

SDCCD Classified 9+1

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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
10. +1 Any other district policy, procedure, or related matters that will have a significant effect on Classified Professionals (CPs)

Classified 9+1 Rationale

- CPs have a significant role and impact on student support and success programs/services [refers to #1]
 - CPs are often the first point of contact for students, and their knowledge of day-to-day processes and operations is essential to the development and implementation of student support and success programs and services. The district should make every effort to consult CPs when developing or revising policies, procedures, and systems related to student support and success to ensure they are practical, effective, and responsive to student needs. [refers to #1]
- Including classified professionals (CPs) in the formulation and development of policies and procedures outlined in the “Classified 9+1” is essential for ensuring the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration,” [refers to #2]

- CPs bring a wealth of knowledge, experience, and historical perspective to both the campus and district. Their insights are vital in developing thoughtful, informed recommendations that support effective decision-making and strengthen the institution as a whole. [refers to #2]
- CPs have unique expertise and essential insight to developing practical and equitable standards and policies. [refers to #1-9]
 - CPs understand mandates and laws can come down from the states and higher levels, we should be included in discussions around Administrative, Instruction, and Student Services systems and implementations (i.e. Peoplesoft, Campus Solutions, Caspio, Microsoft 365) [refers to #7]
- The work of CPs is significantly affected by adopted standards & policies. [refers to #1-9]
 - CPs play a critical role in implementing the processes and procedures that support campus operations and student services. Because of this responsibility, CPs should be involved from the beginning of the review, development, and implementation of standards, policies, and procedures, rather than only being consulted at the end of the process. Their participation helps ensure that these efforts are informed by accurate operational feedback and that new or revised processes are practical, effective, and sustainable in practice. [refers to #1-9]
- CPs hands-on, on-the-ground involvement in implementation and addressing required regulations [refers to #1-9]
- CPs serve in various and distinct roles that are essential to the colleges' ability to meet accreditation standards. [refers to #3]
 - CPs should be actively involved in the accreditation process as contributing members. Through their direct work with students and campus operations, CPs offer important perspectives on how institutional practices function in daily operations. Their participation helps ensure that accreditation efforts reflect accurate feedback, operational realities, and the lived experiences of the campus community. [refers to #3]
- CPs have unique and diverse professional development needs. Inclusion of classified professionals helps to ensure the diverse needs are addressed in support of the institutional mission and for the betterment of the institution as a whole. [refers to #4]

- CPs have a strong desire to participate in professional development opportunities both districtwide and externally. The district should establish a dedicated process and provide consistent funding to support these requests. Additionally, each campus should designate a Classified Professional Professional Development Coordinator to help facilitate access to opportunities, promote participation, and ensure equitable communication and outreach. The district should also safeguard and expand incentives for professional development through a FLEX-type system. [refers to #4]
- Including CPs in program review processes ensures that these processes are inclusive of the work, context, and needs of all college areas. [refers to #5]
 - CPs from the campuses within the district have immense knowledge on the working of their office, department, and division in connection with students, the CPs and District should regularly ensure that their program review process integrates with the campus's process. [refers to #5]
- Input from CPs into the planning and budget processes allows for robust dialogue that is inclusive of diverse insights and work from across the institution. Promotes advancement of the institution's mission and greater effectiveness of planning and budget decisions. [refers to #6]
 - CPs play an integral role in budget development at the campus level. Their knowledge of districtwide needs, particularly as they relate to campus operations and student support, provides valuable insight. Increased district investment and transparency in budget processes would further strengthen collaboration and ensure informed, equitable decision-making across the district. [refers to #6]
- 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 certificates. [refers to #7 & 8]
 - CPs are responsible for implementing and supporting this process directly with students. The district should regularly consult with the CPs who manage this work to ensure timelines are realistic, consistent, and clearly communicated to both CPs and students. This collaboration should also include input on the technological systems used to manage these processes to ensure they effectively support student services and operational workflows. [refers to #8]

- Including relevant insight from classified professionals in the development of student services and special programs helps inform, enrich, and sustain programs. [refers to #9]
 - CPs are directly responsible for implementing many of the district's processes and services that support students' success and campus operations. Because of this role, their participation in planning and decision-making processes is critical for providing accurate feedback on how policies and procedures function in practice. Consulting CPs help ensure that institutional decisions are informed by operational realities and effectively support both students and employees. Their involvement is also essential when developing new programs and initiatives, as their perspectives help ensure these efforts are practical, well-informed, and sustainable over time. [refers to #9]
- CPs should be represented in all other matters before any policy-making committee or governing body of the district. [refers to +1]