



Crafton Hills College
Organizational Handbook
2019-2020

DECISION-MAKING AND PARTICIPATORY GOVERNANCE

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I. 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 of 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. Therefore, by virtue of the position, the College President serves as *ex officio* on all shared governance committees.

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.ccccs.org/documents/positionpapers/shared_govrn.pdf. 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) requiring 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, § 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 the Board of Trustees does not follow Academic Senate recommendations in these academic and professional matters, 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. The President will not accept the Senate's recommendations only in exceptional circumstances or for compelling reasons. 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 § 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 §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.

Through their knowledge of student needs, and position in operational, instructional, and technical areas, classified staff members serve on committees, councils and task forces as stakeholders. Representing their constituents’ perspective, classified staff members provide a unique insight to help guide the decisions made in the governance process.

To help improve participative governance among classified staff, the Classified Senate adopted the following matters as significantly affecting classified staff:

- Curriculum systems integrations and implementation;
- Degree and certificate requirements;
- Educational program development;
- Standards or policies regarding student services, support, and success;
- College governance structures, as related to classified roles;
- Classified roles and involvement in accreditation processes;
- Policies for classified professional development activities;
- Processes for program review and annual planning;
- Processes for institutional planning and budget development;
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff.

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

The Student Senate will appoint student representatives 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 § 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.

II. 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

The Academic Senate, and no other body, appoints faculty to college governance bodies. 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 be appointed to committees either 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. This handbook includes a description of the membership of each committee.

III. 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 Participation

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 the 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.

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 be 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). Assigning each new member a mentor will promote the effectiveness of the committee and support the effectiveness and retention of new members.

Monitoring Participation and Evaluating Effectiveness

An annual census of committee participation by constituency and Area is conducted by the President's Office. In addition, each participative governance committee will complete a self-evaluation instrument annually, and the OIERP will compile the results, to be published in early fall, before each committee meets. Finally, the biennial campus climate survey will include questions related to the effectiveness of governance, and OIERP will analyze and broadly share the results. The Crafton Council will monitor participation and effectiveness of committees, and use data to improve governance processes and structures as needed.

Alignment of Committee Work with the Educational Master Plan (EMP)

Each committee will review the section(s) of the Crafton Hills College Educational Master Plan most closely aligned with the committee's charge.

Alignment of Committee Work with Accreditation Standards

Each committee will review the accreditation standard or standards that align with its charge.

Setting Goals

Each committee will set annual goals, guided by the committee's charge, the EMP, and accreditation standards. The annual self-evaluation will allow committee members to address how they have met the goals, objectives, and actions in the EMP, and how they have address the relevant accreditation standard(s).

IV. 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, 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.

Convener/Chair

Typically, the President appoints management co-chairs. The committee elects other co-chairs, if not appointed by role or position. The convener or chair is responsible for convening the initial meeting and for the following:

1. Convene and chair meetings and keep members informed of the schedule.
2. With input from all committee members, decide on the committee's ground rules, e.g. what constitutes quorum, meeting times, conduct, attendance, absence notification protocol, etc., and ensure that these ground rules are adhered to in subsequent meetings.
3. If Brown Act rules apply, ensure that they are followed. (As of publication of this handbook, the only groups at Crafton Hills College 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.)
4. Review the charge, operational rules, processes and procedures, and logistics of the committee to ensure shared understanding.
5. 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.
6. Develop information and materials and distribute them to members as needed.

7. Facilitate progress by keeping the committee on task, and ensuring that everyone gets the chance to be heard.
8. Provide clerical and logistical support, including duplicating, mail, etc.
9. Present reports on committee progress to interested groups as appropriate.
10. Assign a faculty, staff, or management member to mentor any student member(s).
11. Notify the appropriate constituency group when a vacancy occurs.

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:

1. Explain the expectations of Committee membership.
2. Explain the committee's "charge" and role in decision-making.
3. Explain the committee structure.
4. Share mentor contact information and preferred method of communication.
5. Invite the student to subcommittee meetings (if applicable and feasible).
6. Review and discuss the committee's actions after each meeting.
7. Give the student responsibilities (e.g., to lead a breakout group, or to act as scribe in a discussion).
8. Model positive communication and social skills.
9. Check in with the student regularly, encouraging questions.
10. Establish goals for the student's participation.
11. Listen carefully, noticing the student's comfort level with participation.
12. 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.

VI. 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, and 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.

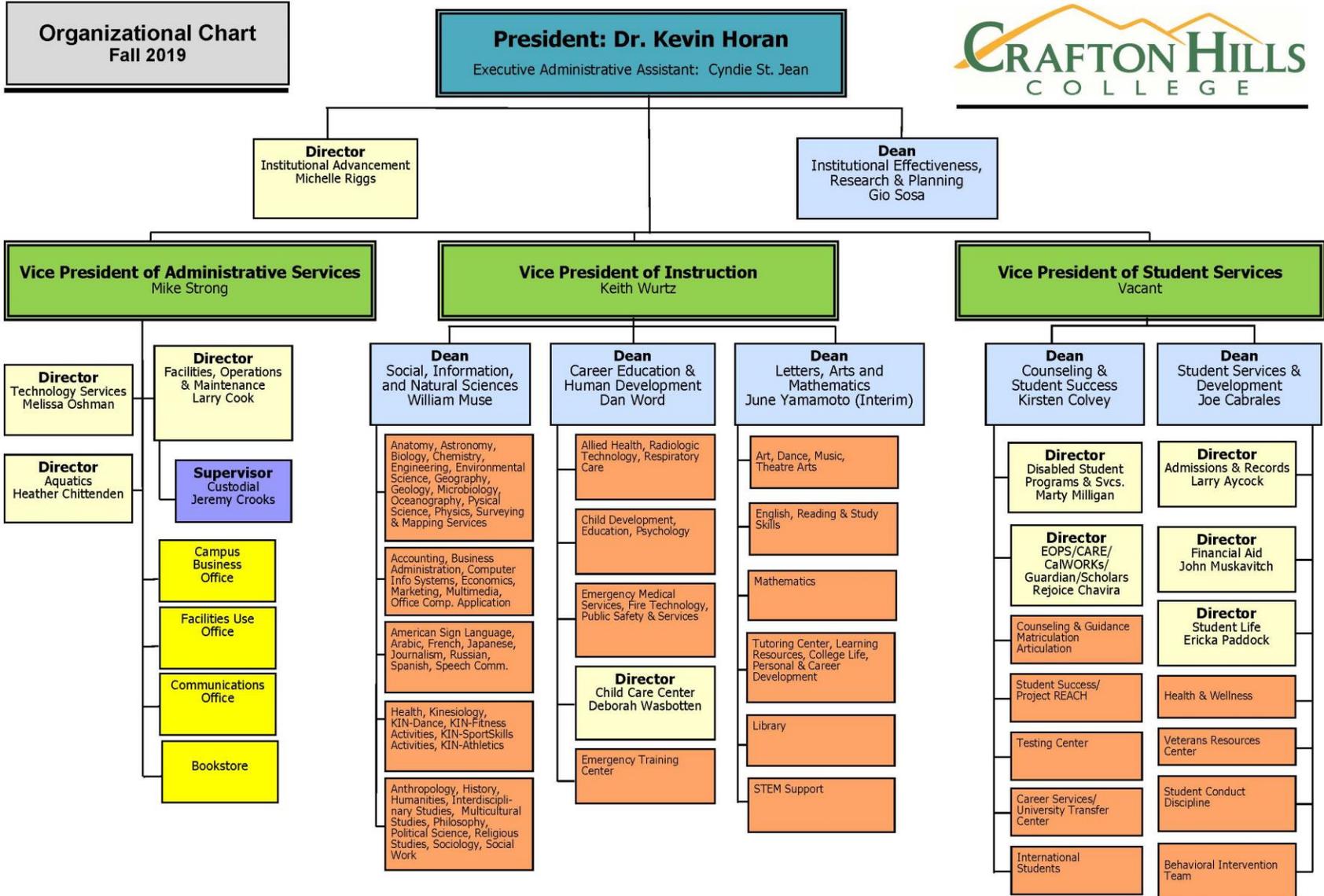
Minutes or Summaries

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 minutes. Committees may post minutes on the "Committees" webpage of the college website under the appropriate committee name.

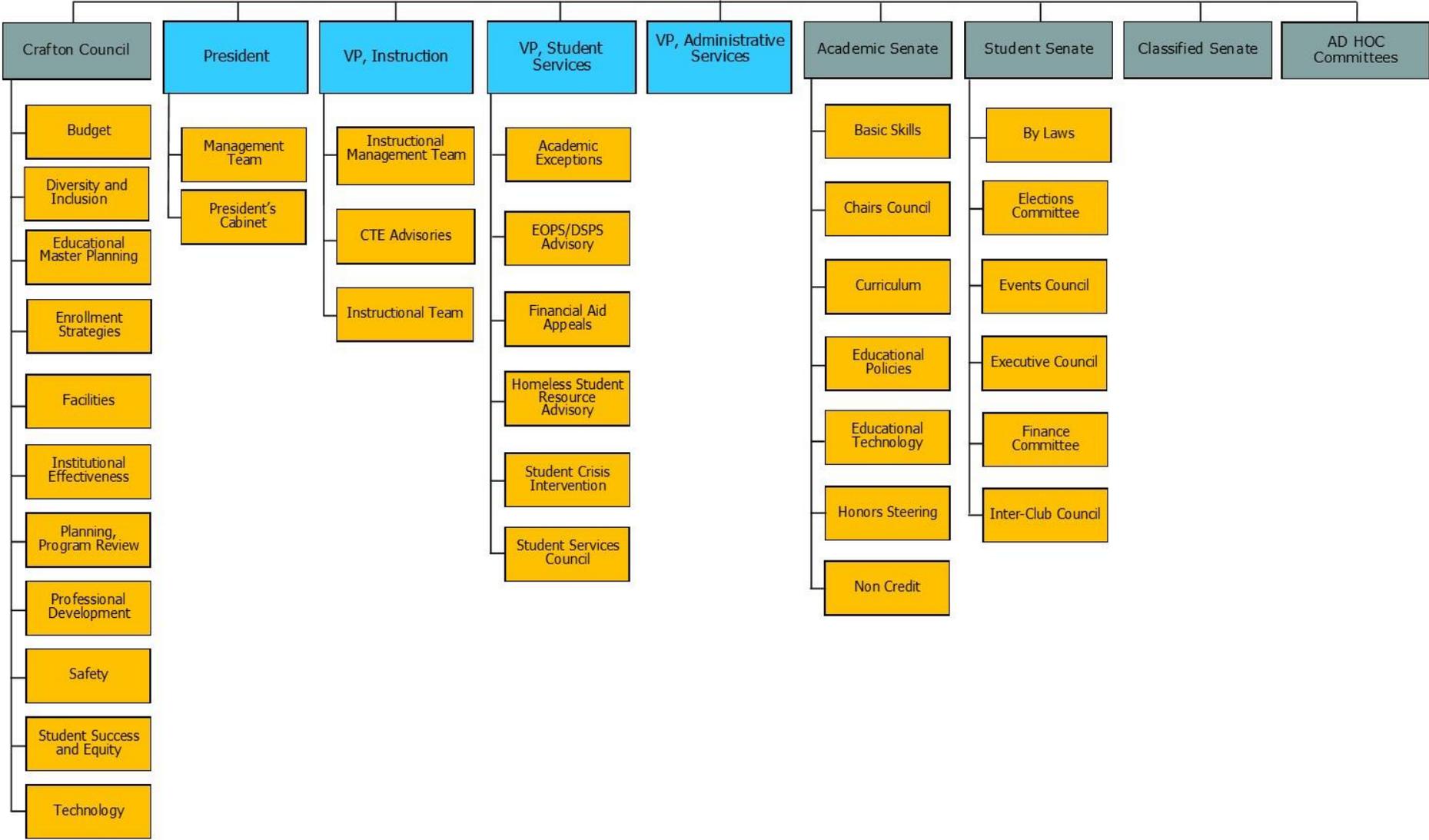
VII. GOVERNANCE STRUCTURE

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. Because 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.

Crafton Hills College Organizational Chart



Crafton Hills College Organizational Chart of College Committees



VIII. GOVERNANCE GROUPS & COMMITTEES

Committees are organized in four broad categories.

1. **Crafton Council Committees** have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council.
2. **Functional committees** may or may not have broad representation, depending on the charge. The charge of a functional committee may be information sharing, have an advisory function, or have a purpose that is not clearly delimited.
3. **Constituency committees** report to Student Senate, Academic Senate, or Classified Senate as appropriate.
4. **Ad Hoc Committees or Task Forces** are typically convened for a time-limited period. Depending on their purpose, they may or may not have broad representation for all constituencies.

Crafton Council Committees

The Crafton Council is the central deliberative collegial body at Crafton Hills College. Shared governance committees report to Crafton Council. The fundamental purpose is to provide information and facilitate communication and governance. Committees reporting to Crafton Council have representation from staff, student, faculty, and administrative groups. A listing of all current Crafton Council Committees is below. Crafton Council's approval of revisions to a committee charge and/or membership is indicated in parentheses. You may locate information relating to the each committee charge, membership, agendas, and minutes at the following location on the college website: <https://www.craftonhills.edu/faculty-and-staff/committees/index.php>.

Please Note: Changes to the charges and/or memberships of any Crafton Council committee are to be submitted to Crafton Council for approval. Once approved, the President's Office will coordinate with CHC's Web Developer to update the respective committee web page.

Crafton Council Committees

1. Budget Committee (Revised Charge or Membership 8/21/2018)
2. Diversity and Inclusion Committee
3. Educational Master Plan Committee
4. Enrollment Strategies Committee
5. Facilities Committee
6. Institutional Effectiveness, Accreditation, and Outcomes Committee
7. Institutional Review Board (IRB) Committee
8. Planning and Program Review Committee (Revised Charge or Membership 10/23/2017)
9. Professional Development / Flex Advisory Committee
10. Safety Committee (Revised Charge or Membership 9/11/2017)
11. Student Success and Equity (SSE) Committee
12. Technology Planning Committee

Functional Committees

Functional committees may or may not have broad representation, depending on the charge. The charge of a functional committee may be information sharing, to serve an advisory function, or to serve a purpose that is not clearly delineated. Below is a listing of all functional committees by area.

Office of the President Functional Committees

Note: Standing committees in the President's area may or may not involve appointed representation from the other constituency groups, depending on the nature of the committee.

1. Management Team
2. President's Cabinet

Office of Instruction Functional Committees

Note: Standing committees in Instruction may or may not involve appointed representation from the other constituency groups, depending on the nature of the committee.

1. Instructional Management Team
2. Instructional Team
3. Career and Technical Education Advisory Committees

Student Services Functional Committees

Note: Standing committees in Student Services may or may not involve appointed representation from the other constituency groups, depending on the nature of the committee.

1. Academic Exceptions Committee
2. Behavior Intervention Team (Approved 10/24/2017)
3. EOPS/CARE/DSPS Advisory Committee
4. Financial Aid Appeals Committee
5. The Homeless Student Resources Advisory Committee (Approved 11/14/2017)
6. Student Services Council

Constituency Committees

Academic Senate Constituency Committees

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).

The standing committees of the CHC Academic Senate make recommendations to the Academic Senate related to the adopted charge. Additionally, the standing committees abide by all open meeting laws. Note that internal standing committees of the Academic Senate do not necessarily involve appointed representation from the other constituency groups. A listing of all current Academic Senate committees is below. Additionally, you may locate information relating to the each committee charge, membership, agendas, and minutes at the following location on the college website: <https://www.craftonhills.edu/faculty-and-staff/committees/index.php>.

Listing of Committees

1. Basic Skills Committee
2. Chairs Council
3. Curriculum Committee
4. Educational Policies Committee
5. Educational Technology Committee
6. Honors Steering Committee
7. Noncredit Committee

Classified Senate

The CHC Classified Senate promotes the voice of classified professionals on non-collective bargaining issues. The Classified Senate 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. You may locate additional information concerning Classified Senate at the following location on the college website: <https://www.craftonhills.edu/faculty-and-staff/classified-senate/resources-and-links>

Student Senate Constituency Committees

The Student Senate exists to serve current and future students by establishing a foundation that fosters involvement, awareness, and unity. Student Senate participates in the formation and improvement of educational programs and provides services, coordinates activities for students, and advances our common interests and concerns as students and citizens.

Note that internal standing committees of the Student Senate do not necessarily involve appointed representation from the other constituency groups. A listing of all current Student Senate committees is below. You may locate additional information concerning Student Senate at the following location on the college website: <https://www.craftonhills.edu/current-students/student-life/student-senate/index.php>

Listing of Committees

1. Bylaws Committee
2. Elections Committee
3. Events Council
4. Executive Council
5. Finance Committee
6. Interclub Council

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.

IX. Bargaining Units

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, § 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.

X. Appendices

Appendix A: 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 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.

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.

2. 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.

3. Explain committee structure.

- a. 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.
- b. Explain and discuss agenda items, and typical topics the committee considers, and share a brief history of the committee, if it is available, and the committee's importance in the governance structure.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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☺.

9. 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.

10. 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.

11. 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 Disappearing Student Representatives

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 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.

Appendix B: Template for Committee Meeting Agenda

Crafton Hills College Agenda		Date: Time: Location:
Members:		
TOPIC	DISCUSSION	FURTHER ACTION
Call Meeting To Order:		
Report: (min) Name:		
Old Business: (min) I. A. B. II. III.		
New Business: (min) I. A. B. II. III.		
Public Comment (min)		
Announcements: (min)		
Adjourn:		
Mission Statement: The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning	Vision Statement: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.	Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the

		advancement of each individual.
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Appendix C: Template for Committee Meeting Minutes

Crafton Hills College Minutes		Date: Time: Location:
Members Present:		Members Absent:
TOPIC	DISCUSSION	FURTHER ACTION
Review and Approval of Minutes:		
New Business	<ul style="list-style-type: none"> • • • 	
Other Business	<ul style="list-style-type: none"> • • 	
Next Meeting:		
Mission Statement: The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning	Vision Statement: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.	Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.