. All members should be concerned with protecting the rights of all members at all times.

6. RIGHT OF DISCUSSION

Full and free discussion is a hallmark of democratic decision-making and is an established right of every member of a deliberative assembly. Every member has the right to speak freely and without interruption or interference, in accordance with the rules.

7. RIGHT TO INFORMATION

Every member has the right to understand completely the proposals before the group and the effect of those proposals before being called upon to cast a vote. It is a duty of the presiding officer to ensure that all members understand a proposal before a vote on it takes place and to ensure that all members understand their right to ask for complete information before any vote takes place.

8. FAIRNESS AND GOOD FAITH

All meetings must be characterized by fairness and good faith. Intent and overall good faith are of more importance than strict adherence to particular details of process. Unfairness of any kind to any member or subgroup has no place in democratic decision-making, properly carried out.

5. Definitions for Classes of Motions

MAIN MOTION.

A main motion is a motion that brings business before the assembly. The purpose of a main motion is to bring a substantive proposal before the group. A main motion can be made only when no other motion is pending. Any of the subsidiary motions, incidental motions or privileged motions are in order when a main motion is pending.

SUBSIDIARY MOTION.

A subsidiary motion is a motion that is applied to a pending motion. Typically, a subsidiary motion is intended to alter a main motion, dispose of it, or to either delay or hasten the consideration of a main motion.

PRIVILEGED MOTION.

A privileged motion is a motion that requires immediate attention. Typically, privileged motions do not relate directly to a pending motion but rather to the comfort and convenience of the group or of its members. Because of their urgency, privileged motions are considered immediately upon being introduced, ahead of any pending motions.

INCIDENTAL MOTION.

An incidental motion is usually a procedural question that arises tangentially out of business before the assembly and does not relate to a pending motion. Typically, an incidental motion relates to matters incidental to the conduct of business. Some incidental motions may interrupt business and all incidental motions should be dealt with as soon as they arise.

6. Two Principles of Precedence

- When a motion is pending, any motion of higher precedence is in order. A motion with lower precedence is not in order.
- Motions are considered and voted on in the reverse order in which they were proposed. The last motion proposed must be the considered and disposed of first.

7. CLASSIFICATION OF MOTIONS AND ORDER OF PRECEDENCE

Privileged Motions

Adjourn
Recess
Question of Privilege

Subsidiary Motions

Table
Close debate
Limit or extend debate
Postpone to a certain time
Refer to committee
Amend

Main Motions

The main motion and specific main motions

Incidental Motions have no order of precedence. They arise out of the immediately pending business and must be decided as soon as they arise:

- Appeal
- Suspend the rules
- Consider informally
- Point of Order
- Inquiries
- Withdrawal of a motion
- Division of a question
- Division of the assembly

8. The Questions to Consider for a Motion

1. Can the motion interrupt a speaker?
2. Does the motion require a second?
3. Is the motion fully debatable?
4. Is the motion amendable?
5. What vote is required to pass the motion?
6. Is the motion allowed re precedence?
7. Does the motion apply to another motion?
8. Can another motion be applied to it?
9. Can the motion be renewed?

9. RULES GOVERNING MOTIONS

Adapted from Standard Code of Parliamentary Procedure

	Interrupt?	Require a second?	Debatable?	Amendable?	Vote required?
PRIVILEGED MOTIONS					
1. Adjourn	No	Yes	Yes	Yes	Majority
2. Recess	No	Yes	Yes	Yes	Majority
3. Question of Privilege	Yes	No	No	No	None
SUBSIDIARY MOTIONS					
4. Table	No	Yes	No	No	2/3
5. Close debate	No	Yes	No	No	2/3
6. Limit debate	No	Yes	Yes	Yes	2/3
7. Postpone to a certain time	No	Yes	Yes	Yes	Majority
8. Refer to committee	No	Yes	Yes	Yes	Majority
9. Amend	No	Yes	Yes	Yes	Majority
MAIN MOTIONS					
10. The main motion	No	Yes	Yes	Yes	Majority
	Interrupt?	Require a second?	Debatable?	Amendable?	Vote required?

INCIDENTAL MOTIONS					
MOTIONS					
Appeal	Yes	Yes	Yes	No	Majority
Suspend rules	No	Yes	No	No	2/3
Consider informally	No	Yes	No	No	Majority
REQUESTS					
Point of order	Yes	No	No	No	None
Parliamentary Inquiry	Yes	No	No	No	None
Withdraw a motion	Yes	No	No	No	None
Division of question	No	No	No	No	None
Division of assembly	Yes	No	No	No	None

10. Voting and Unanimous Consent

Majority vote.

- A motion passes by majority vote if and only if *more than half of the members voting* vote in favor. Equivalently, a motion passes by majority vote if and only if those voting in favor outnumber those voting against.
- If, after all votes are cast, the vote is tied, the motion fails.
- Abstentions are not votes and are not counted.

Two-thirds Vote.

- A motion passes by $\frac{2}{3}$ vote if and only if the number of votes in favor is greater than or equal to $\frac{2}{3}$ of the total number of votes cast.
- Abstentions are not votes and are not counted.

For those not algebraically challenged.

- If the number of votes in favor is Y and the number of votes against is N , then the total number of votes cast is $T = (Y + N)$.
- A vote passes by a majority if and only if $Y > (\frac{1}{2}) T$ which is equivalent to $Y > N$.
- A vote passes by $\frac{2}{3}$ if and only if $Y \geq (\frac{2}{3})T$ which is equivalent to $Y \geq 2N$.

Consent, Unanimous Consent, or General Consent.

General consent is a slightly informal way of approving non-controversial motions. For this, the chair assumes unanimous approval unless a member objects. It is the responsibility of the chair to ensure that members know that they have the right to object and, in this case, the matter is put to a formal vote. A consent agenda can contain a number of routine motions. If any member requests to take an item off the consent agenda, a regular vote is held on that item. Otherwise, all motions on the consent agenda are approved.

Voting by the Presiding Officer.

If the presiding officer is a member of the organization, then he or she is always entitled to vote. Typically, the presiding officer attempts to stay neutral and does not vote unless his or her vote would change the outcome. If a motion is passing by one vote, a chair's vote against the motion results in a tie and the motion fails. If the vote on a motion is tied, a chair's vote in favor will cause the motion to pass. If the vote is by ballot, then the chair votes along with the other members and so cannot vote again to change the outcome at the end.