

BCC Classified Senate PROPOSAL

& Historical Background Information

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Prepared by:

BCC Classified Senate
Voluntary Executive Board

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What is a Classified Senate?

"Classified Senates are defined as the elected body for Classified Professionals whose primary purpose is **non-collective bargaining issues, professional development and participation in shared governance** (i.e., associations, councils, classified organizations, committees)." *4CS Constitution, Article X.*

Classified Right to Participation

AB 1725

Colleges establish procedures to "...ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance..."

Title 5 § 51023.5

"Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff."

Local Policies & Procedures

AP 2510 Participation in Local Decision Making: "Classified staff shall be provided with opportunities to participate in the formulation and development of College recommendations as well as in those processes for developing recommendations that have or will have a significant effect on them. Prior to the governing board taking action on such matters, classified staff will be provided with the opportunity to participate in the areas that affect them. The Board shall give every reasonable consideration to recommendations and opinions of staff."

Classified Senate at BCC

Participatory governance at Barstow Community College is a system designed to include administrators, faculty, staff, and students in the decision-making process. The goal of this inclusive approach is to promote effective collaboration in managing college operations and strategic planning by considering diverse viewpoints. Our intention in creating a stronger voice for Classified Professionals at Barstow Community College is not to promote one group, but to improve the College's overall effectiveness in achieving its mission and vision. With this in mind, our drafted Classified Senate Mission Statement is tailored to complement the mission statement of the District.

"The mission of the Barstow Community College Classified Senate is to recognize the key role Classified Professionals serve in the technical application of college initiatives, and value the diverse insight they provide in achieving the college's collective mission and vision. Our goal is to ensure the inclusion of Classified Professionals in participatory governance, professional development, and program development for holistic student success. "

Our proposal is that, once recognized, the Classified Senate finds an appropriate role in the program review process and place an early focus on professional development. We expect the Senate's role and expectations at BCC to grow and evolve, especially in the first few years. The proposed Classified Senate would also extend more participatory governance opportunities to all Classified Professionals, **including Classified Confidential employees and those who are not union members.**

Classified Senate's 9+1

One important aspect of the Classified Senate that is likely familiar, is our “9+1” areas of purview, similar to the “10+1” granted to Academic Senates:

1. Standards or policies regarding student support and success
 2. District-wide 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.

Senates & Unions: What Is the Difference?

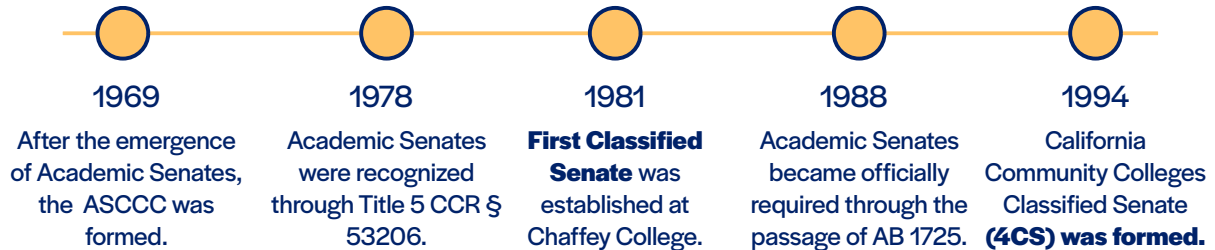
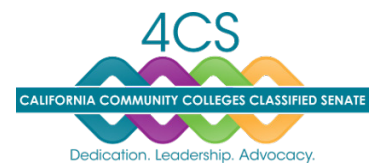
At BCC, CSEA currently carries two essential responsibilities: collective bargaining and participation in shared governance. **Our proposal is to separate these functions** so that CSEA remains focused on collective bargaining, while a Classified Senate serves as the voice for classified professionals in participatory governance. In other words, when a CSEA representative comes to a committee or council meeting, they can fully represent the interests of the union. When a Classified Senate representative comes to the same meeting, they will represent the interests of the college, just from the perspective of the Classified staff.

It is a common misconception to view the Classified Senate as a counterpart to CSEA or even as another Classified body to balance out the system. Rather, it exists to create a clear pipeline of communication between District decision-makers and the Classified staff, independent of union priorities.

*“It is the position of 4CS that the best scenario is for two classified bodies, a union and a senate, each with unique skills and knowledge to best concentrate on their respective group for dividing up the work, effectively utilizing the skills of individuals, delineation of the intent and purposes of the individual issues of collective bargaining and participatory governance. **Two bodies are better than one.** The goal, of course, is for those two bodies to work in unison to promote not only all the concerns of the classified staff, but the betterment of the institution as a whole and a successful learning environment for students. Ultimately, however, **the role in participatory governance is not to look out for the “best” interest of a constituency group, but of the institution and its mission.** Our role in participatory governance is to strive for what is best for the students, institution, and its mission - not what is in the “best” interest of individual groups.”*

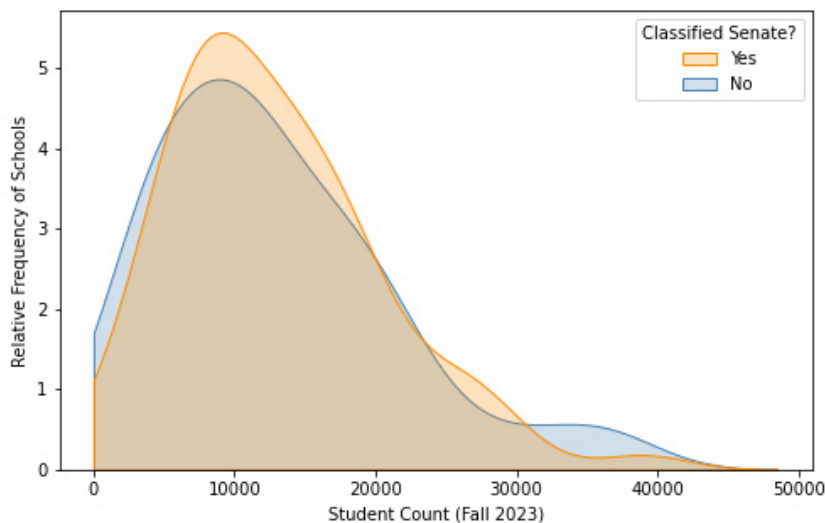
Shared/Participatory Governance, A Position Paper by 4CS, Adopted 10/14/99

Historical Background & Data



Today, there are **75 Classified Senates** in the CCC system, including 5 District Office Senates. This means that **70 out of the 118 Colleges** part of the CCC system have a Classified Senate (**59%**).

Distribution of Student Count grouped by Classified Senate Status



Statistical Analysis

Pearson Correlation (0.0057)

Kolmogorov–Smirnov Test ($p = 0.6704$)

Mann–Whitney U Test ($p = 0.7300$)

Pearson Correlation value is effectively zero, indicating no relationship between having a Classified Senate and student counts. While helpful context, correlation alone is not a formal statistical test of group differences. Across all tests, p-values are far above commonly debated thresholds (0.05–0.15). Based on this data, the statistical evidence strongly supports the position that student enrollment size does not differ in any meaningful way between institutions with Classified Senates and those without. In other words, the presence of a Classified Senate has no measurable positive or negative association with institutional size.

Note: Data were gathered from publicly available information on the California Community Colleges Chancellor's Office and 4CS websites. Classified councils or advisory boards not affiliated with 4CS were not included in this analysis. Although the 2023 Student Count report references **118 colleges**, other Chancellor's Office materials list **116 colleges** within the system. If the analysis were limited to the 116 colleges and also included institutions with Classified councils or advisory boards that are not members of 4CS, the data would reflect an even higher percentage of colleges with some form of classified governance body than the reported 59%.

- There is **no correlation** between the size of a college and whether it has a Classified Senate.
- **30 out of the 70 Colleges** with a Senate have an unduplicated student headcount of **less than 10,000**.
- BCC is the **7th** smallest college in the CCC system, and out of the 6 smaller colleges, **4** of them have a Classified Senate.

Why It Matters: Classified Voices

Our Classified Professionals support the establishment of a Classified Senate and are committed to strengthening shared governance and campus improvement. These testimonials highlight their dedication, insight, and vision for a more collaborative college community.

"I think the official recognition that classified professionals are experts in their scope of work will really help eliminate some of the power struggles and **boost confidence for classified professionals to actually speak up when asked for their professional opinion.**"

"[Classified Senate] **ensures decisions reflect the full campus perspective, improves communication, and leads to more effective policies** by including the insights of those who support daily operations and student services."



"A Classified Senate would have more power to focus on consolidating classified voices and **establishing a better relationship between classified, faculty, and administration** where gaps may currently exist. "

Conclusion

Classified Professionals play a critical role in the daily operations and technical execution of college initiatives, and the creation of a Classified Senate would formally affirm their perspectives within participatory governance while remaining distinct from collective bargaining representation. Data from across the California Community Colleges system demonstrates that this governance framework is both well established and sustainable, including within smaller districts. At BCC, a Classified Senate would support the implementation of tri-chair governance models across committees and provide tangible evidence of our commitment to addressing gaps identified in the Fall 2025 Campus Climate Survey, particularly by **helping Classified Professionals better understand and actively engage in their role** in institutional decision-making processes.