

CONSULTATION
Council

HANDBOOK

November 2016

*California Community Colleges
Chancellor's Office*



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CONSULTATION HANDBOOK

This Consultation Council Handbook was designed to provide council members with an easy reference source to key materials on the Board of Governors Consultation Process.

The Consultation Council website can be viewed at:

<http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ConsultationCouncil.aspx>

- Pages 1-3 Education Code sections, added by AB 1725 (stats. 1988, c. 973) which created the Community College system and set forth the duties of the Board of Governors, including the requirement to establish and carry-out a Consultation Process. (Ed. Code section 70901(e))
- Pages 4-5 Board of Governors Policy on Consultation
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- Pages 10-12 Chancellor's Executive Orders on Consultation [which implement the Board's Policy and Standing Orders]
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California Education Code

Title 3, Division 7, Part 43

COMMUNITY COLLEGES

§ 70900. Creation of California Community Colleges and Board of Governors

There is hereby created the California Community Colleges, a postsecondary education system consisting of community college districts heretofore and hereafter established pursuant to law and the Board of Governors of the California Community Colleges. The Board of Governors shall carry out the functions specified in section 70901 and local districts shall carry out the functions specified in section 70902. *(Added by stats. 1988, c. 973, § 8.)*

§ 70900.5. Short title

This part shall be known, and may be cited, as the "Walter Stiern Act." *(Added by stats.1990, c. 1587 (SB 1570), § 7)*

§ 70901. Board of Governors; duties; rules and regulations; delegation; consultation

(a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges, as an integral and effective element in the structure of public higher education in the state. The work of the Board of Governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges.

(b) Subject to, and in furtherance of subdivision (a), and in consultation with community college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts and shall, in furtherance thereof, perform the following actions:

(1) Establish minimum standards as required by law, including, but not limited to, the following:

(A) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.

(B) Minimum standards for the employment of academic and administrative staff in community colleges.

(C) Minimum standards for the formation of community colleges and districts.

(D) Minimum standards for credit and noncredit classes.

(E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration,

and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(2) Evaluate and issue annual reports on the fiscal and educational effectiveness of community college districts according to outcome measures cooperatively developed with those districts, and provide assistance when districts encounter severe management difficulties.

(3) Conduct necessary systemwide research on community colleges and provide appropriate information services, including, but not limited to, definitions for the purpose of uniform reporting, collection, compilation, and analysis of data for effective planning and coordination, and dissemination of information.

(4) Provide representation, advocacy, and accountability for the California Community Colleges before state and national legislative and executive agencies.

(5) Administer state support programs, both operational and capital outlay, and those federally supported programs for which the Board of Governors has responsibility pursuant to state or federal law. In so doing, the Board of Governors shall do the following:

(A) Annually prepare and adopt a proposed budget for the California Community Colleges. The proposed budget shall, at a minimum, identify the total revenue needs for serving educational needs within the mission, the amount to be expended for the state general apportionment, the amounts requested for various categorical programs established by law, the amounts requested for new programs and budget improvements, and the amount requested for systemwide administration.

The proposed budget for the California Community Colleges shall be submitted to the Department of Finance in accordance with established timelines for development of the annual Budget Bill.

(B) To the extent authorized by law, establish the method for determining and allocating the state general apportionment.

(C) Establish space and utilization standards for facility planning in order to determine eligibility for state funds for construction purposes.

(6) Establish minimum conditions entitling districts to receive state aid for support of community colleges. In so doing, the Board of Governors shall establish and carry out a periodic review of each community college district to determine whether it has met the minimum conditions prescribed by the Board of Governors.

(7) Coordinate and encourage interdistrict, regional, and statewide development of community college programs, facilities, and services.

(8) Facilitate articulation with other segments of higher education with secondary education.

(9) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the Board of Governors by the governing board of each community college district.

(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the Board of Governors.

(11) Exercise general supervision over the formation of new community college districts and the reorganization of existing community college districts, including the approval or disapproval of plans therefore.

(12) Notwithstanding any other provision of law, be solely responsible for establishing, maintaining, revising, and updating, as necessary, the uniform budgeting and accounting structures and procedures for the California Community Colleges.

(13) Establish policies regarding interdistrict attendance of students.

(14) Advise and assist governing boards of community college districts on the implementation and interpretation of state and federal laws affecting community colleges.

(15) Contract for the procurement of goods and services, as necessary.

(16) Carry out other functions as expressly provided by law.

(c) Subject to, and in furtherance of, subdivision(a), the Board of Governors shall have full authority to adopt rules and regulations necessary and proper to execute the functions specified in this section as well as other functions that the Board of Governors is expressly authorized by statute to regulate.

(d) Wherever in this section or any other statute a power is vested in the Board of Governors, the Board of Governors, by a majority vote, may adopt a rule delegating that power to the Chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the Board of Governors may designate. However, the Board of Governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of delegation.

(e) In performing the functions specified in this section, the board of governors shall establish and carry out a process for consultation with institutional representatives of community college districts so as to ensure their participation in the development and review of policy proposals. The consultation process shall also afford community college organizations, as well as interested individuals and parties, an opportunity to review and comment on proposed policy before it is adopted by the Board of Governors. *(Added by stats. 1988, c. 973, & Amended by stats. 1998, c. 1023 (AB 2329), § 1)*



Board of Governors Policy on Consultation

Recognizing that the Board of Governors has the statutory responsibility to provide leadership, direction, and oversight for community colleges while preserving the maximum degree of local authority and control; recognizing that the Board cannot carry out this responsibility without established methods of developing and deciding policy; and, the Board of Governors directs the establishment of a Consultation Process.

The Consultation Process shall have as its purposes to:

- (a) assist the Board of Governors in its statutory roles;
- (b) enhance the effectiveness of the colleges in achieving their established mission;
- (c) improve trust, communication, and mutual understanding between the systemwide governing body and the districts and institutions;
- (d) provide a structure for collaborative leadership that aims to maximize a sense of shared vision and common purpose within the California Community Colleges; and,
- (e) make educational decisions which are in the best interests of the students, the system, and the State.

The Board recognizes the impossibility of establishing a process that involves everyone at all stages of policy development, and therefore, asks local institutions, statewide constituencies, and concerned individuals to provide review and advice in accordance with the established order and sequence of the process. Before its various stages are completed, however, the Consultation Process must provide those concerned with a meaningful opportunity to review and comment on the proposed policy.

The Consultation Process further shall not be established as the exclusive method of providing policy input to the Chancellor and Board of Governors. Instead, the Consultation Process establishes the usual method and sequence for developing policy, recognizing the rights of all to disagree with a particular result after they have exercised the opportunity to participate in shaping that result. Once having participated, any concerned district, individual or statewide constituency retains the right to provide its advice and comment directly to the Board of Governors as it deliberates on the proposed policy.

As consultation is carried out the Board expects local boards, faculty, staff, administrators and students to function with respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the educational enterprise. The ideal of equity in providing educational opportunity for all students is to be the appropriate center of the Consultation Process.

The Consultation Process is to recognize the basic principles of academic governance in higher education and that authority derives not only from the powers vested by law in governing boards and their staffs but also from the knowledge of academic disciplines and pedagogy which the faculty possess. Because both sources of authority are vital to the development and implementation of sound educational policy, the Board of Governors wishes to encourage to the greatest extent possible the practice of collegial forms of governance. Collegial governance recognizes and, indeed, is predicated upon the sincere commitment of faculty to their students, their profession, and their institutions through a process which includes both shared decision-making and the delegation of responsibility to faculty in academic and professional matters.

Also, the Consultation Process developed is to include students in a manner appropriate to their status as adults and as learners. The participation of students in the development of policies which affect them at the local and systemwide levels should, therefore, expressly recognize that the purpose of involving students in the policy development process is a dual one: participation should provide opportunities for responsible student advice on major policy questions, and participation should provide educational opportunities for students to learn about policy issues and consultative processes at the local and systemwide levels.



Board of Governors Standing Orders on Consultation

317. Positions on State Legislation.

The Chancellor is authorized to take positions on pending legislation on behalf of the Board of Governors as set forth in this section.

(a) The Chancellor shall formulate bill positions based on the Board's approved Statement of Legislative Principles.

(b) The Chancellor shall prepare an analysis and seek the advice of the Consultation Council before taking a formal position on a bill, unless a bill (or amendment):

1. Affects agency operations but is not otherwise relevant to system policy;
2. Is similar to a prior bill on which a position has been taken;
3. Is subject to time restraints that make it unfeasible to consult ahead of time with the Consultation Council; or
4. Is consistent with Board policies.

(c) The Chancellor shall inform the Consultation Council and the Board of Governors at the next scheduled meeting of any legislative positions taken that meet the criteria described in section a) and b).

(d) The Chancellor shall report to the Board of Governors as an agenda item and the Consultation Council on any positions taken.

(e) The Chancellor shall provide for regular review and evaluation of this section. The review and evaluation shall be conducted through the Consultation process, and may be incorporated into the periodic evaluation of the Consultation process pursuant to *Standing Order No. 342*. The results and any recommendations from the evaluation shall be reported to the Board.

330. General.

The Chancellor shall represent the Board in the system consultation process established pursuant to Education Code Section 70901. In carrying out this responsibility, the Chancellor shall routinely inform the Board of the status of items in Consultation, and there will be a place on the regular agenda for the full Board to provide input to the Chancellor and the Consultation Council.

331. District Boards of Trustees and Chief Executive Officers.

Local boards of trustees and their chief executive officers, to the extent possible, should conduct deliberations and take positions on recommendations that are being developed in Consultation, or that are before the Board of Governors. Local boards and their chief executive officers should involve their faculty, staff, and students in these deliberations, and should clearly communicate their positions not only to those who represent them, but also to the Chancellor and Board of Governors. The Board of Governors, or a committee thereof, shall

meet three times per year with the systemwide trustee executive board (CCCT) to discuss the Basic Agenda for the system, the proposed budget for the system, the annual legislative priorities, as well as governance relations and the effectiveness of the Consultation process.

332. The Academic Senate.

(a) Consistent with the intent of Section 53206 of title 5 of the California Code of Regulations, the Board of Governors recognizes The Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters.

(b) The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the systemwide level shall be made by the Academic Senate; provided, however, that where such councils, committees, or task forces established in conjunction with Consultation have organizational representatives, these representatives shall be appointed by the respective organizations.

(c) The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice and judgment, The Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.

333. Student Senate.

(a) Pursuant to established Board policy on the participation of students in governance, and in order that the students of the California Community Colleges may have a formal and effective procedure for participating in the formation of systemwide policy adopted by the Board of Governors, a Student Senate has been established through ratification by local student body governments.

(b) The Board of Governors recognizes the Student Senate as the representative of community college students in the Consultation Process and before the Board of Governors and Chancellor's Office.

334. Consultation Council.

(a) The Chancellor shall convene and regularly meet with a Consultation Council composed of representatives of selected community college institutional and organizational groups.

(b) As a condition for participation on the Consultation Council, each group participating as either an institutional or organizational member will make the following commitments:

(1) Each group, insofar as it participates in Consultation, will commit to promote the development of policy which is in the best interests of students, the system, and the State;

(2) Each group will commit to first attempt to use the Consultation Process for pursuing recommended policy changes or recommended policy that can be dealt with in the Consultation Process;

(3) Each group will commit to strive to accept and accommodate the consensus reached in Consultation, although each group will retain the ultimate right to excuse itself from Consultation on a particular issue or the ultimate right to take an issue to a different arena; and

(4) Each group will agree to attend Consultation meetings, complete any work it agrees to undertake, and communicate with and involve the constituency it represents.

(c) On an issue-by-issue basis, when the Chancellor, in consultation with the Consultation Council, determines that the participation of certain other community college organizations is necessary to informed discussions of the Consultation Council, the Chancellor shall provide for the participation of such organizations in the discussions of the Consultation Council. In addition, meetings of the Consultation Council shall be open and public; and agenda materials, minutes, and other documents discussed by the Council will be made available, at the cost of production, to interested parties.

(d) The Chancellor shall consult with the Consultation Council regarding all matters to be developed, implemented or evaluated through the Consultation Process, including the coordination of policy development. Matters subject to Consultation include the following:

(1) Policies adopted by the Board, including regulations, general policies, The Basic Agenda, standing orders, and procedures for the adoption of regulations;

(2) Recommendations of the Board of Governors to the Governor and/or the Legislature, including the annual systemwide legislative program, the annual proposed budget for the California Community Colleges, and positions of the Board of Governors on legislation affecting community colleges;

(3) Executive orders of the Chancellor;

(4) Recommendations of the Chancellor, a member of the Consultation Council, or other organization to change Board policy;

(5) The process to be used for developing a policy to be recommended to the Board of Governors;

(6) The alleged failure of the Board of Governors, the Chancellor's Office, or districts to perform legal responsibilities—in order to provide advice regarding appropriate steps that should be taken from within the system.

335. Special Committees.

(a) The Chancellor, in consultation with the Consultation Council, is authorized to establish special consultation committees of limited duration and specific function. Such committees shall report any recommendations to the Chancellor and the Consultation Council.

(b) The Chancellor or Chancellor's Office may establish committees, task forces, or work groups where the principal and primary reason for the formation of the group is to provide technical assistance to college program staff, to provide in-service training for college program staff, or to provide a vehicle for communication about adopted policy and policy implementation. To the extent that such committees, task forces, or work groups develop

opinions that policy changes are needed, they will express their views in the form of a Consultation Digest, and the matter will be referred to Consultation.

336. Board of Governors.

While giving due deference to recommendations of the Chancellor which have been developed through Consultation, the Board of Governors reserves the right to reject such recommendations or adopt different recommendations. When time allows, and further input from Consultation can help to address the Board's concerns or enable the Board to more fully understand the issues before it acts, the practice of the Board will be to provide direction to the Chancellor and to allow additional time for Consultation. While the Board will make every attempt to accept recommendations of the Chancellor developed through Consultation, when rejecting or adopting a different recommendation, the Board of Governors will provide a clear and substantive rationale which the Chancellor shall report back to the Consultation Council.

338. Rights of Participants to Address the Board.

Once having participated in the Consultation Process, any interested party retains the right to provide advice and comment directly to the Board of Governors as it deliberates on the proposed policy.

342. Implementation.

The Chancellor shall adopt such Executive Orders as are necessary to implement these standing orders as well as the Board policy on consultation. Such Executive Orders shall be developed through Consultation and shall address, among other matters:

- (a) The membership of the Consultation Council;
- (b) The role of the Chancellor and Chancellor's staff;
- (c) The manner in which organizations and interested parties not otherwise a member of the Consultation Council can participate in the consultation process; and
- (d) Meetings, notices, agendas, other procedural matters for the Consultation Council.
- (e) Training for participants in Consultation.



Executive Orders of the Chancellor on Consultation

Preface

The Board of Governors has adopted an overall policy on Consultation as well as *Standing Orders* (sections 330-342) which establish the basic structure of the Consultation Process. The *Standing Orders* further direct the Chancellor to adopt such Executive Orders as are necessary to implement these *Standing Orders* and Board Policy. The following Executive Orders are established to carry out this directive.

1. The Consultation Council.

The Consultation Council shall consist of the Chancellor of the California Community Colleges and the following membership:

Institutional Representatives

- 2 chief executive officers of community college districts, who shall be selected by the Chief Executive Officers of the California Community Colleges
- 2 community college faculty members, who shall be selected by The Academic Senate
- 2 students, who shall be selected by the Student Senate for California Community Colleges
- 1 chief business officer, who shall be selected by the Association of Chief Business Officers
- 1 chief student services officer, who shall be selected by the California Community Colleges Chief Student Services Administrators Association
- 1 chief instructional officer, who shall be selected by the Chief Instructional Officers of the California Community Colleges
- 1 chief human resources officer, who shall be selected by the Association of Chief Human Resources Officers/Equal Opportunity Officers
- 1 local trustee, who shall be selected by the California Community College Trustees

Organizational Representatives

- 1 representative of the Association of California Community College Administrators
- 1 representative of the Community College Association/California Teachers Association
- 1 representative of the Community College Council/California Federation of Teachers
- 1 representative of the Council of Classified Employees/California Federation of Teachers
- 1 representative of the California Community Colleges Independents
- 1 representative of the Community College League of California
- 1 representative of the California School Employees Association
- 1 representative of the Faculty Association of California Community Colleges

To further inform and facilitate discussion, the Chancellor may invite other organizations, individuals, and staff to participate in selected discussions of the Council.

2. Introducing Items into Consultation.

Whenever the Chancellor or any institutional or organizational member of the Consultation Council proposes that the Chancellor or the Board of Governors address an issue, it should be

brought forward to the Consultation Council in the form of a Consultation Digest which clearly and succinctly defines the issue or problem to be addressed, provides a brief background on the issue, and describes the various alternative approaches to addressing the issue. Consultation Digests are to be in writing. By first addressing Consultation Digests instead of fully-developed legislative, regulatory, or other proposals, the focus will be on: whether the issue is one which requires attention, how the issue should be defined and addressed, and what the best forum is for developing a draft solution to be further considered in Consultation.

3. Responsibilities of Organizations with Members on the Consultation Council.

Organizations who appoint institutional or organizational representatives to the Consultation Council shall establish and maintain procedures: for communicating with their constituencies, for securing the input and views of their constituencies, and for representing the views of their constituencies.

4. Roles of Organizations and Parties Other Than Those on The Consultation Council.

Community College Organizations other than those on the Consultation Council are requested to work through an appropriate organization which is on the Consultation Council, and to otherwise communicate advice and concerns to the Chancellor. Organizations and parties other than those on the Consultation Council can propose items to be considered in Consultation. The preferred approach is to work with a member organization to develop a proposal that can be sponsored by the member organization. In addition, organizations and parties outside of the Consultation structure can comment to the Chancellor and/or the Board of Governors on any item that is being considered in Consultation. When regulations are involved, these organizations and parties have a legal right to make such comments, and the Chancellor and the Board of Governors are required by law to consider such comments.

5. Roles of the Chancellor and Chancellor's Staff.

(a) The Chancellor will promote efforts to obtain jointly-developed recommendations arrived at through Consultation. While substantial deference will be afforded to jointly-developed recommendations, the Chancellor reserves the right to make a different recommendation to the Board of Governors. Also, in the event that, despite good faith efforts, consensus has not been reached through Consultation, and there is a need to act, the Chancellor reserves the right to take a recommendation to the Board of Governors. In either instance, it will be the practice of the Chancellor, before taking a recommendation to the Board, to discuss with the Consultation Council his or her concerns with any problematic recommendations and his or her reasons for recommending a different action.

(b) Chancellor's Office staff, as the agents of the Chancellor in the Consultation Process, also have the obligation to promote efforts to obtain jointly-developed recommendations arrived at through Consultation. Chancellor's Office staff shall serve as a resource to organizations that appoint the institutional representatives of the Consultation Council. Responsibilities of the Chancellor's Office staff shall include attending and participating in meetings of the executive bodies of such organizations, serving as a resource on information about policies being developed in Consultation, and, upon request, assisting with the development of the meeting agenda for such organizations.

6. Meetings of the Consultation Council.

(a) Agendas: The meeting agenda for the Consultation Council will be prepared and distributed to council members ten days in advance, whenever possible. The Chancellor, using mechanisms designed to solicit input from council members, will determine the agenda for the meeting. Materials must be submitted two weeks before the meeting. Materials received later will be forwarded electronically, if possible.

(b) Schedule of Meetings: The Chancellor shall recommend a schedule of meetings for the Consultation Council.

(c) Open Meetings: Meetings of the Consultation Council are open to all interested persons or organizations who wish to observe the discussions and deliberations.

(d) Expressing Advice: As a general rule, when the Council formulates its overall advice to the Chancellor the advice should represent the consensus of all or most members of the Council. When consensus has not been reached as to the advice to be given, this fact should be noted, and other methods of indicating agreement with the advice (including majority vote) may be used.

(e) Summary of Meeting: The Chancellor's Office shall provide a summary of the meeting. The summary will indicate the disposition of the various items considered by the council, including the advice provided to the Chancellor.

7. Training for Participants.

Members of the Consultation Council and the executive boards of the organizations who appoint institutional representatives to the Consultation Council shall annually be provided training regarding the Consultation Process. The training shall include, but not be limited to, the purposes and mechanics of the process, and methods for resolving disputes and achieving consensus.

8. Distribution of Consultation Materials.

(a) General Availability: Any person or organization not otherwise provided Consultation materials at the Chancellor's Office expense may subscribe to such materials. In addition, Consultation materials will be made available electronically for those wishing to access such materials.

(b) Board of Governors: The Board of Governors will be provided all Consultation Digests, agendas for the Consultation Council, and summaries of meetings of the Consultation Council.

(c) Chief Executive Officers: District and College chief executive officers will receive all Consultation Digests, agendas, and summaries of meetings of the Consultation Council.

(d) Members of the Consultation Council: Members of the Consultation Council will receive all Consultation Digests, agendas, and summaries of meetings of the Consultation Council.

Member Organizations

ACBO – The Association of Chief Business Officials (ACBO) is the association for all business officials of the 72 California Community College districts and 113 colleges. The association includes the 72 Chief Business Officers (CBO) of each district and other college and district business officials. ACBO is divided into 10 regions, each of which elects a District CBO from its region to the ACBO Board of Directors. In addition to the 10 regional representatives, the ACBO Board also includes the current president, president-elect and the immediate past president of the association. ACBO is often called upon by the Chancellor’s Office and other organizations to appoint representatives for various statewide councils, committees and task forces. The ACBO Board meets monthly in Sacramento with representatives of the California Community Colleges’ Chancellor’s Office, the Community College League of California (CCLC) and the Association of California Community College Administrators (ACCCA) to review system-wide issues and to conduct ACBO business. The association holds two professional conferences a year, which includes semiannual meetings of the membership, and provides annual training institutes to further develop the skills of current and future business officials serving in the California Community Colleges.

ACCCA – The Association of California Community College Administrators (ACCCA) is the premier association for community college administrators in California and is recognized for providing both leadership excellence and leadership development. ACCCA is dedicated to providing professional education, training and development opportunities for new and continuing community college administrators and building partnerships with business, education and government agencies to achieve those opportunities. ACCCA takes an active role in the development and advocacy of public policy and legislation for the benefits of the California community college system and its administrative leadership team.

ACHRO/EEO – The Association of Chief Human Resource Officers/Equal Employment Officers (ACHRO/EEO) represents Human Resources and Diversity Officers in the California Community College system. It was created to promote closer cooperation among community colleges in the State of California toward the advancement of human resources and equal employment administration. The organization plays an active role in generating and supporting legislation appropriate to the functions of Human Resource (HR)/Equal Employment Opportunity (EEO) practitioners. ACHRO/EEO is lead by an executive committee comprised of five elected officers: president, vice president, secretary, treasurer and past president. The past president serves as the organization’s representative on Consultation Council. ACHRO/EEO conducts an annual training institute to provide professional development for HR and EEO professionals and paraprofessionals.

Academic Senate – The Academic Senate for California Community Colleges (Academic Senate) is empowered by Education Code and title 5 regulations (§53206) as the official faculty representative to the Board of Governors and the Chancellor on academic and professional matters. Board of Governors Standing Order 332 acknowledges the Academic Senate’s purview, including the Senate’s authority to appoint faculty membes to the councils, committees, and task forces that deal with academic and professional matters on a systemwide level, and states that the advice and judgment of the Academic Senate will be primarily relied upon regarding all policies that involve academic and professional matters. The Academic Senate holds plenary sessions each fall and spring to provide delegates from colleges and districts with the opportunity to craft, debate, and

adopt resolutions that guide the work of the Academic Senate in its official role as representative of all faculty in the system. The Academic Senate also serves as a resource for local academic senates and individual faculty members, providing information, services, training and technical assistance through its communications, publications, sessions, institutes, and local college visits.

CCA/CTA – CCA/CTA (Community College Association) is the community college division of CTA (California Teachers Association). CTA is affiliated with more than 3.2 million members of the National Education Association (NEA), the largest representative union in the United States. CTA is the largest public employee association in the state with more than 340,000 members. CCA represents 43 local community college chapters dedicated to striving to improve the working conditions of its members and the quality of public education for students. CCA/CTA/NEA is dedicated to protecting the integrity of Proposition 98, which gives community colleges budgetary protections not provided to the state universities.

CCCCIO – The California Community Colleges Chief Instructional Officers (CCCCIO) organization is comprised of designated chief instructional officers of each accredited California community college and/or district. The purpose of our organization is multi-faceted and includes: providing a central voice for academic matters; promoting and advancing teaching and learning; providing an instructional administrative perspective on community college issues; participating in the consultation process; and forging a communication link among instructional administrators. Our group is organized geographically into 10 regional groups each with a CIO chair person. The organization is self-governed by an Executive Board comprised of the regional chairs, the immediate past president, the current president, and the president elect. We partner with the following liaison organizations: California Community College Association for Occupational Education (CCCAOE), Council of Chief Librarians (CCL), and the Association for Community and Continuing Education (ACCE). Further information about CCCCCIO can be accessed through our website: www.ccccio.org.

CCCCSSAA – The California Community Colleges Chief Student Services Administrators Association (CCCCSSAA) represents the lead student services officers at each of the 113 colleges around the state. The primary purpose of the association is to provide leadership for the student services profession; provide professional growth and development opportunities in support of student services; represent student services at the statewide level including at consultation; increase recognition of the value and necessity of a comprehensive student services program in California Community Colleges; serve as the voice of student services administrators and on behalf of students services: and, promote and advance California's community college system and its students.

CCCI – The California Community College Independents (CCCI), an association of independent bargaining agents for California community college faculty, advances and promotes the general welfare of community college faculty, as well as community college staff and students throughout the state of California. CCCI is a professional organization for Independent Faculty Union leaders through which they share information and learn from each other about negotiation issues and contract matters. CCCI is also the formal statewide voice for the Independent Faculty Unions regarding issues affecting California community colleges.

CCLC/CEOCCC/CCCT – The Community College League of California (CCLC) is a nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California. Within the League are two major organizations which share a common mission, staff and fiscal resources: the California Community College Trustees (CCCT) and the Chief Executive Officers of the California Community Colleges (CEOCCC).

In addition, two other organizations are affiliated with the League: the Association of California Community College Administrators (ACCCA) and the California Community College Classified Senate (CCCCS). The League affiliated organizations have many goals and objectives similar to CCCT and CEOCCC, and recognize that the sharing of facilities and some resources helps strengthen those common purposes. Yet it also is recognized that the League affiliate maintains total independence to pursue the objectives of its membership which on occasion may be at variance with the positions taken by the CCCT and CEOCCC.

CCCT has a 21 member board of directors elected by the 72 local governing boards. CEOCCC has a 15 member board of directors elected by the local community college chancellors, superintendents and presidents. These boards of the League meet and action is taken on education policy issues before the Board of Governors and the Legislature. Policy direction also is provided to staff concerning statewide educational policy, research initiatives, publications, workshop, and conferences.

CCC/CFT – Locals of the California Federation of Teachers (CFT) represent the majority of full and part-time faculty in the state's community colleges. Collectively, these locals constitute CFT's Community College Council. CFT is affiliated with the more than 1.2 million member American Federation of Teachers and through it with the AFL-CIO.

CFT/CCE – The California Federation of Teachers (CFT), comprised of more than 135 local unions, represents over 120,000 classified employees and faculty in public and private schools and colleges. The CFT is the statewide affiliate of the American Federation of Teachers representing over one million members. The CFT/Council of Classified Employees (CCE) is a division of the CFT dedicated to supporting classified employee members of the CFT. Throughout the community colleges the CFT/CCE boasts a membership that is among the largest and most diverse of classified employee unions. With this magnitude and diversity the CFT/CCE historically has acted and is recognized as a prominent voice in matters of policy development in the California community colleges.

CFT/CCE members are integral to the workings of community colleges. Their size is nearly matched by the scope of community college campus programs in which they work, among them: instructional programs, student services, research and development, categorical, child development centers, learning resource centers, food service, transportation, information technology, administrative support, student recruitment, vocational education, security, and personnel commission service representation. Matriculation, accreditation, assessment and transfer, employment placement, and community outreach are among the key functions directly affecting student and local college campuses that are being performed every day by CFT/CCE members, the state's most dedicated public servants.

CSEA – The California School Employees Association (CSEA) is the largest classified union in the country and represents more than 230,000 public school employees in California. Of that number, CSEA represents over 50 percent of the community college classified staff employed in the California Community College system, having approximately 12,700 members over 53 of the 72 Community College districts.

As the exclusive representative to the vast majority of California’s classified employees, CSEA’s local chapters work with school boards and community college trustees through the collective bargaining process to determine everything from wages and health benefits to hours and working conditions. CSEA recognizes that politics and public education are not mutually exclusive; consequently, CSEA is active in the legislative arena, focusing particularly on the policies that affect classified employees, public education and working families. Whether it’s the school board, local, state or national elections, initiative or bond measures, CSEA seeks to improve public education through the political process. Finally, in addition to being an active member of the education community, CSEA is an advocate for lifelong learning. CSEA provides its members with conferences, seminars and workshops to provide practical solutions and insights to careers in education. CSEA also provides scholarships and grants to help members fund the cost of continued education.

FACCC – Founded in 1953, the Faculty Association of California Community Colleges (FACCC) is a statewide professional membership association for community college faculty. With 10,000 members across California, FACCC advocates solely on behalf of the community college faculty in the state Capitol, State Teachers’ Retirement System, and the Chancellor’s Office. Legislators and community leaders regularly consult with FACCC to gauge the faculty position on critical policy and budgetary questions pertaining to the community colleges.

Student Senate for California Community Colleges – The Student Senate for California Community Colleges (SSCCC) is the representative body of the California community college associated student organizations. The SSCCC was established so that the 2.3 million community college students of California may have a formal and effective means for participation in the formation of state policies that have or may have a significant impact on students. The SSCCC is comprised of 30 council members, all elected regionally from the 10 regions across the state. The Student Senate participates in all venues of state level shared governance and recommends student representative appointment to the Board of Governors, Chancellor’s Office Advisory Committees, and other external partners requiring student representation (i.e., CSAC, Academic Senate, etc.).



Digest

Digest means an item that has been through internal review of the Chancellor's Office and the review entities. The item now has form and substance, and is officially "entered into Consultation." The Council reviews the item and provides advice to the Chancellor.

Sample Digest

Title: Minimum Qualifications, the Disciplines List, and the issue of Equivalency

Date: January 17, 2008

Contact: Mark Wade Lieu, Academic Senate
Lori Gaskin, Chief Instructional Officers

Background

For some colleges, particularly those in rural areas, there is often a limited pool of individuals who meet minimum qualifications in certain disciplines, and this may impede a college's ability to offer a comprehensive curriculum. It is a frequently cited concern that in the more isolated areas of the state, it is unusual to find individuals with minimum qualifications in the wide array of disciplines common to the general education course offerings for lower division coursework. One strategy adopted by several colleges is to grant a single-course equivalency for an instructor to teach a specific course. The Academic Senate is firmly opposed to the concept of a single-course equivalency as title 5 sets out minimum qualifications for disciplines and not single courses, and at the current time, the Chancellor's Office has issued a legal opinion that granting single-course equivalencies is not in compliance with title 5 regulations. In addition, there is, in fact, no current process for determining minimum qualifications for a single course on which to base such an equivalency.

Up to the present, the discussion has focused on minimum qualifications and the concept of a single-course equivalency. However, it seems that it would be fruitful to discuss whether there are viable options between the granting of full-discipline equivalency and single-course equivalency which maintain the spirit and integrity of the current processes for the use of minimum qualifications.

Proposal

A working group from the Consultation Council should be formed and comprised of representatives from all interested groups, to discuss and assess potentially viable options. As an academic and professional matter, the working group should be chaired by the Academic Senate, and any proposal that comes from the working group would require review and approval by the faculty.



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Consultation Council Meeting Dates (2016-2017)

2016

April 21, 2016

(Sacramento Convention Center)

May 19, 2016

June 16, 2016

July 21, 2016

August – No Meeting

September 15, 2016

October 20, 2016

November 17, 2016

(Riverside Convention Center)

2017

January 19, 2017

February 16, 2017

March 16, 2017

April 20, 2017

May 18, 2017

June 15, 2017

July 20, 2017

August – No Meeting

September 21, 2017

October 17 2016

November 16, 2017

(TBD, CCLC Convention)



Board of Governors Meeting Dates (2016-2017)

2016

May 16-17, 2016

July 18, 2016

September 19-20, 2016

November 14-15, 2016
(Woodland Community College)

2017

January 17-18, 2017

March 22-21, 2017

May 15-16, 2017

July 17, 2017

September 18-19, 2017
(TBD)

November 13-14, 2017

Consultation Agendas and Summaries are e-mailed to the Board of Governors. Consultation Agendas, attachments, and Summaries are posted on the Consultation Council Home Page on the Chancellor's Office website at: <http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

**Consultation Council and Board of Governors
Meeting Dates, Agenda Due Dates, and Agenda Post Dates for 2016**

2016 Consultation Council Meeting Dates Meeting Room: 6ABC		
Meeting Date	Finalized Item & Attachments Due	Post Agenda Date
January 21, 2016	January 8, 2016	January 14
February 18, 2016	February 5, 2016	February 11
March 17, 2016	March 4, 2016	March 10
April 21, 2016	April 8, 2016	April 14
May 19, 2016	May 6, 2016	May 12
June 16, 2016	June 3, 2016	June 9
July 21, 2016	July 8, 2016	July 14
August - No Meeting	n/a	n/a
September 15, 2016	September 2, 2016	September 8
October 20, 2016	October 7, 2016	October 13
November 17, 2016 (Riverside)	November 4, 2016	November 10

2016 Board of Governors Meeting Dates Meeting Room: Board of Governors Chambers		
Meeting Date	Finalized Item & Attachments Due	Post & Mail Agendas
January 19-20*	December 11	January 7
March 21-22	February 26	March 10
May 16-17	April 22	May 5
July 18	June 24	July 7
September 19-20 (Woodland)	August 26	September 8
November 14-15	October 21	November 3

*The January 19-20, 2016 Board of Governors meeting will commence on Tuesday in observance of the Martin Luther King, Jr. holiday on January 18, 2016.

THE CONSULTATION COUNCIL

ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACADEMIC SENATE	Academic Senate for the California Community Colleges
CCC/CFT	Community College Council/California Federation of Teachers
CCA/CTA	Community College Association/California Teachers Association
CCCCSSAA	California Community Colleges Chief Student Services Administrators Association
CCCI	California Community College Independents
CCE/CFT	Council of Classified Employees/California Federation of Teachers
CCLC/CCCT	Community College League of California/California Community College Trustees
CEOCCC	Chief Executive Officers of the California Community Colleges
CHRO/EEO	Chief Human Resources Officers/Equal Employment Officers
CIOCCC	Chief Instructional Officers of the California Community Colleges
CSEA	California School Employees Association
FACCC	Faculty Association of the California Community Colleges
STUDENT SENATE	Student Senate of the California Community Colleges