



Foothill College Academic Senate
Resolution in Support of Classified Professionals' Engagement in
Shared Governance
March 2021

Whereas, the Foothill College Academic Senate values the inclusion of all the voices of our classified professional colleagues in college decision-making, and that we believe policies and practices resulting in the attenuation of those voices compromises the quality of college decision-making and ultimately the quality of our service to students;

Whereas, [FHDA Board Policy 2224 Role of Classified Staff in Governance](#) stipulates that our district ensure that

- all classified professionals be given the opportunity to participate in district and college governance as outlined in Title 5, section 51023.5;
- classified professionals shall have input on formulation and development on matters significantly affecting classified staff before the Board of Trustees takes action (except in unforeseeable, emergency situations);
- classified professional representatives to the various district and college governance bodies shall be granted the same rights and privileges provided to all other representatives to provide opportunity to influence the deliberative process and encourage improved policies and recommendations;
- the district and colleges provide appropriate means (e.g., training and/or orientations) to strengthen classified professionals' knowledge and understanding of governance issues;

Whereas, the Foothill College Academic Senate operating under [FHDA Board Policy 2223 Role of the Academic Senate in Academic and Professional Matters](#), has pledged our mutual support and cooperation in shared governance,¹

Whereas, in September 2019 the Board of Governors issued the California Community Colleges Diversity, Equity and Inclusion (DEI) Statement, which in part recognizes that "Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. ... and that our goal is to eradicate those vestiges from our system..." and further

¹ [Foothill Academic Senate Resolution and Constitutional Amendment on Constitutional Preamble February 2017](#)

recognizes the importance of establishing a “culture of equity” into institutional college planning and decision-making processes.²

Whereas, additionally, the 2019 Board of Governors DEI Statement recommends that local academic senates

- ensure faculty leadership as the institution evaluates data used to prioritize, assess, evaluate, and revise decision-making processes..., and
- engage all college and district stakeholders—including full- and part- time faculty, students, staff, administrators, board members, and community—in critical conversations to shift ideologies to foster an equity-driven institution...

Whereas, the Foothill College Academic Senate recognizes that to ensure classified professionals’ robust, desirable, and meaningful engagement in college decision-making processes the barriers to this engagement must be evaluated and addressed, and systems of fair compensation for work completed must be implemented, including overtime in accordance with collective bargaining agreements; **therefore, be it**

Resolved, that the Foothill College Academic Senate reaffirms our assertion that the voices of our classified staff colleagues are critical to sound decision-making at our college; and

Resolved, that the Foothill College Academic Senate urges our College Administration to work with the Classified Senate and collective bargaining units to remove any workload and/or compensation barriers that would prevent any classified professionals from participating in district and college governance, if they so desire.

² [EQUITY-DRIVEN SYSTEMS: Student Equity and Achievement in the California Community Colleges, ASCCC 2019](#)