

# Crafton Hills College Faculty Chairs Council Minutes



**Date:** February 20, 2026 at 9:00 -11:00 am  
**Place:** CCR-233  
**Next Meeting:** March 06, 2026  
 9:00 am -11:00 am

**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 encourages collaboration and conversations to promote equity driven and inclusive practices. Chairs make recommendations for the prioritization of faculty hires, enrollment strategies, reviews program viability documents, faculty chairs handbook, and disseminates campus information to departmental faculty.

**Voting Members:** Faculty Chairs (1 vote per department)\* **Non-voting Members:** Administration

**Meeting Days and Times:** 1st and 3rd Friday at 9:00am **Term:** Two years

<b>Members:</b>	<i>Solo-Chairs</i>	<b>Others Present:</b>
<i>Co-Chairs</i>	X ___ Danielle Bell (MATH)	___ Willie Blackmon (DEAN SSSD)
___ Lauren Bond/Ashley Hayes (ENGL)	X ___ Cheryl DiBartolo (SOCSCI)	X ___ Sara Butler (DEAN LAAS)
XX ___ Breanna Brighton/Rick Hogrefe (CMLG)	X ___ John Grounds (PS)	X ___ Geoffrey Escher (SCHEDULER)
X ___ Jeff Cervantez/Julie McKee (SOC/CULT)	___ Natalie Lopez (LIBR)	X ___ Elizabeth Lopez (SCHEDULER)
X ___ Jimmy Grabow/Ernesto Rivera (COUN)	X ___ Farhad Mansourian (BUS/ECON)	___ Ivan Peña (DEAN SES)
X ___ Danny Rojas/Michael Sheahan (AH)	X ___ Mark McConnell (PART)	___ Jeff Smith (DEAN SINS)
	X ___ Meridyth McLaren (HDEV)	___ Delmy Spencer (DEAN VPSS)
	X ___ Rick Hogrefe (VART)	X ___ Christina Sweeting (AA CEHD)
	X ___ Chris Olivera (KINES)	X ___ Amanda Ward (ASSOC DEAN PS)
	X ___ Sandra Ruiz (CIS/CSCI)	X ___ Dan Word (DEAN CEHD)
	X ___ Sam Truong (SCI)	X ___ Keith Wurtz (VPI)

**Guests:**

AGENDA ITEM	PERSON	Recommendation/Discussion/Future Business	ACTION
Call to order	Brighton	9am	
Approval of the minutes	Brighton		Motion to approve by M. McLaren Second by D. Bell.  Minutes approved as written.
Follow Ups	Brighton	o Which courses in your area frequently run out of materials at the bookstore (textbooks, access codes, lab supplies, etc.)?  Keith will work on obtaining a report from Follett, we are currently above 95%.  Comments noted that there has been a dramatic improvement from last semester to this semester.	

**Information, Discussion, and Business**

1. Course Demand Feature in CourseDog (Live virtual training: 30-45 mins)	Wurtz	<b>Goal:</b> Explore the Course Demand feature in CourseDog to understand how it can be used to inform scheduling decisions, align course offerings with student need, and support data-informed planning at the department level.  Live training was conducted on Course Demand Statistics  <b>Course Demand Projections Tool:</b>	
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		<p>Assesses whether too many or too few sections are being offered.</p> <p>Reviews trends in meeting patterns to identify where demand is highest.</p> <p>Displays predicted demand based on past offerings compared to current offerings.</p> <p><b>Scheduling Scorecard Tool:</b></p> <p>Provides section fill rates.</p> <p>Offers an overall view of course trends by term.</p>	
<p>2. Department specific offering of classes based on seniority lists (in-SharePoint) and inclusion of a Dual Enrollment clause.</p>	<p>Brighton</p>	<p><b>Goal:</b> Review department-level practices for offering classes using seniority lists to determine whether a standardized Dual Enrollment clause should be included to promote transparency, consistency, and equitable assignment practices.</p> <p><b>Example:</b> “To support student continuity, dual-enrollment instructors may receive first consideration to teach the next courses offered through the dual enrollment program.”</p> <p>Spent 10 minutes updating the seniority list for dual enrollment classes.</p>	
<p>3. Transition from TOP Codes to CIP Codes</p>	<p>Wurtz</p>	<p><b>Goal:</b> Review the transition from TOP Codes to CIP Codes, identify implications for departments, and determine next steps to ensure accurate program classification, reporting, and compliance with state and federal requirements.</p> <p><b>Reading and Writing Assignment Draft 1</b>  Reading and writing assignments may include textbook chapters and/or lab manuals and credible sources that introduce core course concepts, trace major developments in the discipline, and examine real-world applications through examples and case studies. Students may also read biographies or profiles of influential figures and explore the social, cultural, historical, ethical, and economic contexts that shape the field. Writing tasks may range from short responses and reflections to analytical essays and research-based projects—such as reports, proposals, or evaluations—that synthesize evidence from multiple sources and communicate ideas clearly for an intended audience.</p> <p><b>Reading and Writing Assignment Draft 2</b>  Students may read textbook chapters and other credible sources, such as scholarly articles, case studies, or profiles of influential figures, while annotating key claims and examples, “talking to the text,” and bringing notes to class to connect course concepts to their social, cultural, historical, ethical, and economic contexts. In class, they may work collaboratively to discuss the readings, translate two</p>	<p><b>Action Item:</b>  Chairs selected Draft 1 (with revisions) for the Reading Assignment and Draft 1 for the Out-of-Class Assignment (noted typo for correction.)</p>

		<p>key ideas into student-friendly language, select a few “golden lines” as textual evidence, pose questions for whole-class dialogue, and use structured routines (e.g., write–pair–square) to write and share a focused paragraph drawn from personal or disciplinary experience, practice active listening/retelling, and integrate quotations when using direct speech. Writing assignments may range from brief responses and analytical essays to research-based or creative projects—such as a short documentary, presentation, lab/technical report, or proposal—that synthesize multiple sources, cite at least three specific examples from course readings, and incorporate original evidence (for instance, interviewing at least two people or collecting observations/data) for a clear, audience-centered final product.</p> <p><b>Out of Class Assignment Draft 1</b>  Out-of-class assignments <b>at</b> may include written analyses of discipline-specific works or artifacts, along with research on key approaches and developments in the field that culminates in research papers and/or in-class presentations. Students may also complete reflective journaling or learning logs to document personal reactions, questions, and connections to course concepts and goals. In addition, students may participate in field-based learning experiences such as site visits, virtual tours, interviews, or relevant campus and community events, followed by structured reflection or analysis tied to course outcomes.</p> <p><b>Out of Class Assignment Draft 2</b>  Out-of-class work may ask students to read and annotate course texts or other discipline-specific materials, identify key claims and examples, and bring notes to class for discussion and collaborative synthesis (for example, selecting “golden lines,” explaining concepts in student-friendly language, and generating questions for peers). Students may also complete research-based projects—such as a short documentary, podcast, report, or presentation—that cite multiple course sources and incorporate primary data collection (e.g., interviewing at least two people or conducting structured observations) to answer a focused research question. Reflective writing and field-based learning can be reinforced through structured in-class routines like write–pair–square activities that connect personal experiences to course concepts, emphasize active listening and retelling, and encourage the effective use of quotations and evidence.</p>	
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**Standing Reports**

4. VPI Report	Wurtz	Hired a consultant to evaluate our compliance with Regular and Substantive Interaction (RSI) requirements. The goal for distance education courses is to strengthen regular and substantive interaction between instructors and students.	
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		<p>Reviewed and discussed a proposal to initiate a campus-wide Starfish alert for students whose grades fall below a C. Various departments currently use Starfish for programs such as EOPS funding. Keith will bring this proposal back to the Senate.</p> <p>ERP (Enterprise Resource Planning) update: Reviewed technology budget systems, including separate budgets for development, general budgeting, and instructional supplies. ERP will consolidate systems as part of the transition to Colleague, with ongoing meetings to support implementation.</p> <ul style="list-style-type: none"> <li>- Payroll will transition from the County to the District. Informer will be replaced by Insights, impacting all related systems and products.</li> </ul> <p>Canvas update: SLOs can now be tracked within Canvas assignments, allowing alignment of test questions to specific SLOs.</p>	
5. VPSS Report	Spencer	Absent.	
6. Deans Reports	Deans	<p>Dan:</p> <p>CPL will be reintroduced on April 1. A “save the date” will be sent. Two sessions are planned (morning and afternoon), with invited members from the Chancellor’s Office. Light refreshments will be provided.</p> <p>LVN update: Multiple efforts are underway. The program application is still pending state approval. Construction is in progress at North (primary classroom, lab, and office). The first class is anticipated to be offered in summer. Traditional marketing will begin after state approval is received.</p> <p>Sara:</p> <p>One Book, One College: Selection for the next academic year is underway. A kickoff event is being planned, with additional events to follow (dates TBD). An event is anticipated in late April or early May.</p> <p>Amanda:</p> <p>Extended Friday greetings.</p>	
7. Academic Senate Report	Lopez	<p>Chris Olivera (on behalf of Natalie Lopez):</p> <p>Kristen created a visualized overview of committees.</p> <p>Review of by-laws has been completed.</p> <p>Five new senators have joined; 80% are part-time, a first in recent years.</p> <p>Further discussion planned with Cynthia regarding Regular and Substantive Interaction (RSI).</p>	
8. Guided Pathways/CAPs Report	Grabow	No Updates	

9. CTA Report	Bell	<p>Voting for President: Email was sent on Tuesday; voting closes February 26.</p> <p>Union event at Escape Brewery scheduled for Wednesday, February 25<sup>th</sup> - invitations have been sent.</p> <p>Bowling event on March 7 at Empire Bowl from 12:00 PM to 3:00 PM.</p> <p>Ongoing work on negotiations, including evaluations, workload, and establishing parity and median for full-time and part-time faculty.</p>	
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**Wrap Up**

<b>Future Agenda Items:</b>	<ul style="list-style-type: none"> <li>• Faculty Chairs Handbook/Training (August)</li> <li>• Update Course Offerings Matrix (August)</li> <li>• Review Part-time seniority list policy (August)</li> <li>• Review SLO Cloud Comments (August)</li> <li>• Start Schedule Planning for next year’s classes (September/February)</li> <li>• CourseDog Schedule Building (September/March)</li> <li>• Submit Book Orders (October / March)</li> <li>• FT hiring prioritization for following Fall (October)</li> <li>• Review Chairs Manual (March)</li> </ul>
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<b>Announcements</b>		<p>Liz – Spring 2027 schedule, roll over or start from scratch? Please let them know by next week.</p> <p>Fall 2026: Planning to publish next week. Schedule will be locked on CourseDog soon. Please send an email with any changes.</p> <p>Sam- Lunar New Year Celebration</p>	
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<b>Adjournment</b>		10:18am	
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<p><b>Mission Statement</b></p> <p>The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.</p>	<p><b>Vision Statement</b></p> <p>To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.</p>	<p><b>Institutional Values</b></p> <p>We rely on the following values to support our vision and mission:</p> <ul style="list-style-type: none"> <li>○ Respect: To champion active listening and open dialogue within our community.</li> <li>○ Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.</li> <li>○ Diversity &amp; Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.</li> <li>○ Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.</li> <li>○ Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.</li> <li>○ Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.</li> </ul>
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