



PARTICIPATORY GOVERNANCE IN CONTRA COSTA COMMUNITY COLLEGE DISTRICT

HISTORY, ROLES, AND RESPONSIBILITIES





ORIENTATION FOR DISTRICT GOVERNANCE COUNCIL (DGC)



Five Areas of Decision-Making

1. Academic and Professional Matters (Academic Senates)
2. Labor Related Matters (Unions and District)
3. Administrative Matters (Work Groups and Management Team)
4. Public Interest Matters (Board and Chancellor)
5. Policy/Procedure, Strategic Goals, and Budget Matters (DGC and College GCs)



Participatory Governance

- State Law
- 4CD Policies and Procedures
- ACCJC Standards
- District Governance Council Bylaws



THE MANDATE FOR PARTICIPATORY GOVERNANCE AB1725

(September 19, 1988)

- The Education Code is the statutory basis for participatory governance, requiring districts to offer opportunities for faculty, staff, and students to provide input into district/college governance.
- The State Board of Governors is the regulatory basis for participatory governance.
- Through the Education Code, the State Legislature directed the State Board of Governors to adopt regulations to implement this general direction – these regulations appear in Title 5 of the California Code of Regulations.



PARTICIPATORY GOVERNANCE

- Participatory governance is an important feature of community college district governance. Title 5 regulations outline requirements for participatory governance between district boards and their faculty, staff, and students.
- The specific obligations of participatory governance vary from district to district because each district determines the exact scope of its own participatory governance responsibilities.



PARTICIPATORY GOVERNANCE (CONTINUED)

- AB 1725 models for District and college participatory governance were first presented to the Governing Board on March 25, 1992.
- The 1992 proposed model for Districtwide participatory governance has, over time, become known as the District Governance Council (DGC) Bylaws, with revisions approved by the Governing Board in 1993, 1994, 1995, 2004, 2005, 2006, 2008, 2013, 2014, and 2019.



DISTRICTWIDE POLICIES AND PROCEDURES

- Two policies , approved by the Governing Board, are the pillars of the District’s institutional leadership, governance, and decision-making structure, and its model to ensure institutional effectiveness and adherence to ACCJC requirements:
 - Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, and
 - Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement

- [Board Policy 1012](#) and [Administrative Procedure 1012.01](#), ensure there is a regular cycle of review for the District’s governance and decision-making processes.



POLICIES AND PROCEDURES (CONTINUED)

- [Board Policy 1009](#) details the five components of the District's governance and decision-making structure, for which AB1725 mandated two of those components: institutional governance and academic and professional matters.

Specific to DGC, Board Policy 1009 indicates:

- the role of each constituency group in governance is delineated in [Administrative Procedure 1009.01](#); and
- the role of DGC is to discuss and debate issues of Districtwide importance and to provide recommendations on policies and procedures, in addition to serving as the District Budget Committee.



POLICIES AND PROCEDURES (CONTINUED)

- The following Administrative Procedures delineate DGC's role in reviewing and providing recommendations on all Districtwide policies and procedures:
 - [AP1001.01](#), Process to Introduce new or revise existing Governing Board Policies;
 - [AP1009.02](#), Process to reach agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters; and
 - [AP1900.03](#), Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures .



ACCREDITATION REQUIREMENTS RELATED TO DGC FUNCTIONS



STANDARD IV. A. 1

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



STANDARD IV. A. 2.

- The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

STANDARD IV. A. 3.

- Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

STANDARD IV. A. 4

- Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

STANDARD IV. A. 5

- Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

STANDARD IV. A. 6

- The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

STANDARD IV. A. 7

- Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

STANDARD IV. D. 7

- The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DGC BYLAWS

- The Bylaws provide guidance for the DGC agenda, minutes, and general operation along with the selection process and term limits for members.
- In addition, the DGC Bylaws also address the purpose, scope, and representation for DGC as follows:



DGC BYLAWS - PURPOSE

- To provide a forum for the participation of representative groups to meet, discuss and debate issues of Districtwide interest while acknowledging the autonomy of the individual colleges.
- To influence Districtwide policies and procedures by making well-informed decisions and forwarding them as recommendations to the Chancellor.
- To regularly evaluate the District's governance and decision-making structures and processes in order to assure their integrity and effectiveness, communicating the results of the evaluation and using it as a basis for improvement.
- To serve as the District Budget Committee.



DGC BYLAWS - SCOPE

- Recommend a process for determining fiscal and personnel allocations and procedures.
- Participate in developing and promoting Districtwide goals, priorities, and long-term planning.
- Participate in making recommendations regarding proposed program development for which there are Districtwide fiscal implications.
- Review and make recommendations regarding Board Policies, Administrative Procedures, and all other formal Districtwide procedures.
- Discuss any topic in which equity or uniformity among the locations/colleges is an issue.
- Discuss any other Districtwide matters as deemed appropriate by the group except as excluded by defined scope.



DGC BYLAWS - REPRESENTATION

- The following four constituencies will be represented by eight persons each, selected by site:
 - faculty;
 - classified staff;
 - managers/supervisors; and
 - students.
- Plus a representative of each state-approved center from amongst the 32 total members.



PARTICIPATORY GOVERNANCE OBLIGATIONS VERSUS BARGAINING OBLIGATIONS

It is critical to recognize the difference between participatory governance obligations and collective bargaining obligations.

- The Board of Governors' regulations verify that participatory governance obligations must not undermine collective bargaining obligations.
- Districts are required to collectively bargain the terms and conditions of employment with the exclusive representatives of faculty and staff. By contrast, districts are required to meet their participatory governance obligations with faculty on academic and professional matters and with staff on matters that have a significant effect on staff.



PARTICIPATORY GOVERNANCE OBLIGATIONS VERSUS BARGAINING OBLIGATIONS (CONTINUED)

A district cannot bargain the terms or conditions of faculty or classified employment with the Academic Senate or Classified Senate, and it cannot engage in collegial consultation with the faculty or classified unions.

These are separate responsibilities.



QUESTIONS



Thank you for
participating in
our governance
process!

