



Crafton Hills College
Organizational Handbook
2018-2019

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.

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 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 annual 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

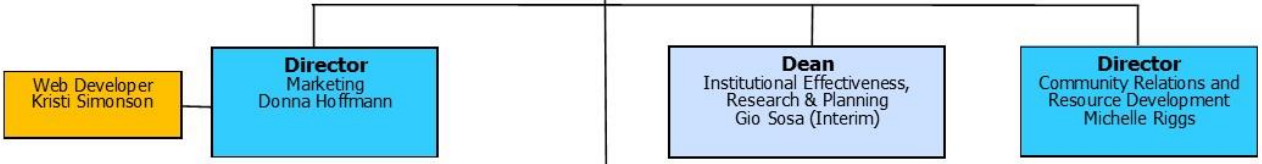
Whether or not a specific group is governed by the Brown Act, college governance committee deliberations, votes, and decisions, as well as the method used to arrive at them, should be public. In the interests of transparency and shared understanding, all college governance councils and committees will 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

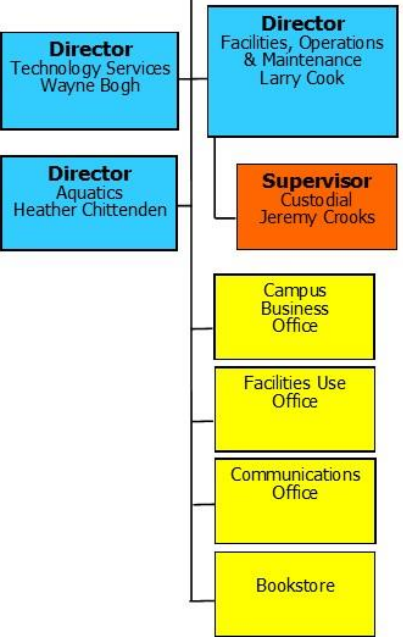
The charts on the follow pages describe the reporting structures for all committees and departments in the college. Constituency groups represented on the college's various committees and councils provide input through clearly defined channels. Because of broadly shared input, the implementation of our 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

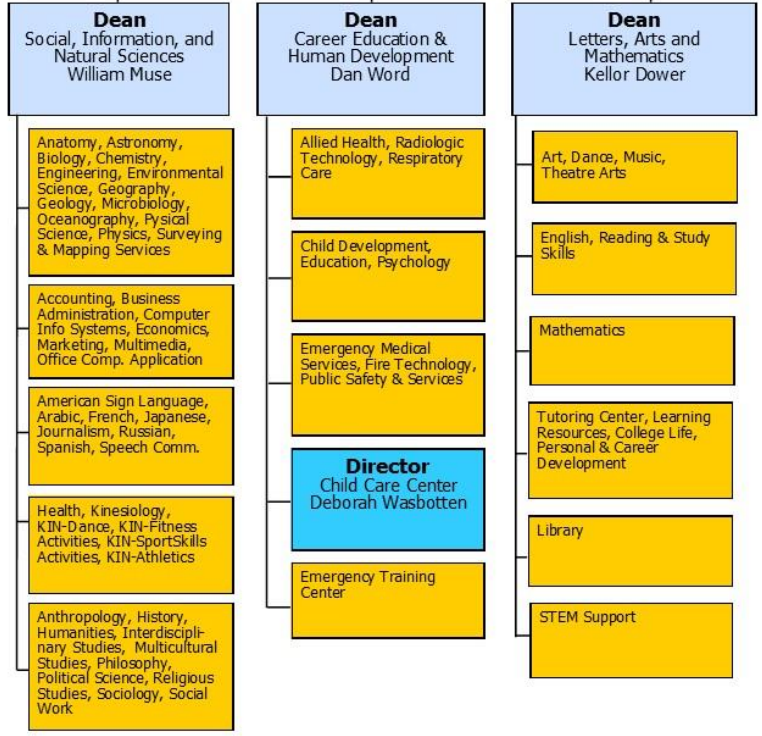
Interim President: Audre Levy
Executive Administrative Assistant: Cyndie St. Jean



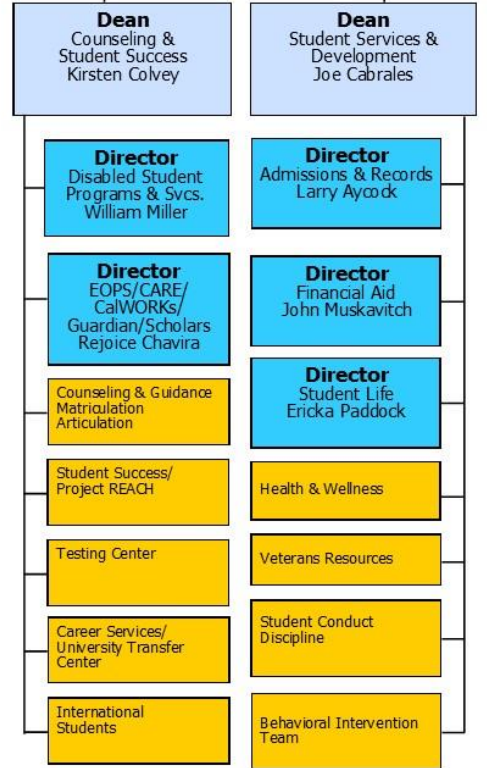
Vice President of Administrative Services
Mike Strong



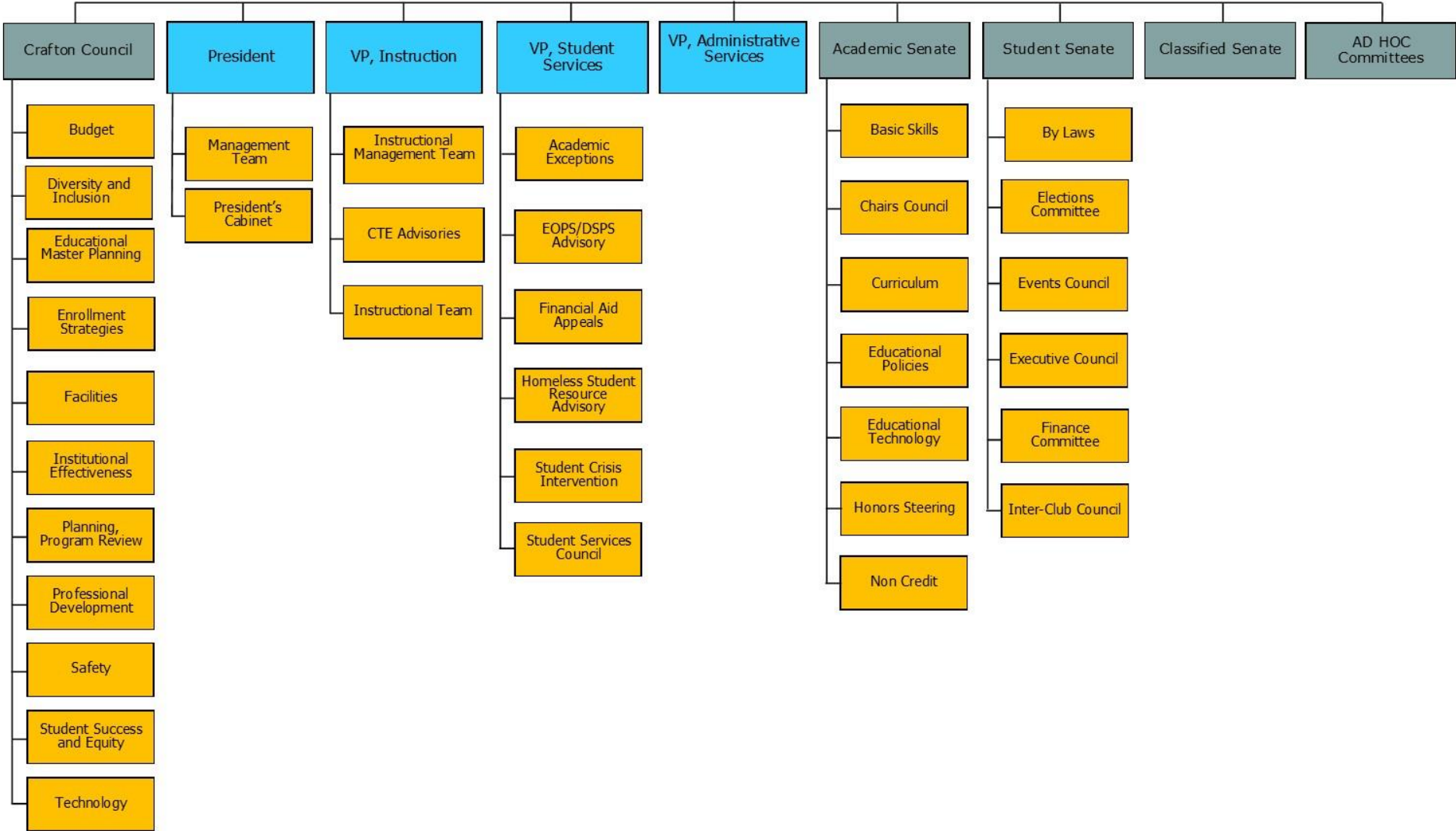
Vice President of Instruction
Keith Wurtz (Interim)



Vice President of Student Services
Rebecca Warren-Marlatt



Crafton Hills College Organizational Chart of College Committees



VIII. GOVERNANCE GROUPS

College Governance

Crafton Council

Charge: The Crafton Council is the central deliberative collegial body at Crafton Hills College. The primary shared governance committees report to Crafton Council. The fundamental purpose is to provide information and facilitate communication and governance. The Crafton Council:

1. Functions as a clearinghouse for potential or actual shared governance issues.
2. Provides information to and models best practices for shared governance committees.
3. Assumes oversight and maintenance of the *CHC Organizational Handbook*.
4. Monitors Policies and Administrative Regulations related to shared governance, and recommends modifications thereof, or new Policies or Administrative Regulations, as needed.
5. Coordinates the systematic evaluation of governance and administrative structures, processes, and services.
6. Recommends resolutions of or guidelines on larger shared governance questions at CHC.
7. Coordinates campus training in shared governance principles and practice.
8. Promotes plan integration and alignment and recommends corrective action as necessary.
9. Relies on research, evidence and learning assessment results to inform planning and decision-making.
10. Forwards revisions of the college Mission, Vision and Values to the Board of Trustees for review and approval, and determines an appropriate implementation date.

Membership: President; President, Academic Senate; Vice President, Academic Senate; President Elect/Past President, Academic Senate; President, Classified Senate; CSEA representative; CTA representative; President, Student Senate; Vice President of Student Services; Vice President of Instruction; Vice President of Administrative Services. The Dean of Institutional Effectiveness, Research & Planning serves as a resource person as needed.

Term: Assignments are made by institutional role; hence, there is no specific term.

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 Kinesiology; Career and Technical Education; and Student Services; 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 professionals 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 Public Information Officer.

Term: Two years

Student Senate

Charge: The CHC Student Senate is committed to the effective participation in all areas of concern to the Associated Students of Crafton Hills College (ASCHC). Thus, through independent action the Student Senate shall participate in the formation and improvement of educational programs, protect full freedom of assembly and expression in the college community; articulate and represent the student interest in the governance of the campus. The CHC Student Senate also provides services, coordinates activities for students, and advances our common interests and concerns as students and citizens. The Student Senate meets weekly.

Membership: All of the ASCHC are non-voting members of the Student Senate. The Student Senate is comprised of seven elected positions: President, Vice President, Vice President of External Affairs, Vice President of Academic Affairs, Secretary, Treasurer and Student Trustee; and twelve appointed positions: Social Events Officers (2), Inter-Club Council Officer (2), Publicity Officer, Activism Officer, Equity and Diversity Officer, Editor in Chief, and At Large Officers (4).

Term: One Year

IX. 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

For committees reporting to Crafton Council, two co-chairs shall serve to lead committee work. One co-chair shall be a manager appointed by the President. The second co-chair will be elected by the committee and may be a member of the faculty, classified staff, or student body. Crafton Council approval of revisions to a committee charge and/or membership is indicated in parentheses. The date new committees are approved by the body is also provided.

Budget Committee (Revised 9/19/2017)

Charge: The CHC Budget Committee is to:

- Review, identify, and make recommendations on process of institutional planning as related to budget development.
- Identify strengths and weaknesses within the relationship between the college's budget and Educational Master Plan.
- Advocate execution of the budget efficiently and effectively toward the achievement of optimal performance levels across all segments of the campus community.
- Make the budgeting process transparent to the campus community.

Membership: VP Admin Services (chair), VP of Student Services, VP of Instruction, Director of Grants, 1 manager, 2 Classified (1 from Classified Senate executive team), 5 Faculty (1 from Academic Senate executive committee), 1 student, appointed by the Student Senate

Term: Two years (for appointees)

Diversity and Inclusion Committee

Charge: The Diversity and Inclusion Committee recognizes we are a learning institution that provides a welcoming environment to our evolving campus population and empowers each member of the community to flourish. This occurs through critical reflection, acceptance, and the quest to find our individual truths. The Committee intentionally educates and raises awareness of diversity in all of its forms through active collaboration, advocacy, and analysis of campus policy. The committee is also responsible for hosting programs and events as well as promoting and nurturing a campus culture of civility. We seek to create an inclusive campus community where individuality is recognized, differences are celebrated, and everyone has the opportunity to engage, learn, and advance.

Membership: Two students, two classified staff, two faculty, two managers.

Term: Two Years (for appointees)

Educational Master Plan Committee

Charge: The Educational Master Planning Committee relies on evidence (e.g. quantitative and qualitative research, learning assessment results, etc.) to develop, review, and revise the Educational master Plan with input from appropriate constituencies. It meets twice per month.

Membership: Two Vice Presidents (VPAS, VPSS, or VPI); President, Academic Senate or designee; President, Classified Senate or designee; one CSEA representative; President, Student Senate or designee; Planning and Program Review Committee Faculty member; Director, Resource Development; three additional faculty; one Instructional Dean; Dean, Institutional Effectiveness, Research & Planning.

Term: Two years (for appointees)

Enrollment Strategies Committee

Charge: The Enrollment Strategies Committee develops, reviews, monitors progress and makes recommendations on the Enrollment Strategy Plan with input from appropriate constituents to align with and advance the goals of the District Enrollment Plan.

Membership: Vice President of Instruction or designee; Vice President of Administrative Services or designee; Vice President of Student Services or designee; one manager appointed by the President; one Classified Senate representative; one CSEA representative; five faculty appointed by Academic Senate; Institutional Effectiveness, Research and Planning representative; Student Senate representative.

Term: Two years (for appointees)

Facilities Committee

Charge: The goal of the Crafton Hills College Facilities Committee is to provide input and make recommendations on significant campus facility improvements. Review current applicable data and prioritize recommendations that are data driven and align with safety, regulatory requirements, asset preservation, resource allocations, facilities conditions, campus PPR priorities, and SBCCD/CHC Educational and Facilities Master plans.

Membership: CHC Director of Facilities (Chair); Vice President of Administrative Services; 3 faculty representatives; one Classified Senate representative; one CSEA representative; and one Student Senate representative.

Term: Two years (for appointees)

Institutional Effectiveness, Accreditation, and Outcomes Committee

Charge: The Institutional Effectiveness, Accreditation, and Outcomes Committee will facilitate sustainable continuous quality improvement of the organization. The members will:

1. Fulfill their responsibilities as described in *Committee Responsibilities* in the *CHC Organizational Handbook*.
2. Become knowledgeable about Accreditation processes and standards and serve as a resource to the campus.
3. Guide the accreditation process for the entire college, including:
 - a. Development of timelines, policies, and procedures for accreditation within the guidelines provided by ACCJC (Accrediting Commission for Community and Junior Colleges).
 - b. Recommend and support training for faculty, staff, and management with regard to accreditation standards, policies, and procedures.

4. Guide the Outcomes Assessment process for the entire college, including:
 - a. Develop a college assessment plan that is easy to use and meaningful
 - b. Develop best practices for creating and assessing outcomes (SLOs, SAOs, ILOs)
 - c. Provide meaningful feedback, suggestions, and guidance on the outcome assessment process for the purpose of improvement
 - d. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment.
 - e. Track assessment completion each year.
5. Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).
6. Recommend staff and faculty membership of Accreditation subcommittees to the President.
7. Serve as co-chairs of accreditation standard subcommittees.
8. Recommend to the President a list of qualified candidates for the task of editing Accreditation reports.
9. Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the ALO, help draft such reports.
10. The committee co-chairs will coordinate the preparation of the self-study. The standards subcommittee co-chairs will coordinate the preparation of their respective sections of the self-study with input from the committee and the ALO.
11. Report to the Crafton Council.
12. Encourage members of the college community to serve on accreditation teams.

Membership: Accreditation Liaison Officer (*co-chair*); Vice President, Instruction or designee; Vice President, Student Services or designee; Vice President, Administrative Services or designee; Dean, Institutional Effectiveness, Research and Planning; two Deans (including one each from Instruction and Student Services,); a minimum of eight faculty (including the Instructional Assessment Specialist, one Academic Senate Executive Member, and at least one faculty from Student Services); one Classified Senate representative; one CSEA representative; and one Student Senate appointee.

Term: Two Years (for appointees)

Institutional Review Board (IRB) Committee

Charge: The IRB Committee coordinates the external research (i.e. any research project or study which is outside the normal day-to-day operations of Crafton) being conducted on campus involving Crafton students or employees. The purpose of the IRB committee is to protect students, employees, class time, employee time, student rights, and College liability. The IRB will ensure that the study participants are fully aware of the nature of the research, their rights, receive informed consent, and that the research aligns with the mission, vision, core values and goals of Crafton Hills College. The committee may also seek the advice of outside experts if a proposal is outside of their expertise. The IRB committee will meet on an as needed basis to provide feedback to proposals in a timely manner. Committee members will be required to receive appropriate training and external certification (e.g. NIH, CITI, etc.) specific to the process of reviewing research proposals and protecting the rights of human subjects.

Membership: Faculty Co-Chair from a research related field; Dean of Institutional Effectiveness, Research & Planning Co-Chair; a minimum of two additional faculty; one Classified Senate representative; one CSEA representative; and one Student Senate appointee. As recommended by the Code of Federal Regulations ([§56.107](#)), every effort will be

made to ensure that the committee includes both males and females and a mix of racial and cultural diversity.

Term: Two years.

Planning and Program Review Committee (Revised 10/23/2017)

Charge: The charge of the Planning and Program Review (PPR) Committee is to advance continual, sustainable quality improvement at all levels of the institution. Toward that end, the committee conducts a thorough and comprehensive review of each unit at the college on a cyclical basis and oversees the annual college-wide planning process. The results of planning and program review inform the integrated planning and resource allocation process at the college, and are aligned with the district strategic planning process. The committee relies on quantitative and qualitative evidence to evaluate programs, develop recommendations to the President, and implement improvements to the PPR process.

Membership: Two Vice Presidents (VPAS, VPSS, or VPI); Vice President, Academic Senate (co-chair); five additional faculty (at least one from Student Services and one is recommended from each of the instructional divisions); one classified representative; one Student Senate appointee; Dean, Institutional Effectiveness, Research and Planning (co-chair).

Term: Two years (for appointees)

Professional Development / Flex Advisory Committee

Charge: The Professional Development Committee seeks to involve the entire campus in learning activities characteristic of the very best teaching and learning organizations. The Committee places the highest value on activities that help people to realize their individual and collective aspirations, raise the quality of their reflection and conversation, and hone their conceptualizations of the larger system in which their work is situated. In addition, the Committee actively seeks to help people to take advantage of learning opportunities with other institutions, organizations, and professional networks that fulfill our mission as a community college. The Professional Development Committee relies on research, evidence-based decision-making, and the results from the learning assessments to inform professional development activities. Members of the committee also serve as the college's Flex Advisory Committee, which views 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 (Revised 9/11/2017)

Charge: The goal of the Safety Committee is to help the San Bernardino Community College District reduce workplace injuries and illnesses by involving employees in 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 Student Senate appointee; three faculty representatives; one CSEA representative, a Classified Senate representative; and one faculty and/or classified staff representative from each of the following departments: the Public Safety and Services Department; Disabled Student Programs and Services, Human Resources, District Environmental Health and Safety

Term: One year (for appointees)

Student Success and Equity (SSE) Committee

Charge: The Student Success and Equity (SSE) Committee is charged with developing and overseeing the implementation of the Student Success Plan and the Student Equity Plan for the college. Specifically, the SSE Committee addresses the recruitment, admission, retention, and success of all students, including the development of support services and programs for transitioning students to higher levels of learning.

Membership: Vice President of Student Services, Dean of Student Services/Student Success, Dean of Student Services/Student Support, Dean of Instruction, English, Mathematics and Instructional Support, Dean of Institutional Planning and Research, Dean of Career and Technical Education. Faculty representative from: English Department, Mathematics Department, Social, Information and Natural Sciences Division, Career Education and Human Development Division, Tutoring Center, Counseling Department. One representative from: DSPPS, EOPS/CARE/CalWORKS/Guardian Scholars, Financial Aid, Student Life, Assessment, Student Senate, Veterans, Admissions and Records. One student representative.

Within the membership, there shall be a minimum of two managers, two faculty, two classified staff, and a student representative

Term: One Year (for appointees)

Technology Planning Committee

Charge: The Technology Planning Committee uses research and evidence to develop and oversee 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, Technology Services; Coordinator, Tutoring Center; Department Network Specialist; Web Developer; one faculty representative; one Classified Senate representative; one CSEA representative; one Student Senate appointee; one representative each from District Computing Services and the Educational Technology Committee.

Term: One Year (for appointees)

Functional Committees

Office of the President Functional Committees

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

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 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

Office of Instruction Functional Committees

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

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 twice a month.

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 once 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 Functional Committees

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

Academic Exceptions Committee

Charge: The Academic Exceptions Committee reviews academic petitions based on extenuating circumstances and hears appeals. The Academic Exceptions Committee meets weekly on Thursdays from 1:30p to 3:00p on an as needed basis.

Membership: Admissions & Records Coordinator; Representative from Admissions & Records; Dean, Student Services & Student Development; Director EOP&S, CARE, CalWorks; representative from Financial Aid; representative from DSP&S; Counselor; faculty from Mathematics; faculty from Public Safety & Services; one general faculty member; one representative from Student Senate.

Term: 2 years (for appointees; members may be reappointed).

Behavior Intervention Team (Approved 10/24/2017)

Charge: The Crafton Hills College Behavioral Intervention Team (BIT), formerly the Student Crisis Intervention Committee, is a group of staff, faculty, and administrators who receive special training to promote the health and safety of our students, faculty and staff by tracking and responding to reports of disruptive or concerning behavior. The Team advises the Student Conduct Officer, the Title IX Coordinator, and other college administrators as needed. The Behavioral Intervention Team takes a proactive approach to early intervention and support to prevent situations from becoming crises. The BIT has the following responsibilities:

- Receive information about students of concern and discuss concerning behaviors
- Determine an appropriate, individualized intervention plan for each student
- Intervene and connect students with needed resources
- Coordinate follow-up and monitoring of student status; ensure that services and resources are deployed effectively.
- Provide consultation, support, and timely response to faculty and staff
- Maintain appropriate levels of privacy and handle matters with professional discretion.

Membership: Staff members, up to four Faculty, and Managers who have the background, training, and/or experience to fulfill the team's charge

Meetings: Twice per month or as needed

Term: Two Years

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. The committee meets at least twice annually.

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.

Membership: Director, Financial Aid; one Academic Counselors and two Instructional Faculty member as appointed by the Academic Senate; one additional Student Services manager.

Term: One year (for appointees)

The Homeless Student Resources Advisory Committee (Approved 11/14/2017)

Charge: Advisory to the Vice President of Student Services, the committee ensures the college meets the needs and addresses the problems of homeless students, and develops policies and procedures to: seek out, identify and support CHC's homeless population; promote college and community services and resources; establish relationships with community and K-12 resources; build awareness and advocacy within the college community; and promote the development and maintenance of an effective, current resource list for homeless students.

Membership:

- Single Point(s) of Contact for Homeless Students
- Financial Aid, Admissions and Records, and EOPS/CARE/CalWORKS/Guardian Scholars Liaisons
- Deans of Student Services
- Athletics Director
- Health and Wellness Coordinator
- Vice President of Student Services
- Three (3) Faculty, Including the leader of the COACH Cupboard
- Veterans Resources Coordinator
- District Police
- Students

Term: One year

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. Relying on quantitative and qualitative evidence and the results of student learning assessments, the council discusses activities, problems and resolutions involving these departments, as well as budget items and facilities. Additionally, the council addresses accreditation standards that apply to student services, and annually reviews progress toward meeting them. The Student Services Council meets monthly (first 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; Director, Disabled Student Programs and Services; Director, EOPS/CARE; Coordinator, Transfer Center; Coordinator, Admissions and

Records, representative of Student Services Classified Staff, assigned from outside Student Services; Student Senate representative.

Term: One year (for appointees)

Constituency Committees

Academic Senate Constituency Committees

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.

Basic Skills Committee

Charge: The Basic Skills Committee is authorized by the Academic Senate to collaboratively develop, coordinate and oversee the Basic Skills Initiative Plan, including the development of curriculum and student support services for basic skills students and courses.

Members: Faculty members as appointed by the Academic Senate, including one faculty representative from Math, English, Reading, CTE, Counseling, DSPS, STE, EOPS, and the Tutoring Center.

Non-voting Members: Administrators as appointed; one student representative; one classified representative.

Term: 2 years

Chairs Council

Charge: Chairs Council is authorized by the Academic Senate to develop, participate in and recommend processes including, but not limited to, Chairs' training, flex calendar, scheduling and facilities use, dual enrollment and syllabi recommendations. The committee makes recommendations for the prioritization of faculty hires, enrollment strategies, reviews program viability documents and disseminates campus information to departmental faculty. As with all Academic Senate Committees, send agenda, documents, and minutes to the AS Historian to be posted for public access.

Voting Members: Faculty Chairs, (1 vote per department)

Non-voting Members: Vice President of Instruction and Instructional Deans. Meeting Days and

Times: 1st and 3rd Friday at 9:00am

Term: Two years

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, review of degree and certificate requirements, approval of changes in degree and certificate requirements, and approval of prerequisites and co-requisites.

Voting Members: Faculty members as appointed by the Academic Senate including the Curriculum Committee Chair, the CHC Articulation Officer and a representative from the Educational Technology Committee.

Non-voting Members: Vice-President of Instruction, Deans; Admission and Records Evaluator; Schedule/Catalog Data Specialist; Administrative Assistant to the Vice President of Instruction.

Term: Three years

Educational Policies Committee

Charge: The Educational Policies Committee is authorized by the Academic Senate to develop proposals for new policies and review proposed changes in existing policies that directly affect the educational programs of the college.

Voting Members: Faculty members as appointed by the Academic Senate.

Term: One year

Educational Technology Committee

Charge: The Educational Technology Committee is authorized by the Academic Senate to develop and recommend policies for CHC eLearning. Reviews and makes revision recommendations for the Intro to online learning course(s) (CHC 062), as well as the process by which online instructors and courses are evaluated. The committee reviews and approves eLearning instructors and courses. The committee reviews the success of the eLearning program and makes recommendations for professional development to address identified deficiencies. Makes recommendations for the CHC eLearning portal. Develops recommendations related to the continued growth of the college's eLearning program to instructional support services, student services and the curriculum committee. Conducts an annual review and make revision recommendations for the CHC Distance Education (DE) plan to ensure compliance with state and national DE standards, regulations, and guidelines.

Voting Members: Faculty members as appointed by the Academic Senate, including the CHC Distance Education Coordinator(s), one faculty member from Student Services and one from Instructional Support (one member will also serve as the ETC representative to the Curriculum Committee).

Non-voting members: Vice President, Instruction or designee, Vice President of Student Services or designee, a representative from Technology Services and a representative from TESS.

Term: One year

Honors Steering Committee

Charge: The Honors Steering Committee is authorized by the Academic Senate to make recommendations regarding student admission, standards, curriculum, activities and other issues pertinent to the College Honors Institute.

Voting Members: Faculty members as appointed by the Academic Senate, including the Faculty Coordinator(s) of the College Honors Institute, the designated Honors counselor(s), the Articulation Officer, at least one faculty representative from each division and no more than two representatives from any one discipline. (Faculty members should have taught, be currently teaching, or be preparing to teach an Honors course.)

Non-voting members: One administrative representative from the Office of Instruction, one Classified Representative, and one Honors Student Representative (must be enrolled in an Honors course.)

Term: One year

Noncredit Committee

Charge: The noncredit committee is authorized by the Academic Senate to define the structures and processes required in order to implement a quality, fully supported noncredit program.

Voting Members: Faculty members as appointed by the Academic Senate

Non-Voting Members: Vice President of Instruction or designee; Vice President of Student Services or designee.

Term: One year

Student Senate Constituency Committees

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

Bylaws Committee

Charge: The ASCHC President convenes the Bylaws Committee annually to develop and review changes to the Student Senate's governing documents.

Membership: All appointed officers, open to all students.

Term: One year

Elections Committee

Charge: The ASCHC President convenes the Elections Committee annually to plan and conduct Student Senate elections each spring.

Membership: ASCHC Director of Academic Affairs, all appointed officers, open to all students.

Term: One year

Events Council

Charge: The Events Council plans and executes events for students throughout the year.

Membership: Director of Campus Affairs, and all appointed officers; open to all students.

Term: One year

Executive Council

Charge: To oversee organizational and internal issues including but not limited to personnel issues, Brown Act compliance, Parliamentary Procedure compliance, budgetary recommendations, bylaw and constitution compliance, appointments, discipline, and travel. The Council will act in a recommending capacity only. Exceptions to this will be at the discretion of the Student Senate President through Executive Order.

Membership: President, Executive Vice President, Director of External Affairs, Director of Academic Affairs, Director of Campus Affairs, Treasurer, Secretary, Student Trustee, and Student Senate Adviser.

Term: One year

Finance Committee

Charge: Chaired by the ASCHC Vice President of Finance, the Finance Committee meets to discuss Student Senate budget and fundraising efforts.

Membership: Vice President, Finance, all appointed officers, open to all students.

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 Chairs; one representative from each chartered CHC student club or organization.

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.

X. 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.

XI. 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.