



**COLLEGE
of the DESERT**

College Planning Council Handbook

**Recommending Through
Collegial Consultation**

2025-2026

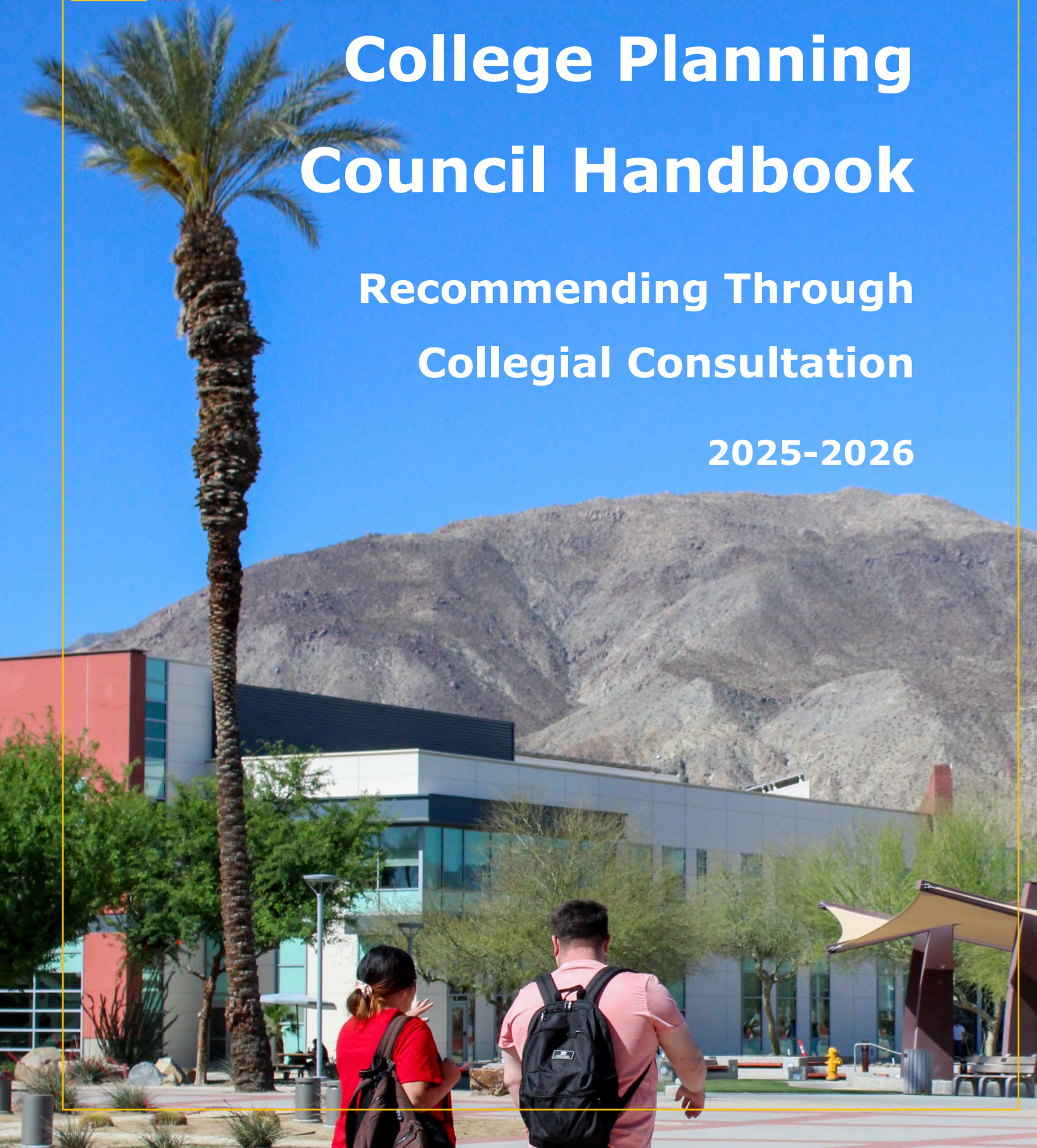


Table of Contents

Table of Contents	3
I. Collegial Consultation	6
II. Philosophy of Collegial Consultation.....	6
III. Purpose	8
IV. Functions	9
V. Membership	10
VI. Meetings.....	13
VII. Agendas	13
VIII. Recommendations	14
IX. Communications	15
X. Committees.....	16
XI. Strategic and Operational Planning.....	16
XII. Planning and Institutional Effectiveness (PIE) Process.....	17
XIII. Amendments	27
Appendix A: Education Code Section 70901 (B) (1) (E) of AB 1725.....	28
Appendix B: Agenda Item Request.....	31
Appendix C: Committee Structure Diagram.....	32
Appendix D: College of the Desert Committee List	33
Appendix E: Individual Committee Descriptions	35
Senate Executive Committee	36
Curriculum Committee	38
Zero Textbook Cost Subcommittee	40
Curriculum Technical Review Subcommittee.....	42
Educational Policies & Practices Committee	44
Equivalency Subcommittee	45
Educational Technologies & Distance Education Committee	48
Local Peer Online Course Review (POCR) Subcommittee	50
Faculty Development Committee	52

Adjunct Subcommittee	54
Professional Advancement Subcommittee	55
Sabbatical Subcommittee	57
Outcomes and Assessment Committee	58
Dual and Concurrent Enrollment Advisory Committee.....	60
Academic Calendar Committee	63
College Planning Council	65
Information Systems & Technology Committee	68
Assessment of Planning and Outcomes Subcommittee.....	70
Budget Subcommittee Charter	72
Data Evaluation Subcommittee.....	74
Diversity, Equity, Inclusion, and Accessibility Action Council.....	76
Enrollment Management Committee	82
Outreach and Training Subcommittee	85
Diversity Committee	87
Health and Welfare Committee	90
Professional Development Committee	94
Reclassification Committee	96
Safe Zone Subcommittee of the Diversity Committee.....	98
Disabled Students Programs & Services Advisory Committee	100
Equity Committee	102
EOPS/CARE & Foster Youth Advisory Committee.....	104
Gender and Sexual Diversity Pride Center Advisory Committee.....	106
Guided Pathways Steering Committee	108
Guided Pathways Pillar 1 Team.....	109
Guided Pathways Pillar 2 Team.....	111
Guided Pathways Pillar 3 Team.....	113
Guided Pathways Pillar 4 Team.....	115
Matriculation/Student Success and Support Program Advisory Committee	117
Strong Workforce Steering Committee	119

Transfer Advisory Committee	121
Bookstore Advisory Committee.....	123
Citizens’ Bond Oversight Committee	125
Facilities Advisory Committee.....	126
Food Services Advisory Committee Charter.....	128
Safety Committee.....	130
Appendix F: AB 1725 Implementation at College of the Desert.....	132
Appendix G: Committee/Task Force Meetings.....	138
Appendix H: Template for Agendas and Minutes	141
Appendix I: Faculty Prioritization Process.....	142
Appendix J: Staff Prioritization Process.....	149
Appendix K: Equipment/Technology Prioritization Process.....	155
Appendix L: Long-Term Integrated Planning Calendar	156
Appendix M: Annual Planning Calendar.....	157

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 do the following:

- 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 consultation regarding 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; the Superintendent/President is charged with the implementation of the College's efforts; the management team supports structures that invite collegial consultation.

One of the ways collegial consultation is implemented is through CPC. 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.

CPC 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 CPC, 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. 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, enterprise resource planning 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 providing recommendations and planning for the College.

IV. Functions

The functions of College Planning Council shall be as follows:

1. To discuss all campus-wide issues brought forward and make recommendations or take action 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 Policy 2510 Participation in Local Decision Making, 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 and then directed to the bargaining process.
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, CPC may set up an ad-hoc committee with representatives from groups whose domain is affected.

V. Membership

1. Membership of College Planning Council will consist of:

- I. Tri-Chairs (non-voting): Faculty Member, Classified Staff, and Leadership (Note: Current Members of CPC)
- II. Academic Senate President or designee (1)
- III. Representatives from each Academic Unit (not to exceed the number of Academic Units; currently 10)
- IV. CODFA President or designee (1)
- V. CODAA President or designee (1)
- VI. Faculty Representative (1)
- VII. Adjunct Representative (1)
- VIII. CSEA President or designee (1)
- IX. Classified Representative (2)
- X. ASCOD President (1)
- XI. Student Trustee or designee (1)
- XII. Classified Supervisor (1)
- XIII. Confidential Staff (1)
- XIV. Deans (2)
- XV. Leadership (1)
- XVI. Education Centers Director (1)
- XVII. Executive Director of Educational Technology/Chief Technology Officer (1)
- XVIII. Vice Presidents of Administrative Services, Human Resources & Employee Relations, Instruction, and Student Services (4)
- XIX. Executive Director of Institutional Advancement (non-voting) (1)
- XX. Director of Institutional Research (non-voting) (1)
- XXI. Director of Student Success and Outreach (non-voting) (1)
- XXII. Outcomes & Assessment Committee Chair (non-voting) (1)
- XXIII. Director of Student Life (non-voting) (1)

XXIV. Executive Director of Bond Program and Facilities Planning (non-voting) (1)

Membership Total: 37 (Faculty: 15, Leadership: 10, Confidential: 1, Classified Staff: 3, Students: 2, Non-Voting: 6)

Quorum: 20

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 CPC Members: Among the expectations for members of CPC 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 CPC meetings and activities, including subcommittees and task forces. Members are expected to attend all meetings, and may designate an alternate to represent them if they are unable to attend.
 - c. Members keep lines of communication open by informing their constituents and others outside CPC 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 one year (July-June).
- b. Student terms will be for one year (August 15-June 30) with appointments made in June.

6. Tri-Chairs

a. Tri-Chair

Tri-Chairs (Faculty Member, Classified Staff, and Leadership) will be selected at the first CPC meeting following parliamentary procedure. All voting CPC members may nominate and will vote for all Tri-Chair positions.

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. College Knowledge

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. The attendance of non-voting members is included when calculating quorum.
2. Open Meetings: All meetings of CPC 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 CPC will be conducted in person.
5. Rules: The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern CPC in all cases to which they are applicable and in which they are not inconsistent with these guidelines and any special rules of order that CPC may adopt.

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 any of the Tri-Chairs 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. First and second readings are recommended for all action items, unless significant circumstances exist that make doing so impracticable.

- 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 CPC tri-chairs will be responsible for developing and approving CPC agendas. CPC members may request that an item be included on the agenda by completing the agenda item request form (Appendix B), or by emailing the tri-chairs and the Office of the President. 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 agenda
- b. Approve minutes
- c. Consider the various agenda items

3. Distribution: Meeting materials will be distributed by the identified clerical support 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 BoardDocs webpage.

VIII. Recommendations

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

1. CPC Action: As the Superintendent/President relies upon the inclusion of the advice and judgment of CPC, 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 CPC. If consensus cannot be reached, *Robert's Rules of Order* will be followed in reaching a recommendation.
2. CPC Recommendations: If the Superintendent/President or other primary decision-maker rejects a recommendation of CPC, the Superintendent/President or other primary decision-maker will provide a written explanation to CPC members explaining the rationale for the rejection.
3. CPC 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 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. The attendance of non-voting members is included when calculating quorum.

IX. Communications

1. Notification: A clearly labeled agenda will be distributed to CPC members prior to each meeting. The agenda will show the time and location of the meeting with an invitation for all interested parties to attend. Minutes will be distributed after each meeting to all CPC members. In addition, meeting agendas and minutes will be posted on BoardDocs.

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

X. Committees

CPC may appoint one or more CPC committees, subcommittees, and 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.

CPC committees, subcommittees, and task forces will report annually on their activities to CPC, including a review of their group's charter.

XI. Strategic and Operational Planning

CPC has responsibility for developing, implementing, and monitoring the strategic planning process.

The Superintendent/President will honor the Strategic Educational Master Plan and processes and procedures developed by CPC and will not make any revisions or changes unless there are unusual or exceptional circumstances for the good of faculty, students, and staff. If such revisions or changes are made, the Superintendent/President will report the decision-making process to CPC

XII. Planning and Institutional Effectiveness (PIE) Process

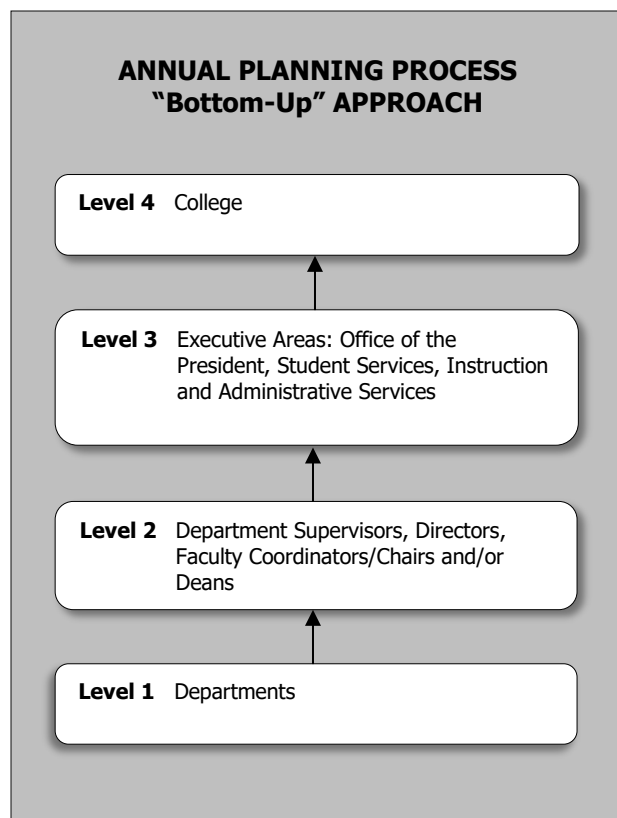
Introduction

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 for 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 School of Applied Sciences and Business, Financial Aid Office within Enrollment Services, or Maintenance and Operations within Administrative Services. The next level of planning is areas that have respective department supervisors, directors, faculty coordinators/chairs and/or Deans. The third level of planning is the five executive areas: Office of the President, Student Services,



Instruction, Human Resources, and Administrative Services. The fourth and largest planning area is the entire **college**. The College level plan is developed by the CPC and its committees, subcommittees, and task forces. Please refer to figure 1 for all the departments, Dean areas and Executive areas (Office of the President, Student Services, Instruction, Human Resources, and Administrative Services).

Strategic Planning Process



Figure 1 – College of the Desert Planning Chart

Administrative Services	
UNIT	PROGRAMS
Vice President Office	
Auxiliary Services, Contracts & Purchasing	Bookstore, Food Service, Desert Golf Range, Printing, Inventory, Mailroom Services
Facilities	Custodial, Grounds, Maintenance, Planning & Design, & Construction
Fiscal Services	Accounting, Budget, Accounts Payable, Accounts Receivable, Contracts, Payroll, Insurance
Information Technology	Infrastructure, technology planning and replacement, voice and data services, campus email, help desk, Colleague, third party application software and interfaces, training, educational technologies
Public Safety	Emergency Preparedness

Superintendent/President	
UNIT	PROGRAMS
Office of the President	Executive Assistants, Board of Trustees
Institutional Advancement	Public Relations, Marketing, Advertising, Publications, Public Records
Institutional Grants	Grant Development, Grant Management

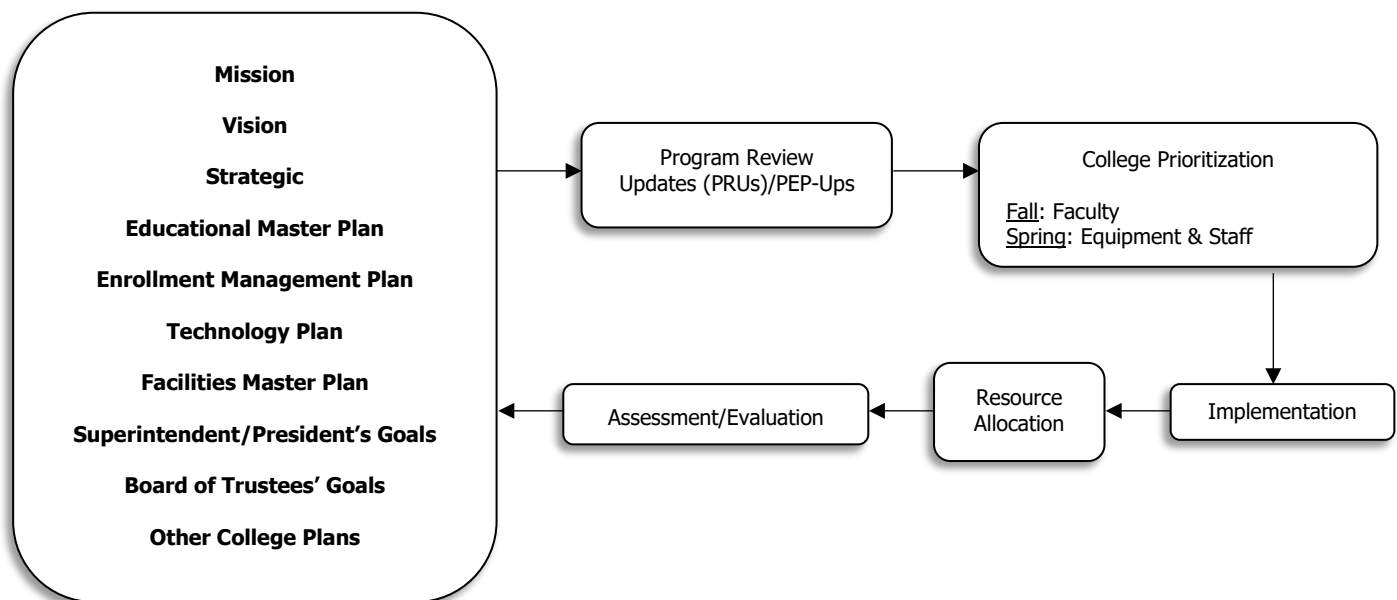
Human Resources	
UNIT	PROGRAMS
Vice President Office	Recruiting and Onboarding, Equal Employment Opportunity, Employee Relations, Title IX, Risk Management, Health and Welfare Benefits, Professional Development, Personnel Records, Performance Management

Instruction	
UNIT	PROGRAMS
Vice President Office	Curriculum, Catalog, Faculty Load, Scheduling
Applied Sciences & Business	Administration of Justice, Advanced Transportation, Agriculture/Business, Agriculture/Environmental Horticulture, Air Conditioning/HVAC, Architecture/Environmental Design, Automotive Technology, Construction Management, Computer Science, Drafting, Emergency Medical Technology, Energy Systems, Fire Technology, Natural Resources, Public Safety Academy Accounting, Business Administration, Computer Information Systems, Culinary Arts, Economics, Golf Management, Hospitality, Retail Management
Social Sciences & Arts	Anthropology, Geography, Global Studies, History, Human Services/Alcohol Drug, Philosophy, Political Science, Psychology, Sociology Art, Dance, Digital Design and Production, Journalism, Mass Communication, Music, Radio-Television Theatre Arts
Communication & Humanities	English, English as a Second Language (Credit) Communication Studies, Foreign Language Non-credit Programs (Adult Basic Education, General Equivalency Diploma, English as a Second Language) Library & Learning Resources, Tutoring & Academic Skills Center
Health Sciences & Education	Health Science, Home Health Aide, Nursing Assistant, Registered Nurse (ADN), Vocational Nursing (VN) Early Childhood Education, Elementary Teacher Education, Child and Adolescent Development Kinesiology & Athletics, Sports Medicine, Physical Therapist Assistant Distance Education
Mathematics & Sciences	Computer Science, Mathematics Astronomy, Biology, Chemistry, Engineering-General, Geology, Physics MESA Center
	Indio Center, Mecca/Thermal Campus, Palm Springs Campus, Desert Hot Springs Campus, Community Education, PaCE
Institutional Effectiveness	Institutional Effectiveness, Planning, Institutional Research

Student Services	
UNIT	PROGRAMS
Vice President Office	
Enrollment Services	Admission & Records, Dual Enrollment, Financial Aid
Counseling Services	Basic Needs, Counseling & Advising, CalWORKs, Career and Workforce Solutions Center, DSPS, Workability, International Education, Transfer Center, Veteran Services, EDGE and pLEDGE, Outreach, Campus Visits/Tours, Black Student Success Center, Dreamer Resource Center, Gender and Sexual Diversity Pride Center
Student Support Services	TRIO ACES, TRIO Upward Bound, TRIO Educational Talent Search, Student Ambassador Program, Student Health and Wellness, Student Life, EOPS/CARE, Foster Youth, Student Rights and Responsibilities, Student Conduct, Student Discipline, Student Grievances

Annual Planning Process

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



For all areas, PEP-Ups and PRUs are due March 15. **Faculty Staff**, and **Equipment/Technology** prioritizations occur annually. **Leadership** requests from PRUs are consolidated and submitted to the Executive Cabinet (Superintendent/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 during Equipment/Technology Prioritization. Technology requests are reviewed by Information Technology to identify those requests eligible

for replacement as part of the refresh cycle as stated in the Technology Master Plan.

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

College Planning Council:

<https://www.collegeofthedesert.edu/faculty-staff/college-planning-council/default.php>

Office of Institutional Effectiveness:

<https://www.collegeofthedesert.edu/faculty-staff/institutional-effectiveness-and-planning/default.php>

Outcomes and Assessment Committee:

<https://mycodus.sharepoint.com/sites/AcademicSenate/Outcomes>

Planning Calendars:

<https://www.collegeofthedesert.edu/faculty-staff/institutional-effectiveness-and-planning/planning-documents.php>

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/technology prioritization, please click on the following link:

<https://mycodus.sharepoint.com/sites/program-review-prioritization>

For additional details, please see “CTE, Categorical, Grant Funding” below.

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 CPC. Institutional data, information from the PEPs and PRUs, the prioritization processes, and/or committee recommendations will inform resource allocation for requesting positions and items. The prioritized lists will be presented as recommendations to the Superintendent/President. The College Superintendent/President will make final resource allocation decisions based on data, college input, and the prioritization process. These decisions will be announced via email to all employees.

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 CPC 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 CPC.

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 CPC.

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

1. Deans, Directors, Vice Presidents and the Superintendent/President will be requested to submit possible reductions in programs and services (excludes layoffs) 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 Superintendent/President.

6. The Superintendent/President will make final budget reduction decisions based on recommendations from the College Planning Council.

Faculty Prioritization Process

As stated earlier, faculty positions are requested through the program review process and the use of PEPs, PEP-Ups, and PRUs. The Faculty Prioritization Committee is a 17-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 and the use of PEPs, PEP-Ups, and PRUs. The Staff Prioritization Committee is a 14-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/Technology Prioritization Process

As stated earlier, equipment and technology are requested through the program review process and the use of PEPs, PEP-Ups, and PRUs. The Equipment/Technology Prioritization Committee includes all Vice Presidents, the Academic Senate President, all deans, all 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/Technology Prioritization Process.

Other Requests for Funding

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

CTE, Categorical, Grant Funding

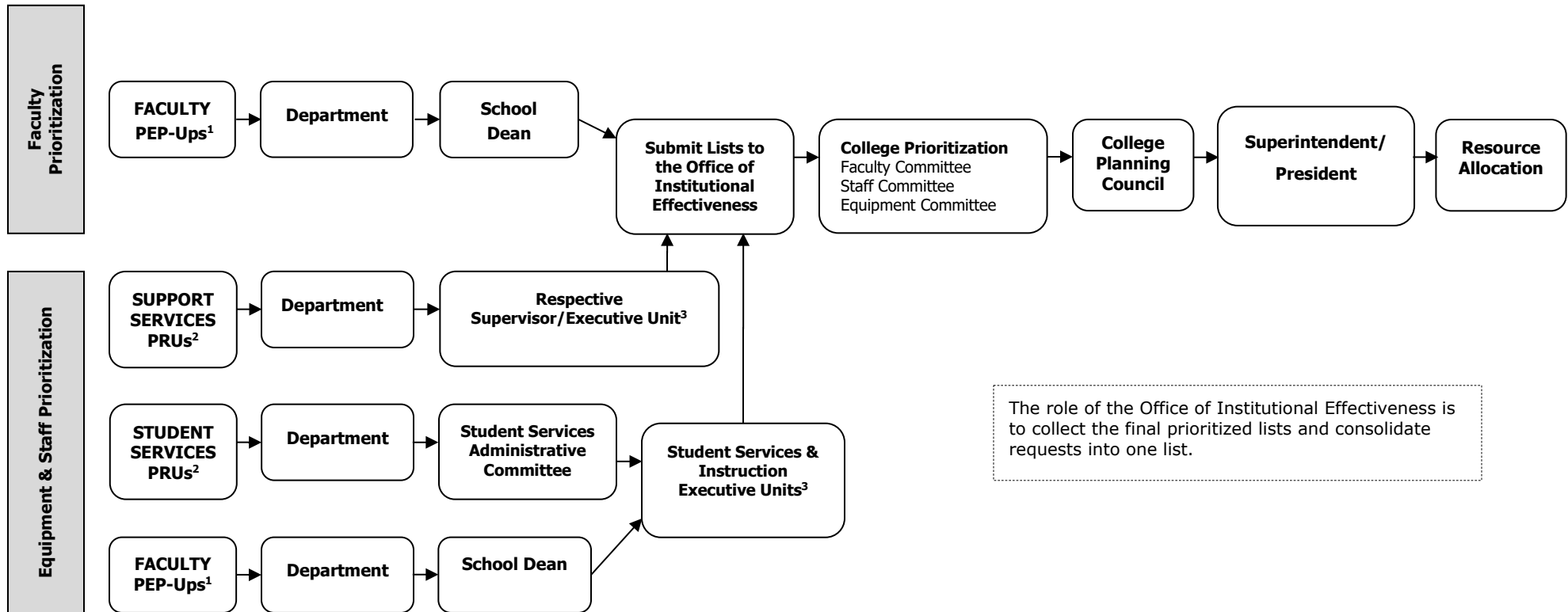
All planned projects regardless of funding sources – whether the College general fund, career technology, categorical, i.e., DSPS, EOPS, Matriculation, and grants – must be included in program reviews. All activities connected to specialized plans (technology, facilities, instructional, etc.) must also 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, should be included in program reviews. This will facilitate the coordination of activities in the program and college as well as the integration with the planning process.

The previous paragraph should not be construed as precluding the College from pursuing grant funding or other resources that do not align with program review and/or prioritization cycles.

Governance Effectiveness

On an annual basis, CPC will initiate a governance self-evaluation instrument for use by all governance committees each spring. Each fall, the results will be aggregated and shared with CPC and the entire campus to identify themes that provide direction for governance improvements that year. The Outreach and Training Subcommittee will be responsible for identifying the instrument and updating it with feedback from CPC, as well as instructions to the campus community about how to complete it and the due date.

Prioritization Process



Other Prioritized Lists:

- Facilities Requests in PEP-Ups and PRUs are consolidated by the Office of Institutional Effectiveness and forwarded to Facilities Advisory Committee.
- Technology Requests not funded under equipment prioritization in PEP-Ups and PRUs are consolidated by the Office of Institutional Effectiveness and forwarded to Information Technology.

¹ PEP-Ups: Program Enhancement Plan Updates

² PRUs: Program Review Updates

³ An Executive Unit or the Executive Leadership are the Superintendent/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 (Ed Code 70901.2)

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)]. Appointments or selections of classified staff representative to serve on a district task force

or other governance group shall be in accordance with California Education Code 70901.2.

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: _____

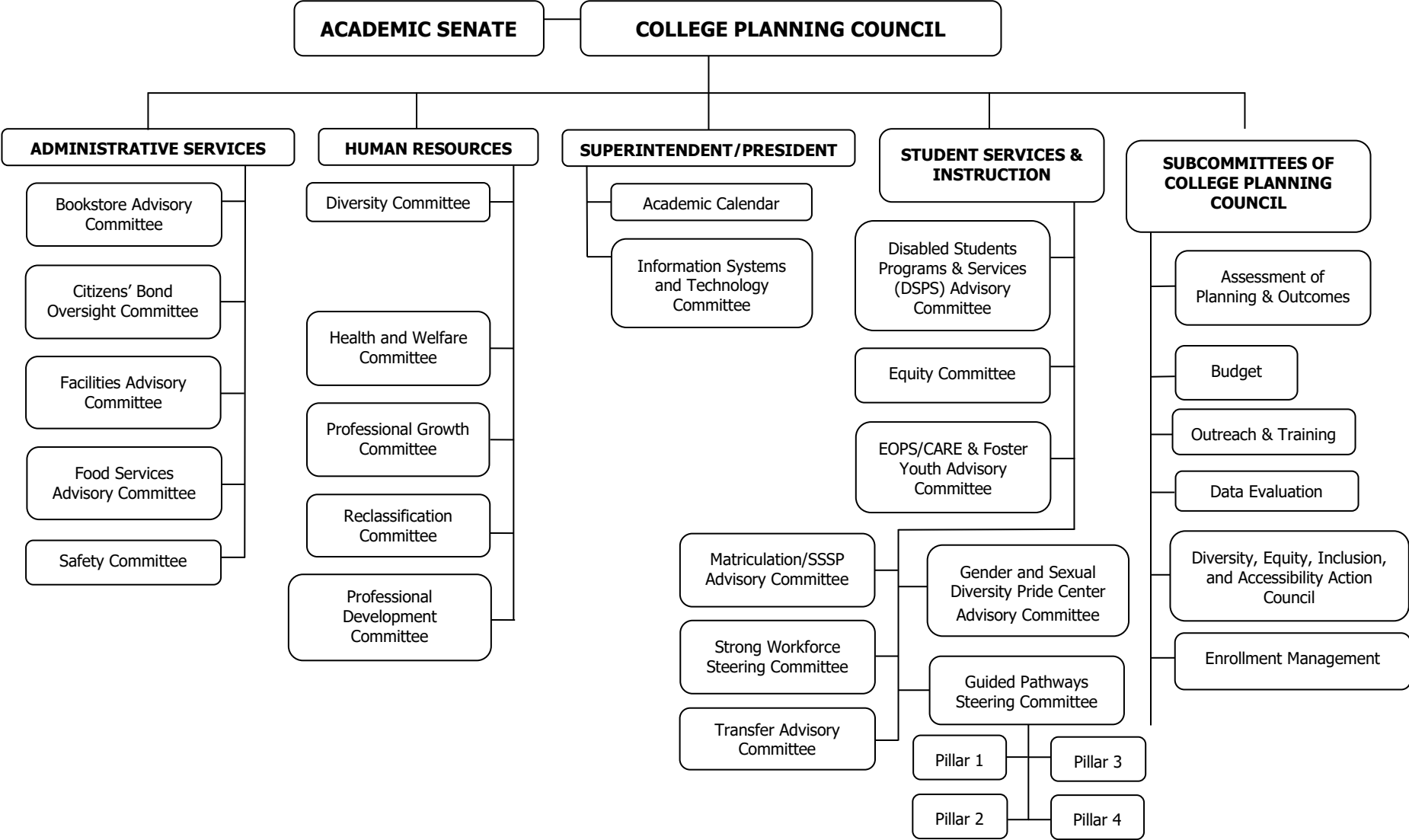
APPROVAL: _____ DATE: _____
CPC Tri-Chair APPROVAL: _____ DATE: _____

CPC Tri-Chair

APPROVAL: _____ DATE: _____
CPC Tri-Chair

Deadline for submission of agenda items is **seven days before** the meeting. Forms should be submitted to the Office of the President.

Appendix C: Committee Structure Diagram



Appendix D: College of the Desert Committee List

Academic Senate Committees

Senate Executive Committee.....	36
Curriculum Committee	38
Zero Textbook Cost Subcommittee	40
Curriculum Technical Review Subcommittee.....	42
Educational Policies & Practices Committee	44
Equivalency Subcommittee	45
Educational Technologies & Distance Education Committee	48
Local Peer Online Course Review (POCR) Subcommittee	50
Faculty Development Committee	52
Adjunct Subcommittee	54
Professional Advancement Subcommittee	55
Sabbatical Subcommittee	57
Outcomes and Assessment Committee	58
Dual and Concurrent Enrollment Advisory Committee.....	60

Operational Committees

Superintendent/President

Academic Calendar Committee	63
College Planning Council.....	65
Information Systems & Technology Committee.....	68

Subcommittees of College Planning Council

Assessment of Planning and Outcomes Subcommittee.....	70
Budget Subcommittee Charter	72
Data Evaluation Subcommittee.....	74
Diversity, Equity, Inclusion, and Accessibility Action Council.....	76
Enrollment Management Committee.....	82
Outreach and Training Subcommittee.....	85

Human Resources

Diversity Committee	87
Health and Welfare Committee	90
Professional Development Committee.....	94
Reclassification Committee	96
Safe Zone Subcommittee of the Diversity Committee	98

Student Services and Instruction

Disabled Students Programs & Services Advisory Committee	100
Equity Committee	102
EOPS/CARE & Foster Youth Advisory Committee	104
Gender and Sexual Diversity Pride Center Advisory Committee.....	106
Guided Pathways Steering Committee	108
Guided Pathways Pillar 1 Team.....	109
Guided Pathways Pillar 2 Team.....	111
Guided Pathways Pillar 3 Team.....	113
Guided Pathways Pillar 4 Team.....	115
Matriculation/Student Success and Support Program Advisory Committee	117
Strong Workforce Steering Committee	119
Transfer Advisory Committee	121

Administrative Services

Bookstore Advisory Committee.....	123
Citizens' Bond Oversight Committee.....	125
Facilities Advisory Committee.....	126
Food Services Advisory Committee Charter	128
Safety Committee.....	130

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 Services, Instruction, and Administrative Services. The descriptions include:

Name	The name of the committee
Type	There are six categories of committees: Academic Senate, Superintendent/President, Student Services, Instruction, 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.

Senate Executive Committee

Mandate

AB 1725

Type

Academic Senate

Role

The organizing body of the Academic Senate leadership

Products

- Set annual goals for All Faculty Senate and 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 and Practices Committee
- Chair, Educational Technologies and Distance Education Committee
- Chair, Faculty Development

- Adjunct Representatives, voting (recommended that one representative be from non-instructional faculty and one from instructional faculty)

Date Last Revised

March 9, 2023

Curriculum Committee

Mandate

AB 1725

Type

Academic Senate

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 Month, 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 of Instruction or Administrative designee, Ex-officio, non-voting

Date Last Revised

Senate Approved: April 27, 2017

Zero Textbook Cost Subcommittee

Mandate

AB 1725

Type

Academic Senate

Role

The Zero Textbook Cost (ZTC) Subcommittee is a standing subcommittee of the Academic Senate established to facilitate the institutionalization of open educational resources (OER) and other ZTC materials and technology at College of the Desert. Working under the auspices of the Curriculum Committee, the ZTC Subcommittee will work with academic stakeholders to recommend best practices, ensure product or program compliance with federal, state, and local requirements, and act as consultants on matters of ZTC articulation, accessibility, adaptability, quality and licensing.

Products

- To evaluate OER and ZTC at College of the Desert and analyze how zero cost materials align with the institutional mission.
- To identify opportunities for growth and formulate an action plan for maximizing the use of OER and ZTC resources and ensuring students are being served equitably through this process.
- To develop or encourage the growth of ZTC pathways at COD.
- To create or recommend best practices and policies for administrators, faculty, staff, and students related to OER and ZTC materials.
- To support faculty in the creation or adoption of ZTC courses. This may include but is not limited to OER identification, adaption, authorship, articulation, copyright/licensing compliance, fair use, and accessibility.
- To help facilitate the creation of ZTC pathways which may include both credit and non- credit degrees and certificate programs.
- To advise the College on financial resources needed to improve and increase OER and ZTC adoption at College of the Desert.

Meeting Schedule

Once monthly September – May.

Reporting Relationship

Curriculum Committee/Academic Senate

Chair

Open Educational Resources Coordinator or full-time faculty members elected from the subcommittee.

Membership

- At least one faculty representative from each Academic Department.
- At least one adjunct faculty representative appointed by the Senate.
- At least one Librarian.
- At least one Distance Education Coordinator.
- One administrative representative from the Office of Instruction, exofficio, non-votin

Date Last Revised

Senate Approved: April 26

Curriculum Technical Review Subcommittee

Mandate

AB 1725

Type

Academic Senate

Role

The Curriculum Technical Review Committee is a standing subcommittee of the Academic Senate established to ensure high quality courses and programs are presented to the Curriculum Committee. The members assist course/program authors in meeting statutory and regulatory guidelines. They also check that all sections of the course and programs are filled out and all supporting documentation is attached. Support can include identifying spelling, grammatical, and formatting errors. Members provide review and feedback both online in curriculum management system and via email or phone.

Products

- Recommend modifications to course/program authors
- Recommend courses for approval to the Curriculum Committee
- Recommend programs for approval to the Curriculum Committee

Meeting Schedule

As needed, most work performed online

Reporting Relationship

Curriculum Committee

Chair

Curriculum Committee Chair, or designee approved by the Academic Senate

Membership

- At least one faculty representative from each Academic Unit/Department
- At least two adjunct faculty representatives
- Distance Education Coordinator, or designee

- One articulation officer
- Two faculty representatives from Student Services
- At least one faculty representative from the Library
- Two curriculum specialists, non-voting

Date Last Revised

Senate Approved April 11, 2019

Educational Policies & Practices Committee

Mandate

AB 1725

Type

Academic Senate

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, 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
- Ensure that educational policies and practices are in compliance with legal guidance provided by the Community College League of California.
- 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
- Evaluate and establish standards or policies regarding student preparation and success
- Respond to assignments given by the Superintendent/President or Senate Executive Committee.

Meeting Schedule

Monthly: 1st 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 May 25, 2023

Equivalency Subcommittee

Mandate

AB 1725

Type

Academic Senate

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

2nd and 4th Wednesdays, when submissions are pending

Reporting Relationship

Educational Policies and Practices Committee

Chair

One full time faculty appointed by the Senate President to serve a 2-year term. No term limits.

Membership

Members are appointed by the Senate President in consultation with chair of the Equivalency Committee and the chair of Educational Policies and Practices.

Whenever possible, no more than 1/3 of the non-temporary faculty members should change in an academic year.

- At least four (4), and at most six (6), voting faculty trained in determining MQs and Equivalency.
 - At least two (2) from disciplines in which a master's degree is generally expected. When possible, it is preferred that one member come from the counseling area.
 - At least one (1) from disciplines in which a master's degree is not generally expected or required.

- 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 will temporarily serve on the committee for the pertinent equivalency application.
- One (1) HR Representative shall serve as a non-voting ex-officio member.

Date Last Revised

Senate Approved November 12, 2020

Educational Technologies & Distance Education Committee

Mandate

AB 1725

Type

Academic Senate

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, 2017

Local Peer Online Course Review (POCR) Subcommittee

Mandate

AB 1725

Type

Academic Senate

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 COD Local Peer Online Course Review Subcommittee, working under the auspices of the Educational Technology Committee, will work with faculty to provide distance educational course offerings that best meet the needs of our college community.

Products

- The COD Local POCR Subcommittee will complete online course shell reviews for online teaching certification, recertification, and, for quality
- review badging for the CVC Exchange, 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 COD Local POCR 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 COD Local POCR 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 10:00 am - 12:00 pm & approximately two hours of independent online shell review weekly.

Reporting Relationship

Academic Senate/Board of Trustees

Chair

Distance Education Coordinator or Instructional Design Coordinator

Membership

- Call for members will go out as needed. All members must be certified Peer Online Course Reviewers
- Up to 30 faculty

Date Last Revised

Senate Approved May 11, 2023

Faculty Development Committee

Mandate

AB 1725

Type

Academic Senate

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 and Auxiliary Bookstore Fund, and other funds as necessary;
- Work with Equity Committee who receives Faculty Development Funds

Products

- Approve Academic Enrichment Fund and Auxiliary Bookstore Fund requests
- Produce Flexible Calendar Schedule
- Approve professional development activities for FLEX credit
- Work with the Vice President of Instruction to create New Faculty Orientation Schedule.
- Approve Faculty Professional Advancement Plans to be forwarded to Human Resources.
- Approve Sabbatical Applications to be forwarded to the Superintendent/President.

Meeting Schedule

Once monthly September – December and February – May; up to four 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 March 2, 2023

Adjunct Subcommittee

Mandate

AB 1725

Type

Academic Senate

Role

The Adjunct Subcommittee is a standing subcommittee of the Academic Senate. This Committee reviews and informs on Academic Senate issues related to or affecting adjunct faculty.

Products

- Orientation and education about responsibilities for adjuncts appointed to and / or serving in the Academic Senate and their respective committees.
- Efficient dissemination of current Academic Senate issues and information, especially those relevant to adjuncts.
- Open communication between adjuncts appointed to Senate committees, the adjunct faculty, and adjunct Academic Senate representatives.
- Discussion of adjunct concerns appropriate for the Academic Senate relating to 10+1.
- Discussion of current state and local Senate resolutions.
- Recommendations that support professional growth of adjunct faculty related to Academic Senate topics.

Meeting Schedule

3rd Wednesday of the Month, during the academic year.

Reporting Relationship

Academic Senate

Chair

Adjunct Senate Representative in the 2nd year of their term, and confirmed by the Academic Senate. If both representatives are new, or both are serving their respective first year, both adjunct faculty senators will decide who will be the chair between the two. If a chair cannot be decided, one of the adjunct representatives

will be appointed by the Academic Senate President. There will be no official votes or decisions made toward the Academic Senate.

Membership

- Adjunct Academic Senate Representatives currently elected or appointed to the Academic Senate
- Adjunct Representative - Curriculum
- Adjunct Representative – Ed. Policies & Practices (EPP)
- Adjunct Representative - Education Tech/Distance
- Adjunct Representative - Faculty Development
- Adjunct Representative - Outcomes & Assessments
- Adjunct Representative – Instructional at-large member elected yearly by membership
- Adjunct Representative – Non-instructional at-large member elected yearly by membership
- Adjunct Representative – College Planning Council (CPC)
- Alternate Adjunct Representative when the Main Adjunct Representative is unavailable.
- Adjunct Representative of other campus-wide committees by invitation from the Adjunct Subcommittee or any Adjunct Senate Representative (i.e. Presidential/CPC subcommittees, Guided Pathways, HR committees, etc.)

Date Last Revised

Senate Approved May 9, 2024

Professional Advancement Subcommittee

Mandate

AB 1725

Type

Academic Senate

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 the Faculty Development Chair, ratified by the committee, and confirmed by Academic Senate.

Membership

Interested Full-Time Faculty

Date Last Revised

Senate Approved March 2, 2023

Sabbatical Subcommittee

Mandate

AB 1725

Type

Academic Senate

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 the Faculty Development Chair, ratified by the committee, and confirmed by Academic Senate.

Membership

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

Date Last Revised

Senate Approved March 2, 2023

Outcomes and Assessment Committee

Mandate

AB 1725

Type

Academic Senate

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 Enhancement process.
- Ensure ongoing evaluation of the Program Enhancement process.
 - Review and provide feedback on PEP/PEP-Ups.
 - Conduct the Program Showcase annually.
- Assist in establishing a procedure for assessing institutional learning outcomes.
- Establish best practices and implement 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.

- 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
 - Two SLO Coordinators, non-voting

Date Last Revised

Senate Approved March 3, 2023

Dual and Concurrent Enrollment Advisory Committee

Type

Subcommittee of Outcomes and Assessment (OAC); reports to Academic Senate

Role

The committee's primary purpose is to provide guidance and insights on the development, implementation, and evaluation of dual enrollment and concurrent enrollment programs. It focuses on analyzing outcomes, demographics, and student success metrics within these courses. This committee serves as a vital platform to explore, innovate, and enhance dual enrollment and concurrent enrollment opportunities, driving student success and fostering a seamless educational experience between high schools and higher education institutions.

Products

1. Providing actionable suggestions to strengthen dual enrollment and concurrent enrollment models while maintaining collegiate academic standards.
2. Regular analysis and reports detailing the demographics of participants and assessing the outcomes of these programs.
3. Proposals for policy changes or adjustments that can further improve the effectiveness of these programs.
4. Collecting and disseminating best practices for successful dual enrollment and concurrent enrollment initiatives. This may include new models of dual enrollment, suggestions for pedagogical shifts, or enrollment management strategies.
5. Development and implementation of a comprehensive training program for Dual Enrollment (DuE) instructors. This program aims to equip instructors with the necessary tools, pedagogical approaches, and insights to effectively teach in a dual enrollment setting.
6. Create Informational Materials for Various Stakeholders:
 - Students: Creating informative resources detailing the benefits, opportunities, and pathways available through dual enrollment at the College of the Desert (COD).

- Parents: Informational brochures or online resources explaining the advantages, expectations, and support available for their children participating in dual enrollment programs.
 - High Schools: Collating and distributing materials to high schools elucidating the course offerings, requirements, and support mechanisms for students engaging in dual enrollment with COD.
 - Faculty at COD: Providing resources and workshops to assist COD faculty in understanding and supporting dual enrollment students, ensuring a seamless integration into the college environment.
7. Review and provide feedback on College and Career Access Pathways Partnerships (CCAP) Agreements.

Meeting Schedule

Twice a month

Reporting Relationship

OAC/Academic Senate

Chair

OAC Appointed Chair

Membership

- Chair of Outcomes and Assessment (Ex-Officio)
- Legal Counsel (Ex-Officio)
- At least one SLO Coordinator
- At least one faculty representative from each Academic Unit/Department
- At least one Student Services Representative
- Instructional Support Staff
- At least one Student Representative
- At least one Counselor
- At least one Adjunct Faculty member
- Administrative Services Representative
- Director, Educational Partnerships and Outreach
- Additional members are deemed necessary for comprehensive representation across the campus.

The membership roster may evolve over time to ensure consistent representation across relevant campus sectors.

Date Last Revised

Senate Approved February 8, 2024

Academic Calendar Committee

Mandate

None

Type

Superintendent/President

Role

The Academic Calendar Committee convenes regularly 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 (CSEA), the Faculty Association (CODFA), the Office of Student Services, the Office of Instruction, Adjunct Association (CODAA), and the Associated Students of College of the Desert (ASCOD).

A Dean from Student Services or Instruction will present a proposed calendar(s) 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 the fall. The approved calendar(s) will be recommended to the Board of Trustees no later than May of the following 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

Beginning fall and spring semester, as needed.

Reporting Relationship

Superintendent/President of the College sends proposed calendar through the Governance Process

Chair

Superintendent/President of the College (or designee)

Membership

- President of the Academic Senate (or designee)

- Chair – Educational Policies & Practices Committee (or designee)
- Chair – Faculty Development Committee (or designee)
- CODFA President (or designee)
- CSEA President (or designee)
- CODAA President (or designee)
- Vice President, Human Resources and Employee Relations (or designee)
- Vice President, Instruction (or designee)
- Vice President, Student Services (or designee)
- Dean, Student Services (or designee)
- Dean, Instruction (or designee)
- Scheduler (or designee)
- ASCOD Representative

Date Last Revised

December 13, 2024

College Planning Council

Mandate

AB 1725

Type

Superintendent/President

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

Tri-Chairs (non-voting)

- Faculty Member, Classified Staff, and Leadership (Note: Current Members of CPC)

Membership

Total 37: (Faculty: 15, Leadership: 10, Confidential: 1, Classified Staff: 3, Students: 2, Non-Voting: 6)

- Academic Senate President or designee (1)
- Representatives from each Academic Unit (not to exceed the number of Academic Units; currently 10)
- CODFA President or designee (1)
- CODAA President or designee (1)
- Faculty Representative (1)
- Adjunct Representative (1)
- CSEA President or designee (1)
- Classified Representative (2)
- ASCOD President (1)
- Student Trustee or designee (1)
- Classified Supervisor (1)
- Confidential Staff (1)
- Deans (2)
- Leadership (1)
- Education Centers Director (1)
- Executive Director of Educational Technology/Chief Technology Officer (1)
- Vice Presidents of Administrative Services, Human Resources & Employee Relations, Instruction, and Student Services (4)
- Executive Director of Institutional Advancement (non-voting) (1)
- Director of Institutional Research (non-voting) (1)
- Director, Student Success and Outreach (non-voting) (1)
- Outcomes & Assessment Committee Chair (non-voting) (1)

- Director of Student Life (non-voting) (1)
- Executive Director of Bond Program and Facilities Planning (non-voting) (1)

Date Last Revised

TBD

Information Systems & Technology Committee

Type

Superintendent/President

Role

The role of the Information Systems and Technology Committee is to make recommendations to the Superintendent/President and College Planning Council regarding:

- Software to enhance the functionalities and improve integration of existing administrative information systems to improve efficiencies
- Recommendation of procedures and processes to improve the use of technology in alignment with best practices and current standards
- Discuss and develop Innovative technology implementation plans and demonstrations

Products

Microsoft Teams publication of Information Systems and Technology Committee:

- Meeting minutes
- Annual update to the Technology Initiative Appendix of the Technology Master Plan
- Annual technology surveys for faculty, staff, and students

Meeting Schedule

Second Tuesday of the month, 3:00 p.m. – 4:40 p.m.

Reporting Relationship

The Information Systems and Technology Committee reports to CPC.

Chair

Executive Director, Educational Technology

Membership

- Executive Director, Educational Technology (or designee)
- Dean, Counseling Services (or designee)

- Director, Admissions and Records (or designee)
- Director, Financial Aid (or designee)
- Director, Systems Management & MIS Operations (or designee)
- Director, Institutional Research (or designee)
- Chair, Educational Technologies Committee (or designee)
- Director, Fiscal Services (or designee)
- Director, Disabled Students Programs & Services (or designee)
- Director, Human Resources & Employee Relations (or designee)
- Instructional Dean (or designee)
- President, ASCOD (or student designee)
- Classified Staff Representative (or alternate)
- Adjunct Representative (or designee)

Date Last Revised

February 28, 2025

Assessment of Planning and Outcomes Subcommittee

Mandate

Accreditation

Type

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, with a commitment to advancing equitable educational opportunities and outcomes, promoting inclusion, and ensuring alignment with the College's mission of serving a diverse community. The committee values diverse perspectives and works collaboratively to ensure institutional processes are inclusive, transparent, and student-focused.

Products

- Evaluate and modify the planning and institutional effectiveness process, including the Strategic Educational Master Plan (SEMP), with a focus on ensuring strategies address equity gaps, advance inclusivity, reflect diverse community needs, and advance equitable student outcomes.
- Evaluate and make recommendations for modifications to the institutional planning and effectiveness processes regularly (with a lapse of no more than two years) and ensure that annual evaluations of the Strategic Educational Master Plan implementation strategies consider their impact on all campus populations.
- Monitor institutional plans to identify potential points of collaboration, reduce duplication, and support equitable outcomes and practices.

Meeting Schedule

Once a month or as needed; Second Thursday; 2:00 – 3:00pm; September-May

Reporting Relationship

Superintendent/President, College Planning Council

Chair

Co-Chairs:

- Vice President of Instruction, or designee
- Outcomes and Assessment Committee chair, or designee

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

March 14, 2025

Budget Subcommittee Charter

Mandate

None

Type

Subcommittee of College Planning Council

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).
- Conduct an annual Fiscal Health Risk Analysis for the College using Fiscal Crisis and Management Assistance Team (FCMAT) Tool (fiscal health risk analysis for community colleges).
- Maintaining Reserve of no less than the Board requires in Policy or that is legally required.
- Compliance with the 50% Law.
- Compliance with the Full-time Faculty Obligation Number (FON).
- Recommend allocation and re-allocation/reductions of resources to the strategic plans.
- Faculty Prioritization Process (from the College Planning Council Handbook): After the Faculty Prioritization Committee evaluates and ranks the faculty requests, the ranked list is forwarded to the Budget Subcommittee by dates

set in the CPC Handbook. The Budget Subcommittee will communicate an estimate of the number of positions funded with unrestricted funds no later than October 15th.

- Process for Staff Prioritization (from CPC Handbook): When possible, the Budget Subcommittee will communicate potential resources. Once a prioritization/replacement list is completed, it will be presented to the Budget Subcommittee – recommend available resources.

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 or Designee

Membership

- College President or Designee
- Vice President, Administrative Services or Designee
- Vice President, Human Resources & Employee Relations or Designee
- Vice President, Student Services or Designee
- Vice President, Instruction or Designee
- Academic Senate President or Designee
- CODFA President or Designee
- CSEA Representative or Designee
- CODAA Representative or Designee
- Confidential Representative or Designee
- Director, Fiscal Services or Designee
- Dean Representative or Designee
- Student Representative or Designee

Date Last Revised

October 11, 2024

Data Evaluation Subcommittee

Mandate

Other

Type

Subcommittee of College Planning Council

Role

- Evaluate and provide feedback regarding the usefulness, clarity, and consistency of data produced by on/off campus groups in regards to the extent it meets the planning and decision-making needs of the College
- Recommend and monitor college goals to address requirements for external constituencies (e.g., ACCJC, Chancellor's Office Initiatives)

Products

- Annually, monitor goals established by the College and provide a report to the College Planning Council
- Educate constituents regarding data sources, data collection, data availability, and processing protocols

Meeting Schedule

Monthly and as needed; second Wednesday of the month, 2:00-3:00pm,
September-May

Reporting Relationship

Superintendent/President, College Planning Council

Chair

Vice President or designee Faculty member elected by the faculty on the committee

Membership

- Vice President or Designee (1)
- Full-Time Faculty (4)
- Adjunct Faculty (1)
- Chief Technology Officer or designee (1)
- Classified (1)
- Director, Institutional Research (1)
- Director, CTE Projects (1)

- Educational Administrator or designee (1)
- Student Representative (1)

Date Last Revised

May 10, 2019

Diversity, Equity, Inclusion, and Accessibility Action Council

College of the Desert Committees

Name

Diversity, Equity, Inclusion, and Accessibility Action Council

Mandate

- Title 5, Section 51200-51201
- Embracing diversity means that all members of the COD community must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.
- Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.
- Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Type

Superintendent/President; Subcommittee of College Planning Council

Role

- The Diversity, Equity, Inclusion, and Accessibility Action Council will guide and hold the institution accountable in the integration of diversity, equity, inclusion, and accessibility into all aspects of the work at College of the Desert.

- Support integrated planning through the coordination of diversity, equity, inclusion, and accessibility activities in order to identify synergistic opportunities and avoid duplicative efforts.
- As stated in the College's mission, 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.
- Diversity and inclusion are one of the College's values. We embrace the diversity of our community and uphold the dignity and worth of the individual.

Guidelines for Interaction

- Be present and respect the space
- Share your experiences, use "I" statements
- Assess your safety and use your discernment
- The stories of others are theirs to share, maintain confidentiality and trust among the group
- Step up, step back
- If you experience yourself making judgements, ask yourself where did those feelings come from
- Consider and address the impact of actions rather than focusing on your intentions
- Consider your privilege
- Acknowledge pain or offense in the moment using "ouch" and have the option to discuss it or not at that time
- Confront, critique, and challenge your discomfort

Definitions

Diversity: The range of human differences, including but not limited to race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

- Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand and appreciate the interdependence of humanity, cultures, and the natural environment.

Equity: Ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic oppression.

- Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
- Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.

Inclusion: Ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging. It values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

Accessibility: Ensuring the needs of people with disabilities are specifically considered, and products, services, and facilities are built or modified so that they can be used by people of all abilities. An accessible institution ensures that people with disabilities can acquire the same information, engage in the same interactions, and enjoy the same services as people who do not have disabilities.

Anti-Racism: The practice of actively fighting against racism by identifying and opposing its presence at the individual, institutional, and structural levels. Thus, anti-racism highlights that it is not enough to not be racist, but rather insists that everyone do the active work of undoing racism.

Cultural Competence: An understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Products

- Create for approval by college leadership an institutional Diversity, Equity, Inclusion, and Accessibility Strategic Plan aligned with the College's Strategic Educational Master Plan
- Provide oversight and ensure accountability for all diversity, equity, inclusion, and accessibility activities collegewide
- Assess the implementation of the Diversity, Equity, Inclusion, and Accessibility Strategic Plan
- Monitor the development, implementation, and evaluation of standards for cultural competence for students and employees
- Provide input on institutional policies and procedures to address diversity, equity, inclusion, and accessibility issues
- Focus on institutional policies and procedures to address diversity, equity, inclusion, and accessibility issues and make recommendations when appropriate
- Serve as a resource for guidance and consultation regarding diversity, equity, inclusion, and accessibility issues for students and employees
- Share the work of the committee with the College community

Meeting Schedule

- Monthly during primary terms, or as needed.

Reporting Relationship

- College Planning Council

- The Diversity, Equity, Inclusion, and Accessibility Action Council will submit an annual report at the end of the academic year to Academic Senate and College Planning Council and to other committees and groups as requested. Annual reports will be archived on the council's portal page.

Chairs

- Administrator Co-chair and Faculty Co-chair, elected by all members of the council at the first meeting of the academic year

Membership

- Co-chairs, Diversity Committee
 - Diversity Committee focuses on addressing diversity, equity, inclusion, and accessibility topics related to employees and equal employment opportunity.
- Co-chairs, Equity Committee
 - Equity Committee focuses on diversity, equity, inclusion, and accessibility topics related to students and student outcomes with primary responsibility for closing equity gaps for students.
- Co-chairs, Guided Pathways Steering Committee
 - Guided Pathways Steering Committee framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. Guided Pathways is designed to ensure large-scale, equitable student engagement.
- Co-chairs, Professional Development Committee
 - Professional Development Committee focuses on coordinating and aligning professional development activities to further foster diversity, equity, inclusion, and accessibility for employees and students.
- Co-chairs, Enrollment Management Committee

- Through recommendations on outreach, enrollment, and scheduling, targets and maximizes student success, access, and equity.
- Representative, Disabled Students Programs and Services
- Diversity, Equal Employment Opportunity, and Title IX Officer

Date Last Revised

April 8, 2022

Enrollment Management Committee

Mandate

None

Type

Subcommittee of College Planning Council

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.

Products

- 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 Instruction
- Vice President of Student Services
- 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 Instruction
- Vice President of Student Services
- 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

May 12, 2017

Outreach and Training Subcommittee

Mandate

None

Type

College Planning Council Subcommittee

Role

Serve as a communication link between College Planning Council (CPC) and the institution

Products

- Provide information to faculty, staff, and students regarding planning, program review, and CPC processes
- In collaboration with the Superintendent/President's Office and the CPC Tri-Chairs, create and provide training for faculty, staff, and students on identified college goals and objectives as requested
- 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:
 - AB 1725 provisions
 - Procedures/decision-making
 - Scope of membership
 - CPC Handbook
 - Relationship to district/collegial consultation
 - Planning processes and procedures
 - College Knowledge
- Responsible for the annual dissemination of CPC Handbooks

Meeting Schedule

At minimum, meet once per semester and as needed on the first Wednesday of the month from 3pm to 4pm

Reporting Relationship

Superintendent/President, College Planning Council

Co-Chairs

Vice President (or designee) and faculty co-chair elected by the faculty members of the committee

Membership

- Faculty (5) – at least one of which must be adjunct faculty
- Leadership (4) – at least one of which is a Vice President (or designee)
- Executive Director of Institutional Advancement (or designee)
- Classified (2)
- Student (1)

Date Last Revised

November 8, 2024

Diversity Committee

Mandate

Other

Type

Superintendent/President

Role

- To actively assist the College in shaping the College's cultural and institutional policies and practices that demonstrate a commitment to diversity, equity, inclusion and accessibility
- To act as an advisory body on the Equal Employment Opportunity Plan and diversity outcomes
- Promote an understanding and appreciation throughout the College for all aspects of diversity
- 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 committee
- Deliver diversity trainings to all employees to promote awareness, action and in some cases change in the way the College addresses diversity

Products

- Assist the Office of Human Resources and Employee Relations in the development of an Equal Employment Opportunity plan to comply with the requirements of the Chancellor's Office
- Act as Equal Employment Opportunity Advisory Committee as identified in model EEO Plan.
- Identify program(s) and training targeting respectful treatment and educational equity
- Invite groups that engage in diversity and cultural awareness to speak to the Diversity Committee, the College and Community

- Seek out opportunities to discuss diversity issues and ideals
- Contribute to a calendar of institutional events celebrating diversity
- Continue to seek out funding for diversity activities
- Support faculty and staff in creating inclusive spaces and pedagogical practices

Meeting Schedule

Twice per month, September – May, or as needed by the committee members

Reporting Relationship

College Planning Council

Chair

- President's Leadership Designee (2 members)
- Faculty Member (Co-Chair) appointed by faculty in the committee

Membership

- Faculty appointed by the Academic Senate (6, one per school)
- Adjunct Faculty appointed by the Academic Senate (1)
- Leadership (2)
- Human Resources Leadership and/or Staff (2)
- Classified Representative appointed by CSEA (3)
- Director, Disabled Program & Services (1)
- Director of International Education (1)
- Representatives or designees as appointed by the SEED Faculty and/or Faculty and Staff of Color Caucus (2)
- Safe Zone Subcommittee Chair, or designee (1)
- Student Representative – at least from one of which is an ASCOD Representative or ASCOD designee, from the Affinity Centers(Dreamer Resource Center/Alas Con Futuro, Black Student Success Center/A2MEND, Gender and Diversity Pride Center, Foster Youth Services, and other interested students) (3)
- LGBTQ+ Liaison (1)
 - *Open Committee – others are welcome to participate

Date Last Revised

October 25, 2023

Health and Welfare Committee

Mandate

Other: Collective Bargaining Committee

Type

Human Resources

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 Employee Relations

Membership

- Vice President, Human Resources and Employee 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

September 29, 2009

Professional Growth Committee

Mandate

Other: Collective Bargaining Committee

Type

Human Recourses

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 Employee Relations

Membership

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

Date Last Revised

September 29, 2009

Professional Development Committee

Mandate

Other

Type

Human Resources

Role

- To make recommendations for staff and leadership professional development, in coordination with the Faculty Development Committee throughout the College
- To assist in the assessment for professional development needs of the College
- To assist in shaping the College's cultural and institutional policies and practices that demonstrate a commitment to professional development
- To assist in the creation and revision of a Professional Development Plan and act as an advisory body on the Professional Development Plan
- To support efforts to identify possible funding sources for professional development programs and activities
- To support faculty, staff, and leadership in creating professional development opportunities

Products

- Identification of program(s) and training targeting employee professional development
- Develop a comprehensive calendar of institutional professional development opportunities
- Provide annual reports on professional development activities
- Provide an annual survey for professional needs of the College

Meeting Schedule

Monthly, September – May, and as needed by the committee members

Reporting Relationship

College Planning Council

Chair

- Vice President of Human Resources or Designee (Co-Chair)
- Faculty Development Committee Chair (Co-Chair)

Membership

- Faculty appointed by the Academic Senate (One Adjunct) (2)
- Leadership (2)
- Classified Representative appointed by CSEA (2)
- Student Representative (1)
- Executive Director, Institutional Advancement or Designee
- Distance Education Instructional Coordinator
- Guided Pathways Representative as appointed by chair(s) (1)
- Diversity Committee Representative as appointed by chair(s) (1)
 - *Open Committee – others are welcome to participate

Date Last Revised

December 1, 2022

Reclassification Committee

Mandate

Other: Collective Bargaining Committee

Type

Human Resources

Role

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:

- Proper job classification for authorized new position
- Requests for reclassification by classified employees and their supervisors
- Review and maintenance of the district's classification system

Products

- Recommendations for reclassification request by the employee submitting the request
- Recommendations for reclassification request by the administrator
- Recommendations for new classifications and salary placement

Meeting Schedule

Meetings are held in the spring semester each year and occur as needed to fulfill obligations as defined within the collective bargaining agreement.

Reporting Relationship

CSEA President and College Superintendent/President

Chair

Vice President, Human Resources and Employee Relations

Membership

- Vice President, Human Resources and Employee Relations (non-voting)
- Human Resources and EEO Analyst (non-voting)
- Three Representatives from Administration (Leadership Group)

- Two Representatives from CSEA

Date Last Revised

September 29, 2009

Safe Zone Subcommittee of the Diversity Committee

Mandate

Type

Other: Superintendent/President

Role

- Improve the campus climate and foster belonging of LGBTQIA+ individuals and those with marginalized gender and sexual identities.
- Increase awareness of and conversations about issues faced by LGBTQIA+ individuals and those with marginalized gender and sexual identities.
- Provide ongoing educational opportunities for the campus community that emphasize intersectionality.
- Educate and provide advocacy and intervention skills to participants when confronted with exclusionary, discriminatory, and prejudicial rhetoric and behavior towards LGBTQIA+ individuals and those with marginalized gender and sexual identities.
- Advance progress towards a campus that discourages discrimination and openly celebrates diversity.

Products

- Establish a visible campus-wide network of allies that provide support, assistance, and information to the LGBTQIA+ community.
- Provide training and other professional development opportunities that help create and maintain a safe, supportive, and non-discriminatory environment for LGBTQIA+ students, faculty, and staff.
- Identify campus, community and national resources for LGBTQIA+ students and staff.

Meeting Schedule

Monthly, September – May, or as needed by the committee members

Reporting Relationship

College Planning Council

Chair

Appointed by the Safe Zone Subcommittee

Membership

- Instructional Faculty Member (1)
- Counseling Faculty Member (1)
- Diversity, EEO & Title IX Officer or designee (1)
- Educational Administrator or designee (1)
- Classified Administrator or designee (1)
- GSD Club Advisor (1)
- Classified Staff Member (1)
- Open Committee – others are welcome to participate

Date Last Revised

April 16, 2024

Disabled Students Programs & Services Advisory Committee

Mandate

Ed Code

Type

Student Services

Role

The Disabled Students Programs and 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 Services

Chair

Director, Disabled Students Programs & Services

Membership

Members will serve two-year terms:

- Braille Institute, Regional Director

- Palm Desert Chamber of Commerce Representative
- City of Palm Desert ADA Coordinator
- 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 at COD
- Alternate Media Specialist at COD
- Counselor/Specialist at COD
- Work Experience Faculty at COD
- Adapted Kinesiology Instructor at COD
- Faculty Employment Specialist at COD
- General Counselor at COD
- Communication Access Specialist at COD
- Instructional Support Assistant/Instructional Support Specialist at COD
- COD Faculty Member

Date Last Revised

February 23, 2024

Equity Committee

Mandate

Other

Type

Other: College Planning Council

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

- 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

September 8, 2017

EOPS/CARE & Foster Youth Advisory Committee

Mandate

Ed Code

Type

Student 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.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code.

Reference: Sections 69640 through 69655 Education Code.

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 Services

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

April 27, 2018

Gender and Sexual Diversity Pride Center Advisory Committee

Mandate

N/A

Type

Student Services

Role

The Gender and Sexual Diversity Pride Center (Pride Center) Advisory Committee reviews the work products and programming plans of the Pride Center to help determine how well they achieve the following:

- Meet the needs of COD's LGBTQIA+ student population
- Align with the Pride Center's Mission
- Align with the District's Diversity, Equity, and Inclusion initiatives

The Pride Center Advisory Committee also provides recommendations for future Pride Center programming and collaborations.

Products

- Exchange of information and ideas related to the needs of the District's LGBTQIA+ students
- Identification of opportunities to help the District's LGBTQIA+ students improve their student success outcomes
- Strengthened connections between the Pride Center and its campus and community stakeholders

Meeting Schedule

Once each semester

Reporting Relationship

Vice President, Student Services

Chair

Administrator Assigned to the Pride Center

Membership

District:

- Faculty Member, Instruction
- Faculty Member, Counseling
- Classified Student Services Staff Member
- ASCOD Student Representative (recommended by SAGA Officer/Club Representative)
- Assistant Director, Student Health and Wellness Center or Designee
- Director, Officer of Student Life or Designee
- Director, Public Safety and Emergency Preparedness or Designee
- Assistant Director, pLEDGE/EDGE or Designee
- Executive Director, College of the Desert Foundation or Designee
- Director, East Valley Centers or Designee
- Director, West Valley Centers or Designee
- Representative, Equity Committee
- Representative, Diversity Committee

Community:

- One High School Counselor from PSUSD, DSUSD, and CVUSD
- Representative from Safe Schools Desert Cities Board of Directors
- Representative from the LGBTQ Community Center of the Desert
- Representative from Borrego Health
- Representative from Desert AIDS Project
- Representative from California State University
- California Community College LGBTQ Campus Services Coordinator

Date Last Revised

May 17, 2021

Guided Pathways Steering Committee

Mandate

Other: Guided Pathways

Type

Student Services

Instruction

Role

Support integrated planning and implementation of Guided Pathways by coordinating the activities of the four Guided Pathway Pillar Teams.

Products

Report to the CPC and Academic Senate regarding the coordination of goals.

Meeting Schedule

Once a semester or as needed

Reporting Relationship

College Planning Council

Chair

Faculty Co-chair: Senate President Designee, and Leadership Co-Chair

Membership

- Co-Chairs of the following committees:
- Guided Pathways Pillar Team 1
- Guided Pathways Pillar Team 2
- Guided Pathways Pillar Team 3
- Guided Pathways Pillar Team 4

Date Last Revised

October 9, 2020

Guided Pathways Pillar 1 Team

Mandate

Other: Guided Pathways

Type

Student Services

Instruction

Role

Collaborate with and advise the campus community on activities associated with the 1st Pillar of the Guided Pathways Framework. Recommend and plan activities that support efforts to create clear curricular pathways and programs.

Products

- Develop a consensus opinion if possible regarding health and welfare benefits for all employee groups
- Support student-friendly Application Process
- Development of Meta majors
- Degree/curricular maps
- EDGE/PLEDGE integration into Guided Pathways
- Support and inform K-12/Adult School Outreach/ Dual & Concurrent Enrollment
- Strengthen alignment of high school outcomes to College entry skills
- Support Articulation with high schools and four-year Institutions
- Support student-friendly Catalog/website/marketing
- Career services: Detailed information on target career and transfer outcomes
- Scheduling Software
- Course sequencing
- Explore Contextualized Math & English options

Meeting Schedule

Once a month or more frequently as needed

Reporting Relationship

Guided Pathways Steering Committee

Chair

Faculty Co-chair, Leadership Co-Chair

Membership

- Students – (2)
- Curriculum Specialist
- Counselor
- Outreach Specialist
- Career Counselor
- Dean of Counseling
- Director of Systems Management and MIS Operations
- Instructional Faculty – 4 (at least 1 CTE & 1 FYE Instructor)
- Director of Institutional Advancement or Designee
- Scheduler
- Director of Admissions and Records
- Instructional Dean

Date Last Revised

December 7, 2018

Guided Pathways Pillar 2 Team

Mandate

AB 1725

Type

Other: Guided Pathways

Role

Collaborate with and advise the campus community on activities associated with the 2nd Pillar of the Guided Pathways Framework. Recommend and plan activities that support efforts to provide Academic and Student support that 'Helps Students Enter the Path'.

Products

- Support Outreach Financial Aid process Application (matriculation services)
- Review Orientation
- Support Guided Self- Placement, Multiple Measures/ AB705 Implementing
- Strengthen Advising Resources
- Support student-friendly Registration process
- Strengthen resources for major and career exploration
- Support Student Ed Plans Contextualized academic support
- Support First Year Experience
- Support Non-Credit Matriculation

Meeting Schedule

Once a month or more frequently as needed

Reporting Relationship

Guided Pathways Steering Committee

Chair

Faculty Co-Chair, Leadership Co-Chair

Membership

- Counselor – 2
- Instructional Faculty – 3
- A&R Director or Designee

- Director Financial Aid
- Lead Financial Aid Specialist
- Asst. Director FYE
- TASC Director
- Students – 2
- Library Director or Designee
- Director of Systems Management and MIS Operations
- Information Systems Classified Staff
- Instructional Dean
- EDGE Outreach Specialist
- Director of Non-credit or Designee
- Career Services Representative (classified, faculty or management)

Date Last Revised

April 25, 2019

Guided Pathways Pillar 3 Team

Mandate

Other: Guided Pathways

Type

Student Services

Instruction

Role

Collaborate with and advise the campus community on goals and activities associated with the 3rd Pillar of the Guided Pathways Framework. Recommend and plan activities that 'Help Student Stay on the Path' and support Guided Exploration and Progression.

Products

- Support counseling services aligned with Guided Pathways goals
- Categorical areas and how they integrate into Guided Pathways
- Student support and retention at unit completion (12/24/36/48/60)
- Student disqualifications and petitions procedures
- Early alert method
- Intrusive Advising
- Support student-friendly graduation process
- Support adequate TASC/Tutoring/writing centers resources
- Faculty Development aligned with Guided Pathways
- Support student Life / extra-curricular / activities / engagement

Meeting Schedule

Once a month or more frequently as needed

Reporting Relationship

Guided Pathways Steering Committee

Chair

Faculty Co-Chair, Leadership Co-Chair

Membership

- Counselors – 2 (including 1 special program)

- Instructional Faculty – 5 (including 1 CTE & 1 Gen Ed)
- Students – 2
- Instructional Dean
- Admissions & Record classified staff
- Director of Student Life
- Director of Admissions
- TASC Director
- Faculty Development Chair or Designee
- VP Student Services
- Librarian
- Director of Systems Management and MIS Operations
- EDGE Outreach Specialist
- Public Information Officer

Date Last Revised

April 25, 2019

Guided Pathways Pillar 4 Team

Mandate

Other: Guided Pathways

Type

Student Services

Instruction

Role

Collaborate with and advise the campus community on activities associated with the 4th Pillar of the Guided Pathways Framework. Recommend and plan activities that support efforts to ensure and validate learning

Products

- Support campus wide - culturally relevant curriculum, career advancement & growth mindset
- Professional development for CTE faculty - industry currency
- Curriculum design per meta-major
- Acceleration transitions to content level courses
- Align Learning outcomes (SLOs, PLOs, etc.)
- Support articulation with four-year institutions, transfer relationships, and agreements
- Support Internships, work experience, and workforce outcomes
- Explore Cost effective Textbooks/OER

Meeting Schedule

Once a month or more frequently as needed

Reporting Relationship

Guided Pathways Steering Committee

Chair

Faculty Co-chair, Leadership Co-Chair

Membership

- Dean, Enrollment Services
- Students – 2

- Instructional Dean
- OAC Chair or Designee
- Faculty Development Chair or Designee
- Instructional Faculty 4 (including 1 CTE & 1 Gen Ed)
- CTE Program Specialist
- DE Coordinator or Designee
- Director CWSC
- Librarian or Librarian Designee
- SWF Steering Committee Member
- Director of Non-credit or Designee
- Manager College and Career Pathways
- Counselor

Date Last Revised

December 7, 2018

Matriculation/Student Success and Support Program Advisory Committee

Mandate

Ed Code

Type

Student Services

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 Services or designee

Faculty Member (Co-Chair) appointed by faculty in the committee

Membership

- Vice President, Student Services
- Dean, Instruction
- 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

April 7, 2017

Strong Workforce Steering Committee

Mandate

Ed Code

Type

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

First and/or third Tuesday of the month, as needed

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 (10/19)

Co-chairs are Voting members

- Dean, Applied Science and Business

- Academic Senate CTE Liaison (appointed by Academic Senate)
- Vice President, Instruction
- Executive Director, Institutional Advancement or designee
- Dean, Health Sciences and Education or designee
- Dean, Student Services or designee
- Career Counselor or Student Services Representative
- Full-time Faculty (5) of which at least 4 are from CTE disciplines
- Adjunct CTE Faculty (2)
- CTE student representatives (2)
- CVEP/OFCV 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

May 8, 2020

Transfer Advisory Committee

Mandate

Ed Code

Type

Student Services

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 Services, then to College Planning Council

Chair

Transfer Counselor

Membership

- Director of Counseling & Advising Services
- Dean of Student Services & Instruction, 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

April 28, 2017

Bookstore Advisory Committee

Mandate

Other

Type

Administrative Services

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 or designee

Membership

- Vice President of Administrative Services
- Vice President of Student Services or designee
- Vice President of Instruction or designee
- Academic Senate President or designee
- Bookstore Manager or designee
- Adjunct Representative or designee
- Dean from Student Services or Instruction (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 (1) or designee
- Director, Auxiliary Services, Contract and Purchasing or designee

Date Last Revised

November 29, 2023

Citizens' Bond Oversight Committee

Mandate

Other: Proposition 39

Type

Administrative Services

Role

Proposition 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

September 29, 2009

Facilities Advisory Committee

Mandate

None

Type

Administrative Services

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 Five-Year Capital Outlay Plan
- Solicit input from various campus constituents to interface with the Strategic Educational Master Plan, Facilities Master Plan and Technology Master Plan.
- Review facility requests from Program Enhancement Plan Updates (PEP-Ups) and Program Review Updates (PRUs) consolidated list (from the College Planning Handbook, Annual Planning Process and Prioritization Process) 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
- 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 or designee
- Director, Maintenance & Operations or designee
- Director, Fiscal Services or designee
- Director, Student Life or designee
- Director, Kinesiology & Athletics or designee
- Director, Education Centers (1) or designee
- Academic Senate President or designee
- Director, Institutional Research or designee
- Faculty Representative or designee
- CODFA Representative or designee
- Adjunct Representative or designee
- CODAA Representative or designee
- Classified Representative (Preferably Scheduler) or designee
- CSEA Representative or designee
- Student Representative or designee
- Executive Director, Bond Program and Facilities Planning or designee

Date Last Revised

September 19, 2022

Food Services Advisory Committee Charter

Mandate

Other

Type

Administrative Services

Role

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

Products

- Facilitate two-way communication between vendors and the campus community
- Recommend policies related to food services
- 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, vending and beverage
- Location and types of service

Meeting Schedule

Once per semester or as needed

Reporting Relationship

Superintendent/President, College Planning Council

Chair

Vice President, Administrative Services or designee

Membership

- Vice President, Administrative Services (1)

- Vice President, Student Services and Vice President, Instruction or designee (2)
- Beeps Vendor Representative or designee (non-voting) (1)
- Full-time Faculty Member or designee (1)
- Adjunct Faculty Member or designee (1)
- Classified Staff or designee (1)
- Student Representatives (4)
- Director, Education Centers or designee (1)
- Director, Auxiliary Services, Contracts & Purchasing or designee (1)

Date Last Revised

December 13, 2024

Safety Committee

Mandate

Other: Collective Bargaining Committee

Type

Administrative Services

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

Date Last Revised

July 24, 2021

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.

Appendix F: AB 1725 Implementation at College of the Desert

AB 1725 Academic and Professional Matters (policy development and implementation)		
AB 1725 Area:	Senate Committee(s):	Other constituents involved:
1. Degree and certificate requirements	Educational Policies & Practices, Curriculum	Students Director of Counseling Director of Admissions & Records
2. Curriculum, including establishing prerequisites and placing courses within disciplines	Curriculum	Students Director of Counseling
3. Grading policies	Educational Policies & Practices	Students Director of Admissions & Records
4. Educational program development	Curriculum	College Planning Council, advisory committees, Director of Counseling
5. Standards or policies regarding student preparation and success	Educational Policies & Practices	Director of Counseling Students
6. District and college governance structures as related to faculty roles	Full Senate – task force as needed	
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports	Full Senate – task force as needed	
8. Policies for faculty professional development activities	Faculty Development	
9. Processes for program review	Curriculum	College Planning Council
10. Processes for institutional planning and budget development	Full Senate - task force as needed	College Planning Council

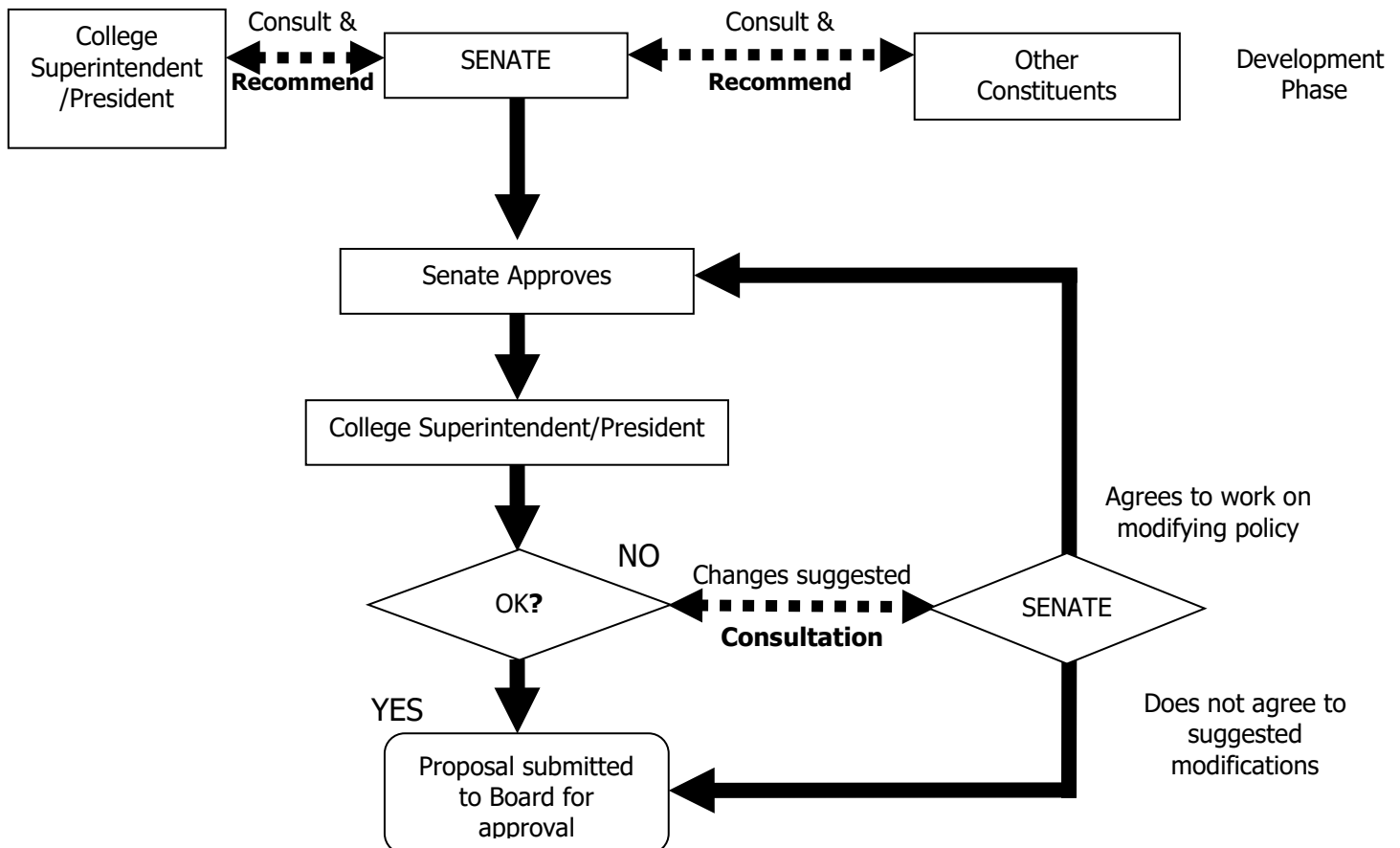
Detailed Decision-Making Processes for the 10 Areas

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.

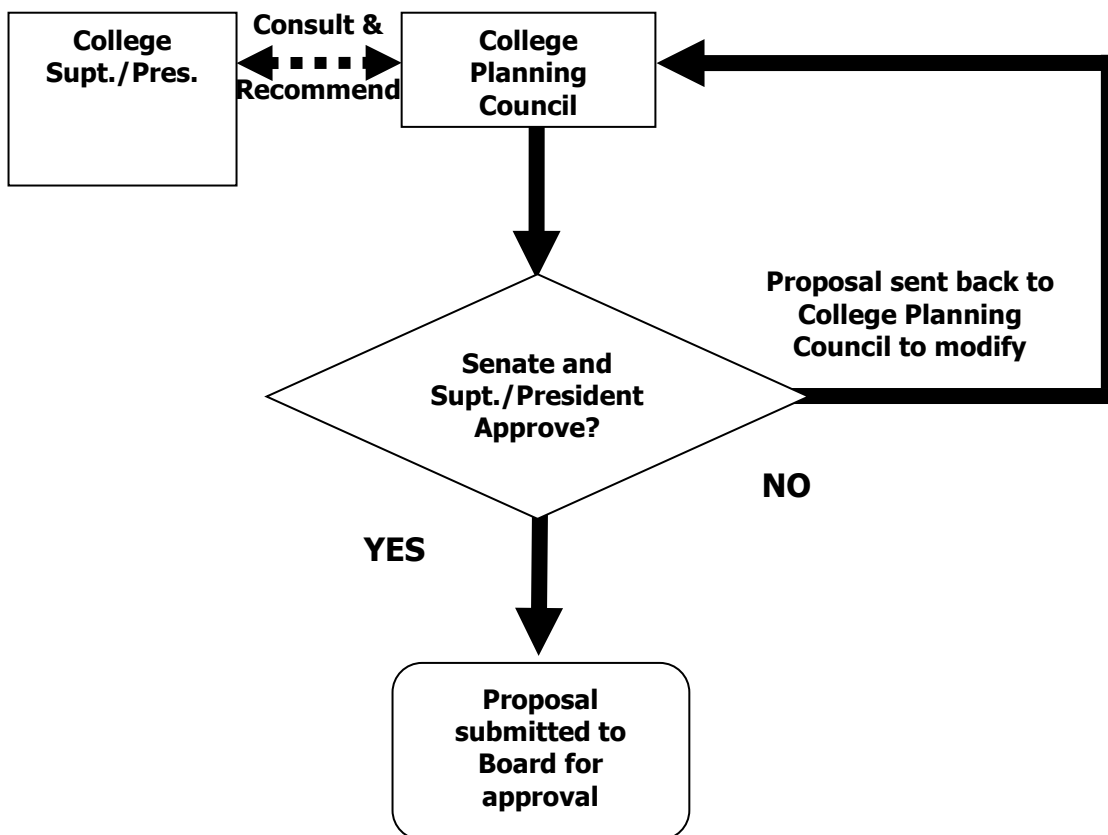


Matter 10. Processes for institutional planning and budget development

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.



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. Follow the agenda to the extent possible.
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 Agendas and Minutes

Editable agenda and minutes templates are available on the College Planning Council website.

The image displays three overlapping templates from the College of the Desert. The top template is the 'Agenda' form, which includes fields for the committee name, date, time, and location, followed by sections for committee members, quorum, and a numbered list of agenda items. The middle template is the 'Minutes' form, which includes fields for the meeting date, participants, and a numbered list of minutes items. The bottom template is a 'Follow-up Items' form, which includes a table for tracking action items with columns for item number, description, and status.

COLLEGE of the DESERT

[Name of Committee/Task Force]

Agenda for [Day, Month Date, Year (Friday, April 7, 2019)]

[Time]

[Location (do not use acronyms)]

[Optional video conference information]

Committee Members (total #):

[List members in any order used by the Committee, Normal text left indented 0.25 in, paragraph spacing in this section is 1.15 lines]

Quorum:

Subject to Brown Act: Yes or No

1. Call to Order/Roll Call

1.1 Public Comments (optional)

2. Action Items

2.1 Approval of Agenda

2.2 Approval of [date] Minutes

2.3 [Action Item]

3. Information/Discussion Items

3.1 [Information/Discussion Item]

3.1.1 [Information/Discussion Sub-item]

3.1.2 [Information/Discussion Sub-item]

3.2 [Information/Discussion Item]

4. Good of the Order (optional)

5. Future Agenda Topics (optional)

6. Adjournment

Next Meeting (optional)

[Day, Month Date, Year]

[Time]

[Location (do not use acronyms)]

COLLEGE of the DESERT

Minutes for [Day, Month Date, Year]

[Time]

[Location (do not use acronyms)]

[Optional video conference information]

Meeting Participants

Committee Members Present

[List members in any order used by the Committee, Normal text left indented 0.25 in, paragraph spacing in this section is 1.15 lines]

Committee Members Absent

[List members in any order used by the Committee, Normal text left indented 0.25 in, paragraph spacing in this section is 1.15 lines]

Guest(s) (optional)

[List members in any order used by the Committee, Normal text left indented 0.25 in, paragraph spacing in this section is 1.15 lines]

Recorder

[Name, Normal text left indented 0.25 in, paragraph spacing in this section is 1.15 lines]

Meeting Minutes

1. Call to Order

[Add details]

1.1 Public Comments

[Add details]

2. Action Items

2.1 Approval of Agenda

[Add details]

2.1 Conclusion of Meeting

[Add details using a bullet point]

2.1 Follow-up Items

Item Number	Description	Status
2.1	[Add details using a bullet point]	None

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 Enhancement Plan Update (PEP-Up) and 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 superintendent/president) 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)/Program Enhancement Plan Update (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 Enhancement Plan Updates will be uploaded to the Outcomes and Assessment webpage by the Outcomes and Assessment Committee (OAC) representatives. All Program Review Updates will be uploaded to the Institutional Effectiveness and Planning webpage by the Office of Institutional Effectiveness.
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 Subcommittee 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 (12) 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 (11/16 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 Superintendent/President, the Academic Senate, Budget Planning Committee, and the College Planning Council. Should the Superintendent/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 for Faculty Prioritization:

- By March 15
 - Faculty/Deans/Area Coordinators fill in and submit faculty request forms as part of the Program Enhancement Plan Update/Program Review Update*.
- By April 15
 - Faculty Prioritization Committee evaluates and ranks the requests using the Prioritization Rubric. Ranked list is forwarded to the

Superintendent/President, the Budget Planning Committee, and to the Academic Senate.

- May
 - Faculty Prioritization Committee reconvenes, debriefs, and evaluates the process (in order to improve it).
- May to November
 - Executive Cabinet reviews prioritization and starts planning connections to funding; integrates with budget planning for the following fiscal year
 - By November, Superintendent/President announces the number of positions to be funded for the next academic year. HR initiates the process for faculty hiring.
- February
 - Screening committees review applications.
- March/April
 - Candidates interviewed; finalists selected.
- May
 - Board of Trustees approves contracts
- *The PEP-Up/PRU and associated requests should be discussed in a department meeting with staff, faculty, and the respective leadership representative.

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 *

Spring 2025

BLOCKS 1A or 1B: EVALUATE REQUEST USING ONE SINGLE BLOCK.

BLOCK 1A	Program Growth Position	Normed	Score
	• Enrollment data over past two years indicate program is growing	3	Prefilled
	• Enrollment data over past two years indicate program is stable	2	
	• Enrollment data over past two years indicate program is declining	1	
	• Independent marketing or other data indicate growth potential	2, 1, or 0	
BLOCK 1B	New Program/Discipline Position: Courses Offered Fewer Than Four Terms	Normed	Score
	• Program Initialization process complete	Holistic distribution 1-5	
	• State curriculum approval complete		
	• New Program has shown significant growth (no FT faculty)		
	• Independent marketing data suggest viability of new program		

BLOCKS 2A or 2B: EVALUATE REQUEST USING ONE SINGLE BLOCK.

BLOCK 2A	Supporting Data	Normed	Score
	• Program has no full-time faculty	2	Prefilled
	• FT/PT ratio below 50/50 percent	1	
	• FT/PT ratio below 60/40 percent	0.5	
	• FT/PT ratio below 75/25 percent	0	
	• FT/PT ratio results in critical lack of effective support for adjunct faculty	2	
	• FT overload ratio		
	• Reliable pool of well-qualified adjunct faculty is unavailable	1	
BLOCK 2B	• Counselor to student ratio	Holistic if proposed 1-5	
	• Librarian to student ratio or headcount to distance education		

EVALUATE ALL REQUESTS IN BLOCKS 3, 4 AND, IF APPLICABLE, BLOCK 5

BLOCK 3	Program/Student Outcomes (Based on Completed SLO Assessment)	Normed	Score
	• Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes	Holistic 1-5	
	• Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes		
BLOCK 4	School Ranking	Normed	Score
	Mark ranked in order in descending order	5-0	Prefilled
	Rank 1 = 5		
	Rank 2 = 4		
	Rank 3 = 3		
	Rank 4 = 2		
	Rank 5 = 1		
BLOCK 5	Rank 6 = 0	Holistic 1 -5	
	Other (Shared Interest)		
	Alignment with Alignment with CAL-GETC Changes:		
	0 points: No alignment with CAL-GETC changes.		
	1-2 Points: Minor alignment with a few components of CAL-GETC changes.		
	3-4 Points: Moderate alignment with several components of CAL-GETC changes, indicating adaptability to evolving academic requirements		
	5 Points: Strong alignment with the CAL-GETC changes, ensuring comprehensive compliance with the updated curriculum guidelines.		

TOTAL SCORE
(25 Possible)

*Sample rubric from previous prioritization.

Appendix J: Staff Prioritization Process

I. General

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

Membership of Prioritization Committee (14):

- Leadership (6) including the Administrative Co-Chair as assigned by the Superintendent/President
- Faculty (4) including the Faculty Co-Chair as appointed by the Academic Senate
- Classified Staff (4) as appointed by CSEA

II. Process for Staff Prioritization

1. Each academic year, as part of the Program Enhancement Plan Update (PEP-UP)/Program Review Update (PRU) process, program areas will submit requests for classified staff positions.
2. Staff prioritization should begin at the department level. Department-level staff prioritization should be agendized with all department constituents (staff, faculty, and leadership) invited to participate.
3. Combined areas, as shown in Figure 1 of the College Planning Council Handbook, should meet and rank their prioritized staff requests with minutes of such meetings being taken and then shared by the department manager with all department constituents.
4. When possible, the Budget Subcommittee will communicate potential resources.
5. 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 hierarchical in nature.
6. 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). Relevant PEPs, PEP-Ups, and PRUs will be reviewed by committee members.

7. 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.
8. The initial ranking will be done by ballot as follows: each member will assign a ranking of 5, 4, 3, 2, or 1 (with 5 being the highest score and 1 being the lowest score) to each position requested based on the criteria list for staff prioritization.
9. In the case of ties, the committee will vote to rank the positions; a simple majority is all that is required for this procedure.
10. 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 (10/14 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.
11. Once a prioritization/replacement list is completed, it will be presented to the following committees as information items:
 - Budget Subcommittee – recommend available resources
 - College Planning Council – responsible for reviewing the progress and accomplishments of the units and committees
12. College Superintendent/President – 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 for Staff Prioritization:

- By March 15
 - Program submit staff requests as part of the Program Enhancement Plan Update/Program Review Update process.
- Late May
 - All classified staff requests are ranked in three (3) tiers (high, medium, low).
- By September 1st
 - All lists will move forward to the Staff Prioritization Committee. The committee will prioritize the high requests.
- By Mid-October
 - 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 Superintendent/President.

- After the Staff Prioritization Process is Completed
 - A survey to assess the effectiveness of the process will be distributed in order to identify areas for improvement.
- Mid-October to November
 - Executive Cabinet reviews prioritization and starts planning connections to funding; integrates with budget planning for the following fiscal year.
 - The Assessment of Planning and Outcomes Subcommittee reviews the post-prioritization survey and evaluates the process in order to improve it.
- By November, Superintendent/President announces the Staff positions approved for recruitment HR initiates the process for hiring.

III. When Not to Use the Prioritization Process

Classified staff positions identified below do not need prioritization ranking. For classified staff positions identified below, except as noted, the Vice President of the area must complete a Request for Recruitment Form 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 Superintendent/President) that position shall be hired in the next hiring cycle unless extenuating circumstance exist.

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 process, the need for such positions.

Permanent Changes to Existing Positions

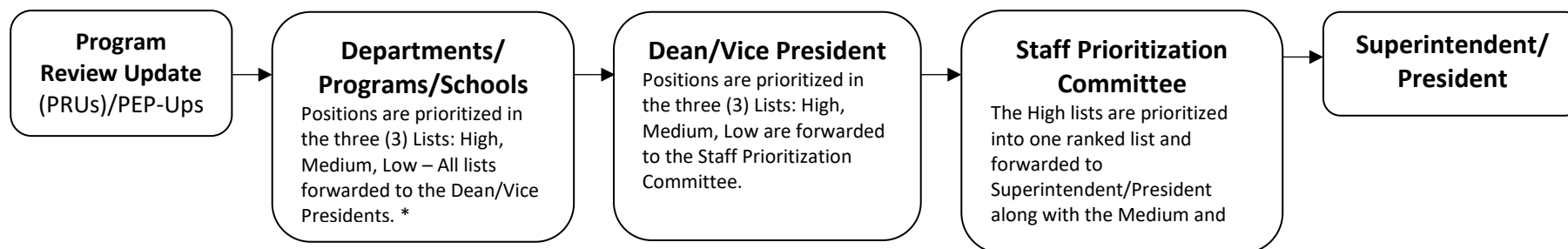
- Departments must include any requests to make permanent changes to existing positions in the PEP-Up or PRU to be considered and approved by Executive Cabinet. Permanent changes include increasing hours (FTE) or increasing work year (months).

Changes in Classification or Salary to Existing Positions

- Departments requesting classification or salary changes to existing positions must submit their requests via the negotiated reclassification process.

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

Staff Prioritization Process Diagram



*Lists should be ranked within respective departments, programs, and school

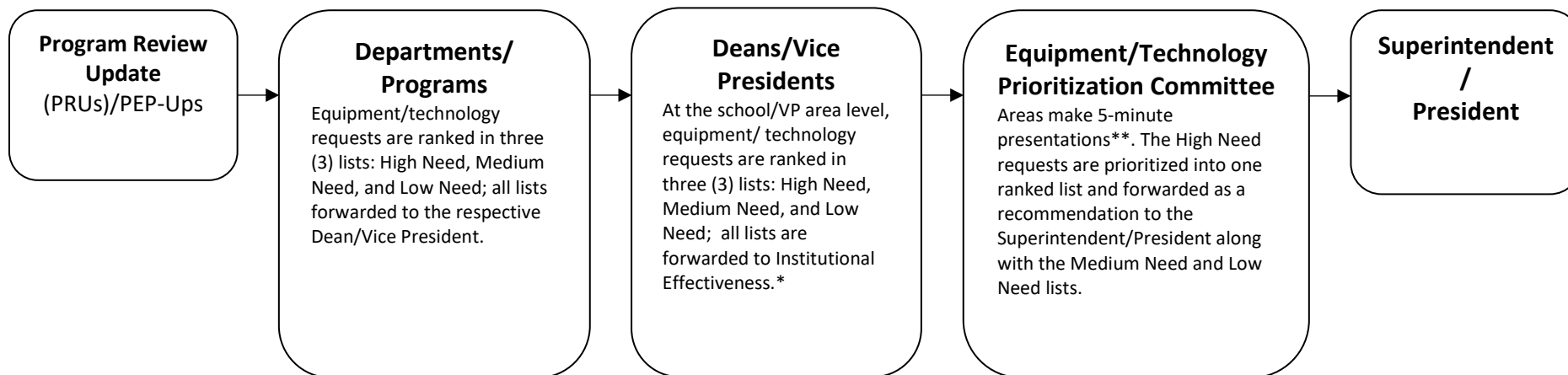
Criteria for Staff Positions

This criteria is driven by the College mission and the College's five (5) Strategic Educational Master Plan goals.

		Criteria Met	Criteria Not Met
1.	College Mission: College of the Desert is an inclusive, student-centered community college providing high-quality degree, certificate, and transfer programs that are accessible, affordable, and responsive to the diverse needs of students and our community. By preparing workforce professionals and leaders, the College enhances the local economy, closes persistent equity gaps, and improves the quality of life in the Coachella Valley and surrounding communities.		
2.	Strategic Educational Master Plan Goal 1: Enrollment Recovery and Retention		
3.	Strategic Educational Master Plan Goal 2: Equitable Student Outcomes		
4.	Strategic Educational Master Plan Goal 3: Program Alignment to Regional Labor Market Needs and Thriving Wage Careers		
5.	Strategic Educational Master Plan Goal 4: Fiscal Sustainability and Infrastructure Improvements		
6.	Strategic Educational Master Plan Goal 5: A Culture of Equity and Inclusion, Anti-Racism and Social Justice		
7.	Vacancy		
8.	Coverage: health, safety, and security		
9.	Critical need affecting student learning outcomes		
10.	Future increase in student services or support services (increase concurrent staffing or increase in hours of operations)		
11.	New site, new location, building, or additional classrooms		
12.	Increased workload in general from student, faculty, or staff growth		
13.	New tasks, processes, or technology		
14.	Legal compliance		
15.	Coverage of labs and critical student support areas; student, staff, faculty support to cover staff absences		
16.	Emerging needs		
17.	State mandates, initiatives, and plans		
18.	Classified work determined necessary for position		

Appendix K: Equipment/Technology Prioritization Process

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



Equipment/Technology Prioritization Committee:

- All Vice Presidents
- Senate President
- All Deans
- All Department Chairs
- CSEA representative appointed by CSEA

*Requests should be ranked within respective departments, programs, schools, and Vice President areas. Equipment/technology prioritization should be for items over \$500 and beginning at the department level. Department-level equipment/technology prioritization should be agendized with all department constituents (staff, faculty, and leadership) invited to participate. Combined areas, as shown in Figure 1 of the College Planning Council Handbook, should meet and rank their prioritized equipment/technology requests with minutes of such meetings being taken and then shared by the department manager with all department constituents.

** Schools and Vice President areas are allocated 5 minutes each to make presentations on their high-need equipment/technology requests. The presentations will address 2 questions: What was the vetting process? What are the highest needs of the area, and why?

Members of the Equipment/Technology Prioritization Committee will score the high-need requests on a scale of 5 to 1, with 5 being the highest score.

Appendix L: Long-Term Integrated Planning Calendar

College of the Desert Long-Term Integrated Planning Calendar 2020-2030 Next Review: Spring 2026

Revised Spring 2025

College Plans	Cycle Length	2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030	
		Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Program Enhancement Plan Updates (PEP-Ups)/Program Review Updates (PRUs)*	Annually	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle	Plan Due	New Cycle
Student Equity Plan 2022-2025	3 years					Revise Plan/ Review Docs	Plan Due	New Cycle				Revise Plan/ Review Docs	Plan Due	New Cycle				Revise Plan/ Review Docs	Plan Due	New Cycle			
Strategic Master Plan 2023-2028	5 Years		(Revise Plan/ Review Docs)	(Plan Due)	(Revise Plan/ Review Docs)	Plan Due	New Cycle											Revise Plan/ Review Docs	Plan Due	New Cycle			
Educational Master Plan 2017-2023	5 Years				(Revise Plan/ Review Docs)	(Plan Due)	(Revise Plan/ Review Docs)	Plan Due															
Technology Master Plan 2020-2025	5 Years	Plan Due	New Cycle							Revise Plan/ Review Docs	Plan Due	New Cycle						Revise Plan/ Review Docs	Plan Due	New Cycle			
Enrollment Management Plan 2020-2025	5 Years	Plan Due	New Cycle							Revise Plan/ Review Docs	Plan Due	New Cycle						Revise Plan/ Review Docs	Plan Due	New Cycle			
Professional Development Plan 2020-2023	3 Years		New Cycle				Revise Plan/ Review Docs	Plan Due	New Cycle					Revise Plan/ Review Docs	Plan Due	New Cycle					Revise Plan/ Review Docs	Plan Due	
Accreditation 2017-2024	7 Years		Prepare for Midterm Report	Midterm Report Due				Self Study Due	Prepare for Site Visit	Visit		Prepare Follow-Up Report	Follow-Up Report Due			Prepare for Midterm Report	Midterm Report Due					Self Study Due	
Facilities Master Plan 2020-2030	10 Years with a Midterm Review at 5 Years											Revise Plan/ Review Docs	Midterm Review							Revise Plan/ Review Docs	Plan Due	New Cycle	
Institutional Learning Outcomes	5 Years			Review	New Cycle									Review	New Cycle								
Board Policies and Administrative Procedures Annual Review Cycle	7 Years							Chapter 1: The District	Chapter 2: Board of Trustees	Chapter 3: General Institution	Chapter 4: Instruction	Chapter 5: Student Services	Chapter 6: Business & Fiscal Affairs	Chapter 7: Human Resources									
College Plans	Cycle Length	2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030	
		Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall

*Program Enhancement Plan Updates (PEP-Ups): submitted annually by Instructional programs; Program Enhancement Plans (PEPs) submitted on five-year cycle by Instructional programs; Program Review Updates (PRUs): submitted annually by Student Services programs and Support Services programs

**In fall 2023, the Strategic Master Plan and Educational Master Plan were merged to create the Strategic Educational Master Plan 2024-2029

Update Notes:

Spring 2019: Cycles for PRUs and Student Equity, Technology Master, Enrollment Management, and Facilities Master plans adjusted for 2019-2020.
Spring 2021: One year added to current cycles for Strategic Master Plan and Educational Master Plan to allow new Superintendent/President input; added review of Institutional Learning Outcomes on five-year cycle.
Spring 2022: Years 2016-2019 removed to add years 2027-2030 to the calendar; CTEA removed as it is not institution-wide; Strong Workforce removed due to end of funding cycles.
Spring 2023: Strategic Master Plan dates were revised to 2023-2028 to match the cycle of the new plan.
Spring 2024: Strategic Master Plan and Educational Master Plan were merged to create Strategic Educational Master Plan, 2024-2029; Professional Development Plan added to list
Spring 2025: BP/AP annual review cycle added; PEP-Ups and PRUs rows merged from two into one; Mission statement added to Strategic Educational Master Plan cycle

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: APO is the committee responsible for the evaluation.

Appendix M: Annual Planning Calendar

College of the Desert
2025-2026 Annual Planning Calendar

Revised Spring 2025

JULY - DECEMBER

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
BUDGET	New budgets and fiscal year begin		Current fiscal year budget reconciled and approved by the Board of Trustees			Mid-year budget review
STAFF PRIORITIZATION			Staff Prioritization takes place Staff Prioritization results shared with Budget Subcommittee, College Planning Council, and Superintendent/President			
FACULTY PRIORITIZATION, STAFF PRIORITIZATION, AND EQUIPMENT/TECHNOLOGY PRIORITIZATION				Faculty and staff positions announced for recruitment Funded equipment/technology requests announced for purchase		
SUMMER SCHEDULE † FALL SCHEDULE †					Program planning FTES projections	First drafts
WINTER SCHEDULE † SPRING SCHEDULE †		Second drafts		Third drafts	Schedules published Registration opens	

† Schedule preparation timelines are fluid and subject to change, based on District needs.

College of the Desert
2025-2026 Annual Planning Calendar

Revised Spring 2025

JANUARY - JUNE

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
BUDGET	Governor's budget announced	Budget review		New department budgets submitted to Fiscal Services	Purchasing deadlines May revise announced	
ANNUAL PROGRAM REVIEW* Program Review Updates (PRUs) Program Enhancement Plan Updates (PEP-Ups)			PEP-Ups due/PRUs due Documents posted on portal			
PROGRAM ENHANCEMENT PLANS (PEPs) 5-Year Comprehensive Planning Review			PEPs due Documents posted on portal			
FACULTY PRIORITIZATION	Recruitments and Hirings					
FACULTY PRIORITIZATION AND EQUIPMENT/TECHNOLOGY PRIORITIZATION				Faculty Prioritization takes place Equipment/Technology Prioritization takes place Mid- to late May: Faculty Prioritization and Equipment/Technology Prioritization results shared with Budget Subcommittee, College Planning Council, and Superintendent/President		
SUMMER SCHEDULE † FALL SCHEDULE †	Second drafts	Third drafts	Schedules published Registration opens			
WINTER SCHEDULE † SPRING SCHEDULE †					Program planning FTES projections First drafts	

* PRUs are completed by Student Services and Support Services. PEPs/PEP-Ups are completed by Instructional programs.

† Schedule preparation timelines are fluid and subject to change, based on District needs.

A photograph of a campus sign for the College of the Desert East Valley Campus. The sign is made of two stacked metal plates. The top plate reads "COLLEGE OF THE DESERT" and the bottom plate reads "EAST VALLEY CAMPUS". The sign is set in a bed of dark gravel with a large, flat, light-brown rock in the foreground. In the background, there is a metal fence, a building, and trees under a clear blue sky.

COLLEGE OF THE DESERT

EAST VALLEY CAMPUS