Classified Senate Strategic Planning Notes

3-31-17

**Representativeness of populations served**

* Many classified do not participate in any facet of senate activities.
  + This is because many staff are not being reached by senate members or the things being discussed in senate don’t feel relevant to people.
  + Many staff feel like senate activities do not have anything to do with their job.
  + Many classified do not know what we do or why we exist.
  + There is a problem with staff not knowing what we do (knowledge)
  + There is a problem with staff not being motivated to participate (motivation)
  + Why am I needed?
  + We need to give staff a reason to participate.
* Being part of shared governance is going well. Although there is a big need for more participation, there is interest among the senate members in serving.
* All senate members feel welcome in serving on committees.
* We aren’t doing a very good job of senators reporting to our members and reporting back from members to the senate at large.
* How we do our representation is problematic. How do we report back, and what do we report back on?
  + Maybe we have each senator host a monthly meeting with their constituents.
* We have not communicated the meaning and relevance of the work we are doing to our members such that people will see its relationship to their professional life here. This is a problem contributing to member interest.
* There are liabilities in our senate reporting infrastructure but there are also challenges with the messages coming through that infrastructure being seen as irrelevant to the members.

**Alternative modes and schedules of delivery**

* What if we had a welcoming workshop once a semester to introduce new classified staff to senate or the campus (a welcome lunch or breakfast?) and have some explanation about senate.
* What if we used some of the senate’s money to take new staff out to lunch by their senator, or had a lunch

**Professional development and training**

* We need to offer trainings for things that are relevant to more of our population
* We need to have events to relax and build community
* We need to have events designed to meet and get to know the classified staff.

Classified Senate Strategic Planning Progress

Suggested Actions as of 6-8-17:

* The Classified Senate Executive Board should draft a vision for the senate and present it to the senate at a full meeting for discussion and approval.
* This vision, once adopted, should be communicated clearly, prominently displayed, discussed often, and should drive the actions and initiatives of the senate.
* PPR document completion:
  + Questions 3-5 are unnecessary to complete at this time.
  + Once the vision has been articulated and approved by the senate, Question 7 should be completed by the Exec Board.
  + Exec Board should use the results of the discussions that took place in spring 2017 (see attached notes) to complete Question 6: Evaluation.
  + Question 8 is unnecessary at this time.
  + Question 9 (4-year action plan) should be completed by the Exec Board after the vision has been articulated.
  + Final document submitted by Exec Board to the full senate for comment, discussion, and approval.

1. ***Description of Program:*** *Assume the reader doesn’t know anything about your program.  Please describe your program, including the following:*
   1. *Organization (including staffing and structure)*
   2. *Primary purpose*
   3. *Whom you serve (including demographics and representativeness of population served)*
   4. *What kind of services you provide*

The Classified Senate is the shared governance organization for classified professionals employed by the San Bernardino Community College District and assigned to Crafton Hills College. Membership is the Classified Senate is automatic and is dues-free. Contracted, permanent classified professionals, including confidential professionals, are full members. Substitute and short-term classified professionals are non-voting associate members. Executive board officers and senators are elected for two-years terms. Officers are elected at-large and senators represent specific geographic locations of campus. The Senate has adopted a Constitution and Bylaws to codify its organization and operations.

The Senate meets twice monthly to discuss and provide recommendations to college administration on issues that significantly impact classified professionals. In Fall 2016, the Classified Senate adopted shared governance tenants that outline and codify the issues classified professionals identified as significantly impacting them. The Classified Senate also appoints representatives from its membership to shared governance committees, so classified professionals’ perspectives and expertise are included in college governance and decision-making processes. In service to classified professionals, the Classified Senate hosts an annual Classified Professionals Week that provides over a dozen varied professional development workshops, activities, and events tailored specifically to the needs of classified professionals at Crafton Hills College. Lastly, representatives are selected annually to attend the Classified Leadership Institute hosted by the California Community College Classified Senate in June.

Demographically, classified professionals have generally remained consistent from Fall 2012 to Fall 2016 according to data from the California Community College Chancellor’s Office DataMart. Of the 104 classified professionals at Crafton Hills College in Fall 2016, 57% were White and 34% were Hispanic. In Fall 2016, 57% of classified professionals at Crafton Hills College were female.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2012** | | **Fall 2013** | | **Fall 2014** | | **Fall 2015** | | **Fall 2016** | |
| **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| All Classified | 100 | 100.0 | 94 | 100.0 | 96 | 100.0 | 103 | 100.0 | 104 | 100.0 |
| ***Ethnicity*** | | | | | | | | | | |
| African American | 4 | 4.0 | 4 | 4.3 | 5 | 5.2 | 6 | 5.8 | 4 | 3.9 |
| Asian | 3 | 3.0 | 3 | 3.2 | 3 | 3.1 | 3 | 2.9 | 3 | 2.9 |
| Hispanic | 30 | 30.0 | 28 | 29.8 | 30 | 31.3 | 31 | 30.1 | 35 | 33.7 |
| Multi-Ethnicity | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.0 | 1 | 1.0 |
| Native American | 2 | 2.0 | 2 | 2.1 | 2 | 2.1 | 2 | 1.9 | 2 | 1.9 |
| White | 61 | 61.0 | 57 | 60.6 | 56 | 58.3 | 60 | 58.3 | 59 | 56.7 |
| ***Gender*** | | | | | | | | | | |
| Female | 61 | 61.0 | 57 | 60.6 | 59 | 61.5 | 62 | 60.2 | 59 | 56.7 |
| Male | 39 | 39.0 | 37 | 39.4 | 37 | 38.5 | 41 | 39.8 | 45 | 43.3 |
| ***Age*** | | | | | | | | | | |
| 18 to 34 | 19 | 19.0 | 21 | 22.3 | 21 | 21.9 | 21 | 20.4 | 22 | 21.2 |
| 35 to 39 | 15 | 15.0 | 10 | 10.6 | 8 | 8.3 | 13 | 12.6 | 14 | 13.5 |
| 40 to 44 | 10 | 10.0 | 10 | 10.6 | 14 | 14.6 | 13 | 12.6 | 15 | 14.4 |
| 45 to 49 | 15 | 15.0 | 12 | 12.8 | 10 | 10.4 | 10 | 9.7 | 7 | 6.7 |
| 50 to 54 | 17 | 17.0 | 16 | 17.0 | 13 | 13.5 | 13 | 12.6 | 13 | 12.5 |
| 55 to 59 | 11 | 11.0 | 13 | 13.8 | 18 | 18.8 | 17 | 16.5 | 19 | 18.3 |
| 60 to 64 | 10 | 10.0 | 8 | 8.5 | 9 | 9.4 | 12 | 11.7 | 9 | 8.7 |
| 65 to 69 | 1 | 1.0 | 1 | 1.1 | 2 | 2.1 | 3 | 2.9 | 4 | 3.9 |
| 70+ | 2 | 2.0 | 3 | 3.2 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |

1. ***External Factors with Significant Impact on the Program.***

* Dynamic relationships with the California School Employees Association Chapter #291, college and district administration, the Academic Senate, and the Student Senate
* Workload of classified professionals and/or lack of support from select supervisors
* Growing structural deficit of college budget and declining enrollments
* Plethora of statewide initiatives effecting quick, broad change on campus
* Silence in Education Code and California budget for Classified Senates