

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

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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



- SBCCCD 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: [SBCCCD 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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