Crafton Hills College Organizational Handbook

DECISION-MAKING AND PARTICIPATORY GOVERNANCE

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BACKGROUND & OVERVIEW
Overview
The *Crafton Hills College Organizational Handbook* provides a formal resource to faculty, staff, students, and managers on all matters related to governance processes of the College. This document will provide information about how decisions are made—*i.e.,* the many structures and paths available to impact decision-making—with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad opportunities available.

Terminology and Legal Authority
As a California community college, Crafton Hills College (CHC) is mandated to operate under the principle of participatory governance. Education Code 70902(b)(7) mandates that the Board of Governors adopt regulations that "…ensure faculty, staff, and students… the right to participate effectively in district and college governance." Title 5 regulations implementing this mandate (sections 53200 et seq., 51023.5, and 51023.7) require that the governing board "consult collegially" with the Academic Senate on academic and professional matters, and that staff and students have the opportunity to "participate effectively" in the development of procedures and recommendations that have a significant effect on them (see the Local Practice section below).

The term "shared governance" does not itself appear in law or regulation. Rather, it is used in connection with those college processes involving faculty, staff, and students in decision-making. The term "governance" also refers to the role of a community college's board of trustees. Board-adopted policies that protect the rights of faculty, staff, and students to "participate effectively" in decision-making by making recommendations to the board do not replace the board's governance role. Neither do these policies abrogate the College President's responsibility for making decisions, given that s/he is solely accountable to the Board of Trustees for the outcomes of all decisions made.

In addition, the College President is responsible for establishing timelines and institutional priorities, developing structures and processes, providing information, and ensuring that certain policies are in place and that procedures are followed. District executives and the College President are the critical links between constituencies and the Board of Trustees, and usually serve as the designees of the board in governance matters.

While the term "shared governance" is commonly used, the San Bernardino Community College District more often uses the term "collegial consultation" in policies and procedures. The Community College League of California (CLCC) and the State Academic and Classified Senates encourage use of the more precise term, "participatory governance." For more information, visit the CCLC website at http://www.ccleague.org/i4a/pages/index.cfm?pageid=3359 or read the position paper representing the view of the California Community Colleges Classified Senate (4CS) available at http://www.smc.edu/csenate/position_papers/shared_governance.htm. A copy of the text of the applicable Education Code and Title 5 sections can be accessed from the website of the State of California's Office of Administrative Law located at http://www.oal.ca.gov.

Local Practice

The San Bernardino Community College District's Board of Trustees has adopted a policy for collegial consultation (BP 2225) in which it embraces the concept, and requires the establishment of procedures "…to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations…."

Faculty

In shared governance at CHC, the Academic Senate represents faculty members. With respect to academic and professional matters, the Board has adopted a standard in which it will *rely primarily upon* the Academic Senate's recommendations. According to Title 5, section 53200, these academic and professional matters are as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as are mutually agreed upon between the Governing Board and the Academic Senate

When Academic Senate recommendations in these academic and professional matters are *not* followed by the Board of Trustees, the Chancellor must formally provide the reasons in writing to the Academic Senate President upon request.

The College President will normally accept the recommendation of the Academic Senate regarding academic and professional matters. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted. In such instances, the College President will deliver the rationale for his or her decision in writing to the President of the Academic Senate.

Classified Staff and Managers

Representatives of classified staff and managers (the two groups included under the term "staff" in Title 5 section 51023.5(a)(1)) are appointed to serve on all shared-governance committees at CHC. The regulations require that both groups:

> …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.
> (Title 5 section 51023.5(a)(4))

In such matters, the Board will not take action until staff has had the opportunity to participate, except in "unforeseeable, emergency situations." Moreover, the "recommendations and opinions of staff are [to be] given every reasonable consideration" by the Board, the President, and the shared-governance committees on which their representatives serve.

Managers serve on committees, councils and task forces as initiators, facilitators, and resource persons as well as representatives of their constituency group. At times their role is also to provide staff support. Manager members are also responsible to implement and enforce the policies and procedures approved through shared governance processes.

Students
Student representatives also are appointed to serve on all shared-governance committees at CHC, which adheres to the Title 5 requirement that:

> Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. (Title 5 section 51023.7(a)(1))

In such matters, as with staff, the Board will not take action until students have had the opportunity to participate, except in "unforeseeable, emergency situations." Moreover, the "recommendations and positions developed by students are [to be] given every reasonable consideration" by the Board, the President, and the shared-governance committees on which their representatives serve. Finally, in addition to providing the college with valuable student input on a broad range of institutional functions, student participation in governance provides CHC students an important opportunity to become more engaged in the campus community, to learn about civic responsibility, and to understand how complex institutions function.

PARTICIPANTS IN SHARED GOVERNANCE
Participatory governance is characterized by inclusiveness, rigorous dialogue, and shared decision-making involving all constituents. Recognized Crafton Hills College constituencies include:
- Faculty
- Classified staff
- Students
- Management

Faculty
All faculty appointments to college governance bodies are made by the Academic Senate. The Board or its designees will consult collegially with the Academic Senate with respect to academic and professional matters as defined by law. Faculty appointments to standing committees and councils are for two-year terms of service unless otherwise noted in the committee/council charge and membership; additional terms are subject to Senate approval. Whenever possible, the Senate will alternate new appointments to ensure continuity on committees and councils.

Classified Staff
Each shared-governance committee with classified staff representation must have an appointee from both CSEA and the Classified Senate, though sometimes the two constituencies agree to appoint a single staff member.

Students
Student members are appointed by the Student Senate of the CHC Associated Students to serve on shared district and campus committees, task forces, and advisory bodies. The CHC Student Senate appoints members at the beginning of each academic year, though due to attrition or the lack of student volunteers, vacancies may occur. Student appointments are for one year.

Management

While Title 5 includes managers in staff, it also requires that they be categorized separately from non-management staff for the purposes of participation in governance. Administrators may either be appointed to committees by the President or serve *ex officio*. Depending on the manager's committee load, a designee may be assigned. If this is the case, it is important that the committee members are informed that the designee is serving in lieu of the manager named in the membership list. Section X of this handbook includes a description of the membership of each committee.

INCLUSIVENESS IN EFFECTIVE GOVERNANCE

Introduction

Participatory governance can occur effectively only if there is shared responsibility by all the constituencies that are impacted by the decisions made. To develop a campus climate that encourages and supports participation in governance, certain facilitative steps must be taken. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

Facilitating Effective Faculty Participation

The full participation of faculty is critical to shared governance. Faculty members are largely responsible for the central functions of the college, including curriculum, education program development, program review, planning, and many other academic and professional matters. Though the work calendars for faculty include time for committee participation and leadership, some faculty choose not to participate because they see their role as instructors or service providers as more central. The Academic Senate can facilitate participation by closely communicating with faculty to determine their strengths, interests, preferences, and the amount of time they have available for committee participation. For certain committees, the Senate may wish to identify replacement members before the end of an incumbent's term to facilitate shadowing and mentoring before full participation is expected. Faculty in particular disciplines or divisions may wish to discuss their strategic representation on particular committees, sharing the workload so that no one person is overburdened. In addition, managers must ensure that faculty members have the flexibility to engage in their vitally important role in shared governance.

Faculty vacancies on committees should be reported to the Academic Senate at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Classified Staff Participation

Classified staff members provide the logistical and technical help that is so crucial to facilitating both student success and smooth college operations. They often hold jobs that leave them little flexibility in their schedule. For this reason, manager support for their participation in governance is vital. Allowing staff members time for committee service and preparation away from the workstation, desk, or duties facilitates their participation in governance, and helps committees by ensuring their access to the valuable experience and fresh perspective that classified employees bring. Some other steps managers might wish to consider include the following:

- Talk with staff members about their interests, and make suggestions for committee membership.
- Ask staff representatives to report committee activities at division or department meeting agendas.
- Encourage staff to read, review, and respond to drafts of important college-wide documents, such as the Educational Master Plan.

It is important to note that the President has conveyed in a written directive to all managers her expectation that they "facilitate participation in college governance activities by classified staff members under their supervision, to the extent feasible."

Classified staff vacancies on committees should be reported to the Classified Senate or CSEA as applicable at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Management Participation

Managers often serve on multiple committees, since they are operationally responsible for carrying out many of the tasks recommended by committees. In addition, many committees list managers as *ex officio* members. If a scheduling conflict arises for a given meeting, a management representative may send a designee, but must make it clear to the committee chair that s/he is doing so. However, if an appointed manager has to send a designee on more than an occasional basis, it may be appropriate to ask the President to designate another appointee.

Management vacancies on committees should be reported to the President at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Student Participation

Student involvement in participatory governance is vital, but it is sometimes difficult to accomplish. Students have class and work schedules to accommodate, limited knowledge of governance and their role, and may lack confidence. A student representative may stop attending committee meetings because of other demands, leaving the students without a representative voice. For these reasons it is important that the committee chair either acts as or appoints a student mentor. (The responsibilities of the student mentor are listed in a section below.) Chairs can also facilitate students' participation by asking directly for their input, providing reinforcement for their contributions, and ensuring that communication with committee members occurs in a student-friendly way. For instance, students may not have access to Outlook, so it is important that alternate methods are also used for meeting announcements and other communication. A guide sheet to help chairs facilitate student participation is provided in Appendix A of this handbook.

Student vacancies on committees should be reported to the Director of Student Life at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Participation by All Areas of the College

It is important for employees in all Areas of the college—Instruction, Student Services, Administrative Services, and the President's Area—to have adequate opportunities to participate in governance activities. Moreover, all other things being equal, each Area's committee participation ought to be roughly at parity with the number of college employees in that Area, although on some committees it makes sense for an Area to have a disproportionate number of representatives (e.g., Instructional representatives on the Curriculum Committee).

Monitoring Participation and Evaluating Effectiveness

An annual census of committee participation by constituency and Area is conducted by the President's Office. In addition, a committee self-evaluation instrument will be completed annually by each major committee, and the results will be compiled in a report by the Office of Research and Planning (ORP). Finally, questions related to governance will be included in the annual climate survey, and the results will be analyzed and broadly shared by the ORP. The Crafton Council will monitor participation and effectiveness of committees, and use data to improve governance processes and structures as needed.

COMMITTEE RESPONSIBILITIES: MEMBERS

1. Attendance and active engagement: Attend and participate actively in all meetings if it is at all possible. If a member must miss a meeting, he or she should let the convener know ahead of time, and must ask another member to share his or her meeting notes and materials.
2. Sharing: Share notes and materials with other members who request them.

3. Representation: Members should consider themselves fully empowered to act on behalf of their constituents; only rarely should they have to check with their constituents before acting, and then only if they feel inadequately informed regarding their constituents' interests related to the issue at hand.
4. Communication: Communicate frequently with constituents and colleagues, informing them of progress and soliciting their input at every stage, and then express their issues and concerns in meeting deliberations. This two-way continuing communication is crucial to the success of the work and of the implementation process that will follow. Nothing in the final product should surprise anyone who has taken the trouble to listen to committee members.
5. Institutional perspective: In deliberations, consider not just what would be good for a particular constituent group or office or set of associates, but what would be good for the institution and its students as a whole.
6. Subcommittees
   a. Each member of a subcommittee should attend and participate fully in its meetings.
   b. Each subcommittee should designate one member as convener/reporter, who schedules the meetings, keeps records of deliberations and actions, and reports back in writing to each committee meeting on subcommittee progress.
   c. Each subcommittee should meet regularly and productively until its task is completed.
   d. Each subcommittee should feel free to call on other resource people as needed.

COMMITTEE RESPONSIBILITIES: CONVENER/CHAIR
The convener or chair is responsible for convening each meeting, and for the following:
1. Convene and chair meetings and keep members informed of the schedule.
2. If Brown Act rules apply, ensure that they are followed. (As of publication of this handbook, the only groups at Crafton that are required to abide by the Brown Act are the Academic Senate and Student Senate. In general, the Brown Act applies only to committees formed by action of the Board of Trustees.)
3. Review the charge, operational rules, and logistics of the committee to ensure shared understanding.
4. Maintain a written record of the results of each committee meeting and make it available to all members, other planning committee conveners, the President, and the campus community.
5. Develop information and materials and distribute them to members as needed.
6. Facilitate progress by keeping the committee on task, and ensuring that everyone gets the chance to be heard.
7. Provide clerical and logistical support, including duplicating, mail, etc.
8. Present reports on committee progress to interested groups as appropriate.
9. Assign a faculty, staff, or management member to mentor any student member(s).
10. Notify the appropriate constituency group when a vacancy occurs.

COMMITTEE RESPONSIBILITIES: STUDENT MENTOR
The Student Mentor is the committee chair or a member who is designated to work closely with each student member to ensure that s/he has the opportunity to learn about shared governance. Responsibilities of the mentor include the following:
- Explain the expectations of Committee membership.
- Explain the committee's "charge" and role in decision-making.
- Explain the committee structure.
- Share mentor contact information and preferred method of communication.
- Invite the student to subcommittee meetings (if applicable and feasible).
- Review and discuss the committee's actions after each meeting.
- Give the student responsibilities (e.g., to lead a breakout group, or to act as scribe in a discussion).
- Model positive communication and social skills.

- Check in with the student regularly, encouraging questions.
- Establish goals for the student's participation.
- Listen carefully, noticing the student's comfort level with participation.
- Contact the student who stops attending. In the event that a student misses a meeting or scheduled appointment, the mentor should try sending them a quick "I'm concerned about you" email and copying the Director of Student Life.

A complete list of mentoring tips is provided in Appendix A of this handbook.

OPERATIONAL RULES
Quorum
The term "quorum" refers to the minimum percentage or number of members of a committee who must be present before the members can conduct valid business. While a quorum for legislative bodies is a majority of the members, for voluntary associations it can be less than a majority. Many committees set quorum as those present, to ensure that the work of the committee proceeds regardless of how many show up. Committees should decide what their quorum will be at the first meeting of the academic year, and should revisit the ground rule annually.

Open vs. Closed Meetings
Any individual may attend and fully participate in meetings designated as open. The vast majority of committee meetings at Crafton are open. However, some committees review and discuss confidential information as part of their charge, and meetings of these groups may be designated as closed. An example is the Financial Aid Term Dismissal Committee. Nonmembers of such a committee may not attend unless the committee invites them.

Committee Decision Models
Committees may choose to use one of the common decision models described below. There are advantages and disadvantages to each model. Consensus is the preferred model at Crafton for shared-governance committees, because it tends to produce results with the widest buy-in across constituency groups, but developing consensus often takes considerable time. Majority vote yields a clear-cut decision relatively quickly, but may obscure the opinions and viewpoints of dissenting members. A mixed model allows committees to adopt majority rule for some decisions and consensus for others, but the situations to which each model applies must be carefully defined and the rules must be applied consistently. Committees should choose which decision model they will use at the beginning of the year and should discuss it annually.

Committees may find it helpful to adopt ground rules that expedite dialogue, regardless of the model chosen. Examples of some typical ground rules are listed below:

- The group has a shared and mutually agreed-upon charge, mission, or purpose.
- The group values civil, respectful, and honest communication.
- Opinions are backed up whenever feasible by high-quality information and relevant evidence.
- Creativity is encouraged.
- Opposing viewpoints are equally valuable. Disagreements are framed as expressions of different perspectives or positions that must be considered.
- All viewpoints are carefully examined.

Majority Vote. Majority vote is a decision rule that selects an alternative that has the support of a majority, that is, more than half the votes. If there are more than two choices on which to vote, a committee can elect instead to use plurality, a decision rule that selects the option with the most votes.

Consensus. Consensus is a way to use discourse to arrive at a shared understanding and a mutually agreeable path of action for the greater good. A formal process of achieving consensus ideally requires serious treatment of the considered opinions of all members. Attention should be given to dissenting opinions, so that issues can be fully examined. Consensus does not mean unanimity, however: Dissent on minor points, or even mild dissent on a major point, is to be expected. As long as all representatives have had a chance to speak their minds, a few dissenting opinions should not keep the group from finding a solution acceptable enough to all for the committee to move forward.

Example of One Method for Generating Consensus
1. Clarify the problem or question being addressed.
2. Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, acceptance). Ensure that all members understand and buy into the essential criteria.
3. Brainstorm a range of alternative solutions.
   a. Do not evaluate the alternatives during brainstorming.
   b. Record all alternatives in a comprehensive list that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and if possible resolve the reasons for the disagreement.
5. Evaluate alternatives according to the essential criteria.
   a. If any alternatives require further research, carry out that research.
   b. Rule out any alternatives that fail to meet the criteria or are rejected by the committee after reflection.
6. Make a decision, which might involve combining or modifying the remaining alternatives to elicit the support of as many committee members as possible.

Mixed Model. Committees may find that a mixed model for decision-making, in which consensus applies in certain prescribed situations and majority rule applies in others, works best for them. It is important that committees make a careful, proactive decision on which decision model is to be used for which situations, that those situations are mutually exclusive, and that the rule is thereafter applied consistently. For instance, the Scholastic Standards Committee may agree to consensus for most committee decisions, but majority vote for readmissions.

Note that using majority vote as a failsafe method to resolve a lack of consensus is not an appropriate application of the mixed model. Most of the time, such an approach merely serves to undermine members' confidence in the collaborative decision-making process.

Meeting Notifications
Agendas for all meetings must be available to all members no later than the day prior to the meeting (unless the Brown Act, which requires earlier posting, applies to the committee). Meeting announcements can be posted on the committee website, and committee members may be notified via email, Outlook announcement, or other mutually agreed-upon method.

Minutes or Summaries
Whether or not a specific group is governed by the Brown Act, college governance committee deliberations, votes, and decisions, as well as the method used to arrive at them, should be public. In the interests of transparency and shared understanding, all college governance councils and committees will record and post written committee minutes. Committees may post minutes on the "Committees" webpage of the college website under the appropriate committee name.

GOVERNANCE STRUCTURE

The charts on the follow pages describe the reporting structures for all committees and departments in the college. Constituency groups represented on the college's various committees and councils provide input through clearly defined channels. As a result of broadly shared input, the implementation of our decisions is more effective, and the campus community develops a shared sense of mission and purpose. It is important to note that individuals and groups who are not committee members may also be heard in any committee by requesting permission to speak, thus broadening the opportunities for dialogue across the campus governance structure.

REPORTING FLOW CHART OF COLLEGE COMMITTEES

ORGANIZATIONAL FLOW CHART OF DIVISIONS AND DEPARTMENTS

CRAFTON COUNCIL
Charge: The Crafton Council is the central deliberative collegial consultation body at Crafton Hills College. Its fundamental purposes are providing information, facilitating communication, and solving problems related to shared governance. The primary functions of the Crafton Council are as follows:
1. Function as a clearinghouse for potential or actual shared-governance issues.
2. Provide information to and model best practices for shared-governance committees.
3. Serve as a forum for discussion of the progress of identified shared-governance committees that report to it.
4. Assume oversight and maintenance of the *CHC Organizational Handbook*.
5. Monitor Policies and Administrative Regulations related to shared governance, and recommend modifications thereof, or new Policies or Administrative Regulations, as needed.
6. Coordinate the systematic evaluation of governance and administrative structures, processes, and services.
7. Recommend resolutions of or guidelines on larger shared-governance questions at CHC.
8. Coordinate campus training in shared-governance principles and practice.
9. Promote integration of plans by monitoring alignment among them, and recommending corrective action when necessary.
The Crafton Council meets twice per month.
Membership: President; President, Academic Senate; Vice President, Academic Senate; President, Classified Senate; CSEA representative; President, Student Senate; Vice President, Instruction; Vice President, Student Services; Vice President, Administrative Services. The Director of Research and Planning serves as a resource person as needed.
Term: Two years

CONSTITUENT GROUP GOVERNANCE

ACADEMIC SENATE

Charge: The CHC Academic Senate, in accordance with the provisions of Title 5 of the California Code of Regulations, functions as the body representing the views and needs of the faculty of Crafton Hills College on all academic and professional matters as identified in Title 5, §53200 (c). In addition, the Academic Senate serves as the agency that represents the faculty whenever consultation or interaction with the District or the college administration is necessary, excepting matters that fall under the exclusive authority of the faculty bargaining agent. The Academic Senate meets twice per month.

Membership: Twenty-eight faculty elected to serve as representatives in four unit areas: Humanities and Social Sciences; Math, Science, Health and Physical Education; Career and Technical Education; and Student Support; a part-time faculty senator; Past-President, Academic Senate. The Executive Board of the Academic Senate is comprised of the President, Vice President, Treasurer, Secretary, Historian and Past-President and President-Elect in alternating years.

Term: Two years for officers; one year for members

CLASSIFIED SENATE

Charge: The CHC Classified Senate promotes the voice of classified staff on non-collective bargaining issues; provides the President of the college with recommendations and views on matters affecting the classified staff and the conduct, welfare, and growth of the college. The Classified Senate and the Executive Committee of the Classified Senate both meet monthly.

Membership: All permanent classified staff members are voting members of the Classified Senate. Eight classified staff members are elected as senators to represent their functional units designated by their location on campus. The Executive Board of the Classified Senate is comprised of the President, Vice President, Secretary, Treasurer, and Historical Recorder.

Term: Two years

STUDENT SENATE

Charge: Student Senate is the governing body representing the Associated Students of Crafton Hills College. This group is voices the concerns of students both at the campus and at the state and local levels. The Student Senate meets weekly.

Membership: All students are non-voting members of ASCHC. The Student Senate is comprised of seven elected positions: President, Executive Vice President, Vice President of External Affairs, Vice President of Academic Affairs, Secretary, Treasurer and Student Trustee; and six appointed positions: Historian, Social Events Officer, Senator of Inter-Club Council, Publicity Officer, Editor/Scribe, and Senator at Large.

Term: One Year

MANAGEMENT ADVISORY GROUPS

PRESIDENT'S CABINET
Charge: President's Cabinet is a regular meeting of the Vice Presidents to discuss and review campus issues with the President. President's Cabinet meets twice per month.
Membership: President; Vice President, Instruction; Vice President, Student Services; Vice President, Administrative Services.
Term: Ongoing

MANAGEMENT TEAM
Charge: Management Team is a regular meeting of all college management to discuss and review campus issues with the President. Management Team meets monthly.
Membership: President; Vice Presidents; Deans; Directors; other Managers.
Term: Ongoing

PRESIDENT'S COUNCIL
Charge: President's Council is a regular meeting of the deans and directors who report directly to the College President to discuss and review campus issues with the President. President's Council meets monthly.
Membership: President; Director, Resource Development; Director, Research and Planning.
Term: Ongoing

CRAFTON COUNCIL

ACCREDITATION COMMITTEE
Charge:
1. Members and conveners will fulfill their responsibilities as described in *Committee Responsibilities* in the *CHC Organizational Handbook*.
2. Members are to become experts on Accreditation processes and standards and serve as a resource to the campus.
3. Guide the accreditation progress and process for the entire college, including:
   a. Develop timelines, policies, and procedures for accreditation within the guidelines provided by ACCJC.
   b. Coordinate training for faculty, staff, and management with regard to accreditation standards, policies, and procedures.
4. Provide a forum for on-going dialogue with regard to Accreditation.
5. Recommend faculty and staff to the President for subcommittees as needed in the Accreditation process.
6. Serve as co-chairs on subcommittees, as specified in the Membership description below.
7. Recommend a pool of candidates to the President for editing the self-study under the supervision of the Accreditation Liaison Officer.
8. Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the ALO, help draft such reports.
9. The committee co-chairs, along with the self-study editor, will coordinate the preparation of the self-study overall. The standards subcommittee co-chairs identified in the table below will coordinate the preparation of their respective sections of the self-study, with the guidance of the committee co-chairs, the self-study editor, and the committee as a whole.
10. Report to the Crafton Council.
11. Be willing to serve on accreditation teams.

Standard	Specific Committee Member Assignments
1	Research Director
	Faculty member from the Planning and Program Review Committee
2a	Instructional Dean
	Faculty member (preferably with SLO experience)
2b	Dean from Student Services
	Faculty member from Student Services
2c	Dean from Learning Resources
	Faculty member from Learning Resources
3a	Dean (preferably with hiring experience)
	Faculty member (preferably involved in CTA)
3b	Director of Facilities
	Faculty
3c	Director of Technology
	Faculty (preferably familiar with technology)
3d	Vice President of Administrative Services
	Faculty
4	President
	Academic Senate President

Membership: President; Vice President, Administrative Services; Accreditation Liaison Officer (*co-chair*); Director, Research and Planning; Director, Facilities, Maintenance and Operations; Director, Technology; four Deans (including one each from Instruction, Student Services, and Learning Resources); ten Faculty (including one from the Planning and Program Review Committee, an executive member of the Academic Senate (*co-chair*), one from Student Services, and one from Learning Resources); one Classified Senate representative; one CSEA representative; and two Student Senate representatives.

Term: One year (for appointees)

BASIC SKILLS TASK FORCE
Charge: The Basic Skills Task Force (formerly Title V Bridging Committee) is charged with developing and overseeing the Basic Skills Initiative Plan, including the development of student support services and curriculum for transitioning basic skills students to higher levels of learning.
Membership: Title V Activity Director; Vice President, Instruction; Vice President, Student Services; Director, EOPS/CARE; Director, Learning Center; one each developmental education Faculty member from English, Mathematics and Reading; Developmental Studies Specialist; Dean, Student Services and Student Development; Director, Financial Aid; one Academic Counselor; Learning Disabilities Specialist; Student Success Advisor; one Career and Technical Education Faculty; Dean, Arts and Sciences, Title V Project Director (*ex officio*).
Term: One Year (for appointees)

EDUCATIONAL MASTER PLANNING COMMITTEE
Charge: The Educational Master Planning Committee monitors implementation of the Educational Master Plan, evaluates progress, and recommends updates annually. It meets twice per month.
Membership: Vice President, Instruction; Vice President, Student Services; Vice President, Administrative Services; President, Academic Senate or designee; President, Classified Senate or designee; one CSEA representative; President, Student Senate or designee; Faculty Co-Chair, Planning and Program Review Committee; three additional Academic Senate representatives; one Instructional Dean; Director, Research and Planning.
Term: Two years (for appointees)

ENROLLMENT MANAGEMENT COMMITTEE
Charge: The Enrollment Management Committee is charged with developing and overseeing a comprehensive enrollment management plan for the college. The Enrollment Management Committee meets twice per month.
Membership: Vice President, Instruction; all Instructional Deans; two Academic Senate representatives; Dean, Student Services and Student Development; Director, Student Life; Director, Research and Planning; President (*ex officio*); President, Academic Senate (*ex officio*).
Term: One Year (for appointees)

MATRICULATION COMMITTEE
Charge: The Matriculation Committee has oversight of the eight components of matriculation: admissions, orientation, assessment, counseling, follow-up, research, training, and prerequisites and co-requisites. The committee also oversees the preparation of the annual matriculation update and expenditure plan. In addition, the Matriculation Committee promotes student equity, oversees the student grievance process and supports the transfer and articulation functions of the college.
Membership: Dean, Counseling and Matriculation; Dean, Student Services and Student Development; Dean, Career and Technical Education; Chair, English and Reading; Chair, Mathematics; three additional chairs from each of the three instructional divisions; two Academic Counselors; Learning Disabilities Specialist; one EOPS Counselor; three faculty members, one each from English, Mathematics and Reading; Instructional Assessment Specialist; one Student Success Advisor; Assessment Technician; five community representatives; one Student Senate representative; Vice President, Instruction (*ex officio*); Vice President, Student Services (*ex officio*); President, Academic Senate (*ex officio*).
Term: One year (for appointees)

OUTCOMES COMMITTEE
Charge:
1. Members are to become experts on SLOs/SAOs and their assessment and serve as a resource to the campus.
2. Guide the SLO/SAO process for the entire college, including:
   a. Develop the college assessment plan for SLOs/SAOs.
   b. Review and develop a document of best practices for creating and assessing SLOs/SAOs.
   c. Develop a living document that summarizes the requirements of the ACCJC, Title 5, and the Education Code regarding SLOs/SAOs and their assessment.
   d. Provide meaningful feedback, suggestions, and guidance on SLOs/SAOs and their assessment for the purpose of program improvement.
   e. Coordinate training for faculty, staff, and management with regard to SLOs/SAOs and their assessment.
3. Provide a forum for on-going dialogue with regard to SLOs/SAOs and their assessment.
4. Communicate progress to the Accreditation Committee.
5. Report to the Crafton Council.
Membership: Vice President, Instruction or designee; Vice President, Student Services or designee; Vice President, Administrative Services or designee; one Instructional Dean; one Student Services dean; one executive member of the Academic Senate; one Student Senate representative; Instructional Assessment Specialist; one Classified Senate representative; one CSEA representative; seven faculty representatives from diverse areas, including Student Services. Co-chairs will be chosen in collegial consultation between the President and the Academic Senate President. The Director, Research and Planning will serve as a resource specialist for the committee.
Term: One year (for appointees)

PLANNING AND PROGRAM REVIEW COMMITTEE
Charge: The Planning and Program Review Committee reviews planning and program review documents and makes recommendations on objective and resource allocation priorities and on program health and effectiveness to the College President based on those documents. This committee engages in data collection, review, and analysis as necessary to make informed recommendations. Reviews include analysis of the Crafton Hills College and/or San Bernardino Community College District planning and budgeting processes, timetables, parameters, priorities, and other sources of information. The Planning and Program Review Committee meets weekly.
Membership: Vice President, Administrative Services; Vice President, Instruction; Vice President, Student Services; Vice President, Academic Senate (co-chair); three additional Academic Senate representatives; one Classified Senate representative; one CSEA representative; one Student Senate representative; Director, Research and Planning; Instructional Assessment Specialist (*ex officio*); President (*ex officio*); President, Academic Senate (*ex officio*).
Term: One Year (for appointees)

PROFESSIONAL DEVELOPMENT/FLEX ADVISORY COMMITTEE
Charge: The Professional Development Committee provides supports and development opportunities to all employees of the college, which allows them to continue to learn and to develop and update their skills. Faculty on the committee also serve as the college's Flex Advisory Committee, which reviews flex reports submitted by flex-eligible full-time faculty. The Professional Development Committee meets twice per month.
Membership: Faculty, classified staff and management are represented on the committee.
Term: One Year (for appointees)

SAFETY COMMITTEE
Charge: The goal of the Safety Committee is to help the San Bernardino Community College District eliminate workplace injuries and illnesses by involving employees n achieving a safe, healthful workplace and promoting awareness and participation in emergency response programs. The committee will assist management in identifying safety hazards and suggesting ways to eliminate them. The committee reviews all safety-related incidents, injuries, accidents, illnesses, and deaths; makes suggestions to management for prevention of these accidents; conducts quarterly workplace inspections, identifies hazards, and recommends methods for eliminating or controlling hazards; annually evaluates the college's workplace safety and health programs for effectiveness; and makes suggestions to management for improvements. The Safety Committee meets monthly.
Membership: Vice President, Administrative Services; Director, Facilities, Maintenance and Operations; Coordinator, Health and Wellness Center; one faculty and/or classified staff representative from the Public Safety and Services Department; Biological Sciences or Physical Sciences Departments; Campus Police; Disabled Students Programs and Services; and Human Resources; representation from CSEA and SBCCTA.
Term: One year (for appointees)

TECHNOLOGY PLANNING COMMITTEE
Charge: The Technology Planning Committee is charged with developing and overseeing a comprehensive technology plan for the college. The Technology Planning Committee meets quarterly.
Membership: One Dean each from Instruction and Student Services; Director, Facilities, Maintenance and Operations; Director, Research and Planning; Director, Technology Services; Coordinator, Learning Center; Department Network Specialist; Web Developer; one Academic Senate representative; one Classified Senate representative; one CSEA representative; one Student Senate representative; one representative each from District Computing Services and the Educational Technology Committee.
Term: One Year (for appointees)

TITLE V STEERING COMMITTEE
Charge: The Title V Steering Committee advises the Project Director of the Title V grant; communicates to the campus constituencies about progress of activities; makes recommendations regarding personnel, expenditures and consultants as appropriate; and makes recommendations regarding needed improvements to the project. The Title V Steering Committee meets quarterly.
Membership: Title V Project Director; Title V Activity Director; Vice President, Student Services; Vice President, Instruction; Dean, Counseling and Matriculation; Director, Disabled Students Programs and Services; Director, Student Life; President, Academic Senate; Faculty Chair, Mathematics Department; Faculty Chair, English Department; Instructional Assessment Specialist; Vice President, Administrative Services (*ex officio*).
Term: Duration of the Grant

Note that standing committees in Instruction and Student Services might or might not involve appointed representation from the other constituency groups, depending on the nature of the committee.

OFFICE OF INSTRUCTION

INSTRUCTIONAL MANAGEMENT TEAM
Charge: Instructional Management Team is a regular meeting of all instructional management to discuss and review issues impacting instruction. Instructional Management Team meets weekly.
Membership: Vice President, Instruction; Instructional Deans
Term: Ongoing

INSTRUCTIONAL TEAM
Charge: Instructional Team is a regular meeting of all instructional management and staff to discuss and review issues impacting instruction. Instructional Team meets twice per month.
Membership: Vice President, Instruction; Instructional Deans; Instructional Administrative Assistants and Secretaries; Catalog/Data Specialist.
Term: Ongoing

CAREER AND TECHNICAL EDUCATION ADVISORY COMMITTEES
Charge: Career and Technical Advisory Committees advise the various Career and Technical departments in the development of curriculum and the needs of the related industries. Each occupational program that receives funding under the Carl D. Perkins Vocational and Technical Education Act (VTEA) is required to establish such an advisory committee. These committees act in an advisory capacity only. Responsibility for decision and action rests with the college district's Board of Trustees, the Chancellor, and staff of the college. Regulations require that advisory committees meet at least once each academic year.
Membership: Each advisory committee is comprised of a group of citizens, usually from four to 15, who are selected to represent a specific occupational field.
Term: Flexible

STUDENT SERVICES

ACADEMIC EXCEPTIONS COMMITTEE
Charge: The Academic Exceptions Committee reviews Petitions of Special Privilege and hears appeals regarding interpretation of educational policy. The Academic Exceptions Committee meets twice per month.
Membership: Dean, Student Services and Student Development; one Academic Counselor and three other Academic Senate representatives; one Student Services manager; one Admissions and Records classified staff member; Learning Disabilities Specialist; one Student Senate representative.
Term: One year (for appointees)

CRISIS INTERVENTION COMMITTEE
Charge: The Crisis Intervention Committee develops and implements plans to provide a framework for the college's reactions when crises occur. It is designed to set in motion certain safety and communications processes; focus on prevention, intervention, and rehearsed reactions; carry out an intervention plan that will attempt to resolve crises; and conduct an institutional post evaluation and follow-up. The Crisis Intervention Committee meets monthly.
Membership: Vice President, Student Services; Vice President, Administrative Services; Dean, Counseling and Matriculation; Coordinator, Health and Wellness Center; Director, Disabled Student Programs and Services; two Academic Senate representatives; one representative from College Police.
Term: One Year (for appointees)

EOPS/CARE/DSPS ADVISORY COMMITTEE
Charge: Each EOPS/CARE/DSPS program is mandated by regulations to have an advisory committee appointed by the President of the college upon recommendation of the Director, EOPS/CARE and Director, Disabled Students Programs and Services. The purpose of the advisory committee is to assist the college in developing and maintaining effective EOPS/CARE/DSPS program services. Regulations require that the committee meet at least once each academic year.
Membership: The advisory committee includes representation from college personnel, one student each from EOPS/CARE and DSPS, feeder high schools, community and business sector and four-year colleges and universities in the Crafton Hills College service region.
Term: One year

FINANCIAL AID APPEALS COMMITTEE
Charge: The Financial Aid Appeals Committee advises the Director of Financial Aid regarding appeals related to term dismissal and other appeals related to financial aid. The Financial Aid Appeals Committee meets monthly.
Membership: Director, Financial Aid; two Academic Counselors and one Instructional Faculty member as appointed by the Academic Senate; one additional Student Services manager.
Term: One year (for appointees)

STUDENT SERVICES CLASSIFIED STAFF COUNCIL
Charge: The Student Services Classified Staff Council provides an opportunity for the classified staff employed within Student Services to communicate and engage in discussions regarding activities, problems, and situations pertinent to classified staff. The Student Services Classified Staff Council meets monthly.
Membership: Classified staff representatives from the Office of the Vice President of Student Services, Admissions and Records, Student Life, Health and Wellness Center, EOPS/CARE/CalWORKs, Disabled Students Programs and Services, Financial Aid and Counseling. Representatives are elected by the classified staff in each unit.
Term: Two years

STUDENT SERVICES COUNCIL
Charge: The Student Services Council provides a forum for effective communication among representatives of the various departments within Student Services. It meets to discuss and coordinate the different services provided by each department. The council is designed to discuss activities, problems and resolutions involving these departments, budget items and facilities. The Student Services Council meets monthly (fourth Monday of the month).
Membership: Vice President, Student Services (chair); Dean, Counseling and Matriculation; Dean, Student Services and Student Development; Director, Financial Aid; Director, Student Life; Coordinator, Health and Wellness Center; Coordinator, Disabled Student Programs and Services; Title V Activities Director; Director, EOPS/CARE; representative of Student Services Classified Staff Council; Student Senate representative.
Term: One year (for appointees)

Note that internal standing committees of the Academic Senate, Classified Senate, and Student Senate do not necessarily involve appointed representation from the other constituency groups.

ACADEMIC SENATE

CHAIRS COUNCIL
Charge: Chairs Council develops and recommends processes including, but not limited to, departmental budgeting, planning, and program review; scheduling; and facilities use. Chairs Council meets twice per month.
Membership: Faculty Chairs. Non-voting members include the Vice President, Instruction and three Instructional Deans.
Term: Ongoing

CURRICULUM COMMITTEE
Charge: The Curriculum Committee is authorized by the Academic Senate to make recommendations to the Board of Trustees about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, changes in programs, review of degree and certificate requirements, approval of changes in degree and certificate requirements, and approval of prerequisites and co-requisites. The Curriculum Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate including the Curriculum Committee Chair, Articulation Officer and representative of the Educational Technology Committee. Non-voting members include the Vice President, Instruction; Deans; Catalog/Data Specialist; Admissions and Records Evaluator; and Administrative Assistant to the Vice President, Instruction.
Term: One year (for appointees)

EDUCATIONAL POLICIES COMMITTEE
Charge: The Educational Policies Committee develops proposals for new policies and reviews proposed changes in existing policies that directly affect the educational programs of the college. The Educational Policy Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate. Non-voting members include the Dean, Student Services and Student Development, Admissions and Records Evaluator and one Admissions and Records classified staff member.
Term: One year (for appointees)

EDUCATIONAL TECHNOLOGY COMMITTEE
Charge: The Educational Technology Committee develops and recommends policies involving the use of technology for education in the regular classroom, in distributed education environments, and in student services related to distributed education and online functions. It also advises the Curriculum Committee in matters involving distributed education, including periodic reviews of all distributed education courses. The Educational Technology Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate, including a representative to the Curriculum Committee. Non-voting members include the Vice President, Instruction, and three Instructional Deans.
Term: One year (for appointees)

HONORS STEERING COMMITTEE
Charge: The Honors Steering Committee advises the honors program director and makes recommendations regarding student admission, standards, curriculum, activities and other issues pertinent to the College Honors Institute. The Honors Steering Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate, including the Director of the College Honors Institute. Non-voting members include three Instructional Deans.
Term: One year (for appointees)

PERSONNEL INTERESTS COMMITTEE
Charge: The Personnel Interests Committee develops proposals for policies and suggests actions relating to matters of professional conduct and conditions that affect the manner in which faculty members carry out their professional responsibilities, including academic freedom, privacy, and evaluation processes. The Personnel Interest Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate.
Term: One year

SCHOLARSHIP COMMITTEE
Charge: The Scholarship Committee oversees the selection of all scholarships and other student awards and develops and recommends policies for academic and professional matters including academic honesty and other issues related to scholarship and academic achievement. The Scholarship Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate.
Term: One year

STUDENT INTERESTS COMMITTEE
Charge: The Student Interest Committee develops proposals regarding issues that affect students at the college and responds to student concerns. The chair of this committee acts as the Academic Senate's liaison to the Student Senate. The Student Interests Committee meets twice per month.
Membership: Faculty members as appointed by the Academic Senate.
Term: One Year

CLASSIFIED SENATE

ACTIVITIES COMMITTEE
Charge: The Activities Committee plans and executes social activities for classified staff throughout the year. The Activities Committee meets as needed.
Membership: Classified staff as determined by the Executive Board of the Classified Senate.

BYLAWS COMMITTEE
Charge: The Bylaws Committee is responsible for recommending changes to and providing knowledge and assistance regarding the Constitution and Bylaws of the Classified Senate. The Bylaws Committee meets as needed.
Membership: Classified staff as determined by the Executive Board of the Classified Senate.
Term:

FUNDRAISING COMMITTEE
Charge: The Fundraising Committee is responsible for efforts to raise funds for scholarships and other activities undertaken by the Classified Senate. The Fundraising Committee meets as needed.
Membership: Classified staff as determined by the Executive Board of the Classified Senate.
Term:

PERSONNEL INTERESTS COMMITTEE
Charge: The Personnel Interests Committee discusses issues relating to matters of professional conduct and conditions that affect classified staff. In addition, this committee is responsible for honoring achievements by the classified staff and recognizing other life events. The Personnel Interests Committee meets as needed.
Membership: Classified staff as determined by the Executive Board of the Classified Senate.
Term:

SCHOLARSHIP COMMITTEE
Charge: The Scholarship Committee oversees the selection of recipients of Classified Senate Scholarships. The Scholarship Committee meets as needed.
Membership: Classified staff as determined by the Executive Board of the Classified Senate.
Term:

STUDENT SENATE

ACTIVISM COMMITTEE
Charge: The Activism Committee leads student activism efforts regarding issues of interest at the college as well as in state and national politics.
Membership: Student Senate Activism Chair; open to all students.
Term: One year

CONSTITUTION AND BYLAWS COMMITTEE
Charge: The Constitution and Bylaws Committee is responsible for recommending changes to the ASCHC Constitution and Bylaws as needed.
Membership: ASCHC President; members of the Student Senate.
Term: One year

DIVERSITY COMMITTEE
Charge: The Diversity Committee is charged with facilitating dialogue regarding issues of diversity and multiculturalism on campus through events, programming and other means.
Membership: ASCHC Diversity Chair; open to all students.
Term: One year

ELECTIONS COMMITTEE
Charge: The Elections Committee is convened annually by the ASCHC President to administer Student Senate elections each spring.
Membership: ASCHC President; members of the Student Senate.
Term: One year

INTERCLUB COUNCIL
Charge: The Interclub Council is a collective body with representatives from all chartered student clubs and organizations at Crafton Hills College. It discusses issues of importance to clubs and makes recommendations to the Student Senate regarding funding requests from student clubs and organizations.
Membership: ASCHC Interclub Council Chair; one representative from each chartered CHC student club or organization.
Term: One year

PUBLICITY COMMITTEE
Charge: The Publicity Committee, in cooperation with the Director, Student Life, is responsible for publicizing all programs and events sponsored by ASCHC.
Membership: ASCHC Publicity Chair; open to all students.
Term: One year

SOCIAL COMMITTEE
Charge: The Social Committee plans and executes social events for students throughout the year.
Membership: ASCHC Social Chair; open to all students.
Term: One year

AD HOC COMMITTEES/TASK FORCES

An ad hoc committee or task force is a temporary group representative of all campus constituencies. Ad hoc committees or task forces are created for a one-time purpose (e.g., to correct an issue of non-compliance with regulation, as in the General Education Task Force established in 2003) or to focus on specific subject or emerging trend impacting community colleges. These groups are created with a deadline by which they must complete their work, after which they dissolve. Ad hoc committees or task forces are charged at the discretion of the College President. Recommendations to establish an ad hoc committee or task force can be made to the College President by any shared governance structure or concerned member of the CHC community. According to board policy, "ad hoc committees will be used rarely and only for specific tasks of short duration which do not overlap with other committees."
For a list of current ad hoc committee or task forces, please contact the President's Office.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT TEACHERS ASSOCIATION (SBCCTA)

Charge: The San Bernardino Community College District Teachers Association (SBCCTA) is the exclusive bargaining unit for full and part-time faculty employed at the San Bernardino Community College District. SBCCTA represents members of the District faculty in their relations with their employer, and is the exclusive representative of the faculty in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment.

Membership: All faculty are eligible for membership in SBCCTA. Members who pay association dues are active members eligible to vote in all elections, hold elective office or appointed positions, receive special services, obtain assistance in the protection of professional and civil rights, and receive reports and publications of the Association. Non-members are assessed an agency fee and are not entitled to active member benefits.

CALIFORNIA STATE EMPLOYEES ASSOCIATION (CSEA)

Charge: The California State Employees Association (CSEA), Local 291 is the exclusive bargaining unit for classified staff employed at the San Bernardino Community College District. CSEA represents members of the District classified staff in their relations with their employer, and is the exclusive representative of the classified staff in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment. In accordance with California Education Code, Section 70901.2, CSEA has the right to appoint classified staff to any college or district task force, committee, or other governance group.

Membership: All classified staff members are members of CSEA.

Mentoring Guidelines for Maintaining
Student Leader Participation
On College Committees

1. **Assign a Faculty/Staff/Administrator to mentor the student.**
   Being the only student on a committee full of faculty, classified staff and/or college administrators can be pretty intimidating. By assigning mentors to all students for their committee experience, you'll not only provide a trusted guide for them to go to throughout their time on the committee and increase their chances of building positive relationships with the group, you'll also ensure that the students will have a clear understanding of the decisions in which they are participating.

2. **Explain expectations of Committee membership.**
   Student schedules can be very busy, so if there's a way for them to know what's expected of them as committee members ahead of time, they are more likely to make realistic assessments about whether or not they can meet those expectations. Things like dates, times, locations, duration of the commitment (i.e. one semester, one year, etc.), and group norms are all key items students will take into consideration before deciding to make a long-term time commitment.

3. **Explain the committee's "charge" and role in decision-making.**
   There's nothing worse than sitting in a meeting without knowing what its purpose is and how what is being discussed impacts "the bigger picture." Make sure that the mentor tells the student the committee's reason for existence and how the group's input will be used.

4. **Explain committee structure.**
   Who is the Committee Chair? Who is the Vice Chair? What do they do on campus? Explaining who the committee members are and why their opinions are important to the issue at hand will help the student make the transition from "student" to "group member" much faster and easier.

5. **Share your contact information and preferred method of communication.**
   If you are the assigned mentor, make it a point to share your email address, phone number, and/or any other information the student might need to reach you in case he or she has questions. Also, tell the student the best times to contact you and which times to avoid. Ask the student or his or her Advisor for the Advisor's contact information and preferred method of communication as well.

6. **Invite them to subcommittee meetings (if possible).**
   Student committee members will be more effective and provide better input if they are given the opportunity to explore all facets of the committee on which they are serving. If time and resources permit, asking a student to sit in on at least one subcommittee meeting will help her or him gain a broader perspective on the issue at hand.

7. **Explain your actions after each meeting.**
   If you are the mentor, talk to the student about why you did particular things, the options you weighed, and the items you had to consider before taking action.

8. **Give them responsibilities.**
   Students are more likely to feel vested in the committee process if they are able to contribute to and share in the workload. If you are the mentor, assign them a variety of tasks, including some that you know they can handle and some that might challenge them. Walk them through the assignments, help them figure out their approach, and talk about the results after the tasks are completed.

9. **Model positive communication and social skills.**
   Even though they may not act like it, students ARE watching our every move. They are observing what mentors say and do to create their own ideas of what professional behavior is and should be. If you are the mentor, do your best to speak and act in ways that will make you appear intelligent, agreeable, and sane ☺.

10. **Ask questions and check in regularly.**
    Some students may be too shy to speak up in the midst of a committee discussion. In the event that you as a mentor hear a term, acronym, or phrase with which the students may not be familiar, don't be afraid to lean over and ask them if they understood the item or write them a quick note to see if they have any questions on what they just heard. Additionally, make it a point to check in with them regularly after the meetings to make sure they don't have any questions or concerns.

11. **Establish goals for the student's participation.**
    How much do the students know about the subject in question at the start of their committee involvement? How much would they like to learn about it? When or how often should you monitor their progress to meet those goals? How can you as a mentor help them get there? Ask students to create benchmarks of understanding in a formalized structure that they can also use in other areas of their lives to assess their personal development.

12. **Listen.**
    Students may have ideas or concerns from their perspective that committee members may not have considered. Additionally, the student's involvement on the committee may spark an interest in the subject matter that a mentor may be able to help develop.

Dealing with Common Issues

A. **Disappearing Students**
   To help maintain student accountability, please copy the Director of Student Life (epaddock@craftonhills.edu) on as much written communication as possible. In the event that a student misses a meeting or scheduled appointment, try sending him or her a quick "I'm concerned about you" email and copying the Director. The Director will follow up with the student and try to resolve any issues. If the student cannot meet the commitment, the Director and Student Senate President will assign another student to replace the one in question.