



**AP 2510**

**PARTICIPATION IN  
LOCAL DECISION-MAKING**

**ADDING THE CLASSIFIED 9+1**

CUYAMACA COLLEGE & GROSSMONT COLLEGE  
CLASSIFIED SENATES

# PREVIEW



About Us



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California Community College Classified Senates (4CS)



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AP 2510



# ABOUT US

## The Classified Senates

- Promote classified participation in college and district governance.
- Help maintain professional development and training opportunities for Classified Professionals.
- Encourage better communication and camaraderie with other constituencies.



### Cuyamaca's Classified Senate also...

- Embraces the valuable contributions of all Classified Professionals by creating an environment that cultivates community, communication and advocacy.
- Believes in the value of the classified perspective on the college learning environment and the success of students at Cuyamaca College and throughout the District.



### Grossmont's Classified Senate also...

- Promotes the valuable contributions made by Classified Professionals in creating an environment that will lead to the greatest level of student success.
- Encourages the exchange of ideas, understanding, and cooperation between Classified Professionals, Faculty, Administrators and Students, in the best interest of enriching the educational environment.

# BRIEF HISTORY OF SHARED GOVERNANCE STATE LEVEL



AB 1725 had a significant impact on governance at California Community Colleges and was enacted on September 19, 1988.



In an article written by David Morse in 2017, he stated that Phil Hartley put forward that “AB 1725 was the capstone for a paradigm shift in the role and status of the California Community Colleges.” Despite the many difficulties involved with its passage and implementation, the bill helped to create perhaps the most inclusive system of governance enjoyed by any system of higher education in the world . . . “



It was a good start that led to the creation of our faculty’s 10+1 which outlines the 11 academic and professional matters for which faculty have primary responsibility.



# BRIEF HISTORY OF SHARED GOVERNANCE ACCORDING TO ACCJC

As mentioned, AB 1725 was key to bringing participatory governance to California Community Colleges. As such, Ed Code §70902(b)(7) called upon the California Community Colleges Board of Governors to establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance . . . “



**As you probably know, ACCJC addresses participatory governance in standard IV, specifically 4.2:**

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

# 4CS AND 9+1



4CS is the statewide Classified Senate serving Classified Professionals and Community College Systems Since 1995.



4CS is a professional organization of volunteers from across the California Community College System who advocate for Shared/Participatory Governance within the Community College System for all Classified Professionals.



4CS recognizes & values the Classified Senates' insight and support of student success, and we advocate for inclusion in governance and active participation in professional development.



4CS is dedicated and motivated to working and sharing with others who support high-quality educational services and positive learning environments for our students, our classified, and our communities

**At the annual statewide conference in 2017, the Classified Professionals of California Community Colleges voted to adopt the statewide 9+1. This has led to many California Community Colleges doing the same at their local colleges.**



**This now includes Cuyamaca and Grossmont Colleges.**



# WHY A CLASSIFIED 9+1?

- Including Classified Professionals (CPs) in governance ensures effective participation for all constituencies
- CPs have a significant role and impact on student support and success in myriad programs/services
- CPs have unique expertise and essential insight into developing practical & equitable standards and policies
- The work of CPs is significantly affected by the adopted standards & policies
- CPs are keenly involved in implementation and adherence to required regulations
- CPs serve in various roles that are essential to the colleges' ability to meet accreditation standards
- CPs have unique & diverse professional development needs and must be involved to ensure the support of Mission/Vision/Goals
- Including CPs in program review processes ensures processes are inclusive of the work, context, and needs of all college areas
- CP insight on planning & budget allows for robust dialogue that is inclusive of diverse insights from across the institution
- Including relevant CP insight in the development of student services and special programs helps inform, enrich, and sustain programs
- CPs serve a key role in the technical application, implementation, and maintenance of state/federal regulations, policies, and procedures related to curriculum and awarding of degrees and certificate

# 9+1 (ADDED TO AP 2510)

*Our 9+1 outlines the areas where we must be consulted.*

1. Standards or policies regarding student support and success
2. Districtwide governance structures, as related to classified roles
3. Classified roles and involvement in accreditation process, including self-study and annual reports
4. Policies for classified professional development activities
5. Processes for program review, including area and unit reviews
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Processes related to awarding degrees and certificates
9. Institutional program development and implementation, as related to classified roles
- +1 Any other district policy, procedure, or related matters that will have a significant effect on Classified Professionals

- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s)

The Academic Senates regularly submit items for Board approval via the Chancellor. These include bi-annual Curriculum Committee approvals, sabbatical leave recommendations, emeritus applications, and other academic and professional matters as listed above, upon which the Board either relies primarily upon or seeks mutual agreement with the Senates.

#### **Classified Staff including Confidential Supervisors/Assistants [Classified Senate]**

The role of classified staff members in making decisions at the District level is to participate in the development of recommendations to the Chancellor on issues that have or will have a significant effect on staff (California Code of Regulations and BP 2510 Participation in Local Decision-Making). The following specific matters are identified as having a significant effect on staff and calling for staff contributions to decision-making:

- Standards or policies regarding student support and success
- Districtwide governance structures, as related to classified roles
- Classified roles and involvement in accreditation process, including self-study and annual reports
- Policies for classified professional development activities
- Processes for program review, including area and unit reviews
- Processes for institutional planning and budget development
- Curriculum systems integrations and implementation
- Processes related to awarding degrees and certificates
- Institutional program development and implementation, as related to classified roles
- Any other district policy, procedure, or related matters that will have a significant effect on Classified Professionals

For purposes required under Title 5, section 51023.5 of the California Code of Regulations, the Governing Board generally recognizes the Classified Senate as the representative of non-management classified staff. In development of policies or procedures, after participation in established consultation processes, including consultation with administration of the colleges/District, the Classified Senate may present its views and recommendations to the Board with approval of Classified School Employees Association, Chapter 707. Classified employee appointments to councils, committees, task forces, or other groups shall be made by the Classified Senate, except for those groups specifying California School Employees Association, Chapter 707, (CSEA) representation.

A memorandum of understanding between the District, the Classified Senate, and CSEA states:

*The Classified Senate is organized to represent classified, including confidential and supervisory staff, in issues including, but not limited to, the following (in relevant part):*





*Thank you for allowing us to present.  
Thank you for your support!  
Any questions?*