

Step-by-Step Guide to Adopting a Classified 9+1

Benjamin Gamboa, President
Crafton Hills College Classified Senate
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Session Objectives



- Participants will be able to:
 - Summarize the process used by the Crafton Hills College Classified Senate to adopt a “9+1” resolution
 - Assess strengths and weaknesses in current leadership skills
 - Plan next steps in adopting a resolution
 - Intentionally employ leadership strategies implementing a “9+1”

Background of Participatory Governance



- Assembly Bill 1725 (1988) codified in Education Code 70901 & 70902
 - Boards shall establish procedures to “ensure faculty, staff, and students” have the right to “participate effectively” in district and college governance.
- Senate Bill 235 (2001) codified in Education Code 70901
 - Classified unions have the right to equal representation on committees
 - Boards may only consult with Classified Senates on issues outside the scope of bargaining — i.e. wages, hours, and working conditions
- The force of law codified in Title 5 section 51023.5

Links: [AB 1725](#), [SB 235](#), [Ed Code § 70900](#), [CCR § 51023.5](#)

Background of Participatory Governance



- Matters Substantially Impacting...
 - Faculty outlined in Title 5 section 53200
 - Students outlined in Title 5 section 51023.7
 - Classified Professionals – *Nothing!*

Links: [Ed Code § 53200](#), [CCR § 51023.7](#)

Local Participatory Governance



- SBCCD Board Policy & Procedure 2510 – Collegial Consultation
 - “Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified staff will be given every reasonable consideration.”
- CHC Organizational Handbook
 - “Through their knowledge of student needs, and position in operational, instructional, and technical areas, classified staff members serve on committees, councils and task forces as stakeholders. Representing their constituents’ perspective, classified staff members provide a unique insight to help guide the decisions made in the governance process.”

Links: [SBCCD Policy 2510](#), [CHC Organizational Handbook](#)

Local Participatory Governance



- At Crafton Hills College,
 - Each shared governance committee with classified staff representation must have an appointee from both CSEA and Classified Senate
 - Delineation of duties with CSEA acknowledges separation of governance and collective bargaining issues

Local Participatory Governance



- Classified professionals, like you, bring a diverse perspective rich in
 - institutional knowledge
 - college operations
 - technical expertise
- Roles as a participant in governance
 - Contributing to dialogues with your views as informed through your experiences
 - Advocating for policies and processes that benefit the institution, students, and classified professionals

Process to Adopt Resolution



- Plenary Session in June 2016 during Classified Professionals Week
- Draft resolution in executive committee over summer
- Presented for input at Senate September through October 2016
- Adopted November 2016
- Presented for campus support throughout Spring 2017
- Added to Organizational Handbook for 2017-2018

Leadership Strategies



- Making the case and using evidence
- Understanding institutional culture
- Building a coalition
- Engaging resistance
- Taking risks
- Communicating successfully

Source: Leading from the Middle Academy, the RP Group for California Community Colleges

Leadership Strategies



- Self-Assessment Activity
 - For each of the leadership strategies listed below, rate on a continuum your knowledge and abilities to intentionally employ the following strategies:
 - Making the case and using evidence
 - Understanding institutional culture
 - Building a coalition
 - Engaging resistance
 - Taking risks
 - Communicating successfully

Leadership Strategies



- Making the case and using evidence
 - Why does this matter?
 - Strength of decision with multiple perspectives
 - Fairness in Title 5 and Education Code
 - Institutional integrity

Leadership Strategies



- Understanding institutional culture
 - Classified participate fully already
 - Respect for faculty primacy in academic and professional matters
 - Ask for institutional support

Leadership Strategies



- Building a coalition
 - Strong relationship with person who maintains Organizational Handbook
 - Find faculty and administrative supporters on campus
 - Meet with supporters early and often
 - Try your position out on supporters
 - Have supporters take your message out

Leadership Strategies



- Engaging resistance
 - A person who resists is not ignorant, dumb, or evil
 - Resistance is a form of feedback
 - Different ways to engage resistance:
 - Answer their questions
 - Lead with the “Why?”
 - Be honest
 - Use your coalition

Leadership Strategies



- Taking risks
 - Need the support of executive management
 - It's OK to fail
 - Don't take it personally
 - Catalog lessons learned and personal growth

Leadership Strategies



- Communicate successfully
 - Create a space for conversation and dialogue
 - Use meetings, newsletters, emails, and water cooler chat
 - Make for two-way communication

Leadership Strategies



- Self-Assessment Activity 2.0
 - For each of the leadership strategies listed below, re-rate on a continuum your knowledge and abilities to intentionally employ the following strategies:
 - Making the case and using evidence
 - Understanding institutional culture
 - Building a coalition
 - Engaging resistance
 - Taking risks
 - Communicating successfully

Next Steps



- **Creating a Step-by-Step Guide Planning Activity**
 - For each of the leadership strategies listed below, plan your next action step you will take when you get back to your college:
 - Making the case and using evidence
 - Understanding institutional culture
 - Building a coalition
 - Engaging resistance
 - Taking risks
 - Communicating successfully

Contact Me!



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February 9, 2017

Dear Academic Senate Colleagues,

California Title 5 is explicit that everyone should participate in governance in the California Community College system. In terms of the faculty and students, Title 5 is clear on the precise matters on which the faculty and students should have a voice in the decision-making process. Yet, for classified professionals, Title 5 is woefully silent.¹

As the Senate is aware, the Board of Trustees is required to “rely primarily upon the advice and judgement” of the faculty on academic and professional matters. Title 5 defines academic and professional matters as:

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Similarly, students enjoy a right to participate in governance issues on the following matters as outlined in Title 5:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and

¹ CA Code of Regulations. § 53200 (Academic Senates; Definitions), 51023.5 (Minimum Conditions; Students), and 51023.7 (Minimum Conditions; Staff).

10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

There is significant, if not identical, overlap in the governance and policy matters identified for both the faculty and students. However, student participation in governance neither negates nor diminishes the role entitled to the faculty on academic and professional matters. Classified professionals should be treated similarly in participatory governance and enjoy the same entitlements in Title 5 as students and the faculty. However, the faculty, through the Academic Senate, should be relied primarily upon for advice and judgement on academic and professional matters.

The California Community College Classified Senate has asked Classified Senates to review the participatory governance structures and processes at their local colleges and recommend adoption of local matters for participatory governance. The CHC Classified Senate took up this call and adopted the following resolution. The CHC Classified Senate is asking our colleagues to consider supporting the Classified Senate in its endeavor to enshrine these tenets of participatory governance in Crafton Hills College's processes.

Respectfully,

A handwritten signature in blue ink, appearing to read "B. Gamboa", with a long horizontal flourish extending to the right.

Benjamin R. Gamboa
President, Crafton Hills College Classified Senate



Crafton Hills College Classified Senate
Resolution 2016-1
Classified Senate Nine plus One (9+1)

- Whereas,** Crafton Hills College Classified Staff are an integral part of the College decision-making process,
- Whereas,** Classified Staff play a key role in the implementation and systems integration on matters involving curriculum and should be involved in an advisory capacity,
- Whereas,** Classified Staff play a key role in communicating degree and certificate requirements to students,
- Whereas,** Classified Staff play a key role in the implementation and systems integration on matters of educational program development and should be involved in an advisory capacity,
- Whereas,** Classified Staff play a key role in the implementation and systems integration of standards or policies regarding student support and success,
- Whereas,** Classified Staff play a key role in College Governance structures,
- Whereas,** Classified Staff play a key role in ensuring that the College is meeting accreditation standards,
- Whereas,** Classified Staff play a key role in the development and implementation of College professional development activities,
- Whereas,** Classified Staff play a key role in the implementation and support of the College program review process,
- Whereas,** Classified Staff are engaged in the day-to-day implementation of College plans and the supervision of the Division/Department budgets,

Therefore be it Resolved, the Crafton Hills College Classified Senate asks that the Crafton Hills College Administration, Crafton Hills College Academic Senate, and the Associated Students of Crafton Hills College support the Classified Staff in the adoption of the following guidelines for participation in College and District Governance:

- Curriculum systems integrations and implementation;
- Degree and certificate requirements;
- Educational program development;
- Standards or policies regarding student services, support, and success;
- College governance structures, as related to classified roles;
- Classified roles and involvement in accreditation processes;
- Policies for classified professional development activities;
- Processes for program review and annual planning;
- Processes for institutional planning and budget development;
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff.

LEADERSHIP STRATEGIES SELF-ASSESSMENT

For each of the leadership strategies listed below, rate on the continuum your knowledge and abilities to intentionally employ the following strategies.

Making the Case and Using Evidence

Weak _____ Strong

Understanding Institutional Culture

Weak _____ Strong

Building a Coalition

Weak _____ Strong

Engaging Resistance

Weak _____ Strong

Taking Risks

Weak _____ Strong

Communicating Successfully

Weak _____ Strong



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Classified Leadership Institute

June 15, 2017

Action Step Description	Person Responsible	Begin Date	Completion Date	Resources Required	Expected Complications	Desired Outcome
1. Making the Case and Using Evidence:						
2. Understanding Institutional Culture:						
3. Building a Coalition:						
4. Engaging Resistance:						
5. Taking Risks:						
6. Communicating Successfully:						

What is an action? It is a concrete activity necessary to advance toward a defined objective. Actions must be specific, measurable, attainable, relevant, and timely.