# TABLE OF CONTENTS

I. COLLEGIAL CONSULTATION .................................................................................................................. 3
II. PHILOSOPHY OF COLLEGIAL CONSULTATION ............................................................................... 3
III. FUNCTIONS .......................................................................................................................................... 4
IV. PURPOSE ........................................................................................................................................... 4
V. MEMBERSHIP ..................................................................................................................................... 5
VI. MEETINGS ......................................................................................................................................... 6
VII. AGENDAS ....................................................................................................................................... 7
VIII. DECISION-MAKING / RECOMMENDATIONS ............................................................................... 8
IX. COMMUNICATIONS .......................................................................................................................... 8
X. COMMITTEES .................................................................................................................................... 8
XI. STRATEGIC AND OPERATIONAL PLANNING ........................................................................... 9
XII. PLANNING AND INSTITUTIONAL EFFECTIVENESS (PIE) PROCESS ....................................... 10
XIII. AMENDMENTS ............................................................................................................................. 18

APPENDIX A: Education Code Section 70901 (B) (1) (E) OF AB 1725 ........................................... 19
APPENDIX B: Agenda Item Request ...................................................................................................... 21
APPENDIX C: Committee Structure Diagram ...................................................................................... 22
APPENDIX D: College of the Desert Committee List .......................................................................... 23
APPENDIX E: Individual Committee Descriptions ............................................................................... 24
APPENDIX F: AB 1725 Implementation at College of the Desert ....................................................... 58
APPENDIX G: Committee/Task Force Meetings .................................................................................. 63
APPENDIX H: Template for Agenda and Minutes .............................................................................. 65
APPENDIX I: Faculty Prioritization Process ......................................................................................... 66
APPENDIX J: Staff Prioritization Process ............................................................................................. 71
APPENDIX K: Request for Recruitment Form ...................................................................................... 76
APPENDIX L: Equipment Prioritization Process .................................................................................. 77
APPENDIX M: Integrated Planning Calendar ...................................................................................... 78
APPENDIX N: Annual Planning Calendar ............................................................................................. 79
I. COLLEGIAL CONSULTATION

The official title of the college’s collegial consultation body shall be College of the Desert College Planning Council (CPC).

II. PHILOSOPHY OF COLLEGIAL CONSULTATION

Collegial consultation is a method of college management in which decision-makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Collegial consultation is based upon individuals having a voice in decisions that affect them.

Collegial consultation is carefully planned, instituted, and evaluated. It is designed to lead to effective participation in decision-making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity. Collegial consultation includes the structures and processes for decision-making that engage students, staff, faculty, and administrators in reaching and implementing decisions that further the primary mission of the college—to educate students and place learning at the core of our existence. The groups formed to address college matters are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for collegial consultation vary according to task.

In order for collegial consultation to work, there must exist a covenant of mutual trust, honesty, open agendas, equity, and respect for differing views. Essential to maintaining this covenant are open communications and feedback from all constituencies. All parties must commit to and take responsibility for fostering and maintaining an environment in which collegial consultation can occur, as well as being well informed regarding issues. The underlying structure is building community. By living, learning, and teaching the principles of community, we serve as a catalyst for individuals and groups to:

- Communicate with authenticity
- Deal with difficult issues
- Welcome and affirm diversity
- Bridge differences with integrity
- Relate with respect

In our decision-making processes, members of the constituent groups must commit to participating in the implementation of decisions made through collegial consultation processes and to working within legal and pragmatic parameters of their positions. The partners in collegial consultation acknowledge that traditional and legally mandated roles continue within the context of collegial consultation, e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy to guide the district’s operations.

One of the ways collegial consultation is implemented is through College Planning Council. The purpose and operations of CPC are carefully defined in this charter and bylaws. Membership for CPC is broad-based and is representative of the college community. CPC actively participates in decision-making regarding major college issues. CPC is the primary decision-making group for the college, thereby establishing the criteria and processes to be used by other units and committees in accomplishing specific tasks. Although the purpose of CPC is broad-based, it is not intended that CPC deal with all issues nor micro-manage individual units. The meetings of CPC are open and public.
College Planning Council shall provide a forum where representatives from all segments of the college will bring issues of college-wide interest. The accompanying diagram (See Appendix C), which is part of this document, delineates the members of College Planning Council, and outlines the way in which the governance process works.

Another way collegial consultation is implemented is through the Academic Senate in areas of "academic and professional" matters. There are ten areas defined as academic and professional matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

The Board of Trustees and the Academic Senate have agreed that academic and professional matters 1 through 9 are to be processed as "rely primarily upon" and academic and professional matter 10 as "mutually agreed." See attached procedures for handling these 10 academic and professional matters. (See Appendix F)

III. FUNCTIONS

The functions of College Planning Council shall be as follows:

1. To discuss all campus-wide issues brought forward and make decisions as appropriate.
2. To oversee the college’s strategic planning process.
3. For matters reserved to the respective consultative groups by AB 1725, Title 5 regulations, and/or Desert Community College District Board of Trustees' Policy 2510, such matters will be discussed for informational purposes only. The Superintendent/President may use CPC for input and advice in these areas.
4. Collective bargaining issues will likewise be discussed for informational purposes only.
5. For matters not covered in 3 and 4 above, College Planning Council will determine which college organization, committee, and/or administrator will be responsible for the matter. Should no such means exist for handling an issue, College Planning Council may set up an ad-hoc committee with representatives from groups whose domain is affected.

IV. PURPOSE

College Planning Council is an advisory committee to the Superintendent/President on college-wide issues and serves as the primary policy and planning recommendation group for the college, thereby establishing the charges to other units and committees in accomplishing specific tasks including, but not limited to, the following areas: classified staff
development, Datatel management, diversity, health and welfare, safety, non-instructional programs, student equity, accreditation, bookstore, food service, strategic planning, and facilities. CPC is responsible for reviewing the progress and accomplishments of the units and committees. CPC serves as the umbrella collegial consultation committee for the college and is a major participant in decision-making and planning for the college.

V. MEMBERSHIP

1. Members: College Planning Council will consist of:

   a. Chair: Superintendent/President (1)
   b. Vice Chair: Academic Senate President (1)
   c. Representatives from each Academic Unit (not to exceed 11)
   d. CTA Union President or designee (1)
   e. CODAA President or designee (1)
   f. Adjunct Representative (1)
   g. CSEA President or designee (1)
   h. Classified Representative (1)
   i. ASCOD President (1)
   j. Student Trustee or designee (1)
   k. Classified Supervisor (1)
   l. Confidential (1)
   m. Student Success and Student Learning Deans (2)
   n. Education Centers Director (1)
   o. Executive Director of Educational Technology/Chief Technology Officer (1)
   p. Vice Presidents of Administrative Services, Human Resources & Labor Relations, Student Learning, and Student Success (4)
   q. Executive Director of Institutional Advancement (non-voting) (1)
   r. Director of Institutional Research (non-voting) (1)
   s. Basic Skills Coordinator (non-voting) (1)
   t. Outcomes & Assessment Committee Chair (non-voting) (1)
   u. Director of Student Life (non-voting) (1)

   TOTAL: 35 - Faculty: 15  Staff: 13  Students: 2  Non-Voting: 5

2. Removal/Replacement of Members: Members may be removed only by the group that selected them. Any vacancies created by members resigning, changing office, or being removed shall be filled by the original designating group.

3. Expectations of College Planning Council Members: Among the expectations for members of College Planning Council are the following:

   a. Members possess an open-mind and are willing to develop a college-wide perspective and an understanding of constituencies other than their own.

   b. Members are willing to commit to active and regular participation in College Planning Council meetings and activities, including subcommittees and task forces. Members may not miss more than two CPC meetings in an academic year.

   c. Members keep lines of communication open by informing their constituents and others outside College Planning Council of issues and developments and by gathering input from their constituents to share with CPC.

   d. Members observe standards of ethical conduct.
4. Guests

Guests are encouraged to attend CPC meetings and to participate in the discussion of agenda items. Guests are expected to follow the guidelines for meetings and will not be included in any polling for consensus.

5. Term

a. Terms will be for three years (July-June) except for initial appointments and any midterm replacements, which will result in staggered terms, and for any ex-officio holders, whatever their position terms of office may be. Appointments will be made by June preceding the term of appointment. One additional year may be added to a term by mutual consent of member and appointing body.

b. Student terms will be for one year (August 15-June 30) with appointments made in June.

6. Chair and Vice Chair

a. Chair

The Superintendent/President shall serve as chair.

b. Vice chair

The Academic Senate President shall serve as vice chair and shall serve as chair in the absence of the Superintendent/President. In the absence of both the Superintendent/President and the Academic Senate President, a designee shall serve as chair.

7. Clerical Support

The Office of the President will designate appropriate clerical support to CPC. Clerical assistance will include: designating a person to take notes, preparing and distributing agendas, attending meetings and preparing minutes, and providing a repository of meeting notes and materials.

8. Orientation

An orientation meeting will be held with the ongoing and newly elected CPC members at the beginning of the academic year, to include (but not be limited to) a review of:

a. AB 1725 provisions
b. Procedures/decision-making
c. Scope of membership
d. Handbook and operating procedures
e. Relationship to district/Collegial consultation
f. Planning process
g. Acronyms

VI. MEETINGS

1. Quorum: A quorum for meetings will be 50% of CPC members plus one. A quorum does not require attendance of member(s) from each CPC unit.
2. Open Meetings: All meetings of College Planning Council will be open and public.

3. Meeting Times: Regular meeting times will be the second and fourth Friday of each month from 10:00 a.m. to 12:00 p.m., subject to change due to Board of Trustees meetings and other institutional commitments. Special meetings, as defined by the Brown Act, may be called as needed.

4. Conduct of Meetings: Meetings of College Planning Council will be conducted in a flexible manner which promotes open discussions and full participation of all members and takes into account the nature of the agenda items. The Superintendent/President will serve as chair of College Planning Council.

VII. AGENDAS

1. Agenda-Building: Items may be placed on the agenda in the following ways:
   a. Items for discussion will usually be determined at the close of the previous meeting of CPC.
   b. A CPC member may request that an item be placed on the agenda by submitting it to the President’s Office at least one week prior to the next regularly scheduled meeting.
   c. At the outset of a meeting, a CPC member may request the inclusion of an item for discussion. The item will be placed last on the agenda unless otherwise agreed to by the members present. If there is not sufficient time to discuss the item, it will be carried over to the next agenda or a special meeting may be called.
   d. Members of the College of the Desert campus community may request that an item of college concern be placed on the agenda by contacting their representative at least seven working days prior to the next regularly scheduled meeting.
   e. The College Planning Council chair and vice chair will be responsible for developing and approving College Planning Council agendas. CPC members may request that an item be included on the agenda by completing the agenda item request form (Appendix B). The Superintendent/President (Chair) and Academic Senate President (vice chair) will review with CPC all requests not approved for agendas. CPC may decide by consensus to include items on a future agenda not approved by the College Planning Council chair and vice chair. All agenda items will be given a time allotment as appropriate for the item.

2. Agenda Order: The normal order of the agenda for CPC meetings is:
   a. Approve minutes
   b. Consider the various agenda items
   c. Develop the next agenda

3. Agenda Format: When items are submitted for the agenda, the member will include the purpose—reporting, problem-solving, planning, reacting, decision-making¹—and the approximate time needed. The member will also recommend the process to be used for that agenda item and if a facilitator is needed. (See Agenda Item Request Form in Appendix B).

¹ Sources: How to Make Meetings Work, Doyle and Straus.
4. Distribution: Agenda packets will be distributed by the President’s Office in advance of meetings to the college community (administration, faculty (full-time and adjunct), classified staff, and ASCOD). Agendas will also be posted on the college portal.

VIII. DECISION-MAKING / RECOMMENDATIONS

College Planning Council has been established to ensure faculty, staff, and students the right to participate effectively in a consultative environment. All actions and decisions made by College Planning Council are formal recommendations made to the Superintendent/President.

1. Decision-Making: As the Superintendent/President relies upon the advice and judgment of College Planning Council, the consensus method relies upon general agreement of opinion based on reports, data, and information presented; recommendation arrived at through discussion and agreement of all of the constituents represented in College Planning Council. If consensus cannot be reached, Robert’s Rules of Order will be followed in reaching a recommendation.

2. Recommendations: If the Superintendent/President or other primary decision-maker rejects a recommendation of College Planning Council, the Superintendent/President or other primary decision-maker will provide a written explanation to CPC members explaining the rationale for the rejection.

3. Quorum: A quorum must be present in order to forward a specific recommendation to the Superintendent/President. In the absence of a quorum, discussion may take place, but final action must be taken at a later meeting when a quorum is present. For this purpose a quorum is defined as 50% plus one (1) of CPC’s voting members with, ideally, at least one member from each of the governance constituencies present. If the item of discussion is of a serious, critical or urgent matter and no quorum is present, the Superintendent/President may take action as appropriate.

IX. COMMUNICATIONS

1. Notification: A clearly labeled agenda will be distributed to CPC members one week prior to each meeting. The agenda will show the time and location of the meeting with an invitation for all interested parties to attend. A clearly labeled meeting summary or minutes will be distributed after each meeting to all CPC members. CPC members are responsible for posting agendas and meeting summaries in prominent areas where their constituents have access to the agendas and summaries. In addition, a meeting agendas and minutes will be posted on the portal.

2. Reporting to Constituents: Members will be responsible for keeping their respective groups informed regarding activities of College Planning Council by reporting back to those bodies and eliciting input regarding items under consideration.

3. Annual Plan Progress Report: An annual plan progress report summarizing the work of College Planning Council will be distributed to the college community.

X. COMMITTEES

College Planning Council may appoint one or more CPC subcommittees and/or task forces, consisting of one or more CPC members and any number of non-members, with such duties and responsibilities as CPC shall deem appropriate. The committee structure is shown in
Appendix C, the committee names are listed in Appendix D, and the individual committees are described in Appendix E.

XI. STRATEGIC AND OPERATIONAL PLANNING

College Planning Council has responsibility for developing, implementing, and monitoring the Strategic Planning Process.

The college Superintendent/President will honor the Strategic Plan and processes and procedures developed by College Planning Council and will not make any revisions or changes unless there are unusual or exceptional circumstances for the good of faculty, students, and staff.
XII. PLANNING AND INSTITUTIONAL EFFECTIVENESS (PIE) PROCESS

INTRODUCTION

College of the Desert takes seriously its commitment to student success, achievement and quality in every aspect of the institution. COD assesses its effectiveness for accountability purposes to the public, the state legislature and various accrediting agencies. The Accrediting Commission of Community and Junior Colleges (ACCJC) requires that colleges have an on-going, institution-wide planning and evaluation process that results in continuing improvement and demonstrates the college is effectively accomplishing its mission. COD’s institutional effectiveness process is designed to capture, organize and report evidence that complies with this requirement.

THE PLANNING PROCESS

Planning is the process by which the college accomplishes its mission. Through the planning process, College of the Desert uses a “bottom-up” approach to planning organized around four levels of planning. The first level is the department, such as Accounting in the Applied Sciences and Business Division, Financial Aid Office within Core Services, or Maintenance and Operations within Administrative Services. The next level of planning are areas that have respective department supervisors, directors, faculty coordinators/chairs and/or Deans. The third level of planning are the four Executive areas: Office of the President, Student Success, Student Learning and Administrative Services. The fourth and largest planning area is the entire college. The college level plan is developed by the College Planning Council and its task forces or committees. Please refer to figure 1 for all the departments, respective department supervisors, directors, chairs, Dean areas and Executive areas (Office of the President, Student Success, Student Learning and Administrative Services).
STRATEGIC PLANNING PROCESS

Mission Statement
Annual Goals
Planning Assumptions
Objectives
Strategies
Budget and Resource Planning
Implementation

Combined with Goals approved by BOT
Research
Evaluation

Combined with Goals approved by BOT
### Administrative Services

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<tr>
<td>Vice President Office</td>
<td>Bookstore, Food Service, Desert Golf Range</td>
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<tr>
<td>Auxiliary Services</td>
<td>Purchasing, Printing, Inventory</td>
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<td>Business Services</td>
<td>Custodial, Grounds, Construction &amp; Design, Maintenance</td>
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<td>Fiscal Services</td>
<td>Accounting, Budget, Accounts Payable, Accounts Receivable, Contracts, Payroll, Insurance</td>
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<td>Information Technology</td>
<td>Infrastructure, technology planning and replacement, voice and data services, campus email, help desk, Collegue, third party application software and interfaces, training, educational technologies</td>
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<td>Public Safety</td>
<td>Emergency Preparedness</td>
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### Student Learning (Academic Affairs)

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<td>Vice President Office</td>
<td>Curriculum, Catalog, Faculty Load, Scheduling</td>
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<tr>
<td>Social Sciences &amp; Arts</td>
<td>Anthropology, Geography, Global Studies, History, Human Services/Alcohol Drug, Philosophy, Political Science, Psychology, Sociology</td>
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<td>Communication &amp; Humanities</td>
<td>English, English as a Second Language (Credit)</td>
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<td>Health Sciences &amp; Education</td>
<td>Health Science, Home Health Aide, Nursing Assistant, Registered Nurse (ADN), Vocational Nursing (VN)</td>
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<td>Math &amp; Science</td>
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<td>Vice President Office</td>
<td>Admission Records, Campus Visits/Tours, EDGE-FYE Program, Financial Aid, MiniCorp, Outreach, Student Discipline, Student Ambassador Program, Student Health and Wellness, Student Life, TASC &amp; SI</td>
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<td>Enrollment Services</td>
<td>Institutional Effectiveness, Planning, Institutional Research</td>
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<td>Counseling Services</td>
<td>Counseling &amp; Advising, Assessment, CalWORKs, Career Center, DSPS, EOPS/CARE, Foster Youth, International Education, Transfer Center, TRIO ACES, TRIO DSPS, TRIO Upward Bound, TRIO Veterans Services, TRIO Educational Talent Search, Veteran Services</td>
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### Human Resources

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<td>Recruiting, Staff Development, Personnel Records</td>
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<td>Executive Assistant, Board of Trustees</td>
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### Public Safety

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### President

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**Annual Planning Process**

This planning process is intended to respond to the College mission, goals in existing College plans (Strategic Master Plan, Educational Master Plan, Enrollment Management plan, etc.), program review goals and the goals and objectives announced by the President for the respective year. Departments should consider these goals when completing their annual Program Review Updates (PRU)/PEP-Ups.

For all areas, PRUs are due in Fall during the month of October. **Faculty** prioritization occurs in Fall and **Staff and Equipment** prioritizations occur in Spring. **Leadership** requests from PRUs are consolidated and submitted to the Executive Cabinet (President and Vice Presidents) for review. **Facilities** requests from PRUs are consolidated and submitted to the Facilities Advisory Committee for review. **Technology** requests are consolidated and prioritized under non-instructional equipment. The remaining **technology** requests consolidated from the PRUs are submitted to the Office of Educational Technology to see if any of the requests are being replaced as part of the refresh cycle as stated in the Technology Master Plan.

For current timelines, forms and documents, please refer to the College portal under College Planning Council, the Office of Institutional Effectiveness and/or Outcomes and Assessment Committee, a standing committee of the Academic Senate.


Planning Calendars → [https://bit.ly/2mGBg1t](https://bit.ly/2mGBg1t)

Comprehensive Program Review

The Program Enhancement Plan (PEP) is a five-year comprehensive program review and plan. The purposes of a PEP are improvement, alignment with established objectives, and planning for the future, rather than a process to secure approval or endorsement from a body of reviewers. The program review and plan process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements in their effectiveness can be achieved. Conclusions and recommendations will be used in department, division, College, and strategic planning processes.

The PEP-Up is the annual update to the PEP which is used to report the major changes that have occurred in a program as well as to report student learning outcome assessment activities.

Criteria for Determining Allocations to Ongoing Budget

Criteria and procedures are for unrestricted funds only. Restricted funds, such as categorical, bond, grants, etc., have criteria set by law, California Codes or regulations that control changes or distribution of funding. For current criteria for faculty, staff and equipment prioritization, please click on the following link: https://bit.ly/2A5HktS

Click on the most current prioritization folder, then click on the faculty prioritization folder for its current criteria or click on the staff and equipment folder for the current criteria for that respective prioritization.

Procedures for Determining Allocation to Ongoing Budget

The College will determine the available resources for resource allocation. Work in this area can be referred to the Budget Subcommittee, a standing subcommittee of the College Planning Council. Institutional data, information from the PRUs, the prioritization processes and/or committee recommendations will inform resource allocation for requesting positions and items. The prioritized lists will be presented to the President. The College President will make final resource allocation decisions based on data, college input and the prioritization process.

The Budget Subcommittee establishes the guidelines and timelines for the preparation of the unrestricted and designated budgets. The subcommittee will review the estimated revenue projections for the upcoming fiscal year to determine total funds available as well as projections for future years. The subcommittee will review prioritized funding requests as submitted by the College Planning Council as well as the Technology Replacement Plan and will recommend allocation and reallocation/reductions of resources to the strategic plans. The recommended annual unrestricted and designated budgets will be forwarded to College Planning Council.

Procedures for Funding New Programs

Requests for resource allocation for a new program should follow our local policy for program viability.
Procedures for Reducing or Eliminating Funding

This procedure is parallel to the one for providing funding. The College will determine the amount of revenue shortfall and/or state budget reductions and the amount of total Unrestricted General Fund reduction required to maintain a balanced budget with the required reserve. Work in this area can be referred to the Budget Subcommittee, a standing subcommittee of the College Planning Council.

NOTE: This procedure assumes a timeline which would allow the process to unfold. In an emergency, the President, President’s Cabinet and/or College Planning Council could take immediate steps.

1. Deans, Directors, Vice Presidents and President will be requested to submit possible reductions in programs and services for review by the College Planning Council.
2. Program review data will be provided when available, and applied if useful and appropriate.
3. The College Planning Council will review and analyze.
4. Summary notes should be included showing the impact of the reduction on campus/student needs, college goals and consistency with the criteria for determining allocation to ongoing budgets.
5. With this information, the College Planning Council will develop a proposed list of budget reductions with a rationale for the reductions and a probable impact on students, and proposed listing of fund restorations to be implemented when the funding exigency has passed. The College Planning Council will offer final suggestions and recommendations to the President.
6. The President will make final budget reduction decisions based on recommendations from the College Planning Council.

Procedures for Allocating New Full-Time Teaching and Non-Teaching Faculty Positions

The Budget Sub-Committee communicates to the College Planning Council the number of available positions early in the fall semester based on revenue projections, education code and Title 5 requirements.

1. The President’s Cabinet estimates additional positions that might become available due to unannounced retirements/resignations as data/information is collected from Human Resources.
2. The Vice President of Student Learning and the Vice President Student Success assemble data listed in the “Criteria that should be used” for all disciplines that have an objective on the Priority List with an associated fulltime faculty need.
3. The Deans’ Team develops a recommended ranked list of disciplines requesting positions using the data and the “Criteria for Determining New Full-time Teaching Faculty Positions.”
4. The College Planning Council develops an approved list of positions, taking into consideration the number of positions established by the Budget Sub-Committee and other available funding sources. If, later in the academic year, new faculty needs emerge due to an unanticipated vacancy, the division will prioritize an appropriate objective within its division list and submit it through the prioritization process for placement on the established college list. If the discipline need for full time faculty has been established and the hire has been approved, the vacancy may be filled from the candidate pool.
5. The College Planning Council will forward recommendations along with rationale for the Council’s recommendation to the President.
6. The President will make final decision on faculty hires based on recommendations from the College Planning Council.

For current criteria and data points for allocating faculty positions, please click on the following link: https://bit.ly/2A5HktS

**Faculty Prioritization Process**

As stated earlier, faculty positions are requested through the Program Review process. The Faculty Prioritization Committee is a 12-member committee with both leadership and faculty representatives. There is a detailed process, timeline, and rubric to determine the faculty hiring needs of the college. Please refer to Appendix I for the approved Faculty Prioritization process.

**Staff Prioritization Process**

As stated earlier, staff positions are requested through the Program Review process. The Staff Prioritization Committee is a 12-member committee with leadership, faculty, and classified representatives. There is a detailed process and timeline, and rubric to determine the staff hiring needs of the college. Please refer to Appendix J for the approved Staff Prioritization process.

**Equipment Prioritization Process**

As stated earlier, equipment is requested through the Program Review process. The Equipment Prioritization Committee includes the five members of Executive Cabinet, the six Academic Senate Executive Committee members, six deans, 14 department chairs, and a classified representative. There is a detailed process, timeline, and rubric to determine the equipment needs of the college. Please refer to Appendix K for the approved Equipment Prioritization process.

**Other Requests for Funding**

Emergencies, exigencies and/or special occasions when unplanned events do occur and require new funding, the President shall determine and approve the source of funds.

**CTE, Categorical, Grant Funding**

All planned projects regardless of funding sources – whether the college general fund, career technology, categorical, i.e., DSPS, EOPS, Matriculation, and grants – must be included in the program review update. All activities connected to specialized plans (technology, facilities, instructional, etc.) must also be included in the plans. The guiding principle is all projects that are focused on improving the program, even if a grant is funding the project and no college resources are being sought. This will facilitate the coordination of activities in the program and college as well as the integration with the planning process.
PRIORITIZATION PROCESS

The role of the Office of Institutional Effectiveness is to collect the final prioritized lists and consolidate into one list.

Other Prioritized List:
- Facilities Requests in PRUs are consolidated by the Office of Institutional Effectiveness and forwarded to Facilities Advisory Committee
- Technology Requests not funded under equipment prioritization in PRUs are consolidated by the Office of Institutional Effectiveness and forwarded to Educational Technology Refresh Cycle

1 PEP-Ups: Program Enhancement Plan Updates
2 PRUs: Program Review Updates
3 An Executive Unit or the Executive Leadership are the President and Vice Presidents.
XIII. AMENDMENTS

This charter and bylaws may be amended by consensus or a vote in the absence of consensus of the members of College Planning Council. A new charter and bylaws may be adopted by the unanimous consent of all the members of College Planning Council in consultation with their respective constituents.
APPENDIX A: Education Code Section 70901 (B) (1) (E) OF AB 1725

A. Education Code 70901 (b)(1)(E) of AB 1725 requires that the board of governors establish “Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

B. The scope of the academic senate is in the area of academic and professional matters. Students have rights with regard to matters that have or will have a significant effect on students. Staff has rights in areas that have or will have a significant effect on staff. In particular, staff has governance rights in regard to the definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college and the participation structures and procedures for the staff positions defined and categorized.

1. Faculty

53200(c) Academic and Professional matters mean the following policy development and implementation matters:

(a) Curriculum, including, establish prerequisites and placing courses within disciplines
(b) Degree and certificate requirements
(c) Grading policies
(d) Educational program development
(e) Standards or policies regarding student preparation and success
(f) District and college governance structures, as related to faculty roles
(g) Faculty roles and involvement in accreditation processes, including self-study and annual reports
(h) Policies for faculty professional development activities
(i) Processes for program review
(j) Processes for institutional planning and budget development, and
(k) Other academic and professional matters as mutually agreed upon between governing board and academic senate

2. Students

51025(b) Students, for the purpose of this section, means the following district and college policies and procedures that have or will have a significant effect on students:

(a) Grading policies
(b) Codes of student conduct
(c) Academic disciplinary policies
(d) Curriculum development
(e) Courses or programs which should be initiated or discontinued
(f) Processes for institutional planning and budget development
(g) Standards and policies regarding student preparation and success
(h) Student affairs planning and development
(i) Student fees within the authority of the district to adopt
(j) Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students
3. Staff

Matters having a significant effect on staff are not defined in the Regulations except that there is a requirement that a district governing board "reasonably determines, in consultation with staff" that the matter has significant effect on staff [51023.5 (a) (4)].
APPENDIX B: Agenda Item Request

ORIGINATOR (Please Type/Print): ___________________________________________

ITEM:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

ACTION
□ INFORMATION
□ DISCUSSION FOR FUTURE ACTION

SIGNED: ____________________________ DATE: _______________

CPC Member

Complete to this line and submit to Office of the President

□ APPROVED FOR MEETING
□ APPROVED FOR CONSIDERATION (for placement on Agenda)
□ NOT APPROVED (reason given under comments & copy to CPC)

COMMENTS: ______________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

APPROVAL: ____________________________ DATE: _______________

CPC Vice Chair

APPROVAL: ____________________________ DATE: _______________

CPC Chair (Superintendent/President)

Deadline for submission of agenda items is **seven days before** the meeting. Forms should be submitted to the President’s Office.
APPENDIX C: Committee Structure Diagram

ACADEMIC SENATE

COLLEGE PLANNING COUNCIL

ADMINISTRATIVE SERVICES
- Bookstore Advisory Committee
- Citizens’ Bond Oversight Committee
- Facilities Advisory Committee
- Food Services Advisory Committee
- Safety Committee

HUMAN RESOURCES
- Diversity Committee
- Health and Welfare Committee
- Professional Growth Committee
- Reclassification Committee

SUPERINTENDENT/ PRESIDENT
- Academic Calendar
- Administrative Computing Committee

STUDENT SUCCESS & STUDENT LEARNING
- Disabled Students Programs & Services (DSPS) Advisory Committee
- Equity Committee
- EOPS/CARE & CalWORKS Advisory Committee
- Matriculation/SSSP Advisory Committee
- Strong Workforce Steering Committee
- Transfer Advisory Committee

SUBCOMMITTEES OF COLLEGE PLANNING COUNCIL
- Assessment of Planning & Outcomes
- Budget
- Chairs Council
- End-User Data
- Enrollment Management
- Outreach & Training
### APPENDIX D: College of the Desert Committee List

<table>
<thead>
<tr>
<th>Academic Senate Committees</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Executive Committee</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>26</td>
</tr>
<tr>
<td>Educational Policies &amp; Practices Committee</td>
<td>27</td>
</tr>
<tr>
<td>Equivalency Subcommittee</td>
<td>28</td>
</tr>
<tr>
<td>Educational Technologies &amp; Distance Education Committee</td>
<td>29</td>
</tr>
<tr>
<td>Distance Education Subcommittee</td>
<td>30</td>
</tr>
<tr>
<td>Faculty Development Committee</td>
<td>31</td>
</tr>
<tr>
<td>Professional Advancement Subcommittee</td>
<td>32</td>
</tr>
<tr>
<td>Sabbatical Subcommittee</td>
<td>33</td>
</tr>
<tr>
<td>Outcomes and Assessment Committee</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Committees</th>
</tr>
</thead>
</table>

#### Superintendent/President

- Academic Calendar Committee .................................................. 35
- Administrative Computing Committee ........................................ 36
- College Planning Council ....................................................... 37

#### Subcommittees of College Planning Council

- Assessment of Planning & Outcomes Subcommittee ..................... 38
- Budget Subcommittee ............................................................. 39
- Chairs Council ......................................................................... 40
- End-User Data Subcommittee .................................................... 41
- Enrollment Management Committee ........................................... 42
- Outreach & Training Subcommittee ............................................ 43

#### Human Resources

- Diversity Committee (Placeholder for approved committee description)  
- Health and Welfare Committee ................................................. 44
- Professional Growth Committee ............................................... 45
- Reclassification Committee .................................................... 46

#### Student Success and Student Learning

- Disabled Students Programs & Services Advisory Committee ........ 47
- Equity Committee ..................................................................... 48
- EOPS/CARE & CalWORKs Advisory Committee ............................... 49
- Matriculation/Student Success and Support Program Advisory Committee  
- Strong Workforce Steering Committee ..................................... 51
- Transfer Advisory Committee ................................................... 52

#### Administrative Services

- Bookstore Advisory Committee .................................................. 53
- Citizens’ Bond Oversight Committee .......................................... 54
- Facilities Advisory Committee .................................................. 55
- Food Services Advisory Committee ............................................ 56
- Safety Committee ...................................................................... 57
APPENDIX E: Individual Committee Descriptions

The following pages contain descriptions of each individual committee. The committees are listed alphabetically, by organizational unit: Academic Senate, Superintendent/President, Student Success, Student Learning, and Administrative Services. The descriptions include:

Name
The name of the committee

Type
There are six categories of committees: Academic Senate, Superintendent/President, Student Success, Student Learning, Administrative Services, and an additional category for other.

Mandate
Some committees are required by law or regulation, such as AB 1725 or California Education Code, etc.

Role
This section describes the purpose of the committee.

Products
The end result of a committee’s work is its product(s) which are described in this section.

Meeting Schedule
Most committees meet on a regular basis: weekly, monthly, or quarterly, for example. This section describes the amount of time required of participants on a specific committee.

Reporting Relationship
The Product(s) of a committee are reported to someone or to another committee as indicated in this section.

Chair
The Chair of the committee is listed.

Membership
The titles of individuals are listed. Over time, committee membership may change, but the representation from across the campus is consistent.
COLLEGE OF THE DESERT – COMMITTEES

Name                      Senate Executive Committee
Type                      ☒ Academic Senate
                          ☐ Superintendent/President
                          ☐ Human Resources
                          ☐ Student Success & Student Learning
                          ☐ Administrative Services
                          ☐ Other: ______________

Mandate                   ☒ AB 1725
                          ☐ Ed Code
                          ☐ Other: ______________

Role                      The organizing body of the Academic Senate leadership

Products                   • Set annual goals for All Faculty Senate & Senate Committees
                          • Develop agenda for All Faculty Senate meetings
                          • Develop Academic Senate resolutions
                          • Promote mutual accountability and reporting between the College faculty and the faculty representatives to any College committee.
                          • Facilitate CPC approval process for Faculty Senate resolutions requiring shared governance.
                          • Promote the involvement of all faculty members in the establishing, staffing, and functioning of College committees, task forces, or other initiatives.

Meeting Schedule         Twice monthly: once as Senate Leadership and once with President’s Cabinet

Reporting Relationship    Academic Senate

Chair                     Academic Senate President

Membership                Chair - Curriculum Committee
                          Chair - Outcomes and Assessment Committee
                          Chair - Educational Policies & Practices Committee
                          Chair - Educational Technologies & Distance Education Committee
                          Chair - Faculty Development
                          Adjunct Representative, voting

Date Last Revised: Senate Approved March 23, 2017
COLLEGE OF THE DESERT – COMMITTEES

Name: Curriculum Committee

Type: ☑ Academic Senate
☐ Superintendent/President
☐ Human Resources
☐ Student Success & Student Learning
☐ Administrative Services
☐ Other: ______________

Mandate
☑ AB 1725
☐ Ed Code
☐ Other: ______________

Role
• Maintain the integrity and the quality of district curriculum
• Secure curriculum consistency and balance
• Ensure transferability of courses where appropriate
• Play a progressive and proactive role in curriculum development
• Promote critical thinking
• Encourage a multicultural and global approach to education
• Respond to the educational needs of the community
• Ensure curriculum technical review

Products
• Approved course outlines per agreement with Chancellor’s office
• Approved stand-alone courses per agreement with Chancellor’s office
• Approved prerequisites
• Approved general education course status
• Approved transfer requests- subject to articulation agreements
• Approved degree and certificate programs- new and modified- subject to Chancellor’s office approval.
• Curriculum handbook
• General education philosophy
• Prerequisite verification
• Prerequisite philosophy

Meeting Schedule
Twice monthly, September - May

Reporting Relationship
Academic Senate

Chair
Elected full-time faculty member

Membership
One representative from each Academic Unit
One representative from Adjunct faculty
One articulation officer, non-voting
Two curriculum specialists, non-voting
VP Student Learning or Administrative designee, Ex-officio, non-voting

Date Last Revised: Senate Approved April 27, 2017
## COLLEGE OF THE DESERT – COMMITTEES

### Name: Educational Policies & Practices Committee

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<td>☒ Academic Senate</td>
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<tr>
<td>☐ Superintendent/President</td>
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<tr>
<td>☐ Human Resources</td>
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<td>☐ Student Success &amp; Student Learning</td>
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<td>☐ Administrative Services</td>
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### Mandate

- ☒ AB 1725
- ☐ Ed Code
- ☐ Other: ______________

### Role

Serves as the primary recommending body on educational policies & practices relating to faculty and students, such as but not limited to academic standards, grading, assessment and matriculation, academic calendar, equivalency, and enrollment management.

### Products

- Adopt and revise educational policies and practices to fulfill the needs of our students, faculty, and staff
  - Develop and Recommend educational policies to the Academic Senate
  - Assess new or revised educational policies created by the Academic Senate
  - Analyze and review suggested changes in Senate Executive Committee policies and/or Senate Bylaws and Rules
  - Coordinate with the Curriculum committee regarding degree and certificate requirements
- Respond to the educational needs of the community
  - Review and assess the implementation of the mission statement of the college
- Ascertain legality of educational policies and practices
- Support policies and practices that promote student access and growth
  - Review and assess the effectiveness of ongoing policies and programs
  - Suggest positions on proposed policies or changes in existing policies
  - Review policies and procedures regarding grading
  - Review policies and procedures regarding academic integrity
- Ensure consistency and fairness among policies and practices
- Develop policies to address ethical and online behavior
- Assess standards or policies regarding student preparation and success
- Respond to assignments given by the Superintendent/President or Senate Executive Committee.

### Meeting Schedule

Twice monthly: 1st and 3rd Thursday, September - May

### Reporting Relationship

Academic Senate

### Chair

Elected full-time faculty member

### Membership

- One representative from each Academic Unit
- One representative from Adjunct Faculty
- One administrative representative, ex-officio, non-voting

**Date Last Revised**: Senate Approved February 8, 2018
## COLLEGE OF THE DESERT – COMMITTEES

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<th>Type</th>
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<td>☒ AB 1725</td>
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### Role

The Equivalency Committee is a standing subcommittee of the Academic Senate established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..."

### Products

- Review equivalency applications for all new full time and part time faculty candidates an interview committee wishes to interview and determine whether the applicant meets the equivalency requirements.
- Review applications from existing College of the Desert faculty wishing to serve in an additional discipline and determine whether the applicant meets the equivalency requirements.

### Meeting Schedule

As needed

### Reporting Relationship

*Educational Policies and Practices Committee*

### Chair

One full time faculty appointed by the Senate President

### Membership

I. Standing committee-
- At least four (4) voting faculty trained in determining MQs and Equivalency.
  - At least two (2) from disciplines in which a master’s degree is generally expected.
  - At least one (1) from disciplines in which a master’s degree is not generally expected or required.
- One (1) HR Representative shall serve as a non-voting ex-officio member.

II. Ad Hoc temporary committee-
- At least one (1) voting faculty representative from the discipline in question or, if no discipline faculty are available, the Department Chair representing that discipline.
- One (1) non-voting Dean or designee administrator.

### Date Last Revised

*Senate Approved April 27, 2017*
COLLEGE OF THE DESERT – COMMITTEES

Name: Educational Technologies & Distance Education Committee

Type: ☑ Academic Senate
☐ Superintendent/President
☐ Human Resources
☐ Student Success & Student Learning
☐ Administrative Services
☐ Other: ______________

Mandate
☑ AB 1725
☐ Ed Code
☐ Other: ______________

Role
As a standing committee of the Academic Senate, the Educational Technologies and Distance Education (ETDE) Committee is the primary recommending body on matters of educational technologies.

Products
Policies and processes relevant to the Committee’s role, including but not limited to the following:

- Advise and make recommendations to the Academic Senate, academic departments, and faculty in regards to educational technologies and distance learning.
- Recommend procedures, systems and purchases that relate to distance education and technology used for teaching and learning.
- Work cooperatively with members of the college community in developing and implementing faculty development activities for the use of instructional technology.
- Identify potential needs for technology as they relate to instruction.
- Advocate use of the ETDE Technology Acquisitions form for campus-wide technology purchases under $5,000.
- Develop a list of recommendations for purchases and utilization of technology as it relates to instruction.
- Serve as a resource to Information Technology Services and the Administration on issues pertaining to technology as they relate to faculty and instruction.
- Work cooperatively with administration and the bargaining units as appropriate in the recommendation and development of policies related to COD Distance Education.
- Work cooperatively with IT in evaluation of technology, planning, purchasing, and support.
- Work cooperatively with IT in developing and maintaining a comprehensive Technology Master Plan.
- Oversee the work of the Distance Education Subcommittee.
- Advise the Instructional Design coordinator.

Meeting Schedule
Monthly, September - May

Reporting Relationship
Faculty Development Committee/Academic Senate

Chair
Elected full-time faculty member

Membership
One representative from each Academic Unit
One representative from adjunct faculty
One administrative representative from Information Technology Services, ex-officio, non-voting

Date Last Revised: Senate Approved April 27, 2017
## COLLEGE OF THE DESERT – COMMITTEES

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<tr>
<th>Name</th>
<th>Distance Education Subcommittee</th>
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<td>Academic Senate</td>
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### Mandate

- **AB 1725**
- **Ed Code**
- **Other:** ______________

### Role

In order to ensure high quality distance education offerings that are in alignment with best practices, state training requirements, and accessibility guidelines, the College of the Desert Distance Education Subcommittee, working under the auspices of the Educational Technology Committee, will work with faculty and students to provide distance educational course offerings that best meet the needs of our college community.

### Products

- The DE Subcommittee will complete online course shell reviews using the Online Education Initiative rubric. Consistent standards in course development and online pedagogy will help ensure students’ success in distance education courses and will guide faculty with clear examples of model courses.
- The DE Subcommittee will oversee training opportunities for faculty in order to provide faculty with desired professional development as it relates to Distance Education practices and to ensure faculty are certified in connection to Board of Trustees Administrative Procedure 4105.
- The DE Subcommittee will assist in coordination of training opportunities for faculty, students and staff in order to ensure that course offerings are up-to-date with state and federal guidelines in areas of accessibility compliance.

### Meeting Schedule

Once monthly: first Friday of the month 10:00am-12:00pm & approximately two hours of independent online shell review weekly

### Reporting Relationship

Educational Technology & Distance Education/Academic Senate

### Chair

Distance Education Coordinator or designee approved by the Academic Senate.

### Membership

Up to 30 faculty

**Date Last Revised:** Senate Approved October 26, 2017
## COLLEGE OF THE DESERT – COMMITTEES

### Name
- **Faculty Development Committee**

### Mandate
- ☑ AB 1725
- ☐ Ed Code
- ☐ Other: ________________

### Type
- ☑ Academic Senate
- ☐ Superintendent/President
- ☐ Human Resources
- ☐ Student Success & Student Learning
- ☐ Administrative Services
- ☐ Other: ________________

### Mandate
- ☑ AB 1725
- ☐ Ed Code
- ☐ Other: ________________

### Role
To provide faculty with activities and experiences that translate into successful learning for our diverse student population. In order to support such an environment, the Faculty Development Committee is charged with:

- Designing the flexible calendar schedule, with promoting professional development activities;
- Overseeing the distribution of the Academic Enrichment Fund;
- Assisting in the distribution of Basic Skills Initiative (BSI), Student Equity (Equity), and Student Success and Support Program (SSSP) Funds.

### Products
- Approve Academic Enrichment Fund requests
- Recommend BSI, Equity, and SSSP Fund requests for approval by the appropriate office
- Produce Flexible Calendar Schedule
- Approve professional development activities for FLEX credit
- Approve Faculty Professional Advancement Plans
- Approve Sabbatical Applications to be forwarded to the Superintendent/President.

### Meeting Schedule
- Once monthly September – December and February – May; Up to 4 additional meetings per year, as needed

### Reporting Relationship
- Academic Senate

### Chair
- Elected full-time faculty member

### Membership
- One representative from each Academic Unit
- Adjunct Representative
- One administrative representative, ex-officio, non-voting

---

**Date Last Revised:** Senate Approved April 27, 2017
## Role

The Professional Advancement Committee is a standing subcommittee of the Academic Senate, reporting to the Faculty Development Committee. This Committee reviews professional advancement applications to determine whether requirements listed in the College of the Desert Faculty Association Collective Bargaining Agreement are met. The Committee will work with a faculty member whose professional advancement application is found deficient. Satisfactory applications are forwarded to the Faculty Development Committee for approval.

## Products

Recommendation of completed professional advancement applications for approval by the Faculty Development Committee.

## Meeting Schedule

As needed

## Reporting Relationship

Faculty Development Committee/Academic Senate

## Chair

Full-Time Faculty Member appointed by Faculty Development and Confirmed by Academic Senate.

## Membership

Interested Full-Time Faculty

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Date Last Revised: Senate Approved April 27, 2017
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Sabbatical Subcommittee</th>
<th>Type</th>
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<tr>
<td>Mandate</td>
<td></td>
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#### Role

The Sabbatical Committee is a standing subcommittee of the Academic Senate, reporting to the Faculty Development Committee. This Committee reviews sabbatical applications to determine whether requirements listed in the College of the Desert Faculty Association Collective Bargaining Agreement are met. The Committee will work with a faculty member whose sabbatical application is found deficient. Satisfactory applications are forwarded to the Faculty Development Committee for review before consideration for approval by the Superintendent/President and the Board of Trustees.

#### Products

- Recommendation of completed sabbatical applications for approval by the Faculty Development Committee
- Review Sabbatical process with CODFA

#### Meeting Schedule

As needed

#### Reporting Relationship

Faculty Development Committee/Academic Senate

#### Chair

Full-Time Faculty Member appointed by Faculty Development and Confirmed by Academic Senate.

#### Membership

Interested Full-Time Faculty with no more than 25% turnover yearly.

**Date Last Revised:** Senate Approved April 27, 2017
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Outcomes and Assessment Committee</th>
<th>Type</th>
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<tbody>
<tr>
<td>Mandate</td>
<td>AB 1725</td>
<td>☑ Academic Senate</td>
</tr>
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<td>Other: Accreditation</td>
<td>☐ Human Resources</td>
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#### Mandate

- AB 1725
- Ed Code
- Other: Accreditation

#### Mandate

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#### Role

The Outcomes and Assessment Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves achievement of learning outcomes at every level from institutional, program, degree, certificate, and course with specific emphasis on student success. The Outcomes and Assessment Committee works with faculty and staff to ensure the methods of assessment of institutional learning outcomes, program learning outcomes, and course student learning outcomes are aligned and consistent across the college.

#### Products

- Provide support and serve as resource to programs completing the Program Review process.
- Ensure ongoing evaluation of the Program Review process.
- Assist in establishing a procedure for assessing institutional learning outcomes.
- Establish and maintain program, degree, certificate, and course level student learning outcomes.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment (SLO, PLO, and ILO).
- Support the development of student learning outcomes and assessment in alignment with accreditation standards.
- Facilitate programs in the evaluation of the quality and effectiveness of their own assessment processes and in analyzing the results of assessment to improve learning and services.
- Evaluate the quality and effectiveness of the overall assessment process (i.e. survey).
- Provide the forum to address questions arising from the implementation and use of assessment.
- Educate faculty, staff, and administrators on student learning outcomes and assessment.

#### Meeting Schedule

Monthly, September - May

#### Reporting Relationship

Academic Senate

#### Chair

Elected faculty member

#### Membership

- Outcomes and Assessment Chair
- One representative from each Academic Unit
- One representative from adjunct faculty
- One administrative representative, ex-officio, non-voting

---

**Date Last Revised:** Senate Approved April 27, 2017
## COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Calendar Committee</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB 1725</td>
<td></td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Ed Code</td>
<td></td>
<td>Superintendent/President</td>
</tr>
<tr>
<td>Other: _______________</td>
<td></td>
<td>Human Resources</td>
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<tr>
<td></td>
<td></td>
<td>Student Success &amp; Student Learning</td>
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<tr>
<td></td>
<td></td>
<td>Administrative Services</td>
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<td></td>
<td></td>
<td>Other: _______________</td>
</tr>
</tbody>
</table>

### Role

The Academic Calendar Committee convenes annually to propose a calendar to the various campus constituency groups. The Academic Senate is required to recommend an approved calendar in consultation with the following groups: The California School Employees Association, the Faculty Association, the Office of Student Success, the Office of Student Learning, and CODAA.

A Dean from Student Success or Student Learning will present the previous year’s calendar and a proposed calendar for the coming year for review by each representative. Members of the committee will meet with their constituency groups, and a final meeting of the committee will be held in October. The approved calendar will be recommended to the Board of Trustees no later than November of each year. This committee may also develop multi-year calendars for consideration by the constituencies.

### Products

Proposes academic calendar for campus approval. Calendar must satisfy all state requirements and collective bargaining contracts.

### Meeting Schedule

As necessary, beginning spring semester. Calendar must be approved by the Board of Trustees the following November.

### Reporting Relationship

Superintendent/President of the college sends proposed calendar to the Academic Senate

### Chair

Superintendent/President of the college

### Membership

President of the Academic Senate (1)
Chair – Educational Policies & Practices Committee (1)
Faculty Union President (or designee – 1)
CSEA President (1)
CODAA President (1)
Vice President, Human Resources and Labor Relations (or designee – 1)
Vice President, Student Learning (or designee – 1)
Vice President, Student Success (or designee – 1)
Deans, Student Success and Student Learning (2)
Scheduler (1)

### Date Last Revised

10/13/2009
COLLEGE OF THE DESERT – COMMITTEES

Name: Administrative Computing Committee

Type: Academic Senate
Superintendent/President
Human Resources
Student Success & Student Learning
Administrative Services
Other: ______________

Mandate
☐ AB 1725
☐ Ed Code
☐ Other: ______________

Role
The role of the Administrative Computing Committee is to make recommendations for administrative computing technology to the Superintendent/President and College Planning Council to enhance the functionalities and integration of campus technology.

Products
Portal publication of Administrative Computing Committee meeting minutes

Meeting Schedule
Second Tuesday of the month, 3:00 p.m. – 4:30 p.m.

Reporting Relationship
The Administrative Computing Committee reports to CPC.

Chair
Executive Director, Educational Technology

Membership
Executive Director, Educational Technology
Dean, Counseling Services (or designee)
Director, Admissions & Records (or designee)
Director, Financial Aid (or designee)
Director, Systems Management & MIS Operations
Director, Institutional Research (or designee)
Chair, Educational Technologies Committee (or faculty designee)
Director, Fiscal Services (or designee)
Director, Disabled Students Programs & Services (or designee)
Vice President, Human Resources & Employee Relations (or designee)
President, ASCOD (or student designee)
Classified Staff Representative

Based on agenda, also include:
Student Learning Representative (non-voting)*
Education Centers Representative (non-voting)*
Fiscal Services/Student Accounts Representative (non-voting)*
Instruction/Scheduling Representative (non-voting)*
Institutional Advancement Representative (non-voting)*

*does not affect quorum

Date Last Revised: 12/09/2016
## COLLEGE OF THE DESERT – COMMITTEES

### Name
College Planning Council

### Mandate
- **AB 1725**
- Ed Code
- Other: _____________

### Role
College Planning Council is an advisory committee to the Superintendent/President on college-wide issues, and serves as the primary policy and strategic planning recommendation group for the college, thereby establishing the charges to other units and committees in accomplishing specific tasks including, but not limited to, the following areas: classified staff development, Datatel implementation, diversity, health and welfare, safety, non-instructional programs, student equity, accreditation, bookstore, food service, strategic planning, and facilities.

CPC is responsible for reviewing the progress and accomplishments of the units and committees. CPC serves as the umbrella collegial consultation committee for the college and is a major participant in decision-making for the college.

### Products
- College operational recommendations to the Superintendent/President
- Feedback to Superintendent/President for matters reserved to the respective consultative groups by AB 1725, Title 5 regulations, and/or Desert Community College District Board of Trustees’ Policy 2000
- Feedback to Superintendent/President for strategic planning issues
- For other matters, College Planning Council will determine which college organization, committee, and/or administrator will be responsible for the matter. Should no such means exist for handling an issue, College Planning Council may set up an ad-hoc committee with representatives from groups whose domain is affected.

### Meeting Schedule
Second and fourth Fridays; September-May

### Reporting Relationship
Superintendent/President

### Chair
Chair: Superintendent/President
Vice Chair: Academic Senate President

### Membership
- Superintendent/President (1)
- Academic Senate President (1)
- Representatives from each Academic Unit (not to exceed 11)
- CTA Union President or designee (1)
- CODAA President or designee (1)
- Adjunct Representative (1)
- CSEA President or designee (1)
- Classified Representative (1)
- ASCOD President (1)
- Student Trustee or designee (1)
- Classified Supervisor (1)
- Confidential (1)
- Student Success & Student Learning Deans (2)
- Education Centers Director (1)
- Executive Director of Educational Technology/Chief Technology Officer (1)
- Vice Presidents of Administrative Services, Human Resources & Labor Relations, Student Learning, and Student Success (4)
- Executive Director of Institutional Advancement (non-voting) (1)
- Director of Institutional Research (non-voting) (1)
- Basic Skills Initiative Coordinator (non-voting) (1)
- Outcomes & Assessment Committee Chair (non-voting) (1)
- Director of Student Life (non-voting) (1)

**Date Last Revised:** 04/04/2011
## COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Assessment of Planning &amp; Outcomes Subcommittee</th>
</tr>
</thead>
</table>
| Mandate | ☐ AB 1725  
☐ Ed Code  
☒ Other: Accreditation |
| Type | ☐ Academic Senate  
☐ Superintendent/President  
☐ Human Resources  
☐ Student Success & Student Learning  
☐ Administrative Services  
☒ Other: Subcommittee of College Planning Council |

### Role
Assess the performance of the college in relation to the goals and objectives specified in its strategic and operational plans.

### Products
- Lead the effort in the evaluation and modification of the planning and institutional effectiveness process, including the Strategic Master Plan
- Evaluate and make recommendations regarding modifications to the process on a regular basis (with no more than a lapse of two years; Strategic Master Plan implementation strategies to be evaluated annually)

### Meeting Schedule
Second and fourth Thursdays (or the day before a CPC meeting); September-May

### Reporting Relationship
Superintendent/President, College Planning Council

### Chair
Co-Chairs (must be CPC members):
- Vice President of Student Learning or Vice President of Student Success or designee
- Faculty member by application and appointment by the Academic Senate

### Membership
Co-chairs are included in the membership.

- Faculty (5)
  - Outcomes & Assessment Committee Chair (1)
  - Faculty (4) with minimum of 1 adjunct
- Leadership (4)
- Classified (1)
- Student (1)

Total: 11  
5 (Faculty)  
4 (Leadership)  
1 (Classified)  
1 (Student)

Date Last Revised: 09/30/2016
### COLLEGE OF THE DESERT – COMMITTEES

**Budget Subcommittee**

**Name**: Budget Subcommittee  
**Type**: Academic Senate

**Mandate**
- [ ] AB 1725  
- [ ] Ed Code  
- [ ] Other: ________________

**Role**

The Budget Subcommittee establishes the guidelines and timelines for the preparation of the unrestricted and designated budgets. The subcommittee will review the estimated revenue projections for the upcoming fiscal year to determine total funds available as well as projections for future years. The subcommittee will review prioritized funding requests as submitted by College Planning Council.

**Products** – Reviews components and assumptions of the budget process to ensure the following items are included:

- Contribute to an open and easily understood multiple year budget and process that increases efficiency and decreases waste.
- Budget planning and reports including the whole picture (all sources of funding – restricted and unrestricted).
- Maintaining Reserve of no less than 5%.
- Compliance with the 50% Rule.
- Compliance with the Full-time Faculty Obligation Number (FON).
- Recommend allocation and re-allocation/reductions of resources to the strategic plans.
- The budget subcommittee will communicate an estimate of the number of positions funded with unrestricted funds no later than October 15th (from 2017-18 CPC handbook, page 68, Faculty Prioritization Process).
- The budget subcommittee will communicate potential resources for the staff prioritization process (from 2017-18 CPC handbook, page 72, Staff Prioritization Process).

**Meeting Schedule**

Meets the second Monday of each month September thru June (except for January)

**Reporting Relationship**

College Planning Council

**Chair**

Vice President Administrative Services

**Membership**

- College President or Designee  
- Vice President, Administrative Services or Designee  
- Vice President, Human Resources & Employee Relations or Designee  
- Vice President, Student Success or Designee  
- Vice President, Student Learning or Designee  
- Academic Senate President or Designee  
- CODFA President or Designee  
- CSEA Representative or Designee  
- CODAA Representative or Designee  
- Confidentials Representative or Designee  
- Supervisor Representative or Designee  
- Dean Representative or Designee  
- Student Representative or Designee

**Date Last Revised**: 03/09/2018
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Chairs Council</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Mandate</td>
<td>□ AB 1725</td>
<td>□ Academic Senate</td>
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<td>□ Ed Code</td>
<td>□ Superintendent/President</td>
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<td>□ Other: ________________________________</td>
<td>□ Human Resources</td>
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<td>□ Administrative Services</td>
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<td>□ Other: Subcommittee of College Planning Council</td>
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</tbody>
</table>

#### Role
Support integrated planning through the coordination of the Strategic Master Plan, Educational Master Plan, and other institutional and operational plans to identify synergistic opportunities and avoid duplicative efforts.

#### Products
Report to the CPC regarding the coordination of goals

#### Meeting Schedule
Once a semester, or as needed

#### Reporting Relationship
College Planning Council

#### Chair
Faculty Chair: Senate President (or designee)
Leadership Chair

#### Membership
Chairs of the following initiatives and committees:
- Student Equity (Equity Committee)
- Student Success and Support Program (Matriculation/SSSP Advisory Committee)
- Enrollment Management Committee
- Strategic Planning (Assessment of Planning & Outcomes Subcommittee)
- Institutional Effectiveness Partnership Initiative (End-User Data Subcommittee)
- Strong Workforce Steering Committee

**Date Last Revised**: 04/28/2017
COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>End-User Data Subcommittee</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Mandate</td>
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<tr>
<td></td>
<td>AB 1725</td>
<td>Academic Senate</td>
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<tr>
<td></td>
<td>Ed Code</td>
<td>Superintendent/President</td>
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<td>Other: ________</td>
<td>Human Resources</td>
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<td>Student Success &amp; Student Learning</td>
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<td>Administrative Services</td>
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<td>Other: Subcommittee of College Planning Council</td>
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</tbody>
</table>

Role
Evaluate and provide feedback regarding the data available to all areas of the college and its usefulness and to what extent it meets the needs of the college for making decisions and planning.

Products
- Conduct and review internal and external scans designed to generate information and data regarding the needs of the service area and to align district objectives with the needs of its constituents
- Work closely with the Office of Institutional Research to analyze data for academic areas and make it user-friendly
- Educate constituents regarding available resources and the collection of data

Meeting Schedule
Monthly determined by subcommittee chairs; Sept. – May.

Reporting Relationship
Superintendent/President, College Planning Council

Chair
Co-chairs:
- Vice President or designee
- Faculty Member (Faculty members will select Co-Chair)

Membership
Vice President or Designee (1)
Director, Institutional Research (1)
Full-Time Faculty (5 – minimum 1 Adjunct)
Chief Technology Officer (1)
Classified (1)
Classified Manager (1)
Educational Administrator (1)
Student Representative (1)

Date Last Revised: 10/30/2015
COLLEGE OF THE DESERT – COMMITTEES

Name | Enrollment Management Committee | Type
--- | --- | ---

Mandate | ☑ AB 1725 | ☑ Academic Senate
| ☑ Ed Code | ☑ Superintendent/President
| ☑ Other: | ☑ Human Resources

Role
Coordinates and facilitates the development of discipline plans that enable the college to meet or exceed annual SIU/FTEF targets. Works in consultation and collaboration with faculty and administrators to allocate SIU and to set productivity targets.

Product
- Provides enrollment data and other supporting information to enable faculty in each discipline to develop discipline plans that correspond to the college’s productivity/enrollment targets.
- Targets and maximizes student success, access, and equity.
- Evaluates discipline plans and recommends them to the appropriate vice president for approval and scheduling.

Meeting Schedule
Second Wednesday of the month, 11:30 a.m. to 1:00 p.m.

Reporting Relationship
College Planning Council

Chair
Co-Chairs:
- Vice President of Student Learning
- Vice President of Student Success
- Faculty Senate President

Membership
Voting members: 6 faculty (appointed by Faculty Senate), 6 administrators (appointed by Superintendent/President), and Superintendent/President. The 6 voting faculty will represent each Instructional Dean area (5), plus Counseling (1). Additional instructional faculty may be included to allow for representation by discipline or academic unit. However, only one faculty member from each Dean area will be a voting member. In this case, the voting member should consult with the non-voting member(s) before casting their vote. The voting member will rotate on an annual basis.

- Superintendent/President
- Vice President of Administrative Services
- Vice President of Student Learning
- Vice President of Student Success
- Dean of Applied Sciences & Business
- Dean of Communication & Humanities
- Dean of Counseling Services
- Dean of Enrollment Services
- Dean of Health Sciences & Education
- Dean of Math & Science
- Dean of Social Sciences & Arts
- Faculty Member – Applied Sciences & Business
- Faculty Member – Communication & Humanities
- Faculty Member – Counseling
- Faculty Member – Health Sciences & Education
- Faculty Member – Math & Science
- Faculty Member – Social Sciences & Arts
- Faculty Senate President
- Director of Admissions & Records
- Director of Education Centers
- Director of Institutional Research
- Scheduler
- ASCOD Representative
- Classified Staff Representatives (2)
- Adjunct Faculty Representative

Date Last Revised: 05/12/2017
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Outreach &amp; Training Subcommittee</th>
<th>Type</th>
</tr>
</thead>
</table>
| Mandate | • AB 1725  
• Ed Code  
• Other: ____________________ | |

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve as the communication link between College Planning Council and the institution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
</tr>
</thead>
</table>
| • Provide information to faculty, staff, and students regarding planning, program review, and CPC processes  
• Provide training for faculty, staff, and students on current college goals and objectives  
• Provide an orientation meeting for all ongoing and newly elected CPC members at the beginning of the academic year to include, but not limited to:  
  o AB 1725 provisions  
  o Procedures/decision-making  
  o Scope of membership  
  o Handbook and operating procedures  
  o Relationship to district/collegial consultation  
  o Planning processes  
  o Acronyms  
• Review and make recommendations for updates to CPC Handbook |

<table>
<thead>
<tr>
<th>Meeting Schedule</th>
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</thead>
<tbody>
<tr>
<td>At minimum, will meet twice per semester and as needed</td>
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</table>

<table>
<thead>
<tr>
<th>Reporting Relationship</th>
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</thead>
<tbody>
<tr>
<td>Superintendent/President, College Planning Council</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
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</thead>
<tbody>
<tr>
<td>Co-Chairs: Vice President (or designee) and faculty co-chair elected by the faculty members of the committee</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Membership</th>
</tr>
</thead>
</table>
| • Faculty (5) – at least one of which must be adjunct faculty  
• Leadership (5) – at least one of which must function as the Public Information Officer  
• Classified (1)  
• Student (1) |

| Date Last Revised: 02/03/2017 |
College of the Desert – Committees

Name: Health and Welfare Committee

Type: ☑ Academic Senate  ☑ Superintendent/President  ☑ Human Resources  ☑ Student Success & Student Learning  ☑ Administrative Services  ☑ Other: _____________

Mandate
☐ AB 1725
☐ Ed Code
☒ Other: Collective Bargaining Committee

Role

- Research group insurance information
- Arrange competitive group insurance proposals as deemed appropriate
- Arrange insurance meeting for district staff to ask questions of Insurance Committee members, invited insurance brokers, and other insurance representatives
- Poll district staff about insurance coverage preferences as needed
- Recommend insurance coverage, brokers, and carriers to the membership of their constituencies
- Make a recommendation for health and welfare coverage to the Superintendent/President
- Provide input from collective bargaining groups regarding health and welfare benefits

Products

- Recommendations to the district regarding health and welfare benefits that would benefit the district
- Develop a consensus opinion if possible regarding health and welfare benefits for all employee groups

Meeting Schedule

Once fall semester and several times in the spring semester as needed

Reporting Relationship

Vice President, Administrative Services then to College Planning Council

Chair

Vice President, Human Resources and Labor Relations

Membership

- Vice President, Human Resources and Labor Relations
- Two Representatives appointed by CTA
- Two Representatives appointed by CSEA
- One Representative appointed by CODAA
- One Representative appointed by Pres. to represent Supervisory and Confidential employees

Date Last Revised: 09/29/2009
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Growth Committee</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Mandate</td>
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</tr>
<tr>
<td></td>
<td>☑ AB 1725</td>
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<tr>
<td></td>
<td>☑ Ed Code</td>
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<tr>
<td></td>
<td>☑ Other: Collective Bargaining Committee</td>
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</tr>
</tbody>
</table>

#### Mandate
- AB 1725
- Ed Code
- Other: Collective Bargaining Committee

#### Role
The Classified Professional Growth Program is designed to provide an incentive for unit members to further their education, skills, and training as it relates to their current work assignment. This educational program will enhance job performance as well as services for the student, the district, and the community by doing the following:

1. Improve the standard of service
2. Improve on-the-job performance
3. Promote technological advancements
4. Provide opportunities for personal growth
5. Provide opportunities for advancement

#### Products
- Provide approval for a planned course of study leading to improving skills related to the unit member's present position or which prepares the unit member for advancement to a position with the district, or prepares the unit member for a new career
- To review applications for professional growth from members of classified staff for reimbursement in accordance with the collective bargaining agreement

#### Meeting Schedule
Meets at least once each semester

#### Reporting Relationship
Vice President, Administrative Services then to College Planning Council

#### Chair
Vice President, Human Resources and Labor Relations

#### Membership
- Vice President, Human Resources and Labor Relations
- Senior Human Resource Technician (recorder)
- CSEA appointment (3)
- Administrative representative (Leadership Group) (1)

#### Date Last Revised: 09/29/2009
## COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Reclassification Committee</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandate</td>
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<tr>
<td>AB 1725</td>
<td>☑</td>
<td>☑ Academic Senate</td>
</tr>
<tr>
<td>Ed Code</td>
<td>☑</td>
<td>☑ Superintendent/President</td>
</tr>
<tr>
<td>☑ Other: Collective Bargaining Committee</td>
<td>☑ Human Resources</td>
<td>☑ Student Success &amp; Student Learning</td>
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<td>☑</td>
<td>☑ Administrative Services</td>
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<tr>
<td>Role</td>
<td>To make recommendations regarding reclassification requests from either classified staff members or administration. After careful review of the requests according to the Classified collective bargaining agreement, recommendations are made to the district’s Superintendent/President and CSEA. These recommendations may be regarding:</td>
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<tr>
<td></td>
<td>• Proper job classification for authorized new position</td>
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</tr>
<tr>
<td></td>
<td>• Requests for reclassification by classified employees and their supervisors</td>
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<tr>
<td></td>
<td>• Review and maintenance of the district’s classification system</td>
<td></td>
</tr>
<tr>
<td>Products</td>
<td>Recommendations for reclassification request by the employee submitting the request</td>
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<tr>
<td></td>
<td>Recommendations for reclassification request by the administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommendations for new classifications and salary placement</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Meetings are held in the spring semester each year and occur as needed to fulfill obligations as defined within the collective bargaining agreement.</td>
<td></td>
</tr>
<tr>
<td>Reporting Relationship</td>
<td>CSEA President and College Superintendent/President</td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>Vice President, Human Resources and Labor Relations</td>
<td></td>
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<tr>
<td>Membership</td>
<td>Vice President, Human Resources and Labor Relations (non-voting)</td>
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<tr>
<td></td>
<td>Human Resources and EEO Analyst (non-voting)</td>
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<tr>
<td></td>
<td>Three Representatives from Administration (Leadership Group)</td>
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<tr>
<td></td>
<td>Two Representatives from CSEA</td>
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</tbody>
</table>

**Date Last Revised:** 09/29/2009
### COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Disabled Students Programs &amp; Services Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>☐ Academic Senate ☐ Superintendent/President ☐ Human Resources ☑ Student Success &amp; Student Learning ☐ Administrative Services ☐ Other: __________________</td>
</tr>
</tbody>
</table>

#### Mandate

- ☐ AB 1725
- ☑ Ed Code
- ☐ Other: __________________

#### Role
The Disabled Students Programs & Services (DSPS) Advisory Committee provides guidance and direction to the DSPS program and to College of the Desert as it relates to the needs of individuals with disabilities within the college community. The DSPS Advisory Committee provides for the exchange of information between public agencies, private business, disability and advocacy groups, and DSPS. The committee provides expertise on matters brought forward for consultation.

#### Products
The DSPS Advisory Committee is not charged with nor established for the creation of specific outcomes. The committee is designed to exchange information and ideas related to the needs of individuals with disabilities and to advise the DSPS program. There are times when the committee must formally approve agenda items. One such example was the required approval of the College of the Desert Access Compliance Survey Report. The committee approved this prior to it being sent to the Board of Trustees for approval.

#### Meeting Schedule
One meeting in the fall semester and one meeting in the spring semester. Depending on need, an additional meeting is sometimes held.

#### Reporting Relationship
Vice President, Student Success

#### Chair
Director, Disabled Students Programs & Services

#### Membership
Members will serve two-year terms:
- Braille Institute, Regional Director
- Independent Business Owner(s)
- Palm Springs City Disability Compliance, Supervisor
- Department of Mental Health, Supervisor
- Community Center, Program Manager
- California State Department of Rehabilitation, Supervisor
- California State Department of Rehabilitation, Counselor
- Student Representative(s)
- Instructional Computer Support Specialist/Alternative Media Specialist at COD
- Counselor/Specialist at COD
- Work Experience Faculty at COD
- Adapted Kinesiology Instructor at COD
- Faculty Employment Specialist at COD
- Learning Disability Specialist at COD
- ASL Coordinator at COD
- Instructional Support Assistant/Instructional Support Specialist at COD
- COD FT ASL Instructor

**Date Last Revised:** 03/10/2017
COLLEGE OF THE DESERT – COMMITTEES

Name: Equity Committee

Type:
- ☐ Academic Senate
- ☐ Superintendent/President
- ☐ Human Resources
- ☐ Student Success & Student Learning
- ☐ Administrative Services
- ☒ Other: College Planning Council

Mandate:
- ☐ AB 1725
- ☐ Ed Code
- ☒ Other: ___________________

Role:
- To act as an advisory body on the equity plan and equity and diversity issues
- To review and provide recommendations to the equity plan and activities
- To promote an institutional learning culture of respect, understanding, and acceptance for all
- To address issues of respectful treatment and educational equity for all campus constituents
- To support and celebrate the varied cultural contributions of all campus constituents and community
- To support efforts to seek resources for diversity programs and activities
- To create a safe environment for open/constructive/ongoing discussion of diversity and respect
- To collaborate with and respond to the community in implementing the mission of this council

Products:
- Create the workgroup to assign and update the Student Equity Plan
- Identify program(s) targeting respectful treatment and educational equity
- Seek out opportunities to discuss diversity issues and ideals
- Develop and implement a calendar of institutional events celebrating diversity
- Continue to seek out funding for diversity activities
- Support SEED groups and other similar proactive groups

Meeting Schedule: Monthly, September - May

Reporting Relationship: College Planning Council

Chair:
- Faculty Member (Co-Chair) appointed by faculty in the committee
- Vice President or designee (Co-Chair)

Membership (16):
- Faculty appointed by the Academic Senate (One SEED leader) (6)
- Department Chair, English (1)
- Department Chair, Math (1)
- Department Chair, Reading, Communication, Language (ESL representative) (1)
- Classified Representative (1)
- Institutional Research Director or designee (1)
- Fiscal Service Director or designee (1)
- Leadership (2)
- Student Representative (1)
- Community Representative (1)

Open Committee - others are welcome to participate

Date Last Revised: 09/08/2017
### COLLEGE OF THE DESERT – COMMITTEES

**Name**

| EOPS/CARE & Foster Youth Advisory Committee |

**Type**

- [ ] Academic Senate
- [x] Superintendent/President
- [ ] Human Resources
- [x] Student Success & Student Learning
- [ ] Administrative Services
- [ ] Other: _____________

**Mandate**

- [ ] AB 1725
- [x] Ed Code
- [ ] Other: ________________

**EOPS:** Extended Opportunity Programs & Services

**CARE:** Cooperative Agencies Resources for Education

**FYS:** Foster Youth Services

### Role

Each EOPS program shall have an advisory committee appointed by the Superintendent/President of the college upon recommendation of the EOPS director. The purpose of the advisory committee is to assist the college in developing and maintaining effective extended opportunity programs and services. The term of each committee member shall be for two years, July 1 of the year of appointment to June 30 of the second succeeding year. Members may serve more than one term. The committee shall consist of no fewer members than the members of the local Board of Trustees. Members shall serve without compensation. Members may be reimbursed for necessary expenses incurred in performing their duties. The advisory committee should include representation from college personnel, EOPS students, local or feeder high schools, community and business sectors, and four-year colleges where possible. The advisory committee shall meet at least once during each academic year.


### Products

Discuss EOPS/CARE & FYS program issues in depth and assist in future program planning, problem solving, and program information dissemination.

### Meeting Schedule

Meets once each semester

### Reporting Relationship

Vice President, Student Success

### Chair

Director, EOPS/CARE and Foster Youth Services

### Membership

- Director, EOPS/CARE and Foster Youth Services
- EOPS/CARE Counselor
- EOPS/CARE Staff Member
- CalWORKs Coordinator/Counselor
- CalWORKs Staff Member
- Foster Youth Services Counselor
- Foster Youth Services Staff Member
- EOPS/CARE, and/or Foster Youth Services Student Representatives (3)
- Dean of Counseling Services
- Admissions Representative, California State University San Bernardino
- High School Counselor from PSUSD, DSUSD, or CVUSD
- EOPS Representative, California State University San Bernardino
- Former EOPS student from the community
- TRIO Representative
- Financial Aid Representative
- General Counselor(s)
- Instructional Faculty Representative
- Designated Community Member

### Date Last Revised: 04/27/2018
### COLLEGE OF THE DESERT – COMMITTEES

**Name**  
Matriculation/Student Success and Support Program Advisory Committee

**Type**  
☐ Academic Senate  
☐ Superintendent/President  
☐ Human Resources  
☒ Student Success & Student Learning  
☐ Administrative Services  
☐ Other: _____________

**Mandate**  
☐ AB 1725  
☒ Ed Code  
☐ Other: ______________

**Role**  
The role of the Matriculation/Student Success and Support Program (SSSP) Advisory Committee is to advise the campus community on policies and procedures as they relate to the implementation of the required matriculation components which include: admissions, orientation, assessment, counseling/advisement, student follow-up, coordination and training, and research and evaluation.

**Products**  
Recommendations with regard to the above mentioned matriculation components will be made to College Planning Council, the appropriate Academic Senate committees, and to the appropriate student services areas. Additionally, the Matriculation/SSSP Advisory Committee will be responsible for updating the college’s SSSP Credit and Non-credit plans on a periodic basis as prescribed by the Chancellor’s Office.

**Meeting Schedule**  
Meets once each semester

**Reporting Relationship**  
The Matriculation/SSSP Advisory Committee reports to College Planning Council.

**Chair**  
Vice President, Student Success or designee  
Faculty Member (Co-Chair) appointed by faculty in the committee

**Membership**  
Vice President, Student Success  
Dean, Student Learning  
Dean, Counseling Services  
Dean, Enrollment Services  
Director, Disabled Students Programs & Services or designee  
Chair, Educational Policies & Practices Committee or designee  
2 Counseling Faculty (at least one non-credit counseling faculty)  
2 Instructional Faculty (at least one non-credit instructional faculty)  
1 Adjunct Faculty  
1 Assessment Testing Specialist (Classified Staff)  
1 Special Programs Counselor  
1 Student Representative

**Date Last Revised:** 04/07/2017
## COLLEGE OF THE DESERT – COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Strong Workforce Steering Committee</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandate</td>
<td>□ AB 1725</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Ed Code</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Other: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

### Mandate
- AB 1725
- □ Ed Code
- □ Other: College Planning Council

### Role
- Review Supply/Demand data for all CTE programs requesting Strong Workforce funding
- Review Outcome Metrics for all CTE programs requesting Strong Workforce funding
- Act as an advisory body on the Strong Workforce local plan
- Act as an advisory body on the Strong Workforce regional plan
- Coordinate with Facilities and Education Master Plan development
- Coordinate with local WIOA boards

### Products
- Guiding Principles for Strong Workforce at COD
- Strong Workforce Local Plan
- Strong Workforce Annual Budget

### Meeting Schedule
To be determined

### Reporting Relationship
College Planning Council

### Chair
Co-Chairs:
- Dean, Applied Science and Business
- Academic Senate CTE Liaison (appointed by Academic Senate)

### Membership
Quorum will be determined as a majority of voting members (9/17)
- Co-chairs are Voting members
  - Vice President, Student Learning
  - Executive Director, Institutional Advancement
  - Dean, Health Sciences and Education
  - Dean, Student Services
  - Career Counselor or Student Services Representative
  - Full-time Faculty (5) of which at least 4 are from CTE disciplines
  - Adjunct CTE Faculty (2)
  - CVEP Representative
  - WIOA Representative
  - CTE Transitions Specialist
  - Director, Institutional Research or designee (non-voting)
  - Manager, Career & College Pathways (non-voting)
  - Director, Career and Workforce Solutions Center (non-voting)

### Date Last Revised: 02/28/2017
## Name

**Transfer Advisory Committee**

## Type

- Academic Senate
- Superintendent/President
- Human Resources
- Student Success & Student Learning
- Administrative Services
- Other: ___________________

## Mandate

- AB 1725
- Ed Code
- Other: ___________________

## Role

To examine the resources available to transfer students at College of the Desert. The committee will evaluate the transfer resources available to COD students and whether they are effective in meeting the needs of our student. The committee will provide recommendations that will allow for greater awareness of transfer resources to both students and COD faculty. The committee will provide feedback on the current resources with regards to their effectiveness and make recommendations to improve current services. The committee will generate new ideas for transfer resources and services for COD students.

## Products

- Evaluation of current resources and feedback for improvement
- Recommendation for new or improved resources that will increase the awareness and use of the Transfer Center and its resources

## Meeting Schedule

Meets once per semester

## Reporting Relationship

- Director of Counseling, then to Vice President of Student Success, then to College Planning Council

## Chair

Transfer Counselor

## Membership

- Director of Counseling & Advising Services
- Dean of Student Success & Student Learning, or designee
- CSU Representative
- UC Representative
- Articulation Officer
- Director, EOPS, CARE, and Foster Youth Services
- TRIO Project Director
- Transfer and Career Centers Specialist
- 2 Instructional Faculty
- Counselor
- MESA Director
- Student

## Date Last Revised

04/28/2017
## Bookstore Advisory Committee

### Name
- **College of the Desert**

### Mandate
- **AB 1725**
- **Ed Code**
- **Other: __________________**

### Role
- To provide direction and guidance to the contracted bookstore operations to ensure quality bookstore service to students, faculty, and staff.

### Products
- Receive and discuss the annual review
- Recommend policies related to the Bookstore
- Recommend best practices to ensure effective and timely textbook adoption
- Help to ensure timely and comprehensive textbook inventory is available for sale
- Advise on other matters conducive to an effective Bookstore operation including:
  - Provide lowest cost textbooks to students through used book sales, negotiations with publishers, competitive textbook sources, and any other means
  - Provide a retail bookstore facility that is comparable to retail bookstores for convenience and functionality
  - Encourage retail marketing of goods in demand by students, faculty, and staff
  - Ensure friendly, courteous service to students, faculty, and staff
- Review and recommend a contract for bookstore management

### Meeting Schedule
- Once per semester and as needed

### Reporting Relationship
- College Planning Council

### Chair
- Vice President of Administrative Services

### Membership
- Vice President of Administrative Services or designee
- Vice President of Student Success or designee
- Vice President of Student Learning or designee
- Academic Senate President or designee
- Bookstore Manager or designee
- Adjunct Representative or designee
- Dean from Student Success or Student Learning (1) or designee
- Exec. Director of Educational Technology/CTO or designee
- Faculty Representation (2) or designee
- Director, Student Life or designee
- Student Representation (2)
- Classified Staff (1) or designee
- Director, Education Centers or designee

### Date Last Revised
- 05/25/2018
**COLLEGE OF THE DESERT – COMMITTEES**

**Name**  
Citizens’ Bond Oversight Committee

**Mandate**  
☐ AB 1725  
☐ Ed Code  
☒ Other: Proposition 39

**Type**  
☐ Academic Senate  
☐ Superintendent/President  
☐ Human Resources  
☐ Student Success & Student Learning  
☒ Administrative Services  
☐ Other: ______________

**Role**
Provision 39, approved by California voters on November 7, 2000, requires strict public accountability standards for all approved school and community college bond measures, including the establishment of an independent Citizens’ Bond Oversight Committee.

**Products**
To review bond project expenditures reports to ensure that bond proceeds are expended only for the purposes set forth in Measure B, and that no bond monies are used for teacher or administrative salaries or other operating expenses.

**Meeting Schedule**
Quarterly

**Reporting Relationship**
Vice President of Administrative Services then to College Planning Council

**Chair**
Citizen’s Bond Oversight Committee Chair

**Membership**
Senior Citizen Group Representative  
Member At-Large – West Valley Representative  
Member At-Large – East Valley Representative  
Taxpayers’ Association Representative  
Business Representative  
College Foundation Representative  
Student Representative

**Date Last Revised:** 09/29/2009
COLLEGE OF THE DESERT – COMMITTEES

Name: Facilities Advisory Committee

Mandate
- AB 1725
- Ed Code
- Other: __________

Type
- ☐ Academic Senate
- ☐ Superintendent/President
- ☐ Human Resources
- ☐ Student Success & Student Learning
- ☐ Administrative Services
- ☐ Other: __________

Role
The Facilities Advisory Committee reviews existing facilities and utilization. The committee supports the College’s Educational Plan and Facilities Master Plan goals and objectives by promoting safe, adequate, well-maintained facilities that support excellence in education while maintaining the beauty and historical significance of our facilities.

Products
- Review Space Inventory Report
- Review 5-year Capital Outlay Plan
- Solicit input from various campus constituents to interface with the campus plan
- Review facility requests and make recommendations in the following areas: space utilization, facility conditions, facility modernization and any other issues.
- Provide guidance and input for the development and implementation of the Facilities Master Plan
- Building Conditions and Standards for Classrooms

Meeting Schedule
- every other month or as needed

Reporting Relationship
- Executive Cabinet, then to College Planning Council

Chair
- Vice President, Administrative Services

Membership
- Vice President, Administrative Services
- Dean Representative
- Director, Maintenance & Operations
- Director, Fiscal Services
- Director, Student Life
- Director, Kinesiology & Athletics
- Director, Education Centers
- Academic Senate President
- Institutional Effectiveness, Educational Services and Planning Representative
- Faculty Representative
- CODFA Representative
- Adjunct Representative
- CODAA Representative
- Classified Representative (Preferably Scheduler)
- CSEA Representative
- Student Representative

Date Last Revised: 04/08/2016
**Food Services Advisory Committee**

**Name**

**Mandate**
- AB 1725
- Ed Code
- Other: __________

**Role**
To provide direction and guidance to the contracted dining hall operations for quality food service to students, faculty, and staff

**Products**
- Facilitate two-way communication between the dining hall and the campus community
- Recommend policies related to the dining hall
- Advising and discussing in formulating ideas on making an effective food service including:
  - Menu
  - Catering Services
  - Hours of Operation
  - Ensure friendly, courteous service to students, faculty, and staff
- Review and recommend a contract for dining hall management

**Meeting Schedule**
Once per semester

**Reporting Relationship**
Superintendent/President, College Planning Council

**Chair**
Vice President, Administrative Services

**Membership**
Chair / Vice President, Administrative Services (1)
Vice President, Student Success and Vice President, Student Learning (2)
Manager of Beeps (Pacific Dining)
Full-time Faculty Member (1)
Adjunct Faculty Member (1)
Classified Staff (1)
Student Representatives (4)

**Date Last Revised**: 04/27/2011
# Safety Committee

**Name:** Safety Committee  
**Type:** Academic Senate  
**Superintendent/President**  
**Human Resources**  
**Student Success & Student Learning**  
**Administrative Services**  
**Other:** ______________

### Mandate

- AB 1725  
- Ed Code  
- Other: Collective Bargaining Committee

### Role

The Safety Committee oversees all roles of the college in relation to the safety of its students, faculty, and staff. Its role is to coordinate activities to achieve this goal with In-Classroom Safety, Emergency Preparedness, Risk Management, Workers Compensation, Public Safety, and on-going facilities safety concerns.

### Products

- Current classrooms, laboratories, and support facilities that meet all applicable safety standards
- Review training recommendations for the Professional Growth Committee in relation to safety
- Identify District safety issues
- Review Workers Compensation issues and provide appropriate recommendations as pertains to safety committee
- Review Risk Management issues and make appropriate recommendations as pertains to safety committee
- Review Public Safety issues and make appropriate recommendations as pertains to safety committee
- Review Emergency Preparedness and make appropriate recommendations as pertains to safety committee

### Meeting Schedule

Meets monthly

### Reporting Relationship

Vice President Administrative Services and then College Planning Council

### Chair

Co-Chairs:
- Director of Maintenance & Operations
- Director of Public Safety & Emergency Preparedness

### Membership

Director of Maintenance & Operations  
Human Resources Specialist (Workers Compensation/Risk Management)  
Director Public Safety Department & Emergency Preparedness  
CTA appointment (preferably faculty who deals with laboratories) (2)  
CODAA representatives (2)  
CSEA appointment (preferably a classified member who deals with laboratories) (2)  
ASCOD  
Director of Child Development Center or designee

**Date Last Revised:** 03/10/2017
APPENDIX F: AB 1725 Implementation at College of the Desert

General Information

The spirit and intent of AB 1725 is that all constituents affected and constituents with expertise should be involved in decision-making. This is to ensure fairness and effective decision-making.

Participating effectively in district and college governance is:

- Shared involvement in the decision-making process.
  - It does not imply total agreement;
  - The same level of involvement by all is not required; and
  - Final decisions rest with the board or designee.

- Value:
  - Expertise and analytical skills of many
  - Understanding of objective/decisions
  - Commitment to implementation
  - Leadership opportunities
  - Promotion of trust and cooperation
  - Opportunities for conflict resolution
  - Less dissent

- Challenges:
  - Participation by individuals with limited expertise
  - Time away from other duties
  - Can require considerable time for decision
  - Shared accountability
  - Differing expectations and understanding
  - Potential conflict if board/designee rejects recommendation

“... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...

The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

Students:

The Desert Community College District Board of Trustees adopts policies and procedures that provide students opportunity to participate effectively in district and college governance in such areas as:

- formulation and development of policies and procedures; and
- processes for jointly developing recommendations that have or will have a significant effect on students.

The Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.
Policies and procedures that have a significant effect on students include:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student affairs planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Staff:

The Board adopts policies and procedures that provide staff opportunity to participate effectively in district and college governance in such areas as:

- formulation and development of policies and procedures; and
- processes for jointly developing recommendations that have or will have a significant effect on staff.

The Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

Recommendation for Faculty Appointments to Committees:

When there is a need for a faculty member on a non-Senate committee (or task force, etc.), then the college Superintendent/President will contact the Senate President who will, in a timely manner and working with the Senate Executive Committee, provide the name(s) of faculty candidates for the committee.
<table>
<thead>
<tr>
<th>AB 1725 Area:</th>
<th>Senate Committee(s):</th>
<th>Other constituents involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Degree and certificate requirements</td>
<td>Educational Policies &amp; Practices, Curriculum</td>
<td>Students Director of Counseling Director of Admissions &amp; Records</td>
</tr>
<tr>
<td>2. Curriculum, including establishing prerequisites and placing courses within disciplines</td>
<td>Curriculum</td>
<td>Students Director of Counseling</td>
</tr>
<tr>
<td>3. Grading policies</td>
<td>Educational Policies &amp; Practices</td>
<td>Students Director of Admissions &amp; Records</td>
</tr>
<tr>
<td>4. Educational program development</td>
<td>Curriculum</td>
<td>College Planning Council, advisory committees, Director of Counseling</td>
</tr>
<tr>
<td>5. Standards or policies regarding student preparation and success</td>
<td>Educational Policies &amp; Practices</td>
<td>Director of Counseling Students</td>
</tr>
<tr>
<td>6. District and college governance structures as related to faculty roles</td>
<td>Full Senate – task force as needed</td>
<td></td>
</tr>
<tr>
<td>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</td>
<td>Full Senate – task force as needed</td>
<td></td>
</tr>
<tr>
<td>8. Policies for faculty professional development activities</td>
<td>Faculty Development</td>
<td></td>
</tr>
<tr>
<td>9. Processes for program review</td>
<td>Curriculum</td>
<td>College Planning Council</td>
</tr>
<tr>
<td>10. Processes for institutional planning and budget development</td>
<td>Full Senate - task force as needed</td>
<td>College Planning Council</td>
</tr>
</tbody>
</table>
**Detailed Decision-Making Processes for the 10 Areas**

**Matters 1 – 9: Rely Primarily Upon**

Decision Process: Rely Primarily Upon (A)

*Decision-making steps:*

1. Senate will work with students, staff and, administration - those with expertise and those affected - in the development of policies and implementations. Senate President will keep college Superintendent/President informed/apprised.

2. Solution proposed to full Senate for vote

3. Senate President informs college Superintendent/President of Senate-approved policy:
   a. If college Superintendent/President concurs, forwards to Board.
   b. If disagreement, college Superintendent/President suggests changes to the policy. Senate President takes these suggestions back to the Senate. Senate then decides either that:
      i. Senate and college Superintendent/President will work together on modifying the solution; or
      ii. Senate always has option of presenting directly to the Board. College Superintendent/President has the option to provide his/her endorsements or comments to the Board.
Matter 10. Processes for institutional planning and budget development

Decision Process: Mutually Agree

Decision-making steps:

1. College Planning Council will create proposal for modification of existing or creation of new policy, procedure, or implementation for planning and budget development. College Planning Council will keep college Superintendent/President apprised of proposal.

2. Solution proposed to Senate and college Superintendent/President for approval:
   a. If college Superintendent/President and Senate approve, proposal sent to Board for approval; or
   b. If college Superintendent/President or Senate do not approve, proposal is sent back to College Planning Council for modifications.

---

Consult & Recommend

College Supt./Pres.

College Planning Council

Proposition sent back to College Planning Council to modify

Senate and Supt./ President Approve?

YES

Proposal submitted to Board for approval

NO
APPENDIX G: Committee/Task Force Meetings

**Task Force:** A temporary grouping of individuals and resources for the accomplishment of a specific objective.

Task forces are often used in private and public organizations. A task force actively pursues the achievement of its mission, after which it is disbanded. A task force is a temporary organization created to solve a particular problem. It is considered to be a more formal ad-hoc committee.

A task force is a temporary unit or formation established to work on a single defined task or activity. Originally introduced by the United States Navy, the term has now caught on for general usage and is a standard part of NATO terminology. Many non-military organizations now create task forces or task groups for temporary activities that might have once been performed by ad hoc committees.

**Committee:** A group of people officially delegated to perform a function, such as investigating, considering, reporting, or acting on a matter.

Committees are a necessary aspect of organizations of any significant size (say, more than 15 or 20 people). They keep the number of participants manageable; with larger groups, either many people do not get to speak (or feel left out), or discussions are quite lengthy (and many participants find them duplicative and often boring).

Committees are a way to formally draw together people of relevant expertise from different parts of an organization who otherwise would not have a good way to share information and coordinate actions. They may have the advantage of widening viewpoints and sharing out responsibilities.

Their disadvantages appear in the possibilities for procrastination, undesirable compromises in order to build consensus, and groupthink, where (valid) objections or disconfirming evidence is either not voiced or is ignored. Moreover, the need to schedule a meeting, get enough committee members together to have a quorum, and debate until a majority agrees on a course of action can result in undesirable delays in taking action. (A common joke, in organizations, is that when someone doesn't want to make an unpopular decision, he/she creates a committee to study the question.)
Ways to Make Committees Work Effectively

1. Make sure that the committee has a real purpose for existence.

2. Make sure that everyone on the committee knows what the purpose is, and agrees with it.

3. Have only the right people on the committee: interested, capable, and willing to work.

4. Remove committee members who are not right for the committee or who do not participate.

5. Don’t hold meetings without a clear reason. Call a full committee meeting only when it is the best way to accomplish the task.

6. Give advance notice of meetings, complete with a distributed agenda and reading materials.

7. Encourage everyone to participate during the meeting. Utilize seating arrangements that encourage equality of participation. Use name cards if attendees do not know one another. Discourage members who monopolize the discussion.

8. Set norms for behavior at the first committee meeting, and stick to them.

9. Start and end meetings on time. If work isn't done when time is up, negotiate a time for further discussion.

10. Have an agenda for each meeting. Schedule important items first on the agenda.

11. Allocate time for discussion according to the importance of each issue.

12. Send members a summary of the meeting, keying on the decisions made and on the assignments given.

13. Don’t have more than eight people on a committee without breaking it into subcommittees.

14. Be very specific about tasks and deadlines.

15. Don’t discuss, re-discuss, and continue to discuss items.

16. Conclude each meeting with a summary of what is to be done by whom.

17. Double-check for agreement on important issues. Seek opposing points of view.

18. Don’t allow unrelated discussions during meetings.

19. Make sure everyone gets credit for the accomplishments of the committee.

20. Allow some social time following each meeting.
APPENDIX H: Template for Agenda and Minutes

Editable agenda and minutes templates are available by clicking on the following: https://bit.ly/2M4xSbH.
APPENDIX I: Faculty Prioritization Process

Revised and approved by the Academic Senate (10-26-17) and College Planning Council (10-27-17).

General:

A. Faculty positions requested through the Program Review Update (PRU) will be identified as being funded by either:
   i. unrestricted funds
   ii. categorical funds
   iii. grant funds

B. Categorical funded faculty positions that are identified in a Plan that has been approved by the District and the Academic Senate need not be ranked through the prioritization process as the institution has already determined, via the approved plan, the need for such position.

C. Grant funded positions that are identified in a grant application that has been approved by the District and the Academic Senate need not be ranked through the prioritization process as the institution has already determined, via the approved grant application, the need for such position.

D. Replacement request due to tenure track attrition is filled automatically, unless extenuating circumstances exist.

E. Tenured faculty departures shall be replaced. The replacement may be set aside, temporarily or permanently, if compelling circumstances exist. (See Process, step 13.)

F. If the replacement is set aside temporarily (due to fiscal constraints or other institutional need as determined by the president/superintendent) that position shall be hired in the next hiring cycle unless extenuating circumstances exist. (See Process, step 13.)

G. In the case of an unexpected departure of a tenured faculty, the use of the Faculty Emergency Hire Procedure will be initiated immediately.

H. Faculty positions identified in B, C, D, E, and F above do not need prioritization ranking. They will be included on the prioritization list for informational purposes.

Membership of the Prioritization Committee (16 Voting, 1 Non-Voting):

- Eight (8) leadership appointed by the Superintendent/President
  - One (1) leadership member to be appointed the Administrative Co-Chair by the Superintendent/President
- Eight (8) Faculty appointed by the Academic Senate (with desired membership from Outcomes and Assessment Committee)
  - Five (5) instructional faculty (one from each school)
  - One (1) student services faculty
  - One (1) library or distance education faculty
  - One (1) Academic Senate President (Faculty Co-Chair)
- One (1) Outcomes and Assessment Committee Chair or designee (ex-officio non-voting) for input/expertise
Process:

1. Each academic year, as part of the Program Review Update (PRU)/PEP-Up process, Department Chairs/Area Coordinators/Discipline Faculty will have the opportunity to fill out a Faculty Position Request Form, providing relevant data and a narrative justifying the need for a fulltime position.

2. All Program Review Updates will be uploaded to the Outcomes and Assessment webpage by the Outcomes and Assessment Committee (OAC) representatives.

3. The faculty request forms will be extracted from the PRU by the Office of Institutional Effectiveness and prepared for the Prioritization Committee.

4. Faculty requests for new programs (those not yet in existence) may be submitted via the faculty request form by the appropriate dean or faculty member, directly to the OAC.

5. The Budget Sub-Committee will communicate an estimate of the number of positions funded with unrestricted funds no later than October 15th.

6. The prioritization committee will rank 150% of the estimated number of positions funded with unrestricted funds.

7. The data required on the Faculty Request forms and the criteria used for ranking on the Prioritization Rubric will be articulated and revised as necessary by joint agreement of the OAC, the Academic Senate, and the College Planning Council.

8. Each year, prior to the evaluation of the faculty position requests, members of the Prioritization Committee will be trained (normed) in using the criteria on the Prioritization Rubric. Data will be used as much as possible in evaluating the requests, but as every program is different, many factors must be considered. Not all criteria are hierarchal in nature.

9. The Prioritization Committee will review the data from the Faculty Request forms and will evaluate each request on the basis of the specified criteria (See Prioritization Rubric and Directions). The Co-Chairs of the Faculty Prioritization Committee are voting members.

10. In the event that the Prioritization Committee needs more information, the co-chairs of the committee may ask for a representative from the department in question to come forward to answer questions about the position; however, no presentations will be made.

11. The initial ranking will be done by ballot as follows: each member will assign a score to each rubric category for each position request. The total of the average scores in each rubric category will determine the initial ranking. The initial ranking may be revised as described in (13) below.

12. Once the draft list has been completed, any member of the Faculty Prioritization Committee can suggest an override of a ranking. Overrides are permitted when a supermajority (8/12 of the committee members are required) votes to re-rank a single position. In positions 1-5, a position may be moved one slot up or down; in positions 6-10, a position may be moved two slots up or down; in positions 11-20, a position may be moved three slots up or down.

13. Once a prioritization/replacement list is completed, it will be presented to the college president, the Academic Senate, Budget Planning Committee, and the College Planning Council. Should the president override any of the ranked/replacement positions, he or she
must present a detailed written explanation of that decision to the Academic Senate and to the College Planning Council within one month.

14. The timeline shown below is for typical prioritization and faculty hiring cycle. The process will also apply to out of cycle faculty requests.

15. Requests shall be campus and site specific. In the case of a failed search, a new search will proceed automatically.

**Timeline:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Faculty/Deans/Area Coordinators fill out faculty request forms as part of the Program Review Update.</td>
</tr>
<tr>
<td>Nov</td>
<td>Faculty Prioritization Committee evaluates and ranks the requests using the Prioritization Rubric. Ranked list is forwarded to the President, the Budget Planning Committee, and to the Academic Senate.</td>
</tr>
<tr>
<td>Jan/Feb</td>
<td>President announces the number of positions to be funded for the next academic year. HR initiates the process for faculty hiring. Faculty Prioritization Committee reconvenes, debriefs, and evaluates the process (in order to improve it).</td>
</tr>
<tr>
<td>March</td>
<td>Screening committees review applications.</td>
</tr>
<tr>
<td>April/May</td>
<td>Candidates interviewed; finalists selected.</td>
</tr>
<tr>
<td>May/June</td>
<td>Board of Trustees approves contracts</td>
</tr>
</tbody>
</table>

**Directions for Using the Rubric:**

1. Prior to the Full-Time Faculty Prioritization meeting, each Co-Chair will be tasked with determining three interests.

2. During the Full-Time Faculty Prioritization meeting, the group may decide upon a single shared interest that will be scored under the category “Other.” This category will allow the committee to incorporate criteria not covered elsewhere in the Rubric. Possible examples of a shared interest are:
   
   a) The District has made a commitment to build a Center in the west valley and a Full-time faculty member dedicated to this location is needed.
   
   b) The position is needed to address a demonstrable gap in student success among student veterans.

3. All faculty requests will fall into either Block 1A or 1B on the rubric: **Growth Positions** (for established programs requesting additional FT faculty); **New Program/Discipline Position** (for programs/disciplines not yet established or newly established with no full-time faculty).

4. Within the appropriate block, each request will be assigned 0-5 points based on the criteria listed.
5. **All** requests will be evaluated in Blocks two, three, and four, and if applicable, Block five. In each of these blocks, each request will be assigned 0-5 based on the criteria listed.

   NOTE: Not all criteria within a block are hierarchal in nature. Requests must be evaluated holistically within each block, based on a variety of factors.

6. The positions will then be ranked in order of the total points earned. In the case of ties, the committee will vote to rank the positions; a simple majority is all that is required for this procedure.
**RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS**
**BLOCKS 1-A or 1-B: EVALUATE REQUEST USING ONE SINGLE BLOCK.**

<table>
<thead>
<tr>
<th>BLOCK 1A</th>
<th>Program Growth Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enrollment data over past two years indicate program is <em>growing</em></td>
<td></td>
</tr>
<tr>
<td>• Enrollment data over past two years indicate program is <em>stable</em></td>
<td></td>
</tr>
<tr>
<td>• Enrollment data over past two years indicate program is <em>declining</em></td>
<td></td>
</tr>
<tr>
<td>• Independent marketing or other data indicate growth potential</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 1B</th>
<th>New Program/Discipline Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program Initialization process complete</td>
<td></td>
</tr>
<tr>
<td>• State curriculum approval complete</td>
<td></td>
</tr>
<tr>
<td>• New Program has shown significant growth without FT faculty</td>
<td></td>
</tr>
<tr>
<td>• Independent marketing data suggest viability of new program</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATE ALL REQUESTS IN BLOCKS 2 & 3 AND, IF APPLICABLE, BLOCK 4**

<table>
<thead>
<tr>
<th>BLOCK 2</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program has no full-time faculty</td>
<td></td>
</tr>
<tr>
<td>• FT/PT ratio below 50/50 percent</td>
<td></td>
</tr>
<tr>
<td>• FT/PT ratio below 60/40 percent</td>
<td></td>
</tr>
<tr>
<td>• FT/PT ratio below 75/25 percent</td>
<td></td>
</tr>
<tr>
<td>• FT/PT ratio results in critical lack of effective support for adjunct faculty</td>
<td></td>
</tr>
<tr>
<td>• FT overload ratio</td>
<td></td>
</tr>
<tr>
<td>• Reliable pool of well-qualified adjunct faculty is unavailable</td>
<td></td>
</tr>
<tr>
<td>• Counselor to student ratio</td>
<td></td>
</tr>
<tr>
<td>• Librarian to student ratio</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 3</th>
<th>Program/Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes</td>
<td></td>
</tr>
<tr>
<td>• Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 4</th>
<th>School Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring scale to be determined by the Co-Chairs</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 5</th>
<th>Other (Shared Interest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared interest determined by the Prioritization Group. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest. (See Directions for Using the Rubric # 2)</td>
<td></td>
</tr>
<tr>
<td>Points (0-5):</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

25 Possible Points
APPENDIX J: Staff Prioritization Process

I. General

Staff positions are requested through Program Review Updates (PRU) and can be funded by either unrestricted, categorical, and grant funds. Programs, departments, Schools and administrative units submit PRUs (for definitions, please refer to Section XII or Figure 1 of the CPC Handbook).

Membership of Prioritization Committee (12):
- Leadership (6) including the Administrative Co-Chair as assigned by the President
- Faculty (4) including the Faculty Co-Chair as appointed by the Academic Senate
- Classified Staff (2) as appointed by CSEA

II. Process for Staff Prioritization

1. Each academic year, as part of the Program Review Update (PRU) process, program areas will submit requests for classified staff positions.

2. When possible, the Budget Sub-Committee will communicate potential resources.

3. Each year, prior to the evaluation of the classified staff position requests, members of the Prioritization Committee will meet to clarify expectations and be trained (normed) in using the criteria. Data will be used as much as possible in evaluating the requests, but as every program is different, many factors must be considered. Not all criteria are hierarchal in nature.

4. The Prioritization Committee will review the criteria and/or data from the classified staff requests and will evaluate each request on the basis of the specified criteria (see Criteria). Also the Prioritization Committee will be reviewing PRUs as it relates to staff requests.

5. In the event that the Prioritization Committee needs more information, the co-chairs of the committee may ask for a representative from the department in question to come forward to answer questions about the position; however, no presentations will be made.

6. The initial ranking will be done by ballot as follows: each member will assign a ranking of high (3), medium (2), or low (1) to each position requested based on the criteria list for staff prioritization.

7. Once the draft list has been completed, any member of the Staff Prioritization Committee can suggest an override of a ranking. Overrides are permitted when a supermajority (8/12 of the committee members are required) votes to re-rank a single position so that it is placed in the high list.

8. Once a prioritization/replacement list is completed, it will be presented to the following committees as information items:
   - Budget Sub-Committee – recommend available resources
   - College Planning Council – responsible for reviewing the progress and accomplishments of the units and committees

9. College President/Superintendent – the Superintendent/President makes the final decision. If he or she should override any of the ranked/replacement positions, he or
she must present a written explanation of that decision to the College Planning Council within one month.

**Timeline:**

- **Oct**  Program areas fill in staff requests as part of the Program Review Update.
- **Oct – Nov**  Equipment, staff and facilities requests in the PRUs are reviewed by the respective supervisors/deans*.
- **Dec**  Supervisors/deans submit changes/addendums to their respective PRUs and notify the Office of Institutional Effectiveness and Planning (Forms & instructions will be available on the Institutional Effectiveness & Planning Website).
- **March**  All classified staff requests are ranked in three (3) tiers (high, medium, low). All lists will move forward to the Staff Prioritization Committee. The committee will prioritize the high requests.
- **April**  The Staff Prioritization Committee will rank the requests from the high lists. All lists (the ranked high list from the Staff Prioritization Committee and the medium and low lists) will be forwarded to the President.
- **May – Sept**  President announces funded staff position(s). Funded equipment or staff positions will be announced. Staff and equipment will be purchased as funds are identified beginning the fiscal year July 1st. Both the equipment and staff positions will remain as living lists throughout the fiscal year and can be funded as funds become available or identified.

*The PRU should be discussed in a department meeting with staff, faculty, and the respective leadership representative.*

**III. When Not to Use the Prioritization Process**

Classified staff positions identified below do not need prioritization ranking. For classified staff positions identified above, the Vice President of the area must complete a Request for Recruitment Form (Appendix K) to be submitted and considered for approval at Executive Cabinet.

**Replacement**

- If there is a vacancy in a classified staff position, the position can be filled as soon as possible with the understanding that management has the right to determine staffing patterns and the kinds of personnel required.

- If the replacement is set aside temporarily (due to fiscal constraints or other institutional need as determined by the president/superintendent) that position shall be hired in the next hiring cycle unless extenuating circumstances exist. (See Process, step 8)

**Categorical**

- Categorical funded classified staff positions that are identified in a Plan (e.g., Student Equity, SSSP, etc.) that has been approved by the District does not need to be ranked.
through the prioritization process as the institution has already determined, via the approved Plan, the need for such position.

Grant Funded

Grant funded classified staff positions that are identified in a grant application that has been approved by the District does not need to be ranked through the prioritization process as the institution has already determined, via the approved Grant Proposal Concept Form, the need for such positions.
The prioritization process is driven by the College mission and the College’s five (5) Strategic Master Plan goals.

**Staff Prioritization Process Diagram**

- **Program Review Update (PRUs)/PEP-Ups**
- **Departments/Programs/Schools**
  - Positions are prioritized in the Three (3) Lists: High, Medium, Low – All lists forwarded to the Dean/Vice Presidents.
- **Dean/Vice President**
  - Positions are prioritized in the Three (3) Lists: High, Medium, Low are forwarded to the Staff Prioritization Committee.
- **Staff Prioritization Committee**
  - The High lists are prioritized into one ranked list and forwarded to President along with the Medium and Low lists.
- **President**

*Lists should be ranked within respective departments, programs, and schools.*
## Criteria for Staff Positions

*This criterion is driven by the College mission and the College’s five (5) Strategic Master Plan goals.*

<table>
<thead>
<tr>
<th>Criteria Met</th>
<th>Criteria Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission: College of the Desert provides excellent educational programs in basic skills, career and technical education, certificate, transfer preparation, associate degrees, noncredit and distance education, which are continuously evaluated and improved. Our programs and services contribute to the success, learning and achievement of our diverse students and the vitality of the Desert Community College District, surrounding areas and beyond.</td>
<td></td>
</tr>
<tr>
<td>2. Strategic Master Plan Goal 1: Student Success - Student Success at College of the Desert is defined by the achievement of students' educational goals.</td>
<td></td>
</tr>
<tr>
<td>3. Strategic Master Plan Goal 2: Planning and Governance - College of the Desert is committed to effective and transparent planning and governance structures by following and improving an integrated and systematic planning and governance model.</td>
<td></td>
</tr>
<tr>
<td>4. Strategic Master Plan Goal 3: Fiscal Stability and Infrastructure - College of the Desert is committed to the responsible and effective development and management of resources.</td>
<td></td>
</tr>
<tr>
<td>5. Strategic Master Plan Goal 4: Teamwork, Organizational Development - College of the Desert is committed to cultivating a collaborative culture, which fosters participatory and team development for Faculty, Staff, Students, Community and Leadership.</td>
<td></td>
</tr>
<tr>
<td>6. Strategic Master Plan Goal 5: Economic, Workforce Development and Community Outreach - College of the Desert's community partnerships provide outstanding enrichment opportunities that contribute to the success and vitality of our community.</td>
<td></td>
</tr>
<tr>
<td>7. Vacancy</td>
<td></td>
</tr>
<tr>
<td>8. Coverage: health, safety, and security</td>
<td></td>
</tr>
<tr>
<td>9. Critical need effecting student learning outcomes</td>
<td></td>
</tr>
<tr>
<td>10. Future increase in student services or support service (increase concurrent staffing or increase in hours of operations)</td>
<td></td>
</tr>
<tr>
<td>11. New site, new location, building, or additional classrooms</td>
<td></td>
</tr>
<tr>
<td>12. Increased workload in general from student, faculty, or staff growth</td>
<td></td>
</tr>
<tr>
<td>13. New tasks, processes, or technology</td>
<td></td>
</tr>
<tr>
<td>14. Legal compliance</td>
<td></td>
</tr>
<tr>
<td>15. Coverage of labs and critical student support areas; student, staff, faculty support to cover staff absences</td>
<td></td>
</tr>
<tr>
<td>16. Emerging needs</td>
<td></td>
</tr>
<tr>
<td>17. State mandates, initiatives, and plans</td>
<td></td>
</tr>
<tr>
<td>18. Classified work determined necessary for position</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX K: Request for Recruitment Form

URL: https://bit.ly/2Oye4z7
APPENDIX L: Equipment Prioritization Process

The prioritization process is driven by the College mission and the College’s five (5) Strategic Master Plan goals.

Program Review Update (PRUs)/PEP-Ups

Departments/Programs/Schools
Equipment requests are prioritized in the Three (3) Lists: High, Medium, Low – All lists forwarded to the Dean/Vice Presidents. *

Dean/Vice President
Equipment requests are prioritized in the Three (3) Lists: High, Medium, Low are forwarded to the Equipment Prioritization Committee.

Equipment Prioritization Committee
Areas make 5-minute presentations**. The High lists are prioritized into one ranked list and forwarded to President along with the Medium and Low lists.

President

Equipment Prioritization Committee:
- Executive Leadership (President and Vice Presidents) (5)
- Senate Executive (6)
- Deans (6)
- Department Chairs (14)
- CSEA representative appointed by CSEA (1)

*Lists should be ranked within respective departments, programs, and schools.

**Departments/Programs/Schools are allocated 5 minutes to make presentations on their high equipment requests. The presentations will address 2 questions: What was the vetting process? What are the highest needs of the area, and why?
# APPENDIX M: Integrated Planning Calendar

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Review Updates (PRUs)*</td>
<td>Annually</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>Program Enhancement Plan Ups (PEP-Ups)**</td>
<td>Annually</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Annually</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>Student Success Plan</td>
<td>Annually</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>CTEA (previously VTEA)</td>
<td>Annually</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>Strategic Master Plan 2016-2021</td>
<td>5 Years</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
<td>New Cycle</td>
<td>Plan Due</td>
</tr>
<tr>
<td>Accreditation 2017-2024</td>
<td>7 Years</td>
<td>Prepare for Site Visit</td>
<td>Self Study</td>
<td>Visit</td>
<td>Prepare for Site Visit</td>
<td>Self Study</td>
<td>Visit</td>
<td>Prepare for Site Visit</td>
<td>Self Study</td>
<td>Visit</td>
<td>Prepare for Site Visit</td>
<td>Self Study</td>
</tr>
<tr>
<td>- Round 1: July 2016 - Dec 2016</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Program Review Update (PRUs): Student Success and Support Services Programs

**Program Enhancement Plan (PEP/PPEP-up): Student Learning Programs

---

**KEY:**
- **RED**: Due/End of Cycle
- **YELLOW**: Work on revised planning/review document implementation (new plan begins)
- **GREEN**: Beginning of cycle/preparation time for planning/review function
- **BLUE**: Externally mandated plan/evaluation timeline
- **Ongoing Evaluation**: APC is the committee responsible for the evaluation
### APPENDIX N: Annual Planning Calendar

<table>
<thead>
<tr>
<th>APPENDIX N: Annual Planning Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUDGET</strong></td>
</tr>
<tr>
<td>JANUARY</td>
</tr>
<tr>
<td>Governor’s Budget</td>
</tr>
<tr>
<td>FEBRUARY</td>
</tr>
<tr>
<td>Budget Review</td>
</tr>
<tr>
<td>MARCH</td>
</tr>
<tr>
<td>Purchase Cut-Off</td>
</tr>
<tr>
<td>APRIL</td>
</tr>
<tr>
<td>Dept. budgets submitted to Fiscal.</td>
</tr>
<tr>
<td>MAY</td>
</tr>
<tr>
<td>May revise</td>
</tr>
<tr>
<td>JUNE</td>
</tr>
</tbody>
</table>

**ANNUAL PLAN**
- Program Review Update (PRU)
- Program Enhancement Plan Ups (PEP-Up)
  - PEP-Ups Due

**PROGRAM ENHANCEMENT PLAN (PEP)**
- 5-Year Comprehensive Planning Review
  - Complete and submit PEPs.

**FACULTY PRIORITIZATION**
- Recruitment
  - Units begin prioritizing their respective lists within their units.
  - All lists submitted to Institutional Effectiveness for all other remaining prioritization.
- Faculty Hiring
  - Proceed from prioritization to Budget Subcommittee and CPC.

**EQUIPMENT AND STAFFING PRIORITIZATION**
- Institutional Effectiveness sends out consolidated information, data points and criteria for remaining lists.

**FALL SCHEDULE**
- Schools being receiving first draft and work to finalize changes.
- Schedules returned to schools for final review and final revisions are due. Load sheets are due.
- Schedule uploaded to website and published

**WINTER SCHEDULE**
- Winter Semester starts and ends.

**SPRING SCHEDULE**
- Spring Semester begins.
- Schools receive scheduling timeline and materials. Spring Semester ends.
- Schools make revisions and return draft to scheduling.

**SUMMER SCHEDULE**
- Schools receive scheduling timeline and materials.
- Schools begin receiving first draft and work to finalize changes.
- Schedules returned to schools for final review and final revisions are due. Load sheets are due.
- Schedule uploaded to website and published.

**BASIC SKILLS REPORT**
- Can submit requests for BSI funding.
- Can submit requests for BSI funding.
- Can submit requests for BSI funding for the upcoming fall.
- Evaluate Basic Skills projects

**CTEA FUNDING (Formerly VTEA)**
- Data run (IT).
- Planning kick-off. Forms distribution. Budget announcement from the State.
- CTE Advisory meets 3rd quarter report.
- Application submittal.

*PRU are completed by Student Success and Support Services Programs & PEP/PEP-ups are completed by Student Learning Programs (academic programs)*
<table>
<thead>
<tr>
<th></th>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUDGET</strong></td>
<td>New budgets and fiscal year begins on July 1st.</td>
<td></td>
<td>Current fiscal budget is reconciled and approved by the Board of Trustees.</td>
<td></td>
<td></td>
<td>Mid-Year Budget Review</td>
</tr>
<tr>
<td><strong>ANNUAL PLAN</strong></td>
<td>Program Review Update (PRU) Program Enhancement Plan Ups (PEP-Up)</td>
<td>Data is generated for upcoming PRUs and PEP-Ups</td>
<td>Program Review Updates due October 15th.</td>
<td>Program Review Updates are posted to the Portal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROGRAM ENHANCEMENT PLAN (PEP)</strong></td>
<td>5-Year Comprehensive Planning Review</td>
<td>Data is generated for upcoming PRUs and PEP-Ups</td>
<td></td>
<td></td>
<td>New Hires Announced</td>
<td>Begin generating data for PEP.</td>
</tr>
<tr>
<td><strong>FACULTY PRIORITIZATION</strong></td>
<td></td>
<td>Institutional Effectiveness sends out criteria for prioritization, data points, and agenda.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>EQUIPMENT AND STAFFING PRIORITIZATION</strong></td>
<td></td>
<td>Funded equipment and staffing announced.</td>
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</tr>
<tr>
<td><strong>FALL SCHEDULE</strong></td>
<td>Fall Semester begins</td>
<td></td>
<td></td>
<td></td>
<td>Schools receive scheduling timeline and materials. Spring Semester ends.</td>
<td>Schools submit proposed draft. Schools begin receiving first draft and work to finalize changes. Fall Semester ends.</td>
</tr>
<tr>
<td><strong>WINTER SCHEDULE</strong></td>
<td>2nd draft due to scheduling and drafts returned to schools for final revisions.</td>
<td>Final revisions are due to scheduling. Schools make final review.</td>
<td>Final revisions due to scheduling. schools make final reviews and load plans are due. Schedule uploaded to website.</td>
<td></td>
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<tr>
<td><strong>SPRING SCHEDULE</strong></td>
<td>Schools make revisions and return 1st draft to scheduling.</td>
<td></td>
<td>Final revisions due to scheduling. schools make final reviews and load plans are due. Schedule uploaded to website and published.</td>
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<tr>
<td><strong>SUMMER SCHEDULE</strong></td>
<td>Summer Session ends</td>
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</tr>
<tr>
<td><strong>BASIC SKILLS REPORT</strong></td>
<td>Data is generated for upcoming Basic Skills Report.</td>
<td>Basic Skills Report is generated.</td>
<td></td>
<td>Can submit requests for BSi funding.</td>
<td></td>
<td>Can submit requests for BSi funding.</td>
</tr>
<tr>
<td><strong>CTEA FUNDING (Formerly VTEA)</strong></td>
<td>Funding available. 4th quarter report.</td>
<td>Final report submitted</td>
<td>2nd quarter report submitted</td>
<td></td>
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</tr>
</tbody>
</table>

*PRU are completed by Student Success and Support Services Programs & PEP/PEP-ups are completed by Student Learning Programs (academic programs)