

Crafton Hills College Faculty Chairs Council Agenda



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

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

Guests:

AGENDA ITEM	PERSON	Recommendation/Discussion/Future Business	ACTION
Call to order	Brighton		
Approval of the minutes	Brighton		
Follow Ups	Brighton	o Which courses in your area frequently run out of materials at the bookstore (textbooks, access codes, lab supplies, etc.)?	

Information, Discussion, and Business

1. Course Demand Feature in CourseDog (Live virtual training: 30-45 mins)	Wurtz	Goal: 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.	
2. Department specific offering of classes based on seniority lists (in-SharePoint) and inclusion of a Dual Enrollment clause.	Brighton	Goal: 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. Example: “To support student continuity, dual-enrollment instructors may receive first consideration to teach the next courses offered through the dual enrollment program.”	
3. Transition from TOP Codes to CIP Codes	Wurtz	Goal: 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. Reading and Writing Assignment Draft 1 Reading and writing assignments may include textbook chapters 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.

Reading and Writing Assignment Draft 2

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 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.

Out of Class Assignment Draft 1

Out-of-class assignments 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.

Out of Class Assignment Draft 2

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.	
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Standing Reports			
4. VPI Report	Wurtz		
5. VPSS Report	Spencer		
6. Deans Reports	Deans		
7. Academic Senate Report	Lopez		
8. Guided Pathways/CAPs Report	Grabow		
9. CTA Report	Bell		

Wrap Up	
Future Agenda Items:	<ul style="list-style-type: none"> • Faculty Chairs Handbook/Training (August) • Update Course Offerings Matrix (August) • Review Part-time seniority list policy (August) • Review SLO Cloud Comments (August) • Start Schedule Planning for next year’s classes (September/February) • CourseDog Schedule Building (September/March) • Submit Book Orders (October / March) • FT hiring prioritization for following Fall (October) • Review Chairs Manual (March)

Announcements			
Adjournment			

<p>Mission Statement</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>Vision Statement</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>Institutional Values</p> <p>We rely on the following values to support our vision and mission:</p> <ul style="list-style-type: none"> ○ Respect: To champion active listening and open dialogue within our community. ○ Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration. ○ Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work. ○ Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas. ○ Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience. ○ 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.
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